Innovative Research in Languages and Social Sciences

Editors:

Dr. Prabhakar Singh   **Mr. Ujwal Prakash**

Dr. Sonu Agarwal   **Dr. Ravi Prakash Mishra**

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Editors

Dr. Prabhakar Singh

Department of English,

S. N. Govt. P. G. College,

Khandwa, M. P.

Mr. Ujwal Prakash

Department of Economics,

Lady K C Roy Memorial School,

Ranchi, Jharkhand

Dr. Sonu Agarwal

Department of Law,

Manipal University

Jaipur, Rajsthan

Dr. Ravi Prakash Mishra

Department of Hindi,

Jayoti Vidyapeeth Women's University,

Jaipur, Rajsthan

PREFACE

We are delighted to publish our book entitled entitled "Innovative Research in Languages and Social Sciences". This book is the compilation of esteemed articles of acknowledged experts in the various fields of basic and applied social sciences, humanities, and languages providing a sufficient depth of the subject to satisfy the need of a level which will be comprehensive and interesting. It is an assemblage of variety of information about rapid advances and developments in various subjects. With its application oriented and interdisciplinary approach, we hope that the students, teachers, researchers, scientists and policy makers in India and abroad will find this book much more useful.

The articles in the book have been contributed by eminent scientists, academicians. Our special thanks and appreciation goes to experts and research workers whose contributions have enriched this book. We thank our publisher Bhumi Publishing, India for taking pains in bringing out the book.

Finally, we will always remain a debtor to all our well-wishers for their blessings, without which this book would not have come into existence.

- Editorial Team
Innovative Research in Languages and Social Sciences
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AN ANALYSIS ON FEMINIZED MIGRATION AND TRAFFICKING NEXUS IN INDIA

Deblina Talukdar

Department of Education,

Kishore Bharati Bhagini Nivedita College (Co-Ed), West Bengal, India

Corresponding author E-mail: deblinatalukdar1982@gmail.com

Abstract:

Objective: The prime focus of the paper is found out how the migration of women forced them into the well of human trafficking. It examine the underlying causes and the contributing factors that forced the bread winners for commercial migration and how they were trapped in the trafficking which forced them to join certain professions which they were not intellectuallyand genuinely ready. It examines the host of push and pull factors that interact between migration and trafficking of women.

Material: The present paper is mainly based on secondary data, which has been taken from National Crime Record Bureau (NCRB), Census data, state-wise data etc., for the purpose of analysis.

Methodology: The systematic approach has been adopted for analysis. Qualitative method and NVIVO software has been adopted for data analysis.

Result: According to report of Hindustan time, West Bengal topped the list in reported cases of human trafficking at 3,579, accounting for 44% of total cases in the country. The state had reported 1,255 (18.2%) such cases in 2015, when it ranked second only to Assam. West Bengal is the hub of human trafficking in India. It had the maximum human trafficking cases (669) amongst all states in India in 2013, followed by Tamil Nadu, Andhra Pradesh, Karnataka and Maharashtra.

Conclusion: Studies of the trafficking process suggest that the recruitment of female takes place through different informal social networks, such as family members, friends, co-workers and acquaintances, or sometimes by strangers, all of whom exploit the poverty, limited education and vulnerable family situations of such females. Poor quality of services and care and ineffective and inadequate preparation of minor girls for life outside of brothels place them at risk of repeat trafficking, So strong measures need to be taken by Government, NGOs, Media, rescue operators, police personnel to give final to the problem. More conscious and awareness must be created within a society so that they should not fall in the trap of such agents or personnel who were involved in such racket.

Keywords: Feminized migration, women, trafficking, migrant sexual offences.

Introduction:

Migratory movements as pretty much old as humankind, as people leave their place of origin in search oflooking for a superior life or business. Recent global trend of migration has emerged as feminization of migration. This paper investigates the association between migration flows and trafficking flows.Human trafficking and migration may seem to be two changed perspectives but if we have a critical look and dive into both the perspectives then we can unmistakably see the association between the two issues.Trafficking of Indian women often involves several layers of recruitment: the traffickers who hire local recruiters to look for young women in the villages; the local recruiters themselves; and the local people who assist recruiters and who are trusted neighbors, friends or even relatives. Women are promised "good jobs" but instead, are drawn into sex industries abroad or in other parts of India. The theory assumes that due to unemployment, underemployment, low wages, poor working conditions and the absence of economic opportunities, migrants concerned with their personal betterment choose in a rational and calculated way the destination country which will reap the most benefit. In some circumstances, this vulnerability can lead to trafficking for sexual exploitation. Hence, this research paper would deal with the issue of human trafficking by touching upon the concept of migration and would propose certain measures that can reduce the trafficking of migrant women in the present scenario.

Concept of Feminized Migration:

Feminization" signifies the cycle by which an ever increasing number of ladies become associated with an action where there are customarily more men. The feminization of relocation is a multidimensional wonder. By and by, less ladies move for family reunification, and more move looking for occupations as babysitters, medical caretakers, house cleaners, or sex laborers (Maymon, 2017). Becoming a breadwinner, not only abroad but also at home by migrating to the city, can enhance a woman's status within their community back home. But this opportunity can also be a major challenge.In the first place, their flight can confound the life and schooling of the youngsters they abandon. Second, traveler ladies can experience the ill effects of class, race, or identity drawbacks that converge with their movement status. They can be more defenseless against sexual and racial maltreatment, badgering, and separation in the working environment[1]. It

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[1]https://gemreportunesco.wordpress.com/2019/03/11/what-does-the-feminization-of-migration-mean-for-migrant-women-and-their-education/

1

is nonetheless true that in recent decades the number of women migrants has increased significantly in response to changing labour markets globally, particularly the massive demand for cheap female labour from poor countries to fill the growing demand for caregivers in rich destinations. Women become more assertive as they see more opportunities opening up before them. Moving to another nation opens ladies to ground breaking thoughts and normal practices that can advance their privileges and empower them to take part more completely in the public eye. It can likewise affect accomplishing more prominent correspondence for them in their nation of beginning.

Diving of Women into the Nexus of Trafficking:

Women from helpless conditions who have encountered an absence of chances and viciousness are probably going to turn out to be obvious objectives for dealers, who guarantee them a more extravagant monetary and social future abroad while tricking them into constrained work, by and large constrained prostitution, sweat-shops, and coldhearted homegrown work conditions. For this situation, anticipation endeavors, for example, giving data on potential dangers along the entire movement course (counting nations of travel and objective) and how to keep away from them are imperatively significant. The feminization of movement brings about explicit tricky types of relocation, like the popularized relocation of ladies and young ladies as homegrown specialists and guardians, frequently bringing about the dealing of women for work and sexual abuse. The calculated importance of illegal exploitation alludes "to the criminal act of abuse of women where they are treated as products for benefit and in the wake of being dealt, are liable to long haul misuse. This coordinated wrongdoing of illegal exploitation has reached 'a startling greatness' on the grounds that the degree of infringement of basic freedoms is mind blowing and unfathomable. The miserable part is that there is next to no consciousness of this wrongdoing among the majority.
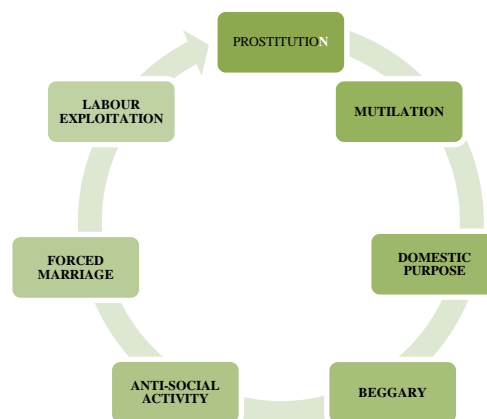
Figure 1: The purposes of women trafficking in India (Vidushy, 2016)

The nexus of women trafficking endorse the following phases.

ORIGIN   TRANSIT   DESTINATION POINT

Figure 2: The phases of women trafficking

There are three main phases of human trafficking namely, origin; transit and destination point. Origin is the place from where the victims are recruited and selected; transit denotes transportation and transfer, sometimes harboring also. Destination is the last point where the women are gotten and kept up for misuse. Even the victims may be exploited in origin and transit phase but it is for a short period. At destination, negotiation takes place for maximum profits (Kamble, 2019). Among the technique for recruiting the trafficked women promised job accounts 75%-80% the highest strategies 78 women had been promised a job as a domestic help in cities like Delhi, Hyderabad, Bangalore, Pune and Mysore; 21 of them had been simply offered 'work' without any further details in distant places such as Kuwait, Dubai, Delhi and Mumbai. Thirteen of them were promised specific work opportunities in places like a biscuit factory, a hotel, a textile shop, a tailoring establishment, and as construction labour in cities such as Chennai, Pune and Bangalore (Dev, June, 2011).

Theoretical Perspective in support of Feminized Migration and Trafficking Nexus in India:

To comprehend the perplexing circumstance of dealing of ladies and youngsters as weak gatherings in India, important to relate different speculations that can and have been utilized to appreciate the Indian dealing industry. There are numerous hypotheses that evacuated the reason for illegal exploitation in India among them Feminist Theory where Kathleen Barry (1984) claims the forswearing of financial explanation yet resolves the issue of the organic market with the sex business provoking the interest to which the dealers enroll the stockpile of women through relocation. The following hypothesis is Absolutism which depicts the job of dealers are merchants of individuals who either purchase women from their spouses, or by kids from guardians, or deceitfully guarantee them to wed or for well-paying positions or steal them.The following unmistakable one is the Conflict hypothesis by Karl Marx where dealers, are the more impressive gathering, utilize their ability to abuse bunches with less force than themselves (Sinha, September 2016). In regard to the victims of the trafficking, with the constant separation between the classes, society has only driven a further division between the classes. Traffickers

are the top hierarchical group and the trafficked women are less powerful one. This theory can be applied upon the Indian context where the poverty and the class struggle are very prominent.

Using the NVIVO Plus software threerelated literature on women migration and trafficking nexus in India were selected for Word Cloud Analysis which depicted that the most recurrent word was trafficking with 564 counts, women with 193, human with 167, migrant with 158, labour with 154 and exploitation with 92 counts. Trafficking of women human through traffickers for labour migration in different states of India were conducted where they were victimized, exploited, rights were violated nationwide and they were delved into the antisocial activities, crime, prostitution, sexual exploitation, smuggling and many other activities (Goel, 2019), (Michele Ford, 2012), (Mrs.N.Radha, 2016).

Figure 3: Word Cloud women migration and trafficking nexus in India

Statement of the Problem:

The statement of the problem entails how the feminized migration leads into the nexus of women trafficking in India.

A. **Objective of Study**

- To determine the push and pull factors of feminized migration in India.
- To examine the impact of feminized migration on women trafficking in India.
- To identify the preventive measures adopted for women trafficking through feminized migration.

1. **Pertaining to Objective 1**

To determine the push and pull factors of feminized migration in India.

In push factor, the social factor incorporates sex segregation, rank obstructions, and helpless way of life, constrained or mask marriage, and so on among the monetary factor inconsistent dissemination of chances and a more extensive hole among rich and poor forces individuals to fell under the control of dealers, neediness has been connected with illegal exploitation designs. The defenseless state of the casualties gives a sufficient degree to dealers to trap the people in question. Political elements like political industry, militarism, and savagery expansion in the evil treatment and misuse by means of dealing and constrained work, arms struggle, asset revile in extractives, evacuees, law and order, statelessness, even the furnished clash lead to the net moving of individuals. Social variables like single parents, separated from ladies, bereaved and physically mishandled ladies, and young ladies are simply preyed to the dealers due to the disgrace. The ecological factor involves rising ocean level, dry season, flood, deforestation, and so forth makes the female relocate from one land to another. To help the proof NCRB expressed that in 2016 three out of 5 ladies who were dealt were under 18 years. The significant reason for dealing is sexual abuse.

Table 1: Showing marriage as the prime reason for women migration in India

Migration Types	Prime Reason For Migration In India			
	Employment/job		Marrriage	
	Male	Female	Male	Female
Rural to Rural	31.5%	1.2%	7.6%	88.7%
Urban To Rural	31.8%	2.7%	2.8%	74.9%
Rural to Urban	55.9%	3.7%	1%	63%
Urban to Urban	34.9%	3.1%	!%	58%

Source: Census 2011; migrants 20-34 years old

In pull factors the social components like innovative progression, modernization, urbanization, developing interest for little youngsters, huge urban areas, better way of life, high profile marriage and so on. Among the financial factor guarantee for better compensation, simple bringing in of cash, new channels to bring in cash, work offices, big league salary and low tax assessment and so forth. Individual elements incorporate to have a free existence, to overhaul way of life, distance from family impedance and so forth Political variables like politically steady, non-unsettling influence state, help and mix, harmony, security, law and order and so forth So the eyewash for government assistance benefits trap the people in question (Sanjoy Roy, 2017).

According to **2011 Census** report, proportion of women migration is higher than men. In the study of Changing Contour of Internal Migration in India: Centrality of poverty and Vulnerability by Remesh, Babu and Agarwal, Tasha (2020) cited that even the women who migrated for marriage, it is being found that after marriage while living in their spouse's house they migrated for searching jobs in the labour market. Again millions of tribal women migrated from tribal belt of state such as Orissa, Jharkhand, Bihar, Chhattisgarh, Assam, Mizoram and urban areas where they work as domestic helpers. Single women migration to these urban centers via middlemen. Author have also pointed out that at the time of marriage can also be linked with trafficking of women and were sold to states like Haryana and Rajasthan (Agarwal, 2020). **The study on Female Labour Migration in India: Insight from NSSO data 2006** by K. Santhiexpressed that marriage is a predominant factor in female mobility and because of the custom of offering women inside the nearby circle which doesn't typically include significant distance relocation we discover 60-70% of movement occurring inside a similar locale. Haryana (16.3%) Punjab (15.8%) and Maharashtra (15.2%) top the rundown with over 15% of the transients from different states. The reasons could be various. Punjab and Haryana being neighbor states, between states were high. Maharashtra is one among the not many states which draws in travelers from practically all over India. In every one of the three cases, flourishing and work potential are the significant explanations behind the movement. Karnataka, West Bengal, and Tamil Nadu take the fourth, fifth, and 6th positions individually. Rajasthan and Gujarat have 8.7% and 8.1% separately. On account of West Bengal, ladies from Bangladesh enter legitimately and wrongfully looking for work and furthermore for marriage as a result of the permeable line.

2. Pertaining to Objective 2

To examine the impact of feminized migration on women trafficking in India.

Trafficked people do not have the opportunity of informed consent with respect to the experiences they undergo (United Nations 2000; ESCAP 2003). Cases of exploited migrants are offences in themselves, but they need not be cases of trafficking. However, the majority of trafficked people will be exploited migrant (Nair, 2004). So human trafficking is a deplorable human rights violation. So illegal exploitation is a miserable common liberties infringement. India is a source, objective, and travel country for both work and sex dealing. Most of ladies travelers who are functioning as homegrown aides regularly face physical and sexual maltreatment during the enlistment cycle executed by intermediaries and specialists, and later by

businesses where they are put. A few ladies, selected for marriage, utilize this as an easy route through movement channels.

To validate the result of objective a sentiment analysis has been conducted by the investigator to determine the impact through the NVIVO Plus software and the result is given below:
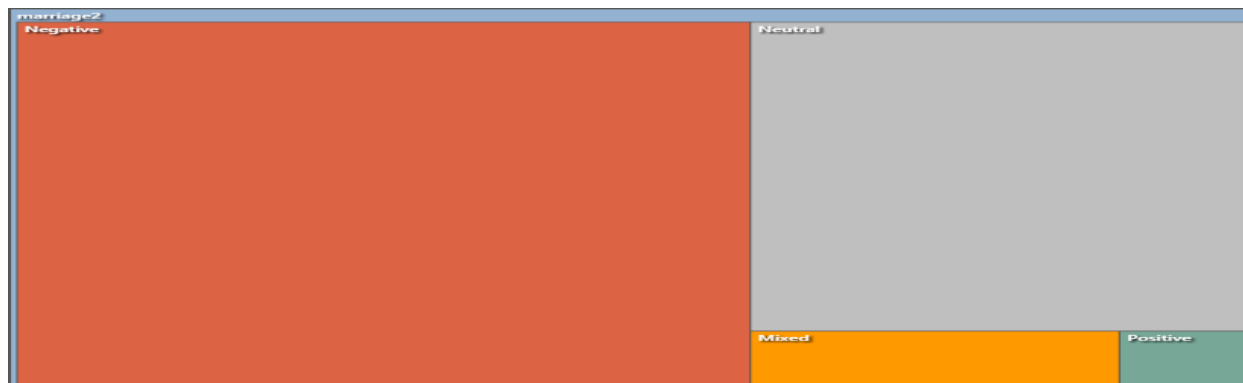
Source: (Kumar, April 2018) **San Mateo County: Commission on the status of Women**[2]**Figure 4 showing the sentiment analysis of trafficked women in Indiathrough feminized migrationUsing NVOVO Plus software**

From the figure 4 no. it is being found that the negative impact is higher than the positive, neutral or mixed. The negative count is 41 where the positive is about 1, neutral is 23 and mixed is about 4. The mixed responses is due to account of different experiences they pursued from the traffickers and neutral responses because they were not agreed to speak about the true picture as because they were threatened to be murdered or killed by the gangs if they speak the true. Majority have said that a high pace of brutality physical and rapes, aggressive intentions or misuse, mental maltreatment. The unstable living climate, inadequacy in nourishment, lacking actual rest, and extraordinary physical and mental brutality brings about sickness and enduring among the dealt women, women were beaten with an item, were manhandled verbally, were secured in the house without food, and were proposed to consume by proprietors. As per NCRB trafficking dealing is the customary type of bondage.

Physical Assault:

Victims are physically abused by traffickers. They are proficient to convey Sexual Transmitted Infections like HIV/AIDS. Actual torment and hardship, exhaustion because of lacking rest, dazedness, back torment memory issue, stomach torment, pelvic torment, gynecological contaminations or illness, weight reduction, sores or moles, feminine

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[2]https://csw.smcgov.org/about-commission

abnormalities, spontaneous pregnancy, and early termination. Others like starvation, beatings, and different types of physical and sexual injury—which can prompt a large group of actual wounds, for example, mind injury, consumption, wounds and broken bones are the most widely recognized of all were being applied on the casualties for assuming responsibility for them and keeping them from getting away (Gupta, 2019). Others are guaranteed acceptable spouses however all things being equal, they are secured and compelled to give sexual administrations to purchasers in prostitution. Away from home, hampered by the absence of capacity to communicate in the nearby language, and not ready to discover help, young women and women become reliant upon the house of ill-repute proprietors. Consistently, a great many women and little youngsters all throughout the planet are dealt and offered to "diversion" enterprises. Regarding the investigation on sex dealing on young women and ladies from Anantapur in Andhra Pradesh dealt with ladies revealed of for one entire year, she was kept detained by the 'sethani' was not permitted to try and get out of the limit. Consistently she needed to put on cosmetics and she constrained her with 30 men each day. On the off chance that she didn't pay attention to what the 'sethani' said, she would beat her, and in the event that she didn't pay attention to what the clients requested that she do, they used to cut her with blade cuts everywhere on her body (Dev, June, 2011).

Psychological Effect:

The victims who are trafficked into the commercial sex industry and are forced to have sex with many persons are broken with veryextremely low confidence, embarrassed, and are exceptionally irate if the culprit is trusted. Their sensation of serious blame, sadness, and tension leads them to endeavor self-destruction. Many have alarming bad dreams of everyday encounters forlornness and dread of dealers are the principal sentiments depicted by casualties' months after their salvage. An examination to assess the emotional wellness of dealt women utilizing clinician-managed mental indicative evaluation among ladies saved and got back to Moldova tracked down that 88% had critical mental pain and 54% required clinical consideration for temperament and tension (Ray, October 2017). Often health service providers fail in providing adequate security to sex-trafficked women after their rescue also.

Social Assault:

The trafficking of girls and women for sexual exploitation is viewed as a modern-day form of slavery in which they are induced through coercion and/or deception into providing commercial sexual services (Human Rights Watch, 1995). As the casualties of dealing, can't lead an everyday life for an extensive stretch and are cut off from ordinary social exercises

conceivable change for them would be troublesome. Their advancement is deferred in any event, when everything is set up for their restoration and reintegration due to the disgrace put on them by society. Sex dealing survivors feel victimized and dismissed by their family and local area. In an examination done in Mumbai's red-light house of ill-repute locale by Dalla and Kreimer (2016), a sex dealing survivor dared to visit her family, however lamentably, her mom showed her out, and her dad utilized harmful words. Every one of the members in this examination revealed they cover up their past to find a way into society, yet at the same time, they don't feel a piece of society. It tends to be found in the accompanying word for word. Survivors have an inclination that guys consistently view at them as sex laborers. To have regard, members hide their accounts of involvement. To have respect, participants conceal their stories of experience (Kumar, April 2018).

Economic Assault:

Although human trafficking is a high profit and low risk adventure, the perpetrators mortgage the life of adults and children for their selfish gains. Human Trafficking ruins the future of any society for which a large number of people cannot work effectively. The situation worsens when women and children are most affected. Brothel madam forced her to put on makeup and confined her to a room and forced to earn 40k in a month. When she found that she falling short by 10k her husband beat me and broke my leg (Dev, June, 2011). Even the women who were working as domestic care taker or servant were paid less or mostly they not given any salary for their labour. A study was conducted on trafficked women in the brothels of Kolkata it was said by the trafficked respondents that there is always preference for the younger prostitute and the elder one if having low income and if they were not able to pay the room rent then they were kicked out by the owner and then they work as street prostitute for survival. To earn money from these trafficked women many times they were injected by the owners for body growth and to earn money by selling them (Kumar, April 2018).

Environmental Assault:

For bettermental condition and to find peace in the survival proper condition for environment is the urgent need but the migrant women who were trafficked for different causes they were devoid of such condition. Insufficient and unhygienic condition, Congested lanes, small rooms, smelly localities are affecting their health badly because of which problems related to their health are also arising. Diseases like cervical cancer, HIV and STD are increasing as no steps have been taken for their betterment. By one of the surveys, sex workers were experiencing debilitating stigma and discrimination that erodes their ability to protect their health and well-being.

3. **Pertaining to Objective 3**

To identify the preventive measures adopted for women trafficking through feminized migration.

- With the assistance of NGOs and Police authorities there can a few sorts of commercials through the mainstream media in a specific area and by directing some mindfulness programs in towns, local schools, among kids of the poor society and public to be alert of being victimized.

- Full details of agents should check from trusted authority.

- If details not available then the family should pass the detail of agents to trusted friends and family members.

- States may organize training/workshops/awareness campaign to sensitize the migrant women and other law enforcement agencies towards the crime, safety and security of women and children.

- Developing programs that offer business alternatives, including fundamental instruction, abilities preparing and education, particularly for women and other disadvantaged gatherings. Improving youngsters' admittance to instructive freedoms and expanding the degree of school participation, specifically by young lady child.

- Establish support bunches for overcomers of sex dealing at the local area level, to share their accounts, discover the solidarity to sort out themselves, and teach weak areas of women and children about sex dealing and prostitution.

- Both origin and destination countriesneed to fortify work rights and improve work assurances of labour right and labour protection to prevent trafficking and exploitation of different types. At last, it implies the improvement in labour inspection frameworks, so that functioning conditions can be successfully observed and abuses can be revealed.

- Strengthening the capacity of law enforcement agencies to arrest and prosecute those involved in trafficking as a preventive measure. This includes ensuring that law enforcement agencies comply with their legal obligations.

- More research on true picture of unsafe migration and women trafficking nexus.

- Providing appropriate training to relevant State authorities and officials in the identification of trafficked persons and correct application of the guidelines and procedures in the detection, detention, reception and processing of irregular migrants, to permit the rapid and accurate identification of trafficked persons.

- Ensuring that policies are in place that allow women equal access to and control over economic and financial resource.

Conclusion:

As per a report of Hindustan time, West Bengal bested the rundown in revealed instances of illegal exploitation at 3,579, representing 44% of all-out cases in the country. The state had revealed 1,255 (18.2%) such cases in 2015 when it positioned second just to Assam. West Bengal is the center of illegal exploitation in India. Thusly, Sonagachi in focal Kolkata is accounted for to be Asia's seedy area of town, the objective of many dealt young women, most with next to zero any desire for escape (Ghosh, 2015). It had the greatest illegal exploitation cases (669) among all states in India in 2013, trailed by Tamil Nadu, Andhra Pradesh, Karnataka, and Maharashtra. As per the Economics Times report of February 2020, Maharashtra, in any case, enlisted a decay of more than 41% in the number of missing youngsters in 2018 when contrasted with 2017 while Assam enrolled a development of 41% when contrasted with the earlier year. On missing ladies, Odisha enrolled an increment of more than 43% in 2018 when contrasted with 2017. So the situation talks that it is important to picture the current pattern of dealing and to forestall it's anything but a precise methodology through community endeavor. Taking measures to raise levels of social protection and to create employment opportunities.

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THE IMPACT OF INTER-RACIAL RELATIONS AND FEMINISM IN THE WORKS OF DANZY SENNA

Prabhakar Singh

Department of English

S. N. Govt. P. G. College, Khandwa, M.P.

Correponding author E-mail: 1978prabhakarsingh@gmail.com

Abstract:

Senna as a child has started witnessing the inter-racial relations and feminist sensibility from the mid 1970s, when the entire American continent was burning with the issue of inter-racial relations and with the result of these relations were the bi-racial children who were begotten by the fusion of Caucasoid race and the Negroes. In America such Second generation butterscotch people were called in Slang Mulattoes, who were semi-white and semi-black with half-white and half-black racial features.

Keywords: Witness, inter-racial feminist, sensibility, Caucasoid, Negroes, butterscotch, Slang, Mulattoes.

Introduction:

Racial consciousness has always been dominant in Europe, Asia, Africa, and latter on in America. There were writers in the Victorian Era who believed in the burden of the white race. Thus, the white people of Europe were considered superior than the any coloured race of the rest of the words like brown, yellow or black. The saga of American conquest is itself a story of the people who were black listed and defaulter of the European community came to America and started settling there. As it is clear from the marriage of Danzy Senna's parents in the 1968 that the issue of racial hatred started to pacify and the inter-racial marriages relations got accepted by the society, but not welcomed. The result of their racial relations was the bi-racial issues of this fusion between the blacks and whites and vice-versa. These bi-racial children after being grown up were called by aslang term 'mulattoes'.

Two factors hover and haunt again and again the writings of Danzy Senna. The first is the racial consciousness among the white and black people in American and the second factor is the portrayal of this racial consciousness from a feminist's point of view. Though, the personal life and experiencesof Senna are everywhere scattered in her entire range of writing. Danzy is a

robust female writer of America who again and again focuses on the racialism and feminism a movement started in the last quarter of the 20ᵗʰ century. Senna was born; when the racialism was a hot issue was burning and feminism as a literary, political, economic and social issue was on an uproar.

Apartfrom the most prominent issue of racialism in the works of Danzy Senna is the feminist Sensibilities which are also scattered in her works everywhere. Racial consciousness has been narrated and expressed by a bold voice of female speaker. Thus, her two novels and collection of short stories is her fictional work is portrayed by a female's point of view and even her own autobiography which is non-fictional work is also a feminist representation of the sensibility of Danzy Senna herself.Danzy Senna being an authoress has gently coloured her entire fictional and non – fictional work with her feminist sensibility.

Racialism has a very hot most talked about issue offer the first half the 20ᵗʰ Century and there were several authors in English and in other languages who have earned name, fame and money also in writing about racialism. Similarly, feminism has also been a issue which has initiated from Europe and America and it spread its wings in the entire world and it has also become a very dominant issue and a major concern in the all walls of the life. In the works of Danzy Senna we see a unique combination and fusion of racialism and feminism. Since Senna was a bi-racial product and an intellectual belonging to the fair sex, she has written about both racialism and feminism.

The impact of racialism has been reflected in the works of Senna in accordance with the influences on her and on her family members especially her parents and her siblings. Danzy has expressed the racial consciousness in her novels, short stories and in her autobiography as well. Senna has divided her ancestors into two categories on the basis of black and white races i.e. paternal ancestors and maternal ancestors. One specific thing which is clearly shown in the works of Senna is that not only the colour of the skin whether black or white matters but also their failure in understanding each other.This was the case with Senna's parents who were mismatched couple and the result was a breakup and finally divorce between them. Danzy a bi-racial mulatto has married a bi-racial Jew of white father and a black mother but their marital life was unlike the life of her parents. Senna has whole heartedly dealt with the issue of racialism in its different shades and colours which are spread in all her works with different perspectives. The concern of racialism has been expressed by both the male and female writers and Danzy Senna belonged to a cluster of female authors. Therefore the feminine point of view is always dominant in the entire gamut of her works. Danzy Senna is an impartial writer who has tried to make a

balance between the races and she has never been prejudiced or never wrote a line being inflicted by the personal vendetta or malice. Danzy's sympathetic attitude towards her father who was a violent and cruel husband and also towards her granny, Nana who was exploited and seduced by the male counterparts of both black and white races. Senna has never spared the male members of the white or the black communities who have committed misdemeanor to the female counterparts. And this feminist sensibility has also coloured her entire works.

The entire influxof Senna's writing is dipped with the concern of racialism and Senna has throughout her writing career only and only expressed the racial consciousness with which she has been attached in her personal life especially in her childhood and adolescence. Danzy Senna even never diverts for a single minute from the issue of racialism, racial identity and consciousness. Like words worth, who has purely and basically and only a poet of Nature as the entire of his poetry was totally devoted in the portrayal admiration and worship of Nature. Similarity, Danzy Senna is also basically and purely and only a writer writing on the concern of racialism and she depicts, portrays and highlights. The burning topic of racialism in the entire bulkof her fictional and non-fictional writing. Danzy Senna is a feminist writer whose entire bulk of writing is dipped in the ocean of racialism but she maintains her status of her female protagonist and characters as a pasteurization of feminist sensibility in her writings. Danzy's fictional life and characters as portrayed in her two novels and eight short stories clearly show that her childhood and adolescence imprints regarding racialism has surfaced directly and indirectly in the lives and works of her characters and protagonist especially the female ones. Danzy Senna's 'Caucasia' is a debut novel which deals the most burning issue in America in 1970s

The inter-racial relationship especially marriages between black and white and vice-versa. In the novel, Senna tells about the personal experiences and likings of the real sister about their parents. The story of this novel is influenced by the personal life of Senna. "His novel is a story of a young girl's struggle- to find her family, her roots, her identify- transcends race even while examining if" (1). (Glamour) According to the USA today," in the novel Senna brings an accomplished voice to this vivid coming of age-tale offering images sweet and sorrowful of a child caught on the fault line between races" (2). Kirkus Reviews calls 'Caucasia', "An ambitious debut novel which was published when Senna was only 26 years old and powerfully addresses the condition of these living in the great racial no-mans land-that is to say, the children of mixed marriage-who belongs to both races but are after also rejected by both unaccomplished her novel that does not after any easy solutions but does poignantly evoke the pain and paradox of those caught in the racial crossfire" (3).

Conclusion:

Danzy's racialism and her feminist are intervened together and they show their respective impact on each other. Senna in her debut novel 'Caucasia' has directly jumped with the clear biographical reflections but by the time of her second novel 'Symptomatic', She has gained maturity and she has written a butter piece of work with this new name. Though there are several similarities between both these novels as both of the two novels are narrated by a black female character or protagonist and they show the experiences and incidents in the life of the narrators. As for as her short stories collection is concerned namely 'You Are Free,' in this collection of eight short stories,Danzy has expressed her concern with racialism dipped with the colour of her peculiar feminist Sensibility. Moreover, where the question of her autobiography is concerned She has very baldly, honestly, sincerely and courageously unearthed all the mysteries and layers of confusion and misunderstandings from the real and clear series of paternity and parentage.

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3. Kirkus Review : front page of "Caucasia"

STUDY OF THE EMOTIONAL INTELLIGENCE AND THEIR MODELS

Ramshankar Varma

Department of Chemistry,

Shri S K Somaiya Junior College of Arts Science and Commerce, Mumbai 400077

Corresponding author E-mail: rsvarma607@gmail.com

Abstract:

Educational psychology is one of the branches of applied psychology concerned with the application of the principles, techniques and other resource of psychology to the solution of the problems confronting the teacher attempting to direct the growth of children toward defined objectives. Child faces a number of problems related to education and development and their solutions require taking the help of psychology. Educational psychology studies various stages of physical, social, mental and emotional development of a child and their implication to the process of education. Learning theories of psychology are also applied to the teaching-learning environment for making the learning possible. Problems related to personality, intelligence, memory, adjustment etc. are also studied for fuller understanding of child.

Emotional intelligence became a popular phrase in recent times. It has often been conceptualized as involving much ability at perceiving, assimilating, understanding and managing emotions. These alternative conceptions include not only emotion and intelligence, but also motivation, non-ability dispositions and traits and global personal and social functioning. Emotional intelligence predicts success in all walks of life and hence this concept gained paramount importance in the field of educational and psychological research.

In this paper, I examined many resources and cited studies to understand the emotional intelligence and their models.

Keywords: Emotional Intelligence (EI), Emotional Intelligence Model, Ability EI Model, Mixed EI Models and Trait EI Model.

Introduction:

Today, society and social needs have become very complex. There is always a new challenge as soon as we take the second breath. Newer and newer inventions and discoveries have taught the man to have more and more control over nature. Social relations have also become very complex. Apart from this, search from good to better in order to make the life more easy and comfortable has also revolutionized the human life at its peak. All these factors have led to the creation of formal education in schools, colleges and universities. In order to make

education a systematic and healthy process, the knowledge of psychological principles and awareness becomes necessary.

Child faces a number of problems related to education and development and their solutions require taking the help of psychology. Educational psychology studies various stages of physical, social, mental and emotional development of a child and their implication to the process of education. Learning theories of psychology are also applied to the teaching-learning environment for making the learning possible. Problems related to personality, intelligence, memory, adjustment etc. are also studied for fuller understanding of child. Educational psychology is the application of psychological theories and principles into education and its environment.

Emotional Intelligence: origins of the concept:

The concept of Emotional Intelligence (E.I.) is relatively a new idea in the popular culture. However, with the popularization of concept, Emotional Intelligence has raised a very great deal of interest in the field of psychology, management and education. The most distant roots of emotional intelligence can be traced to Charles Darwin's early work on the importance of emotional expression for survival and second adaptation (Bar-On, 2006). In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, E. L. Thorndike used the term Social Intelligence to describe the skill of understanding and managing other people. The famous psychologist E. L. Thorndike through his concept of social intelligence laid down a solid foundation of the essence of emotional intelligence in 1920. Thorndike, R. K. (1920:228) defined social intelligence as "the ability to understand and manage men and women, boys and girls – to act wisely in human relations." Human relations as commonly visualized, are day-to-day dealings with other people at home, school, college and at work. Whatever may be the nature of our work the success or failure of a task depends on our handling the situation and the people involved with the situation.

Similarly, in 1940 David Wechsler described the influence of non-intellective factors on intelligent behavior, and further argued that our models of intelligence would not be complete until we can adequately describe these factors (Bar-On, 2006). In 1983, Howard Gardner's "Frames of Mind: The Theory of Multiple Intelligences" introduced the idea of Multiple Intelligences which included both Interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and Intrapersonal intelligence (the capacity to understand oneself, to appropriate one's feelings, fears and motivations) (Gardner, 1983). In

Gardner's view traditional types of intelligence, such as IQ, fail to fully explain cognitive ability (Smith, 2002). Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes.

Later on Sternberg (1988) also carried out the concept of social intelligence in the name of contextual intelligence through his Triarchic theory of intelligence. This component of one's intelligence (other components being componential and experimental) relates with one's capacity of making adjustment to various contexts with a proper selection of contexts so that one can improve one's environment in a proper way. As a follow up study, it was later on discovered that without having a high IQ one can have high contextual intelligence i.e. the ability to lead one's life successfully (Zimbardo and Gerring, 1996).

In this way, there began serious attempts to find out whether or not one's general intelligence is all and all for his success in all walks of life. Researchers were puzzled by the fact that while IQ could predict to a significant degree the academic performance and, to some degree, professional and personal success, there was something missing in the equation. Some of those with fabulous IQ scores were doing poorly in life.

One of the missing parts in this success equation that was discovered by the latter researches like Peter Salovey, John Mayer, Daniel Goleman, etc. was emotional intelligence. In this regard Goleman (1995) made a provocative claim that if IQ contributed up to 20% to life's success, the remaining was fulfilled through one's emotional intelligence and as a result predicted "EI would contribute to the success at home, at school and at work".

However, historically speaking, the first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne's doctoral thesis, A study of emotion: Developing emotional intelligence from 1985 (Payne, 1983, 1986). However, prior to this, the term "Emotional Intelligence" had appeared in Leuner (1966). Greenspan (1989) also put forward an EI model, followed by Salovey and Mayer (1990), and Goleman (1995).

As a result of the growing acknowledgement of professionals for the importance and relevance of emotions to work outcomes (Feldman-Barrett and Salovey eds., 2002), the research on the topic continued to gain momentum, but wasn't until the publication of Daniel Goleman's best seller Emotional Intelligence: Why It Can Matter More Than IQ that the term became widely popularized (Goleman, 1995). Nancy Gibbs' 1995 Time magazine article highlighted Goleman's book and was the first in a string of mainstream media interest in EI (Gibbs, Nancy 1995, October 2). Thereafter, articles on EI began to appear with increasing frequency across wide range of academic and popular outlets.

Emotional Intelligence: meaning and definitions:

There are a lot of arguments about the definition of EI, argument that regard both terminology and operationalizations. One attempt toward a definition was made by Salovey and Mayer who defined Emotional Intelligence as "the subset (form) of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey and Mayer, 1990). Later on, they refined and defined emotional intelligence as "the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer and Salovey, 1997). Broadly, emotional intelligence can be defined as intelligence based on emotion with people having this capacity of being sportive, balanced, healthy, amiable and better employable. EI is a combination of a set of capabilities that can a person to manage emotions of his own and those of others.

Goleman (1995) defines "emotional intelligence as a composition of non-cognitive skills required to deal with emotions such as anger, anxiety, guilty conscience, over-enthusiasm and misplaced trust". Dealing with one's own emotions and that of others is important as emotions largely determine our behavior and many of our actions. Each action has its root in emotion. It means using one's intellectual, spiritual, physiological and related capacities in right combination with one's emotional capacity. Emotional intelligence does not mean giving free rein to feeling "letting it all hang out." Rather, it means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goal (Goleman, 1998). Further as defined by the Daniel Goleman, emotional intelligence is "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships. It describes abilities distinct from, but complementary to, academic intelligence, the purely cognitive capacities measured by IQ" (Goleman, 1998).

Based on Bar-On's previous work, Bar-On *et al.* (2000) view emotional intelligence as a non-cognitive intelligence which is defined as an array of emotional, personal and social abilities and skills that influence an individual's ability to cope effectively with environmental demands and pressures.

Emotional intelligence became a popular phrase in recent times. It has often been conceptualized as involving much ability at perceiving, assimilating, understanding and managing emotions. These alternative conceptions include not only emotion and intelligence, but also motivation, non-ability dispositions and traits and global personal and social functioning.

Emotional intelligence predicts success in all walks of life and hence this concept gained paramount importance in the field of educational and organizational research.

The most recent definition that attempts to cover the whole construct of EI describes it as the ability, capacity, skill, or potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions (Hein, 2007).

Based on the definitions mentioned above, EI can be understood as a person's ability to:

i. Be self-aware (to recognize his/her own emotions when experiencing them)

ii. Detect emotions in others

iii. Manage emotional cues and information (Robbins, 2009).

So, what is emotion? The word emotion comes from the Latin word —emoveo", which means "to move from." According to Webster's 1828 Dictionary, emotion is "a moving of the mind or soul" (Phin, 2009). Historically, the word emotion has been associated with a strong sense of feelings or drama. Today, however, with the thorough research in education,psychology, sociology, and anthropology, the range of emotions that constitutes personality is considered very broad and cannot be ignored and written off the books as a matter of irrational expression. There are dozens of emotions, including anger, enthusiasm, envy, fear, frustration, embarrassment, disgust, happiness, hate, jealousy, joy, love, surprise, and sadness. Many researchers have agreed on six essentially universal emotions – anger, fear, sadness, happiness, disgust, and surprise – with most other emotions included within these six categories (Robbins, 2009).

So, we can think of positive effect as a mood dimension consisting of positive emotions such as excitement, cheerfulness at the high end and the boredom, tiredness at the low end. The basic premise of this emotions diagram is that no matter what emotion one experiences, it can be classified and labeled. The essence of being emotionally intelligent for an individual is to successfully recognize where she and others stand on this emotions continuum and manage emotions in a constructive way to boost motivation, increase productivity, arrive at better decisions, and satisfy emotional needs.

Areas and scopes of Emotional Intelligence (models of EI):

There are three main models of EI:

☐ Ability EI model

☐ Mixed models of EI

☐ Trait EI model

A. Ability EI model:

Salovey and Mayer's conceptions of EI strive to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial

definition of EI was revised to "the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth".

The ability based model views emotions as useful sources of information that help one to make sense of and navigate the social environment (Salovey and Grewal, 2005). The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model proposes that EI includes four types of abilities:

i. Perceiving Emotions (Identifying Emotions):

The ability to detect and decipher emotions in faces, pictures, voices, and cultural artefacts including the ability to identify one's own emotions and the ability correctly identify how people are feeling. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

You need to be aware of your own feelings and emotions so that you are not blinded by your emotions. Being aware of other's emotions is a key to working with people.

ii. Using Emotions:

The ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand. The ability to create emotions and to integrate your feelings into the way you think.

Creative ideas can come from your ability to generate a mood or an emotion. Feeling for other people, having empathy, may be based in part upon your ability to generate a feeling that other people feel.

iii. Understanding Emotions:

The ability to comprehend emotion, language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describes how emotions evolve over time.

☐ The ability to understand the causes of emotions.

☐ Know what motivates people

☐ Understand others people's points of view

☐ Understand and handle team interactions.

iv. Managing Emotions:

The ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negatives ones, and manage them to

achieve intended goals. The ability to figure out effective strategies that use your emotions to help you achieve a goal, rather than being used by your emotions.

☐ Stay aware of your emotions, which have valuable information, and use them to solve problems.

☐ Take a feeling of sadness, find out why you have been disappointed, and solve the problem.

☐ Take a feeling of anger, find out why you are frustrated, and solve the problem.

☐ Take a feeling of anxiety, find out why you are worried, and solve the problem.

☐ Take a feeling of joy, find out why you are happy, and do it again.

B. Mixed models of EI:

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance (Goleman, 1998). This model is also known as the emotional competencies (Goleman) model. Goleman's model outlines four main EI constructs (Bradberry and Greaves, 2005):

i. Self-awareness:

The ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.

☐ Accurate self-assessment i.e. knowing one's strengths and limits.

☐ Self-confidence i.e. a strong sense of one's self worth and capabilities.

ii. Self-management

Involves controlling one's emotional and impulses and adapting to changing circumstances.

☐ Adaptability: flexibility in dealing with changing situations or obstacles.

☐ Emotional self-control: inhibiting emotions in service of group or organizational norms.

☐ Initiative: proactive, bias toward action.

☐ Achievement orientation: striving to do better.

☐ Trustworthiness: integrity or consistency with one's values, emotions, and behavior.

☐ Optimism: a positive view of the life and the future.

iii. Social-awareness

The ability to sense, understands, and reacts to others' emotions while comprehending social networks, classrooms and peer groups.

☐ Empathy: Understanding others and taking active interest in their concern.

☐ Service orientation: Recognizing and meeting customer's or students needs.

☐ Organizational awareness: Perceives political relationships within the organization or institutions.

iv. Relationship-management

The ability to inspire, influence and develop others while managing conflict.

☐ Inspirational leadership: inspiring and guiding groups and people.

☐ Developing others: helping others improve performance

☐ Change catalyst: initiating and managing change

☐ Conflict-management: resolving disagreements

☐ Influence: getting others to agree with you

☐ Teamwork and collaboration: building relationships with creating a shared vision and synergy.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and that developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies (Boyatzis, R., Goleman, D. and Rhee, K. 2000).

C. Trait EI model:

Trait EI is "a constellation of emotion-related self-perceptions located at the lower levels of personality". In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioural dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework (Petrides and Furnham, 2001). An alternative label for the same construct is trait emotional self-efficacy. The conceptualization of EI as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the opertionalization of the construct and the theories and hypotheses that are formulated about it.

Conclusion:

It means using one's intellectual, spiritual, physiological and other related capacities in right combination with one's emotional intelligence. EI is the empowerment of every individual to be as best as he or she can be. Broadly, EI can be defined as, intelligence based on emotions. The people having this capacity are found to be sportive, balanced, healthy, amiable and better employable. It is a composition of non-cognitive skills required to deal with emotions such as anger, anxiety, guilt, conscience, over-enthusiasm and misplaced trust. Dealing with one's own emotions and that of others is important as they largely determine our behaviour and many of our actions. Every such action has its root in emotion. It is an intuitive wisdom that can drive productive gains and innovations, in the right direction. Emotional intelligence is not innate, but rather learned capabilities that must be worked on and developed further to achieve outstanding performance. The findings may help the teachers in adopting better instructional strategies and

provide extra educational treatment like guidance and counseling for the betterment of their pupils. Similarly, at the secondary stage, a child needs more care and attention from the family for moulding his behaviour and ultimately improving his Academic Achievement. Emotional guidance helpas students in selecting educational courses in the light of their emotional intelligence.

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CONTEMPORARY UNDERSTANDING OF EGREGIOUSLY EMBEDDED TENETS PERPETUATING MISOGYNISM AMONG THE INDIAN PSYCHASTHENIA: A SURVEY

Ashok S. Kandhare

K. M. C. College, Khopoli, M. S.

Corresponding author E-mail: ashokkandhare@gmail.com

Abstract:

Human history is full of confrontations and conflicts. Every such struggle aimed at winning powers to subdue other individuals and groups to establish a kind of control over others. Gender inequality is outcome of one such struggle between two components of nature- Male and Female human beings. Natural dimorphism and its repercussions in social context have culminated in gender hegemonic inequality which is still prevailing in the society. The present survey study aims to understand opinions held by various peoples from different walks of life. How gender inequality is becoming intrinsic to the social psyche.

Key words: gender inequality, male, female, inequity.

Introduction:

Power in various shapes and forms has been a tool in nature and society to seek prominent and dominant position among the rest of fellowman. Natural power in the form of brain and body has been allotted by nature itself to different components existing in the nature. In all biological species of living beings male and female has been endowed with pertinent features. Male and female, two entities of nature, has natural dimorphic characters distinct from each other. This natural dimorphism distinguishing male and female genders possesses different powers and features. Male has his biological paternal powers like muscle strength and female has her motherly maternal powers to tend new generation. Natural dimorphism and its associated distinguishing variation in physical, mental characters endowed by the nature could not be branded as 'inequality in power distribution between genders', hence gender inequality and consequently gender inequity is not a natural kind of inequality between male and female. Both male and female genders are naturally placed on equal footing to carry out different functions respectively. Both functionalities on the part of male and female are equally significant to accomplish a natural end of 'continuity of life'. Biologically sexual dimorphism is a kind of

differentiation between two individuals of same species, i.e. Homo sapiens. This natural discrepancy and difference must not be looked upon as gender inequality. Virility and feminity are natural qualities imparted to the respective organisms to meet natural goal of continuity of life based on the principle of equality and must not be construed as inequality. This fundamental arrangement of nature must be understood before we look at the social perspective of this natural sexual dimorphism.

Generally in sociological domain of humankind these natural endowments bestowed upon male and female are treated as unequal distribution of natural abilities. Women are treated as weak and meek in contrast to male. Throughout most history, women were often seen as the property of family or community (Sapiens: A brief history of humankind, Yuval Noah Harari, page 403). When such presumptions are made natural contexts are blatantly ignored. Natural traits of virility and feminity are indiscriminately designated as superior for male virility and inferior for feminity. Cultural hues are concocted to maleness and femaleness to elevate males as superior and female as inferior. Physical strength of male is used to claim superiority over female. Sociological norms that are generally propounded by male have made provisions in the sacred texts to invariably corroborate their claim as superior individuals. Natural phenomenon of mutual symbiotic interdependent 'male sex' and 'female sex' is erroneously translated into skewed social phenomenon of 'sexism'. Amicable complimentarily correlated male and female are generally socially misplaced on foundation of graded inequality.

We humankind has been interpreting naturalness in its crudeness. Socialization of crude naturalness must have been eliminated crudeness of 'gender dimorphism'. But this has not happened and we humankind continued to abuse natural maleness to overpower natural femaleness. The cultural aspect of patriarchal genesis concocted with natural gender dimorphism evolved present gender imbalance. Parameters for maleness and femaleness in natural domain are applied as in its original shape without molding it into sociological usage.

Gender inequality acquired more vehemence with the preponderance of education and democratic gospels. Women lot of the society began to voice their demands for equality. Resentment began to snowball with the pervading liberal values in the course of time. Patriarchal male dominance has been challenged ensuing confrontation with women protagonists. This confrontation becomes more heinous with use of violence by the male component of the society. It must be noted that many archaic scriptures are having plenty of misogynistic and pro-male precepts and rules. The scriptural injunctions forbidding womens' fundamental values have been one of the instigating undercurrents of social psyche. Therefore, patriarchal protagonists formed nexus with religious fundamentalist to quell the egalitarian movement of women liberation from

the age old bondage. Many male chauvinists became desperate to vouch patriarchal system of male predominance. This violent quest for male preponderance has been leading to growth of violence against women. The present survey aims to gauge the embedded gender inequality among different strata of society. The opinion survey carried out to evaluate views of the contemporary lot.

Methodology:

The survey is conducted as a part of college level activity, which is included under National Assessment and Accreditation Council (NAAC), an UGC body. Online Google form used to conduct the survey dating from 15ᵗʰ April 2020 to 14ᵗʰ April 2021. A questionnaire consisting of twenty subject relevant questions was prepared. The questionnaire is designed to evoke pertinent response of individual view. The title of the opinion poll is "**Rising offenses against Indian women: an opinion poll**". The preface of the poll questionnaire is supported with the text that reads as:

"Women are subjected to different kinds of offences all over the India. Persistent rise has been reported in offences against women in India. An international organization Thomson Reuters foundation has made a survey proclaiming that India is the most unsafe country for women (for details visit https://poll2018.trust.org/country/?id=india) and (https://youtu.be/jl4wrJ7g5U0).

This is corroborated by another international organization UNICEF. Atrocities on women are on rise; especially lower caste women are more vulnerable to the atrocities. In a miniscule attempt under the auspices of NAAC and its Criteria VII, Gender equity subject, I am conducting this social perspective survey. Here is a questionnaire pertaining to the issue of offences against Indian women. Kindly present your genuine opinion in the form by answering appropriate options".

Note: In the questionnaire:

1) Reference to 'Males' imply few defaulter males.2) Religious notions = Few notions occur in some scriptures." The detail questionnaire is stated in table 2.

Survey questionnaire and results:

Table 1: Profile of respondent

Parameters			Observational remarks
Respondent	Female: 13		More male respondent compared to female
	Male: 21		
Age in years	21 to 55		All age groups are conscious of gender inequality.
Qualification	Matriculation	00	Now matriculation seems very basic. Number of post graduate and doctorate show considerable numbers.
	Graduation	16.8%	
	Post graduation	53.9%	
	Doctorate	29.4%	
Occupation	Educator	55.9%	a) Academicians are more conscious of the gender inequality.
	Government servant	32.4%	b) Government servant are moderately aware of gender inequality
	Business	2.9%	c) Students from higher education are aware of gender inequality
	Private sector	2.9%	
	Student	5.9%	
	House wife	0.0%	d) Rest of the employees is less or not aware of gender inequality.
	Corporate employee	0.0%	
	Freelancer	0.0%	

Table 2: List of questions and responses

Sr. No.	Question	Responses in percent				Observational remarks
		Yes	No	Can't say	To some extent	
01	Do you acknowledge that there is prevailing gender inequality in India?	88.2%	8.8%	2.9%	--	Gender inequality is incontrovertibly prevalent in Indian society
02	Do you feel that Indian women are subjected to domestic and social violence?	91.2%	5.9%	2.9%	--	Women are suffering patriarchal scourge.
03	Do you think that female is biologically inferior to Male?	76.5%	20.6%	2.9%	--	Natural gender discrepancy is misconstrued in social domain by laity

04	Could it be assumed that woman is biologically susceptible to Male?	45.5%	36.4%	18.2%	--	Natural dimorphism is irrelevantly implied by wise people in the society
05	Do you assume libido of Male overpowers that of female, which may invoke physical violence?	60.6%	24.2%	15.2%	--	Naturally male is a disseminator of humankind seed, so he keeps up his 'seed dispersal' spree
06	Do you blame patriarchy for Indian women's scourge?	55.9%	23.5%	20.6%	--	Patriarchy is one of the socio-cultural corroborant for womens' scourge.
07	Do you attribute audio-visual media for violence against women?	20.6%	5.6%	14.7%	58.8%	Most of the people voted media as instigator of gender inequality
08	Is feminine liberalism at fault for the increasing crimes against women?	8.8%	44.1%	17.6%	29.4%	Liberty is fundamental to everyone. Socio-cultural reformation will be salubrious
09	Does Imparting education to women is a cause of crimes against women?	5.9%	70.6%	8.8%	14.7%	Archaic Indian cultural dogmas of ban on women education are falsified
10	Do you consider Apparels of women playing a worsening role in the rising offences against women?	14.7%	41.2%	14.7%	29.4	Apparels may be a worsening factor. It depends upon the cultural evolution of the society or nation.
11	Do you think mental set-up of the defaulter Male is perverse?	44.1%	2.9%	8.8%	44.1%	Upbringing and socio-cultural environment of an individual is a vital indicator in gender equality
12	If mentality of males is perverse, what might be the cause for it?	Patriarchy 39.4%	Male musculature 6.1%	Can't determine 12.1%	Male egotism 42.4%	Male egotism is the product of patriarchy. Hence cultural dogmas are faulty
13	Dose Indian culture play any role in shaping present perverse Male aggressive mentality that is perpetuating women subjugation?	54.5%	3%	3%	39.4%	Most respondents voted against Indian culture which shaped perverse maleness and sexism in society

14	Do you think religious notions also contributed to the perverse mentality of males of Indian society?	58.1%	3.2%	00	38.7%	General perception indicates that age old religious norms were unjust to gender equality.
15	A peep into some religious scriptures shows mention of anti-women thoughts. Didn't these unfair thoughts invigorate Male tyranny?	43.8%	9.4%	12.5%	34.4%	Many people now realizing the misogynistic approach of religious scriptures. Its persisting covert effect is seen as behavioral output of a person
16	It is said that, 'Personality is the product of thoughts', then is it not plausible to blame Indian ethos that shaped temperaments of Indian males?	41.9%	12.9%	3.2%	41.9%	Half respondents are firm while remaining half are on the brink of blaming Indian ethos for the scourge of women.
17	What would you blame the most for present misogynistic behavior of Indian males?	Faulty education	3.2%			Different factors that govern the making of temperamental traits are obviously: education, culture and religious injunctions
		Cultural factors	3.2%			
		Some religious notions	6.5%			
		All of the above factors	77.4%			
		Can't determine	6.5%			
		Nurturing of male child	3.2%			
18	What would you suggest to bring down pervading worsening crime rates in general?	Restrict female liberties	00			Unequivocal fact is "Universalization of moral values" would be the strong and stringent panacea to establish a just egalitarian society.
		Strengthen penal punishment	23.3%			
		Universalize moral values	66.7%			
		Self defence for women	3.3%			
		Punishment + morality	3.3%			
		Equality teaching	3.3%			
19	Do you feel need to make morality an	Yes	58.1%			Social values must become an integral to
		Must	38.7%			

	integral part of all syllabus?	No	00	the school syllabus so it could become intrinsic to social setup
		Not necessary	3.2%	
20	What would you do at personal level to help reduce growing menace of female atrocities?	Internalize gender equality	3.2%	Blend of moral values with schooling and, nurturing, rectification in scriptures together would yield wholesome effects in the course of time
		Advice to new generation	9.7%	
		Discussions	3.2%	
		All of above	83.9%	

Volitional comments of respondents

Sr. No	Respondent	Volitional comments on the subject
01	03	Punishments
02	04	Counseling
03	06	Scriptural injunctions/ notions/ rules/ caste system must be eliminated/ rectified to effect gender equality.
04	07	Mending of cultural setup. Nurturing of males on equality notions. Treating females at par with males.
05	09	Equality for every person is suggested
06	11	Self esteem of the women must be paved
07	14	Discussion of gender equality
08	17	Women personally be alert and conscious of the surroundings
09	21	Moral and scientific values must surpass religious values
10	22	General awareness of gender equality
11	24	Gender equality inevitable
12	28	Gender Equality be the way of life
13	29	Need to educate new generation
14	31	Hindutva political pressure at fault
15	34	Punishment to the culprit and empowerment of women is the measure
16	35	Humanism is a better solution than godism

Discussion:

Above survey observations detailed in table 2 bring forth following results.

1. It is incontrovertibly concluded that there is gender inequality especially in Indian society (88.2%). The prevalence of gender inequality has its roots in the social thoughts which express it in various forms and actions. Mental and physical atrocities occur everywhere,

some are reported and some go obscurely. Many supported to the prevalence of violence, domestic and social, against women (91.2%).

2. Question 3, 4 and 5 are related to natural dimorphism of male and female. Most of the people agree in question 3, that female is inferior to male (76.5%). This natural-purpose bound equality based discrepancy between male and female in respect to physical, physiological and psychological is misconstrued and applied in sociological terms. The natural arrangements of maleness and femaleness are erroneously used in social domains without any alteration. Male and female concepts in natural terms are complementary entities without any unjustness. But human society has been blatantly using this 'natural dimorphism' to establish male dominance. Male libido versus female libido is not the matter of confrontation but it is a natural arrangement to achieve a natural end of continuation of life and sustenance of future generation.

3. Social notions, culture, education, religious teachings and its gospels are major governing factors. These components must be considered while evaluating certain events and effects in the society. 'Social notions' which is directly influencing the activities of the people is a collective aspect. Education, prevalent ethics above all religion plays vital role in shaping the minds of people. All these factors obviously contribute to the holistic 'social tenets' that ultimately produce social effects. Religion is imbued with the concept of sacredness becomes a nefarious component in society where sacredness prevents analysis and rational reasoning of certain religious precepts. Many people's answered to the question number 14 that is related to religious concepts voted to hold religion responsible to fuel flame of violence against women (58.1%, firm opinions + 38.7 infirm opinions % = 96.8). Patriarchy one of the factor responsible for the scourge of female is ultimately product of religio-cultural component. Patriarchy is another name for male dominance, hence contributing component of violence against women. Misogynistic social behavior is fallout of collective biased social systems like education which is mechanical and devoid of equality, liberty, fraternity and compassion. Indian educational system is full of technicalities and religio-cultural euphemistic glorification of feminism but without any practicalities for gender equality. For instance, there are numerous female deities that have been worshiped on different occasions but in reality crime against women is enhancing persistently. It has been the tradition in Indian culture to showcase women exaltation but it remains only a humbug sophistry. To quote a thought from Manusmruti- a Hindu scripture that state, "A woman should in her childhood be under the control of

her father, in her youth under the control of her husband and in old age be under the control of her son". This is the ultimate archaic religious principle of bondage of women.

4. Media and fashionable apparels are other factors instigating atrocities against women. Media mostly controlled by biased and malevolent male which consequently depicts women in unsavory manner. Picturization of female is the outcome of the thoughts that are cultured in the minds of male in the society. Therefore, it becomes mandatory to revamp the culturing agencies of society like schools and religious dogmas. Schooling and religio-cultural blend is the maker of verdant minds. Therefore, it becomes important to overhaul religio-ethical precepts of the society.

5. So far the measures are concerned most of the participants (97%) opine "Universalization of moral rectitude" right from the root to the roof during academic grooming the new generation. Education lacking ethics is like a food lacking salt. Therefore, every educational body must make ethics and egalitarian values an integral part of its syllabus. Cultivation of mind is a prime cause to make sensible citizens. Some respondents opined use of punishment to the defaulter of crime against women. Punishment cannot be a major measure to contend a vast and huge vexing crux. Only training of the mind can be a lasting panacea to the grave problem of gender inequality.

The survey brings certain hidden socio-psychological underpinnings of the prevalent in society. The age old dogmas, though illogical, remains a governing factor over a considerable period of time. Male chauvinistic attitude has been multifarious casus leading to gender inequity. Mind is the basal instrument that triggers social actions, therefore, it is mandatory to mend the thoughts of the individual and ultimately of society. The task is vast and cumbersome but persistent consorted efforts may yield good results.

TRANSGENDER AND INEQUALITIES FACED BY THE TRANSGENDER IN SOCIETY: COMMUNITY PERSPECTIVES

Pradeep B S

Department of Studies in Social Work,

Shivagangotri, Davangere University, Davangere, Karnataka

Corresponding author E-mail: pradeepwagonr@gmail.com

Abstract:

The Trans community is incredibly diverse. Some trans people identify as trans men or trans women, while others may describe themselves as non-binary, genderqueer, gender non-conforming, agender, bigender or other identities that reflect their personal experience. Some of us take hormones or have surgery as part of our transition, while others may change our pronouns or appearance.

A common misconception is that a transgender person is therefore gay. However, being transgender focuses on gender identity and not sexual orientation. A transgender person may identify with any sexual orientation. Another important misconception is that individuals who cross-dress are transgender. Several recent studies - from Trans Equality - have shown that transgender individuals face discrimination within their own family units and schools, in employment and housing, within government settings, through hate crimes, and under the justice and legal systems. From a young age, children are often brought up in heteronormative settings within their own homes and in school. Parents oftentimes respond quite negatively when their children cross gender barriers, prompting transgender youth to run away. As a result, homeless transgender youth are more likely to turn to drug dealing, car theft, and sexual exploitation.

We live in a society that is deeply structured by sex and gender. The categorization of people as 'male' or 'female' permeates our society on every level. But sexual orientation categories based on the gender Binary systems are disrupted by gender diversity.

Keywords: Transgender, Gender Identity, Sexual Orientation, Gender Diversity. Trans Equality

Introduction:

The term "transgender," it is useful to begin by examining the concept of gender. We begin by separating sex from gender. Sex refers to biological and physical characteristics that are linked with being labeled male or female. Sex is labeled at birth, usually on the basis of genitalia and/or chromosomes. Gender refers to the combination of characteristics, expectations, and roles usually associated with biological sex – often placed on a spectrum between masculine and

feminine. The concept of gender is complicated because most aspects of gender are social constructs that vary across time and culture. For example, gender presentation (appearance, clothing, mannerisms, and behaviors) and gender roles (social roles, occupational choices) vary widely depending on the culture and era. India is a country full of diversity, where people belonging to various cultures, ethnic groups, languages and religions are accommodated. However, when it comes to the transgender community, India falls a little short in accommodating them. This article is going to delve into the perspectives of the transgender community in India, how they feel about their identity and the treatment meted out to them in the Indian public sphere.

The rights of Tran's people are protected by a range of international and regional mechanisms. Yet, punitive national laws, policies and practices targeting transgender people, including complex procedures for changing identification documents, strip transgender people of their rights and limit access to justice. This results in gross violations of human rights on the part of state perpetrators and society at large. Transgender people's experience globally is that of extreme social exclusion that translates into increased vulnerability to HIV, other diseases, including mental health conditions, limited access to education and employment, and loss of opportunities for economic and social advancement. In addition, hatred and aggression towards a group of individuals who do not conform to social norms around gender manifest in frequent episodes of extreme violence towards transgender people. This violence often goes unpunished.

Problems faced by transgender community:

Transgender people in India face a variety of issues. This discrimination not only denies TG people equal access to key social goods, such as employment, health care, education and housing, but it also marginalizes them in society and makes them one of the vulnerable groups who are at risk of becoming socially excluded. Here I am highlighting some major problems faced by TG people in India:

1. **Marginalization and Social Exclusion:** Marginalization is at the core of exclusion from fulfilling and full social lives at individual, interpersonal and societal levels. People who are marginalized have relatively little control over their lives and the resources available to them; they may become stigmatized and are often at the receiving end of negative public attitudes. Their opportunities to make social contributions may be limited and they may develop low self-confidence and self esteem and may become isolated. Social policies and practices may mean they have relatively limited access to valued social resources such as education and health services, housing, income, leisure activities and work. The impacts of marginalization, in terms of social exclusion, are similar, whatever

the origins and processes of marginalization, irrespective of whether these are to be located in social attitudes (such as towards impairment, sexuality, ethnicity and so on) or social circumstance (such as closure of workplaces, absence of affordable housing and so on).

2. **Impact of Family Reactions on Transgender People:** Conflict and Rejection Transgender people face a number of difficulties within the family. Most families do not accept gender nonconforming behavior in their children, which may manifest as early as three to five years of age. A study by a team from the National Institute of Epidemiology among 60,000 transgender people across 17 states, including Tamil Nadu, found that a large proportion of them receive no support from their biological family .

3. **Harassment of Transgender People in Educational System:** The transgender community is a highly marginalized and vulnerable one and is seriously lagging behind on human development index mainly in the area of education. Majority of this community is illiterate or less educated due to which they are not able to participate fully in social, cultural, political and economic activities.

4. **Poor Economic Conditions and Discrimination in the Workplace:** The interrupted education and social exclusion further limits the employment and livelihood opportunities for transgender community. There are several factors responsible for their economic deprivations which are as under Exclusion from Family and Society , Stigma and Discrimination at work place , Lack of knowledge and training in vocational skill development ,Lack of opportunities , Lack of confidence in engaging them by employers.

5. **Problems of Homelessness:** The myriad problems facing Transgender people who are homeless include a lack of housing and services that meet their specific needs. They are living on city's streets because they were thrown out of their homes for being queer, or ran away to escape an abusive situation. Family housing in the shelter system across the country is not available for homeless same-sex couples.

6. **Problems of Transphobia:** Transgender people are more likely to experience intolerance, discrimination, harassment, and the threat of violence due to their sexual orientation, than those that identify themselves as heterosexual. This is due to Transphobia. Some of the factors that may reinforce transphobia on a larger scale are moral, religious, and political beliefs of a dominant group. Living in a transphobic environment forces many TG people to conceal their sexuality, for fear of the negative reactions and consequences of coming out. Negative feelings or attitudes towards non-heterosexual behaviour, identity, relationships and community, can lead to transphobic behavior and this is the root of the discrimination experienced by many TG people.

7. **Psychological Distress:** TG people face considerable levels of stigmatization, discrimination and harassment in their daily lives. The majorities of Transgender people learn to cope with this, particularly when they have the support of family and friends, and participate with Transgender organizations and social networks.

8. **Victims of hate Crimes, Violence and Legal Injustice:** Transgender people are regularly targeted as victims of hate crimes and violence. They experience stigma and discrimination across their life spans, and are targets of sexual and physical assault, harassment and hate crimes. As per census 2011, there are around 4.9 lakh third genders in the country that faces social discrimination and harassment.

Conclusion:

Each being in this Universe is indeed unique, and an integral part of Nature. It would thus be wrong to judge and discriminate people who may be different from the stereotype, which again is man-made. It is time that India realized that every individual in this country has equal rights and privileges, and follow the policy of "live and let live. Specifically in regard to trans people, the SDGs are a call to immediate action on several fronts: governments need to engage with trans people to understand their concerns, unequivocally support the right of trans people to legal gender recognition, support the documentation of human rights violations against them, provide efficient and accountable processes whereby violations can be safely reported and action taken, guarantee the prevention of such violations, and ensure that the whole gamut of robust health and HIV services are made available to trans people. Only then can trans people begin to imagine a world that respects their core personhood, and a world in which dignity, equality, and wellbeing become realities in their lives.

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ROLE OF INNOVATION IN FACILITATING RURAL DEVELOPMENT OF INDIA

Rajdeep Deb*, **Pankaj Kumar and Rajesh Ramasamy**

Department of Tourism and Hospitality Management,

Mizoram University, Aizawl, Mizoram

Corresponding author E-mail: *rajdeep_au@yahoo.co.in, pankajmatm@gmail.com,
mzut277@mzu.edu.in

Abstract:

Innovation is increasingly viewed as a dominant tool to usher in an era of development in rural areas, which are normally labeled as marginalized. In this regard, innovation can stimulate and drive rural socio-economic development in the developing regions. Although rural India is gradually witnessing development, it is taking place at a relatively slow pace and there are areas which call out for immediate attention from the government. It is of highest priority for the government and organizations to find ways to facilitate rural development. Keeping this into account, the current chapter focuses on various innovative schemes introduced by the government, and also to what extent these innovations were effective in stimulating rural development, which has been studied through the lens of rural migration. The paper is primarily of descriptive type. The findings of the study indicate that, although the exodus of rural population has been witnessing a downward trend since 2012, it is still very much prevalent. The government, therefore, should involve social organizations active in rural areas to ensure the delivery of benefits of these innovations to the potential users. Finally, it is the time to be vocal about rural to facilitate rural development and make it self-reliant.

Keywords: Innovation, rural development, rural migration, rural people, Government, India.

Introduction:

Developing economies like India, Brazil, China and South Africa have a common problem in relation to tackling rural destitutions such as worsening case of hunger and malnutrition, weak infrastructure facilities, dilapidated human resource development, inadequate economic opportunities and inadequate accessibility of information and services (Maxwell, 2001). While talking about rural dispensation, innovation might act as a tool to redress the rural concerns in a completely novel way (EOL, 1997). Moreover, all the stakeholders are slowly but

gradually realizing the formidable influence of adopting innovation in achieving inclusive development, building sustainable and equitable society to mitigate the threats specially directed towards rural communities. So, the new discourse is set on promoting innovation for attaining rural transformation, an area which did not receive attention previously as it should have.

Furthermore, a large section of rural India performs extremely poorly in social as well as economic indicators. So, it is of highest priority for the government and organizations to find ways to facilitate rural development. The intent is to widen our understanding of to what extent such innovations can augment the development of rural communities, usually considered as marginalized (Heeks et al., 2014). Keeping this into account, the current paper focuses on various innovative schemes introduced by the government, and also to what extent these innovations were effective in stimulating rural development, which has been studied through the lens of rural migration.

Innovation: The Concept

The ability to innovate vastly determines the social and economic development of a country. It is usually understood as the implementation of a novel or significantly improved product (goods or services), or process, a new marketing technique, or a new organizational approach or method in business practices, workplace organization or external relations (Meissner and Kotsemir, 2016). A list of definitions of innovation is compiled below (Table 1):

Table 1: Concepts of Innovation (Source: Author's own work)

Author	Concept
Schumpeter (1930)	Innovation refers to introducing a new product or changes brought in an existing product; a new method of production; opening a new market, identifying new sources of supply of raw materials; and breaking the existing structure of an organization.
Simmonds (1986)	Innovations are labeled as novel ideas comprising new products and services, new use of existing products, new markets for existing products or new marketing methods.
Henderson and Lentz (1995)	Innovation focus on the implementation of new or innovative ideas.
Phils (2005)	Doing things differently.
Damanpour and Schneider (2009)	The generation and/or adaption of novel ideas or behaviors
Edwards-Schachter (2018)	Innovation refers to creative capacity of invention as a source of technological, social, and cultural change.

For the purpose of this study, the operational definition used for the term innovation is a product that has been made available to potential users, that is novel or considerably modified or changed with respect to its nature or anticipated uses (Gault. 2018).

Review of Literature:

An effective development strategy requires substantial innovation capability to arrest economic growth that promotes inclusiveness to transform the lives of excluded rural population (Papaioannou 2014; Phiri *et al.,* 2016). From the standpoint of Majumdar (2020), rural transformation has been conceptualized as attainment of modernization, development of rural areas, alteration in economic structures, and the movement of the population from the agricultural sector to the industrialization. Baark (2016) highlights the innovative transformation of the economic structure of its rural provinces brought about by China's participative approach, where nearly 800 million people were pulled out of poverty in a span of 40 years (Habiyaremye and Turok, 2019). This reflects the increasing role of government in pushing rural transformation (Arza and Zwanenberg, 2014).

The extant literature shows that there exist only a few empirical researches which delineate the influence of innovation on rural transformation via optimal utilization of resources by rural masses (Mapila *et al.,* 2012; Esparcia, 2014). However, a finite literature concentrates on theorizing rural innovation. Sonne (2010) argues that qualitative approach was mainly deployed to theorize rural innovation, whereas less quantitative efforts were put to pursue rural innovation in emerging nations. In the past, rural innovations were largely attributed to innovation arising from necessity more than opportunity. Knickel et al. (2009) label innovation in rural areas as the introduction of new process methods, deployment of new learning process and devise strategy by a cluster of small holders. In the context of rural areas, innovation is not just confined to increasing production and raising competitiveness in the market, but also linked to the development of new pursuits and processes that move beyond the production (Spielman *et al.,* 2011; Hosseini *et al.,* 2012). OECD (2012) asserts that both government and private bodies need to be entrusted with the responsibility of finding innovative solutions to address the multitude of challenges worldwide. While public-private partnership is seldom emphasized, the government has a greater responsibility to initiate and forge such collaboration to attain socio-economic development in rural areas (Hartley, 2005). Furthering the significance of the role of government in bringing innovation, Bloch and Bugge (2013) claim that the government needs to foster innovation to promote social bonding, eliminate poverty and disparity, reallocation of resources, increase economic opportunities, reduce environmental degradation, and enhance

education and health system. So, in order to achieve good governance, it is highly practical to depend on innovation to enhance performance and offer socio-economic value to the poverty stricken rural communities (Mulgan and Albury, 2003).

The aforesaid literature thematically point towards three major classes of issues in rural areas, where innovation largely occurs: agriculture, capacity building, and pro-poor policies to enable social elevation. In all the three areas, the study directs towards the involvement of government in planning and implementing new products, services and policies for rural transformation. So, the current chapter attempts to present some of the major government schemes in the context of rural India and subsequently their effectiveness in facilitating rural development by focusing on rural migration.

Methodology:

The current study is mainly of a descriptive type. The main thrust area of the study is the role of government in expediting Indian rural development through multitude of innovative schemes. The effectiveness of the schemes was studied with the help of rural migration data of the last ten years. The paper also employed literature review on rural innovation from electronic databases like Google Scholar as the principal source for articles. Additionally, few insights related to government undertaken innovation in rural India were drawn from secondary sources. The purpose of selecting rural India can be explained by the fact that 69% of the country's population lives in villages (Census, 2011).

Results and Discussion:

The rural-centric innovations can transform the rural lives and support developing countries to progress at a greater pace and expand to greater levels. Talking about India, it is carrying the tag of having the highest number of poor people in the earth, which is 270 million (World Bank). The role of the government in supporting transformation process is pivotal in the sense that it has the capacity to mobilize resources on a large scale and foster innovation to expedite transformation process. Over the past ten years, the rural investment by the government has witnessed an annual growth of 7.2 % (Fig. 2).
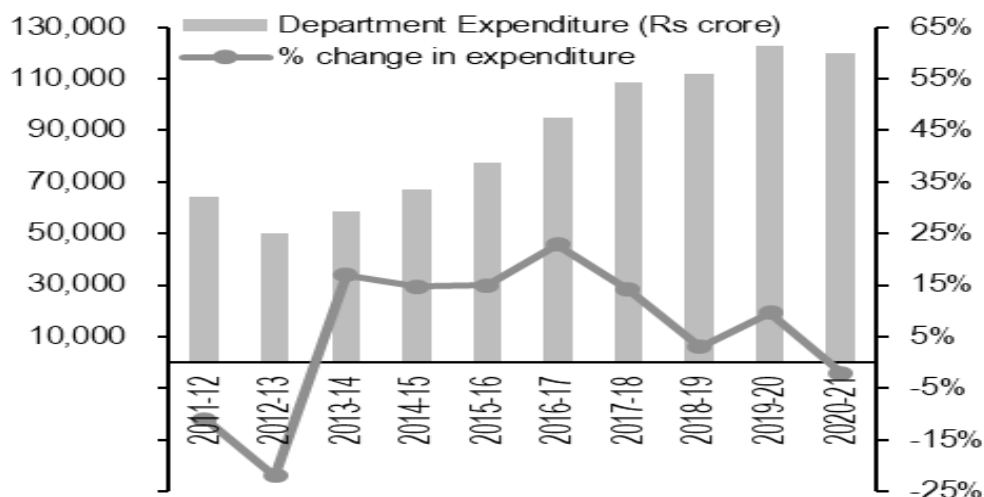
Note: Values for 2019-20 and 2020-21 are revised estimates and budget estimates respectively.

Source: prsindia.org

Figure 1: Expenditure by the Department of Rural Development over the years (Rs crore)

The below figure (Fig. 2) presents the innovative schemes initiated by the government of India to elevate the dilapidated rural infrastructure:
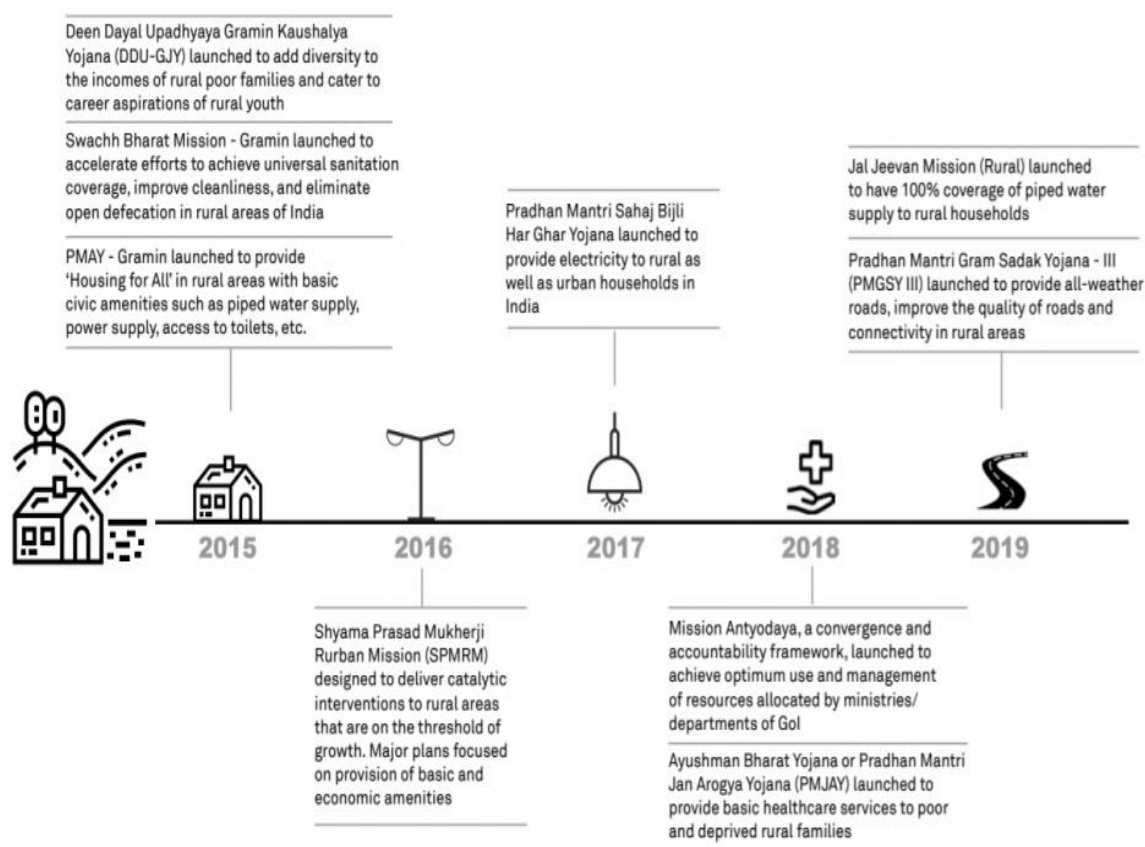
Source: Invest India (2020)

Figure 2: Innovative schemes for the development of rural infrastructure

The importance levied on the rural development can be drawn from the budgetary allocation for major schemes targeted to the rural areas (Table 2).

Table 2: Allocation to the Department of Rural Development (Rs crore)

Department	Actuals (2018-19)	Revised (2019-20)	Budgeted (2020-21)	% change (RE to BE)
MGNREGS	61,815	71,002	61,500	-13%
PMAY-G	19,308	18,475	19,500	6%
PMGSY	15,414	14,070	19,500	39%
NSAP	8,418	9,200	9,197	0%
NRLM	5,783	9,024	9,210	2%
Rurban Mission	433	300	600	100%
Others	671	578	640	11%
Total	**1,11,842**	**1,22,649**	**1,20,147**	**-2%**

Note: BE is budget estimate and RE is revised estimate.

Source: Department of Rural Development, Govt. of India

The government through these innovative schemes has tried to eliminate the root causes of the deterioration of rural health, and vividly showing its intention of ushering in a new era of rural development. But, the million dollar question is to what extent these schemes were successful in bringing about rural development, which can be studied by looking at the magnitude of rural migration. According to the Global Food Policy Report, the robust rural-centric schemes launched by the government to strengthen rural economy vastly depend on the efficacy of its implementation. The report further claims that developmental measures in rural areas get pushed generally during the election year as a large section of voters reside in rural areas.
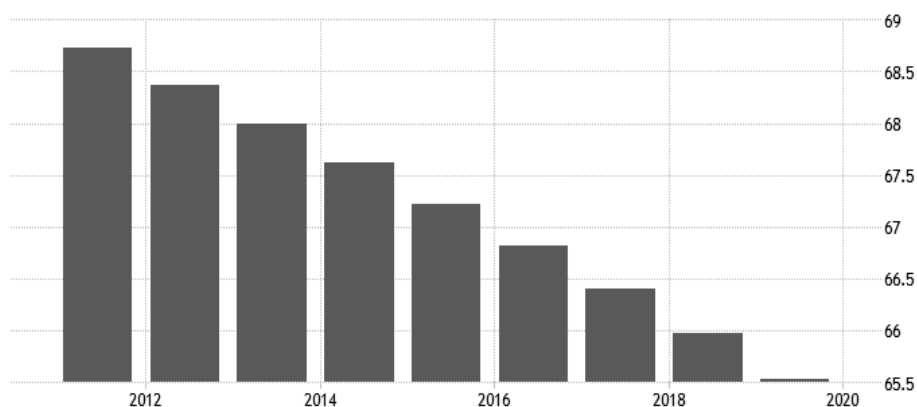
Source: World Bank: Tradingeconomics.com

Figure 3: Magnitude of migration of rural population (2011 – 2020)

The above graph depicts the magnitude of migration of rural population to the urban areas for the last ten years. In 2019, rural population (% of total population) in India was reported at 65.53 %, whereas it was above 68.5% in 2011. Although the exodus of rural population has been witnessing a downward trend since 2012, it is still very much prevalent, even when government has introduced a number of innovative schemes for the social and economic elevation of rural masses.

Conclusion and Implications:

Innovation is something quite new to Indian rural markets, but spreading across the rural areas rapidly. It is viewed as integral to push India's growth story and aiding poverty reduction and elevating standard of living (Dutz, 2007). In fact, the rural India is definitely going to extract immense benefits out of the various innovative measures undertaken by the government. Moreover, to get rid of institutional voids, India need to create and fortify institutional set up that can shoulder rural level innovation. It should be emphasized that the innovation and its consequent benefits must touch the whole rural communities.

The current chapter contributes to the growing domain of innovation in rural markets. However, the findings of the study should be augmented by a sizeable number of quantitative researches so that generalizations can be drawn. Further, more research to investigate the above mentioned assertions in different geographical, sectoral and social settings can assume greater value. Moreover, the government should involve social organizations active in rural areas to ensure the delivery of benefits of these innovations to the potential users. Finally, it is the time to be vocal about rural to facilitate rural development and make it self-reliant.

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MUSIC AS A MAJOR PART OF FINE ART

Sandeepa*[1], Sarika[2] and Ambalika Sharma[2]

[1]Department of Music, Govt college Khundian, Kangra, H.P.

[2]Department of Hindi, Govt college Khundian, Kangra, H.P.

[3]Career Point University, Hamirpur, H.P.

*Corresponding author E-mail: sandeepaaadi@gmail.com

Abstract:

Music is a significant form of fine arts. Music is essential to appreciating the beautiful arts. This work is liked and appreciated not only by Indians, but by people all over the world. The music differs from one location to the next. For example North Indian music differs from South Indian music, but still music on the other hand, is loved by people all around the world. This magnificent work has reached every corner of the globe. Music is a well-known, super most form of fine art.

Introduction:

The fact that fine art is made largely for aesthetics or beauty distinguishes it from decorative or applied art, which must also serve a utilitarian purpose, such as pottery or most metalwork. According to the aesthetic ideals created during the Italian Renaissance, the best art was that which allowed the artist's imagination to be fully expressed and presented, without being bound by any of the practical considerations involved in, say, producing and adorning a teapot. It was also critical that the artwork not be created by delegating work to multiple people with specialised skills, as may be the case with a piece of furniture (Clowney and David, 2011). The five major fine arts are painting, sculpture, architecture, music, and poetry, while the performing arts included theatre and dance (Maraffi and Topher, 2016). Thus, music tops in the fine arts.

Music: As a popular fine art:

Music is renowned for inducing enjoyment and purity, as well as for its inherent therapeutic properties. It has its own delicate appeal, which we as listeners may all appreciate from time to time (Solanki *et al.*, 2013). Music has been with mankind since the dawn of time. Music can be formed by blending vocal and instrumental sounds in such a way that it expresses

the beauty and sensation. The brain, psyche, and music are all intertwined, and music has a big impact on psychotherapy. This effect has been bolstered by the introduction of music therapy as an effective type of alternative treatment for major mental diseases.

Mind-body therapies have been demonstrated to be useful in the treatment of hypertension and stress in clinical trials. Significant disparities in mind efficacy have been found between physical therapy and psychology, and a common relationship between the two therapies has yet to be established (Nizamie and Tikka, 2014).
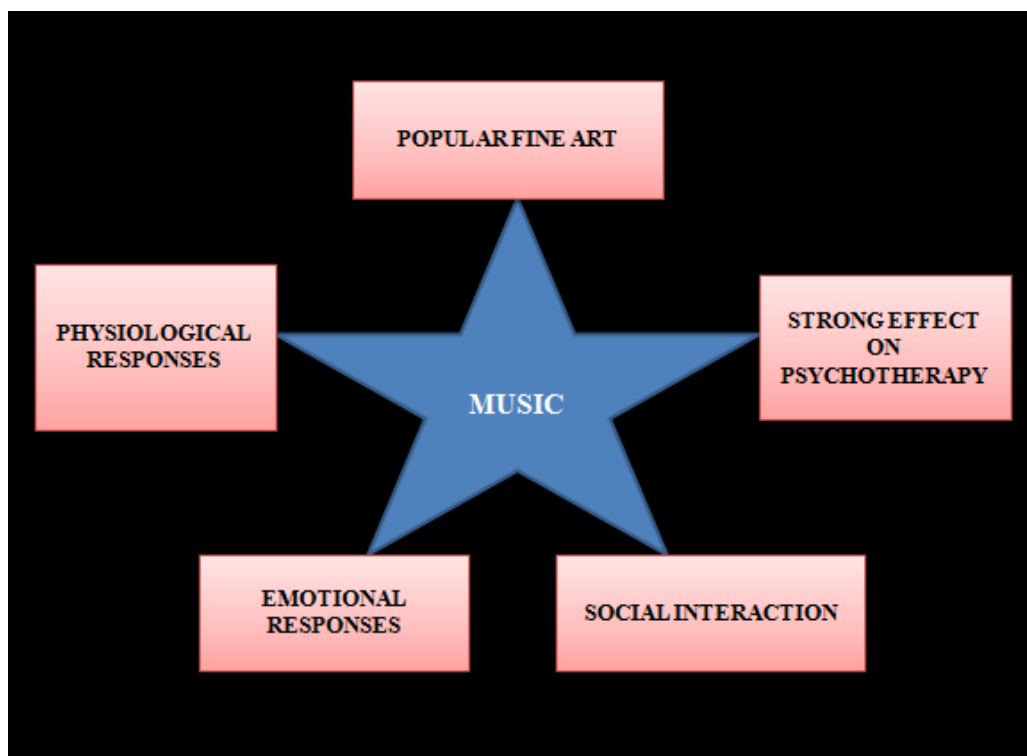
Figure 1: Representing the role of music

The majority of the time, pharmacological therapy are utilised to control the problem, but this results in more expensive and time-consuming hospital care. Music is regarded to be a nursing intervention that can help patients relax by releasing physiological and emotional reactions (Jerath and Barnes, 2009). For the growth of both music and psychology, there is an increasing interest in the psychological study of music. From physical philosophy through sensory ideas and present cognitive psychology, a historical perspective on the psychological consideration of music is offered. A survey of the research fields addressed by present theorists and researchers demonstrates what can truly be said about the discipline of music psychology. Within the context of cognitive psychology, listening to music of various dimensions and organisational structures and processes can highlight the importance of psychological representation of the underlying organisational process. The listener's musical structure and the

"ice" shape are greatly reliant on its musical experience in a particular culture. The listener's mental planning can be derived from his or her acquaintance with nature. To come closer to the most loving and artistic components of the musical experience, there is still a lot of work to be done (Mangoulia and Ouzounidou, 2013). Music, according to McAdams (1987), is not an evolutionary adaptation, but rather a cultural invention that can stimulate the brain's pleasure regions. Music was considered the initial way of communication before people learnt to utilise language. Music is a vital aspect of our life even in the modern period since it is one of the few ways that we can interact with each other without the necessity for a common language. Although it lacks a meaningful system and does not have a specific meaning. Music is regarded as a universal language for social interaction because it provides a framework for effective communication through its ability to impact our moods, ideas, and emotions (Trainor, 2015). Music expectations and perception are important phenomena, and the current article summarises scores as well as listener and brain behaviour, as well as how artificial neural networks might emulate it. We emphasise the similarities between language and music processing, as well as the density and sensitivity levels of music expectations. We highlight the parallels of language processing and include the density and sensitivity levels of music expectations. Studying musical expectations is valuable not only for our perception of music and understanding of production, but also for the functioning of the more general brain (Sundar, 2020). Musical performance is a big topic that can be addressed in different ways (Gabrielsson, 1999).

Conclusion:

Music is a key of peace. It is one of the finest arts. This also acts as healing therapy. Music is the famous fine art. There is variation in the music according to the place. Music is that part which brings us to imagination.

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IN INDIAN AESTHETICS CONTEXT, THEORY OF RASA

Soni Upreti

Department of English,

Kumaun University, Nainital

Corresponding author E-mail: soniupreti06@gmail.com

Indian aesthetics is a creative mould of art literature philosophy and spiritual aspects of human mind. The impact of it becomes enthusiastic towards literature and humanities. The origin of aesthetics thought is insane but usually it came through Sanskrit writings in India. Many writers like Bharat Muni, Kantaka, Dandi, Bahma, Anand Gupta, Mamatta Bhatta wrote on aesthetics that enlighten the way for different theory in literature to make writing creative all over the world literature.

Many theories propounded in Indian aesthetics, which is mention as: Rasa theory, Alankara theory, Dhvani theory, Vakrokti theory, Auchitya theory, Riti theory, Anumana theory.

Now here we will discuss Rasa theory. Rasa literary meaning is pleasure, tasting, flavor. Rasa as the word express the meaning 'tastes' that means sweetness through the word in the different form of arts and writing. It created through different gestures and facial expressions in dance forms as; bharatnatyam kathakkali, kuchipudi, odisi, manipuri mohiniattam Rasa theory enhances thought and emphasises the quality of writing. The pleasure which produces in the mind after reading, listening any art form and literature is called rasa.

Rasa theory propounded by Bharata Muni, a sage who lived between 1st century BCE and the 3rd century CE. It's first described in his 'Natyashastra'. The rhetorician and philosopher Abhinav gupta developed and applied it to all or any sort of poetry and theatre performances. The core human feelings as delight, laughter, grief, anger, enthusiasm , fear, disgust, heroism and astonishment recast through various rasas; comic, romantic pathetic, furious, horror, terrible, odious, marvelous and stillness. Rasa is usually a poetic pleasure through writing dancing music and different sorts of theatre performance. Bharatmuni has detailed rasa through a sutra: 'Vibhavanubhava vyabhicharisanyogad rasa nisapatih'

Indian aesthetic develops in rasas. Rasa have four elements. A particular rasa is the gratify state of a permanent mood which is called sathayibhava. Sthayibhava is called a prominent bhava, static mental state, Emotion, moods, feelings and it respectively connected

with these rasa: Shringara, Hasya, Karuna, Vira, Bhayanaka, Bibhatsa, Adbhuta and Santa. It can not receive through any training and institute. It comes gradually in the mind after entering in the particular situation. Bharata says, sthayibhava is above all the bhavas.

The vibhavas: Vibhava means the situation which is responsible to raise out sthayibhavas. It has two type –alambana and uddipana vibhavs. In the mind of the person to which the sthayibhavas begin are referred to as alambana vibhavas. The circumstances and the objects, seeing them to which the sthayibhavas arouses is known as uddipana bhavas.

The Anubhavas: Anubhavas urge the effect which is seen upon the character after the sentiment are developed. Bharatamuni described that anubhava is so called because it makes the audience feel or experience the effect of abhinaya by means of words and gestures. Therefore it states the emotions experienced by the characters.

The vyabhichari bhavas: Vyabhicharibhavas are ephemeral mental states. They strike the mind in a feeling, aspect in course of experiencing a perpetual mood. Although they are mental tales they may be acted out in a manner so as to make others realize their occurrence. Bharata described the word 'vyabhicari' have two prefixed 'vi' and 'abhi', and the origin word 'chari' means 'to build', since they move in relation to the principal emotion and help it emerge a sentiment (rasa) they are called 'vyabhichari'.

Sringara rasa:

Sringara rasa is called the king of rasas. Bharatmuni discusses only eight rasas, later two more rasa was propounded by the sanskrit acharyas.

Gradually nine rasa are discussed in several art forms. The sthayibhavas of sringar is love, attraction and beauty. The erotic feeling that arouse between a person and a lady which referred to as sringar rasa. Is has two type at one point when they meet and the romantic emotions brings out is called sanyog sringar. Other part is when they separated due to any situation and the emotions still remains same in their heart and mind with some sad feeling of separation is named viyog sringara. Sringara is explored through theater, music, Dance forms, art and literature.

Karuna Rasa:

Karuna meaning is grief. Karuna rasa expresses sorrow and compassion. the sthayibhava is shoka (pathetic). The sensation of hopelessness, sepration from loved ones, death, and murder of somebody, heartfelt feeling in relationship. The feeling of separation or any condition that brings out desperation, suffocation and tears in eyes is anubhavas in karuna rasa. The pathetic sentiment in theatre which comes in the mind of the audience is karuna rasa.

Hasya Rasa:

The hasya rasa depicts the joy, simple happiness and laughter.. the sthayibhavas is comedy. Hasya rasa has two types: Atmastha when the performer amuses to himself it is called Atmastha and when he makes the viewers to laugh it is called Parastha. Hasya rasa helps the person to get relief in bad situations. The amusing sentiment has as root the supreme emotion of laughter. It is generated by vibhavas such as showing undignified dress or decoration, impudence, greediness, quarrel, strange gesture and movements, etc. Throbbing of the lips, the nose and the cheek, perspration, colour of face etc. are created the anubhavas. Dullness, slumberous, sleep, resentment, etc. are vyabhicahribhavas. Thus any gesture, situation, art form or writing arise sentiment of amusement in the mind of the spectator or reader is named hasya rasa.

Raudra Rasa:

According to Bhartamuni krodha or anger is the sthayibhava of raudra rasa. This is also called disagreeable and destructive rasa. The vibhava are anger, harassing, abuse, insult, threatening, jealousy, etc. beating, shattering, quelling, blading, etc. blooded eyes in anger, to frown eyebrows, bitting of lips, fisting hand with other are the anubhavas. The vyabhicharibhavas are presence of mind, determination, energy, restlesness, trembling, etc. The furious sentiments come in the mind of the spectator after seeing the performance in the theatre.

Vira rasa:

Vira rasa has heroic sentiments. The sthavibhava is enthusiasm (utsaha). Bharatamuni mentioned the three types of vira rasa; yudhavira (heroism of war), dharmavira (heroism of duty) danvira (heroism of munificence). It depicts the fearlessness courageous deeds, determination. Discipline, military strength, etc. are vibhavas. Firmness, patience, heroism, are anubhavas. Contentment, judgment, pride agitation, energy ferocity, etc. are vyabhicharibhavas. Vira rasa brings the power of overcoming the obstacles, speaking against the injustice and solving problems. It is also showed by boldness, and self confidence.

Bhayanaka rasa:

The sthayibhava is sentiment of fear. Is includes anxiety worries and terrible situations. The frighten and horrible noise, sight of ghosts, panic and anxiety, sight of death, etc. are vibhavas. The loss of voice shaking of hands and trembling of feet, throbbing of the hear change of colour is Anubhavas. The vyabhicharibhavas are paralysis, trembling, dryness of the mouth, fainting, epilepsy (lack of memory) dejection, nervousness, tired face agitation, restlessness, etc.

Vibhatsa rasa:

The sthayibhava is disgust. The feeling of dissatisfaction with oneself and others. Uncultured, harsh and using bad words, and communicate with bad intentions to others are all manifestations of the vibhatsa rasa. It leads to the irresponsibilties and negligence. The vibhavas are hearing of unpleasant, offensive. Impure and harmful things. The Anubhavas are stopping the movement of body, unappetizing, pitting, etc. delusion. Fainting, sickness, death, etc. are vyabhicharibhavas.

Adbhuta rasa:

Its deal with the wonder, curiosity, and the mystery. The sthayibhava is astonishment, feeling of supreme beings or events, acquiring of desired objects, seeing a magical performance are the vibhavas. Wide opening of eyes, tears of joy, littering words of approbation, etc. are anubhavas. Vyabhicharibhavas are crying , hurry in activity, chocking of voice, etc.

Santa Rasa:

The sthayibhava is nirveda. The attainment of pleasure through disconnection with all the worldly longings is called shanta rasa. The vibhavas is the world is full of false and unworthy illusions. The anubhavas is saints and individuals meditative and contemplative struggle. Anxiety, delight, etc. are the vyabicharibhava. It also leads to the peace and tranquality in one's life through ignorance of earthly circumstances. Shanta rasa generates the way for moksha, and knowledge of truth, feeling of out of this world, detachment with the effects of happenings of the life. Therefore the sentiments which arises spirituality, aloofness, in several art forms are referred as shanta rasa.

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A STUDY OF THE EMERGENCE OF DALIT LITERATURE AS A FORM OF INDIAN LITERATURE

Subhasish Barua

Department of English

Nabagram Hiralal Paul College,

Vidyasagar University, West Bengal

Corresponding author E-mail: subhasishbarua5393@gmail.com

The word 'Dalit' means ground down, broken, oppressed, and humiliated. It represents a collective identity of those people who remain ignored, and live outside the society. They bear the curse of the traditional system of caste politics. Throughout the ages, they are made to face the anger and hatred of those people who consider themselves to be eternal preservers of the caste system. One particular activity that the Dalits are 'officially' associated with is performing menial duties, whether be it disposing of dead animals, scavenging, keeping respectable distance and hiding from the upper caste visibility, or ensuring that their spittle or even shadow does not pollute the road. It becomes quite obvious in general parlance that the definition of the term 'Dalit' is in negative, a bunch of don'ts. The mainstream keeps a sharp watch over the persistence and the permanence of the 'puritanical' structure of society so that the 'negative' image of Dalit can never be a part of the mainstream.

The upper castes present a society that upholds a centre-periphery binary by which the mainstream imposes such policies that further push the low castes to the margins. By doing so, the privileged holding the centre endorses a theory of the concealment of reality from the understandability of the marginalised. The function of such stratagem has been devised to keep Dalits at bay from any social affair and to enjoy the monopoly of being 'social heads' forever. It does not mean that the centre always wants to get rid of the periphery. On the contrary, it wants to keep the margin alive so that the presence and importance of the centre can be felt and realised by the weaker sections. The recognition of the upper castes is solely at the cost of the exploitation of the Dalits. Dalits are forced to remain 'polluted' so that the upper castes can retain their 'purity'. This enforcement of servitude is one of the tropes planned and exercised by the mainstream to extend their authority and superiority.

The Dalits serve society but are perpetually relegated to the position of ignorance. This inequality makes activists like Jyotiba Phule, Periyar, Acchutanand raise their voice demanding equality and dignity. Whether be it Satyoshodhak Samaj or Ad-Dharm movement, it is meant for the development of the Dalits. Though they make a great impact regionally, a wider radical movement has been initiated by Dr. B. R. Ambedkar. The way he organises, motivates, and encourages Dalits to strive for liberation is still followed by millions of his followers. This attachment to the causes of the Dalits comes from his association with and upbringing from a Dalit background. He comes from a Dalit Mahar family and faces serious threats and opposition from the Hindu upper castes. Moreover, he experiences those phases of history where survival is at stake owing to social hierarchy. This empirical knowledge of Ambedkar achieved through disgrace and humiliation inspires the fellow Dalits across the nation to translate their experiences into a language of revolt.

To be more precise, if equality is considered to be the fittest content of the Dalit narrative, then Dalit narrative borrows its cultural setting from the words of the untouchable saint poets who are to a large extent the propagators of the Bhakti movement also. Mokashi-Punekar (2005) says that Chokhamela, a fourteenth-century untouchable saint-poet, writes against material and religious humiliations imposed on untouchables. Though his abhangās chiefly reflect the spiritual hypocrisy practised by the upper castes and religious pursuit of a downcast, they are after all great specimens of counter literature. Their influence and importance are vividly felt in the Dalit narrative afterwards.

Now, with the entry of Ambedkar in the Indian socio-political scenario, Dalits have come to recognise a new vibe in the history of exploitation. Being the best of minds in the contemporary period, Ambedkar tries to modernise the Dalits with the spirit of education so that they transcend social barriers and never associate themselves with servitude. It is not at all an exaggeration to say that Dalit literature per se pays homage to Ambedkar as an introduction. In all spheres, he wants Dalits to be liberated and to have a balance of power. Starting from temple entry satyagraha and water tank movement to conversion to Buddhism, Ambedkar touches upon every possible field, whether be it social, political, cultural, or religious, to make it accessible and available to Dalits.

Such a remarkable contribution of Ambedkar helps foster a new literary movement under the broad title of Dalit literature. The year 1958, just two years after the death of Ambedkar, sees the first Dalit writers' conference that further extends the revolutionary intent of the Dalit movement. Though it was literary in nature, it reflects, and is even based on, every lived issue that a human being can possibly come across. Maharashtra is the champion in terms of producing

Dalit literature since it is the locale of most of the activities undertaken by Ambedkar. But later on, Dalit literature starts coming out of all weaker sections across the nation. When Dalit literature finds a way to articulate under the aegis of Ambedkar, important issues emerge.

Literature which is exclusively theirs represents the feelings of Dalits, especially anger that has been suppressed for so long. Age-long humiliation and torture have fostered evidently the spirit to talk back that finds an opportunity under the guidance of Ambedkar.

Secondly, no sooner had they found a new literary type, than they started pouring their tragic memoirs. The Dalit body, identified as an 'impure' one, is a detestable and hated body in an upper caste society. But, this marginal identity gets recognition in Dalit literature since the Dalit body is an active participant in the working of life.

Thirdly, in the upper caste society, Dalits are just receivers of harsh treatment. But in Dalit literature, Dalit writer questions the society and its system profusely by pointing out its loopholes and hypocrisy. Narrating those upper castes' torture is meant to critique mainstream society.

Fourthly, with the emergence of Dalit literature, Indian literature takes a new turn towards the voice and expression of the dispossessed. As opposed to mainstream elitism, Dalit literature echoes the demands and cries of those people who are victims of this elitist culture. In a way, postcolonial independent India sees a new and fresh upsurge of resistance and protest literature. Therefore, a complete and holistic study of Indian literature is incomplete without the reading of Dalit literature.

Fifthly, Dalit literature is not exclusively literary at all, rather it is redolent with a vibrant political discourse. The central concern of Dalit literature revolves around the maximization of the politics of identity formation as suggested by Limbale and Sarangi (2018), "Dalit literature is the literature of politics and politics is an integral part of it, because politics can be defined in whatever way one wants to define it". Dalit identity, which remains suppressed by the dominance of caste politics, now identifies itself as a political force with an incisive edge.

Dalit literature has its context embedded in pain and suffering. Unlike mainstream Indian literature which is broadly based on imaginative rhetoric. Dalit writers have realism as the core principle of Dalit literature. Their experience in the system of graded inequality forms a solid base for the Dalit narrative. Therefore, Dalit literature not only creates a sub-type of Indian literature but also presents itself as a chief contender of upper caste literature. Moreover, Dalit literature is the product of Dalit activism, and hence, to read Dalit literature is to experience the

Dalit movement. To historicise Dalit past and experience, Dalit writers rely on those phases of life that significantly deal with the exclusion of Dalits from the socio-cultural field.

Therefore, it is evident that Dalit writers use the language of revolt intended to transform society and Dalit life. This unique form of language sets a particular paradigm of expression in the Dalit narrative. Though it appears to be obscene and vulgar to the upper castes, it is much closer to Dalit sensibility. The world Dalits are associated with does not let them produce any sophisticated language; on the contrary, Dalit language is crude and prosaic which is a corollary to the rough past they have faced. Moreover, they use such language to create a separate and distinct category that can be easily identified as Dalit language. In fact, no refined language is possible after being tortured for generations as suffering is the background of the Dalit narrative, and therefore, vehemence is the desired outcome of Dalit literature. Language in the poetry of Namdeo Dhasal and Keshav Meshram is a case in point. Regarding the uniqueness of Dalit literature, Limbale (2004) says, "A new world, a new society and a new human being have been revealed in literature, for the first time. The reality of Dalit literature is distinct, and so is the language of this reality. It is the uncouth-impolite language of Dalits. It is the spoken language of Dalits. This language does not recognize cultivated gestures and grammars".

As regards Dalit aesthetic, it can be safely said that Dalit literature proudly rejects traditional aesthetic value since it has a distinct standard of aestheticism which is fresh and inimitable. To be more specific, Dalit literature has no aesthetic parameter. To create literature, they only follow life and its lessons. To Limbale (2004), Dalit aesthetics is "life-affirming and realistic". No aesthetic pleasure can be derived from Dalit literature; on the contrary, a vast archive of tragedy has been kept in store for them. In a sense, Dalit literature reveals why Dalits are discriminated and demands an immediate answer. Broadly speaking, India has seen so far a larger and engaging protest literature directed against the colonial power by the native intellectuals. But Dalit literature is suggestive of a protest within the Indian context that is directed against the native elites. Hence, Dalit literature exposes discontents within the glorious framework of civilization. It wants to narrate the history that the upper castes want to ignore and erase from the cultural field.

In the post-Ambedkar period, with the formation of Dalit Panthers in 1972, the track of Dalit literature is divided. Some start incorporating Marxist influences in Dalit literature considering upper-caste literature as bourgeoisie literature. Namdeo Dhasal and R. B. More can be referred to as Dalit Marxist writers. On the other hand, some Dalit writers get inspiration from the Ambedkarite Buddhist conversion movement and use this influence in Dalit literature. Limbale, Sapkale, Jadhav produce Navayana Buddhist literature. This revival of Buddhism is

new in the Indian literary context. But it is more politically acute than spiritually aligned with earlier versions of Buddhism. Ambedkar initiates conversion for Dalit emancipation from the upper caste bondage. Dalit writers use Buddhism in literature to reappropriate and refix social order just as they do with Hindu mythological characters. From Hindu canonical literature, Dalit writers choose those characters that have been victimised in the course of history and try to empower them with Dalit intent.

If the mainstream literature is the product of fancy, Dalit literature is a product of history, and also, a response to historical prejudices meted out to the marginalised. Ambedkar ignites the flame of positive consciousness, and Dalit writers nurture this consciousness to perfection in Dalit literature. Limbale and Sarangi (2018) observe, "The so called mainstream literature is the product of the imagination of upper caste writers about middle class issues, but Dalit literature is based on the lived experience of the writer. Mainstream literature is for entertainment, but Dalit writing is aimed at removing social injustice by reflecting the harsh realities of Dalit life". Detachment is not possible in Dalit literature since the life of a Dalit is reflected in literature. It is not a product of imagination or a figment of idealism, rather in Dalit literature self is intricately involved in literary creation. To be more specific, Dalit literature is an extension of a Dalit self.

The fundamental difference between mainstream literature and Dalit literature is that the latter is written strictly on the basis of Dalit consciousness. Dalit literary aesthetics is more social and political than literary as such. Its aim is not to give intellectual satisfaction and artistic pleasure to readers, but to introduce dissatisfaction in the readership, and to transform the society with the help of those 'faceless' people. It is evident that after long suppression, the emergence of the Dalits has surely collaborated with an unusual and unconventional dimension of Indian literature. A type that has been unrecognized and obsolete now comes to the forefront along with the spread of neo-cultural theory proposed by the Dalits. Their language is full of such references to their life because they know that following the dominant trend of mainstream literature means becoming a party to the upper castes' strategy which is not at all favourable for the growth of the Dalit mind.

Dalit literature makes Dalits aware of the losses they have in their life rather than any lofty abstract idea, as Limbale (2004) says, "The aesthetics, which proposes that the beauty of a work of art is its artistic rendering of reality, is materialist. Dalit literature rejects spiritualism and abstraction; its aesthetics is materialist rather than spiritualist".

By talking against the discriminatory approach of the mainstream society, Dalit literature ushers a humanitarian feeling by including those who are left outside the normative framework

of social order. Bagul (2009) says that Dalit literature is "human literature" (274) as it includes unnamed members of the society, and allows ordinary people to have their own space in the literary field.

It is often commented that the Dalit writers are one-dimensional in narrating just the experiences of those who suffer like them. But it has an announced and definitive agenda to wage a war against the mainstream as Limbale (2004) says, "The very justification for Dalit literature lies in siding with the exploited and taking a stance of rejection, rebellion and revenge against exploiters".

There is no point of neutrality in Dalit literature as a Dalit writer is first and foremost an activist, and therefore, Dalit literature is a social document. So, the responsibility of a Dalit writer is constituted of Dalit consciousness and Dalit commitment. It is the consciousness that teaches a Dalit writer to be true to history and the past. Moreover, a Dalit writer is committed to represent that history and oppressive episodes of life and to change society. Ambedkar frequently refers tothe French Revolution that glorifies the importance of liberty, equality, and fraternity. Dalits also dream of establishing these principles in literature, and that is why Dalit literature has democratic fervour as Muktibodh (2009) says, "Dalit literature is the literature produced by the Dalit consciousness. Human freedom is the inspiration behind it. That is its implied value".

Though the initial forte of Dalit literature is autobiography, later on, it spreads its sentiment over other genres like story, novel, poetry, essay, short story, drama. It redefines Indian aesthetics in a new way as to how the marginalised understand and reshape literature. Beyond and above personal experience, Dalit literature encompasses the experiences of community because in a Dalit text 'I' and 'we' are quite synonymous and interchange their positions. The pain of the self is expressed as the pain of the community, and vice versa. Indian literature is enriched with a new and fresh insertion of the multiplicity of voices who tell and share a sad tale of existence.Though Maharashtra is the originator of the Dalit literary movement, gradually voices across the nation start accusing the traditional system of hierarchy and demanding a space for recognition, identity, and esteem.

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CHALLENGES INVOLVED IN THE DEVELOPMENT

OF SCHEDULE CASTE WOMEN

Kalpana B S* and Shivalingappa B P

Department of studies in Social Work,

Davanagere University, Shivagangotri, Davanagere District, Karnataka, India

*Corresponding author E-mail: kalpanabsmsw@gmail.com

Abstract:

This paper is an effort to evaluate the social approach and the initiatives taken by the society as a whole in the development of Schedule Caste Women. Further it highlights the difficulties that a women belonging to a backward class has to face in order to survive in the society and develop herself. Social workers are liable to lessen the difficulties that the Schedule Caste women have to face throughout their paths. The situation of Scheduled caste women empowerment in India needs special attention. They are one of the largest socially segregated groups anywhere in the world, and make up 2% of the world's total population. Scheduled caste women empowerment constitute half of the ca. 200 million Scheduled caste population and 16.3 of the total Indian female population. However, Scheduled caste women empowerment has to deal with them more often. Women are discriminated against not only by people of higher castes, but also within their own communities. Men are dominant in communities. Women empowerment are active in large numbers in the movement but most leadership positions in the organizations, local bodies and associations have until now been held by men.

To support it:

- Social workers should commit themselves to the well being of women and girls.
- Support the activities of the committees on the elimination of discrimination against women of backward classes.
- Come up with different schemes to develop the potential of Schedule Caste women and help them stand strong to face the upcoming challenges.

Keywords: Schedule Caste, Women, Society, Challenges, Empowerment.

Introduction:

If the people belonging to the Scheduled Castes were (and still are) a victim of discrimination, the women belonging to these sections were doubly so. On the one hand they were discriminated on account of their caste status and on the other; they were discriminated on

gender lines. If the social order relegated the Scheduled Caste people to the periphery, the gender discrimination forced the women belonging to these sections to perpetual marginalization and subordination.

The social deprivation of scheduled caste women empowerment revealed that these women had to shoulder as a burden, the women belonging to this segment had to bear the burnt as they became a victim of double discrimination – as part of caste inequity on the one hand and as part of gender inequity on the other. Their position in the society and within the family made them the worst victims of a social system which relegated them to complete insignificance. It is no wonder that, the Scheduled Caste women empowerment in India today occupy a position in the ladder of littermates only a shade better then their Scheduled Tribe counterpart – a segment which also shares similar discrimination though emanating from a different socio-historical context.

The caste discrimination inherited by birth leaves scheduled caste women facing multiple oppressions that violate their economic, political, social and cultural rights. The most deprived section of the society comprises of scheduled caste women who are the poorest, illiterate and easy targets for sexual harassment. The women face not just caste violence inflicted on them by the dominant castes, but also state violence. The scheduled caste women are oppressed by the broader Hindu society, their own community's men and also their own husbands. Thus, they are triply disadvantageous.

The issues of scheduled caste women are different from that of other Indian women. They have been deprived from all kinds of human rights, education, income, dignity, social status, religious rights, etc. They have to face outside world necessitated by economic deprivation, and an urgent need to earn for livelihood. Thus, their subjugation is more acute – being Dalit they are treated with great contempt by upper caste men and women alike, and their own men folk. Despite that they have hugely contributed to the development of India by their seer hard work and labour. But, their contributions have never been recognized. Their voices and protests are almost invisible.

In fact, when we talk of marginalization of women in the development process, or feminization of poverty or woman's contribution to the unorganized sector in India, we are referring to them without even being conscious about their specificity . It is regrettable to note that mainstream women's movement in India also ignored and neglected the pitiable condition of Dalit women. Hence, the proposed study is made on the scheduled caste women, who are engaged in their caste based occupations or working as housewives. As discussed above, to some extent now the scheduled caste women got education, even employment in urban areas. But still majority of the scheduled caste women are housewives or employed in their caste based

occupation, which is treated as lower occupation in the society. As reported in the newspapers and televisions, many of the scheduled caste women empowerment are exploited and humiliated in the society.

Challenges faced by women of schedule case that curb their development:

- **Personal Challenges:**
  - In developing countries like India women work long hours daily, carrying out family chores such as cleaning, cooking, bringing up children along with concentrating on their income generating activities.
  - Such family responsibilities prevent them from becoming successful entrepreneurs. ex: a choice between family and career.

- **Social Challenges:**
  - The biggest problem of a woman is the social attitude and the constraints in which she has to live and work.
  - Despite constitutional equality, there is discrimination against women. In a tradition-bound society, women suffer from male reservations about a woman's role and capacity.
  - In rural areas, women face resistance not only from males but also from elderly females who have accepted inequality.

- **Financial Challenges:**
  - When it comes to financing, women in underdeveloped areas have little access to finance because they are concentrated in poor rural communities with few opportunities to borrow money.
  - Lack of access to credit is still worsened by a lack of information on where credit can be sought and requirements for loans.
  - According to a report by the **United Nations Industrial Development Organization (UNIDO),** despite evidence that women's loan repayment rates are higher than men's, women still face more difficulties in obtaining credit often due to the discriminatory attitudes of banks and informal lending groups.
  - Women and small entrepreneurs always suffer from inadequate financial resources and working capital.
  - They lack access to external funds due to the absence of tangible security and credit in the market.
  - Women also generally do not have property in their names.

- **Marketing Challenges:**
  - o Because of no being able to make any arrangements for marketing and selling their products, women are often at the mercy of the intermediaries who pocket large chunks of profit.
- **Managerial Challenges:**
  - o Often high cost of production undermines efficiency and restricts the development of women enterprises.
- **Competition Challenges:**
  - o Many of the women enterprises have imperfect organizational setup. They have to face severe competition from organized industries and male-centric entrepreneurship.
- **Lack of Mobility Challenges:**
  - o One of the biggest handicaps for schedule caste women is mobility or traveling from place to place as the backward thinking of some places does not allow women to move alone.
  - o Women on their own also often find it difficult to get accommodation in smaller towns and are usually taken advantage of.
- **Educational Challenges:**
  - o In India, literacy among women is very low.
  - o Due to lack of education, the majority of women are unaware of technological developments, marketing knowledge, etc.
  - o Lack of information and experience creates further problems in the setting up and running of business enterprises.
- **Low Ability to Bear Risk:**
  - o Women in the schedule castes have comparatively a low ability to bear economic and other risks because they have led a life of poverty where it was difficult for them to get enough food to keep them alive. Coming from such a background, taking risks become very difficult as it is a matter of life and death for them.
- **Low Need for Achievement:**
  - o Need for achievement, independence, and autonomy are the prerequisites for success of an individual and their development. Women coming from backward area are so oppressed and looked down upon that they lose hope of seeing any bright future ahead of them.
  - o The backward mindset where women are only taught about how to make countless compromises in order to keep their family happy. Where women are

always expected to remain behind her husband and never surpass him, it becomes very challenging for them to defeat that mindset and adapt to a new mindset.

- **Other Challenges:**
  - In addition to the above problems, inadequate infrastructure, shortage of power and technical expertise and other economic and social constraints have retarded the growth of women entrepreneurship in India.

Conclusion:

Social work may not be highlighted or paid attention to but it can stir up the minds of the people in the society and silently force them to change without any physical action. The mindset of the citizens decides the progress of the country. Although the society had also seen discrimination against women, where the discrimination and assault of the backward class women are highlighted, something that highlights among them is the discrimination against the women of Schedule Caste. The victims as well as the accused are a part of our society. This shows how some are habituated of suppressing and some others of being suppressed. This blocks the way of the society's progress.

As stated above, we are aware of the various challenges that the Schedule caste women are already facing which is hindering their development and also suppressing the voices raised against them through various devious ways. In the phase of countless challenges , we as a society are throwing more challenges at their way instead of showing them the correct path. We as a part of various castes, creed, religion, families and friends have to pave the way for them to come forward and enjoy the same freedom that we are privileged to enjoy in terms of social, cultural , political and financial freedom.

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STRESS IN LEARNING MATHEMATICS AMONG
THE STUDENTS OF STANDARD IX AND XI

Kattiammal S

Department of Psychology,

Muthayammal College of Education, Tamil Nadu

Corresponding Author Email : psskl@muthayammal.net

Abstract:

Learning is a process which brings modification of behaviour in the individuals and enables them for the attainment of specific goals. Researches in the analysis and remediation of problems pertaining to learning mathematics are emerging. Large number of school students continues to possess a kind of fear, hatred and experience failure in the subject; these may be due to several causes. One of the causes is stress.The investigator is personally interested to find the difference in stress in learning mathematics between the students of standard IX and XI. Descriptive cross sectional survey method was used to conduct the study. The sample of the present study consisted of 148 students studying standard IX and 151 students studying standard XI and the t test was used to analyse the data. The result of the study indicates that there exists significant difference between the standard IX and XI students in their stress in learning mathematics.

Keywords: Learning and stress in mathematics learning.

Introduction:

Learning is a process which brings modification of behaviour in the individuals and enables them for the attainment of specific goals. Learning promotes changes in the head, hand and heart of the learners which results in adjustment, adaptation and all round development of the learner. Learning is both formal and informal process. There are several factors which influence learning, to mention a few maturation, readiness, mental abilities, physical handicaps, length, difficulty and meaningfulness of the task, method of learning, practice and stress.

The word stress is used when an individual feels that everything seems to have become too much. Anything that poses a challenge or a threat to our well-being is a stress. Stress is defined as "a normal physical response to events that make you feel threatened or upset your balance in

some way".

When an individual senses danger - whether it's real or imagined _ the body's defenses kick into high gear in a rapid, automatic process known as the "fight-or-flight" reaction, or the *stress response*. Stress affects the mind, body and behaviour in many ways and everyone experiences stress differently.

The stress helps an individual stay focused, energetic, and alert. In emergency situations, stress can save an individual's life- giving us extra strength to defend ourself, for example spurring us to slam on the brakes to avoid an accident.

The stress response also helps us rise to meet challenges. Stress is what keeps us on our toes during a presentation at work, sharpens our concentration when we are attempting the game-winning free throw, or drives us to study for an examination when we would rather be watching TV.

Beyond a certain point, stress stops being helpful and starts causing major damage to our health, mood, productivity, relationships, and quality of life.

Thus stresses are good for us - without any stress at all many say our lives would be boring and would probably feel pointless. However, when the stresses undermine both our mental and physical health they are bad. In this text we shall be focusing on stress that is bad for us.

Stress in Learning Mathematics:

While learning mathematics the students come across certain kind of stresses, to mention a few, verbal stress, practognistic stress, lexical stress, graphical stress, ideognostical stress and operational stress. Verbal stress refers to difficulty with verbal use of mathematical terms and symbols. Practognostic stress is inability to recognize distinguish features or to make comparisons of objects that vary on some dimensions for example size. Lexical stress refers to difficulty in reading digits, symbols or multi digit numbers. Graphical stress means difficulty in writing dictated numbers or copying symbols. Ideognostical stress refers to difficulty in comprehending mathematical ideals and making mental calculations. Operational stress means difficulty in completing basic operations of addition, subtraction and so on including confusion among the operations and appropriate algorithm for each. In addition, there are other environmental factors which are responsible for a stress in mathematics are lack of motivation of the students, lack of motivation on the part of the teacher , poor teaching and lack of conducive home background. Scarpello (2007) reported that seventy-five percent of Americans stop the study of mathematics and keep themselves stay away from many careers that related to mathematics and he identifies mathematics anxiety as one of the main reason for this.

Need and significance of the study:

Researches in the analysis and remediation of problems pertaining to learning mathematics are emerging. Large number of school students continues to possess a fear, hatred and experience failure in the subject which brings stress in learning mathematics. The investigator is personally interested to find the difference in stress in learning mathematics between the students of standard IX and XI in order to guide the students accordingly.

Statement of the problem:

Stress in Learning Mathematics among the Students of Standard IX And XI

Objectives:

To find whether there is any difference in stress in learning mathematics between the students of standard IX and XI.

Hypothesis:

There exists significant difference in stress in learning mathematics between the students of standard IX and XI.

Methodology:

In the present study descriptive cross sectional survey method was used. Demographic variable was students studying in standard IX and XI. Criterion variable was stress in learning mathematics. The sample of the present study consisted of 148 students studying standard IX and 151 students studying standard XI from Namakkal district. A self constructed three point scale on 'stress in learning mathematics' consisted of 60 statements were utilized. 't' test was the statistical tests employed to analyse the data.

Analysis and Interpretation:

Table 1: Stress in learning mathematics between the students of Standard IX and XI

Variables	Categories	N	Mean	SD	't'	Level of Significance
Standard	Standard XI students	151	7.35	2.733	2.628	0.05 Significant
	Standard IX students	148	8.99	7.128		

The above mentioned table reveals that the calculated 't' value (2.628) is greater than the corresponding table value1.96. This implies that there exists significant difference between the

standard IX and XI students in their stress in learning mathematics. Therefore the framed hypothesis is accepted. While comparing the mean scores, the score standard IX students (8.99) is greater than the score of male (7.35) which shows that the students of standard IX possess more stress in learning mathematics than the Standard XI students. The significant difference may be due to the following reasons. (i) Pressure from the parents in order to make their children gain high academic excellence in tenth standard by burdening them with tuition in IX standard itself.(ii) Teachers are very conscious in finishing their portions of IX standard and rush up to the portions of standard X. (iii) High expectation of the parents to admit them in the first group.

Recommendations:

Reason for the stress of learning in mathematics is due to poor background of the school, the role of the teacher, the individual attitude towards mathematics, the curricula, disinterest on the part of the students or even the mental and physical health of the students. The following are some of the suggestions which can be utilized to help the students to overcome their difficulties and stress in learning.

1. Teachers can relate mathematics to real life problems. Students learn much faster when they learn the relationship between worksheets and problems in real life.
2. Teachers can ask the students to verbalise his or her thought process while doing specific problems.
3. Teachers can use analogies to emphasize numerical relations.
4. Teachers can use concrete materials and real world situations.
5. Teachers can develop teaching aids for avoiding errors.
6. If any children needs special attention removed from the class for certain period tp receive intensive and individual attention in resource rooms.
7. Atleast one full time teacher who is trained in providing remedial instruction /measures in mathematics can be appointed in each school.
8. Classroom climate can be congenial.
9. Parents also can supervise their children at home and seek assistance of the school if needed to bring out the potentialities of their children and reap success as per their abilities.
10. School can provide opportunities to do exercise, yoga and meditation and encourage them to utilize it.

Conclusion:

It can be joint responsibility of both the home and school to make learning especially mathematics learning into joyful learning by using different techniques and by providing adequate freedom and atmosphere to learn.

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A STUDY ON INNOVATIVE METHODS IN TEACHING

SCHOOL MATHEMATICS

Kotra Balayogi

Unity College of Teacher Education,

Dimapur, Nagaland – 797112

Corresponding author E-mail: drkotrayogi@uctedimapur.org

Abstract:

The main aim of the present study is to highlight different innovative, modern and useful school level instructional methods for teaching and learning mathematics which are different from traditional method of learning mathematics. Basically, teaching consisting with sending and receiving information and a teacher tries his/her best to import knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the original objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to strengthen people, governance towards achieving the mankind growth and successfor any nation. The school mathematics, being an important subject and placed a main position since the ancient period till present, which is not at all having like, joy, passion, interest to large amount of students' community and the cause is because there is aspiration but it is hard to achieve. So, while teaching mathematics any type of teacher should use the teaching methods, strategies, pedagogic resources, etc. that are much more useful towards sufficient replays from the school going learners. Teaching and learning mathematics involve complexities which can be overcome if certain rules are followed, the nature and quality of instructional material, the presentation of content, the pedagogic skills of the teacher, the learning environment, the motivation of the students are all important and must be kept in view in any effort to ensure quality in teaching-learning of mathematics. Mathematics has a role to play in many different fields like innovations in medicine, communication, technology, modeling, construction, industries, predicting disasters, organization of enterprises, business, transport, etc. to name a few and it would be impossible to tackle any of the problems associated with mathematics education, at any level without intervention at the school level and each one of them will have been shaped by their school education in the present modern educational society.

Keywords: Innovative, methods, teaching, examples, k-12 school, mathematics.

Introduction:

A teaching innovation is then an improvement if there is evidence that it can support students' progress towards the identified learning goals more effectively than the typical forms of instruction in a country. Innovation is not a single act in the sense that you do it and then it is done, but is instead better viewed as a process of supporting teachers' learning that needs to be monitored, analyzed, the innovation is necessarily adapted to the local school and classroom context in the process of implementation (Weatherley and Lipsky, 1977) and teaching innovations have the potential to improve the quality of students' mathematical learning, and implementing innovative teaching approaches is an effort of instructional improvement, does not work when it is framed in terms of the transmission of knowledge from teachers (Altrichter *et al.,* 2008; Ponte *et al.,* 1994; Tirosh and Graeber, 2003). Teachers clearly need to be seen as crucial agents of change, critical implementers of innovative teaching approaches and if we regard students as inquiry related learners, then teachers who have the appropriate academic background and practical experience also need to be seen (Krainer and Zehetmeier, 2013). The present paperdiscusses innovations and innovative practices in teaching mathematics at the school level, under teaching methods, strategies, resources, etc. and the process of innovation is generally described as consisting of three essential steps, starting with the conception of an idea, which is then proposed and is finally adopted. Though many ideas have been conceived to bring about change in the teaching of school level mathematics, it is yet to be proposed and adopted so; the innovations discussed may not be new in terms of the idea but is new in terms of practice in the teaching and learning process. According Burton, innovation teaching method is the stimulation, guidance, direction and encouragement for learning. Fl and er says that innovation teaching is an interaction process, which means participation of both teacher and student and both get benefit by this towards achieving desired objectives. Innovative teaching of mathematics needs to know multi-techniques, methods, and strategies, approaches, etc. which breaks the same old of the teaching and develops the motivation and interest of the 21st century learners in learning mathematics. Students are taught with correct method which means the selection of right method for right unit, this will positively develop the mathematical attitude of the school students by which teachers could make the classroom alive and each method has its own uniqueness and validity in mathematics teaching. The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction and choice of teaching method depends on what needsfor astudent educational psychology, philosophy, gender, subject area, school mission statement, etc.

Innovations in teaching mathematics:

Inductive Method	Deductive Method
It proceeds from the particular to the general and from the concrete to the abstract.	It proceeds from the general to the particular and from the abstract to the concrete.
It takes care of the needs and interests of children and is a developmental process.	The child is providing with information of facts, principles, theories, etc.
It encourages discovery and stimulates thinking and learning.	It establishes linkage with real life observations.
The generalization or rule is formulated remembers it with ease.	The rule is first learnt and then derived by the child.
The "how" and "why" of the rule or generalization are made clear through reasoning.	The process is accepted by the child without much reasoning.
It starts from observation and direct experiences and ends in developing a rule in the abstract form.	It starts with a rule and provides for practice and applications.

Examples for inductive method:

Ask students to construct a few triangles, let them measure and sum up the interior angles in each case and the sum will be same that is 180° in each case. Thus, it can conclude that "the sum of the interior angles of a triangle = 180°. This is a case where equality of sum of interior angles of a triangle that is=180° in certain number of triangles leads us to generalize the conclusion.

Examples for deductive method:

$a^m \times a^n = a^{m+n}$

Find $x^2 \times x^{10}$.

By applying the law, we have, $x^2 \times x^{10} = x^{2+10} = x^{12}$

Whenever the teacher states a formula or a rule and asks the students to apply it to solve problems, the teacher is following deductive method.

Analytic and synthetic methods:

Meaning: Analysis means breaking up into components	**Meaning:** Synthesis means combining the elements to get something new.
Leads from: Unknown to known Conclusion to hypothesis Abstract to concrete Complex to simple	**Leads from:** Known to unknown Hypothesis to conclusion Concrete to abstract Simple to complex
Method: A method of discovery and thought A psychological method	**Method:** A method for the presentation of discovered facts. A logical method
Time: Lengthy, laborious and time consuming	**Time:** Short, concise and elegant.
Sequence: Valid reasons to justify every step in the sequence.	**Sequence:** No justification for every step in the sequence.
Learning: Encourages meaningful learning.	**Learning:** Encourages rote learning Easy to rediscover Once forgotten not easy to recall
Encourages: Encourages originality of thinking and reasoning	**Encourages:** Encourages memory work
Learning: Informal and disorganized	**Learning:** Formal, systematic ad orderly
Thinking: Process of thinking	**Thinking:** Product of thinking
Participation: Active participation of the learner	**Participation:** Learner is a passive listener

Application of analytic method on algebra:

If $a^2 + b^2 = 7ab$ Prove that $2\log(a+b) = 2\log3 + \log a + \log b$

Proof: To prove this using analytic method, we begin from the unknown.

The unknown is $2\log(a+b) = 2\log3 + \log a + \log b$

We know that, $\log mn = \log m + \log n$

$2\log(a+b) = 2\log3 + \log ab$

We know that, $\log a^m = m\log a$

$\log(a+b)^2 = \log3^2 + \log ab$

$\log(a+b)^2 = \log9 + \log ab$

$\log(a+b)^2 = \log9ab$

$a+b)^2 = 9ab$

$a^2 + b^2 + 2ab = 9ab$

$a^2 + b^2 = 9ab - 2ab$

$a^2 + b^2 = 7ab$

Application of synthetic method on algebra:

If $a^2 + b^2 = 7ab$ Prove that $2\log(a+b) = 2\log3 + \log a + \log b$

Proof: To prove this using synthetic method, we begin from the known.

The known is $a^2 + b^2 = 7ab$

Now, adding $2ab$ on both sides

$a^2 + b^2 + 2ab = 7ab + 2ab$

$a^2 + b^2 + 2ab = 7ab + 2ab$

$a^2 + b^2 + 2ab = 9ab$

$(a+b)^2 = 9ab$

Taking log on both sides, we get

$\log(a+b)^2 = \log9ab$

$2\log(a+b) = \log9 + \log ab$

$2\log(a+b) = \log3^2 + \log a + \log b$

$2\log(a+b) = 2\log3 + \log a + \log b$

Heuristic method:

According to Prof. Armstrong heuristic method is a method of teaching which involves our placing the students as far as possible in the attitude of a discoverer and according to Westaway it is intended to provide a training in method, knowledge and altogether.

Principles of heuristic method:

❖ Principle of freedom

❖ Principle of logical thinking

❖ Principle of activity

❖ Principle of self-thinking and self-study

❖ Principle of purposeful experience

Activities:

Activities here include works wherein students play active roles, interact with different resources and generate knowledge. Some activities are listed below.

Activity	Situations related to activity
Quiz competition	Mathematical rules, results, formulae, Properties of numbers
Projects	Contribution by Mathematicians
Seminars	Applications of Mathematics, talks on Ancient Mathematics etc.
Discussion	Concept of Pi, Golden ratio, Presence of Mathematics in real world viz, nature and music
Mathematics Clubs	Preparing models, Paper folding
Assignments	Solving problems, proving of theorems
Field trips	Visit to banks, Insurance companies
Self-study	Library, internet, resource centers
Scholarship exams	Mathematics Olympiads, Mathematics Training and Talent Search (MTTS), Advanced Training in Mathematics etc., all funded by NBHM (National Board for Higher Mathematics)

Problem solving method:

It is one which involves the use of the process of problem solving or reflective thinking or reasoning and as the name indicated, begins with the statement of a problem that challenges the students to find a solution. According to Gagne, problem solving is a set of events in which human beings were rules to achieve some goals. Ausubel says problem solving involves concept formation and discovery learning.

Steps in problem solving method:

❖ Identifying and defining the problem

❖ Analyzing theproblem

❖ Formulating tentativehypothesis

❖ Testing thehypothesis

❖ Verifying of the result

Example:

Define union of two sets. If A= {2,3,5}. B= {3,5,6} and C={4,6,8,9}. Prove that A U (B U C) = (A U B) U C.

Solution:

Step 1: Identifying and Defining the Problem

After selecting and underst and ing the problem the child will be able to define the problem in his own words that

➢ The union of two sets A and B is the set, which contains all the members of a set A and all the members of a setB.

➢ The union of two set A and B is express as 'A U B' and symbolically represented as A U B = {x: x Î A or x ÎB}

➢ The common elements are taken only once in the union of twosets

Step 2: Analysing the Problem

After defining the problem in his own words, the child will analyze the given problem that how the problem can be solved?

Step 3: Formulating Tentative Hypothesis

After analyzing the various aspects of the problem, he will be able to make hypothesis that first of all he should calculate the union of sets B and C i.e. (B U C). Then the union of set A and B U C. thus he can get the value of A U (B U C). Similarly, we can solve (A U B) U C.

Step 4: Testing Hypothesis

Thus, on the basis of given data, the child will be able to solve the problem in the following manner:

In the example it is given that U

BU C   =   {3,5,6} U{4,6,8,9}

          =   {3,4,5,6,8,9}

A U (B UC)=   {2,3,5} U{3,4,5,6,8,9}

          =   {2,3,4,5,6,8,9}

Similarly,

A UB   =   {2,3,5,6}

(A U B) UC=   {2,3,4,5,6,8,9}

After solving the problem, the child will analyze the result on the basis of given data and verify his hypothesis whether A U (B U C) is equals to (A U B) U C or not.

Step 5: Verifying of the result

After testing and verifying his hypothesis the child will be able to conclude that A U (B U C)

= (A U B) U C. Thus, the child generalizes the results and applies his knowledge in new situations.

Laboratory method:

Laboratory method is based on the maxim "learning by doing." and this is an activity method and it leads the students to discover mathematicsfacts, in it we proceed from concrete toabstract, it is a procedure for stimulating the activities of the students and to encourage them to makediscoveries, this method needs a laboratory in which equipment and other useful teaching aids related to mathematics areavailable.For example, equipment related to geometry, mathematical model, chart, balance, various figures and shapes made up of wood or hardboards, graph paperetc.

Example for laboratory method:

Name of the Problems: Sum of three angles of a triangle is 180^0. "How wecan prove this in the laboratory.

Aim: To prove that sum of the three angles of a triangle is equal to two right angles or 180^0.

Materials and instruments: Card board sheet, pencil, scale, triangle and other necessary equipment.

Procedure: In the laboratory pupils will be given on cardboard sheet each and then they are told how to draw triangles of different sizes on it after drawing the triangles, they cut this separately with the help of scissors.

Observation: Student will measure the angles of the triangles drawn and write these in a tabularform.

Sr. No.	Angle A	Angle B	Angle C	Angle A +B+C
1.	90	60	30	180^0
2.	120	30	30	180^0
3.	60	60	30	180^0

Calculation:

After measuring the angles of different triangles in the form ofcardboard sheet and calculate and conclude their sum.In this way by calculating the three angles of a triangle the students will be able to conclude with inductive reasoning that the sum of three angles of a triangle is 180^0 or two right angles.

Brainstorming:

Brainstorming is a k-12 teaching strategy for releasing ingenuity and for enhancing critical thinking, especially in school mathematics where in higher order thinking skills of students should be more developed and students can use this to come up with ideas until the group decides for the best solution. It is an excellent teaching strategy that many school mathematics subject teachers neglect to incorporate into their regular classroom practices, some teachers don't think they have time, some teachers don't recognize the value of it, and some teachers have never even thought about having students' brainstorm. It can be done at various times throughout a unit of study or lesson, serves a slightly different purpose and has different benefits depending on when you use it in the course of a lesson orunit. Motivation in a mathematics class is indispensable, although it is a reality that all students should be properly motivated, especially the poorly motivated ones, the teacher should not cease in finding ways to deliver the lesson at h and deliberately and accurately. One way to do this is through brainstorming, more so, when a teacher wants to exp and a subject matter into the values arena, he/she can often use the power of brainstorming to uncover non obvious connections. The teacher can also ask students to think open-mindedly about a topic to generate lots of ideas without worrying if any of their ideas is reasonable or not. He/she might ask students sitting in a small/large group, to create as long a list of alternatives, say balancing the home budget or doing mental long division. If a mathematics teacher truly hopes to release ingenuity and encourage productive thinking, then he or she needs to use brainstorming techniques. It is a key tool that applies to most problem-solving and complicated mathematical concepts in fact, its strategy is an assumed component in many subject areas not only in education, but also in other sectors of the society.

Benefits of brainstorming in the maths classroom:
- ❖ Allows students brains to activate things they already know about the topic
- ❖ Helps to set a baseline for learning
- ❖ Encourages to identify misconceptions
- ❖ Guide teaching and differentiation with all subjects and areas
- ❖ Improve student'sperceptionabouttheirlevelofmathematicalunderst and ing

Quizzes:

It is to evaluate school student learning in relation to the teachers' instructional methods and are developed around content-related questions, it will be determined by the math subject questions asked. The answer alone will measure student underst and ing and the teacher's teaching effectiveness, and allow seeing where the student st and s and looking at the question(s) k-12 students answered incorrectly will help the teacher determine where there might have been a gap in instruction. It should include three to five questions and take no longer then ten minutes to complete and the idea is to ask students two questions about the concept currently being taught and one question about another topic. An alternative to a simple 2-3 question quiz is to incorporate a video quiz to help assess student learning in another modality, when using a web-based quiz-making format, we easily can add this type of instructional method to the quiz to help all students apply learning to assess students in all modern learning styles and formats

Discussion method:

It assists in the development of understanding, according to Cockcroft (1982), mathematics teaching at all school levels should include opportunities for discussion between teacher and pupils and between learners themselves and it is clear that human beings are often able to develop clarity of thought through the process of talking. Intuitively it follows that this should apply to mathematical underst and ing, mathematical language is important to allow access to mathematical understanding, and Vygotsky (1986) says that, pupils develop their understanding of the meaning of words by observing how they are used by others and practicing their use. Clarkson (1973) states that it was found that verbal interaction between children may be extremely productive of ideas and development in certain settings. Experience in the mathematics classroom and within the wider school environment bears out the idea that pupils need to be guided in how to discuss (Simmons, 1993). Therefore, it is necessary for the school education teachers to not just provide time for pupils to discuss but also to structure their experiences to build up their ability to use such time productively.

Conclusion:

The present study focuses on the mathematical methods that are used in k-12 schools to teach mathematics, it stresses some innovative methods to teach mathematics and analyses whether they are applied in schools effectively for both teachers and students. Any school-basedteaching methodwithout destroying the objective could be considered as innovative methods of teaching, there searchers believe that the core objective of teaching is passing on the

information or knowledge to the minds of the k-12 students. Innovative methods of teaching is used for the effective presentation of the specific content of the subject which help the student to underst and it.The study concluded that more attention should be paid to the strategies employed in teaching mathematics, and technology. Also, innovative and modern strategies should be considered in schools because they proved advantageous in teaching mathematics. Moreover, this study concludes that the load of mathematics curricula is to be reconsidered, and the priority should be students underst and ing of mathematics via exploiting various means and employing modern technologically innovative strategies in teaching mathematics. The students are encouraged to go to the library and read the books more frequently and the school teacher also gets more involved in the work; which further results in to greater job satisfaction in 21st century.

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OVERCOME THE CHALLENGES OF ONLINE LEARNING DURING COVID-19

Bindu Kumari and R. K. S. Arora

Department of Education,

Bhagwant University Ajmer Rajasthan

*Corresponding author E-mail: yadavbindu130@gmail.com

Abstract:

The Corona virus pandemic has transformed education system .Many colleges recently switched over to online education. From Education to exercising to working, nothing looks like it did a year ago .The immediate shift to online learning has turned education on its head, and in many cases, only the students who are facing the toughest time. It doesn't matter if you are in school or in a college, learning from online is a lot different then learning in classroom.

This paper aimed to discuss how to overcome the challenges of online learning. While students are studying at home lack of internet access and reliable devices, the education shift to digital learning has been totally challenges, and all are looking for solution. Luckily, in this pandemic time period adaptive learning is using artificial intelligence to adjust and provide the content according to the individuals needs. Artificial Intelligence helps in providing personalized courses to identify their weaknesses and strengths for better learning outcomes in the toughest time .Artificial intelligence brings a lot of benefits to various including education. The study and development of software and machines technology is referred as artificial intelligence. With the help of artificial intelligence we will bring global classrooms at our fingertips it's improve our level of education .The adaption of innovative .Artificial intelligence technologies opens up new ways of interacting for students.

Keywords: Corona virus, E- learning, Artificial intelligence, Challenges, Education.

Introduction:

The education system was updating day by day are required because of the fast advances in technology. Over the past two year, online learning has been activated in global institutes. The challenges to access online learning are less because both learners and teachers have been experienced the excellent opportunity of knowing and interacting with educational technology tools such as mobile - based learning, computer - based learning and web - based learning.

Announcement of a total lockdown in March 2020.Schools and colleges brought in a new era of online teaching to tackle the situation. Lack of appropriate materials and resources, technical problems, and lack of internet facilities and constant power cuts were some of the challenges that teachers faced during online classes. Thus, they went ahead to invest in upgraded system, high-speed internet, and power backup to ensure uninterrupted power during online classes .Schools and colleges upgraded their own systems and permitted teachers to use their facilities as convenient. Teachers who were unfamiliar with the use of technology had to struggle with tools such as video conferencing, prepare presentation and they also learn tech-savvy together with their regular teaching job .teachers pulled together as schools organized online courses to aid their staff in handling the situation .Being friendly and communicative establishes understanding with the students It makes a teacher make approachable. Innovations in the teaching approach can make online classes memorable and rewarding for both the students and teachers. Motivate students to be much more responsible and take ownership of their learning, which indeed is the aim of every teacher.

Artificial Intelligence helps to overcome the challenges:

Artificial intelligence play major role to overcome the challenges in online education .Adaptive learning is using Artificial intelligence to adjust the content according to individual needs .Artificial Intelligence also help in providing personalized courses to identify their weakness and strength for better learning outcomes. Here are some benefits:-

- **The students progress monitor and analyze:** Teacher are able to observe and analyze student's progress in real time by using artificial intelligence tools .It implies that the teachers don't have to wait until they compile annual report sheets.

- **Artificial intelligence improves efficiency and save time**: In the digitalization period efficiency is important so artificial intelligence exhibits.

Artificial intelligence improved students - teacher interaction:

Artificial intelligence education makes interaction easier and convient for students and teachers. In the our traditional classroom some students have fear to ask question at school .So with the help of Artificial intelligence communication tools, they will feel comfortable asking question.

Important solution to over come the challenges of online learning:

1. **For students free and low cost internet Assistance**: In the every institutional organization they provides affordable internet option for though students who belongs to low-income families. So they also attend their classes.

2. **Parking Lot WI -Fi**: Many public libraries, and schools, though closed to students on the inside, have kept their internet signals on or have expended them with signal boosters to include their parking lots. This facility has been especially helpful for students alike that live in rural areas Wi-Fi is spotty at best, Students can take their laptops or phones to these Wi-Fi hotspots which allows them to connect and do their school work, watch lectures, and give tests.

3. **Download content:** If accessing the internet is difficult, so you can download all videos, Assignments and may be exams questions. For all this you just connect to the internet for the duration of downloads, then you come to your home and do school work where you feel more comfortable location. Once the content has been downloaded, no need to continuous connect.ion to the internet.

4. **Student should follow a routine**: While you are taking classes from home they are more comfortable to compare setting at a desk in a classroom but at a home, there are also lots of distractions. Sticking to a routine can help students to complete their class work on time.

5. **Proper place for study**: In your home you should try to set up multiple workspaces throughout your home, for a comfortable corner for reading .Whatever you want to do try to keep Posture in mind. Students will be much more comfortable when they start reading writing they have flat chairs and study table also.

6. **AlterNet Online Resources**: In higher classes hiring a tutor isn't an affordable option. So, on that case you can find free videos on your tube related to your subjects .Some teach basic concepts while other videos go into more complicated material.

7. **Virtual study groups or platform:** Virtual study group is a group where students connecting over a video platform such as zoom or Google where they can study and discuss their classes together. Studying with friends allows students to relearn the content in different ways. College students most likely to be used group study.

Impact of online learning in education:

An online learning platform has brought revolution in the education system. It makes learning a lot of personalized and convenient for school and colleges students .Students typically cannot reach their tutors on the far side they easily get their answer on E-mails or through chat box.

Objectives of the study:

The purpose of the current study is to find out the how we overcome the challenges in online learning during Covid- 19 Pandemic and explore possible solutions and suggestions for future virtual learning.

Methodology:

In this paper we collect the data from primary and secondary data.The secondary data collected from Google and other websites of goverment of India, newsletters& manual.This research paper are based on descriptive study.

Conclusion:

The main aim of writing this paper is to overcome the challenges of online learning. So that students are not face much problem and they easily get there classes. Artificial intelligence play major role to improve the software and development of machines. Today, online platform has been a hot topic everyplace and is creating its means in education. Students will study numerous courses and coaching programs. There are so many platforms with interactive learning materials from the most effective tutors.

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धरती आबा नाटक में क्रांति चेतना

विजय भास्कर लावणे

शोध निर्देशक,

महात्मा गांधी महाविद्यालय, अहमदपूर, त. अहमदपूर, जि. लातूर, महाराष्ट्र

Corresponding author E-mail: vijaylavane@rediffmail.com

हिंदी साहित्य की विभिन्न विधा है जिसमें नाटक एक विधा ऐसी है जिसमें लेखक अपने मन के भाव पुरी तरह से दर्शक के सामने दिखाने में सफल होता है। नाटक विधा सदीयो सें शुरु है आजादी के दौर में नाटक व्दारा ही क्रांति की ज्वाला गॉव-गॉव तक पहुचाने में सफल हुई है। और जब इसका लेखन शुरु हुआ तबसे नाटकों में वर्तमान स्थिति का चित्रण दिखाने का प्रयास कई नाटककारों ने किया है। हिंदी में कई नाटक ऐसे है जिसमें क्रांति चेतना दिखाई देती है। उसमेंसे एक नाटक है धरती आबा इसके लेखक है हषीकेश सुलभ, इन्होंने इस नाटक में बिरसा मुंडा ने किस तरह क्रांतिकी चेतना जागृत की है इसका पूरा स्पष्टीकरण दिया है।

धरती आबा नाटक बिरसा मुंडा के जीवन पर चित्रित है ''बिरसा मुंडा पूरे भारतीय समाज के नायक के रुपमें उभरते है और गुलामी के कठीन जीवनसे मुक्ति के लिए आंदोलन आरम्भ करते है''। जब अंग्रेजों ने जंगलपर भी अपना अधिकार है ऐसा कहा तब गॉव में हैजा फैल गया था, लोग मर रहे थे। तब बिरसा कहते है कि मै इस महामारी से तुम्हें बचाऊंगा, पानी उबालकर पिओ। खाना ढककर रखों बहता हुआ पानी पिओं। ''भूतप्रेत और मंतरमें भरोसा मत करो। बुरा समय आ रहा है इसलिए अपने को मजबूत करो''। इन वाक्योंसे समझमें आता है कि बिरसा स्वच्छता को महत्व देता था। समाज में जो अंधश्रध्दा थी उसे भी बिरसा भगाना चाहते है। वह हमेंशा आदर्श विचार रखते है समाज को प्रगती की राह पर लाना चाहते है। गॉवमें चेचक जैसी बीमारी फैली तब वह कहते है की नीम के पत्ते उबालकर उस का पानी शरीर पर छीडकने के लिए कहते है। बादमें करेले के पत्ते और हल्दीका रस पिने के लिए भी कहते है, छोटे बच्चेपर चंदनका लेप लगाने के लिए कहते है। इन सभी वाक्य से बिरसा को आयुर्वेद का ज्ञान भी था यह भी समझमें आता है। वह हमेशा कहते है कि भूतप्रेत को बली चढाने से कोई भी बीमारी जाती नहीं। यह संदेश देते है और समाजमें एक नई क्रांति की शुरुवात करते है।

बिरसा कहते है ''बनिया महाजन दिकुओं और जर्मींदारोंपर नजर रखो''। ये सब मुंडाओं के बैरी है। क्योंकि यह लोग अंग्रेजों से मिले थे और वह बिरसा की बाते अंग्रेजोतक पहुचाते थे इसकी पूरी जानकारी बिरसाको थी। वह बताते है कि अंग्रेज सरकार हमें जेल कचहरी के चक्कर में फसाकर रखना चाहते है। इस कारण कोई भी लगान मत दो खेती गिरवी रखकर कोई मुंडा उनाज उधार नहीं लेगा। कर्ज कोई नहीं लेगा चायबागीचे में कोई भी कामकरने नहीं जाएगा। कोयले की खदानों में कोई भी काम नहीं करेगा। यह जंगल हमारा है। यह विश्वास हर आदमीमें निर्माण करते हैं।

बिरसा लोगों में आत्मविश्वास निर्माण करके उन्हें कहते है कि हमें तीर तैयार करके रखना चाहिए ताकि कभी-कभी अंग्रेजसे युध्द हो सकता है इसके लिए तीर तैयार रखना चाहिए। यह संदेश देते है। तभी अचानक जमीदारकी सहायतासे बिरसा पकडे

जाते है तब उन्हें पूछा गया की तुम मुंडाओं को क्यों भडकाते हो, लगान क्यों नहीं देते। खेती बंद क्यो करवा दी तब बिरसा कहते है आप उन लोगों से ही पूछीए। मैं तो उन्हें सच क्या है यह समझाता हू।

बिरसा दो साल की जेलसे छुटकर आए तब फिरसे अंग्रेजों के खिलाफ लडने के लिए लोगों में चेतना जागृत करने लगे उन्होंने अपने आंदोलन को नाम दिया उलगुलान और यह उलगुलान जब शुरु हुआ तब दिकुओं, महाजनों और अंग्रजो के विरुध्द युध्द शुरु हुआ। डोम्बारी पहाड से युध्द करनेका तय हुआ। हर घर में तीर, फरसा, कुल्हाडी बनने लगी पेडों पर मचान बाँधकर घर बनाने लगे। क्योंकि अंग्रेज जब आए तो महिला बच्चे मचानपर रह सकते थे। उन्होंने लोगों को बताया की यहा गुलामीका अंधेरा समाप्त करना होगा। लोगों के मन में भूतप्रेत काडर भगा दिया। उन्होंने लोगोंको सही राह दिखाकर उन्हें अपने पूर्वज कितने वीर और साहसी थे इसका स्मरण कराया। उन्हे भगवान के नाम पर लूटने वाले लोगों का सही रुप सामने लाया, बिना लडे कुछ नहीं मिल सकता और हार के डर से लडने को रोका नहीं जासकता वह आनंद पांडेका उदाहरण देकर लोगोंमें साहस निर्माण करते है। परिणामस्वरुप एक दीन युध्द शुरु हुआ चारों तरफ से तीर चले, आग की लपेटे उठी कई अंग्रेज मारे गए। अंग्रेज परेशान होकर जंगल का कोना कोना छान ने लगे की बिरसा कहा छीपा है। युध्द हुआ अंग्रेज परेशान हुए बिरसा कही भी नहीं मील रहे थे तबकुछ पैसों के लालच के कारण बिरसा पकडा जाते है और बिरसा को स्वर्गलोककी प्राप्ति होती है।

आंदोलन उल गुलान जोर से शुरु होता है बिरसा नहीं होने पर भी ''अंग्रेजों की प्रभुता को चुनौती दी तथा गैर बराबरीपर आधारित तत्कालीन समाजव्यवस्था और सरकारकी जडें हिला दी''। आंदोलन का उग्ररुप पूरे भारत में फैल गया उलगुलान ने आजादी के आंदोलन को नयी शक्तिदी। बिरसा ने जो लोगों में चेतना जागृत की थी वह हमेशा जागृत रही। लोगों को बिरसा भगवान लगता था क्योंकि उसने अंधश्रध्दा, सच क्या है यह समझाया। अंग्रेज किस तरह गलत है वह किस तरह जंगल पर नदीपर अपना अधिकार दिखा रहे है, उनका विरोध किस तरह करे यह सिखाया। अंग्रेजो के पास बंदूके थी बिरसा यह जानते थे तब भी उन्होंने तीर, कुल्हाडी और चतुराईसे युध्द किया। अंग्रेज बिरसा का नाम सुनते ही परेशान होते थे। बिरसाने जो लोग सामान्य जीवन जीते थे उनके अधिकारों पर जब कोई अपना अधिकार बताने लगता है तब उन्हें अपनी भूमी, जंगल और अपने अधिकारों के प्रति सजग करके उन लोगों में क्रांति की चेतना जगाने का सफल प्रयास किया है।

संदर्भ:

1. धरती आबा ऋषिकेश सुलभ राजकमल प्रकाशन पहला संस्करण २०१० पृष्ठ १
2. धरती आबा ऋषिकेश सुलभ राजकमल प्रकाशन पहला संस्करण २०१० पृष्ठ ३८
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4. धरती आबा ऋषिकेश सुलभ राजकमल प्रकाशन पहला संस्करण २०१० पृष्ठ १०

बाबुराव बागुलांच्या 'सूड' मधील आत्मशोध

उषा सोरटे

कला, विज्ञान आणि वाणिज्य महाविद्यालय,

ओझर (मिग) ता. निफाड जि. नाशिक

Corresponding author E-mail: drushasorte@gmail.com

बाबुराव बागुल हे मराठीतील ख्यातनाम दलित साहित्यिक असून त्यांनी कथा, कादंबरी, कविता त्याच बरोबर समीक्षणात्मक साहित्यप्रकार समर्थपणे हाताळले आहे. त्यांची साहित्य लेखनाची सुरुवात कवितेने झाली. त्यांच्या लेखनाला तत्वज्ञानाची जोड असलेली दिसून येते. बाबुराव बागुल यांची 'सूड' ही दीर्घकथा १९७० साली प्रकाशित झाली.

जानकी ही या दीर्घकथेची नायिका. एका मुरळीची मुलगी. वेश्येचा धंदा स्वीकारलेली मुरळी आणि जानकीला धंद्याला लावणारी आई. लावण्यवती जानकी वयात आली आणि सर्व पुरुष जातीच्या नजर तिच्यावर खिळल्या. मुरळीची पोर, उपेक्षित व दरिद्री. मटणाच्या उधारीत सासूने तिला रसुलला विकले. त्यापूर्वी अनेकांनी तिच्या शरीराचा विचका केलेला. दोन वर्ष त्याने तिला सांभाळले आणि अनेक दुकानांची मालकीण असलेली लठ्ठ फातिमा गळ्यात पडताच त्याने तिला बकरी विकावी तशी नायकिणीला विकली. नायकिणीने तिला धंद्याला लावली. आणि गावभरच्या अनेक वयाच्या, रंगाच्या पुरुषांची नजर तिच्यावर पडू लागली. विक्षिप्त आणि विकृतीने पछाडलेल्या पुरुषांना सोबत देतांना जानकी सर्वांगाने ढासळली.

एका वेगळ्या विश्वात प्रवेश करीत असतांना विलक्षण पूर्वायुष्य जगलेली जानकी सापाने कात टाकावी तशी या आठवणी विसरू पाहत होती. तिला विसरायचे होत ते तिची जात. तीच मुराळीपण. त्याहीपेक्षा तिला विसरायचे होते ते तीच स्त्रीपण. पूर्वायुष्यात तिच्या जातीच्या वाट्याला आलेले सर्व भोग तिच्याही वाट्याला आले होते. पण भगवी कफनी जानकीने चढवली. डोक्याचा गुळगुळीत गोटा केला. हातात त्रिशूल घेतला. एक टांगी धोतर नेसले. पायात चामड्याच्या चढाव घातले. अंगाभोवती घोंगडी गुंडाळून बगलेत झोळी घेतली अनु ती जीवनाची वेगळी वाट चालू लागली. आणि बैराग्यांच्या विश्वात जानकीने प्रवेश केला. जानकीला आपली जात आठवत होती. पण विद्याचरण किंवा स्वामींना तिची जात माहित करून घेण्याची आवश्यकता वाटत नाही. त्यासंदर्भात त्यांनी तिला कधी प्रश्न ही विचारला नाही. जातीच्या नरकातून जानकीला इथे मुक्त झाल्यासारखे वाटते. निदान जन्माने वाट्याला आलेली उपेक्षा, अवहेलना इथे तिच्या वाट्याला आली नाही. पण नैसर्गिक देणगीतून लाभलेले स्त्रीपण तिला टाकता येत नव्हते. इतर बैरागी तिला तिचे स्त्रीपण विसरू देत नव्हते. पूर्वायुष्यात जे स्त्रीत्वाचे भोग तिने भोगले होते ते बीभित्स होते. म्हणूनच तिला तिचे स्त्रीपण विसरायचे होते. इतरांनीही ते विसरावे असे तिला वाटत होते. पण निसर्ग ही तिला तीचे स्त्रीत्व विसरू देत नव्हता. आणि इतर बैरागी ही विसरत नव्हते. या दुःखातून, स्त्रीदेहातून आपली कधी सुटका होणार नाही का? मरेपर्यंत आपण उपभोग्य अशी स्त्रीच राहणार आहोत का? इथेही इतरांच्या नजर आपल्याला अश्याच नागव्या करत राहतील का? या सर्व प्रश्नापासून तिला सुटका हवी होती. ह्या संदर्भातले सर्व विचार तिला झटकून टाकायचे होते.

जानकी स्वामींच्या सहवासात येते. पण ज्वालाप्रसादामधील जानकी स्वामींना ओळखू येत नाही. स्वामींच्या सहवासाबरोबर तिला स्वामींचे निर्मळ प्रेम मिळू लागते. रा.ग.जाधव यासंदर्भात आपल्या 'निळी पहाट' या ग्रंथात म्हणतात, 'स्त्री-पुरुष संबंधाबद्दलचे एक निरागस अज्ञान आणि लौकिक जिन्यातील पाऱ्यासारखी अलिप्तता या स्वामींच्या व्यक्तिमत्वात

आढळते.'' विद्याचरणला तिचा मत्सर वाटू लागतो. स्वामीबरोबर तीर्थयात्रा करीत करीत एक दिवस ते हिमालयाच्या वाटेला लागतात. स्वर्गाची वाट जवळ आली असे जानकीला वाटते. त्यावेळी 'स्वर्ग नको, ती मरणाची वाट आहे', असे तत्वज्ञान स्वामी तिला सांगतात. 'धर्म, देव आणि देशापेक्षा माणूस महान आहे, हा विचार सांगण्यासाठी आपण जगले पाहिजे,' असे स्वामी तिला सांगतात. जवळच असणाऱ्या धर्मशाळेत स्वामी आणि जानकी थांबले. सकाळी विहिरीवर जानकी आणि स्वामी आंघोळीसाठी गेले. जे स्त्रीपण कपड्यांनी झाकून जानकी विसरू पाहत होती. ते स्त्रीपण येथे उघडे झाले. तिचे स्त्रीपण स्वामी डोळ्यांनी पित होते. स्वामींच्या पुरुषत्वाचा प्रत्यय जानकीला येतो. स्वामींनी केलेला तिच्या स्त्रीत्वाच्या गौरवाने ती भारावते. आता आपण दंभातून, खोटेपणातून मुक्त झालो याचा तिला आंनद झाला होता. आतापर्यंत स्वतःच्या स्त्रीपणाविरुद्ध स्वतःवरच ती सूड उगवित होती. आता मात्र त्यातून ती मुक्त झाली होती. तिच्या पूर्वायुष्यात तिच्या स्त्रीदेहाला अनेकांनी तुडविले होते. पण त्याच स्त्रीदेहाचे स्वामी कौतुक करीत होते, ते पाहून ती भारल्यासारखी झाली होती. हा स्त्रीजन्म हजार वेळा घेवून हे कौतुक ऐकत राहावे असे तिला वाटत होते. स्वामींच्या कुशीत तिचा देह विसावतो. पण आता स्वामी शांत झाले होते. स्वामींच्या मृत्यूने ही कथा संपते.

या दीर्घकथेचा प्रारंभ उत्तरार्धातल्या घटनांनी होतो. जानकीच्या पुर्वायुष्यातल्या एकेक आठवणी जीवनातला नवा संदर्भ उकलत जातात. मीलनाच्या उत्कट क्षणी अलखनिरंजन स्वामींना मृत्यू येतो. नकोसा झालेला स्त्रीदेह एका उत्कट क्षणासाठी थांबला होता. आणि तो क्षण आयुष्यात आल्याबरोबर स्त्रीदेहाची सार्थकता जानकीला पटली होती.

जानकीच्या पूर्वायुष्यात आलेली सर्व पात्रे ही सर्वसामान्य माणसे आहेत. जातीच्या विळख्यात अडकलेली, त्याप्रमाणे वागणारी, दारिद्र्याने पिचून गेलेली, उधारीच्या बदल्यात जानकीला विकणारी सासू, तिला ठेवून घेणारा आणि नंतर तिला नायकिणीला विकणारा रसूल, ती रडतांना चांगली दिसते म्हणून तिला रडायला लावणारा तिचा नवरा, तिचा उपभोग घेणारे गिऱ्हाईक , स्वतःच्या पोरीला धंद्याला लावणारी गंगू, जानकीची विकृत सासू, जानकीवर अत्याचार करणारा तिचा सासरा ही सर्व पात्रे वास्तवातील वाटतात. त्याचप्रमाणे कामतुर बैरागी, स्त्रीदेहाचा द्वेष करणारा विद्याचरण, धर्म आणि काव्य यांच्या चर्चेत रंगून गेलेले पण स्त्री सहवासाचा अनुभव नसलेले स्वामी यासारखी पात्रे बागुलांनी या दीर्घकथेत रंगवलेली आहेत.

ही कथा नाशिक, तिरुपती, कन्याकुमारी ते काशी, हिमालयाचा पायथा या प्रदेशात घडते. जानकी उर्फ ज्वालाप्रसाद, विद्याचरण आणि स्वामी यांच्या प्रवासात ही कथा उकलत जाते. हिमालयाच्या पायथ्याशी असलेल्या त्या विहिरीवर जानकी ज्या स्त्रीदेहाच्या सुडाने पेटलेली आहे, तो स्त्रीदेह मूळ स्वरुपात स्वामींना दिसतो. जानकी सुडाच्या भावनेतून मुक्त होते. आणि उत्कट मीलनानंतर ही कथा संपते. ही दीर्घकथा खरे तर निवेदनाच्या पातळीवर राहते.

'सूड' या कथेत दुःखाच्या परात्मतेतून आलेली आत्मशोधाची प्रेरणा महत्वाची वाटते. पुरुषी सत्तेने केलेल्या शोषणाची परिणीती म्हणजे जानकीला स्त्रीदेहाची तुच्छता वाटणे आणि पुरुषदेह प्राप्त व्हावा म्हणून तिने स्व-अस्तित्वासाठी समाजाबाहेर पडणे. या तिच्या प्रवासाची कथा 'सूड' या दीर्घकथेचे सूत्र आहे.

बाबुराव बागुलांच्या या दीर्घकथेतून कथात्मतेबरोबर काव्यात्मकता ही प्रत्ययाला येते. 'सूड' मधील जानकीचे वेगळ्याच रूपाचे दर्शन ही कथा घडवितांना दिसते. पुरुषसत्तेचा उद्दामपणा गंगूप्रमाणे जानकी नेही सहन केलेला आहे. देवाच्या नावाने केली जाणारी मानवी क्रूरता दोघींच्या ही वाट्याला आलेली आहे. आपले स्त्रीत्व आपल्याला विकावे लागते, याचा सल जानकीच्या मनात आहे. मात्र तो गंगूच्या मनात असलेला दिसत नाही. गंगूच्या दृष्टीने तो एक संस्कृतीचा भाग आहे. आपले स्त्रीत्व ओरबाडले जाते ही गोष्ट जानकी सहन करु शकत नाही. खंडोबाशी लग्न झाले म्हणून ती देवदासी. तिला लग्न करून संसार थाटण्याचा अधिकार नाही. आपल्या देहाची होणारी चाळण पाहून ती सुन्न होते. वेश्यागृहात आपल्यावर होणाऱ्या लैंगिक अत्याचाराला आपण

पुन्हा पुन्हा बळी पडलो, या आठवणीने तिचा थरकाप होतो. यातूनच तिच्या मनात स्त्रीदेहाबद्दल घृणा निर्माण होते. आणि तिचे मन सूड उगविण्यास प्रवृत्त होते. साधूचा वेश धारण करून ती ज्वालाप्रसाद बनते आणि आत्मशोधार्थ निघते.

मरणाचा विचार डोकावत असतांना सुडाचाही विचार तिच्या अंतरंगात पेटत होता. साधूंचे जग हे वासनेने, वैषिक भावनेने व्यापलेले आहे, हे पाहून तिला विलक्षण चीड येते. पण अलखनिरंजन स्वार्मींच्या भेटीने आणि त्यांच्या सहवासात तिला बरेच काही गवसते. आपले दुःख ती स्वार्मींना सांगते. दुःखी आणि व्याकुळ जानकीला स्वार्मींची ओढ लागते. स्वार्मींचा शिष्य जानकीचा द्वेष करू लागतो. जानकी पुरुष नसून स्त्री आहे हे त्याने ओळखलेले असते. नदीकाठी आंघोळ करतांना स्वार्मींचे शरीर पाहून आपल्यालाही पुरुष शरीर लाभावे असे तिला वाटू लागते. जानकी स्वार्मींच्या सान्निध्यात असूनही स्वार्मींना ती स्त्री असल्याचे ओळखता येत नाही. हिमालयाच्या अंतिम टप्प्यातील प्रवासात स्वार्मींच्या पुरुषत्वाच्या रूपाने तिला नवे भान येते. ज्या स्त्रीत्वाच्या सुडाच्या भावनेने ती पेटलेली असते, ती सूड भावना वितळू लागते. आणि ती आपला देह स्वार्मींना अर्पण करते. स्त्री–पुरुषत्वचा सूड घेण्याची प्रतिज्ञा करणारी जानकी शेवटी संयत अशा पुरुषाच्या कवेत विसावते. तिच्या आंतरमनातील द्वंद्व येथे संपते. एका स्त्रीच्या आत्मशोध घेण्याचा प्रयत्न बाबुराव बागुलांनी 'सूड' या दीर्घकथेतून केलेला आहे.

स्वार्मींच्या सहवासाने जानकीचा जीवनाकडे बघण्याचा दृष्टीकोन बदलतो. जीवन हे आनंददायी असते. हे तिच्या लक्षात येते. तिच्या विचार–ष्टीत झालेला बदल म्हणजे तिने घेतलेला आत्मशोध आहे, असेच येथे म्हणता येईल.

बाबुराव बागुलांनी 'सूड' या दीर्घकथेच्या कथानकाची गुंफण एकसूत्रीपणे केलेली आहे. कथानक फ्लॅश बॅक पद्धतीने मांडले आहे. जानकीने आपले पूर्वायुष्य आठवणीच्या माध्यमातून सांगितले आहे. कथा टप्प्या टप्प्याने पुढे सरकत जाते. बाबुराव बागुलांनी जानकीच्या पूर्वायुष्यातील आणि नंतरच्या आयुष्यातील घटनांचे परस्परविरोधी चित्रण, उठावदार दिसेल असे केलेले आहे. दलित साहित्यामध्ये त्याचप्रमाणे मराठी साहित्यातही जगावेगळा निश्चय करून त्यावर मात करण्याचा प्रयत्न करणारी, आत्मशोध घेणारी नायिका फारसी आढळत नाही. म्हणूनच ही कथा मराठी साहित्यात वेगळी ठरते.

संदर्भ ग्रंथ –

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परिवर्तीत खेळ (Modified Games) व पुरक खेळ (Lead up games) यांचा विद्यार्थींनींच्या व्हॉलीबॉलमधील कौशल्य कार्यमानावर होणाऱ्या परिणामांचा अभ्यास

स्नेहल विलास जगताप[1] व सुनिल दत्तात्रय चव्हाण[2]*

[1]शिवाजी पेठ, कोल्हापुर.

[2]शारिरीक शिक्षण व क्रिडा विभाग, एस. के. पाटील कॉलेज, कुरुंदवाड, जि. कोल्हापूर

*Corresponding author E-mail: prinsunilchavan@gmail.com

प्रस्तावनाः

मुख्य मोठ्या खेळांना पर्याय म्हणून परिवर्तित खेळ खेळले जातात. सर्व शाळांकडे मोठ्या खेळांसाठी लागणारे प्रमाणित मोजमापांचे मैदान व प्रमाणित साहित्य उपलब्ध असतेच असे नाही. विद्यार्थ्यांना खेळाकडे आकर्षित करण्यासाठी आणि खेळात टिकून राहण्यासाठी मुख्य खेळांमध्ये काही बदल करता येतात. अशा खेळांना परिवर्तित खेळ म्हणतात. मोठ्या खेळातील अवघड कौशल्याचे छोटे-छोटे भाग करून त्यावर आधारित विविध खेळही परिवर्तित खेळात समाविष्ट होतात. परिवर्तित खेळासाठी मोठ्या खेळांमध्ये परिवर्तन केले जाते. उदा. बास्केटबॉलमध्ये सर्व मुलांना बास्केट करणे जमतेच असे नाही, कारण त्यांच्यादृष्टीने बास्केट फार उंच असते, मैदानही मोठे असते. अशावेळी बास्केट थोडी खाली लावली. मैदान थोडे लहान केले, खेळाडूची संख्या सोईनुसार कमी वा अधिक केली तर तो बास्केटबॉलचा परिवर्तित खेळ होईल.

त्या-त्या खेळांतील कौशल्ये शिकता यावीत व तो खेळ खेळल्याचा आनंद मुलांना घेता यावा म्हणून मुख्य खेळामध्ये पुढीलप्रमाणे परिवर्तन करता येते.

१. मैदानाचे मोजमाप	२. खेळाचे नियम
३. खेळाडू संख्या	४. साहित्य
५. पद्धत	६. खेळाचा कालावधी
७. गुणांकन	८. खेळाडूंच्या जागा
९. कौशल्यांची काठीण्यपातळी	१०. पोशाख

वरीलप्रमाणे बदल करण्याने जास्तीत-जास्त विद्यार्थ्यांना सहभागाची संधी मिळते. खेळण्याचा आनंद मिळतो. सर्व शारीरिक क्षमता विकसित होण्यास मदत होते. तसेच त्या-त्या खेळांची कौशल्येही आत्मसात करता येतात. वर्गातील सर्वच विद्यार्थ्यांचे खेळातील कौशल्ये एकसारखे असत नाही. काही विद्यार्थी चटकन कौशल्ये आत्मसात करू शकत नाहीत ते थोडा वेळ प्रयत्न करतात व नंतर खेळ सोडून देतात. अशा विद्यार्थ्यांना पुन्हा खेळाकडे वळवण्यासाठी खेळात सहभागी होण्यासाठी परिवर्तित खेळांचा उपयोग होतो. परिवर्तित खेळांमुळे शारीरिक शिक्षणाकडे विद्यार्थी आकर्षित होण्यास मदत होते. खेळातील नाविन्य कायम राहते व कौशल्य प्राप्त होते. विविध भौगोलिक परिस्तथीतित काम करणाऱ्या शिक्षकांना आपल्या परिस्थितीप्रमाणे बदल करण्याचे स्वातंत्र्य मिळते. नवनिर्माण क्षमतेला वाव मिळतो.

त्याचबरोबर विद्यार्थ्यांना विशिष्ट कौशल्य शिकविण्यासाठी पूरक खेळही पाश्चात देशात मोठ्या प्रमाणात उपयोग होतो. एखाद्या खेळातील विशिष्ट कौशल्य विद्यार्थ्यांना शिकविण्यासाठी फक्त त्या कौशल्यावर आधारित असा गेम तयार करून

मनोरंजनातून किंवा सोप्या पद्धतीने अशा गेमचा वापर करून कौशल्य शिकविले जाते. म्हणूनच संशोधकाने या परिवर्तीत खेळ व पुरक खेळ यांचा अध्यापनामध्ये वापर करून त्याचा कौशल्य अध्ययनावर होणाऱ्या परिणामांचा अभ्यास करण्याचे ठरविले आहे आणि यासाठी संशोधकाने व्हॉलीबॉल या खेळाची निवड केली आहे.

संशोधनाची उद्दिष्ट्ये

१. परिवर्तीत खेळ वापरून व्हॉलीबॉल खेळाचा अध्यापन कार्यक्रम तयार करणे.

२. पुरक खेळ वापरून व्हॉलीबॉल खेळाचा अध्यापन कार्यक्रम तयार करणे.

३. व्हॉलीबॉलच्या निवडक कौशल्यावर परिवर्तभित खेळाच्या परिणामांचा अभ्यास करणे.

४. व्हॉलीबॉलच्या निवडक कौशल्यावर पुरक खेळाच्या परिणामांचा अभ्यास करणे.

५. विद्यार्थींनींच्या कौशल्यावर आधारित पूर्व व उत्तर चाचण्या घेणे.

६. संख्याशास्त्रीय साधनांद्वारे पुरक खेळ व परिवर्तीत खेळ अध्यापनाचा परिणाम तपासणे.

परिकल्पना

H0 व्हॉलीबॉल अध्यापनामध्ये परिवर्तीत खेळ व पुरक खेळ (Modified games, leadup games) यांच्या वापराचा व्हॉलीबॉलमधील निवडक कौशल्याच्या कार्यमानावर सार्थक होणारा परिणाम होणार नाही.

H1 व्हॉलीबॉल अध्यापनामध्ये परिवर्तीत खेळ व पुरक खेळ (Modified games, leadup games) यांचा वापरा व्हॉलीबॉलमधील निवडक कौशल्याच्या कार्यमानावर सार्थक होणारा परिणाम होईल.

H2 व्हॉलीबॉल अध्यापनामध्ये परिवर्तीत खेळ व पुरक खेळ (Modified games, leadup games) यांचा वापराचा व्हॉलीबॉलमधील निवडक कौशल्याचा कार्यकानावर सारखाच परिणाम होईल.

अभिकल्पाचे स्वरूप

पूर्वोत्तर परीक्षण समान गट अभिकल्प

गट	पूर्वपरीक्षण	उपचार	उत्तरपरीक्षण	फरक
अ (प्रायोगिक)	O1	X	O3	O3 - O1
ब (नियंत्रित)	O2	X	O4	O4 - O2

जनसंख्या व न्यादर्श

प्रस्तुत संशोधनासाठी एकूण न्यादर्श ६० विद्यार्थींनी आहे. प्रिन्सेस पद्मराजे गर्ल्स हायस्कुल कोल्हापुर येथील १४ वर्षाखालील वय असलेल्या विद्यार्थीनीना व्हॉलीबॉल खेळ नवीन आहे. असंभाव्यता पध्दतितील प्रासंगिक न्यादर्श पध्दतीचा उपयोग करून ६० विद्यार्थिनींची एका गटात ३० विद्यार्थिनी याप्रमाणे दोन समान संखेच्या गटात विभागणी करून परिवर्तीत खेळ गट पूरक खेळ गट असे दोन गट निश्चित केले आहेत.

कसोट्या

प्रस्तुत संशोधनासाठी संशोधकाने टीम व्हॉलीबॉल खेळाडूंच्या कौशल्यकार्यमानाचे मापन करण्यासाठी अफार (AAHPERD) व्हॉलीबॉल कौशल्य कसोटी संचाचा वापर करून परिवर्तीत खेळ आणि पूरक खेळ गटातील टीम व्हॉलीबॉल खेळाडूंची पूर्व व उत्तर चाचणी घेतली.

क्र.	कसोटी	कौशल्य घटक
१	पार्सींग कसोटी	अन्डरआर्म पास
२	सर्व्हिस कसोटी	अन्डरआर्म सर्व्हिस, टेनिस सर्व्हिस
३	बॉल व्हॉली कसोटी	अप्पर हॉड पास

सांख्यिकी

प्रस्तुत संशोधनात संशोधकाने पूर्व आणि उत्तरकौशल्य कसोट्याद्वारे मिळालेल्या प्राप्तांकाचे विश्लेषण करण्यासाठी मध्यमान (Mean), प्रमाण विचलन (Standard deviation), व टी टेस्ट परीक्षिकेचा (t-test) वापर करून परिकल्पनेचे परीक्षण केले आणि योग्य अर्थनिर्वचनकरून निष्कर्ष काढून स्वाश्रयी चलाची परिणामकारकता, सार्थकता ठरविली.

चाचणी	कौशल्य	बाब	मध्यमान	विचलन	टी मुल्य	स्वाधिनता मात्रा	पी मुल्य
पुर्व चाचणी	अन्डरआर्म पास	पुरक खेळ	७.९७	०.४३	-०.७२९	५८	०.४६९
		परिवर्तीत खेळ	८.३७	०.३४१			
	अन्डरआर्म सर्व्हिस	पुरक खेळ	९.१३	०.७९२	०.१३४	५८	०.८९४
		परिवर्तीत खेळ	९	०.६५७			
	टेनिस सर्व्हिस	पुरक खेळ	१.७	०.३१९	०.५०८	५८	०.६१४
		परिवर्तीत खेळ	१.४७	०.३३१			
	अप्पर हॉड पास	पुरक खेळ	२.४३	०.२८६	०.५१६	५८	०.६०८
		परिवर्तीत खेळ	२.२३	०.२६१			
उत्तर चाचणी	अन्डरआर्म पास	पुरक खेळ	१९.७७	०.५६३	१.९१५	५८	०.०६
		परिवर्तीत खेळ	१८.१७	०.६१८			
	अन्डरआर्म सर्व्हिस	पुरक खेळ	२५.६७	१.०७५	-०.९३३	५८	०.३५५
		परिवर्तीत खेळ	२७.१	१.११८			
	टेनिस सर्व्हिस	पुरक खेळ	१५.८	०.९८५	३.१३२	५८	०.००३
		परिवर्तीत खेळ	११.६३	०.८९४			
	अप्पर हॉड पास	पुरक खेळ	१०.६	०.४६६	०.५३१	५८	०.५९८
		परिवर्तीत खेळ	१०.२७	०.४२१			

निष्कर्ष

१. पुरक खेळ गटाच्या अंडर आर्म पास या कौशल्य चाचणीच्या पूर्व व उत्तर चाचणीच्या कार्यमानामध्ये संख्याशास्त्रीयदृष्ट्या ०.०५ सार्थकतास्तरावर सार्थक फरक नाही.

२. पुरक खेळ गटाच्या अंडर आर्म सर्व्हिस कौशल्य चाचणीच्या पूर्व व उत्तर चाचणीच्या कार्यमानामध्ये संख्याशास्त्रीयदृष्ट्या ०.०५ सार्थकतास्तरावर सार्थक फरक नाही.

३. पुरक खेळ गटाच्या टेनिस सर्व्हिस कौशल्य चाचणीच्या पूर्व व उत्तर चाचणीच्या कार्यमानामध्ये संख्याशास्त्रीयदृष्ट्या ०.०५ सार्थकतास्तरावर सार्थक फरक नाही.

४. पुरक खेळ गटाच्या अप्पर हॅण्ड पास कौशल्य चाचणीच्या पूर्व व उत्तर चाचणीच्या कार्यमानामध्ये संख्याशास्त्रीयदृष्ट्या ०.०५ सार्थकतास्तरावर सार्थक फरक नाही.

५. परिवर्तीत खेळ गटाच्या अंडर आर्म पास कौशल्य चाचणीच्या पूर्व व उत्तर चाचणीच्या कार्यमानामध्ये संख्याशास्त्रीयदृष्ट्या ०.०५ सार्थकतास्तरावर सार्थक फरक नाही.

६. परिवर्तीत खेळ गटाच्या अंडर आर्म सर्व्हिस कौशल्य चाचणीच्या पूर्व व उत्तर चाचणीच्या कार्यमानामध्ये संख्याशास्त्रीयष्ट्या ०.०५ सार्थकतास्तरावर सार्थक फरक नाही.

७. परिवर्तीत खेळ गटाच्या टेनिस सर्व्हिस कौशल्य चाचणीच्या पूर्व व उत्तर चाचणीच्या कार्यमानामध्ये संख्याशास्त्रीयदृष्ट्या ०.०५ सार्थकतास्तरावर सार्थक फरक झाला.

८. परिवर्तीत खेळ गटाच्या अप्पर हॅण्ड पास कौशल्य चाचणीच्या पूर्व व उत्तर चाचणीच्या कार्यमानामध्ये संख्याशास्त्रीयदृष्ट्या ०.०५ सार्थकतास्तरावर सार्थक फरक नाही.

९. पुरक खेळ गट व परिवर्तीत खेळ यांच्या अंडर आर्म पास या कौशल्यकार्यमानाच्या पुर्व चाचणी मध्ये संख्याशास्त्रीय दृष्टीकोनातुन ०.०५ सार्थकतास्तरावर सार्थक फरक पडला नाही.

१०. पुरक खेळ गट व परिवर्तीत खेळ यांच्या अंडर आर्म सर्व्हिस या कौशल्यकार्यमानाच्या पुर्व चाचणी मध्ये संख्याशास्त्रीय दृष्टीकोनातुन ०.०५ सार्थकतास्तरावर सार्थक फरक पडला नाही.

११. पुरक खेळ गट व परिवर्तीत खेळ यांच्या टेनिस सर्व्हिस या कौशल्यकार्यमानाच्या पुर्व चाचणी मध्ये संख्याशास्त्रीय दृष्टीकोनातुन०.०५ सार्थकतास्तरावर सार्थक फरक पडला नाही.

१२. पुरक खेळ गट व परिवर्तीत खेळ यांच्या अप्पर हॅण्ड पास पास या कौशल्यकार्यमानाच्या पुर्व चाचणी मध्ये संख्याशास्त्रीय दृष्टीकोनातुन ०.०५ सार्थकतास्तरावर सार्थक फरक पडला नाही.

१३. परिवर्तीत खेळ गट व परिवर्तीत खेळ यांच्या अंडर आर्म पास या कौशल्यकार्यमानाच्या पुर्व चाचणी मध्ये संख्याशास्त्रीय दृष्टीकोनातुन०.०५ सार्थकतास्तरावर सार्थक फरक पडला नाही.

१४. परिवर्तीत खेळ गट व परिवर्तीत खेळ यांच्या अंडर आर्म सर्व्हिस या कौशल्यकार्यमानाच्या पुर्व चाचणी मध्ये संख्याशास्त्रीय दृष्टीकोनातुन ०.०५ सार्थकतास्तरावर सार्थक फरक पडला नाही.

१५. परिवर्तीत खेळ गट व परिवर्तीत खेळ यांच्या टेनिस सर्व्हिस या कौशल्यकार्यमानाच्या पुर्व चाचणी मध्ये संख्याशास्त्रीय दृष्टीकोनातुन ०.०५ सार्थकतास्तरावर सार्थक फरक पडला आहे.

१६. परिवर्तीत खेळ गट व परिवर्तीत खेळ यांच्या अप्पर हॅण्ड पास पास या कौशल्यकार्यमानाच्या पुर्व चाचणी मध्ये संख्याशास्त्रीय दृष्टीकोनातुन०.०५ सार्थकतास्तरावर सार्थक फरक पडला नाही.

यावरुन शेवटी असे अनुमान काढता येईल -

परिवर्तीत खेळ (Modified Games) व पुरक खेळ (Lead up games) यांचा विद्यार्थीर्नींच्या टेनिस सर्व्हिस, या कौशल्याच्या कार्यमानात सकारात्मक परिणाम झाला.

संदर्भ:

१. आरोग्य व शारीरिक शिक्षण इयत्ता ९ वी व १० वी (२००७), शिक्षक हस्तपुस्तिका

२. जरदे एस. ए. व जरदे एस. एस. (१९९१), शारीरिक शिक्षण तत्वे व स्वरूप, चंद्रमा प्रकाशन, कोल्हापूर

३. मुळे रा. रा. व उमाठे वि. तु. (१९८८), शैक्षणिक संशोधनांची मुलतत्वे (तृतीय आवृत्ती), नागपूर, महाराष्ट्र ग्रंथ मंडळ

४. सिंग, ए. (२०००), शारीरिक शिक्षणाचे आवश्यक घटक, कल्याणी पब्लिशर्स, नवी दिल्ली.

५. फ्रॅंक, डब्ल्यू. डी. (२००६), क्रीडा प्रशिक्षण तत्त्वे, मित्र प्रकाशने, नवी दिल्ली

शिवकालीन जल व्यवस्थापन: एक अभ्यास

मधुकर खंडू पवार

गोपाळकृष्ण गोखले महाविद्यालय, कोल्हापूर

Corresponding author E-mail: madhukarpawar593@gmail.com

प्रस्तावना:

पाणी म्हणजे जीवन म्हणूनच पृथ्वीतलावर पाण्या एवढे कशालाच महत्त्व नाही. इतिहासपूर्व काळापासून सिंचनाची व जल व्यवस्थापनाची प्रदीर्घ परंपरा महाराष्ट्राला लाभली आहे .पण आजच्या परिस्थितीत दुष्काळाने देशभरात विशेषता महाराष्ट्रात थैमान घातले आहे शासनाच्या प्रत्येक वर्षी जल व्यवस्थापनावर कोटीवर रुपये खर्च होताना दिसून येते. तरीही देशांमध्ये हजारो शेतकरी आत्महत्या केल्याचे दिसून येते. पाण्यासाठी माणूस सर्वदूर भटकतोय पाण्याअभावी शेतकर्‍यांची उभी पिके नष्ट झाली. मागील काही वर्षांपासून पडत असलेल्या दुष्काळामुळे शेतकरी देशोधडीला लागला आहे. मराठवाड्यात पाण्यासाठी हाहाकार माजला होता. लातूर शहरासाठी कृष्णा नदीचे पश्चिम महाराष्ट्रातून रेल्वेने पाणी आणावे लागले होते. या बिकट स्थितीवरून हे लक्षात येते की आपल्या देशात स्वातंत्र्य मिळाल्यानंतर पाण्याचे नियोजन नीट केल्याचे दिसून येत नाही. चांगली धरणे बांधले नाही त कालवे निर्माण करुन पाण्याचे योग्य प्रमाणात नियोजन केले नाही. पावसाचे पडणारे पाणी जमिनीत मुरण्याचे फारसे उपाय झाले नाहीत म्हणून पाण्याची पातळी खूप खोलवर गेलेली आहे अशा प्रकारे सतत दुष्काळाच्या छायेत जगण्याची स्थिती यापूर्वीही काळात शेतकर्‍यावर नव्हती, दुष्काळ पूर्वीही पडायचे पण त्या काळात पाण्याचे नियोजन चांगले होते

प्राचीन काळामध्ये जलव्यवस्थापन आपण प्रभावीपद्धतीने वापरत होतो. त्यामुळे आपला देश देश सुजलाम सुफलाम होता. भारतामध्ये जल व्यवस्थापनाचे शास्त्र फार आहे जुने आहे. हे ऋग्वेद मध्येही पाण्याच्या नियोजनाचा संबंधीचे अनेक सूक्ते आढळतात. वराहमिहीर दुसरे यांच्या बृहत्संहिता मध्ये जलव्यवस्थापनाचे विस्तृत वर्णन आहे . तसेच सिंधू संस्कृतीमध्येही वर्णन आढळते.

छत्रपती शिवाजी महाराजांच्या या काळातही दुष्काळ पडले होते. त्यांनी जनतेसाठी तात्पुरत्या सोयी तर केल्या पण गड किल्ल्यावर मुबलक पाण्याचे नियोजन करून, कायमस्वरूपी केलेल्या योजना आजही दिसून येतात. संपूर्ण महाराष्ट्रात राबवली जात असलेली जलयुक्त शिवार योजना ही शिवाजी महाराजांच्या जलव्यवस्थापन कौशल्यावर आधारित आहे. तेव्हा प्रस्तुत शोधनिबंधात शिवकालीन जल व्यवस्थापन याविषयी माहिती आपण पाहणार आहोत.

उद्दिष्ट:

१. प्राचीन काळातील जल व्यवस्थापनाचा अभ्यास करणे

२. जल व्यवस्थापनाच्या साधनाचा शोध घेणे

३. शिवाजी महाराजांच्या काळात करण्यात आलेल्या जल व्यवस्थापनाचा अभ्यास करणे

४. शिवकाळातील किल्ल्यावरील जलव्यवस्थापनाचा शोध घेणे

गृहितके:

१. भारतीय लोकांना प्राचीन काळापासून जल व्यवस्थापनाचे तंत्र माहित होते हे दिसून येते.

२. शिवकाळात वर्षांनुवर्षे किल्ल्यावर पाणी कमी पडणार नाही . याचे जलव्यवस्थापन केल्याचे दिसून येते हे.

३. शिवकाळात खापरी पाईपलाईनद्वारे किल्ल्यावर पाणी पुरवठा केल्याचे दिसून येते.

शिवपूर्वकालीन जल व्यवस्थापनाचे नियोजन:

भारतामध्ये इसवी सन पूर्व तीन हजार वर्षांपूर्वी सिंधु संस्कृतीच्या काळात भारतीयाने उत्तम प्रकारचे जलव्यवस्थापन केल्याचे दिसून येते. त्यांनी चांगल्या प्रकारचे स्नानगृह बांधून तेथील सांडपाणी मातीच्या नगरातून रस्त्यावरील सार्वजनिक नरांना जोडले होते. या नहरा ना ठिकाणी साफ करण्याची व्यवस्था केली गेली होती. ती शहरातील सर्व सांडपाणी आणि नदीच्या पात्रामध्ये सोडले जात असे .तसेच सार्वजनिक ठिकाणी बाक आढळतात तेथे दोन्ही ने पाणी शेंदूर काढावे लागे.[१] कौटिल्याच्या अर्थशास्त्रात अहि ४५ व्या प्रकरणात जलव्यवस्थापनाचा उल्लेख आढळतो. ऋग्वेद या ग्रंथातही वायू प्रजन्य निसर्गातील देव-देवतांची प्रजन्य वृष्टी साठी पूजा-अर्चना केल्याचे दिसून येते.[२] राष्ट्रकूट घराण्यातील राजा तिसरा कृष्णराज यांच्या काळातील निर्माण करण्यात आलेला. जंग तुंग सरोवर आजही कंधार तालुक्यातील गावांना शेतीसाठी आणि पिण्यासाठी पाणी उपलब्ध करून देत आहे[३] तसेच चोर राजा कारिकल यांनी अनाई कट अथवा कलानाही बांध कावेरी नदीवर १५ किमी अंतरावर आहे ते गेली अठराशे वर्षांपासून आज तागायत शेतीला पाणी पिण्यासाठी पाणी पुरवठ्याचे काम करत आहे.

वराहमिहिरच्या बृहत्संहितेतील जल व्यवस्थापन निरीक्षण:

इसवी सनाच्या पाचव्या शतकात वराहमिहिर यांनी बृहत्संहिता नावाचा ग्रंथ लिहिला त्या ग्रंथाच्या ५४ व्या अध्यायात १२५ वा श्लोक आहे . हे त्यात जमिनीखालील पाण्याचा शोध कशाप्रकारे घ्यावयाचा यावर विवेचन करण्यात आलेले आहे त्यामध्ये त्याने जमिनीखालील पाणी साठा शोधण्यासाठी मुख्य तीन गोष्टीवर भर दिलेला आहे त्या भागातील तिला जमिनीवर असलेले वृक्ष वृक्षा जवळ असलेली वारूळ व त्याची दिशा त्यात राहणारे प्राणी जमिनीचा रंग आणि पोत यावर निरीक्षण करून जमिनीखाली पाणी कोठे मिळू शकते. याचा अंदाज सुमारे दीड हजार वर्षांपूर्वी बांधला होता.[४]

जल व्यवस्थापनासाठी शिवरायाचे मालोजीराजे भोसले प्रेरणास्थान:

छत्रपती शिवाजीराजे यांना पाण्याचे व्यवस्थापन करण्याचे प्रेरणा त्यांचे आजोबा मालोजीराजे भोसले यांच्याकडून मिळाली. मालोजी राजे भोसले यांचे कुलदैवत शिखर शिंगणापूरचा शंभू महादेव हे एका डोंगरावर आहे. तेथे पाण्याची सोय नव्हती म्हणून मालोजीराजांनी तेथे तलाव धून बांधून पाण्याची सोय केली. कैलास मंदिराजवळ एक पाण्याची विहीर बांधली त्यातून छत्रपती शिवाजी महाराजांना ना प्रेरणा मिळाली.[५]

किल्ला बांधताना प्रथम पाण्याचे नियोजन:

छत्रपती शिवाजी महाराजांनी प्रत्येक किल्ला बांधताना प्रथम जल व्यवस्थापनाला महत्व दिले. पावसाचे पाणी साठविण्यासाठी किल्ल्यावर खडक खोदले जाई. त्यातील दगड बांधकामासाठी वापरले जात. खडकाच्या ठिकाणी तलावाची निर्मिती केली जात असे. त्यात तलावावरील पाणी किल्ल्यावरील दगडी टाक्यात व किल्ल्यावरील लोकांना पुरविली जात असे. लढाई चालू

असताना किल्ल्यावर तोफगोळ्यांचा भडीमार केला जातो. तेव्हा किल्ल्यातील जिवंत झरे कमी होऊन पाण्याची टंचाई जाणवू शकते म्हणून आधीच तळी आणि राखीव पाणीसाठ्याची सोय करण्यावर शिवरायांनी भर दिला होता तसा आदेश त्यांनी किल्ल्या बांधणाऱ्या स्थापत्यकार यांना दिला होता.

किल्ल्यावर दगडी हौदाची निर्मिती:

शिवाजी महाराजांनी किल्ल्यावर पाणी साठविण्यासाठी डोंगरउतारावर उघड्यावर एकाखाली एक कठीण दगडात दगडी हौद निर्माण करणे सुरू केले. पावसाळा सुरू झाल्यानंतर डोंगर उतारावर असलेल्या दगडी टाक्या एकानंतर एक भरत असत. सिंहगडावर असे ४८ दगडी तयार करण्यात आले आहेत. काही ठिकाणी आणि दगडी हृदाची पाणी साठवण क्षमता वाढविण्यासाठी उंच बांधकाम करून क्षमता वाढविले आहे. दगडी हौदातील पाणी बाष्पीभवन होऊन उडून जाऊ नये म्हणून, बांबू पासून व गवतापासून झाकणे तयार केले जात असत. या दगडी हौदातील पाणी आणि थंडगार व मिनरल युक्त आहे. पुणे शहरातील व महाराष्ट्रातील काही पर्यटक सिंहगडावरील व रायगडावरील चविष्ट व थंडगार पाणी पिण्यासाठी खास जातात. खडकात बनवलेले दगडी हाऊद आपणास रायगड, पन्हाळगड, राजगड, इत्यादी किल्ल्यावर पाहावयास मिळतात.[६]

किल्ल्यावर तलावाची निर्मिती:

किल्ल्याला वेढा पडल्यानंतर सहा महिने ते एक वर्षापर्यंत वेळ आवडत नसे. अशावेळी जिल्ह्यातील हजारो सैनिकांना ला व इतर लोकांना दैनंदिन जीवनासाठी लागणारे पाणी पर्याप्त मिळावे म्हणून शिवाजी महाराजांनी मोठ्या किल्ल्यावर वर तलावाची निर्मिती केली रायगडावर गंगासागर तलाव व कोळी ब तलाव पाहावयास मिळतात. सज्जनगडावरील सोनाळे तलाव प्रतापगडावरील राहटा चे तलाव भवानी तलाव, तसेच हेच राजगड सज्जनगड रांगणा इत्यादी किल्ल्यावर मोठे तलाव निर्माण करण्याचे कार्य शिवाजी महाराजांनी केले आजसुद्धा रायगडावरील गंगासागर तलाव भरलेला असतो. खरेच दुष्काळा गंगासागर तलावातील पाणी आजूबाजूच्या दहा-पंधरा खेड्यांना पाइपलाइनद्वारे पुरवठा करता येईल एवढे प्रचंड प्रमाणात आहे.[७]

रायगड किल्ल्यावरील जलव्यवस्थापन:

शिवाजी महाराजांनी रायगड किल्ल्यावर जलव्यवस्थापनाचे व्यवस्थित नियोजन केले महाराष्ट्रात चारच महिने पाऊस पडतो. परंतु किल्ल्यावरील पाणी आणि वर्षभर पुरावे यासाठी शिवाजीराजांनी पाण्याचे काटेकोरपणे वर्षभर पाणी पुरेल याची व्यवस्था केली. जर गडावर हल्ला झाला तर आणीबाणीच्या काळातही आवश्यक पाणीसाठा कसा राहील याची काळजी महाराजांनी घेतली. महाराजांनी त्या काळी जल भेद खडकाचे स्वरूप आणि पाझरणारे खडक यांच्या साह्याने ने जलसाठा करता येऊ शकतो. हे शिवाजी राजाच्या लक्षात आले होते. म्हणून त्याने पाथरवट लोकांच्या सहाय्याने खडक फोडून खानी आणि पाण्याचे हौद निर्माण करून घेतले. या हौदात पाणी सतत पाझरत राहील .याची व्यवस्था करून घेतली .रायगडावर एकूण आठ तलाव आहेत. त्यापैकी गंगासागर तलाव हा हा सर्वात मोठा आहे. तो राजवाडा समोरच बांधण्यात आलेला आहे. रायगडावरील १०००० सैनिकांना पुरुन उरेल एवढ्या पाणीसाठ्याची व्यवस्था करण्यात आली होती.शिवराज्यभिषेक ला एक लाख लोक जमा झाले होते. हे तत्कालीन कागदपत्रांमध्ये हे इंग्रज व पोर्तुगीज अधिकाऱ्याने लिहून ठेवले आहे.[८]

निष्कर्ष:

१. प्राचीन भारतीय लोकांना जलव्यवस्थापनाचा ज्ञानाची माहिती होती.

२. सिंधू संस्कृतीतील पुराव्यावरून तेथील लोकांना जल व्यवस्थापनाची माहिती दिसून येते.

३. कौटिल्याच्या अर्थशास्त्रात संदर्भावरून भारतीय जल व्यवस्थापनाची माहिती मिळते.

४. वराहमिहिर च्या बृहत्संहिते तून चलो व्यवस्थापनाच्या या माहितीच्या आधारे आजही भारतीय लोक जमिनीखालील पाण्याचा शोध घेण्यासाठी उपयोग करतात.

५. छत्रपती शिवाजी महाराजांचे जलव्यवस्थापन धोरणाचा प्रत्यय हा त्यांनी बांधलेल्या दगडी हाऊद तलाव पाण्याच्या टाक्या वापरलेली साधने यावरून महाराज आज जलव्यवस्थापनाचे गुरु होते ते स्पष्ट होते.

६. रयतेच्या शेतासाठी की पाणी उपलब्ध व्हावे म्हणून मोठ स्थळ व पाणस्थळ निर्माण केले

७. किल्ला बांधण्यापूर्वी तेथे महाराजांनी पाण्याची उपलब्धता निर्माण केली.

८. किल्ल्यावर वर्षानुवर्षे वेढा पडून ही पाण्याची कधी कमतरता जाणवली नाही.

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६. आवळसकर वि. शा. रायगडची जीवन कथा, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ मुंबई.

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८. डॉ. लोहिया, जलसाक्षरता लेख

A STUDY OF THE DRIVING FORCES BEHIND ADOPTION OF IMPROVED SANITATION PRACTICES: A CASE STUDY OF KOLHAPUR DISTRICT

Tanaji Patil* and Nisha Pawar

Department of Journalism and Mass Communication,

Shivaji University, Kolhapur

*Corresponding author E-mail: tdpatil4@gmail.com

Abstract:

Sanitation is a basic necessity of human beings.Poor Sanitation can directly impact the lifestyle of a community or any human being. It can hamper their health, overall life span. Inadequate sanitation and hygiene practices may be a cause infection and spread of diseases. The causes of getting affected are many. Human excretaand animal faeces could be the source of many diseases such as cholera, typhoid, infectious hepatitis, polio, etc. In India Sanitation promotions has been happen after independence. Government hasimplemented many programs to promote the sanitation in India. In 1999 Government has implemented the Total Sanitation Program with demand driven approach. For this communication component has included in sanitation program. After too many sanitation programs Government of India has started the Swachh Bharat Mission program for Rural sanitation from 2nd October 2014 to 2019. In this research paper researcher has try to understand the role of communication in Swachh Bharat Mission.

This study is descriptive in nature, with data collected using a survey research methodology. This study used a stratified sampling method. The 12 blocks of Kolhapur district have been categorised into four strata: highly developed, moderately developed, low developed, and extremely low developed. Selected one Gram Panchayat from selected blocks on the basis of Nirmal Gram award and have achieved sustainable sanitation status.

A purposively selected sample of 200 respondents was drawn from four Gram Panchayats. The survey will include fifty (50) respondents from each Gram Panchayat (50 x 4 = 200 respondents). A questionnaire has been constructed for the collecting of data from the field.Fifty respondents from each Gram panchayat have been selected purposively for the survey.

The result of this study shows that Communication activities has succussed to create the demand of toilet in rural mases. The major driving force to construct toilet is the safety and

dignity of the women in the house and health. Local leaders and Gram Sabha has played important role to adopt the sanitation practices.

Introduction:

Personal hygiene is important for many reasons, including personal, social, psychological, and health problems. Hygiene and cleanliness help to avoid diseases and infections. Diseases will be mostly eradicated if everyone practices good hygiene for himself and others around him. One of the most critical variables in determining a person's quality of life and degree of development is sanitation. Providing sanitation services in rural parts of country is one of our country's most critical developmental challenges. The problem of poor rural sanitation coverage is driven by a number of cultural and economic difficulties, rather than by individual behavioural resistance, as has been often assumed.

The availability of safe drinking water and suitable sanitation are critical for individual good health and hygiene. As a result, there is a clear link between water, sanitation, and health. Many diseases in underdeveloped nations are caused by contaminated drinking water, incorrect human excreta disposal, poor Sanitation practices, and a lack of personal and food hygiene.

Almost half of the world's population lacks access to basic sanitation. Sustainable Development Goal 6.2 seeks to "provide universal access to adequate and equitable sanitation and hygiene, as well as the abolition of open defecation" by 2030. By 2020, slightly more than half of the world's population (54%) would have access to adequately managed sanitation. It's astounding that over half of the population lacks access to adequate sanitation. Every year, 775000 people die as a result of unsafe sanitation. Unsafe sanitation is one of the world's most serious health and environmental issues, particularly for the poorest people. The Global Burden of Disease is large global research published in the medical magazine The Lancet on the causes and risk factors for mortality and disease. (Stanaway, Murray, & Afshin, 8 Nov 2018)

For decades, India had fought the struggle against open defecation. In 2014, fewer than half of Indian homes had access to sanitation, and just 30% of waste water and sewage from metropolitan areas were treated. Until five years ago, an estimated 0.4 million children under the age of five died each year from water-borne infections. In our nation, the rural poor's lack of understanding of the potential health advantages of good hygiene practises is a major cause of worry. Water supply and sanitation were prioritised in the country's first five-year plan (1951-56). Sanitation was first mentioned in the context of water delivery in 1954, when the first National Water Supply Program was launched as part of the Government's Health Plan. The

show, on the other hand, began to gain popularity in the early 1980s. The Ministry of Rural Development launched the Central Rural Sanitation Programme (CRSP), India's first nationwide sanitation effort, in 1986. The CRSP was renamed the Total Sanitation Campaign (TSC) in 1999, with the objective of completely eradicating open defecation by 2010. It emphasises IEC, capacity development, and hygiene education activities to create awareness among rural people with the assistance of PRIs, NGOs, and other CBOs in order to generate demand for clean toilets. The CRSP programme was completely supply driven, but the TSC, NBA, and SBM sanitation initiatives are demand driven. The whole sanitation programme was inaugurated in 1999, and for the first time, an information, education, and communication (IEC) component was included in the sanitation programme. The government has set aside 15% of the entire programme budget for information, education, and communication efforts. It demonstrates that communication has a great influence on the sanitation programme since communication was implemented for the first time in the TSC programme.

Since 2014, India has been undertaking a well-targeted and time-bound strategy to improve the country's sanitation. While tremendous progress has been made in recent years, this is an ongoing effort. India is still dedicated to promoting healthier communities by expanding access to better sanitation and hygiene. Since October 2, 2014, the flagship effort of the Swachh Bharat Mission (SBM) has successfully accomplished the goal of becoming India open-defecation-free (ODF) by installing over 109 million home and communal toilets in 6,03,175 villages across 706 districts. The proportion of rural families using individual home toilets climbed from 38.7 percent in 2014-15 to 100 percent in 2019. Similarly, during the same time period, the percentage of urban homes with individual household toilets increased from 88.8 to 97.22. Toilet usage has also grown considerably over the previous five years, with 97% of rural homes now using them.

So far, a variety of IEC and BCC efforts have been conducted in order to reach the intended aim in sanitation programmes. A significant amount of money was spent on these activities, which were carried out at the central, state, district, and village levels using various media (mass media, outdoor, mid media, BCC, IPC, and so on). The SBCC method was used in SBM – G. (2014-2019). The expense occurred in SBM – I, which concluded in 2019.The estimated total equivalent investment in IEC operations during the last five years is INR 22,000-26,000 Cr, versus a total cost of INR 3,500-4,000 Cr, resulting in a leverage of 6-6.5 times.

India joined the ODF in 2019, but its road has been difficult and difficult thus far. Several changes have been noticed in several sanitation programmes. It was a significant task to

change people's long-standing hygienic practises. A vast number of IEC efforts were developed and conducted as part of the sanitation project in order to influence people's behaviours. Many IEC efforts have been carried out with the assistance of social and mainstream media.

The current survey was conducted in Maharashtra's Kolhapur district. Kolhapur is the administrative centre of the city of Kolhapur. The district is located at 16°70'N latitude, 74°23'E longitude, and 569 m elevation. The district has a geographical size of 7,685 sq km and is ranked 20th in the state and 109th in India in terms of geographical area. Karvir, Hatkanangle, Shirol, Kagal, Panhala, Gadhinglaj, Radhanagari, Chandgad, Shahuwadi, Bhudargad, Ajra, and Bavda are the 12 administrative blocks of the district. In addition, the district is divided into 12 sub-districts, 23 cities, and 1,195 villages.

Kolhapur has a total of 1029 Gram Panchayats. The Nirmal Gram Puraskar has been awarded to 1002 GPs. Kolhapur district has attained 100 percent sanitation coverage, according to the Swachh Bharat Mission (Government of India). In the Kolhapur district's rural areas, every household has a toilet. Kolhapur district has been designated as an open defecation-free zone by the government.

Method:

This study is descriptive in nature, with data collected using a survey research methodology. This study used a stratified sampling method. The 12 blocks of Kolhapur district have been categorised into four strata: highly developed, moderately developed, low developed, and extremely low developed. As previously stated, Strata researchers selected one block from each group. Karveer, moderately developed Panhala, low developed Radhanagari, and very low developed Shahuwadi were chosen for research from highly developed tahsils.

Shelkewadi (Karveer), Nikamwadi (Panhala), Shelewadi (Radhanagari), and Nandgaon Gram Panchayats in Kolhapur district were chosen for this study (Shahuwadi). Gram Panchayats that have received the Nirmal Gram Award and have achieved sustainable sanitation status. A purposively selected sample of 200 respondents was drawn from four Gram Panchayats. The survey will include fifty (50) respondents from each Gram Panchayat (50 x 4 = 200 respondents). A complete questionnaire has been constructed for the collecting of data from the field prior to the start of the survey operation.Fifty respondents from each Gram panchayat have been selected purposively for the survey.

Results and Discussion:

1) Basic Profile of Selected Gram Panchayats

			Gram Panchayats Selected for Study						
			District: Kolhapur, State :- Maharashtra						
Sr. No.	GP Name	Block	Total Detail Entered (With & Without Toilet) BLS-2012 (APL + BPL)	Detail entered for no. of Households not having toilet during BLS-2012 Total(APL +BPL)	Total No. of Households Covered after Survey 2012	Currect No. Of HH having Toilet	Currect No. Of HH not having Toilet	Percentage of coverage	NGP Status
1	SHELAKEWADI	KARVIR	71	0	0	71	0	100.00	NGP sustain
3	NIKAMWADI	PANHALA	150	0	0	150	0	100.00	NGP sustain
5	SHELEWADI	RADHANAGARI	260	13	13	260	0	100.00	NGP sustain
7	NANDGAON	SHAHUWADI	232	0	0	232	0	100.00	NGP sustain
	Total :-		713	13	13	713	0	100.00	

While studying the Study the driving forces behind adoption of improved sanitation practices in Kolhapur district, the researcher surveyed 200 responses in four Gram Panchayats from four blocks of Kolhapur district. The Blocks have been selected on the basis of stratified sampling viz. Highly Developed block Karver, moderately developed block Panhala, Low developed block Radhanagari and Very low developed block Shahuwadi.

Gram Panchayat Shelakewadi have a total of 71 families, and all families have a toilet. In 2006, Gram Panchayat Shelakewadi got the Nirmal Gram Purshkar. The Nikamwadi Gram Panchayat has a total of 150 families, and all are using the toilet. Shelewadi have 260 families and 100 percentage families are using toilet. Sahuwadi is a hilly block in Kolhapur district, and the development of this block is very low as compared with other blocks in the Kolhapur district. Total 232 families in Gram Panchayat Nandgaon having a toilet. The Gram Panchayat got the Nirmal Gram Purshkar, and sanitation status has been sustained by the Gram Panchayat till date.

2) Demographic Features of the Respondents

Table 2 provides the demographic information of respondents. Table shows that the category wise observed frequency of independent variables with their Percentage. Out of total 200 respondents, 190 are male respondents and 10 are female respondents. In terms of percentage 95% of respondents are male and 5% respondents are female.

There are about 4.50 % (9) of the respondents representing the age group of up to 30 years, 28 % (56) of the respondents representing the age group of 31 to 40 years. 65 respondents are in the age group of 41 to 50 years. 20% (40) fall in the age group of 51 to 60 years. 30(15%) respondents are belonging in the age group 61 years and above.

Demographic Features of the Respondents			
Categary	**Variable**	**Observed Frequency**	**Percentage (%)**
Gender of Respondents	Male	190	95.00
	Female	10	5.00
	Total	200	100.00
Age Group	Up to 30 Years	9	4.50
	31 to 40 Years	56	28.00
	41 to 50 Years	65	32.50
	51 to 60 Years	40	20.00
	61 and above Years	30	15.00
	Total	200	100.00
Educational Qualification	Illiterate	44	22.00
	Literate(up to 5th class)	58	29.00
	5th class to 12th class	61	30.50
	Graduate/ Post graduate and above	37	18.50
	Total	200	100.00
Occupation	Farmer	136	68.00
	Self Employed	13	6.50
	Service	45	22.50
	Labour	6	3.00
	Total	200	100.00
Monthely Income Groups	Up to Rs. 2500	11	5.50
	Rs. 2501 to Rs. 10000	43	21.50
	Rs. 10001 to Rs. 25000	56	28.00
	Above Rs. 25000	90	45.00
	Total	200	100.00

Table shows the education qualification of the respondents. Out of total 200 respondents 44 (22% of the total) are illiterate, 58 (29%) have studied up to 5th class, 61 (30.50%) have done schooling from 5th class to 12th class and 37 (18.50%) have completed their education up to graduation or above graduation.

According to the 2011 census, the district has a literacy rate of 81.51 percent (excluding the 0-6 age group). It is 88.57 percent among males and 74.22 percent among females. The male literacy rate in the district is higher than the female literacy rate.

India ranks at 76th position in terms of educational development index among 94 developing countries. The percentage of students enrolled in class I and reached to Class Vth is 60 in India. Education plays important role in socio-economic development of the country and the success of all the socio-economic upliftment schemes launched by the government depends on this. Thus, the data collected indicates that there are more than 50% respondents who have managed to reach up to class Vth.

Table shows the occupation of respondents. Being rural part of India most of the respondents are farmers and self-employed. Total 136 respondents (68%) have stated their occupation as farming, 13 (6.50%) are self-employed, 45 (22.50%) are engaged in service sector while 6 respondents (3%) work as labourers.

The contribution of Agriculture sector to Gross State Domestic Product (GSDP) has declined from 34% in 1983-84 to 16% in 2018-19 and the dependency of rural workforce on agriculture has declined over the period since Independence. The data indicates that more than 68% of respondents are engaged in activities other than agriculture.

Table 2 provides the monthly income of the respondents. 11respondents (5.50% of the total respondents) are found having monthly income less than Rs 2500. There are 43 (21.50%) respondents that have income more than Rs 2501 per month but less than or equal to Rs 10,000 per month. Around 56 respondents (28%) fall in the income category of Rs 10001 to Rs 25000 per month and 90respondents (45%) have monthly income more than Rs 25,000 per month.

According to the National Statistical Organisation the average monthly income of rural family in India is around Rs 15,000. The data collected shows that more than 40% respondents fall below the average family income category. This indicates the failure of the several government schemes to increase the income of the rural households in India.

3) Media uses by the Respondents and Family Members

Table no. 3 shows the access of media these respondents have. The use of television is widespread in the villages and as per the response of the respondents 194 out of 200 respondents (97%) have access to the Television. 60 respondents are using radio. The penetration of mobile in the rural parts has increased which shows that total 182 respondents (91%) have access to media. Newspaper is used by 97 respondents (48.50%) and 133 respondents (66.50%) have access to films. 31.50% are reading the Magazine and 39.00% respondents are reading the books.

Fifty years ago, radio was the only tool of communication to reach out to the rural part of India. Today the mobile phones have reached to nook and corners of the country and are replacing all the existing communication tools. Among the respondent's television is still at the top rank with maximum (194) respondents utilizing it as tool for communication but is likely to replace with mobiles soon as the difference between TV and mobile users is very thin compared with other modes.

Table provides the family expenditure of respondents on media. There are two respondents (0.50% of the total 200 respondents) that spend less than Rs 100 on media. 20 respondents (10%) spend not less than Rs 101 and not more than Rs 200 on media. The

expenditure of 70 respondents (35%) is between Rs 201 and Rs 300. 84 respondents (42%) spend between Rs 301 and Rs 500 on media and 24 respondents (12%) spend more than Rs 500 on media.

Media Uses by the Respondents Family			
Categary	**Variable**	**Observed Frequency**	**Percentage (%)**
Types of Media Uses	Radio	60	30.00
	TV	194	97.00
	Mobile	182	91.00
	News Paper	97	48.50
	Magazine	63	31.50
	Books	78	39.00
	Film	133	66.50
Family Monthly Expenditure on Media	Upto Rs. 100	2	1.00
	Rs. 101 to Rs. 200	20	10.00
	Rs. 201 to Rs. 300	70	35.00
	Rs. 301 to Rs. 500	84	42.00
	Rs. 500 and Above	24	12.00
	Total	200	100.00
Reason of Using Media	Getting Information	163	81.50
	Entertainment	174	87.00
	News	156	78.00
	Communication	164	82.00
	Other	10	5.00
Family Spendinng time in a day on media	Up to 1hrs	9	4.50
	1 hrs to 2 hrs	42	21.00
	2 hrs to 3 hrs	54	27.00
	3 hrs to 4 hrs	83	41.50
	4 hrs and above	12	6.00
	Total	200	100.00

Depicts the reasons of respondents for using these media. 163 respondents (81.50%) use media for getting information, 174 (87%) respondents opt media for entertainment, 156 (78%) respondents use media for getting news and 164 respondents (82%) use media as the communication tool. 10 respondents (5%) use media for other purposes.

People use media for communication, collaboration; get opinions and reviews, entertainment and media sharing. The mobility and accessibility of the mobile phones has led to

increase in the use of the phones as tool of communication. The user-friendly operating systems have increased the engagement with the mobile phones.

Table provides the time spending by the respondent families on media. Nine respondents (4.50%) spend less than a hour on media, 42 respondents (21%) spending not less than one hour and not more than two hours using media. 54 respondents (27%) use media for 2 to 3 hours and 83 respondents (41.50%) spend 3 to 4 hours using media. 12 respondents (6%) are exposed to more than 4 hours to media.

The data indicates that with the easy access and availability of media as per their convenience the time spent by respondents on media continues to increase. More than 95 respondents spend more than 3 hours daily on media. The user-friendly interface, availability of various types of programmes has provided options for viewers to get engaged with the media.

**4) The Government Sanitation Schemes the respondents are Know**
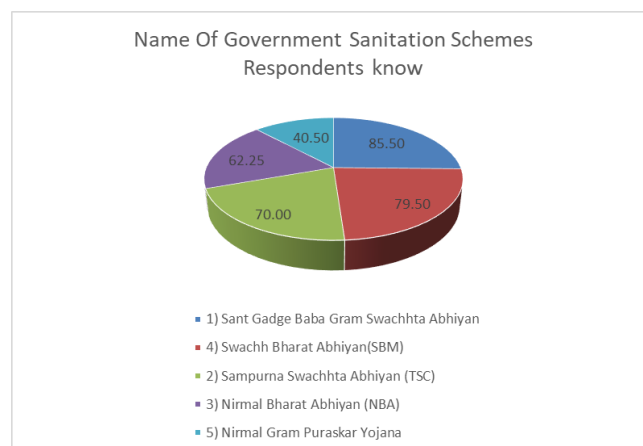
The Government Sanitation Schemes the respondents are aware of. 171 respondents (85.50%) are aware of Sant Gadge Baba Gram Swachhta Abhiyan, 159 respondents (79.50%) know Swachh Bharat Abhiyan (SBM), 140 respondents (70%) know SampurnaSwachhta Abhiyan (TSC) and 125 respondents (62.25%) are aware of the Nirmal Bharat Abhiyan (NBA). 81 respondents (40.50%) know Nirmal Gram Puraskar Yojana.

5) Components of Sanitation Programs Respondents know

Above Chartprovides the idea of cleanliness and sanitation programme the respondents have in their mind. As per their responses, 70.50% (141) feel that construction of personal toilet means sanitation programme while 131 respondents (65.50%) feel that it is cleanliness of premises. 127 respondents 63.50% feel that personal hygiene comes under sanitation programme while 59%respondents fell that use of personal toilet comes under sanitation programme. 106 respondents (53%) feel that proper handling of water is the component of sanitation scheme

while 50.50% respondents feel that it also includes solid waste and waste water management. 47.75% respondents feel that hand hygiene is part of sanitization programme while 95 respondents (47.50%) feel that construction and use of public toilets is included in sanitation programme. 80 respondents (40%) feel that construction of schools and Anganwadi toilets is a part of sanitization programme.
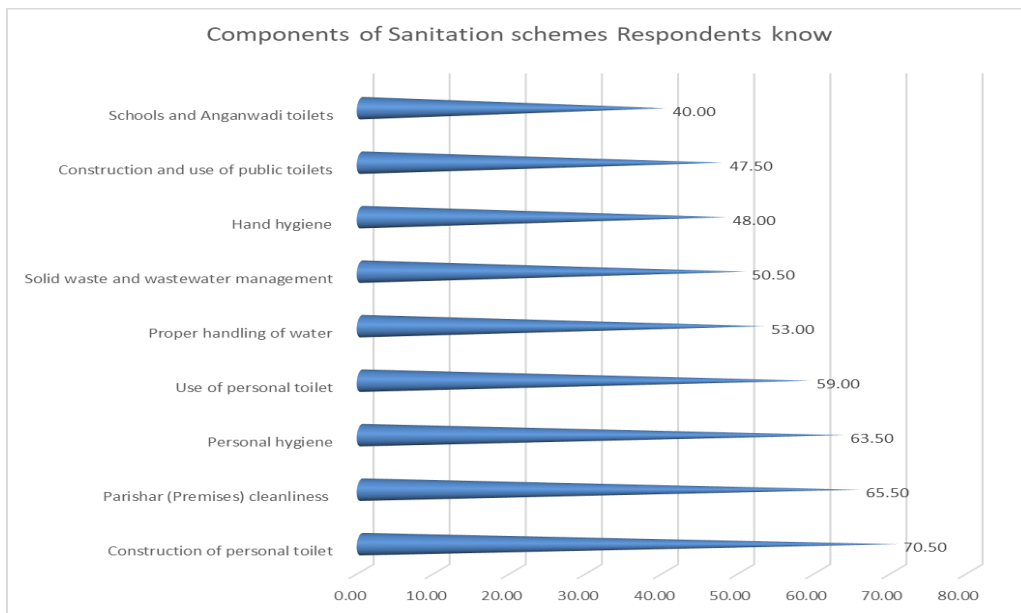

6) **Type of Toilet using**
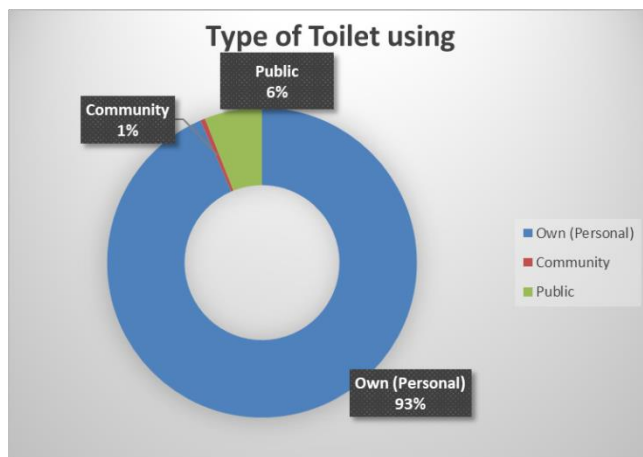
Graph shows the type of toilets the respondents are using. 186 respondents (93%) have their own toilets, 2 respondents (1%) use community toilets and 12 respondents (6%) use public toilets.

7) **Sanitation Information get from which media**

Graph provides the details about influencing media who creates the demand of toilet in respondents. Total 89.00% (178) respondents got information about Swachhta Abhiyan from Gram Sabha and 157 respondents (78.50%) got information from TV. 134 respondents (67%)

got information from local leaders like Gram Panchayat Member, Asha Tai / Gramsevak / Shikshak / Anganwadi Tai / Sarpanch / Arogya Sevak, Sevika / Mahila Mandal, Tarun Mandal, Bachat Group Member, Taluka / Zilla Parishad Member, Government Officer and Social Worker. 105 respondents (52.50%) respondents got information from posters, pamphlets, hoardings, murals and chariots. 98 respondents (49%) got information from News Papers, magazines and books. 83 respondents (41.50%) got information from Folk Media, Folk Art (kala Pathak, Povada, Path Natya, Bharud, Bhajan, kirtan and Pravachan. 42 respondents (21%) got information from Radio. 37 respondents (18.50%) got information from Training programme and study tour. 36 respondents got information from social media (WhatsApp, Facebook, Twitter and Instagram). 16.50% respondents got information from meetings and 28 respondents got information from Sanitation messenger (children, their morning rounds). 26 respondents (13%) got information from home visits. 16 respondents (8%) got information from Movies and short films and 15 got information from Group Discussion.
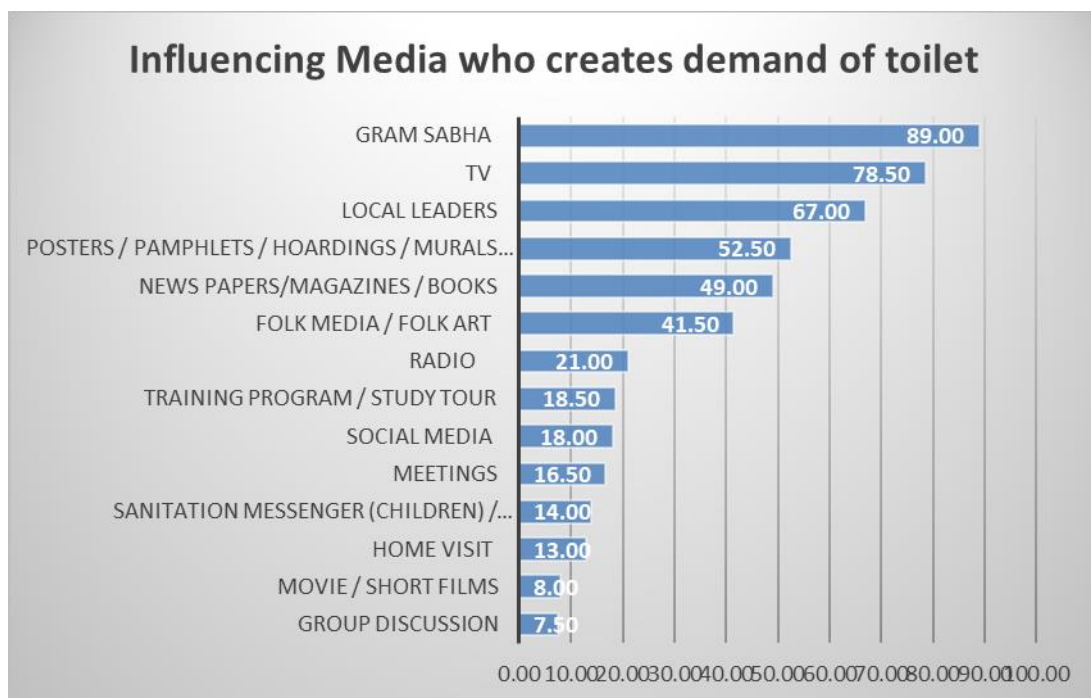
8) Most important reasons for Construction of Toilet

Graph shows that the percentage of most important reasons for construction of toilets. Out of 200 respondents 186 respondents have constructed their own toilet. 170 respondents (90.64%) respondents have cited reason as need of family, 145 respondents (77.96%) have stated the safety and dignity of the women in the house as the reason for construction of toilets. 145 respondents (77.96%) respondents have cited the health as reason for construction of toilets. 61 respondents (32.80%) have constructed toilets for prestige and 17 respondents (9.14%) have

constructed toilets due to the pressure of the villagers. 16 respondents (8.60%) have constructed toiled due to pressure from the government.
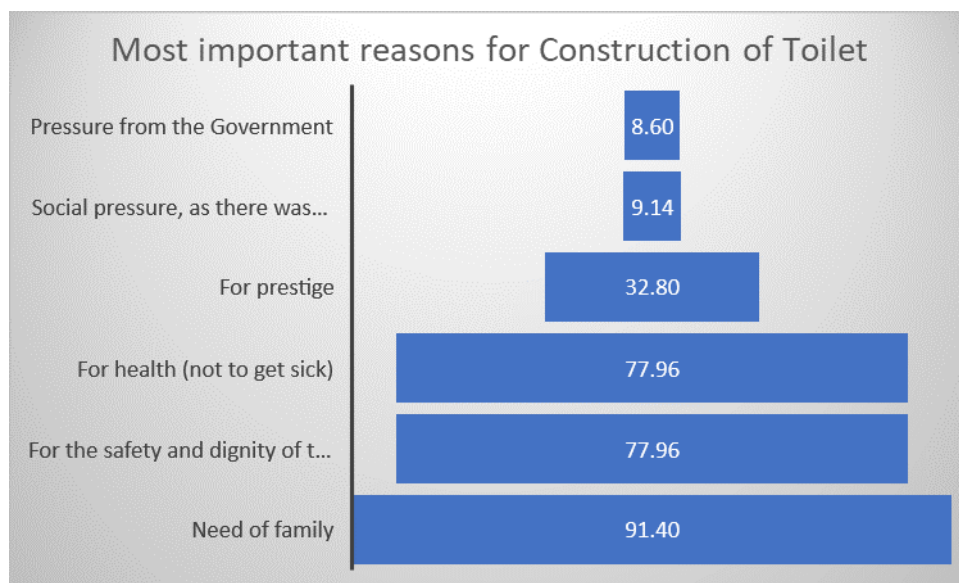
Result:

      This shows that Swachh Bharat Mission (SBM)is successful in delivering the message of improved sanitation practices to hundreds of millions of Indians and Information Education and Communication (IEC) activities has succussed to create the demand of toilet in rural mases. The major driving force to construct toilet is the safety and dignity of the women and health. Village level activities like Gram Sabha and Local leaders has played important role to adopt the sanitation practices and change the Behaviour of peoples. Mass media tool like TV, News Papers and posters, pamphlets, hoardings, murals and chariots are also support the Sanitation program to change the sanitation behaviour of rural mases.

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AN EVALUATION OF PERFORMANCE OF KOLHAPUR DISTRICT CENTRAL CO-OPERATIVE BANK LTD. KOLHAPUR IN RESPECT TO AGRICULTURE FINANCE

Asmita M. Pradhan

Department of Economics,

Karmaveer Hire College, Gargoti, Dist – Kolhapur, M.S. India

Corresponding author E-mail: chandrabhaga79@gmail.com

Introduction:

The city of Kolhapur has historical and religious significance. Kolhapur is referred to as 'Dakshin Kashi' in the Padma Purana. This city has been known as Karveer Sansthan since Shivaji Maharaj's Snusha Tararanisaheb established a new capital at Panhalgad and started running the state. Kolhapur is also famous for its educational, tourism and industrial businesses. Sugar, foundry, engineering, textile industry, leather industry and silver industry are the main occupations. Kolhapuri jaggery, slippers and silver ornaments are famous all over the world.

Kolhapur district has a large banking business and at present there are 38 nationalized, co-operative and private banks in the district along with the district central co-operative bank. To meet the financial needs of farmers and all co-operative societies in Kolhapur district. Kolhapur District Co-operative Bank was established on 01/10/1938. The membership of the bank is mixed. It has co-operative societies and individual members. However, as per the order of the Government of Maharashtra, no person is made a new member. The bank started with 44 members and by the end of March 2020, the bank has 11582 members and 710 individual members for a total of 12292 members.

The Bank is the apex body of all the co-operative societies in the district. The Bank operates in a three-tier credit structure as a link between rural service organizations and NABARD. The bank is providing services through 184 branches in the district including the central office. The Kolhapur District Central Cooperative Bank established 1938 and popularly known as KDCC Bank is one of the premier cooperative financial institutions in Kolhapur district. It has been playing a crucial role in the strengthening of village level primary credit cooperatives, thereby further strengthening the economy of Kolhapur district. Kolhapur district is under the Lead Bank Stewardship of Bank of India; the prominent nationalized bank in the country and KDCC has been contributing towards the achievement of rural credit targets set up for the service areas covered under the District Credit Plan (DCP). Through its network of 184 branches, the KDCC Bank provides finance to the PACs. These include short-term, medium-

term and long-term advances. From standpoint of the development of rural sector of the district, the KDCC Bank in the past 83 years has been playing the crucial role as central credit delivery mechanism.

Conceptual Framework:

a) Co-operative Banks:

Cooperatives, in their dual position as economic enterprises and as independent organization, play an important role in improving the socio-economic conditions of their local communities. The co-operative banks in rural areas primarily finance agriculturally based activities as well as farming, cattle, milk, hatchery, personal finance, etc. alongside some small-scale industries and self-employment focused activities.

b) Seven Principles of Co-operative Banks:

1. Voluntary and open membership
2. Democratic member control
3. Member economic participation and limited interest on share capital
4. Autonomy and independence.
5. Provision of Co-operative education, training and information
6. Co-operation among co-operatives
7. Concern for community

c) Agricultural Credit:

Like all other producers, the farmers also require credit. Agriculturists cannot carry on his business without outside finance is a fact proved by history and evidenced by the poverty and indebtedness of the persons engaged in the business of agriculture. The demand for capital in agriculture is a composite demand made up to demands for different types of capital good which vary greatly in the degree of their performance.

Statement of Problem:

The Kolhapur District Central Co-operative Bank supports the small marginal farmer and agricultural laborers by providing to loans and advances for agricultural. Though their role is important and their number is increasing, presently some of the cooperative's units are in a countdown position, which give rise to new challenges before existing cooperatives. Bearing in this mind the researches think it is essential to study the financial position of the Kolhapur District Central Co-operative Bank. What is the relative performance of KDCC as institutional financing in meeting credit needs in time? To what extent the credit has been granted by KDCC? In view of the foregoing discussions, the statement of the problem for the present study has been defined as "Financial Analysis of Kolhapur District Central Cooperative Bank Ltd. Kolhapur.

Objectives of the study:

1. To study the agricultural finance provided by the Kolhapur District Central Cooperative Bank Ltd. Kolhapur.
2. To know the recent trends in Bank deposits and advances.
3. To provide credit services to agriculturalists and weaker sections of the society at comparatively lower rates.
4. To offer such meaningful suggestions as may be appropriate to improve the performance of the study organization.

Hypotheses of the study:

1. The branch network of the KDCC Bank has helped the agriculturist in Kolhapur District by providing agricultural loans advances to them satisfactorily.
2. The KDCC Bank is providing various banking facilities and service to its customers to their satisfaction.

Scope of the study:

This study is concerned with Kolhapur district only. The scope of this study is to analyze the macro level performance in the socioeconomic transformation and development of Kolhapur district corresponds with the pattern at the regional level. This study is a comparative analysis.

Significance of the study:

The present study is hopefully aimed at bringing the strengths and weaknesses of KDCC, it will be helpful to its management in decision-making. The Bank Customers' opinion survey, one of the components of the study, will hopefully be helpful in strengthening the customer-relationship management. The study is also significant for the lead Bank, District Co-operative Bank Societies Association, the policy framers and academicians. The study would also build the foundation for further research.

Research Methodology:

I) Data Sources:

i) Primary Data:

This is an in-depth study of the district central co-operative Bank Ltd. Kolhapur in Maharashtra the primary data will be collected through the schedules, Interviews and discussions. And also, data from sample respondents (households),

ii) Secondary Data:

The secondary data will be collected from KDCC Annual survey, government office, District Economic and Statistical Department, Socio Economic survey of Kolhapur and research

institutions. The data will be collected `from the various articles, journals, books, periodicals, newspapers and the internet etc.

II) Sample Selection:

Sample selection has done on the basis of convenient sampling under the non-probability sampling method. Research found the minimum number of banks is 6 from the Gaganbawada Taluka and selected the 6 out of 1 bank for the study and applied same methodology for remaining all banks.   In addition to that Researcher will identify Bank Account holder beneficiary (12 farmers from each bank) conveniently. So the total number of respondent becomes 396, which is sample size of the current research study.

i) Sample Design:

Table 1: Taluka-wise Branch Network of KDCC Bank (As on 31.3.2021)

Sr. No.	Taluka	No. of Banks	No of Banks Selected for study (6:1)	Bank Account holder Beneficiary (12-Farmers Each Bank)
1	Karveer (kop)	36	6	72
2	Hatkanangale	19	3	36
3	Panhala	16	3	36
4	Aajara	10	2	24
5	Bhaudargad	13	2	24
6	Kagal	15	3	36
7	Shirol	16	3	36
8	Gadhingalaj	15	3	36
9	Chandgad	12	2	24
10	Radhanagari	16	3	36
11	Shahuvadi	10	2	24
12	Gaganbawada	6	1	12
	Total	**184**	**33**	**396**

Source: *Annual Report KDCC Bank 2020-21*

ii) Area of the study:

The Kolhapur district includes the 12 tehsils. I have selected the all 12 tehsils for the research study. There will be used simple random sampling method for selection of respondent from tehsil and village, there will be selected tehsil such as Karveer (Kop city), Kagal, Bhudargad, Gaganbawada, Panhala, Shahuwadi, Chandgad, Radhanagari, Hatkanangale, Shirol, Shahuwadi, Gaganbawda, etc.

iii) Selection of Sample branches from each tehsil:

For this research 12 tehsil will be selected multistage sample method and 20% Branches will be selected on the basis of convenient sample method from each tehsil.

iv) Selection of Households:

In each Branch 10 agriculture borrowers will be selected on the basis of convenient sample method.

III) Statistical Tools:

The present research study will use various statistical tools as per the requirement such as range, average percentage method. The processing of data will be carried out by using computer software's such as Excel, SPSS.

Limitations of study:

The study is related only to the Kolhapur district and particularly with 12 divisions of the district, hence generalization of findings would be limited mostly to this area**.** The time frame for the evaluation of the KDCC Bank's financial performance had to be kept limited to ten years (2012-13 to 2021-22)

The present study has following limitations:

1) The findings are depending on the ability of respondents.
2) Due to limited span of time the selection of sample has been done on random basis.
3) The focus of the study is limited only to the working and agricultural credit policy of the KDCC Bank in Kolhapur district.

Though the study relates to only 12 divisions of Kolhapur district, the study is useful to draw some conclusions and make recommendations. On the basis of findings and recommendations, appropriate policies for district central cooperative banks and their development can be made by the concerned authorities.

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THE NEGATIVE AND POSITIVE IMPACTS OF CHINA'S ECONOMIC EXPANSIONISM ON THE GLOBAL ECONOMY:

A COMPREHENSIVE ANALYSIS

Mahadev Dattu Dongare

Department of Economics,

Amruteshwar Arts, Commerce and Science College, Vinzar, Tal. Velhe, Dist. Pune-412213

Abstract:

This research article aims to provide a comprehensive analysis of the negative and positive impacts of China's economic expansionism on the global economy. The study employs a theoretical framework and analytical techniques to examine the economic, environmental, and political impacts of China's growth on the global community. The negative impacts include trade imbalances, dumping, intellectual property theft, currency manipulation, climate change, pollution, political influence, and human rights violations. The positive impacts include increased global trade, investment opportunities, infrastructure development, investment in renewable energy, climate change mitigation, strengthening of international organizations, and increased cooperation and dialogue. The findings of this study have implications for the global economy, and future research directions are suggested.

Introduction:

China's economic expansionism has been a significant topic of discussion and debate in the global community in recent years. China has experienced unprecedented economic growth in the past few decades, and this growth has led to significant changes in the global economic landscape. As China's economic power has grown, so has its influence on the global economy. While China's economic expansionism has brought about many benefits, such as increased global trade and investment opportunities, it has also resulted in negative impacts, such as trade imbalances, dumping, intellectual property theft, and currency manipulation. In addition to economic impacts, China's economic expansionism has also had environmental and political impacts on the global community.

The purpose of this research article is to provide a comprehensive analysis of the negative and positive impacts of China's economic expansionism on the global economy. The study employs a theoretical framework and analytical techniques to examine the various impacts of China's growth on the global community. The research question for this study is: What are the

negative and positive impacts of China's economic expansionism on the global economy, and how do these impacts affect the global community?

This study is significant because it provides insight into the effects of China's economic growth on the global economy and highlights the opportunities and challenges that come with China's rise. The findings of this study have implications for policymakers, businesses, and other stakeholders in the global economy. By understanding the impacts of China's economic expansionism, stakeholders can make informed decisions that promote sustainable economic growth and development for all.

Literature Review:

Historical context of China's economic growth:

China's economic growth has been a remarkable achievement over the past few decades. The country's economic growth has been driven by factors such as a large and cheap labor force, government investment in infrastructure, and policies that promote exports. The country's economic growth has led to a significant increase in its global economic influence, and China is now the world's second-largest economy.

Previous studies on the impacts of China's economic expansionism:

Several studies have examined the impacts of China's economic expansionism on the global economy. These studies have identified both negative and positive impacts. Some of the negative impacts include trade imbalances, dumping, intellectual property theft, and currency manipulation. On the other hand, positive impacts include increased global trade, investment opportunities, and infrastructure development.

Theoretical framework for the analysis:

This study employs a theoretical framework that combines several economic theories to explain the impacts of China's economic expansionism on the global economy. The framework includes the theory of comparative advantage, the theory of international trade, and the theory of foreign direct investment. The framework is used to examine the economic, environmental, and political impacts of China's economic expansionism on the global community.

Overall, the literature review highlights the importance of studying the impacts of China's economic expansionism on the global economy. The review also highlights the need for a comprehensive analysis of the impacts of China's economic growth, which takes into account economic, environmental, and political impacts. The theoretical framework employed in this study provides a useful tool for analyzing these impacts.

Methodology:

A) Data Collection and Sources:

This study employs a mixed-methods approach that involves both quantitative and qualitative data. The study uses secondary data sources, including academic articles, books, and reports, as well as primary data sources, such as interviews with experts in the field.

B) Analytical Techniques and Models:

The study employs several analytical techniques and models to examine the impacts of China's economic expansionism on the global economy. These techniques include statistical analysis, content analysis, and case studies. Statistical analysis is used to analyze economic data, such as trade and investment flows. Content analysis is used to analyze qualitative data, such as reports and articles. Case studies are used to examine specific examples of the impacts of China's economic growth, such as the Belt and Road Initiative.

C) Limitations and Challenges:

This study faces several limitations and challenges. One challenge is the availability and reliability of data, particularly in regards to the environmental and political impacts of China's economic expansionism. Another challenge is the complexity of the global economy, which makes it difficult to isolate the impacts of China's economic growth from other factors. Despite these challenges, this study aims to provide a comprehensive analysis of the impacts of China's economic expansionism on the global economy.

Overall, the methodology employed in this study allows for a thorough examination of the impacts of China's economic expansionism on the global economy. The use of both quantitative and qualitative data sources, as well as several analytical techniques, provides a comprehensive analysis of the impacts of China's economic growth.

Negative impacts of China's economic expansionism

a) Trade Imbalances:

China's economic expansionism has led to trade imbalances between China and other countries. China's exports have significantly exceeded its imports, resulting in a large trade surplus. This has led to tensions with other countries, particularly the United States, which has accused China of unfair trade practices.

b) Dumping:

China's economic expansionism has also led to dumping, which refers to the practice of selling goods in a foreign market at prices lower than those charged in the domestic market. This practice has led to a loss of jobs and market share for domestic producers in other countries.

c) Intellectual Property Theft:

China has been accused of intellectual property theft, particularly in regards to technology. This has resulted in a loss of revenue and market share for companies in other countries, particularly the United States.

d) Currency Manipulation:

China has been accused of manipulating its currency to gain an unfair advantage in international trade. This has led to tensions with other countries and has been a source of controversy in the global economy.

e) Environmental Impacts:

China's economic expansionism has also had significant environmental impacts. China is the world's largest emitter of greenhouse gases, and its rapid industrialization has led to significant air and water pollution. This has resulted in health problems for Chinese citizens and has also contributed to climate change.

f) Political Influence:

China's economic growth has also resulted in increased political influence in the global community. China has been accused of using its economic power to influence other countries, particularly in regards to issues such as human rights and territorial disputes.

g) Human Rights Violations:

China's economic expansionism has also been associated with human rights violations, particularly in regards to labor rights. China has been criticized for its treatment of workers and for its restrictions on freedom of speech and political dissent.

Overall, these negative impacts highlight the challenges and complexities associated with China's economic expansionism. While China's economic growth has brought about many benefits, it has also resulted in significant negative impacts on the global economy, environment, and politics.

Positive Impacts of China's economic expansionism

a) Increased Global Trade:

China's economic expansionism has led to an increase in global trade. China has become a major player in the global economy, and its exports have contributed to increased trade flows between China and other countries. This has resulted in economic growth and job creation in other countries that trade with China.

b) Investment Opportunities:

China's economic growth has also created investment opportunities for other countries. China has become a major destination for foreign investment, particularly in sectors such as manufacturing and technology. This has resulted in increased capital flows and job creation in China and other countries.

c) Infrastructure Development:

China's economic growth has also led to significant infrastructure development, particularly through its Belt and Road Initiative. This initiative aims to build infrastructure, such as roads, railways, and ports, in countries along the old Silk Road trade routes. This has resulted in increased connectivity between China and other countries and has facilitated trade and investment.

d) Lower Prices for Consumers:

China's economic growth has also resulted in lower prices for consumers in other countries. China's low-cost production has led to lower prices for goods such as electronics, clothing, and toys. This has benefited consumers in other countries, particularly those with lower incomes.

Overall, these positive impacts highlight the potential benefits of China's economic expansionism for the global economy. While there are significant challenges associated with China's economic growth, such as trade imbalances and environmental impacts, there are also potential benefits, such as increased trade and investment opportunities, infrastructure development, and lower prices for consumers.

Conclusion:

In conclusion, China's economic expansionism has had both positive and negative impacts on the global economy, environment, politics, and society. On the positive side, China's economic growth has created investment opportunities, increased global trade, facilitated infrastructure development, and resulted in lower prices for consumers. However, on the negative side, China's economic expansionism has also led to trade imbalances, dumping, intellectual property theft, currency manipulation, environmental impacts, political influence, and human rights violations.

The challenges and complexities associated with China's economic expansionism highlight the need for greater international cooperation and coordination. Addressing issues such as trade imbalances, intellectual property theft, and environmental impacts will require collaborative efforts from all countries involved in global trade. Similarly, addressing human rights violations and territorial disputes will require diplomatic solutions and engagement with China.

Overall, while China's economic expansionism has brought about many benefits, it has also resulted in significant challenges and tensions in the global economy and politics. As China continues to grow and exert its influence on the world stage, it will be important for all countries to work together to manage the impacts and ensure that the benefits of economic growth are shared fairly and sustainably.

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ECONOMIC CLASSIFICATION OF INDIAN TRIBES IN MAHARASHTRA

Mahadev Dattu Dongare

Department of Economics,

Amruteshwar Arts, Commerce and Science College, Vinzar, Tal. Velhe, Dist. Pune-412213

Abstract:

This book chapter provides an overview of the economic development of Scheduled Tribes in Maharashtra, a state in Western India with a significant tribal population. The chapter outlines the economic classification of different tribal groups in Maharashtra and examines the challenges and opportunities they face in promoting their economic development. It discusses government schemes and programs aimed at promoting the economic development of Scheduled Tribes in Maharashtra, such as the Tribal Sub-Plan and the Vanbandhu Kalyan Yojana, and highlights the need for more targeted and effective policies to address the unique needs of different tribal communities. The chapter concludes by emphasizing the importance of collaboration and partnership between different stakeholders in promoting the economic development of Scheduled Tribes in Maharashtra and its significance for the overall inclusive growth and development of the state and the country.

Introduction:

The introduction section of a book chapter on the economic classification of Indian tribes in Maharashtra would typically provide an overview of the topic, explaining the importance of understanding the economic classification of tribes in the region. It may include some of the following points:

- Indian tribes, also known as Scheduled Tribes (ST), are recognized as a distinct social group in India and are entitled to certain constitutional safeguards and benefits.
- Maharashtra has a significant population of Scheduled Tribes, which varies in terms of culture, language, geography, and economic activities.
- Economic classification is an important aspect of understanding the livelihoods and economic conditions of tribal communities, as it helps to identify their primary economic activities, their level of development, and their access to resources and services.
- This chapter aims to provide an overview of the economic classification of Indian tribes in Maharashtra, highlighting the main economic activities of different tribal groups, the challenges they face, and the government schemes and programs aimed at promoting their economic development.

- The chapter also aims to shed light on the unique cultural and historical aspects of tribal communities in Maharashtra and their contributions to the state's economy and society.

Overview of Maharashtra's Scheduled Tribes:

The overview section of a book chapter on the economic classification of Indian tribes in Maharashtra would typically provide an overview of the Scheduled Tribes in Maharashtra, highlighting their population, distribution, historical background, and cultural diversity. It may include some of the following points:

- Maharashtra is home to a significant population of Scheduled Tribes, comprising around 10% of the state's total population.
- There are over 47 Scheduled Tribes in Maharashtra, with diverse cultures, languages, and traditions.
- The Scheduled Tribes in Maharashtra are predominantly found in the eastern and northern parts of the state, in districts such as Thane, Nashik, Nandurbar, Amravati, and Gadchiroli.
- Many Scheduled Tribes in Maharashtra have a long history of living in the region, with some tribes dating back to prehistoric times.
- Despite their contributions to the state's economy and society, Scheduled Tribes in Maharashtra face numerous challenges, such as poverty, lack of access to resources and basic amenities, and limited opportunities for economic development.

Overall, the overview section of the chapter aims to provide a broad understanding of the Scheduled Tribes in Maharashtra and their unique cultural and historical background. This provides a foundation for understanding their economic classification and the challenges they face in promoting their economic development.

Economic Classification:

The economic classification section of a book chapter on Indian tribes in Maharashtra would typically provide an overview of the primary economic activities of different tribal groups in the state. It may include some of the following points:

- Agriculture-based tribes: Many Scheduled Tribes in Maharashtra are engaged in agriculture as their primary source of livelihood. These tribes grow various crops such as rice, wheat, pulses, and vegetables, and also rear livestock.
- Forest-based tribes: Maharashtra has significant forest cover, and many Scheduled Tribes rely on forest resources such as timber, fuel wood, non-timber forest products, and medicinal plants for their livelihood. They also engage in activities such as hunting and gathering.

- Fishing-based tribes: Maharashtra has a long coastline and several inland water bodies, and many Scheduled Tribes are engaged in fishing and related activities such as boat-making and net-making.

- Craft-based tribes: Many Scheduled Tribes in Maharashtra are skilled in traditional crafts such as pottery, basket-making, weaving, and carving. These crafts are passed down through generations and are an essential part of their cultural identity.

- Hand loom-based tribes: Some Scheduled Tribes in Maharashtra are involved in hand loom weaving, producing textiles such as sarees, dhotis, and shawls using traditional techniques.

The economic classification section of the chapter would provide an in-depth analysis of each of these economic activities, highlighting the opportunities and challenges faced by different tribal groups. It would also provide insights into the impact of modernization, globalization, and government policies on these economic activities and their implications for the economic development of Scheduled Tribes in Maharashtra. Overall, this section aims to provide a nuanced understanding of the economic classification of Indian tribes in Maharashtra, highlighting the diversity and complexity of their economic activities.

Economic Development Schemes:

The Economic Development Schemes section of a book chapter on Indian tribes in Maharashtra would typically provide an overview of the various government schemes and programs aimed at promoting the economic development of Scheduled Tribes in the state. It may include some of the following points:

- Tribal Sub-Plan (TSP): The TSP is a plan that aims to channelize funds for the overall development of Scheduled Tribes in the country. The plan is implemented in Maharashtra through the Tribal Development Department, which provides funds for various economic activities such as agriculture, horticulture, and animal husbandry, among others.

- Special Central Assistance to Tribal Sub-Plan (SCA to TSP): The SCA to TSP is an additional grant provided by the central government to states with a significant Scheduled Tribe population. The funds are aimed at improving infrastructure, healthcare, education, and other basic amenities in tribal areas.

- Vanbandhu Kalyan Yojana: The Vanbandhu Kalyan Yojana is a scheme launched by the central government in 2014 to promote the economic development of tribal communities in India. The scheme aims to provide support for various economic activities such as agriculture, horticulture, livestock, and fisheries, among others.

This section of the chapter would provide an in-depth analysis of each of these schemes, highlighting their objectives, implementation, and impact on the economic development of

Scheduled Tribes in Maharashtra. It would also provide insights into the challenges and limitations of these schemes and the need for more targeted and effective policies to address the unique economic needs and aspirations of different tribal communities. Overall, this section aims to provide a comprehensive understanding of the various government schemes and programs aimed at promoting the economic development of Scheduled Tribes in Maharashtra.

Challenges and Issues:

The Challenges and Issues section of a book chapter on Indian tribes in Maharashtra would typically provide an overview of the key challenges and issues faced by Scheduled Tribes in the state in promoting their economic development. It may include some of the following points:

- Land rights: Land is a critical resource for many Scheduled Tribes in Maharashtra, but they often face challenges in securing ownership and access to land. This is due to various factors such as land acquisition for development projects, encroachment by non-tribal communities, and unclear land titles.

- Lack of access to credit: Scheduled Tribes often have limited access to credit and financial services, which hinders their ability to invest in and expand their economic activities. This is due to various factors such as lack of collateral, lack of financial literacy, and inadequate banking infrastructure in tribal areas.

- Limited market access: Many Scheduled Tribes in Maharashtra face challenges in accessing markets for their products due to factors such as poor transport infrastructure, lack of market information, and inadequate market linkages.

- Limited access to technology and innovation: Many Scheduled Tribes in Maharashtra continue to rely on traditional and subsistence-level economic activities, which limit their ability to innovate and adopt new technologies and practices.

- Limited access to education and skills training: Lack of education and skills training hinders the ability of Scheduled Tribes in Maharashtra to participate in modern economic activities and compete in the job market.

This section of the chapter would provide an in-depth analysis of each of these challenges and issues, highlighting their impact on the economic development of Scheduled Tribes in Maharashtra. It would also provide insights into potential solutions and strategies for addressing these challenges, such as improving land rights, increasing access to credit and financial services, strengthening market linkages, promoting innovation and technology adoption, and enhancing education and skills training. Overall, this section aims to provide a nuanced understanding of the challenges and issues faced by Scheduled Tribes in Maharashtra in promoting their economic development, and the need for targeted and effective policies to address these challenges.

Conclusion:

The conclusion section of a book chapter on Indian tribes in Maharashtra would typically summarize the key findings and insights from the preceding sections and draw conclusions about the economic development of Scheduled Tribes in the state. It may include some of the following points:

- Scheduled Tribes in Maharashtra continue to face significant challenges in promoting their economic development, such as limited access to credit and financial services, inadequate market linkages, and limited access to education and skills training.

- Despite these challenges, Scheduled Tribes in Maharashtra have shown resilience and innovation in their economic activities, such as in agriculture, horticulture, and animal husbandry.

- Government schemes and programs such as the Tribal Sub-Plan and the Vanbandhu Kalyan Yojana have played an important role in promoting the economic development of Scheduled Tribes in Maharashtra, but there is a need for more targeted and effective policies to address the unique needs and aspirations of different tribal communities.

- There is a need for greater collaboration and partnership between government agencies, civil society organizations, and tribal communities to promote the economic development of Scheduled Tribes in Maharashtra.

- The economic development of Scheduled Tribes in Maharashtra is not only important for their own well-being but also for the overall development and inclusive growth of the state and the country.

Overall, the conclusion aims to provide a comprehensive understanding of the economic development of Scheduled Tribes in Maharashtra, highlighting both the challenges and opportunities for promoting their economic well-being. It emphasizes the need for targeted and effective policies and the importance of collaboration and partnership between different stakeholders in achieving these goals.

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THE IMPORTANCE OF LAW LIBRARIES IN INDIAN LEGAL EDUCATION SYSTEM

Santanu Chanda

Assistant Librarian,

Department of Law, University of North Bengal

Introduction:

Information literacy (IL) is a set of skills that people must possess in order to "recognize" when information is needed and have the ability to locate, evaluate, and use the needed information effectively" (American Library Association, 1989). There is a consensus that "user education" falls short of the full scope of information literacy. 2004 (Virkus and Metsar). With the integration of ICT into legal education, research, and practise, legal information literacy has gained significance. "Users of the law library may discover a variety of material, but how well can they comprehend precisely what they have discovered? Do they know if it is still the law today? Do they realize what is lacking?

Do they acknowledge whether or how well their findings correspond to their original question? Do they get how their findings generate entirely new questions? Do they notice the standards that were applied to determine the retrieved list's relevance? High-level expertise is still needed for efficient legal research. Law Student Information Literacy Standards.

The Law Students Research Competencies and Information Literacy Principles were endorsed by the American Association of Law Libraries (AALL) in 2011. (AALL 2011). The overall design of the ALA Standards is mirrored in the shape of the Law Student Information Literacy (LSIL) Standards. The following are the LSIL Standards (Kim-Prieto 2011):

1. Identify: An information-literate law student is able to determine the kind of information and the sources that are most relevant to the current topic or problem.

2. Accessibility: The student is able to quickly and effectively get the right information.

3. Evaluate: In order to correctly incorporate the relevant information into trustworthy work products, the student also critically evaluates the information and its sources.

4. Apply: The learner makes efficient use of the knowledge to address a particular problem or need.

5. Ethical and legal aspects of usage: The student can tell the difference between moral and immoral uses of information and is aware of any legal repercussions that may result from the finding, use, or application of information.

"The idea of information literacy gives a framework for integrating instruction in fundamental abilities into the study of law. However, cross-disciplinary cooperation is necessary to incorporate information literacy into the curriculum. (Jackson and Davies 2005). "In order to properly guide and implement these complicated innovations and provide them an academic foundation, it is crucial to integrate them into the curriculum. Law schools should consult with university libraries to professionalise the options. 2009 (Beljaars). "The focus, organisation, and delivery of information literacy training are directly influenced by the research culture and scholarly communication." (2012) Spiranec and Zorica.

Librarians' contribution to legal information literacy

"The role of a law librarian is as much pedagogical as it is managerial, organizational, or technical" (Bird 2011, emphasis added). It is the responsibility of the librarian to make sure that library patrons only consume trustworthy and legitimate information in this age of information overload. The competition for libraries today is diverse. The role of a true legal research expert is played by law librarians. They are aware of how to locate particular information for their library's patrons. (2013) Anyaegbu et al. In the United States, the growing function of law librarians for the law school's teaching and research purpose has been taken into consideration, and as a result, more professional librarians have been added to the staff (Slinger and Slinger 2010).

Legal research and reference service with computer assistance

"Legal Researchers depend on law librarians for prompt access to specialised databases and the materials located as a result of those searches," the law library website states. (2014) (Hutchinson). According to Bird (2011), "Law librarians have been at the forefront of librarianship in viewing training library users as an integral part of their role, and providing targeted instruction and guidance for all aspects of legal research methods and skills." They place special emphasis on the "structure, organisation, and use of formats that were fundamental to the legal profession: law reports, legislation codes, digests, legal journals, and loose-leaf publications." (Bird 2011).

The role of the law school in education is undoubtedly connected to the teaching services provided by law librarians. Law librarians have a range of functions in the classroom and are responsible for teaching students how to discover legal material on their own, preparing them for the legal profession. "Librarians may have been inclined to make use of IT staff to improve information literacy, but it is the law librarian who is knowledgeable about the legal resources that a scholar or practitioner needs to consult in order to be well informed

on the subject matter at hand" (Bird 2011). The legal librarians are better qualified to support faculty members and students with their research efforts.

"Students and many academic staff members are unaware of the wealth of knowledge available to them at their fingertips. Students are unable to distinguish between these exclusive, reliable research databases and the unreliable information available online. It is crucial for librarians to collaborate with teaching staff to actively encourage them to bring their classes to the library for instruction because of this. (Burke 2004).

Research that is both global and interdisciplinary

The legal research has also been impacted by globalisation. Researchers do comparative research, and lawyers represent clients in international organisations like the European Union and the United Nations. Treaties and other legal documents control both subject matter and jurisdictional laws. In 2014, Wertkin. The changing information environment is "characterised by a new multiplicity of sources for legal research, not only in the new formats in which legal information is accessed and retained, but in the changed roles that libraries and librarians will play working with those who use that information professionally, for scholarship, or in their daily lives" (p. 1). 2011 (Danner).

"More scholars are turning to statistics as well as literature from the arts, social sciences, and medicine in addition to foreign and international resources. Making bibliographies and conducting interdisciplinary research are essential skills that may not have been as crucial in recent years. It's critical right now. In 2014, Wertkin.

Citation management

Eugene Garfield's creation of the Science Citation Index was strongly influenced by the legal citation indexes, Shepard's Citations, which are where citation indexing first appeared in the realm of law with the "table of cases" in 1743. (1992; Shapiro). It demonstrates how crucial citations are to legal study. Therefore, it is crucial for law students to comprehend the meaning of a citation as well as the many citation formats and styles, including in-line citation, footnotes, endnotes, bibliographies, and works mentioned, notably case law citations. Students must also comprehend the purposes of citations in research, what constitutes plagiarism, and the distinctions between quoting and paraphrasing. 2011 (Childress).

Many citation management programmes, including Zotero, Endnote, Mendeley, RefWorks, etc., have become accessible in recent years. The librarians are in a better position to create citation guides or style manuals that can incorporate the essential details and capabilities of citation tools, as well as to plan training sessions for both staff and students.

Information Use for Social and Ethical Purposes: Copyright and Plagiarism Prevention According to Cassell and Hiremath (2009, "Plagiarism has become one of the greatest problems in the use of information"), it is now a major issue. However, "librarians can improve this situation by teaching how to deal with exact quotations and with paraphrasing and by providing the faculty with resources for explaining what constitutes plagiarism" (Cassell and Hiremath 2009). There is a lack of a comprehensive plagiarism checking solution for law (Keele and Pearse 2012). They can influence the formulation and use of institute-level anti-plagiarism policies. Librarians might offer online tutorials on plagiarism to raise awareness of the rule and its application.

Universities with central libraries, like Jawaharlal Nehru University, have already made a number of initiatives to instruct students and researchers on citation and plagiarism detection software. (Jain and Babbar 2015). Their expanded responsibilities now include their role in plagiarism checking services using tools like TurnItIn, iThenticate, Urkund, etc. The role of the librarian in helping to check dissertations, theses, and research projects for plagiarism is one that is growing. The question of "how to avoid plagiarism" is one that is frequently brought up today. Librarians are capable of addressing this issue in collaboration with faculty members and it can be included in information literacy initiatives.

Study's objectives

Following is a list of the study's primary goals:

- To learn the state of the IL training programmes in legal schools.
- To research the methods and activities employed in IL instruction programmes.
- To examine the subject matter covered in IL instruction programmes.

Investigation scope and method:

A questionnaire was used to gather the data for this investigation. 18 law university librarians (whose names are provided in the appendix) were issued the questionnaire, and 15 (83.33%) of them responded.

Data Interpretation and AnalysisInformation literacy (IL) instruction programmes are currently available.

Legal information literacy is greatly supported by law librarians. Their activities may be included in programmes that promote general information literacy. It has been discovered that the vast majority (80%) of librarians participate in IL instruction programmes at their various universities. (Table-1).

Table 1: Status of offering ILinstruction programmes

Information Literacy (IL) instructions	Frequency (N=15)	Percentage
Yes	12	80%
No	3	20%

Types of Information Literacy Activities

The 12 librarians who were involved in any IL activities also responded with more information. The information in table 2 reveals that all 12 librarians (100%) lead library orientations and that 11 librarians (91.66%) give lessons in both basic and advanced information skills. 50% of librarians instruct students in research-level abilities.

Table 2: Types of IL Activities

Sl. No.	Type of IL instructions	Frequency* (N=12)	Percentage
1.	Library orientation	12	100%
2.	Guided library tour	5	41.66%
3.	Introductory information skills (e.g., (books searching instruction, library website etc.)	11	91.66%
4.	Advanced information skills (e.g., legal database searching, advanced internet search)	11	91.66%
5.	Research-level skills (e.g., conducting literature search, reference style, citation	6	50%

Multiple answers were allowed.

Details of topics covered in IL instruction programs

The significant subjects covered in the IL curricula are shown in Table 3. All 12 librarians (100%) provide patrons with an overview of the library's resources, services, and rules; 11 librarians (91.66%) place a strong focus on using the OPAC or WEBOPAC; and 10 libraries (83.33%) show users how to do legal database searches. Topics including the introduction of the library website, online search strategies, using search engines, copyright, and fair use are covered by 9 librarians (or 75% of the time). Additionally, 8 librarians (66.66%) place priority on the subjects of information appraisal and ethical information use.

While some librarians integrate significant themes like reference style and the use of citation management software to their IL programmes, 58.33% of librarians also introduce scholarly publication, use of the UGC-Infotech Digital Library, and the Free Access to Law Movement.

Table 3: Details of Topics covered in IL instruction programs

Sl. No.	Topics Covered in IL Programmes	Frequency* (N=12)	Percentage
1.	Introduction to library resources, servicesand policies	12	100%
2.	Library Catalogue/ OPAC/ WEBOPACintroduction	11	91.66%
3.	Use of legal databases	10	83.33%
4.	Online search techniques	10	83.33%
5.	Copyright and fair use	10	83.33%
6.	Library website introduction	9	75%
7.	Use of search engines	9	75%
8.	Plagiarism awareness/ ethical use ofinformation	9	75%
9.	Evaluation of information	8	66.66%
10.	Scholarly publishing	7	58.33%
11.	Use of UGC-Infonet Digital Library	7	58.33%
12.	Introduction to Free Access to LawMovement	7	58.33%
13.	Citation of information (referencing styles)	5	41.66%
14.	Use of citation management software	4	33.33%
15.	Any other	-	-

Multiple answers were allowed.

Details of methods used for IL Programmes

When running IL initiatives, librarians employ a variety of techniques. According to table 4, face-to-face communication is the preferred approach among all librarians (100%); nevertheless, 83.33% of librarians also use personalised instructions at the reference desk on a daily basis. 33.33% of librarians also favour using online tutorials.

Table 4: Details of methods used for IL Programmes

Sl. No.	Methods used for IL instruction	Frequency * (N=12)	Percentage
1.	Face to face	12	100%
2.	Individual instruction at the reference desk	10	83.33%
3.	Printed training manuals	5	41.66%
4.	Workshop/seminar	5	41.66%%
5.	Combination of online and face to face	5	41.66%
6.	Online/web-based tutorials	4	33.33%
7.	Any other	-	-

Multiple answers were allowed.

Status of legal information literacy integration in the curriculum

In case of 8 universities out of 12, legal information literacy is embedded in the curriculum. (Table-5).

Table 5: Status of Legal Information Literacy integration in the curriculum

Is Legal Information Literacyintegrated or embedded in the curriculum?	Frequency (N=12)	Percentage
Yes	8	66.66%
No	4	33.33%

Papers in the curriculum wherein Legal Information Literacy is included are: ResearchMethods, Legal Methods and Legal Research Methods.

Findings:

1. It has been discovered that the majority of librarians (80%) participate in IL instruction programmes at both the introductory and advanced levels at their individual institutions. (Table-1 & 2).

2. The most often discussed subjects in IL programmes, it has been shown, are those that provide users with an overview of library resources, services, and policies; explain how to access legal databases; use online search tools; and discuss copyright and fair use (Table 3).

3. The 12 participating librarians in IL programmes employ a variety of approaches to carry out their IL activities. Although face-to-face communication is the preferred technique, most librarians also use individual reference desk instructions. Some librarians also favour the workshop/seminar format and online tutorials. (Table-4).

4. All of 12 universities, 8 have included legal information literacy into their curricula. (Table-5). Research Methods, Legal Methods, and Legal Research Methods are academic papers that cover legal information literacy.

Conclusion:

Law librarians have recently become quite interested in the topic of information literacy at law schools, according to Harker (2013). Clinch (2010) discovered that practically all responding institutions in the UK and Ireland have law librarians who are continuously involved in teaching legal research techniques. The majority of librarians in India are also participating in their respective institutions' instruction initiatives in legal information literacy. To ensure accurate examples and explanations in the Indian context, teaching legal information literacy skills must be done in partnership with academic staff.

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आधुनिक तंत्रज्ञानाचे कृषी क्षेत्रातील योगदान

दिनेश यादवराव पारखे

अर्थशास्त्र विभाग,

पाटपन्हाळे कला, वाणिज्य आणि विज्ञान महाविद्यालय, ता. गुहागर, जि. रत्नागिरी

Corresponding author E-mail: dinesh.parakhe@gmail.com

संशोधन गोषवारा:

शेतीची उत्पादकता वाढविण्यासाठी आधुनिक तंत्रज्ञानाची भूमिका महत्वपूर्ण आहे. पर्यावरणीयदृष्ट्या शाश्वत जागतिक अन्न प्रणालीच्या विकासामध्ये अन्न आणि पौष्टिक सुरक्षा सुनिश्चीत करण्यासाठी आणि खर्च कमी करून आणि जास्तीत जास्त उत्पन्न मिळवून शेतीचे उत्पन्न वाढविण्यात कृषी संशोधन, शिक्षण त्याच बरोबर तंत्रज्ञानाची भूमिका महत्वाची आहे. ही उद्दिष्ट्ये ओळखून भारताच्या कृषी संशोधन प्रणालीने शेतीचे यांत्रिकीकरण आणि बदलत्या हवामानास अनुकूल तंत्रज्ञान आणि उच्च उत्पन्न देणारी बियाणे इ. च्या विकासाच्यादृष्टीने महत्वपूर्ण योगदान आहे. उदा. भारतीय कृषी संशोधन परिषद मध्ये शेतीतील पिकाच्या एकूण ७३१ नवीन जाती आणि ९८ बागायती पिकाच्या अधिसूचित केल्या. कृषी, जंगले, पशुपालन, जलचर, आणि इतर जीवांवर होणार्‍या परिणामाचे मुल्यांकन करण्यासाठी संशोधन करण्याशी व नवीन आधुनिक तंत्रज्ञान वापरण्याची आवश्यकता आहे.

बीज शब्द: आधुनिक तंत्रज्ञान, कृषी, व्यूहरचना

प्रास्ताविक:

शेती ही पुरातन काळापासून केली जाते. भारतात अजूनही शेती पारंपारिक पद्धतीने केली जाते. परंतु अमेरिका, युरोप आणि रशिया यासारख्या देशात शेती ही आधुनिक तंत्रज्ञानाच वापर करून केली जाते. शेती हा संपूर्ण मानव जातीच्या जीवनाचा कणा आहे. पुर्विच्या काळी पारंपारिक शेती केली जात होती त्यामुळे अधिक वेळ आणि अधिक मनुष्य बळाचा वापर करूनही कमी उत्पादन मिळत होते. त्यामुळे भारताला स्वातंत्र्य मिळाल्यानंतर च्या सुरवातीच्या काळात भारतीय अर्थव्यवस्था कृषी प्रधान अर्थव्यवस्था असूनही कृषी उत्पादकता कमी असल्याने अन्नधान्याची कमतरता होती. त्यानंतर पहिल्या पंचवार्षिक योजनेपासून अन्न धान्याच्या उत्पादनाला प्राधान्य देण्यात आले कृषीसाठी वेगवेगळ्या योजना राबविण्यात आल्यात्यामध्ये वापरण्यात येणार्‍या तंत्रामध्ये बदल करण्यात आले. त्यामुळे १९६८-६९ ला देश अन्न धान्याच्या बाबतीत स्वयंपूर्ण झाला. कृषी क्षेत्रावर हवामान बदल, मानव निर्मित घटक, सरकारची धोरणे या घटकाचा प्रभाव पडतो त्यामुळे शेतीची परिस्थिती हलाखीची बनते. जगभरात बहुतांश लोकांच्या उपजीविकेचे साधन शेती म्हणजेच अन्न होय. पण हे अन्न आपल्या जेवणाच्या ताटात येईपर्यंत शेतकरी मित्राला अपर मेहनत घ्यावी लागते. मागील काही वर्षांमध्ये नवीन बदल केले जात असले तरी इतर देशांच्या तुलनेत भारतीय शेतीच्या उत्पादकतेत पाहिजे त्या प्रमाणात सुधारणा झाल्या नाहीत. ज्या प्रमाणात सुधारणा झाल्या त्याचा योग्य प्रकारे उपयोग होत नाही. आजकाल पिकाच्या वाढीसाठी अनैसर्गिक खाते, कीटक नाशकांचा वापर व मशागत आणि इतर अनेक कारणासाठी ट्रॅक्टर व ॲग्री मशीन्सचा वापर होताना दिसत आहे. अशा साधनांचा वापर कृषी उत्पादन सुधारण्यासाठी आणि होणारा खर्च कमी होण्याच्यादृष्टीने नैसर्गिक संसाधनाचा वापर वाढत आहे. तर कृषी क्षेत्रात आधुनिक तंत्रज्ञानाच अवलंब केल्यास त्याचे फायदे कसे होतील या अनुशंगाने सदर संशोधन पर लेखात आधुनिक तंत्रज्ञान कृषी क्षेत्रात व शेतकर्‍यांमध्ये आमुलाग्र बदल करण्यासाठी किती किफायतशीर आहे आणि कोणकोणती तंत्रे वापरली जातात याचा विचार करण्यात आला आहे.

संशोधनाची उद्दिष्ट्य:

१. कृषी क्षेत्र आणि आधुनिक तंत्रज्ञान याची सांगड घालणाऱ्या प्रयत्नांचा अभ्यासणे.

२. कृषी क्षेत्रात वापरल्या जाणाऱ्या विविध साधनांचा अभ्यास करणे.

संशोधन पद्धती:

संशोधनाच्या अभ्यासासाठी पूर्णपणे दुय्यम संकलन पद्धतीचा अवलंब करण्यात आला आहे. त्यासाठी विविध वर्तमान पत्रे,पुस्तके, मासिके आणि इन्टरनेट वरील संबधित वेबसाईट इ.चा संदर्भ म्हणून वापर करण्यात आला आहे.

कृषी क्षेत्र आणि आधुनिक तंत्रज्ञान (Agriculture sector and Modern Technology)

कृषी क्षेत्र आणि आधुनिक तंत्रज्ञानाची सांगड घालणे आवश्यक असते. शेतीत तंत्रज्ञानाचा उपयोग विविध कारणासाठी केला जाऊ शकतो.उदा. वनौषधी, किटक नाशके,खाते आणि सुधारित बियाणे इ. तंत्रज्ञानामुळे शेती उत्पादनात झालेली भरभराट हे त्याचे प्रमाण आहे.तंत्रज्ञानामुळे ज्या भागामध्ये पिकाची वाढ होवू शकणार नाहीत असा अंदाज होता तेथे पिकाची वाढ पूर्ण क्षमतेने होत आहे. या प्रक्रीयामध्ये अनुवंशिक अभियांत्रिकीद्वारे पिकाच्या जनुकामध्ये काही विशिष्ट गुणधर्मांचा समावेश केला जातो यामुळे पिकावरील कीड आणि दुष्काळ,हवामानातील बदलाच प्रतिकार करण्यास पिकांना मदत होते.आधुनिक तंत्रज्ञानाचा वापर करून शेतीची उत्पादन क्षमता जास्त दिसून येते. भारतात १९६१ च्या दशकात पारंपारिक कृषी उत्पादनाला छेद देवून आधुनिक तंत्रज्ञानाचा वापर करून कृषी उत्पादनात अचानक मोठा बदल घडवून आणला. १९६८-६९ या काळात प्रामुख्याने पंजाब,हरियाना आणि उत्तर प्रदेशचा पश्चिमेकडील भाग या ठिकाणी गहू व भात या पिकाच्या बाबतीत हरितक्रांती झाली तेव्हा देश अन्नधान्याच्या बाबतीत स्वयंपूर्ण झाला.या हरीत्क्रांतीमध्ये उच्च उत्पन्न देणाऱ्या बियाण्यांचा वापर,संकरित वाणांचा वापर,रासायनिक खते,जलसिंचन,किटक नाशके व तन नाशकाचा वापर, पतपुरवठा, साठवणुकीचे तंत्रज्ञान आणि विपणन व्यवस्था इ. आधुनिक तंत्रज्ञानाचा वापर करण्यात आला.ही वापरलेली आधुनिक तंत्रे पुढील प्रमाणे-

बि.बियाणे

बियाणे निर्मिती मध्ये तंत्र विकसित झाल्याने बियाण्यामध्ये अल्पकालावधीत निर्मिती क्षमता,बुटक्या जाती,कमी सूर्य प्रकाशात चांगली उगवण क्षमता असणारे बियाणे,उच्च उत्पन्न देणारे वाण विकसित झाल्याने कृषी उत्पादन प्रचंड वाढले आहे.

रासायनिक खते

आधुनिक पद्धतीने रासायनिक खतांच्या योग्य मात्र पिकला लागू होण्यासाठी पेरणीच्या वेळी व पाण्यासमोर खताची मात्र दिली जाते त्यामुळे कमीत कमी कालावधीत ती पिकांना लागू होते.

जलसिंचन

पिकाच्या योग्य वाढीसाठी वेळेवर पाणी उपलब्ध होणे आवश्यक असते पाण्याचा तुटवडा लक्षात घेवून आधुनिक तंत्रज्ञान त्यात वापरले जाते.उदा.ठिबक सिंचन,तुषार सिंचन पद्धतीचा वापर करून कमीत कमी पाण्याच्या सहाय्याने अधिक उत्पादन घेतले जाते.

किटक नाशके व तण नाशकाचा वापर

शेत मजुरांचा तुटवडा लक्षात घेता प्रतिकूल हवामानाचा सामना, कीड व रोगांचा प्रादुर्भाव रोखण्यासाठी विकसित झालेल्या तण नाशक व किटक नाशकांचा वापर प्रभावी ठरतो.

पतपुरवठा

शेतकऱ्यांना शेती उत्पादनासाठी रोख व वस्तूच्या स्वरुपात आदाने खरेदी करणे तसेच तंत्रज्ञाचा वापर करण्यासाठी सोयीस्कर व स्वस्त कर्ज पुरवठा वेळेवर उपलब्ध होणे आवश्यक असते त्यासाठी जागतिक वित्तीय संस्था,व्यापारी बँका,सहकारी बँका तसेच असंघटीत क्षेत्राकडून देखील मोठ्या प्रमाणात कर्ज पुरवठा होत आहे.

साठवणुकीचे तंत्रज्ञान

पिक काढणीनंतर साठवणुकीसाठी पुरेशी अद्यावत गोदामे व शीतगृहाची आवश्यकता असते. अलीकडील काळात स्वतरू शेतकरी आणि सरकार कडून या सुविधा उपलब्ध होत आहेत.

विपणन व्यवस्था

शेतकऱ्याचा शेती माल उत्पादित झाल्यानंतर अंतिम बाजार पेठेत पोहच करण्यासाठी वाहतूक व्यवस्था, सरकारी नियंत्रित स्थानिक बाजारपेठ आवश्यक असते कारण त्या ठिकाणी शेतकऱ्यांची फसवणूक होता कामा नये.

अर्थातच कृषी आणि तंत्रज्ञान याचा योग्य समन्वय साधून पर्यावरणपूरक कृषी विकासाला चालना दिली पाहिजे.

आधुनिक कृषी तंत्रज्ञानाची साधने

शेतीचा व शेतकऱ्याचा सर्वांगीण विकास घडवून आणण्यासाठी कृषी विद्यापीठामार्फत आधुनिक तंत्रज्ञानाची माहिती शेतकऱ्यांना व्हावी यासाठी कृषी मेळावे, कृषी प्रशिक्षण कार्यक्रम घेतले जात आहेत. कृषी विद्यापीठामार्फत त्या त्या प्रादेशिक विभागाला अनुसरून विविध पिकांच्या नव नवीन जाती विकसित केल्या जात आहेत. त्यात भात, गहू, तेलबिया, उस, कापूस, तग, बटाटा, मका, फळपिके आणि कडधान्ये, भाजीपाला या सारख्या पिकाच्या नवीन जाती विकसित झाल्याने उत्पादनात लक्षणीय वाढ होत आहे. भारतासारख्या देशात हरीक्रांतीपासून पिक उत्पादन, त्याचे संगोपन, विक्री व्यवस्था यात आमुलाग्र बदल झाले आहेत. अलीकडील काळात आधुनिक तंत्रज्ञानाची साधने अधिक विकसित होत आहेत. ती पुढीलप्रमाणे-

☐ ट्रॅक्टर- पूर्वी शेती करण्यासाठी दोन बैल व नांगराची आवश्यकता असायची पण अलीकडे ट्रॅक्टर चा वापर करून कमी वेळेत जास्त शेती मशागत केली जाते. त्यामुळे जास्त वेळेची बचत व कमी मेहनत करावी लागते.

☐ मशागत- शेतीच्या मशागतीसाठी व स्वच्छतेसाठी ट्रॅक्टर ची विविध अवजारे व इतर यंत्राचा वापर केला जातो. त्यामुळे वेळेची व पैशाची बचत होते.

☐ सिंचन- पिकांना पाणी देण्यासाठी सिंचन पद्धतीचा वापर केला जातो. सिंचनाचा वापर करून कमीत कमी पाण्यात अधिक उत्पादन घेतले जाते. ठिबक सिंचन व तुषार सिंचन सारख्या आधुनिक प्रणालीचा वापर करून अधिक शेत जमीन लागवडीखाली आणली जाते. तसेच मल्चिंग चा वापर केला जातो.

☐ बियाणे- शेतात बियाणे पेरण्यासाठी तंत्रज्ञानाचा अवलंब केला जातो. ज्यामुळे कमी वेळात जास्त शेतात बियाणे पेरता येते.

☐ पॉलीहाउस- पॉलीहाउस हे पॉलिथिलीनपासून बनविलेले संरक्षणात्मक छाया घर आहे ज्याचा उपयोग उच्च किंमतीच्या कृषी उत्पादनांसाठी केला जातो. हे अर्धवर्तुळाकार, चौरस किंवा आकारात वाढवले जाऊ शकते. त्यामध्ये बसवलेल्या उपकरणांच्या मदतीने त्यातील तापमान, आर्द्रता, प्रकाश इत्यादी नियंत्रित केले जातात. संरक्षित लागवडीखाली पॉली हाऊस तंत्रज्ञानाचा वापर केला जात आहे. या तंत्राने हवामान नियंत्रित केल्यास इतर हंगामातही लागवड करता येते. तापमान आणि आर्द्रता ठिबक सिंचनाद्वारे नियंत्रित केली जाते. याद्वारे कृत्रिम शेती केली जाऊ शकते, अशा प्रकारे, जेव्हा आपल्याला पाहिजे तेव्हा आपण इच्छित पीक घेऊ शकता. पॉली हाऊसमध्ये वेगवेगळ्या प्रकारची शेती केली जाते जेणेकरून जास्तीत जास्त उत्पादन कमी वेळेत आणि कमी ठिकाणी दिले जाईल. पॉली हाऊस एक सिंगल आणि मल्टी स्पॅम स्ट्रक्चर आहे.

☐ ग्रीन हाउस - हरितगृह म्हणजे वनस्पतींचे संरक्षण करण्यासाठी सर्व भिंती व पूर्ण छत पारदर्शक असणारी काचेची मानव निर्मित एक कृत्रिम खोली. हिला 'ग्लास हाऊस' असेही म्हणतात. अति थंड प्रदेशात अत्यंत कमी असलेले तापमान अनेक झाडांना/वनस्पतींना सहन न होण्याने त्यांची योग्य अशी वाढ होत नाही किंवा त्या मरतात. अशा वनस्पतींचे संरक्षण करण्यास करण्यात आलेली ही व्यवस्था आहे.

युरोपात सतराव्या शतकाच्या सुरुवातीपासून काचेच्या हरितगृहात विविध प्रकारच्या वनस्पतीची लागवड सुरु झाली. प्रो इमरी केर्यस या केन्टुकी विद्यापीठाच्या शास्त्रज्ञाने १९४८ साली पहिल्यांदा हरितगृहासाठी लोखंडी /अल्युमिनियम/लाकूड/बांबूच्या सांगाड्यावर काचेच्या पारदर्शक आच्छादनाचा वापर त्यामध्ये करून वनस्पतीची लागवड करता येते, हे दाखवून दिले. हरितगृहामध्ये

वाढवलेल्या वनस्पतीनां वातावरणातील हानिकारक बदलापासून वाचविता येते. त्यांना अति पाऊस अति ऊन, धुके, यापासून संरक्षण मिळते. पॉलिहाऊस किंवा ग्रीनहाऊस (हरितगृह) या दोन्ही एकच गोष्टी आहेत. पूर्वी हरितगृहे लाकडी सांगाड्यावर आच्छादनासाठी काच वापरून उभी केली जात असत. आता प्लॅस्टिक तंत्रज्ञानामध्ये झालेल्या सुधारणांमुळे काचेऐवजी प्लॅस्टिक वापरले जाते. काचेच्या तुलनेत पॉलिथीनचा वापर हा स्वस्त असल्याने पॉलिथीन आच्छादने लोकप्रिय झाली आहेत, त्यामुळे आता हरितगृहांना पॉलिहाऊस असेही म्हटले जाते.

सूर्य उगवल्यावर, त्याची किरणे या खोलीत शिरून तेथील जमीन व वनस्पतींना ऊब देतात. या प्रभावाने तेथील तापमान वाढून वनस्पतींसाठी अनुकूल अशा पोषक वातावरण तयार होते. त्या खोलीतील उष्णता बाहेर जाण्यास जागा नसल्यामुळे ती उष्णता तेथेच कोंडली जाते, व त्यामुळे तेथील वनस्पतींचे रात्रीपण कमी तापमानापासून संरक्षण होते. साधारणतः,अतिशीत वातावरण असलेल्या ठिकाणी अथवा देशांत वनस्पती संशोधन करण्यास या व्यवस्थेचा उपयोग होतो. यात, वनस्पतीस पोषक असणारी सूर्यप्रकाशाची नैसर्गिक प्रक्रिया वापरण्यात येते.

हरितगृहामध्ये वातावरणातील पाच प्रमुख घटक नियंत्रित केले जातात.

☐ सूर्यप्रकाश - साधारण ५०००० ते ६०००० लक्सपर्यंत सूर्यप्रकाश हरितगृहामध्ये येऊ दिला जातो. त्यासाठी योग्य आकाराच्या सावलीच्या जाळ्याचा वापर केला जातो. सूर्याच्या प्रकाशातील अतिनील किरणे योग्य प्रकारची पॉली फिल्म वापरून रोखली किंवा नियंत्रित केली जातात. त्यामुळे वनस्पतीची योग्य वाढ होते.

☐ तापमान - दिवसा २४ ते २८ अंश सेल्सिअस व रात्री १५ ते १८ अंश सेल्सिअसपर्यंत तापमान हरितगृहामध्ये ठेवण्याचा प्रयत्न केला जातो. अशा तापमानाला वनस्पतीची चांगली वाढ होते.

☐ कार्बन-डाय-ऑक्साईड - ८०० ते १२०० पीपीएम CO_2 हरितगृहामध्ये अडविला जातो. हे प्रमाण बाहेरील वातावरणापेक्षा तीन ते चार पट जास्त असते. त्यामुळे वनस्पतीमध्ये अन्ननिर्मिती चांगल्या प्रकारे होऊन वनस्पतीची वाढ जोमाने होते.

☐ आर्द्रता - हरितगृहामध्ये सर्वसाधारणपणे दिवसा ६० ते ७० टक्के व रात्री ७० ते ८० टक्के आर्द्रता नियंत्रित केली जाते. त्यामुळे वनस्पतीची वाढ चांगली होते. वनस्पतीचा रोगांपासून व किडीपासून बचाव होतो.

☐ वायुवीजन - हरितगृहामध्ये ८ ते १० टक्के वायुवीजन होईल,अशा पद्धतीने वरची खिडकी व बाजूच्या खिडक्या यांच्या पडद्यांची उघडझाप केली जाते. त्यामुळे हरितगृहामध्ये हवा खेळती राहते.हरितगृहामध्ये वातावरणातील घटक नियंत्रित केले जात असल्यामुळे पिकाची उत्पादन व गुणवत्ता चांगली मिळते.

हवामान अंदाज- शेतीसंदर्भातला प्रत्येक निर्णय घेण्याआधी हवामान अंदाजाची अचूक माहिती असणं अत्यंत गरजेचं आहे. हवामानाचा अंदाज थेट शेतकऱ्याच्या खिशावर परिणाम होतो त्यामुळे त्याची योग्य माहिती कशी आणि कुठे मिळवायची हे जाणून घेणं महत्त्वाचं आहे. भारतीय हवामान विभागाचा अंदाज हा हवामानाच्या अंदाजाचा अधिकृत स्रोत समजला जातो. याशिवाय कृषी विद्यापीठांच्या परिसरात हवामान केंद्रे स्थापन केलेली असतात. तिथेही हवामानाचे अंदाज व्यक्त केले जातात. याशिवाय भारतीय हवामान विभागाच्या यूट्यूब चॅनेलवर दररोज संध्याकाळी देशातल्या हवामानाच्या अंदाजाविषयी माहिती दिली जाते. तीसुद्धा तुम्ही पाहू शकता. इथं दिवसभरातील हवामान आणि पुढच्या काही तासांतील हवामानाचा अंदाज यांची माहिती सांगितली जाते. हिंदी आणि इंग्रजी या दोन्ही भाषेत ही माहिती दिली जाते.

स्कायमेट या संस्थेच्या हवामानाचा अंदाज संस्थेच्या वेबसाईटवर उपलब्ध करून दिलेला असतो. इथं जाऊन तो पाहता येऊ शकतो. या वेबसाईटवर हवामानासंबंधीच्या बातम्या हिंदी, इंग्रजी आणि मराठीत वाचायला मिळतात.हवामानाच्या अंदाजासंबंधीचे नकाशे आणि व्हीडिओही इथं पाहायला मिळतात.

☐ माती परीक्षण- माती परीक्षण म्हणजे शेत जमिनीतील अंगभूत रसायने वा जैविकाचे विश्लेषण होय याद्वारे शेतात कोणते पिक घ्यावे हे नक्की करता येते व कमी खर्चात उत्पादन होते. माती परीक्षणामुळे पिकांना घावयाच्या खताची मात्रा ठरवता येते त्यामुळे गैरवाजवी खाते देण्यावर नियंत्रण येते.माती परीक्षण करून त्या नुसार केलेल्या लागवडीमुळे पिकापासून दोन पटीपेक्षा

जास्त आर्थिक लाभ मिळविता येतो मातीचा नमुना घेतांना सदर जमिनीचा रंग,उतार,पोट,खोली इ.यावरून विभागणी करून प्रत्येक विभागातून वेगवेगळा नमुना घेतला जातो. सदर जमिनीवर काल्पनिक नागमोडी वळणाची रेषा काढून रेषेच्या प्रत्येक टोकाला एक या प्रमाणे एकरी ६ ते ७,२२.५ से.मी. खोलीचे इंग्रजी व्ही(अ) आकाराचे खड्डे घेतात. खड्ड्यातील माती बाहेर काढून टाकून व्ही खाचेच्या बाजूचा २ इंच जाडीचा मातीचा थर कापून घेतात. अशा प्रकारे हाताने चार भागात विभागणी करून समोरा-समोरील दोन भाग बाजूला काढून टाकतात.उरलेले दोन भाग एकत्र करतात. वरील विभागणी पद्धत मातीचा नमुना अर्धा ते एक किलो माती स्वच्छ पिशवीत भरून माती परीक्षण प्रयोग शाळेत तपासणीसाठी पाठवतात.

☐ बाजारपेठेविषयी अद्ययावत माहिती- अलीकडील काळात रेडीओ व टी.व्ही आणि मोबाईल द्वारे कोणत्या बाजार पेठेत दररोज ची माहिती लगेच उपलब्ध होते त्यामुळे शेतकऱ्याला आपल्या शेतमालाला कोणत्या बाजार पेठेत किती दर आहेत याविषयी ताजी माहिती उपलब्ध होते त्यामुळे शेतकऱ्याला आपला शेतमाल विक्रीसाठी नियोजन करता येते.

संशोधनाच्या मर्यादा- कृषी क्षेत्रात आधुनिक तंत्रज्ञाचा वापर करतांना काही मर्यादा पडतात.

आर्थिक घटक – आर्थिक घटक हे कृषी तंत्र अवलंबण्याचे दर निर्धारित करतात उदा.भूमीचा आकार,खर्च आणि तंत्रज्ञानाचे फायदे अथवा तोटे.

सामाजिक घटक- शेतकऱ्याची शैक्षणिक पातळी,वय,सामाजिक गट आणि लिंग इ.

जरी वरील घटक कृषी घटक अवलंबण्यावर परिणाम करत असतील तरी शेतकऱ्यांनी तंज्ञाशी चर्चा करून जास्तीत जास्त तंत्रज्ञानाचा अबलंब करून कृषी उत्पादन व प्रत वाढविली पाहिजे आपला –ष्टीकोन हा शेतीतून जास्तीत जास्त उत्पादन घेवून नफा मिळविणे हा आहे.

सारांश:

शेतकऱ्याने शेती तंत्रज्ञानाचा अवलंब करण्यापूर्वी काही विशेष बाबींचा विचार करणे गरजेचे आहे. त्यात खाते,सिंचन,सधन शेती आणि इतर नैसर्गिक स्रोतांचा वापर कसा करावा याचे नियोजन आणि तंत्रज्ञानाचा वापर कधी,कोठे व किती प्रमाणात केला पाहिजे याचा अभ्यास करणे आवश्यक आहे. प्रगत तंत्रज्ञानामुळे जल स्रोत गुणवत्ता व प्रमाण तसेच पिक उत्पादकता यामध्ये बदल घडून येतात. भारतासारख्या विकसनशील देशातील शेतकरी आधुनिक तंत्रज्ञानाशी जुळवून घेण्यासाठी आपल्या शेती पद्धतीत बदल करीत आहेत आणि कोणती धोरणे किवा तंत्रज्ञान जलद गतीने स्वीकारण्यासाठी सक्षम आहेत ही बाब भारतीय शेतीच्या समृद्धीसाठी महत्वपूर्ण आहे.

संदर्भ:

अर्थ संवाद.

अग्रोवन.

डॉ. भालेराव, डॉ.देसाई – कृषी अर्थशास्त्र व भारतातील शेती व्यवसाय-निराळी प्रकाशन पुणे.

डॉ.विनायक पांडे, डॉ. श्रीधर देशपांडे, - भारतीय अर्थव्यवस्था हिमालया प्रकाशन.

कृषी भूगोल आणि कृषी अर्थशास्त्र, भोसले-काटे हिमालया प्रकाशन.

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About Editors

Dr. Prabhakar Singh is presently working as Assistant Professor of English, Shree Neelkantheshwar Govt. P.G. College, Khandwa, M.P. he has about 16 years of teaching experience. His Academic qualifications are M.A., M.Phil., Ph.D. (English). He publihed 10 research articles in various national and international reputed journals. He also presented the research work in ten conferences and seminars. He is working on various college committees and serving his duties in student guidance and counseling. He has proficiency in writing articles to create interest in students about various dimensions of English literature.

Ujwal Prakash is a university gold medalist in Master of Arts (Economics), college topper in Bachelor of Arts (Economics), and received an MPhil research fellowship from "World Buddha Foundation" whose operations are active in 20 countries across the globe. He carries over seventeen years of professional experience in the education sector. Presently Ujwal Prakash is working as a Faculty and Head, Department of Economics at Lady K.C Roy Memorial School. Along with securing All India Rank 4th in a national research paper writing contest, he has written over seventeen research manuscripts for different publications, journals, academic conferences with over ten publications in magazines. His research interest fosters multidimensional paradigms in the field of economics. He was associated with FIITJEE Ltd., for over a decade in administrative capacity. As a hallmark of performance, he was awarded a champion certificate by FIITJEE Ltd.

Dr. Sonu Agarwal is currently working as an Associate Professor of Law at Manipal University Jaipur. In her career span of over twelve years in academics, she has successfully handled and accomplished various academic and administrative responsibilities. An articulate and qualified Law teacher who is able to communicate effectively with students from diverse backgrounds or varying degrees of ability and, proficient alike. She has also participated and presented papers at many national and international conferences, seminars, FDPs and workshops and has also published many research papers.

Dr. Ravi Prakash Mishra is presently working as a faculty of Department of Hindi, Jayoti Vidyapeeth Women's University, Jaipur, Rajsthan. He completed his M. A. (Hindi) from Mahatma Gandhi International Hindi University, Wardha, Maharashtra and Ph.D. form Mizoram University. He has published 15 research papers in various Nationa and International reputed journals. He attended and presented his papers in more than 30 National and International Conferences, Seminars, Workshops, etc. He also published book chapters in more than five books published by renowned publishers. Dr. Ravi Prakash Mishra received two awards namely Vilakshana Research Icon Award 2021 and International Teacher Honor Award 2021.