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FACIAL MARGINALIZATION: AN UNFATHOMED THEME IN O'NEILL'S 'THE  
HAIRY APE'

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**Abstract:** In a life of a human being, he is gifted with the peculiar characteristics of facial feature that differentiates him, his resemblance with other human being of his species, even if it his own kin. However, it is truly ironical that in a country which is helmed for its free and democratic yoke, there is subtle but evident inequality among the facially beautiful and deformed. Ideally, in no way these features do and should determine an individual's social status. However, the second rated treatment provided to the Negroes in America, the browns during pre and post British era in India, deny the ideal statement of equality and universal brotherhood flat at face. *The Hairy Ape* displays O'Neill's social concern for the oppressed industrial working class. When the hero proposes her love, the girl addresses the boy to be a look alike of an ape, rather a hairy ape and rejects his love brutally. The impact of this incident on the boy is so grave that the hero retires into the cage of an ape in a zoo. The episode depicts that there exists a two tire system exhibiting the significance of looks and beauty in society.

**Key Word:** Facial Marginalization

**Introduction to the play:** *The Hairy Ape* displays O'Neill's social concern for the oppressed industrial working class. Despite demonstrating in *The Hairy Ape* his clear belief that the capitalist system persecutes the working man, O'Neill is critical of a socialist movement that can't fulfill individual needs or solve unique problems. The industrial environment is presented as toxic and dehumanizing; the world of the rich, superficial and dehumanized. Yank has also been interpreted as representative of the human condition, alienated from nature by his isolated consciousness, unable to find belonging in any social group or environment.

**Background to the play:** The following is an in-depth study of Eugene O'Neill: his life, his philosophy and his work as a dramatist. It tells of his early life, the various influences upon his thought and work, and his perception of man's place in society. A society from which O'Neill felt inexorably isolated. Although the paper deals with the complete body of O'Neill's work, particular attention is given to *The Hairy Ape* and my interpretation of that work. An interpretation reached through a study of O'Neill's life and work, and through my own direction of *The Hairy Ape* which culminated in performances in February of 1985.

In a life of a human being, he is gifted with the peculiar characteristics of facial feature. These features comprises of shape of eyes, nose, complexion and various other factors. These



features differentiates him, his resemblance with other human being of his species, even if it his own kin. Look alike, twins are of course rare specimens and found more in fictional specimen of arts and crafts. But the Nature has made, rather gifted each human being, a peculiar facial identity, even if they are brothers, unlike the animals.

Ideally, in no way these features do and should determine an individual's social status. However, the second rated treatment provided to the Negroes in America, the browns during pre and post British era in India, deny the ideal statement of equality and universal brotherhood flat at face. The Blacks were dominated by whites in America, the Dravidians were dominated by the Aryans in India and there are umpteen examples of such discrimination in past and present. The weaker physical features of dominated over dominating denies them off social status and recognition.

These specimens testify the ideal concepts like the universal brotherhood, equality, fraternity, equal social status, etc. as myth and ideal. On the contrary, it sometimes brings into being the fact that facial feature and social status are proportionate. India, can serve as a very good example for this. Here, people and especially if it is a girl has a weak facial feature viz. dark complexion, facial deformity, natural facial marks, has to face immense hardship in her life, specifically in her marital choice. Thus, however, ideal it might seem that facial feature and social status are independent variable, the connection is deep-rooted. Social status, quotient and recognition are invariably determined by facial features. Or else how could cosmetic brand encash upon the cleaner and fair look as indispensability in social recognition.

An another part of this story is the hindrance of facial deformity in the social acceptance. It deprives off an individual his social rights and privileges too. The ideal social set up is so that a being who has facial beauty, who is physically stout and attractive, who has pleasant exterior is well received in society. Even the show business, aviation, marketing or any profession, involving public relation, specifically demands and recruits young boys and girls, with particularly pleasing exterior. The smart, good looking, pleasant personality, are such common words that though have no relevance with his or her job profile but most commonly found now-a-days in a placement ads. The cycle continues during the matrimony ads too. Here each boy and girl as well, however deformed, aged, crooked he or she might be, wants nothing less than a knight in armor for her or fairy queen for him, whatever may be the case.

In this dazzle of looks and beauty the runner up but not looser is the one who are not facially deformed but has comparatively weak features. These are not, but the blind thirst and



senseless significance of looks and beauty, makes them second rated. And as discussed earlier, it denies and deprives them, at the same time, off their social rights and privileges. They are treated as no one, are made to feel insignificant in the social set-up. The age-old social set-up which gives prominence to apparent and temporary exterior beauty over inner strength and integrity is somewhere responsible to it. However, the physical deformity now begins to hinder social rights and privileges too. The world of glitz and dazzle underrates the real beauty. There have been examples in India as well, when people with slightly weak physical features even offers homage to God for a beautiful exterior. Gradually, the people with facial deformity feel marginalized. Their self-confidence breaks down. Moreover, the country serves as a worst example for this. Here, exterior beauty is given more prominence.

However, it is truly ironical that in a country which is helmed for its free and democratic yoke, there is subtle but evident inequality among the facially beautiful and deformed. And the chasm is so wide that no amount of education, awareness, movement has been able to bridge the gulf. As there are some who are more equal than others, it is marginalization of the people who are unequal among the equals. Already there exists a lower status for the physically deformed and there is a lower level of acceptance in society for the facially deformed. In this state, even if someone is physically fit, but not facially beautiful, his facial deformity deprives him of his social share. Moreover, mass media fuels this blaze by promoting expensive cosmetic brands endorsed by big and beautiful stars claiming Midas touch and magical makeover after the use of these cosmetics. Consequently, the social exclusion usurps ones social share, his feeling of belongingness, conformity, in his own social group and alienates him at the same time from his own social group. He has to sacrifice his due share of social happiness at the altar of weaker physical features.

It is another form of social discrimination which is grave than the racial discrimination. The shadow of the same is so heavy that overlooks the personal merits and accounts physical and outer beauty. Moreover, the discrimination is subtle and hidden. In other forms of discriminations there is physicality, visibility, tangibility, and it can be seen. This form of discrimination is till date undiscovered. No one seems to understand that beauty is not only relative, but comparative concept as one can be more beautiful than other.

The play '**Hairy Ape**' seems to hyperbolically sketch this chasm to a deeper extends. The Hairy Ape (1922) is an expressionist play by Eugene O'Neill about a brutish, unthinking laborer known as Yank as he searches for a sense of belonging in a world controlled by the rich. At first



Yank feels secure as he stokes the engines of an ocean liner, and is highly confident in his physical power over the ship's engines. However, when the weak but rich daughter of an industrialist in the steel business refers to him as a "filthy beast," Yank undergoes a crisis of identity. He leaves the ship and wanders into Manhattan, only to find he does not belong anywhere—neither with the socialites on Fifth Avenue, nor with the labor organizers on the waterfront. Finally he is reduced to seeking a kindred being with the gorilla in the zoo and dies in the animal's embrace. The incident further widens the gap of 'beauty marginalization' and 'facial discrimination'

As discussed earlier, the concept of 'facial discrimination' is twice fold grave, as it is twice marginalized. At the first place, there is an age old existing chasm between the people with good looks and the people with deformed looks. Further there is an inherent chasm of marginalization among the good looking and the normal looking. The incident further widens the gap of beauty marginalization. From the time immemorial, the world literature has emphasized on the image of the hero as someone tall, dark and handsome. The impact of this stereotypical tradition on a normal intellect of a common girl is such that she views a tall, dark and handsome mate for herself right from the scratch, when she can actually think something like this. In this list of essentials, there is no scope for an average looking boy and such are downrightly tagged as a loser.

When the hero proposes her love, the girl addresses the boy to be a look alike of an ape, rather a hairy ape and rejects his love brutally. The impact of this incident on the boy is so grave that the hero retires into the cage of an ape in a zoo. The episode depicts that there exists a two tier system exhibiting the significance of looks and beauty in society. In the distinction, evident all over the world, people with even a minor amount of good feature, looks or cleaner complexion feels second rated. It is because the society has always given prominence to fair looks, good facial features and able body. And those who don't, have to fall prey to cosmetic marketing. The market that knows very well to encash the weakness of common people, who fall prey to such endorsing taglines as '...if you are not, we will make you beautiful.' Very few exhibit the ability of embracing the beauty as gifted by God in its natural essence.

**Conclusion:** The results of such marginalization is as gory as depicted in the end of the play, which makes the hero so dejected and unwanted in his social set up, over his dejected love and facial marginalization that he retires into the cage of an ape, as he is called an **hairy ape**. This episode though seems to be surprising or whimsical, but holds immense significance. The hero's





retirement into the cage of an ape depicts the regression of the race of the mankind since the beginning of his evolution from an ape. The facial discrimination depicts nothing short than the deep rooted marginalization in to the marrow of the structure of the society. Further, it only inclines us to think and ask if this marginalization is so deep rooted to do away with it forever?

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**POLITICAL PARTICIPATION OF WOMEN IN INDIA: ISSUES AND RECENT TRENDS**

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**Abstract :**

The world over women are struggling to break the shackles that bind them and challenging the unequal distribution of power in society. Transforming the existing egalitarian pattern of gender relationships necessitates leadership in the state, markets and civil society—the key centers of power in the present globalizing economy. It is, therefore, imperative for women to be in the corridors of power and have the power to negotiate a better deal for themselves, if they are to influence policy decisions which have an impact upon them. Empowerment of women in all spheres, in particular the political sphere is critical for their advancement and the foundation of a gender-equal society. Women's political empowerment is premised on "three fundamental and non-negotiable principles: (a) the equality between women and men; (b) Women's right to the full development of their potentials; and (c) women's right to self-representation and self-determination".

In recent years, political participation of women has been recognized as a central issue in determining the status of women in India. Attainment of true democratic spirit shall be ensured well by political participation. Political participation is one of the basic ingredients which are essential for every successful political system. In view of this one of the major approaches of understanding the issue of empowerment is through studying the extent of political participation of women in India.

With this understanding of political participation, the evidence shows that in most of the countries participation of women is not impressive as the number of women participating in active politics is smaller compared to men. Women who are able to acquire decision making power are mostly from urban and elite groups. Large mass of women are kept out of political arena due to various reasons. There was no serious attempt to accommodate women in politics. In many countries women had to wage long battles to get their rights. Despite that, they were not able to get rightful position in the arena of politics.

Fifty years of India independence has witnessed many changes many in many fields of our national life. From the women's point of view also these changes are significant. Issues and problems which were bothering our women 50 years ago have either disappeared or given place to new ones. It does not mean that India women in the beginning of the 21<sup>st</sup> century have become totally free from all these unwanted problems and inhuman practices.

In recent years, political participation of women has been recognized as a central issue in determining the status of women in India. Attainment of true democratic spirit shall be ensured well by political participation. Political participation is one of the basic ingredients which are essential for every successful political system. In view of this one of the major approaches of



understanding the issue of empowerment is through studying the extent of political participation of women in India.

The purpose of this paper is to examine women's political participation in the Rajyasabha, Lok Sabha, by way of voting and so on. It also attempts to evaluate the contribution of political participation of women for a better democratic political system. The study of political participation of women and the factors which have relegated them to secondary position have become relevant today so one of the major and most common areas of research on women and politics in India is the political participation of women.

Political participation is a process by which people take part in political activities. Exercising voting rights during elections is one of the important political activities of the people. Participation of women in this political activity is almost equal to men. Political participation is not just casting vote. It includes wide range of other activities- like membership of political party, electoral campaigning, attending party meetings, demonstrations, communication with leaders, holding party positions, contesting elections, membership in representative bodies, influencing decision making and other related activities.

With this understanding of political participation, the evidence shows that in most of the countries participation of women is not impressive as the number of women participating in active politics is smaller compared to men. Women who are able to acquire decision making power are mostly from urban and elite groups. Large mass of women are kept out of political arena due to various reasons. There was no serious attempt to accommodate women in politics. In many countries women had to wage long battles to get their rights. Despite that, they were not able to get rightful position in the arena of politics.

In any political system, right from the developed to the developing countries, presence of women is very low compared to men. In many countries women had to wage long battles to get right to vote. Today the percentage of women as voters has increased considerably, but their political participation is not equal to men and therefore women are unable to get an equal share in organization that require decision making. Women have not been regarded as significant part of the political arena. Politics at every level of participation is dominated by men. The omission of women from positions of power seriously affects the ability to challenge the subordination of women in all its manifestation. Women have to be in politics and power to participate as women and to change the very nature of that power which excludes them. Women who consist of almost half of the population need to be represented significantly in decision making bodies. Otherwise



the goal of development cannot be achieved. Gender equity is very essential for the progress of any society.

Political participation of women not only means inclusion of women in voting or holding public offices but also collective action in associations and organizations. Women have played a very significant role in the birth, growths and decline of respective nations, women's like dropadi, Gandhari, Kunti, Ulloki, Chitrangadha of Mahabharata time, Kaushalya, Keikei, Seeta, Mandhodhari and Urmila of Ramayana period, Noor Jahan Roshan Ara, Rani of Jhansi, Sister Nivedita, Sarojini Naidu, Suchita Kriplani, Indira Gandhi and innumerable other women who have played significant and remarkably dominating role in the history of the Indian nation. All these women's were the determining factors in the wars and peace among nations. It is said that the mother is the cradle of a nation, civilization, culture and creativity. But it is readily very sad to remark that very little power is shared by women in the political system.

The political system which supports equality and where woman constitutes half the population women's participation should be equal to that of men. If this is not the case then it clearly signifies that there are loopholes within the political system. Woman plays a significant role in determining the destiny of nation. Therefore, they must be recognized in the society and at the same time it should be seen that they involve in marks number in the socio, economic, and political affairs which is also very important.

### *Participation of Women in Post Independent Period:*

The foundation of political participation of women was laid down during the national movement. The transfer of power from British to Indian hand gave women opportunity to participate in democratic process. Large number of legal, social and economic measures has been taken up by the Independent government to raise the status of women in India. Women too have become politically conscious, as they have started participating in national and state politics.

### *Constitutional Provisions:*

On attaining Independence in the year 1947, India became a republic. The Constitution of India adopted a parliamentary form of government. The government functions at different levels. At the apex level, there is the national government and governments at states and union territories. At the Centre, the parliament consists of two houses i.e. the Upper House called the Rajya Sabha or the council of states and the Lower House called the Lok Sabha (House of People). At the state level, the upper house is called the Legislative Council and the Lower House is called

the Legislative Assembly. Each state has its own local self-governments known as Panchayati Raj Institutions both at urban and rural areas Rural Panchayati Raj Institution has three tier structures consisting of the Zilla Panchayath at the district level, Taluk Panchayat at the taluk level, and Gram Panchayat at the village level.

The Constitution of India, one of the greatest documents ever produced came into force in the year 1950 guarantee justice, liberty and equality to all citizens. The preamble of the Constitution of India resolved to secure to all its citizens justice, social, economic and political, liberty of thought, expression, belief, faith, and to worship, equality of status and opportunity and to promote among them fraternity assuring the dignity of individual and the unity of nation. To attain this, the Constitution guarantees fundamental rights. Specific articles and amendments have been enacted to ensure that women and children enjoy the Constitutional rights. The Constitution not only grants equality of treatment to women but also calls upon the state to adopt measures favoring women neutralizing the socio- economic, educational and political disadvantages that they face.

Post independent women continued to play a significant role in less conventional activities such as environmental movements, anti-alcohol agitations, peace movements and even revolutionary activities which equally effect power relationships as they have the capacity to influence the state. Yet politics proved to be a very inhospitable terrain for women and continues to be the male domain where entry to women is severely restricted. Representation of women in parliament and state assemblies remain at a very low level. Their representation is 10.8% in parliament. No doubt a few seats have been given to women but it has not been in proportion to women's strength in population.

**Table 1. presents the participation of women in the two houses of parliament.**

Members in Lok Sabha				Members in Rajya Sabha			
Year	Total members	Female	%	Year	Total members	Female	%
1952	499	22	4.4	1952	219	16	7.31
1957	500	27	5.4	1957	237	18	7.59
1962	503	34	6.7	1962	238	18	7.56
1967	523	31	5.9	1967	240	20	8.33
1971	521	22	4.2	1971	243	17	7.00
1977	544	19	3.4	1977	244	25	10.25
1980	544	28	5.1	1980	244	24	9.84
1984	544	44	8.1	1984	244	28	11.48
1989	517	28	5.3	1989	245	24	9.80

1991	554	39	7.1	1991	245	38	15.51
1996	543	39	7.1	1996	223	19	8.52
1998	543	43	7.92	1998	245	15	6.12
1999	543	49	9.02	1999	245	19	7.76
2004	539	44	8.1	2004	243	15	10.29
2009	543	58	10.68	2009	245	22	8.98
2014	543	61	11.23	2014	245	29	11.83

Source: CSDC Data Unit. <http://www.India stat.com/2005>

The Table 1 shows the percentage of women in the Lok Sabha in relation to the total number of seats. In the year 1952 it was 4.4%. It increased slightly in 1957 to 5.4% in 1962 it was 6.7%, 5.9% in 1967 to fell again to 4.2% in 1971, 3.4% the lowest in 1977 and increase slightly to 8.9% in 1984. Then it improved slightly to 7.1% in 1991 to 7.9% in 1998 and 9% in 1999. But it decreased to 8.2% in 2004. This table shows that the percentage of women representatives in the Lok Sabha is very low and women's representation has not crossed 11% till date. The presence of women in the upper house has been slightly higher compared to Lok Sabha, probably due to indirect election and nomination of women members.

From Table 2, we get a clear cut experience that women have not obtained adequate and proportionate representation in the legislative and other decision making bodies.

**Table 2: Political participation of women by way of voting:**

Year	Male Voting Percentage	Female Voting Percentage
1952	53.00	37.10
1957	56.00	38.77
1962	62.00	46.63
1967	66.70	55.48
1971	69.70	49.15
1977	65.62	54.59
1980	57.69	51.22
1984	63.61	68.17
1989	70.90	57.32
1991	52.56	47.42
1996	62.1	53.4
1998	66.2	57.9
1999	64.00	55.6
2004	61.66	53.30

Source: Election Commission of India- report.

As analysis of the political participation of women by way of voting has been growing but with variations. The following table reveals the representation of women in Lok Sabha elections since the first elections since 1952.



Table 3: Number of women ministers in various cabinets of the government of India

YEAR	WomenMinisters
1952	3
1962	5
1971	3
1980	8
1999	9
2004	10
2009	9

The Table 3 shows the representation of women in the Council of Ministers, Government of India since 1952. The representation of women has been very low in the ministries that were formed and women were given less important portfolios like health, welfare, local government etc. The case has been same in the state governments as well.

#### Obstacles:

Participation of women in politics is very low and is not at all satisfactory. They are always found too far away from politics in comparison with man. There are many obstacles which come in way of women's participation in politics which in turn prevents them from reaching the parliamentary as well as ministerial positions. The United Nations Division for the Advancement of Women has identified these obstacles:

1. Women lack experience of campaigning in elections, or of participating in public debate and obviously lack exposure to media. They underestimate themselves and stop further participation. Moreover, a relatively short historical tradition of women's political participation is also responsible.
2. Prevailing negative attitudes towards women's participation in public life, lack of confidence and support for female candidates and politicians on the part of the electorate, including women.
3. The difficulty women experience in combining a political career with the traditional woman's role in the family and often in society.
4. Education plays vital role in the participation of woman. She should be aware of what her participation is really meant for. Unfortunately, women are not provided education and this in general is the main obstacle in their pathway. Even lack of political education in particular adds to the obstacle power
5. Lack of support from the family.

*Mechanisms for increasing Women's Participation:*





For a country to make progress, woman should be provided equal status as that of man. Political parties should have the ability to tap out the resourcefulness of women. Therefore, women should be given equal status and right to participate equally s that of men. An expert group meeting on equality in political participation and decision-making was organized by DAW which gave the following recommendation to improve women's status in political parties.

1. Political parties should take up some provisional measures regarding the improvement of women's status in political parties.
2. Women's sections of parties should be evaluated and strengthened to enable them to influence party policy and promote female candidacy.
3. Skilled women are required in politics. Hence, their political s well as management skills in politics should be increased by developing training programmes for them.

There are some other important mechanism to improve the status of women such as participation in campaigns of other politicians, influencing and networking, membership in the same clubs, professionals and academic associations. Women's participation in politics and decision-making positions in government is highest in countries where women have developed strong networks, have access to higher education and training in political science, law and management, and to developed social support services.

## **CONCLUSION**

It can be conclusively stated that there has been a radical change in themovement for empowerment of women. Recognition is dawning thatwomen are indeed becoming a political force, both nationally andinternationally. In this context it would be noteworthy to recall theobservations of Nobel Laureate AmartyaSen in his book, "India : EconomicDevelopment and Social Opportunity", "Women's empowerment canpositively influence the lives not only of women themselves but also ofmen, and of course, those of children".

Women are, however virtually invisible in the political sphere. Underrepresentation or invisibility of women in decision-making reinforces theirdeprivation, leading to an unequal distribution of resources, neglect oftheir interests, needs, perspectives and priorities and now say in policymaking. Their voices fall in deaf ears, and as Alida Brill vehemently insists, "Without our own voices being heard inside the government arenas andhalls of public policy and debate, we are without the right ofaccountability—a basic entitlement of those who are governed".

Findings of this study indicate women's participation in politics needs substantive increase too. They are also capable in expressing their views on issue of their concern in day-to-day life. But



on the whole we find that women have been not that successful in influencing the political process. The reason behind this is primarily the inadequate attention paid to their political education and mobilization by both political parties and women's organizations.

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## “जनपद मेरठ-विकासखण्ड रजपुरा के विशेष सन्दर्भ में अधिवास बस्तियों के लिये काल बनी काली नदी”

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### सारांश

रोगाणुओं जहरीले पदार्थों एवं अनावश्यक मात्रा में लवणों से युक्त पानी अनेक रोगों को जन्म देता है। बीमारियों में प्रत्यक्ष या परोक्ष रूप से प्रदूषित पानी का ही हाथ होता है। जनपद मेरठ के विकास खण्ड रजपुरा में स्थानीय काली नदी के जल प्रदूषण से जल संकट की स्थिति बनी हुई है, ऐसे में राज्य सरकार का यह दायित्व है कि जल के प्रति ऐसी नीति लाए जो लोगों को स्वच्छ और सुरक्षित पेयजल का मौलिक अधिकार दे, क्योंकि यह सर्वविदित है कि जल मानव को जीवित रखने के लिये ऑक्सीजन के पश्चात सबसे अहम् तत्व है। ऐसे में यदि सरकार खाद्य सुरक्षा की तरह स्वच्छ और सुरक्षित पेयजल का अधिकार सभी नागरिकों को दे दे तो यह न केवल स्थानीय लोगों के लिये सबसे कल्याणकारी कदम होगा बल्कि इसके साथ संविधान के अनुच्छेद 21 में वर्णित गरिमामय जीवन जीने के अधिकार का क्रियान्वयन भी हो सकेगा।

### मुख्य शब्द—

जन स्वास्थ्य जलप्रदूषण अधिवास बस्ति जलीय समस्याएँ बीमार लोग

प्रस्तावना— जल का मनुष्य के स्वास्थ्य एवं समृद्धि से घनिष्ठ सम्बन्ध है। जीवों और वनस्पतियों की मूलभूत आवश्यकताओं में जल अति महत्वपूर्ण है। मानव शरीर के अधिकांश भाग में 60 प्रतिशत जल विद्यमान है। पानी व जीवन को एक दूसरे का पर्याय कहें तो इसमें कोई अतिशयोक्ति न होगी और यदि यह जल अगर प्रदूषित हो जाए तो यही जल मानव जीवन के लिये अभिशाप बन जाता है। वर्तमान समय में मनुष्य इसी प्रदूषित जल को पीने के लिये विवश है। मानव ने अपने विकास के साथ-साथ जल प्रदूषण को भी बढ़ावा दिया है मानव ने औद्योगिक विकास किया जिसके साथ जल प्रदूषण को जन्म दिया है। आज उत्तर-प्रदेश की लगभग सभी नदियाँ प्रदूषित हो गयी हैं। इसके अलावा शहरी विकास ने भी जल को प्रदूषित किया है, क्योंकि शहरों के सीवर का गन्दा पानी सीधे किसी नजदीकी नदी में डाल दिया जाता है जो उसे प्रदूषित करता है और यही प्रदूषित जल आस-पास के भूमिगत जल से मिलकर उसे भी प्रदूषित कर देता है तथा यही प्रदूषित जल अनेक बीमारियों का कारण बनता है, लेकिन इस प्रदूषित नदी के आप-पास की बस्ती इस प्रदूषित जल को पीने के लिये बाध्य है, जिसके कारण इन बस्तियों के मनुष्य विभिन्न एवं गम्भीर समस्याओं का शिकार हो रहे हैं।



### शोध उद्देश्य—

- पीने हेतु पानी को साफ करने के उपाये।
- नदियों-नालों में बढ़ते प्रदूषण को कम करना।
- प्रदूषित जल के प्रयोग से होने वाली बीमारियों से आम लोगों को अवगत कराना।

### काली नदी

काली नदी पूर्व मुजफ्फरनगर जनपद की जानसठ तहसील के छोटे से गाँव अंतवाड़ा के जंगल से निकलती है। यह नदी अपने उद्गम स्थल मुजफ्फरनगर जनपद से प्रारम्भ हो कर मेरठ, हापुड, बुलन्दशहर, अलीगढ़, कासगंज, एटा और फर्रुखाबाद जनपदों से होते हुए करीब 300 किमी० की दूरी तय करके कन्नौज जनपद के मेंहदीगंज में जाकर गंगा नदी में समाहित हो जाती है। इस नदी के किनारे पर करीब 1200 गाँव व छोटे-बड़े कस्बे बसे हैं।

सन् 1970 तक इस काली नदी का पानी सिंचाई और पीने के लिये खूब इस्तेमाल किया जाता था। परन्तु अब इस प्रदूषित हो चुकी नदी का पानी सीधे रूप में पीने हेतु इस्तेमाल नहीं किया जाता है, लेकिन इस नदी के आस-पास के कृषि क्षेत्र में यहाँ के किसान आज भी अपनी फसलों को उगाने के लिये इस नदी के पानी का प्रयोग करते हैं लेकिन वर्तमान समय इस नदी के प्रदूषित जल का यहाँ के फसली उत्पादन पर इसका प्रत्यक्ष रूप से प्रभाव पड़ रहा है, इस प्रदूषित हो चुके जल से जहाँ फसली उत्पादन कम हो रहा है, वहीं यह दूषित जल भूमि की उत्पादन क्षमता को भी लगातार कम कर रहा है। गाँव अब्दुल्लापुर निवासी दीन-मोहम्मद और चौधरी कालू अब्बासी ने बताया कि शुरुआत में इस नदी की चौड़ाई काफी थी। सन् 1970 के दशक तक अन्य नदियों की भांति इस नदी का जल भी शुद्ध था। इसके आस-पास बरसात के मौसम में जमीन से अपने आप जल निकलता था लेकिन अब यह काली नदी अपने अस्तित्व समाप्त होने के कगार पर खड़ी है। वर्तमान समय में इस नदी में साफ पानी की जगह मातृ प्रदूषित जल के रूप में बस बीमारियाँ ही बह रही हैं। जो पर्यावरण समेत इस नदी के किनारे बसी बस्तियों के लोगों की सांसों पर भी भारी पड़ रही है। इस नदी से सटे गांवों में जहाँ लोग दूषित जल पीने के लिये मजबूर हैं वहीं अपनी आँखों के सामने सब कुछ जानते हुए भी अपने फसली उत्पादन एवं फसली भूमि में लगातार हो रहे ह्रास को बेबस रूप में सह रहे हैं। इसके बावजूद यहाँ के और सिंचाई विभाग, जल निगम के अधिकारियों की कुंभ कर्णी नींद नहीं टूट रही है।

ग्राम प्रधान रामफल ने अपनी बात-चीत में बताया कि लखनाऊ स्तर पर शिकायत करने के बाद जल निगम के अधिकारियों ने पानी की जाँच करायी। जिसमें कैड् केमिकल जानलेवा निकले, इन विषैले जान लेवा कारको का सबसे बड़ा स्रोत क्षेत्र में बनी फैक्ट्रियाँ हैं, जिनका विषैला ओर कैमिकल युक्त पानी इसमें छोड़ा जा रहा है इसके अलावा भी शहर की गंदगी इसके पीछे काफी जिम्मेदार हैं वर्तमान समय में मवाना रोड़ के निकट बनी दर्जनों फैक्ट्रियों का पानी इसमें बहाया जा रहा है। इस नदी के पानी की शुद्धता से खिलवाड़ करने वालों को यह अनुमति किसके संरक्षण से मिल रही है यह एक जाँच का विषय है, क्योंकि आज काली नदी प्रदूषण का एवं गढ़ बन चुकी है। यही वो वजह है कि वर्तमान समय में काली नदी का प्रदूषण किनारे बसी अधिवास बस्तियों के लिये काल बनी हुई है। मुजफ्फरनगर जनपद से कन्नौज जनपद तक यह नदी 1200 गाँवों से गुजरती है। जनपद मेरठ के भी लगभग 40 गाँव सीधे तौर पर इस नदी के प्रदूषित जल से सीधे तौर पर प्रभावित हैं।

केन्द्रीय भू-जल बोर्ड की टीम भी अपने अध्ययनों में इन गांवों के भू-जल में खतरनाक तत्वों की पुष्टि की चुकी है। इसकी स्थिति बद्धतर होती जा रही है। लेकिन सरकारी प्रयास कागजी कार्यवाहियों में ही सिमित हो रहे हैं।

केन्द्रीय भू-जल बोर्ड की वर्ष 1999-2001 की रिपोर्ट में भी इस नदी के प्रदूषण के हालात का खुलासा किया गया। रिपोर्ट में मुजफ्फरनगर गांव के चिंढोडा, यहियापुर एवं जामड़, मेरठ जनपद के धंजू देदवा, अबदुल्लापुर, बिचौला, मैथना, रसूलपुर गेसूपुर, कुढ़ला, मुरादपुर, बढौला, कौल, जयभीम नगर एवं याद नगर हापुड में अजराड़ा के अतिरिक्त बुलन्दशहर, अलीगढ़ और कन्नौज के भी कई गाँवों में हालात बद्धतर बतायी गई। इस रिपोर्ट में यह भी बताया गया कि मेरठ समेत कई जिलों में 35 मीटर तक भू-जल में भारी तत्व सीमा से काफी अधिक मात्रा में पाये गये। नीर फाउंडेशन के एक अध्ययन में मेरठ के गांव सैनी में पोप्स की श्रेणी के तत्व सामान्य से 80 गुणा अधिक पाए गये इसके अतिरिक्त इंटरनेशनल वाटर एसोसिएशन समेत कई अन्य संस्थाओं के सहयोग से लिये नमूनों में भी पाया गया कि इस नदी के पानी में ऑक्सीजन की मात्रा शून्य है। पी0एच0 मान भी दस से अधिक हैं इस कारण कैंसर और पेट संबंधी जानलेवा बीमारियाँ यहाँ की अधिकांश बस्तियों के लोगो को अपनी चपेट में ले रही है।

अतः यहाँ पर पर्यावरण एवं जन स्वास्थ्य को संज्ञान में रखकर इस नदी के जल के सैंपल लिये गये तथा इस जल की रिपोर्ट के पश्चात् इस नदी और यहाँ की अधिवास बस्तियों की स्थिति स्पष्ट हुई जो इस नदी के जल के प्रदूषित होने का प्रमाण है। जिसका स्पष्टीकरण तालिका सं0-1 में व चित्र से किया जा सकता है।

अध्ययन क्षेत्र में जल के अलग-अलग स्थलो से लिये गये सैंपल का विवरण

स्थल/स्रोत	पी0एच0 मान	कन्डक्टिविटी एस/एम	टबीडिटी (एनटीयू)	टीडी एस (मिग्रा0/ली0)
पीने का पानी	7.33	0.0805	6	41
घरेलू प्रयुक्त पानी	6.96	0.264	28	135
खतौली नहर	7.51	0.152	35	77
काली नदी	9.2	0.328	140	168
गंगा (गढ़)	8.73	0.0569	85	29
ट्यूब बेल(ईब्ज)	7.37	0.220	8	112
हैडपम्प (ईब्ज)	7.64	0.284	12	146
टोंटी पानी (ईब्ज)	7.37	0.178	04	75
स्कूल का पानी (डॉ0 अम्बेडकर कॉलेज, मेरठ)	7.01	0.214	5	109
तालाब (गुलावटी)	8.89	0.335	32	112
टोटी पानी (रोडवेज बस अड्डा)	7.03	0.138	6	70
हैड पम्प (तेजगढी)	6.99	0.398	9	205

स्रोत हिन्दुस्तान अखबार 17/1/2015



### शोधार्थी काली नदी के पानी की वर्तमान स्थिति को दिखाता



भारतीय सभ्यता एवं संस्कृति के प्राचीन ग्रन्थों में जल को शुद्ध रखने पर बहुत अधिक जोर दिया गया है। मनुस्मृति में भी लोक-कल्याण के लिये कहा गया है कि पानी में मलमूत्र, थूक, सून, जहरीले पदार्थ व अन्य दुषित पदार्थ न डाले जाये। यह अत्यन्त महत्वपूर्ण हैं कि जल, उसकी उपलब्धि उसमें प्रदुषण के कारणों का निदान कर उन्हें रोकने के प्रभावी उपायों के सम्बन्ध में भलि प्रकार जानकारी प्राप्त करे, जिससे पानी के उचित संरक्षण से मानव जीवन व सभ्यता का संरक्षण हो सकें, पीने के पानी को परंपरागत तरिके से शुद्ध करके जलजनित बीमारियों को कुछ हद तक कम किया जा सकता है। पीने के पानी को स्वच्छ कपड़े से छान कर अथवा फिल्टर का प्रयोग करना चाहिये और निम्न उपाय अपनाने चाहिये।

1. पानी को उबालना—पानी को उबालने से पीने वाला पानी स्वच्छ व कीटाणु रहित हो जाता है।
2. कैंडल वाटर फिल्टर—इसमें समय-समय पर कैंडल बदलने की जरूरत होती है ताकि पानी बेहतर तरिके से साफ हो सकें।
3. मल्टीस्टेज शुद्धिकरण—मल्टीस्टेज प्यूरीफिकेशन पानी को साफ करने का एक बेहतर तरिका है। ऐसी ही क्लोरीकेशन, हैलोजन टैबलेट आदि उपायों को ग्रामीण अधिवास बस्ती के लोग अपनाकर दूषित जल के प्रयोग करने से बच सकते हैं।

क्योंकि विज्ञान अभी तक ग्रामीण अधिवास बस्तियों में जल को शुद्ध करने का कोई कारगर विकल्प नहीं निकाल पा रहा है।





इस जल-प्रदूषण में कौन-कौन से मुख्य प्रदूषक हैं और सामान्यतया उनकी कितनी मात्रा सामान्य मनुष्य के लिये स्वीकार्य है यह निम्नलिखित सारणी सं०-2 में दिया गया है। तालिक से मनुष्य के लिये स्वीकार्य एवं असहनीय जल में मिले तत्वों का विवरण:-

गुणसूत्र	सामान्य	अधिकांश	पानी का प्रभाव
1. Tatal (T.D.S)	500	1500	खारा स्वाद
2. Colour Hezeel units	5	50	असुहावना
3. Tuste	unobjectionable	unobjectionable	"
4. odonir	"	"	"
5. Iron	0.3	1.6	दाग-धब्बे
6. Mangonese	0.1	0.5	
7. Copper	1.0	1.5	स्वाद व घब्बे
8. Zinc	0.5	1.5	स्वाद
9. Colcium	75	1.5	कठोर जमाना
10. Mgcoz	50	200	कठोर जमाना
11. sulphate (soa)	200	150	बेहोशी
12. Chloride	200	400	कड़वा स्वाद
13. Phenolig compound.as(C <sub>6</sub> H <sub>5</sub> oH)	.001	600	स्वाट्
14. Lead	0.01	002	नशीला
15. Arschic	0.15	0.2	नशीला
16. Slehium	0.01	0.1	नशीला
17. Chromium	0.01	0.05	नशीला
18. Nitrate (No <sub>3</sub> )	15	50	हीमोम्लोबिन की कभी
19. oxygen	6	-	जलन

स्रोत - भारत में पर्यावरण प्रदूषण के नियंत्रण के लिए राजनीतिक भूमिका, पी०एच०डी० डॉ० प्रवीण कुमार जैन, पृ०सं०-34, 35



सामान्यतया जल भूगर्भीय एवं धरातलीय स्रोतों, जैसे कुँआ व नलकूपों से प्राप्त होता है। धरातलीय स्रोत नदी तालाब आदि।

जल प्रदूषण के विषय पर विचार रखते हुए केन्द्रीय ग्रामीण विकास मंत्री श्री जयराम रमेश ने पिछले दिनों कहा था कि निर्मल भारत अभियान नामक एक देश व्यापी स्वच्छता अभियान शुरू किया जायेगा। उन्होंने यह भी कहा कि सरकार ग्रामीण क्षेत्रों में व्यक्तिगत शौचालयों के निर्माण के लिये अनुदान राशी के 3000 रुपये से बढ़ाकर 7 से 8 हजार रुपये करने पर विचार कर रही है। निश्चित रूप से इससे ग्रामीण स्वच्छता अभियान को बल मिलेगा। यहाँ पर पानी की खराब गुणवन्ता से निपटने के लिये सरकार ने वरियता क्रम में आर्सेनिक और फ्लोराइड प्रभावित बस्तियों को ऊपर रखा है। इन बस्तियों में समय-समय पर आर्सेनिक एवं फ्लोराइड की जाँच की जा रही है। ग्रामीणों को इस बात के लिये भी जागरूक किया जा रहा है कि वे शुद्ध जल कैसे ग्रहण करें। ऐसे क्षेत्रों में इस तरह के प्रशिक्षण कार्यक्रम भी आयोजित किये जा रहे हैं ताकि लोगों को शुद्ध जल मिल सके। इसी तरह लोहे, खारेपन, नाइट्रेट और अन्य तत्वों से प्रभावित पानी की समस्या से निपटने का भी लक्ष्य बनाया गया है। इन तत्वों से प्रभावित होने वाली बस्ती में सरकार की ओर से एक विशेष अभियान चलाया जाता है। इस अभियान के जरिए न सिर्फ ग्रामीणों को जागरूक किया जाता है बल्कि वे किस तरह से इस समस्या से निजात पाते हुए स्वच्छ जल प्राप्त कर सकते हैं। इसके लिये भी प्रशिक्षण दिया जाता है।

एक बार जिन बस्तियों को पेय जल आपूर्ति की उपलब्धता सुनिश्चित की जा चुकी है उन्हें पुनः ऐसी समस्याओं का सामना न करना पड़े इसके लिये जल स्रोतों के संरक्षण को विशेष महत्व दिया गया है। इस क्षेत्र के ग्रामीणों को बताया गया है कि वे किस तरह से पेय जल और पयविरण को शुद्ध रख सकते हैं।

वर्तमान समय में भू-जल के गिरते स्तर और उसकी गुणवत्ता में कमी को लेकर कई अध्ययन सामने आ चुके हैं। जिसमें कहा गया है कि उत्तर प्रदेश की सभी नदियाँ मल-जल और औद्योगिक कचरा लाखों लीटर पानी के साथ छोड़े जाते हैं जाहिर है कि यह कचरा किसी न किसी रूप में पानी के जरिए हमें प्रभावित करता है। विश्व बैंक की एक रिपोर्ट के अनुसार भारत में करीब फीसदी वीमरियों की मूल वजह जल प्रदूषण है। जल प्रदूषण का मुख्य कारण मानव या जानवरों की जैविक या फिर औद्योगिक कचरा के फलस्वरूप पैदा हुए प्रदूषकों को बिना किसी समुचित उपचार के सीधे जल धाराओं में विसर्जित कर दिया जाना है। हालांकि प्राकृतिक करणों से भी जल की गुणवन्ता प्रभावित होती है लेकिन अपशिष्ट उपचार संयंत्र के बगैर फैक्ट्रियों से निकलने वाले अपशिष्ट का पानी में मिलना सबसे बड़ा कारण है ये रासायनिक तत्व पानी में मिलकर मानव या जानवरों में जलजनित बीमारियाँ पैदा करता है। इस तरह से जल-प्रदूषण से बचने के लिए समय समय पर नियम कानून बनाये गये लेकिन जिस अनुपात में जल प्रदूषण बढ़ रहा है ये नियम कानून कारगर साबित नहीं हो पा रहे हैं। ऐसी स्थिति में इस समस्या के समाधान के लिये आम आदमी को इस विषय पर जागरूक किया जाना चाहिये। जिससे तमाम वे गांव जो इस काली नदी के पास रहने वाले मनुष्यों को इस नदी के प्रदूषित जल के कारण फ्लोराइड आर्सेनिक सहित अन्य विभिन्न तत्वों की अधिकता वाले क्षेत्र में रहते हैं उन क्षेत्रों में जागरूकता के वाद लोग शुद्ध पेय जल ग्रहण करे एवं विभिन्न प्रकार की जलजनित बिमारियों से बच सके।



## निष्कर्ष एवं नियोजन

अतः इस उपयुक्त विवरण से स्पष्ट है कि मुजफ्फरनगर जनपद से प्रवाहित होने वाली यह काली नदी जो कन्नौज जनपद में जाकर गंगा में मिल जाती है। काफी प्रदूषित हो चुकी है। और इस प्रदूषित नदी के जल के आस-पास की अधिवास बस्तियों के मनुष्य विभिन्न प्रकार की बिमारियों की चपेट में आ रहे हैं। जैसे कैंसर, हैजा, उल्टी, क्षय रोग, पोलियो, जुकाम, बास-कास, बरका, मोतीझरा चर्मरोग, अन्धापन, रतिरोग तथा अन्य पेट रोग आदि। इन सब समस्याओं से निजात हेतु आम जनता के सहयोग के साथ-साथ इस नदी के किनारे लगायी गयी तमाम ऐसी फैक्ट्रियों से निकलने वाले पानी को पअले किसी स्थान पर संग्रहित किया जाए, उसके पश्चात् उस संग्रहित पानी को विशिष्ट यंत्रों की सहायता से फिल्टर करके उसके बाद नदी में उस पानी को छोड़ा जाये ताकि नदी के बढ़ते जल प्रदूषण को कम किया जा सके। इस नदी की परिसीमा में आने वाली सभी बस्तियों के लिये शुद्ध पानी की व्यवस्था करना, क्षेत्र की राज्य सरकार को प्राथमिकता स्वरूप स्वीकार करना चाहिये, जिससे इस क्षेत्र में निवास करने वाले गरीब तबके के मजदूर लोग इस प्रदूषित जल के सेवन करने से बच सकें। यह सब कुछ तभी हो सकता है, जब आम जनता के साथ-साथ शासन स्तर पर इस नदी को प्रदूषण मुक्त कराने के लिये आगे आये और जैसे गंगा स्वच्छता अभियान गंगा को साफ करने हेतु चलाया जा रहा है वैसे ही इस स्थानीय काली नदी को साफ करने के लिये काली नदी स्वच्छ अभियान चलाया जाए, मैं शोधार्थी सोहन पाल सिंह तो यहाँ तक कहूँगा कि इस नदी को स्वच्छ करने हेतु कोई सांसद या फिर हमारे प्रधानमंत्री श्री नरेन्द्र मोदी जी स्वयं इस स्थानीय नदी को गोद ले तभी इस नदी का कायाकल्प हो सकता है, इसे प्रदूषित जल अभिशाप से मुक्त किया जा सकता है।

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## Identification of Variables Affecting Teachers Satisfaction in Rural Area of South Rajasthan

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**Abstract** Job satisfaction (JS) (also called as Employee Satisfaction; also referred to as morale) is one of the most widely used term in organizational behaviour. The job of a teacher is to provide the primary education to the small kids and teenagers. This job is very challenging, since it requires a high level of behavioural and stress taking ability. The small kids are unmanaged and informal groups of students who may not be having same type of learning and behavioural similarity. All of them require a separate type of treatment for the same sort of work. Thus the role of teachers became important and their satisfaction always reflected in the quality of education they impart. For this purpose current study was undertaken to identify the variables essential as the teacher's perception. The study includes a sample of 300 primary school teachers out of which 133 were working in private and 167 were working in government sector in the rural area of Rajasthan. The multiple regression analysis has been used with SPSS-19 software to analyse the data. The paper revealed that out of 19 Hygiene and Motivational Factors (variables) 06 were found significantly important for improving the perception about their satisfaction from their current job.

**Keywords:** School teachers, Perception, Hygiene Factors, Motivational Factors, Public sector schools, private sector school

### INTRODUCTION

Job Satisfaction of school teachers regards to their feeling or state of mind regarding the nature of their work i.e., teaching. It can be influenced by variety of factors such as change of subject taught and class shuffling, kind of supervision, organization policies and administration, salary and quality of life etc. Until and unless a teacher feel satisfaction for the performance of his/her job and progresses positive approach to education, he/she cannot pledge necessary outcomes to provide to the needs of the society. Only well-adjusted and pleased teacher can think of the well-being of the future teacher. The government in the current time also giving their full attention on providing a good and quality education to the beginners and they are taught by the primary school teachers. Although a large body of findings have proven the positive influence that Hygiene factors and Motivational factors to Teach exert on performance in a variety of settings, including schools, but no research has found that has addressed the effects that both teacher's job satisfaction and stress, despite the importance that is usually given to teacher's morale and motivation at primary schools in the rural area of Rajasthan. The current study, for this purpose covers the primary teachers of working in the private sector of Rajasthan, especially in the schools of rural area where teaching is the only medium of providing students future.

### OBJECTIVE

The objective of the paper includes following objective:



1. To identify the Hygiene variables affect Job satisfaction of school teachers of rural area of Rajasthan.
2. To identify the Motivational variables affect Job satisfaction of school teachers of rural area of Rajasthan.

## **REVIEWS OF LITERATURE**

Li and Wang (2014) provided a new viewpoint that explains the instrument required for the association between PSM among teachers and teacher's job satisfaction levels. McCarthy et.al, (2014) examined the vocational concerns of 185 elementary teachers, revealed that teachers classified as observing extraordinary classroom call vis-à-vis classroom resources reported lower special handling resources, more plans and less job satisfaction, leave their existing job. Mohsin and Ayub (2014) have taken a example contained of 150 high school educators from Karachi, and establish negative correlation between job satisfaction and procrastination, and a positive correlation between job satisfaction and delay of gratification. Braun-Lewensohn (2015) examined sense of coherence (SOC), job satisfaction and sense of school community among regular Jewish and Arab teachers in ordered schools and classes who have special education students in their classes by taking data of 634 Jewish and Arab teachers (80% Jews) and revealed that cultural background and the salutogenic model worked. Naghieh et.al, (2015) revealed that job stress has negative impact on the health, educational attainment of children, wellbeing, and impose a financial burden on the public budget in terms of teacher turnover and sickness absence. Utmost estimated interventions for the happiness of teachers was focused at the individual level, and so do not challenge the causes of stress in the workplace. Besse et.al, (2015) revealed that workstation unhappiness is related with many variables, including job control, satisfaction, and mental and physical health. Forthcoming research must address workplace interventions for educators. Dupriez et.al, (2015) revealed that above and beyond the effect of teachers' and schools' features has very handy relationship which has observed between job conditions over the first year in the profession and exit rates and job satisfaction. Marvel (2015) found that gender congruence and job stress was related with overtime hours for female educators while it was not for male educators. He finally revealed that gender congruence and job satisfaction matters for female teachers but not for male teachers. Liu and Cheung (2015) inspected an integrative stresses-resources model of the work-family edge by taking a sample of 259 secondary school teachers at China. He used work-family role integration (WFRI) and burnout scale and they revealed that job demands were intensely and absolutely linked with work-to-family conflict, this has additionally commanded to an increase in burnout; job resources



were also positively and strongly related with work-to-family enrichment, and subsequently to a decrease in burnout. Job demands also had a significant direct impact on burnout.

Overall, the review of literature reveals that hygiene and motivational factor should be included as potential predictors of primary school teacher's satisfaction.

## RESEARCH METHODOLOGY

**Data collection tool-** primary data is collected from 300 teachers with a structured questionnaire. Each teacher was asked to fill out questionnaire indicating his or her agreement or disagreement related with job satisfaction with each statement on a 5-point Likert scale with the end points being "strongly disagree" and "strongly agree".

**Reliability Measures:** Internal validity and consistency of the scale items are analysed for each variables by pilot survey of 15 respondents. Cronbach's alpha reliability scores were 0.78 over the limit of 0.65, which is considered good.

**Sampling** - a sample of 300 primary school teachers were taken out of which 133 were working in private and 167 were working in government sector. A non-probability sampling technique called convenience sampling is used.

## DATA ANALYSIS

As per the objective (To identify the Hygiene variables affect Job satisfaction of school teachers of rural area of Rajasthan) the perception of the management teachers are sought in relation to the Hygiene Factors of Job satisfaction. The following hypothesis was developed:

**H<sub>1</sub>:** The attributes configuring Job satisfaction of school teachers of rural area of Rajasthan on Hygiene Factors significantly influence their Satisfaction and Stress level from their job.

To identify key variables in multivariate regression analysis has been used with SPSS-19 software and results were shown in table-1 as under:

**Table-1: Multivariate Regression Analysis**

<b>a. Descriptive Statistics</b>			
	Mean	Std. Deviation	N
Hygiene	3.4400	.75385	300
Hygiene Factor-1	3.4200	.66715	300
Hygiene Factor-2	3.8800	.65347	300
Hygiene Factor-3	3.5533	.60695	300
Hygiene Factor-4	3.9600	.87232	300



Hygiene Factor-5	3.5567	.98150	300
Hygiene Factor-6	3.5467	.98202	300
Hygiene Factor-7	3.8167	.99315	300
Hygiene Factor-8	3.3633	1.09330	300
Hygiene Factor-9	3.2467	.83355	300
Hygiene Factor-10	3.1500	.83456	300

Constant	Std. Error of the Estimate	t-Statistics	p-value	R2	ANOVA	Sig.	Result
3.382	.63652	11.521	.000	.287	31.099	.000 <sup>d</sup>	H0 rejected

d. Predictors: (Constant), Hygiene Factor-6, Hygiene Factor-8, Hygiene Factor-1, Hygiene Factor-4

**Result were defined as  $p < 0.05$ .**

The final Regression model with 4 independent variables (Hygiene Factor-6, Hygiene Factor-8, Hygiene Factor-1 and Hygiene Factor-4) explains almost 28.7% of the variance of Job Satisfaction. Also, the standard errors of the estimate has been reduced to .63652, which means that at 95% level, the margin of errors for any predicted value of job satisfaction can be calculated as  $\pm 1.2475792$  ( $1.96 \times .63652$ ). The ANOVA with F ratio of 31.099 and significance at level of 0.000<sup>d</sup> provides that four variables i.e., Hygiene Factor-6, Hygiene Factor-8, Hygiene Factor-1 and Hygiene Factor-4 explains the Hygiene factors of Job satisfaction.

**As per the objective** (To identify the motivational variables affect Job satisfaction of school teachers of rural area of Rajasthan) the perception of the management teachers are sought in relation to the Hygiene Factors of Job satisfaction. The following hypothesis was developed:

**H<sub>1</sub>:** The attributes configuring Job satisfaction of school teachers of rural area of Rajasthan on motivational Factors significantly influence their Satisfaction and Stress level from their job.

To identify key variables in multivariate regression analysis has been used with SPSS-19 software and results were shown in table-2 as under:

Table-2: Multivariate Regression Analysis

a. Descriptive Statistics			
	Mean	Std. Deviation	N
Motivation	3.5300	.81115	300
Motivational Factors-1	3.4333	.71689	300
Motivational Factors-2	3.4000	.88842	300
Motivational Factors-3	3.2233	.87331	300
Motivational Factors-4	3.4633	.88578	300
Motivational Factors-5	3.3300	.97172	300
Motivational Factors-6	2.9367	.93572	300
Motivational Factors-7	3.1300	.88073	300
Motivational Factors-8	3.0300	.84349	300
Motivational Factors-9	3.3500	.90382	300

Constant	Std. Error of the Estimate	t-Statistics	p-value	R2	ANOVA	Sig.	Result
2.944	.176	16.707	.000	.047	8.307	.000 <sup>b</sup>	H0 rejected

b. Predictors: (Constant), Motivational Factors-3, Motivational Factors-4

**Result were defined as  $p < 0.05$ .**

The final Regressionmodel with 2 independent variables (Motivational Factors-3 and Motivational Factors-4) explains almost 4.7% of the variance of Job Satisfaction. Also, the standard errors of the estimate has been reduced to .79202, which means that at 95% level, the margin of errors for any predicted value of job satisfaction can be calculated as  $\pm 1.5523592$  ( $1.96 \times .63652$ ). The ANOVA, with F ratio of 8.307 and significance at level of 0.000<sup>b</sup> provides that two variables i.e., Motivational Factors-3 and Motivational Factors-4 explains the Motivational factors of Job satisfaction.

## CONCLUSION



The higher teacher's satisfaction leads to increased students satisfaction (Rosenow, 2005). Teacher attrition and job shortages are largely due to teacher dissatisfaction and pursuit of other jobs (Ingersoll, 2001). The scope of this study is to examine Hygiene and motivational variables related to the job satisfaction and stress of certified primary teachers. That is why it is important to identify the factors contributing to primary teacher's satisfaction and stress reduction or for taking the decision to enter and remain in the teaching profession. Out of 19 Hygiene and Motivational variables 06 were found significantly important for improving the perception about their satisfaction from their current job. Thus effective alternative teacher certification programs must be included for the teachers and they should have a strong academic course work component, field-based learning in the classroom, and support from qualified mentors (Feistritzer and Chester, 2003) So that they may be satisfied and improve the quality of education.

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**VARIABLES**

S. No.	<b>HYGIENE FACTORS</b>	<b>Motivational Factors</b>
1	Satisfied with current working hours of school	Your good teaching is recognised by your administration
2	Enjoy working at school	You are free to adopting teaching methods/ responsibility
3	Your fellow colleagues have good understanding with you	Your views have given attention
4	Your Principal/Director/ other boss have good understanding with you	Opportunity to help others with personal problem at work
5	Amount of responsibility given to you	You get power and prestige at your work
6	Flexible working hours are provided to all of us	You have given opportunities to make decision
7	Environment providing hint of Job Security	Got good cooperation by colleagues
8	Possibility of Promotion	Facility for better situation
9	Style of Management of your School	Follow good grievance handling and fair justice procedure
10	Physical Teaching condition	





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CAUSAL RELATIONSHIP BETWEEN PUBLIC DEBT AND ECONOMIC GROWTH IN  
HIMACHAL PRADESH (INDIA)

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**Abstract:**

The paper empirically explores the causal relationship between public debt and economic growth in Himachal Pradesh (India). Himachal Pradesh is a special category state and its financial existence and sustenance is heavily linked to the central transfers of resources through the platforms of Finance Commission. Being a mountainous state with a rugged terrain and rarefied air, the cost of living and cost of production and construction, is relatively very high in the state. The state has poor revenue base therefore, to finance its various projects and schemes, it has been heavily borrowing from various agencies. In the above viewpoints the aim of the present paper is to analyze the relationship between public debt and economic growth in the state. To achieve this objective, the trends in public debt, expenditure and GSDP for a period of 33 years' (i.e., from 1980-81 to 2012-13) regular time series have been analyzed. Granger's causality analysis has been carried out in order to examine the cause and effect relationship between economic growth and public debt.

**Keywords:**

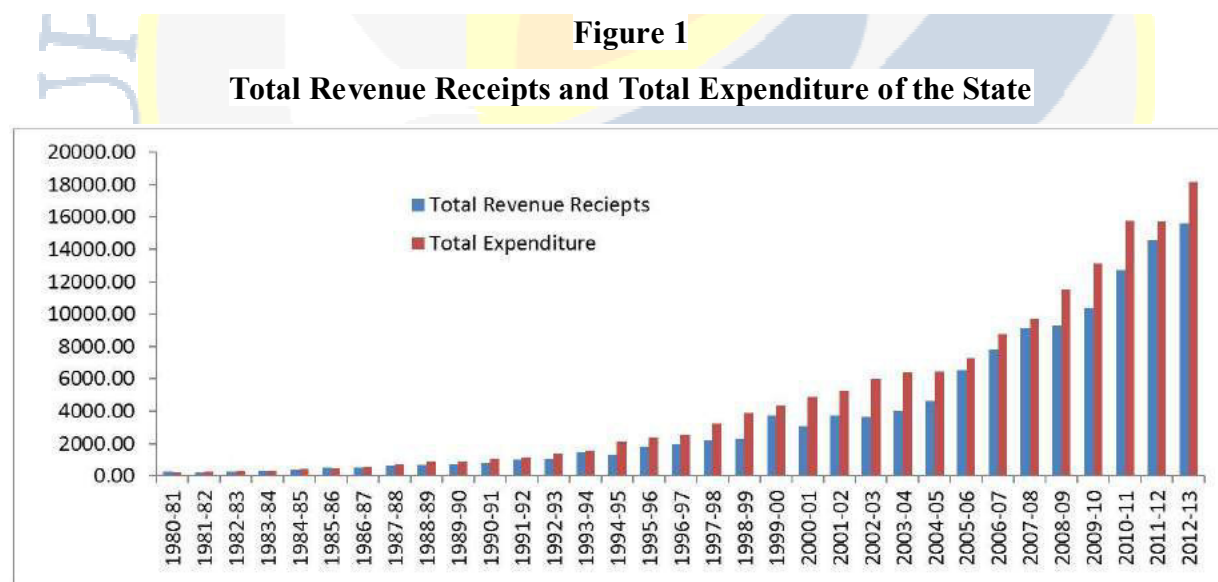
Public Debt, Economic Growth, Causal Relationship, Granger Causality, GSDP, Expenditure.

**1. Introduction**

Himachal Pradesh is a part of the Indian Himalayas. It has wide valleys imposing Snow Mountains, lakes, and rivers. It is bounded by the state of Jammu and Kashmir to the north, by the Tibet Autonomous Region of China to the east, and by the states of Uttarakhand to the southeast, Haryana to the south, and Punjab to the west. After India became free in 1947, a number of princely hilly states were integrated into a single unit to be administered by the Government of India. Himachal Pradesh came into being as a state of the India Union on April 15, 1948, by integrating 31 big and small hill states of the region. In 1956, it was converted into a Union Territory. On 18th December, 1970 the State of Himachal Pradesh Act was passed by Parliament and the new state came into being on 25th January, 1971. Thus H.P. emerged as the eighteenth state of Indian Union. Himachal Pradesh has come a long way since then. It has seen a

number of full-fledged governments which have led the state towards economic self-reliance. But the problem of resource mobilization is causing a concern in present times in achieving a self-reliant economy. Such expenditure is incurred by state and local governments for the satisfaction of collective wants or promoting economic and social welfare. Government finances its expenditure through conventional sources like taxes or public borrowing. With the government undertaking programs of planned economic development on a large scale, it is not possible to meet the related expenditure entirely through taxation. There is a certain limit beyond which revenue from taxation cannot be raised as it negatively affects the level of investment, production in the state and people's paying capacity. Public debt helps in discouraging unproductive expenditure and diverts the savings of the people for capital formation, financing new developmental projects etc.

Difference between the total revenue receipts and total expenditure, constitute the most important criteria of public debt. The total revenue receipts of the state at the time of 1980-81 was Rs. 292.35 Crore and this rose to Rs. 992.34 Crore in 1991-92, which further rose to 15598.12 Crore in 2012-13. As far as the total expenditure is concerned it rose from Rs. 240.36 Crore in the year 1980-81 to Rs. 1170.66 Crore in 1991-92 and to 18129.08 Crore in 2012-13.



**Sources:** *Annual Financial Statements: Government of Himachal Pradesh*

While analyzing the trends of Total Revenue Receipts and Total Expenditure it can easily find out that in almost every year state's total expenditure is greater than its total revenue receipts (except in the year of 1980-81 and 1985-86).



In spite of shortage of revenue resources State Government has to increase its expenditure to promote the economic development. Such a difference between these two variables is responsible for the growth of public debt in the state.

## **2. Review of Literature**

The concept of public borrowing was condemned earlier by classical economists. According to Mill, if a government incurs debt from the surplus not needed by the private sector, then there would be no problem of crowding out. But danger is when the government competes with the needs of private sector for the same capital, which leads to rise in price of capital and ultimately affects aggregate investment, employment and output of the economy adversely. However, according to Keynes the extent to which government can resort to debt-financing has a limit. He therefore, advocated increased public expenditure financed through borrowing will have no such effect. Such a borrowing was meant to directly enable the government to make use of idle and unutilized funds of public. He felt that public debt would raise the national income, lead to increase in effective demand in the economy, increase the employment and output. According to Keynesians, by debt-financing, government can tap surplus savings and thus can utilize for productive uses and bring about an increase in national income. On the contrary, according to the monetarists, like Friedman, given a level of savings in the economy, an increase in government demand for credit, leads to an increase in domestic interest rate. Hence, there is a possibility of crowding out of private investment. In these viewpoints various studies have been conducted in the recent past mainly concentrated on the relationship between debt & growth.

Erdal Karagol (2002) used multivariate co-integration technique to develop a vector error correction model to investigate the long run effects of external debt service on GNP level of Turkey and found out a uni-directional negative relationship between the two variables.

Abbas and Christensen (2007) analyzed optimal domestic debt levels in low-income countries and emerging markets. Study covered the time period from 1975 to 2004 and applied Granger Causality Regression model. They found that moderate levels of domestic debt as a percentage of GDP had significant positive, non-linear impacts on economic growth.

Afzal, et.al. (2008) sought out the causal relationship between exports, economic growth and debt servicing of Pakistan. He found out through Granger Causality test that there is tri-variate causality between these three variables.

Various studies show mixed results towards the relationship between public debt and economic growth. Findings and conclusion of these studies cannot be fully applicable in context to

Himachal Pradesh (India) due to variety of inherent constraints and peculiar features of the state. Therefore, in view of all these factors, it is important to analyze the relationship separately.

### 3. Materials and Method

The aim of the present study is to analyze the relationship between public debt, gross state domestic product (GSDP) and public expenditure. It covers the time period from 1980-1981 to 2012-13 (i.e. 33 years). The analysis is based on secondary data which is obtained from the various reports, and publications of Government of Himachal Pradesh (India), Economic surveys and budget documents of Himachal Pradesh (India), Reports of Various Finance Commission of India and Reports of Comptroller and Auditor General of India.

On the basis of the above mentioned objective the null hypotheses to be tested here is:

- a) GSDP does not Granger cause public debt. The corresponding null hypothesis will be that public debt does not Granger cause GSDP.
- b) Total expenditure does not Granger cause public debt. The corresponding null hypothesis will be that public debt does not Granger cause Public Expenditure.

If both the hypotheses are subject to rejection, then we can conclude that there is the presence of a feedback effect between public debt and GSDP and public expenditure. Further, if only one of the hypotheses is subject to rejection, it can be interpreted that there is unidirectional causality from that variable to the dependent variable.

To fulfill the above mentioned objective the Granger Causality Test is used because of its popularity in the economic literature and, in particular type of studies. Granger causality is a kind of statistical feedback which states that a time series Y is said to be caused by a time series X, if current value of Y can be better predicted by past value of X and Y than by past value of Y alone. Clearly the theorem is based on the improvement of the predictive efficiency of the model with the introduction of past value of X. To test the causality following model is used:

$$X_t = \sum \alpha_i Y_{t-i} + \sum \beta_i X_{t-j} + u_t \text{ .....(1)}$$

$$Y_t = \sum \delta_i X_{t-j} + \sum \gamma_i Y_{t-i} + u_{2t} \text{ .....(2)}$$

Where, X in the equation represent public debt, Y represent the GSDP (or Public Expenditure),  $\alpha$ ,  $\beta$ ,  $\delta$  and  $\gamma$  are estimated coefficient and  $u$  is zero mean serially uncorrelated, constant variance residual term. Equation (1) is used to examine that how causality runs from public debt to

GSDP, whereas, equation (2) is used to examine that how causality runs from GSDP to public debt.

The Granger Causality test is preceded with the stationary test on the variables employed in the study. Before conducting granger causality test, variable must be found stationary individually or, if both variables are non-stationary, they must be made stationary by taking first or second difference. In present study, the stationarity properties of the time series is investigated by using the Augmented Dickey Fuller (ADF) test. Augmented Dickey Fuller test was run on the levels, then on the first difference and on the second difference of the first differenced equation. The condition of stationarity was met before conducting Granger causality test. The purpose of 'augmenting' the Dickey- Fuller (DF) regression is to get white noise errors.

#### **4. Results and Discussion**

Before going to the causal relationship between public debt, GSDP and public expenditure, it's important to understand the behavior of public debt and its composition during the study period in the state. Table 1 depicts the trends of public debt and its composition in forms of internal debt and Loan & Advances from central government.

Public debt in Himachal Pradesh recorded a marked increase during the period 1980-81 to 2012-13. Total Debt of the state on an average stood at Rs. 331.93 crore per annum during the first phase of the study (1980-81 to 1990-91) and increase to Rs. 2399.02 crores in the second phase (1991-92 to 2001-02). It further rose to Rs. 3155.10 crore in the last phase (2002-03 to 2012-13).

**Table 1**  
**Public Debt Himachal Pradesh (India)**

Heads	Phases		
	1980-81 to 1990-1991	1991-92 to 2001-2002	2002-03 to 2012-2013
Public Debt Per Annum (□ In Cr.)	<b>331.93</b>	<b>2399.02</b>	<b>3155.10</b>
% Share of Internal Debt to Public Debt	<b>75.59</b>	<b>86.92</b>	<b>96.78</b>
% Share of Loan & Advances from Central Govt. to Public Debt	<b>24.41</b>	<b>13.08</b>	<b>3.22</b>
Annual Growth Rate of Public Debt (in %)	<b>48.78</b>	<b>13.72</b>	<b>-3.75</b>
Public Debt as % to GSDP	<b>21.49</b>	<b>26.75</b>	<b>7.88</b>
Public Debt as % to Public Expenditure	<b>58.46</b>	<b>80.47</b>	<b>29.23</b>

**Source:** *Data compiled on basis of information collected from various relevant issues of (a) Annual Financial Statements: Government of Himachal Pradesh, (b) Finance Accounts*



(various issues): Government of Himachal Pradesh, Comptroller and Auditor General of India.

Further, Debt to GSDP and Debt to Expenditure ratio has been calculated. The continuous increase in these ratios implies unsustainability of debt. But analysis of Himachal Pradesh revealed that both of these ratios increased during the second phase and declined considerably in the last phase of the study. So it can be concluded from here that the while analyzing the debt sustainability issue, situation of the state is improving continuously.

To analyze the main objective of the study Granger's Causality analysis has been carried out. The causal relationship has examined between public debt and GSDP (or public expenditure) of the state. For studying the causality between the aforementioned variables, it is necessary that they are stationary. Therefore, in the present analysis all of the series has been made stationary with the help Augmented Dickey Fuller test by taking null hypothesis as presence of non stationarity. The results of the test are shown in the Table no. 2. Augmented Dickey Fuller test is applied on levels then differencing the equations till stationarity is arrived. The causality result of variable is obtained only on filtered series, which shows that this test on actual data and first differenced series is sensitive to an existence of autocorrelation among the residuals.

**Table 2**

**Augmented Dickey- Fuller Test for GSDP and Public Debt Variables**

Sr. No.	Variables	t-values p-values	Levels	1 <sup>st</sup> difference	2 <sup>nd</sup> difference
1	GSDP	t-values p-values	3.2743 (1.0000)	-4.1715 (0.00280)*	-- --
2	Public Debt	t-values p-values	-2.1984 (0.2107)	-6.5279 (0.0000)*	-- --
3	Public Expenditure	t-values p-values	1.9059 0.9996	1.6737 0.9992	-5.0948 0.0004*

**Source:** results calculated by using Eviews. \*= 5% level of significance

The table reveals that GSDP and public debt are stationary at 1<sup>st</sup> difference and intercept, while public expenditure is stationary at 2<sup>nd</sup> difference. Therefore, it can be concluded that the before computing the causal relationship all of the variables are made stationary. After making data stationary Grangers' causality test is applied to interpret final results of causality. The results of the test are shown in the Table no. 3.

Table 3  
Granger Causality Results

Variables	F-Statistic	P-value	Type of Causality
Public Debt does not Granger Cause GSDP	3.71281	0.0387*	Uni-directional
GSDP does not Granger Cause Public Debt	2.46170	0.1057	
Public Debt does not Granger Cause public expenditure	1.69421	0.2050	No Causality
Public expenditure does not Granger Cause Public Debt	0.15948	0.8535	

**Source:** results calculated by using Eviews. \*= 5% level of significance

Granger Causality test between public debt and GSDP revealed that the null hypothesis is rejected as p-value i.e. 0.0387 is significant at 5 per cent level of significance. Meaning thereby, that the public debt affects GSDP and alternative hypothesis is accepted. Further, the analysis of causality between GSDP and public debt revealed that the null hypothesis is accepted as the p-value (0.1057) is not significant at five per cent level. The result shows that there exists uni-directional causality running from public debt to GSDP. On contrary, so far as the relationship between public debt and public expenditure is concerned Granger Causality test provides us the evidence of no causal linkage between these two variables and the null hypothesis is accepted. Meaning thereby, that neither the public debt Granger cause public expenditure nor public expenditure Granger cause public debt in Himachal Pradesh (India).

## 5. Conclusion

Various international studies on this issue show the mix trends. Most of the studies are in favour of either uni-directional relationship or no relationship. But, in the Indian context, the issue is still unresolved as it is not much focused. From the present analysis it can be concluded that the situation of debt sustainability is good in the state, as the Debt/GSDP ratio has been declined in the third phase of the study. So far as the causal relationship is concerned there exists a unidirectional causality running from public debt to economic growth.



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## डॉ. भीम राव अम्बेडकर : लोकतन्त्र के वास्तविक नायक

डॉ० प्रेमलता परसोया  
व्याख्याता-राजनीति विज्ञान  
जे०डी०बी० राजकीय कन्या महाविद्यालय,  
कोटा (राज०)

डॉ. अम्बेडकर एक ऐसे व्यक्तित्व के धनी थे जिनमें अनेक प्रकार की प्रतिभाओं का समावेश इस तरह से था जैसे कि महासागर में अनेक नदियों का समावेश होता है। वो महान् समाज सुधारक, विद्वान, अर्थशास्त्री, राजनीतिज्ञ, वकील, महान विचारक, शिक्षाविद, राष्ट्रवादी और दूरदर्शी थे इसीलिए उनके दिये गये विचार न केवल आज प्रासंगिक है अपितु हजारों साल के बाद भी इनकी प्रासंगिकता निरन्तर बनी रहेगी। वो भारतीय संविधान के निर्माता थे और भारत का संविधान आज विश्व में सर्वश्रेष्ठ यदि कहा जाये तो अतिशयोक्ति नहीं होगी। बाबा साहेब वो प्रकाश पुंज थे जिससे उन्होंने भारत राष्ट्र को आलोकित किया। यद्यपि वो गरीब समाज महार जाति में जन्में जिस जाति को इन्सान का दर्जा भी तत्समय नहीं दिया था फिर भी अनेक विपरित परिस्थियों, खासकर ऊँच-नीच की भावना को हराकर भी उन्होंने शिक्षा के क्षेत्र में महान् उपलब्धियों के कीर्तिमान स्थापित किये। अर्थशास्त्र विषय में पी. एच.डी. करने वाले आप प्रथम भारतीय थे। भले ही उनकी विद्वता को पहले सबने खुलकर स्वीकार नहीं किया हो परन्तु आज सर्वविद्वित है कि उनसे बढ़कर विद्वान कोई नहीं हुआ।

कोलम्बिया विश्वविद्यालय के मुख्य द्वार पर बाबा साहेब अम्बेडकर की प्रतिमा लगाना और उन्हें 'सिम्बल ऑफ नॉलेज' कहा जाना हर भारतीय के लिए गर्व की बात है। समाज की हर बीमारी रूपी समस्या का इलाज एक मात्र शिक्षा ही है इस गहन सत्य को डॉ. अम्बेडकर ने बहुत छोटी उम्र में ही समझ लिया था। उन्होंने इस बात पर बल दिया कि शिक्षा प्राप्त करना प्रत्येक व्यक्ति का अधिकार है, किसी जाति विशेष का नहीं। जबकि उस समय उच्च जाति के लोगों द्वारा निम्न जाति/दलितों के साथ बहुत अमानवीय व्यवहार किया जाता था, यहाँ तक कि दलित लोगों को छूने मात्र से उच्च जाति के लोग स्वयं को अपवित्र समझते



थे। इस तरह के विषमताकारी समाज में सभी के लिए स्वतन्त्रता, समानता और न्याय उपलब्ध करवाने वाले महानायक डॉ. अम्बेडकर ही थे।

भारत की आजादी के बाद देश के संविधान निर्माण हेतु बनाई गई संविधान सभा में अनेक उठापटक के बाद उन्हें चुना गया, क्योंकि संविधान निर्माण के लिए उनसे बेहतर व्यक्ति कोई नहीं था इस सत्य को कांग्रेस पार्टी अच्छी तरह समझ चुकी थी।

29 अगस्त, को भारत की संविधान सभा द्वारा सर्वसम्मति से उन्हें ड्राफ्टिंग समिति के अध्यक्ष के तौर पर चुना गया। इस समिति को संविधान को अन्तिम रूप देने का कार्य सौंपा गया। ड्राफ्टिंग समिति में छः और सदस्य भी थे लेकिन उनमें से ज्यादातर किसी न किसी वजह से काम नहीं कर रहे थे, और इसलिए संविधान सभा में जोरदार वाद-विवादों के बीच संविधान के मसौदे को तैयार करने और पथप्रदर्शन करने का पूरा भार डॉ. अम्बेडकर के कंधों पर आ गया।<sup>1</sup> आजादी के बाद लोकतान्त्रिक शासन प्रणाली को अपनाना था परन्तु संसदीय लोकतन्त्र व अध्यक्षीय लोकतन्त्र दो मॉडल हमारे सामने थे, डॉ अम्बेडकर ने संसदीय लोकतन्त्र को भारतीय परिस्थितियों के अनुरूप पाया। संविधान निर्माण में डॉ. अम्बेडकर की दोहरी भूमिका थी, एक तरफ वो दलितों के उद्धार के लिए बहुत कुछ करना चाहते थे दूसरी तरफ सभी वर्गों के हितों की रक्षा के साथ सर्वश्रेष्ठ संविधान का निर्माण करना चाहते थे और दोनों ही स्तर पर उनहोंने बरवूबी सफलता पाई।

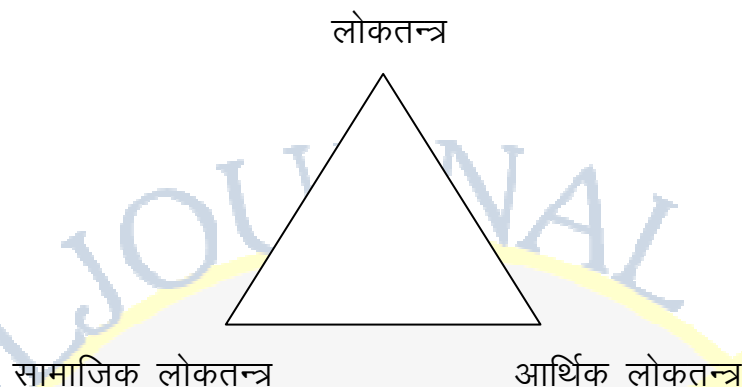
लोकतन्त्र शासन प्रणाली के लिए सभी का प्रयास यही था कि ऐसी शासन प्रणाली स्थापित हो जिसमें 'एक व्यक्ति' एक वोट' का सिद्धान्त हो और लोगों द्वारा चुनी हुई सरकार हो। परन्तु डॉ. अम्बेडकर का मानना था कि राजनीतिक लोकतन्त्र भारत देश में सफल नहीं हो सकता जब तक कि सामाजिक और आर्थिक लोकतन्त्र की स्थापना नहीं की जाये। क्योंकि यहाँ पर जाति, धर्म, लिंग के आधार पर अत्यधिक भेदभाव की स्थितियाँ थी।

उन्होंने कहा था कि सामाजिक लोकतन्त्र राजनीतिक लोकतन्त्र का ऊतक और फाइबर है। राजनीतिक लोकतन्त्र तब तक नहीं चल सकता जब तक कि उसके मूल में सामाजिक लोकतन्त्र न हो। सामाजिक लोकतन्त्र एक जीवन शैली है जो जीवन के तत्वों के रूप में स्वतन्त्रता समानता और भाईचारे को मान्यता देती है। इस प्रकार वे एक त्रिकोण का गठन करते हैं जहाँ एक को दूसरे से अलग करने का मतलब है लोकतन्त्र के मूल उद्देश्य



को विफल कर देना। यही वह सिद्धान्त है जो सामाजिक जीवन को एकता और समन्वय प्रदान करता है।<sup>2</sup> डॉ. अम्बेडकर के लोकतन्त्र को निम्न चित्र से समझा जा सकता है—

राजनीतिक लोकतन्त्र



उक्त चित्र को देखकर स्पष्ट होता है कि राजनीतिक लोकतन्त्र शीर्ष है परन्तु इसे स्थापित होने का आधार व जड़े सामाजिक और आर्थिक लोकतन्त्र है। जब तक सामाजिक स्तर पर सभी को समान नहीं समझा जायेगा, मानवीय व्यवहार नहीं किया जायेगा तब तक लोकतन्त्र किसी भी देश में अपनी जड़े नहीं जमा पायेगा। अम्बेडकर जानते थे कि इस देश में वर्ण और जाति व्यवस्था ने किस तरह अपना जाल फैलाया हुआ था। दलित जाति के लोग उन तालाबों से पानी लेने के हकदार भी नहीं थे जहाँ कुत्ते, भैंस..... आदि जानवर नहाते व नित्य क्रिया करते थे।

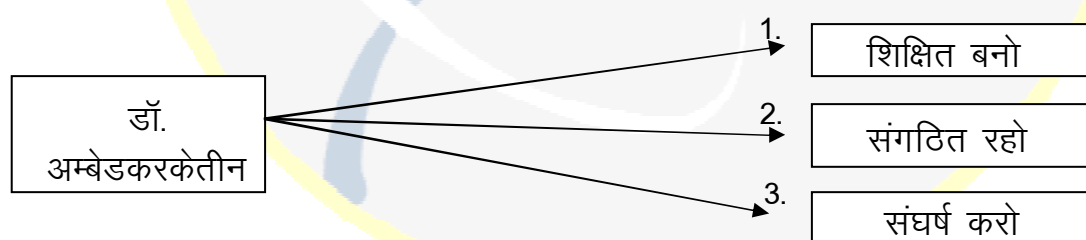
इसीलिए जब अंग्रेजों से देश को आजाद करवाने की मुहिम छिड़ी हुई थी तभी डॉ. अम्बेडकर सामाजिक समानता अर्थात् जातिगत आधार के भेदभाव को खत्म करने के लिए प्रयत्नरत थे। इसके लिए वो एक तरफ अंग्रेजों के सम्मुख गोलमेज सम्मेलन में अपने दलित समाज के अन्य वर्गों द्वारा शोषण की तस्वीर रख रहे थे तथा दूसरी ओर दलित लोगों को संगठित कर अपने अधिकारों की प्राप्ति के लिए जागरूक बना रहे थे।

डॉ. अम्बेडकर एक ऐसा समाज चाहते थे जिसकी रचना स्वतन्त्रता, समानता और भाईचारे के सिद्धान्तों पर की गई हो। वर्ण, जाति, जजमानी तथा पुरोहिताई व्यवस्थाएँ उपर्युक्त सिद्धान्तों का निषेध करती हैं, इसलिए अम्बेडकर इन्हें स्वीकार करने के लिए कत्तई तैयार नहीं थे।<sup>3</sup> वे कहते थे, "जनतन्त्र सार्वजनिक जीवन जीने की पद्धति है। जनतन्त्र की जड़े



व्यक्तित्व के सामाजिक सम्बन्धों में खोजनी पड़ती है। जनतन्त्र एक ऐसी शासन प्रणाली है, जिसके द्वारा आर्थिक और सामाजिक क्षेत्र में बिना रक्त की एक बूँद बहाए क्रान्तिकारी परिवर्तन लाये जा सकते हैं।<sup>4</sup> डॉ. अम्बेडकर ने लोकतन्त्र प्रणाली द्वारा पीड़ित मानवता का उद्धार करने का निश्चय किया। वो कहते थे कि सामाजिक के साथ ही आर्थिक लोकतन्त्र की स्थापना भी अति आवश्यक है और इसके मायने बताये कि सभी की न्यूनतम आवश्यकताओं की पूर्ति हो, कोई किसी को धन के आधार पर दास नहीं बना सके तथा अर्थोपार्जन के अवसर सभी को बिना जाति, धर्म व लिंग भेद के मिले अर्थात् समाज में विशेषाधिकारों का खत्म होना। इसीलिए भारतीय संविधान में मूल अधिकारों के साथ नीति निर्देशक तत्वों का समावेश किया तथा उन्हें अधिकारों से भी ज्यादा महत्ता प्राप्त हैं। ये नीति निर्देशक तत्व सामाजिक और आर्थिक लोकतन्त्र की स्थापना के लक्ष्य हेतु ही संविधान में रखे गये हैं। उनका मानना था कि लोकतन्त्र केवल एक शासन प्रणाली ही नहीं है अपितु एक जीवन दर्शन है और बिना सामाजिक आर्थिक समानता के राजनीतिक स्वतन्त्रता का कोई औचित्य नहीं रहता है। जैसे कि हॉब्स ने कहा था कि व्यक्ति वोट के अधिकार को न खा सकता है और न ही पी सकता है। इसी प्रकार हेराल्ड लॉस्की ने भी कहा था कि गरीबों की अत्यधिक गरीबी तथा धनिकों का अत्यधिक धन दोनों ही स्थितियाँ लोकतन्त्र को खत्म कर देती हैं।

डॉ. अम्बेडकर जानते थे कि धन सम्पन्न वर्ग दो वक्त की रोटी के बदले गरीबों के वोट खरीद लेगा क्योंकि गरीब व्यक्ति के लिए वोट से कहीं अधिक कीमती भूख को शान्त करना होता है। खासकर दलित समाज के लिए वो बहुत चिन्तित थे क्योंकि गरीबी और बेरोजगारी तो इनके लिए कुदरत के वरदान थे ही, साथ में सम्पन्न तबके अर्थात् उच्च जाति के लोगों द्वारा शोषण की प्रवृत्ति इनके जीवन को तहस-नहस किये हुए थी। उन्होंने दलितों व गरीबों के उद्धार हेतु सरकारी स्तर पर विभिन्न प्रयत्नों का समावेश संविधान में किया और दलित वर्ग को भी उन्होंने निम्न तीन मूल मन्त्र जीवन सुधार हेतु दिये



उन्होंने अपने गरीब तबके को यही समझाया था कि शिक्षा से तुम्हारे दिमाग की बन्द कलइयाँ खुलेगी और तुम दासता से मुक्त होकर स्वतन्त्रता के लिए छटपटाओगे। इस हेतु तुम संगठित होगे और संयुक्त होकर अपने शोषण के विरुद्ध आवाज उठा पाओगे अर्थात् अपने अधिकारों के लिए संघर्ष कर सकोगे। डॉ. अम्बेडकर ने बहुत विपरित परिस्थियों के बावजूद उच्च शिक्षा हासिल की और दलितों के बीच भेदभाव को खत्म करने के लिए महाड़ तालाब से दलितों को पानी उपलब्ध करवाने के लिए सत्याग्रह किया तथा इसी

प्रकार कालाराम मन्दिर में प्रवेश हेतु भी आन्दोलन किया। मानव-मानव के बीच भेदभाव करने वाले ग्रन्थ मनुस्मृति तक को उन्होंने जलाया और घोषणा की कि वह अपनी अन्तिम सांस तक अपने समाज की आजादी के लिए लड़ते रहेंगे। यद्यपि अम्बेडकर यह भी जानते थे कि किसी मन्दिर में प्रवेश पाने मात्र से हमारे जीवन में कोई विशेष परिवर्तन/सुधार नहीं आ पायेगा परन्तु इसके पीछे मुख्य मन्तव्य था कि मानव के साथ मानव जैसा व्यवहार होना चाहिये। मानव-मानव एक समान है एवं सभी मानवों की गरिमा और सम्मान भी एक तुल्य ही होना चाहिये।

जिस तरह महात्मा गाँधी ने राष्ट्रवादी आन्दोलन को सार्वजनिक आयाम दिया था और जिस तरह नेहरू ने इसे सामाजिक और आर्थिक आयाम दिया था, उसी तरह अम्बेडकर ने इसे सामाजिक-लोकतान्त्रिक लक्ष्य दिया। उनका दृढ़ विश्वास था कि जब तक राजनीतिक, आर्थिक और सामाजिक विषमता समाप्त नहीं होगी तब तक जनतन्त्र की स्थापना अपने वास्तविक स्वरूप को ग्रहण नहीं कर सकेगी। वे कहते थे कि सामाजिक चेतना के अभाव में जनतन्त्र आत्माविहीन मृत देह के समान है और जब तक सामाजिक जनतन्त्र नहीं स्थापित होगा तब तक सामाजिक चेतना का विकास भी नहीं होगा।<sup>5</sup> डॉ. अम्बेडकर के अनुसार लोकतन्त्र के मायने इस प्रकार थे –

1. स्वतन्त्रता → समानता → बन्धुता = लोकतन्त्र

2. सामाजिक लोकतन्त्र → आर्थिक लोकतन्त्र = राजनीतिक लोकतन्त्र

उनका मानना था कि उक्त दोनों टर्म के अलावा लोकतन्त्र को अन्य प्रकार से नहीं समझा जा सकता और ये सब सार्थक हो सकता है शिक्षा के विकास और प्रसार से। अम्बेडकर ने कहा था कि शिक्षा व्यक्ति को दूसरों की गुलामी से तो मुक्त करती ही है परन्तु स्वयं की मानसिक पराधीनता से भी स्वतन्त्र करती है, उन्होंने कहा था कि गरीब/दलित तबके की समस्या की जड़ उनके अन्तर्गत में बैठी हीन भावना ही है, जो उन्हें शोषण के विरुद्ध आवाज उठाने नहीं देती हैं। वो पुरुषों के समान ही महिलाओं की भी समान्तर शिक्षा की पैरवी करते थे और महिलाओं को समाज में जागृति लाने में प्रमुख भूमिका निभाने की



अपेक्षा करते थे। वो महिलाओं को कहते थे कि अपने बच्चों को स्कूल भेजो, उन्हें साफ सुथरे कपड़े पहनाओ आपके पति शराब पीकर घर आये तो उन्हें खाना मत दो ..... आदि।

बाबा साहेब ने 1924 में बहिष्कृत हितकारिणी सभा की स्थापना गरीब तबके के लोगों में शिक्षा का प्रसार करने के लिए ही की थी। 1945 में पीपुल्स एजुकेशन सोसाइटी और एक साल बाद सिद्धार्थ कॉलेज स्थापित किया था। डॉ. अम्बेडकर ने अनेक पुस्तकें लिखीं जिनमें 1937 में लिखी "एनीहिलेशन ऑफ कास्ट" दलितों की स्वतन्त्रता का मैनिफेस्टो कही जाती है। अध्ययन-अध्यापन उनकी रुचि का एकमात्र प्रमुख विषय था और अपनी मृत्यु पर्यन्त आप लिखते रहे। जब उनसे एक बार पूछा गया कि आप इतनी देर रात तक सोये क्यों नहीं? उन्होंने प्रत्युत्तर दिया कि मेरा समाज सोया पड़ा है इसलिए मैं जाग रहा हूँ। ये हमारा दुर्भाग्य है कि उनका लेखन, विचारधारा सुसंगठित रूप में उपलब्ध नहीं थी परन्तु अब कुछ जागरूक अम्बेडकर वादियों द्वारा उनके भाषणों, वक्तव्यों, पुस्तकों .....आदि को संजोकर पुस्तक रूप में पाठकों के बीच पहुँचाया जा रहा है। उन्होंने कहा था कि समाज का विकास लोकतन्त्र शासन प्रणाली के लिए प्राथमिक शर्त है, विकास हेतु परिवर्तन आवश्यक है और परिवर्तनों हेतु शिक्षा की आवश्यकता होती है, इसे निम्नानुसार समझ सकते हैं—

शिक्षा —> परिवर्तन अपनाने की प्रेरणा —> समाज व राष्ट्र का विकास

डॉ. अम्बेडकर ने कहा था कि शिक्षा का विकास दलित ही नहीं अपितु सम्पूर्ण समाज के लिए ही होना चाहिये, हाँ उन्होंने कहा था कि दलितों को भेदभाव के कारण शिक्षा से वंचित रखा गया है, अतः इन्हें राष्ट्र/ समाज की मुख्य धारा में लाने हेतु शिक्षा तथा विकास हेतु विशेष सुविधाएँ अर्थात् संरक्षण दिये जाने की आवश्यकता है। इनका मानना था कि सदियों से उपेक्षित लोगों को सामान्य जीवन बसर उपलब्ध करवाने हेतु विशेष प्रयत्नों की आवश्यकता थी इसके लिए उच्च वर्गों को भी सद्भावना से प्रयास करने चाहिये। साथ ही पीड़ित व दलितों को भी अपने हक तथा अधिकारों के लिए जागरूक होना पड़ेगा क्योंकि सतत् जागरूकता ही स्वतन्त्रता का मूल्य होता है।

अन्ततः हम कह सकते हैं कि डॉ. अम्बेडकर ने बहुत पहले ही यह समझ लिया था कि भारत राष्ट्र का निर्माण किस तरह हो सकता है? और किस तरह इस देश की शासन व्यवस्था का संचालन हो सकता है? आजादी के समय 70% से अधिक आबादी अशिक्षित,

अपेक्षित एवं शोषित थी, जिसका राष्ट्र निर्माण की बातों से दूर-दूर तक कोई वास्ता नहीं था। सरकार निर्माण की प्रक्रिया की कल्पना भी उनसे कोसों दूर थी। डॉ. अम्बेडकर ने स्वयं ने शोषण का दर्द सहा था इसलिए गरीब एवं दलित तबके को शोषण से मुक्त करवाकर, गरिमामय व सम्मानपूर्ण जीवन उपलब्ध कराके इन्हें राष्ट्र की मुख्य धारा में शामिल करने के प्रयत्न किये। उन्हें शिक्षा की महत्ता भी पता थी इसलिए शिक्षा सभी को समान रूप मिल सके, ये व्यवस्था निर्मित करना उनका प्रमुख लक्ष्य रहा। उनका लक्ष्य एक ऐसे भारत का निर्माण करना था जहाँ हर एक नागरिक स्वयं को भारतीय समझे और सभी के साथ समान बर्ताव किया जाये जब आजादी प्राप्ति के समय सभी का ध्यान विदेशी शासन से मुक्ति और बहुमत पर आधारित निर्वाचित सरकार की स्थापना पर था तभी डॉ. अम्बेडकर ने यह प्रयत्न किया कि विदेशी सत्ता से आजादी के साथ ही व्यक्ति की व्यक्ति पर शोषणकारी सत्ता को खत्म किया जाय। बहुमत पर आधारित शासन से पूर्व वो समाज से अस्पृश्यता व छुआछूत की बीमारी को खत्म करना चाहते थे उन्होंने कहा था एक लोकतान्त्रिक देश का नागरिक न केवल अपने देश से सम्बन्धित होता है, बल्कि इसके साथ-साथ वह समाज के अनुचित हस्तक्षेप से भी मुक्त होता है, वह समुचित रूप से स्वतन्त्र होता है, तथा उसके उद्देश्य और दिशा देश व समाज के संस्थानों द्वारा नियन्त्रित नहीं होते हैं।<sup>6</sup>

इसीलिए उन्होंने भारतीय संविधान में मौलिक अधिकारों के अन्तर्गत छुआछूत समाप्ति सभी के साथ समान व्यवहार, सभी को समान विकास व अर्थोपार्जन के अवसर अभिव्यक्ति की आजादी, संघ समूह निर्मित करने व अपनी संस्कृति के संरक्षण ..... आदि का समावेश किया। इसकी सबसे प्रमुख विशेषता यह थी कि इन अधिकारों को बाद में सरकार भी नहीं छीन सकती थी, हाँ राष्ट्रीय संकट के समय इनका अल्पकाल के लिए स्थगन हो सकता था परन्तु अन्त नहीं। गरीब/दलित तबके के लिए शिक्षा व नौकरियों के क्षेत्र में आरक्षण की व्यवस्था की गई ताकि ये सदियों की उपेक्षा व तिरस्कार से मुक्त होकर आम नागरिक जैसा जीवन जी सके। आज समाज में हम देखते हैं कि छुआछूत जैसी स्थिति पर बहुत कुछ काबू पा लिया गया है और कभी-कभार कोई किसी के साथ यह करता है तो उसके दुष्परिणाम भी उसे भुगतने पड़ते हैं। दलितों/शोषितों के विकास की विशेष सुविधाएँ देने का परिणाम भी आज देखा जा सकता है। शोषित वर्ग आज शिक्षा, राजकीय सेवाओं में





अपनी उपस्थिति दर्शा रहा है और राष्ट्र की मुख्य धारा में शामिल हो गया है, ये सब कुछ डॉ. अम्बेडकर के योगदान, प्रयत्न व दूरदर्शिता से हो पाया है। यदि यह शोषित तबका राष्ट्रीय मुख्य धारा में सम्मिलित नहीं होता तो ये अपने आपको किस तरह भारतीय नागरिक समझते?

अतः यह कहा जा सकता है कि डॉ. अम्बेडकर की दूरदर्शी नीति के कारण भारत में आज एक सामान्य मजदूर और देश के प्रधानमंत्री को व्यक्ति के स्तर पर समानता प्राप्त है। कोई भी किसी की कीमत पर उन्नति नहीं कर सकता। प्रत्येक व्यक्ति के जीवन व गरिमा का समान महत्व है। प्रत्येक व्यक्ति एक वोट दे सकता है और प्रत्येक 18 वर्ष की आयु प्राप्त भारतीय (पागल, दिवालिया न हो) सरकार के निर्माण की प्रक्रिया में सहभागिता निभाकर भारतीयता पर गर्व महसूस कर सकता है।

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## SPENDING TO DEFEND THE NATION: CRITIQUE OF INDIA'S DEFENCE BUDGET

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### Abstract

*In recent years, India became one of the leading countries in military expenditure. It also became top arms importer around the globe surpassing China. This article is an attempt to understand India's military expenditure. The findings that emerged from this study revealed that India has to increase its defence budget because of local as well as global geo-political conditions. This expenditure has been oriented towards the import of the arms, however, recent change in the procurement policies that emphasises towards the purchase of the military software and hardware through domestic market is a welcome step which will create employment opportunities, maintenance of geo-political interests and finally stimulate economic growth of the country.*

**Key Words:** Military Expenditure, Defence, Ministry of Defence, Gross Domestic Production]

### Introduction

In recent years, India has emerged as one of the top countries in the field of arms import as well as defence expenditure. According to Stockholm International Peace Research Institute (SIPRI) report of 2015, India with 50 billion US dollar expenditure on the military is ranked 7<sup>th</sup> highest spender of the money on the defence in the world in the market exchange rate. However, in the absolute terms, India's military expenditure is however smaller than other big spenders such as United States of America (USA) and China who with the expenditure 610 and 216 billion US dollar share 34 per cent and 12 per cent of the world's total defence budget respectively. Moreover, India also spend higher percentage of its national resources for the military purpose except for Saudi Arabia (10.40 per cent), United Arab Emirates (5.1 per cent), Russia (4.5 per cent) and USA (3.5 per cent) among the rest top ten military spenders.

This huge expenditure for the defence of the country is justified on the grounds that the country has potential threat on the eastern as well as western front and has to prepare to tackle with collusive threat from both fronts which, in turn, needs strong military with latest military software and hardware. This modernization of the forces is being carried out with the arms imported from the west. However, a shift in the modernization of the military based on the import towards the purchase from the domestic market started taking place which is clearly visible in the recent budget allocation to the defence budget. This basically raises two issues



related with the military expenditure. First, what amount of the money can be invested in the defence of the country without compromising its development programmes? Second, what is the right way to utilise this defence budget: either through importing the military hardware and software or purchasing it through the domestic market. Present article is an attempt to analyse that how much our country can afford in the defence of nation and in what ways without compromising its development agenda.

### **Concept of Military Expenditure**

Military expenditure or defence budget, in broader sense, is the amount of financial resources dedicated by a nation or state in raising and maintaining its Armed Forces which includes pay and allowance, travelling expenses, stores, works, and capital items of expenditure like acquisition of new arms, weapon system etc. Military expenditure, in the form of military budgets, often reflect how strongly one nation-state perceives the likelihood of threats against it, or the amount of aggression it wishes to employ. It also gives us an idea of ability and the willingness of the state to fund such activities in present as well as in near future.

However, there are methodological problems in the estimation of military spending because of lack of universal definition as expenditure which comes under military spending in one country, it may or may not be counted as military spending in second/other country because some countries intentionally try to hide its spending on military under the disguise of different names. For example, SIPRI includes the spending on civilian staff of Ministry of Defence (MoD), peacekeeping, and nuclear activities of the military under the military spending; however in India above expenditure is not included in defence budget. 'Military or defence spending', according to SIPRI, 'include all the current and capital expenditure on the Armed Forces including peacekeeping forces, defence ministries and other government agencies in defence projects; paramilitary forces, when judged to be trained and equipped for military operations, and military space activities. Such expenditure should include military and civil personnel and social services for personnel, operations and maintenance, procurement, military research and development, and military aid (in the expenditure of the donor country). Civil defence and current expenditures on previous military activities, such as, veterans' benefits, demobilisation, conversion and weapon destruction are excluded' (SIPRI 2014). However in India, Defence Services Estimates (DSE), commonly known as defence budget include 'allocations, both on revenue and capital heads, for the defence services, which include the three Armed Forces (viz. the Army, the Navy, and the Air Force), the Defence Research and Development Organization (DRDO), and the Ordinance

Factories (Behra 2009: 126). But it does not include spending on pensions, expenditure on Para-Military Forces, military related nuclear activities and Ministry of Defence's civil expense in military budget.

### **Estimation of Defence Expenditure: Indian Perspective**

The Ministry of Defence (MoD) publishes Indian's defence allocations for the financial year through defence budget that provides allocations, both on revenue and capital heads, for the defence services, which include three Armed Forces: the Army, the Navy, and the Air Force; the Ordnance Factories and Defence Research and Development Organization. Thus, in the simplest sense, defence budget in India can be described as provision of funds for various items of expenditure like pay and allowance, travelling expenses, stores, works, and capital items of expenditure. Ghosh (2006:24) notes that 'aim of this kind of budgeting, which is based on the object of spending, is control of expenditure, that is, to ensure that money is spent where the legislature intended.' Srinivas (2008) also notes that apart from the generally held belief of controlling the expenditure as sole purpose, defence budgeting in India has two other functions: management and planning of allocations. To achieve its management function, budget has to be designed and formulated in such a way that it motivate the persons, who are operating the budget, to spend the money in the most economic manner to achieve the laid down standard of efficiency. However, planning function covers the allocation of resources to achieve the desired objectives regarding operational preparedness and defence capability building (Ghosh 2006).

The Explanatory Memorandum on the defence budget every year, confines its explanation relating only to budget provisions in the Revised Estimates (RE) stage and that in the Budgetary Estimate (BE) stage for the next financial year. For example, the Explanatory Memorandum for DSE 2016-17, would explain, first the RE of 2015-16 and its variations from the BE for 2015-16. Then it would explain the BE of 2016-17 and their variation from BE for 2015-16. The explanations are cryptic and explained in one or two paragraphs which mentions about variations in budgetary provisions from the previous years without going into details.

*Table No. 1 Year Wise Total Military Expenditure by India (In Crore Rupees)*

<i>Year</i>	<i>Total GDP</i>	<i>Defence Budget</i>	<i>Defence Budget ( % of GDP)</i>	<i>Defence Budget ( % of CGE)</i>
1990-91	568674	15426.48	2.71	14.7
1991-92	653117	16347.04	2.5	14.5
1992-93	748367	17581.79	2.34	13.96



1993-94	859220	21844.73	2.54	14.98
1994-95	1012770	23245.23	2.29	13.92
1995-96	1188012	26856.29	2.26	14.5
1996-97	1368209	29505.08	2.15	13.97
1997-98	1522547	35277.99	2.31	15.72
1998-99	1740985	39897.57	2.29	15.13
1999-00	1952035	47070.63	2.41	15.31
2000-01	2102375	49622.04	2.36	15.12
2001-02	2281058	54265.73	2.37	15.05
2002-03	2458084	55661.83	2.26	13.95
2003-04	2765491	60065.86	2.17	13.98
2004-05	3126596	75855.92	2.42	16.17
2005-06	3693369	80548.98	2.18	15.84
2006-07	4294706	85494.64	1.99	14.99
2007-08	4987090	91680.28	1.84	13.30
2008-09	5630063	114223.28	2.03	13.21
2009-10	6477827	141781.08	2.19	14.28
2010-11	7784115	154116.71	1.98	13.23
2011-12	8832012	170913.28	2.19	13.53
2012-13	9988540	181776.00	2.04	13.00
2013-14	11345056	203672.12	1.79	13.06
2014-15	12184590	222370.00	1.82	12.8
2015-16	13220280	224636 (RE)	1.65 (RE)	12.65 (RE)
2016-17	15085043	249099 (BE)	1.65 (BE)	12.6 (BE)

**Sources:** *Economic Survey of India, Government of India as quoted by Srinivas 2008; Defence Services Estimates, Government of India for the relevant Years.*

*GDP and other data at market price since 2005-06 to 2013-14 as per Economic survey 2014-15 (with new series from 2011-12).*

### Discussion:

India's absolute military budget and per capita spending may be smaller than those of the US, UK, France, and other big spenders, but in comparison with its neighbours, it remain quite significant. Except China, India's defence budget is quite significant in its neighbourhood. However, from India's point of view, the expenditure of China and Pakistan on defence is relevant because of the obvious reasons. According to SIPRI and US department of Defence, China's actual military spending is two or three times more than official. However in case of Pakistan defence budget is presented in only two or three lines.

Data reveals that India's military expenditure for the first twelve years after the independence i.e. up to 1962 was as low as 1.8 per cent of the GDP. This was because of lack of a clear defence policy. Political leadership under the Prime Minister Jawaharlal Nehru and Gandhian non-violence thoughts could not entertain the idea that it could have any enemy. They have taken the





expenditure on the defence as unproductive and rejected the idea of strategic thinking or strategic think tank. However, in the aftermath of Chinese aggression, allocation to the military expenditure was increased and reached its all-time high of 3.81 per cent of GDP in 1963-64 budget because political leadership realized the importance of military preparedness. Increased fund was utilized to upgrade the defence capabilities. However, a historical analysis of military expenditure 'since the independence reveals that except for the three years each in 1960s and late 1980s and two years in early 1970s, the defence expenditure remained below 3 per cent of GDP' (Behra 2009: 130-131). During 1990s this figure averaged around 2.5 per cent of GDP despite a healthy economic growth between 7-8 per cent per annum in real terms during post 2000, Defence expenditure as percentage of GDP is coming down during 2007-08, for example, the figure is just expected about 2.07 per cent. This has further declined and came below the 2.0 per cent mark of the GDP. At such rate of economic growth, the country can afford a higher level of defence expenditure. However, in absolute terms, the defence budget is continuously going up. It is 249099 Crore Indian Rupees in 2016-17 which is 1.65 per cent of the total GDP.

Now main question that emerges in our mind is concerned with that how much budget allocation can be afforded in the defence of nation without compromising with the development project/agenda because contemporary geo-political conditions reveals that 'no nation can aspire to be economically strong without equally strong military capabilities' (Srinivas 2008:220). Perhaps this strategic vision led to the Standing Committee on Defence to recommend minimum 3.0 per cent of the GDP to be given for the military expenditure to carry out modernization of forces, acquisition of new military software and hardware, research and development, and fulfil the other need based requirements of the armed forces. Srinivas (2008) and others rightly argues that the revenue expenditure, mainly consisting of manpower and maintenance cost, is in the nature of committed expenditure, every incremental increase in defence expenditure over and above the post averages would lead to enhanced force modernization in the term of capital expenditure. However, analysts in the US were unable to find the answer of this question. They concluded that military expenditure can neither be determined by the military leaders alone nor on the basis of percentage of GNP/GDP and argued that, 'it is through the systematic evolution and reasoned choice that military requirements can be arrived at. The military requirements depend on what is required to be accomplished in the national security fields, tempered by what the nation is willing to give up elsewhere. Analysis can help decision makers understand actually what must be given up to reach a certain capability' (for reference see Srinivas 2008: 201).



However military expenditure as a percentage of GDP is not a standard but only a tool for comparative purpose. It helps to compare military expenditure among the countries or even in the country with the expense of other sectors. Although a 3.0 per cent of GDP has been proposed to be allocated for the military expenditure by various committees to build and maintain a credible military capabilities but I strongly feel that this is not possible in near future as our defence budget is under the 2.0 per cent of GDP since 2008-09.

Moving towards the utilisation of this fund, contemporary defence expenditure is import oriented which leads to the huge expenditure of foreign reserve that may create unfavourable balance of payment. However, the similar amount of defence budget can be utilized in such manner that it could help in economic growth of the country. This can be achieved through increasing military hardware and software in the country because most of the defence budget is invested to develop weapons, its delivery platform, satellites, and information and communication systems which often involve heavy industry. This investment would generate a lot of employment opportunities, increase aggregate demand and purchasing power of the people and finally contribute in the economic growth. Benoit (1973) and others noted positive relationship between the spending on military and the share of GDP deviated to defence with the rate of growth of non-military output or civilian GDP. They argued that increase in defence spending does not hamper economic growth because the typical dampening effect of increased defence spending on private investment may not exist in a country. This spending will generate positive outcomes such as roads, communication networks, human capital formation, which will be beneficial to the civilians, especially in less developed/developing countries. Government's 'Make in India' initiative reflects positive shift in this direction which is further confirmed when country decided to purchase 36 Rafale aircrafts rather than earlier deal to purchase 126 aircrafts and directed to the Air Force to order for indigenously developed Tejas aircrafts. Furthermore defence budget of 2016-17 clearly focuses on the spending more on the domestic market instead of importing from the western countries. This is welcome step in this direction.

### **Conclusion**

Finally, we can conclude that India needs to increase its defence budget especially in term of capital expenditure to meet the modernization plan of the three Services considering the geo-political environment around the region in general and neighbourhood in particular. However, this modernization should be carried out with the indigenised military hardware and software that will lead economic development. A shift in the modernization of the military based on the import



towards the purchase from the domestic market started taking place which is clearly visible in the recent budget allocation to the defence budget. This strong military will provide a secure economic environment as well as 'strong position for the national leadership in negotiating with the other countries on economic, trade, or security matters' (Benoit 1973: 78).

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**THE 'FLAWLESS GST' - IMPACT, EXPECTATIONS & TRANSITION**

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**Abstract:**

The change is permanent, firstly, the introduction of MODVAT (now CENVAT) Scheme in 1986 in respect of Central Excise Duty, secondly, the replacement of the state taxes by VAT in 2005 marked a significant step forward in the reform of domestic trade taxes and finally, the opening of Union level tax on selective services till the introduction of Service Tax in 1994, these were the reformative-changes that has ease the IDT structure. Though the Tax Reform Committees (like Vijay Kelkar Committee and R.J. Chelliah Committee) have examined India's direct and indirect tax structures in the past and made valuable recommendations. But if it is said that after such structural changes still the overall indirect taxation system is distortive then it should not be subject to any displeasure. The multiplicity of taxes is making indirect taxes in our country indecent and perplexed. To eradicate the negativity, integration of goods and services taxation would give India a world class tax system and GST is an attempt to suffice the need. Also, it would end distortions of differential treatments of manufacturing and service sector. More than 100 countries across the world have introduced GST or Federal VAT in one form or the other. It would mainly subsume union excise duties, customs duties, service tax and state VAT into a single levy. GST is expected to create a business friendly environment, as price levels and hence inflation rates would come down overtime as a uniform tax rate is applied. The subsuming should result in free flow of tax credit in intra and inter-State levels so that unrelated taxes, levies and fees are not be subsumed under GST. It will comprise of a Central GST and a State GST. There are indications that the Revenue Neutral Rate (RNR) could be in the range of 16% to 20%. Integration of goods and services taxation would give India a world class tax system and improve tax collections.

**Key words:** CENVAT, Central-GST, State-GST, Revenue Neutral Rate (RNR)

**1. PROLOGUE:**

The great comedian, Charlie Chaplin would have been certainly very serious while signifying that, "Nothing is permanent in this wicked world, not even our troubles". This contempt-feel saying is getting recollected all the ways in the present regime with a simple catchphrase 'Acche Din'. The Modi Government's dream projects from Making-in-India, to Swach Bharat, all have a





common thread, to reform India and to renovate its system. The revenue-laws of our country are also inherent part of this league of reformation. Proposed and vital restructuring of direct taxes with DTC (Direct Tax Code) and that of indirect taxes with GST (Goods and Service Tax) are still in progress. Though the inception to bring these changes was begun a decade ago but the hindrances in parliamentary proceedings and political obstacles have deprived a common man in this wicked world to get free from troubles.

The reform initiatives in the field of IDT (Indirect Taxes) began on March 01<sup>st</sup>, 1986 with the emergence of MODVAT (Modified Value Added Tax) scheme in Excise Duty. The object of the scheme was to eliminate the cascading effect. Another reformative measure was taken on September 10<sup>th</sup>, 2004 when CENVAT Credit Rules were brought, integrating the prevalent Excise Duty with another vital source, the Service Tax. Again the objects were almost same, to eradicate cascading effect and above all to allow the input tax credit to manufacturers and service providers. The most significant restructuring that began was in 2005 when traditional state-trade tax system got repealed and the contemporary VAT (Value Added Tax) started replacing in each states of India. This was followed by the reduction in CST (Central Sales Tax) rates and introduction of the Comprehensive Approach in the Service Tax.

The last reformative measures laid the foundation of most significant and awaited IDT reform in India, i.e. GST. Proceeding is at its height to subsume union excise duties, customs duties, service tax and state VAT into a single levy. In simple words to come-up with a single comprehensive tax levied on goods and services consumed. The implementation of which will lead to the abolition of existing taxes such as Excise Duty, Service Tax, Central Sales Tax, State-VAT, Octroi etc. thus avoiding multiple layers of taxation that currently exist in India. It would require a lot of delicate planning to ensure a smooth transition from existing structure to the new one. The Federal Distribution System to be maintained in the proposed statute, ensuring transparency and growth of the both, the Central and that of the respective States. The GST is all set to integrate state economies and boost overall growth of the Nation.

## **2. OBJECTIVES OF THE STUDY:**

The study has been geared towards achieving the following objectives:

1. To highlight the features of Goods and Services Tax;
2. To underline the shortcomings of current taxation system in India;
3. To understand the benefits of GST over the current taxation system in India and
4. To provide information for future research works on Goods and Services Tax.



### 3. RESEARCH METHODOLOGY:

The study focuses on extensive study of Secondary data collected from various sources. The subject of this research-paper is an issue which has been in complications from all four corners. Sometimes, its proposed structure remained was the issue and now its implementation. So the subject is loaded with perplexities and this paper would be an attempt to clarify them and to provide undoubted informations for future research works. So to resolve this social issue the research methodology adopted is *Social Exploratory Research*. This kind of researches is often done before people know enough to make conceptual distinctions or posit an explanatory relationship. As stated earlier this research paper is based on the secondary data sourced from National & International Journals, Reports, Articles and media reports which focused on various aspects of Goods and Service Tax.

### 4. PROCEEDING TOWARDS THE MAKING:

Though the sitting Union Finance Minister, Mr. Arun Jaitley was not able to succeed with his GST Bill in the winter session of 2016 but it's not the end. Showing his aggravation even in his Budget Speech for 14-15, stated that debate whether to introduce GST must now end or his government will bring it at any cost. This was followed by his promising attempt on December 19<sup>th</sup>, 2014 after introducing the 122<sup>nd</sup> Constitution Amendment Bill in the Lok Shabha with an aim to bring the change in a roll out date of April 01<sup>st</sup>, 2016. Looking at the attempt of the Government; it seems that GST will meet the deadline sooner or later. (Garg, 2015)

Chronological series of significant reforms like MODVAT, CENVAT, bringing of VAT in every state and followed by the adopting Comprehensive Approach in Service Tax, it seems that IDTs have already got reformed particularly. Now it's only to subsume them with their reformed structures and to bring relevant changes, if the integration demands. So the last but not the easiest phase of integrating the flawless statues is the GST. And no doubt it should come out to be a comprehensively integrated *Flawless Statute*.

### 5. LITERATURE REVIEW:

**The Perfect Statute:** Deloitte and the ASSOCHAM India (Associated Chambers of Commerce and Industry of India) (2015), in their joint report entitled '*Goods and Services Tax in India, Taking stock and setting expectations*' have drawn some significant features and expectations from proposed GST regime. In the report it has been highlighted that with India inching towards a GST regime, a set of key expectations surrounds economic development, growth in international trade, moderate taxes, stability in prices etc. Further, expectations of taxpayers are

in the form of simplicity and uniformity of the tax structure, clarity and transparency, ease of taxpayer's compliance, administrative improvements, faster and simpler grievance redressal mechanism etc. Also, proclaimed at the end that the proposed GST structure in India is expected to be as per the best practices across all VAT/GST countries.

**GST with several Positives:** Godrej, Chairman, Godrej Group, (2014) in his interview by one of the leading tax magazines, E&Y's India Tax Insights was asked to comment on the impact of GST on the businesses in India. In his response he quoted that there will be several positives. A reasonably framed GST will lead to a GDP growth addition of 2 % points, other things being equal. In addition it will become harder to evade tax, reasonable rates will yield buoyant revenue, leading to lower consumer prices and higher consumption, and so on. Also, GST implementation will lead to lower logistics and manufacturing costs. It will create more tax efficiency and neutrality for exports, clearly giving an impetus to both goods and services exports. It will create a virtuous cycle.

**The Flawless Statute:** Vasanthagopal, (2011) in his article entitled '*GST in India: A Big Leap in the Indirect Taxation System*' has tried to put light on the issue that the implementation of GST is not very easy for the present regime. Besides having the Constitutional amendments the Government will have to face much retaliation of the opposition. Also, it is getting considered to be the *flawless statute* so it should get formulated in accordance to the projections. And no doubt GST would be a big leap in the indirect taxation system and also give a new impetus to India's economic change.

**Feasibility of the Statute:** Rao (2008) examines in her paper the various issues which make feasibility of the GST in India, such like feasible design of GST for India, some typical issues kept into consideration like Revenue Neutral Rates of Tax and many others. In the case of feasible design of GST, she discusses the various aspect of previous tax structure, and concluded that GST should be implemented at both the central and the state level.

## 6. ABOUT THE GST – THE IMPACTS:

An obvious meaning of GST suggests that it is a broad based, single, comprehensive tax levied on goods and services at each point of sale of goods or provision of service, in which, the seller or service provider may claim the input credit of tax which he has paid while purchasing the goods or availing the service; the final consumer will thus bear only the GST charged by the last dealer in the supply chain (Vasanthagopal, 2011).

The meaning quoted above is illustrating the vital aspects of GST. But there are some significant features which makes the GST, complete and peculiar. The features are as follows:

#### 6.1. The Point of Supply:

GST's point of chargeability covers all kinds of supply such as sale, exchange/barter, transfer, lease, import of goods & services made for some valuable consideration. In addition, certain special supplies, even if made without consideration such as sale of business assets, assets retained after deregistration extra shall be subject to charge.

Further the provisions contemplate payment of GST at the earliest:

- a. *For Goods*: Removal of goods or receipt of payment or issuance of invoice or date on which buyer shows receipt of goods, and
- b. *For Services*: Issuance of invoice or receipt of payment or date on which recipient shows receipt of services.

#### 6.2. The Place of Supply:

The provisions suggest that for goods the place of supply would be location where the good are delivered whereas, for services the place of supply would be the place of consumption made by recipient. However, there are multiple scenarios such as supply of services in relation to immovable property, multiple inter-state supplies, wherein this generic principle will not be applicable and specific rule will determine the place of supply. Thus, the business will have to scroll through all the place of supply provisions before determining the place of supply.

#### 6.3. The Transaction Value:

Transaction value is defined to mean '*the price actually paid or payable for the said supply of goods and/or services between un-related parties and price be the sole consideration*'. The transaction value shall be inclusive of all carrying, selling & distribution expenses. Even subsidies linked to supply shall be the part of the value. The Valuation Rules appear to be drafted by taking few provisions from current Valuation provisions in vague in Excise, Service Tax and Customs. The law also provides for Valuation Rules to help determine value in special cases (Mahure, 2016).

#### 6.4. The Three-Tier GST Model:

There would be 33 GST laws in India. As proposed the three tier model of GST which recommends the laws at three levels the CGST, SGST and IGST. CGST – Central GST where taxability will be levied by the Centre, SGST – State GST, supplies on which state has power to impose tax and the IGST – Integrated GST, where tax will be attracting inter-state supply of

goods and services and will be collected by the Central Government. This would be CGST plus SGST. As a result in GST regime, there will be one CGST law and 31 SGST law for each of the States including two Union Territories and one IGST law governing inter-State supplies of goods and services.

#### 6.5. *Untouched Provisions:*

Most of the current provisions such as reverse charge, tax deduction, pre-deposit, prosecution, arrest etc have been continued in the proposed draft GST law. This covers basically the procedural part, though the substantive part has been substantially altered.

#### 6.6. *Taxes to be subsumed:*

There are various indirect taxes presently prevailing at Central, State and Local levels. It will be an attempt to subsume all taxes under GST. Central and State indirect taxes and levies listed below would be subsumed under the proposed GST:

Central tax and levies to be subsumed: 1) Central Excise Duty; 2) Additional Excise Duties; 3) The excise Duty levied under the Medicinal and Toiletries Preparation Act; 4) Service Tax; 5) Additional Customs Duty, commonly known as Countervailing Duty (CVD); 6) Special Additional Duty of Customs – 4% (SAD); 7) Surcharges; and 8) Cesses.

State taxes and levies to be subsumed: 1) VAT/Sales tax; 2) Entertainment tax (unless it is levied by the local bodies); 3) Luxury tax; 4) Taxes on lottery, betting and gambling; 5) State Cesses and Surcharges in so far as they relate to supply of goods and services; 6) Entry tax not in lieu of Octroi.

#### 6.7. *Rates of tax:*

Rate of GST is one of the most imperative and controversial issues. Determining a revenue neutral rate for GST will be a difficult task because all the states would be required to reach a consensus on it. Presently rates of indirect taxes on goods and services are like Excise duty @ 12.50%, 6% & 2%; VAT @ 12.50%, 13.50% & 14%; CST @ 2%; Local Body Tax 0.10% to 8% and Service Tax 14%. The rates proposed under the GST laws are concessional rate for necessary items 12%, standard rates for goods in general 17% to 18% and a special rate for luxury goods 40% and a list of exempted items.

### 7. **BENEFITS OF GST – THE EXPECTATIONS:**

The advantage of moving to GST is well known. Apart from cutting a bewildering array of taxes, it will ease and eradicate many problems. Following are certain benefits:

- a. As it is neutral to business processes, business models, organization structure, geographic location, product substitutes, it promotes economic efficiency and sustainable long term economic growth,
- b. It would result in abolition of multiple types of taxes on goods and services,
- c. It would reduce the effective rates of tax to one or two floor rates,
- d. It will remove the cascading effect of taxation and also distortion in the economy,
- e. It would enhance the manufacturing and distribution efficiency, reduces cost of production of goods and services, increases demand and production of goods and services,
- f. It will give competitive edge in international market for goods and services produced in a country, leading to increased exports.
- g. It would reduce the compliance cost and increases voluntary compliance, litigation, and corruption.
- h. It would bring buyout revenue increase and widening tax base.
- i. Above all, according to a report by the National Council of Applied Economic Research, GST is expected to increase economic growth by 0.9 percent to 1.7 percent and Exports are expected to increase by 3.2 percent to 6.3 percent (NCAER, 2009).

## 8. CHALLENGES - THE TRANSITION:

For some thinkers the new GST law seems to be a new wine in old bottle as most of the current inefficiencies has been continued in the proposed GST law.

### 8.1. The Transition, *A bullock cart stuck in the mud:*

The desirability of the reform is not in doubt, making a transition to GST involves not only considerable work but also formidable challenges. GST being a centralized statute will have to face the problem of harmonizing a very large consolidated law. Bringing GST in 29 states, 2 Union Territories and lead by a Central Statute with one more law for interstate deals is like waking on a tight rope.

### 8.2. Contentious issues and negotiation process:

There are a number of issues on which negotiations are necessary to reach a consensus between the centre and the states and among the states themselves. The first issue relates to the inclusion of taxes within the ambit of GST. The bone of contention relates to inclusion of purchase taxes on food grain, octroi or entry tax in lieu thereof (Rao, 2016).



8.3. **Other Challenges in the Phase of Transition** (*Choudhary, 2015*):

- a. **Unambiguous Development:** Proper, unambiguous and exhaustive definitions to be given for the subjects like manufacturing, sale, service, valuation. These needs to be rationalized. Several transactions take the character of sales as well as services, thus there is complexity in determining the nature of transaction.
- b. **Economy's Demand:** The current state of Indian Economy demands fiscal consolidation and reduction in Fiscal deficit. A recent Report By CRISIL states that GST is the country's best bet to achieve fiscal consolidation. So the structure to be laid demands very high expectations.
- c. **Revenue Neutral Rate (RNR)** is one of Prominent Factor for its success. Reduction in the government's treasury with the new regime is to be overcome with the RNR. Hence, maintaining a balance with RNR despite of giving tax credits will also be a challenge.
- d. **Threshold Limit in GST:** Lowering of threshold limit is to be made in such a manner so that it should not be a "taxing" burden on small traders/service-providers/manufacturers. This balancing rests on both, Empowered Committee and Central Government.
- e. **Robust IT Network:** Government has already incorporated Goods and service tax network (GSTN). GSTN has to develop GST portal which ensure technology support for registration, return filing, tax payments, IGST settlements etc. Thus there should be a robust IT backbone
- f. **Extensive Training to Tax Administration Staff:** GST will going to be a very new statute. It, therefore, requires that tax administration staff at both Centre and state to be trained properly in terms of concept, legislation and Procedure.

**CONCLUSION:**

*There is no doubt that presently there are the reasons for the hiccups in its implementation of the new regime. Also, very hard measures are to be taken to combat the current deadlock and to ensure the benefits that the India Inc. would avail of this major reform. But to experience the outcomes there is need to join-hands together by the ruling and the opposition. Until the statute is passed and implemented, in every discussion flaws will be inherent. And merely by discussing it will overburden it imposition. There is empirical evidence to suggest that the switchover from the present distortive taxation of goods and services to a 'flawless' GST will, amongst others, increase productivity of all factors of production and hence enhance GDP. More than 140 countries have introduced GST in some form to other and these alien countries have experienced betterment with this law and ours is already refined to some extent. Hence GST may usher in the*

*possibility of a collective gain for industry, trade, agriculture and common consumers as well as for the Central Government and the State Government.*

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## Implementation of hand biometrics on mobile devices

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**Abstract** This paper is all about hand biometrics in mobile devices. Images taken by mobile devices and use them for biometric process. The process is based on features extracted from hand images and compare with its own database. Implementation of algorithm also applicable for mobile devices and because images are taken by mobiles that's why in future it also applicable for mobile security. Tested different images and finally results approximate 80% workable.

**Keywords** Hand images – Mobile devices – Security - Segmentation

### 1. Introduction

Biometric process are the modern day most usable and most applicable security process. Those are based on human behavioural and physiological char. One of them is hand biometric system which is most usable and well known biometric process. The technique is capture a hand image using mobile devices and process that image. This technique provides high acceptance even captured from low quality camera. Very useful for daily working areas like colleges, schools, offices, and library's like this. Due to increases

demand of security in our daily usable personal mobile phones this technique are possible to embedded on mobile devices in future security purpose.

However, in this technique where fingers are extracted from hand images and based on finger geometry the calculation are conducted. Hand images which are captured by mobile devices where only fingers are required the remaining parts are neglected.

Images are stored in its owned database and during process it will compare with database. If comparable data is similar to storable data then it must be acceptable. This method proposes linear support vector machines to provide a decision about the identity of hand image.

Layout of the paper: Section 2 presents the data used to validate the algorithms and the procedure. Section 3 the segmentation process and extraction of features in section 5. Result in Section 6. Section 7 conclusion and future work.

## 2. Database acquisition

The algorithm tested with images acquired from mobile devices and also oriented for mobile application.

There is no public database to process this technique that's why own database are collected. Acquired different pictures using mobile devices and stored in database then process further.

Database contains 20 different hand images they are different from each other based on their foreground and background and also brightness colour intensity. Age of each human is also different and some of them are male and some of female.

So, the all images shown in [fig 1] are not placing in same platform neither from same distance. Taking his/her hand images in naturally. Take images from [10-15]cm distance. This acquisition implies no control on the illumination, distance, background they all are carried out on natural light.

The image size provided by the device is 2560 x 1440 pixels. However, the images were subsample to obtain images of 400 x 300 pixels, aiming for realistic simulation of mobile environment.



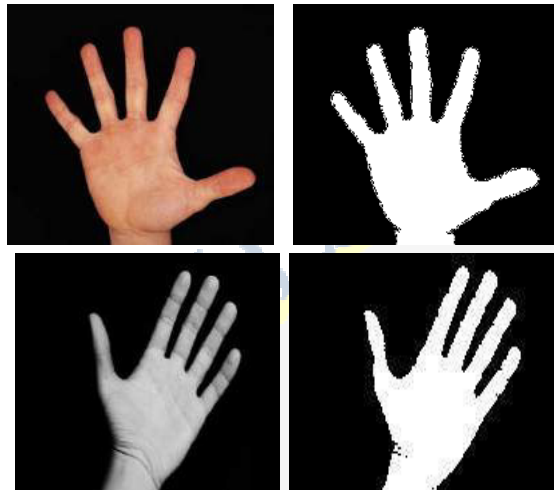
**Fig. 1** Example of different images acquired from mobile devices. There exist different background, size, illumination, scales, distance to camera and similar aspects which provide database to simulate in proper environment.

## 3. Segmentation

Images acquired from mobile devices they all are different based on illumination, background, and distance (from camera) because of all different characteristics the acceptance rate also increases.

Now, after remove noises from images they are ready to be segment. Segmentation which provides to extract usable sections from images and neglect other sections. For that grey scale images are going to be converted to

binary images. Here just usable sections are cut from that binary image.



**Fig. 2** Examples of segmentation procedure applied to images in database. Images are converted to binary images from grey scale images.

Segmentation process which perform in number of steps where each step consider

that texture information is also collected, as pixels are gathered in subsequent scales.

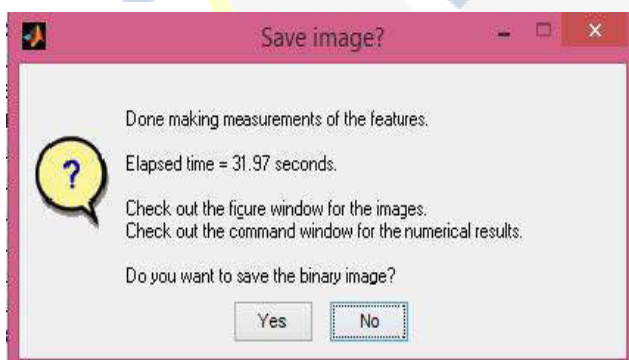
Binary image = Original image > Threshold Value

After segmentation the binary value must be stored in an array and call again for next process.

**Fig. 3** Dialog box for saving the binary image after conversion.

Our mobile devices captured an image in combined of 3 colour form that's why the captured image first converted to grey scale image and then the grey scale image converted to binary image for easy process.

After completing segmentation binary image must be saved in an array that's why a dialog box will open for saving the converted file in your computer. Call again that array file for further process.



some features of images and collecting usable information after whole segmentation process. The texture information is gathered in terms of average values and intensity deviation, so

#### 4. Hand contour processing

It's provided to extract required points from hand. Our technique which is mainly focuses on fingers where fingers must be identify for extract from hand images and then the calculation are going to be calculated based on fingers geometry. This is the most important process for the whole biometric technique.



For this process we have to calculate the midpoint of hand images, and based on this midpoint now going to calculate nine points (four extremities and five valleys). Most researcher consider the idea of detecting extremities and valleys based on hand contour. This paper also provides the calculation of midpoint, extremities and valleys based on hand contour process.

After calculating midpoint now calculate the extremities. Extremities of each finger are the higher point of fingers. The shape is curve shape and the corresponding points are the valleys points of fingers. After calculating every edges means every finger then rest of the image will be subtracted and consider only finger portion.

Steps of hand contour process:

- (1). Midpoint: calculate midpoint from hand image.
- (2). Calculate Tip: This point is furthest point from hand midpoint.
- (3). Calculate valley: Closest point from midpoint.
- (4). Identify fingers:
  - (a) Thumb: Thumb fingertip point is furthest tip point from all other fingertip point.
  - (b) Little: Calculate most opposite finger to thumb.
  - (c) Middle: Calculate the longest distance from midpoint to tip point.

(5) Now avoid the all other section except tip to valley section and also avoid thumb finger.

(6) Finally four fingers are extracted from original image.

## 5. Feature extraction

Biometric techniques are going to be more secured if there geometric calculation is different in every section. From that all fingers we are going to calculate some unique calculations. There is some differences in every fingers their height, width, distance from one finger to another finger just like that.

There are three calculations based on each finger properties:

(1). First of all calculate height of each finger. Measured distance from tip point to valley point. There is four fingers suppose each finger represented by  $\beta$ . So four fingers represented by  $(\beta_1, \beta_2, \beta_3, \beta_4)$ . Their height represented by  $h$ . Height of  $\beta_1$  finger is  $\beta h_1$ , height of  $\beta_2$  finger is  $\beta h_2$ , height of  $\beta_3$  finger is  $\beta h_3$ , and height of  $\beta_4$  finger is  $\beta h_4$ . Total  $h$  value of the four fingers is-

$$\alpha = \{\beta h_1 + \beta h_2 + \beta h_3 + \beta h_4\}.$$

(2). Second calculation divides each finger in equal two parts. Suppose after dividing  $\beta_1$  finger in two parts  $(\mu_1, \mu_2)$  when add them it must be equal to the value of the length of  $\beta_1$  finger.

$$\beta h1 = (\mu1 + \mu2)$$

The line which is dividing each finger in equal parts calculates the distance of that line. Value of that line represents the width of finger in middle position.

Suppose the line which divides each finger it's denoted by  $\pi$ . So  $\beta1$  finger divided by  $\pi1$  line,  $\beta2$  finger divided by  $\pi2$  line,  $\beta3$  finger divided by  $\pi3$  line, and  $\beta4$  finger divided by  $\pi4$  line. Now calculate total value of  $\pi$  for four fingers is  $\Omega = \{\pi1 + \pi2 + \pi3 + \pi4\}$ .

(3). Third calculation is based on the distance of one tip point to another tip point. Suppose the tip points of four fingers are denoted by  $\lambda$ . Tip point of  $\beta1$  finger is  $\lambda1$ , tip point of  $\beta2$  finger is  $\lambda2$ , tip point of  $\beta3$  finger is  $\lambda3$ , and tip point of  $\beta4$  finger is  $\lambda4$ .

Now calculate the distance of one tip point to another tip point. Suppose the distance of  $\lambda1$  to  $\lambda2$  which is represented by  $\lambda12$ , and the distance from  $\lambda2$  to  $\lambda3$  represented by  $\lambda23$ , and the distance from  $\lambda3$  to  $\lambda4$  represented by  $\lambda34$ .

Calculate total value of  $\lambda$  is-  
 $\lambda = \{\lambda12 + \lambda23 + \lambda34\}$ .

We are calculating three values from four fingers.

(1). Total value of height of four fingers is

$$\alpha = \{\beta h1 + \beta h2 + \beta h3 + \beta h4\}.$$

(2). Total value of width of four fingers is

$$\Omega = \{\pi1 + \pi2 + \pi3 + \pi4\}.$$

(3). Four fingers tip points distance value

$$\lambda = \{\lambda12 + \lambda23 + \lambda34\}.$$

There are possibilities to found equal value of  $\alpha$  in between two different human hands. That means may be the height of each fingers are matched between two different human hands. And also may be the width value  $\Omega$  is also equal in between two different human hands. But if first two calculations are matched in between two human hands then there is less possibilities to match the third calculation because if first two features matched in different human hands then they may be not taking the hand image in equal distance from camera. So if first one take picture closer to camera then the valley distance must be greater than other one which takes picture little bit further from first one.

So, that's why the calculations are different and unique for individual user.

## 6. Results

After calculating three values from four fingers is  $\{\alpha, \Omega, \lambda\}$  now 20 images of different hands are already stored in database. Each image has these three values. When in testing section user going to compare his/her hand image with already stored images, that means before compare image of user is going to pass all these steps from the beginning and finally calculate the three values and then

system check the calculated value with already stored values.

System compare calculated value of  $\{\alpha, \Omega, \lambda\}$  with already stored each images  $\{\alpha, \Omega, \lambda\}$  values. Already explain that if suppose the comparable values of  $\{\alpha, \Omega, \lambda\}$  is not matched with any one of database values then it's not authorised user, and if matched found then it is authorised user.

Comparing with matrix table:

Suppose in database five images are there  $\{i1, i2, i3, i4, i5\}$ .

	$\alpha$	$\Omega$	$\lambda$
i1	24	8.4	6.5
i2	20.6	6.5	5.8
i3	18.2	7.7	6.1
i4	20.6	7.7	6.7
i5	19.9	5.8	6.5

The array value of each image is:

$$i1 = \{\alpha, \Omega, \lambda\} = \{24, 8.4, 6.5\}$$

$$i2 = \{\alpha, \Omega, \lambda\} = \{20.6, 6.5, 5.8\}$$

$$i3 = \{\alpha, \Omega, \lambda\} = \{18.2, 7.7, 6.1\}$$

$$i4 = \{\alpha, \Omega, \lambda\} = \{20.6, 7.7, 6.7\}$$

$$i5 = \{\alpha, \Omega, \lambda\} = \{19.9, 5.8, 6.5\}$$

Suppose the comparable image is  $j$  then the features of  $j$  are  $\{\alpha, \Omega, \lambda\}$  will compare to the array values of each image.

If  $j \{\alpha, \Omega, \lambda\} = i1 \{\alpha, \Omega, \lambda\}$

Then match found otherwise going to the next array  $i2$  and up to the  $n$ th image array.

After the completion of comparison then three parameters of biometric system will calculate. They are EER (Equal Error Rate), FAR (False Acceptance Rate), and FRR (False Rejection Rate). EER which defined the value of best performance of comparison, FAR which defined the value of how much false calculation are accepted by technique, and finally FRR which defined the value of how much false are rejected during process.

That's all are the process of this technique. But there is a problem which faces sometimes during process that's are if there two array values of images are equal then how the comparison will execute? For that purpose if after compare found two equal values then system provide a security question which is known by only valid user. And the result of that question is definitely different for every user. So at the time of storing valid user data on the database also store the result of that question. If comparisons is equal based on image values then user identified by stored answer that means comparing strings.

The threshold study and implementation of this technique remains future work. And implementing this technique on mobile devices is also future work. Finally all these experiment are done in laptop computer with 2.20 GHz speed able processor, windows 8.1 (OS), implemented in MATLAB R2009a.

## 7. Conclusion and future work

This paper proposes a biometric system based on finger geometry technique. Images acquired from mobile devices with different illuminations, size, and background like this. After acquiring images from mobile devices they will be filtered for noise removed and after removing noise image is going to store in not a public database in owned collected database. For testing 20 images are stored in database and both of them are different from each other based on their size, illuminations, and background like this shown in (fig 1).

Algorithm after removing noise from that image it will going for segmentation process in this process the original image will segmented that means extract only that parts which is needed for further process. In segmentation first if image are in 3 colour mode it will converted to grey scale image and then converted to binary image.

After converting to binary image hand contour process will apply to that binary image for extracting the fingers from that hand image. For extracting fingers, algorithm must be identify the all fingers and calculating some important points totally 9 points (4 extremities and 5 valleys), but to calculate these 9 points first calculate the midpoint of hand image, then calculate all points. After

calculating, four fingers are extracted from binary image.

Then perform the actual geometric calculation and find the values of  $\{\alpha, \Omega, \lambda\}$  for each image which will store in an array. Testing is done to compare one already stored image with database image.

The main aspect of this technique is the segmentation process is not very complicated and this algorithm is also applicable for mobile devices.

This technique is currently a very well-known research technique; so many researches is going on about this finger geometry process. For future work the threshold technique is still a future work and also embedded this technique in devices for better security of like our Smartphone, tablets, and PDA. So implementing this algorithm for mobile devices is also very important future work.

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**PERSONAL AND CRIMINAL LIABILITY OF DIRECTORS OF COMPANY FOR  
DEBTS AND OTHER FINANCIAL OBLIGATIONS –AN INDIAN LAWS  
PERSPECTIVE**

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**ABSTRACT**

Directors are regarded as agents and trustees of their company, although a legal person is not a human person and, therefore, have to act through a human agency. Directors fill the place of such a human agency and act on behalf of and for the company. The directors, being agents of the company, are therefore, not personally liable for contracts purporting to bind their company, provided, of course, contracts are made by them for and on behalf of the company. If, having requisite authority, they make a contract professedly for and on behalf of the company, then the company only is liable for it, if they have no authority to make the contract on behalf of the company, they are still not personally liable to contract, although they may be liable for damages for breach of an implied warranty of authority. Where the contracts are in the name of the company and the directors of the company are signatories to the contracts on behalf of company merely to authenticate the contracts, they could not be held personally liable.

**Keywords:** Directors, Company, Contract, Liability.

**Introduction**

A Company refers to the fact that, as far as the law is concerned, a company really exists<sup>i</sup>. A Company has a limited personal liability. The business stands alone and has its own assets and liabilities. Though it is owned by the shareholders, the assets of the company do not belong to them; likewise the assets of the shareholders do not belong to the company. They elect a board of directors. This board is responsible for the day to day affair of the business. The directors decide what direction the company will take; they make financial decisions, and appoint officers. Like shareholders, directors are not personally liable for the debts of the business<sup>ii</sup>.

**Director as a Person within the Company**

“Director’ includes any person occupying the position of a director by whatever name called”. So it is not the name which is important but the position he occupies and the functions and duties he discharges. A corporation is an artificial being existing only in contemplation of law. It has neither a mind nor a body of its own which it requires to carry out its operations and so here directors come into the picture and company’s business is entrusted to them as human agents<sup>iii</sup>. Directors are often treated as the mind and will of the company<sup>iv</sup>.

## **Roles Played by Directors within the Company**

### **Directors as Agents**

Directors are agents of the company. Their principal responsibility is to act in the best interest of the company and principal objective is to maximize company wealth-to ensure a return on investment greater than the cost of the capital.

### **Directors as Trustees**

Their principal responsibility is to act in the best interest of the company. They act in a fiduciary capacity in relation to this objective<sup>v</sup>. Directors are professional men hired by the company to direct its affairs. They are not the servants of the company rather they are the officers who manage everything in the company unlike to the shareholder who are the owners of the company. A director may also work as an employee in different capacity. They can also work sometimes as agents, sometimes as trustees. But each of these expressions is used not as exhaustive of their power and responsibilities, but as indicating useful points of view from which they may for the moment and for the particular purpose, be considered<sup>vi</sup>.

### **Standard of Director's Conduct**

Section 76 addresses the standard of conduct expected from directors. Section 76(3) states that a director of a company, when acting in that capacity, must exercise the powers and perform the functions of directors:

- in good faith and for a proper purposes;
- in the best interests of the company; and
- carrying out the same function in relation to the company as those carried out by the director; and
- having the general knowledge, skill and experience of that director;<sup>vii</sup> and
- the duty to exercise powers and duties with the care and diligence that a reasonable person would have, which includes taking steps ensure directors are properly informed about the financial position of the company<sup>viii</sup>.

### **The Company is a Separate Legal Entity**

The most important consequence of incorporation is that a company is a separate legal person liable for its own torts<sup>ix</sup>. This means that a company has a legal identity of its own which is quite separate from the legal identity of its owners. If wrong is done to a company, it is the company, and not its owners, which has the right to sue. This well established principle was laid down in the following case: **Saloman V.Saloman & Co.Ltd. (1897)** that a company is at law a

different person from its directors and shareholders, which is called the separate legal entity principle. Therefore, a company can be liable for its own acts<sup>x</sup>.

### **Liabilities of Directors**

The personal liability of directors is becoming a significant issue. The topic gained momentum amid discussion of a new king Report, amendments to the Companies Act and director's general concern about incurring personal liability. The meaning of incurring personal liability pursuant to Section 424(1) of the Companies Act (61/1973, as amended) is as

“When it appears, whether it be in a winding-up, judicial management or otherwise, that any business of the company was or is being carried on recklessly or with intent to defraud creditors of the company or creditors of any other person or for any fraudulent purpose, the court may, on the application of the master, the liquidator, the judicial manager, any creditor or member or contributory of the company, declare that any person who was knowingly a party to the carrying on of the business in the manner aforesaid, shall be personally responsible, without any limitation of liability, for all or any of the debts or other liabilities of the company as the court may direct<sup>xi</sup>”.

The memorandum of association of a limited company declares that the liability of the members of the company is limited. Section 13 of the Companies Act, 1956, provides that, the memorandum of the company limited by guarantee (with or without share capital) should state that the liability of the members of the company is limited. In case the liability of the members is unlimited, the Act does not require to state in the memorandum that the liability of members of the company is limited. Section 322 of the Act provides that in a limited company, the liability of directors or of any director or manager may, if so provided by the memorandum, be unlimited<sup>xii</sup>.

The expression “limited liability” is defined in section 2(23) of the Act as a company limited by shares or limited by guarantee. Section 12 of the Act, which lays down the mode of forming an incorporated company, provides for the incorporation of among other things, two types of companies, namely (i) a company limited by shares, and (ii) a company limited by guarantee. That section also, in clauses (a) and (b) of its sub-section (2), explains those two types, the common factor being limited liability. It is thus clear that the liability referred to in section 322 is the liability contemplated by section 12, i.e., liability of a member of a limited company for the company's debt. The only difference is that while liability referred to in section 12 is the liability of members of a company towards the company's debts, liability contemplated by section 322 is the liability of directors of a company for the company's debts.



Now, while liability of members is rendered unlimited by not stating in the memorandum that the liability of the members is limited, the Act does not require to state in the memorandum that the liability of the members of the company is unlimited. Thus, pre-requisite to render members' liability for the company's debts is the absence of a statement in the memorandum that limits the liability of the members. But a condition precedent to render liability of directors of a company unlimited is to include a specific statement in the memorandum to that effect. This is clear from the word "if so provided by the memorandum". If the memorandum contains a statement that the liability of the directors is unlimited then, and then only, the directors' liability is unlimited. On the contrary, if the memorandum does not contain any such statement, it goes without saying that the liability of the directors of the company cannot be treated as unlimited. In fact, in such a case, there is no question of liability of directors as directors for company's debts at all. Directors may have a liability as members of the company, but their liability cannot be different or more than that they might have as members of the company. Directors can be held personally liable under several circumstances. The main ones are listed here:

### **Negligence**

A director must exercise due care and diligence in the performance of his duties. When the directors acting within in powers fail to use such reasonable skill and diligence, as may be expected from persons with their knowledge and experience in the management of the company's affairs, they can be held liable for negligence<sup>xiii</sup>.

### **Ultra Virus Acts**

A shareholder may bring an action against the directors in respect of matters which are ultra virus the Memorandum or the Articles of the company and which no majority shareholders can sanction. For example, Directors of the company sanctioning an action that is contrary to the objects of the company<sup>xiv</sup>.

### **Mala fide Acts**

Directors are the trustees of the assets of the company including money, property and also exercise power over them. And if they exercise such power dishonestly or perform their duties in a mala fide manner, they will be held liable for the breach of trust and would be asked to reimburse the company of whatever the loss company has suffered of such mala fide act. It is the foremost duty of directors to disclose all the facts to the company which is known to him and so he could be made accountable to the company for any secret profits he might have earned

in the course of performing duties on behalf of the company. Directors can also be made liable for the acts of Misconduct or willful misuse of powers.

### **Liability for Company's Contracts**

Directors of the company are bound to use fair and reasonable diligence in discharge their duties and to act honestly, and act with such care as is reasonably expected from, having regard to his knowledge and experience. In *R.K.Dalmia and others vs. The Delhi Administration*,<sup>xv</sup> it was held that "A director will personally liable on a company contract when he has accepted personal liability either expressly or impliedly. Directors are the agents or the trustees of the company". Express liability of the director usually arises only when a director has personally guaranteed the performance of a contract. On the other hand implied liability will arise when a director signs a contract for the company or mentioned the name but failing to add vital word "limited" or its abbreviation. This rule is based upon the ordinary principle of agency that where an agent enters into a contract without disclosing that he is acting as agent he accepts personal liability by default. As it was held in the case of *Penrose v. Martyr* a bill was addressed to a company and omitted the word "Limited" in describing it. The defendant (Secretary to the Co.) signed the acceptance and was held to be personally liable by the court<sup>xvi</sup>.

### **Breach of Fiduciary Duty**

A breach of fiduciary duties would result in personal liability for the officer or director. For example, if a director of the corporation withdraws money from the plan and uses it for purposes inconsistent with the fiduciary obligations owed to the plan, that director would be held personally liable<sup>xvii</sup>. Limited liability will generally prevent a director from being liable for the company's liabilities. However, a breach of directors' duties may make the director personally liable for in some circumstances<sup>xviii</sup>.

### **Vicarious Liability of Directors**

Significantly, this provision does not, unlike section 5 of the Companies Act, specify or identify any particular officer of a company, not even the director, managing director or whole-time director, manager or secretary. It leaves identification by law-enforcing authorities and courts of person/persons who was/were in charge of, and responsible to, the company for the conduct of its business.

For bringing a case within the mischief of sub-section (1), two conditions must be satisfied, namely:





- (i) the offence in the first instance must have been committed by the company, which includes a partnership firm, and for that, the company must be first charged as such; and
- (ii) besides the company, the person who is sought to be made liable must be in charge of, and responsible to, the company for the conduct of business.

As noted earlier, the sub-section makes liable the person who was in charge of and responsible to the company for the conduct of the business of the company or the firm. Such persons are by legal fiction held guilty of any offence committed by the company. This is an instance of various liabilities. The liability however, can be fastened under the section only if the court is satisfied that the person sought to be fastened with the liability is the person who (at the time the contravention was committed) was in charge of and responsible to the company for the conduct of its business.

The person alleged to be guilty of an offence and hence proceeded against must be a person in charge of and responsible to the company for the conduct of its business. It has been repeatedly held there must be clear and specific allegation in the complaint to this effect otherwise the complaint would be liable to be quashed<sup>xix</sup>. In *Pepsico India Holdings P. Ltd. V. Food Inspector*<sup>xx</sup>, case Supreme Court highlighted the requirement that in a complaint against a company and its directors, the complainant has to indicate in the complaint itself as to whether the directors concerned were either in charge of or responsible to the company for its day-to-day management, or whether they were responsible to the company for the conduct of its business. A mere bold statement that a person was director of the company against which certain allegations had been made is not sufficient to make such director liable in the absence of any specific allegations regarding his role in the management of the company.

### **Corporate Criminal Liability in India**

Corporate criminal liability has been an important issue on a legal agenda for a long time. Corporations play a significant role not only in creating and managing business but also in common lives of most people. That is why most modern criminal law systems foresee the possibility to hold the corporation criminally liable for the perpetration of a criminal offence<sup>xxi</sup>. But, because a corporation is not a natural person and cannot be subject to one of the most important sentencing options, namely, imprisonment, it requires special consideration in an inquiry into sentencing law<sup>xxii</sup>. It can be even defined as socially injurious acts committed in course of occupations by peoples who are managing the affairs of the company to further its business interest<sup>xxiii</sup>.



Criminal Liability is attached only to those acts in which there is violation of Criminal Law i.e. to say there cannot be liability without a criminal law which prohibits certain acts or omissions. The basic rule of criminal liability revolves around the basic Latin Maxim 'actus non facit reum, nisi mens sit rea'. It means that 'to make one liable, it must be shown that act or omission has been done which was forbidden by law and has been done with guilty mind'. Corporate liability was imposed in English case **Maund v. Monmouthshire Canal Co, R. v. Great North of England Railway Co.**,<sup>xxiv</sup> where trespass was allowed against company. In **Citizens' Life Assurance Co. Ltd. V. Brown**<sup>xxv</sup> case the Privy Council held that the company will be liable for the acts of its employees based on the ordinary principles of agency. But in India the situation is completely different. Confusion prevails as to whether a company can be convicted for an offence where the punishment prescribed by the statute is imprisonment and fine.

This confusion was first addressed in **M.V. Javali v. Mahajan Borewell and Co.**,<sup>xxvi</sup> where the court held that where imprisonment and fine are to be imposed then on a company only fine will be imposed. In **Banglore & Ors. v. Velliappa Textiles Ltd & Anr.**<sup>xxvii</sup> case, by a majority decision it was held that the company cannot be prosecuted for offences which require imposition of a mandatory term of imprisonment coupled with fine. It was further held that where punishment provided is imprisonment and fine, the court cannot impose only a fine. The majority was of the view that the legislative mandate is to prohibit the courts from deviating from the minimum mandatory punishment prescribed by the Statute and that while interpreting a penal statute, if more than one view is possible, the court is obliged to lean in favour of the construction which exempts a citizen from penalty than the one which imposes the penalty. Further in the case of **State of Maharashtra v. Syndicate Transport**<sup>xxviii</sup> it was held that the company cannot be prosecuted for offences which necessarily entail consequences of a corporal punishment or imprisonment and prosecuting a company for such offences would only result in the court stultifying itself by embarking on a trial in which the verdict of guilty is returned and no effective order by way of sentence can be made. A similar view was taken by Calcutta High Court in **Kusum Products Limited v. S.K. Sinha, ITO, Central Circle-X, Culcutta**<sup>xxix</sup>, it was clearly stated that:

"....a company being a juristic person cannot possibly be sent to prison and it is not open to court to impose a sentence of fine or allow to award any punishment if the court finds the

company guilty, and if the court does it, it would be altering the very scheme of the Act and usurping the legislative function.”

As far as the current status of the Doctrine of Corporal Legal Liability in India, is concerned, the recent landmark judgment of Apex Court in **Standard Chartered Bank v. Directorate of Enforcement<sup>xxx</sup>** had made the scenario crystal clear. It overruled the previous views regarding the Corporate Criminal Liability and had given a new touch to the said doctrine. The Court held that there is no immunity to the companies from prosecution merely because the prosecution is in respect of offences for which punishment prescribed is mandatory imprisonment. In this case the appellant filed a writ petition before High Court of Bombay challenging various notices issued under section 50 read with section 51 of Foreign Exchange Regulation Act, 1973 & contended that the appellant company was not liable to be prosecuted for an offence under section 56 of FERA Act, 1973 against the decision of High Court appellant filed a special leave before Supreme Court, contended that no criminal proceeding can be initiated against appellant company under section 56(1) of FERA Act, 1973 as the minimum punishment prescribed under section 6(1) (i) is imprisonment for a term which shall not be less than six months and with fine. Section 56 of FERA Act, 1973 read as follow:

(1) Without prejudice to any award of penalty by the adjudicating officer under this Act, if any person contravenes any of the provisions of this Act (other than section 13, clause (a) of subsection (1) of section 18, section 18A, clause (a) of subsection (1) of section 19, sub-section (2) of section 44 and sections 57 and 58, or of any rule, direction or order made there under, he shall, upon conviction by a court, be punishable, -

(i) In the case of an offence the amount or value involved in which exceeds one lac of rupees, with imprisonment for a term not less than six months, but which may extend to seven years and with fine:

Provided that the court may, for any adequate and special reasons to be mentioned in the Judgment, impose a sentence of imprisonment for a term of less than six months. The question for consideration before court was:

Whether a company or a corporation being a juristic person, can be prosecuted for an offence for which mandatory punishment prescribed is imprisonment & fine .Prosecution is pre-requisite for inflicting any punishment. But it is natural when no punishment can be inflicted, no prosecution can be launched. So it is clear from Standard Chartered case that prosecution can be

initiated and fine can be imposed even when imprisonment is given as mandatory punishment with fine.

The legal difficulty arising out of the above situation was noticed by the **Law Commission** in its **41<sup>st</sup> Report**, where the Law Commission suggested amendment to the **S.62 of Indian Penal Code** by adding the following line“.....in every case in which the offence is only punishable with imprisonment or with imprisonment and fine and the offender is a company or other body corporate or an association of individuals, it shall be competent to the court to sentence such offender to fine only.”

This recommendation got no response from the Parliament and again in its **47<sup>th</sup> Report**, the Law Commission in paragraph 8(3) made the following recommendation:

In many of the Acts relating to economic offences, imprisonment is mandatory. Where the convicted person is a corporation, this provision becomes unworkable, and it is desirable to provide that in such cases, it shall be competent to the court to impose a fine. This difficulty can arise under the Penal Code also, but it is likely to arise more frequently in the case of economic laws. We, therefore, recommend that the following provision should be inserted in the Penal Code as, say, Section 62:- In every case in which the offence is punishable with imprisonment only or with imprisonment and fine, and the offender is a corporation, it shall be competent to the court to sentence such offender to fine only.

In every case in which the offence is punishable with imprisonment and any other punishment not being fine and the offender is a corporation, it shall be competent to the court to sentence such offender to fine.

In this section, corporation means an incorporated company or other body corporate, and includes a firm and other association of individuals.

But the Bill prepared on the basis of the recommendations of the Law Commission lapsed and it did not become law.

### **Conclusion**

In case of absence of criminal liability, corporations would escape moral conviction for wrongdoing, and the retributive import of criminal liability to the community would be lost. It has come as an accepted notion now that the corporations are not mere fictions. They exist, occupy a predominant position within the organization of our society, and are as capable as human beings of causing harm. It is only just and consistent with the principle of equality before the law to treat them like natural persons and hold them liable for the offences they commit. Such



organizations, which have a major impact on our social life, must be required to respect the fundamental values of our society upheld by the criminal law. There is need to have specific provision in the Act itself for criminal liability of the company.

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**A Critical Study Of Management Of WC In Small Scale Industry (Mining Industry) In  
Nagpur Region for the Period 2001-2011**

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### **Introduction**

First we should know what is working capital? WC is a measure of both a company's efficiency and its short-term [financial health](#). WC is calculated as:

$$WC = \text{Current Assets} - \text{Current Liabilities}$$

The WC ratio (Current Assets/Current Liabilities) indicates whether a company has enough [short term](#) assets to cover its short term debt. Decisions relating to WC and short-term financing are referred to as *Working Capital Management*. These involve managing the relationship between a firm's [short-term assets](#) and its [short-term liabilities](#) also management will use a combination of policies and techniques such that cash flows and returns are acceptable. [Cash management](#), **Inventory management, Debtors management, Short-term financing are playing major roles.**

### **Small-Scale Industries:**

These are the industrial undertakings having fixed investment in plant and machinery, whether held on ownership basis or lease basis or hire purchase basis not exceeding Rs. 1 crore.

Objectives of small scale industries are : To create more employment opportunities with less investment, remove economic backwardness of rural, reduce regional imbalances, mobilise and ensure optimum utilisation of unexploited resources, improve standard of living, solve unemployment problem, attain self-reliance, adopt latest technology aimed at producing better quality products at lower costs.

### **Method**

Researcher first take out the data from Udyog Bhawan(Nagpur) where all the SSI listed companies of Nagpur region are registered. From that data 14% of the industries are selected. From those selected industries balance sheet are take out for the last 10 years i.e.2001 to 2011.Most of them refuse to give any details, only five industries ready to give their annual reports. From these annual reports researcher take out the figures to calculate:

Liquidity Ratio-Current Ratio, Quick Ratio, Absolute Liquid Ratio; Profitability Ratio- Net Profit Ratio, Return on Networth Ratio, Return on Asset Ratio; Working Capital Turnover Ratio; Days Inventory Outstanding; Days Sales Outstanding; Days Payable Outstanding; Cash



Conversion; Inventory Turnover Ratio; Debtors Turnover Ratio; Average Collection Period; Chi Square Test; Trend Indices and Linear Estimates; Linear Regression Analysis; Gross Working Capital; Net Working Capital.

Findings- Correlation between Net WC and Net Profit, Net WC and Net Sales, Net WC and Return on Capital Employed, Current Ratio and Net Profit, Liquidity Ratio and Net Profit, Inventory Turnover Ratio and Net Profit, Numbers of Days in Working Capital and Net Profit.

### **Conclusion**

On the basis of the above findings we can conclude that the company is managing their current assets very effectively. Due to the improved inventory turnover ratio and better WC management cycles, the company is enjoying the wide gap between the days of cash receipts from their debtors to payment days to their creditors. With the negative WC the study is showing positive relationship of net WC and net profit and with net sales. The company is doing too well and having a very good return on capital employed. It is to be noted that it can't be considered that the positive association can be due to the positive WC position for some year because when we exclude these year the degree of correlation increased. With negative WC the company sales, net profit and operating profits are showing positive growth rate which indicates that company is doing well and profitability is not adversely affected by the negative WC. It has been proved by the study that as that the companies should avoid under-investment in WC if they wanted higher profit margins is not correct always.

### **SUGGESTION**

1. A full seasonal cycle study is suggested to fit the various short-term variations into the model.
2. It is advised to adopt other sets of WCM indicators to test how respective practices influence the companies' financial performance.
3. To avoid liquidation companies should maintain an ideal ratio of current ratio i.e. 2:1, quick ratio i.e. 1:1 and absolute liquid ratio i.e. 1:1.
4. To earn profitability Net Profit Ratio, Return on Networth Ratio, Return on Asset Ratio should be increased.
5. WCTR should be properly maintained to make better use of external sources of finance.
6. Cash conversion should always high.
7. Stock turnover ratio always high so that the stocks are fast moving and get converted into sales quickly and then into cash.



8. A debtors turnover collection period of 30-36 days is considered ideal.
9. Company should recruit educated employees.

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## Element of feminism in the poetry of Tara Patel

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### TARA PATEL'S :-

In the realm of Contemporary literature Tara Patel is one of the finest and most distinguished Indian women poets in English. She occupies a very significant position as a revolutionary poet against the dominance of men on women. She is widely acclaimed as a revolutionary poet for having raised in poetry her voice rebelliously against the patriarchal dominance which is the casual factor of subordination of women to men in Indian society. Since she started writing in favour of Indian women and against male dominance her voice, tone and terror become predominantly feministic. Tara Patel got international recognition for her masterpiece, *Single woman* (1991). Woman's search for identity, status, and individuality because of dominance of men in Tara Patel's poetry is the current theme in the present article.

As Tara Patel in her master piece *Single Woman* in the chapter "The Role of Assamese Women in the August Revolution of 1942" states the "Women are surpassed even men in the August revolution of 1942 in all its three stages – spontaneous, planned and destructive. The August Revolution presents an inspiring saga of Assamese women's fearlessness, sacrifice and fortitude." By observing all the movements in India Tara Patel exploits her talent as a poet and denounces overtly in her poems the tradition that empowered the male to subject the women to subservience and circumscribe their individual rights.

Tara Patel's poem, *Woman* expresses her sense of exploitation at being born a woman and pathetically confesses her intense yearning for love, care and understanding, as she is traumatized by the plutocratic establishment's indifference and utter callousness. Her peculiarly powerful poem engages a dual, sadist-masochist approach, of torture and self flagellation and an escape that merely intensifies the longing to be healed and cared for. Her poem, as most Indo-Anglian women's poetry, does not outline any feminist agenda but claims and compels attention as woman in search for identity, recognition and a space of her own obliterating the barbed margins. The first few lines in *Women* go through. She says :





“A woman’s life is a reaction to the crack of a whip. She learns to dodge it as it whistles around her but sometimes, it lands on the thick, distorted welt of her memory a reminding her of lessons learned in the past.”

Here the ‘whip’ becomes symbolic of the instrument of authority in the hands of patriarchy used to beat women into compliance. In this Tara Patel gives an insight into the fate of woman’s life in a male-dominated world in her poem Woman, of how woman’s life is a long saga of pain inflicted upon by patriarchy. But that pain ultimately takes the shape of rebellion:

Then in rebellion she turned her face  
to the whip, till pain became a river in flood  
wreaking vengeance.

Tara Patel is obsessed by the question of feminine egotism and identity. She rejects the male dominance with the objective of achieving freedom and equality with men. In her poem Woman Tara Patel writes:

It is easy to dismiss All men as bastards  
Perhaps I need to do a course in male psychology  
with extensive practical.

Tara Patel’s voice in Single Woman is the voice of protest against woman exploitation, drawing distinct line of demarcation between the women of the past and the present: “I cannot live like you, mother / maintain the status quo.....

I daresay your discovery of sex / was not wonderful ..... Love is an illusion I’ve live /with for so long, mother/although you never inspired it”. Some lines quoted in the poem Woman represent woman as a convict, a refugee or a yogi –

“She ran away to live as and escaped convict,  
Or a refugee,  
Or a yogi in the wilderness of civilization.  
Beneath the thick, distorted welt If her memory,  
She dreams”.

The key concept of the poem Woman depicted in the above quoted lines. Tara Patel’s presentation of sense of traversing is a wider trajectory of the cultural diversity along with the ideological positionality of the women.

Tara Patel’s voice gradually changes in her poem Request. The perception of the Modern Indian Poetry by women represents that they all are anti-male is not true as all of them do reject

men or are altogether anti-male. Tara Patel also presents the same in her poem Request. The main concept is – her longing for love and companionship that never meets its due satisfaction. Tara Patel has to literally beg for it in the stated lines:

“But because I’m pining for an old pleasure,

Have lunch with me one of these days.

I miss you most when I’m eating alone.

A man should look up a woman sometimes  
for old times’ sake.

For reasons other than those which are obsolete.” She also talks about loneliness that many women experience due to an overrated or underrated life which is depicted simply and realistically in her poem, Request.

“Sometimes for old times sake

You should look me up

Have lunch with me, I’ll pay the bill...”

The thought expressed in the above quoted lines brings out and realize the irony hidden between the lines “Have lunch with me, I’ll pay the bill”. Tara Patel speaks about post-colonial identity and personal struggle of women in her life in the poems called “Woman” and “Request”. Request is the poem, in which Tara Patel presents her longing for love with emotional tone yet succeed in bringing the reality to the fore in the lines mentioned-

“It is not your lack of love which distresses me anymore.

I’m no longer obsessed with a blind emotion

Which promises everything and nothing?

You have to be young forever to be in love.”

By the quoted lines revealed states that Tara Patel tries to show the feminine role in the society. Her works do not work as revolutionary spirit against the society nevertheless portrays the society as it is.

Tara Patel’s poems are most convincing to women readers who approach it to identify themselves with the inner sight of the poet and see the world through the eyes of a haunted woman. Most of her poetry concerns itself with the poet’s intensely felt need for declaring all about herself, about her desire for love, her emotional involvement and her failure to achieve such a relationship. Her poetry is crises-crossed by soul searching, self analysis, introspection and looking deep into oneself, which is why she is called one of the best Indian English woman



poets of modern times. Tara Patel also endowed with strong Indian sensibility; she depicts women's issues and problems very deeply in her poetry. Among the Indian women poets Tara Patel follow footsteps of kamala das in denouncing the supremacy of male.

The poem 'In a working women's Hostel' brings out dark loneliness in city life. Consumer goods, luxuries and cosy apartments in a multi-storeyed highrise cannot guarantee emotional security and balance. The private self does not find any scope of being assuaged. So schizophrenia is an unavoidable component of modern urban life. This loneliness is beautifully snap-shot in the following lines:

Am I lonely? Or am I loner? The difference must be resolved quickly now.

My private communion is overlooked by superior balconies, terraces.

In the poem 'Mother' Patel analyses, with a bit of irony and anger, the traditional attitude of women to life. Discourses which are the constructs of the male hegemony get women programmed to think that a woman must be chaste and faithful though her male partner may violate nuptial sanctity. A woman keeps blind willingly to the reality of life because she has been taught that saving marriage is a responsibility of hers. The following lines depict the die-hard mentality of compromise and silence in a woman:

With what unquestioning righteousness

you bore your cross, mother.

What kept your marriage going was your  
virtuousness and his guilt.

Virtuousness and guilt are so compatible.

You were programmed not to change.

In the poem 'About-turn' Patel finds out 'homelessness' in women. The polished life in a city breeds loneliness, void and a sense of being out-rooted. A woman-self likes to remedy this crisis with love from a male-self. But her aspirations get frustrated when she comes to realise that her sacrifice falls flat on rocks, The poet captures this mood of frustrated love thus:

You came to accentuate loneliness.

Castaway, I lie on the bleached  
beach of my bed.

Salvaging what I shattered  
on your rocks.



Coming to terms with life is a recurrent theme in Tara Patel. In spite of all failures in life, a woman tries to face life in stark reality. When support from outside is not there, a woman finds ways of self-salvaging. And this is an occasional beam of light in all prevailing gloom in Patel's poems. This is intermittent in Patel's world of creativity. Beams of hopes and happiness are so rare that their far and few presences rather intensify the gloom than light up. The poem 'In Passing' records a woman's final realisation that life is not 'a paradise of thoughts'. The lone battles which a woman fights in her home, educational institutions and working places teach her reach this realisation of nothingness. Here in the poem Patel writes:

I've lived for so long in a paradise of thoughts.

Thoughts which bloom like crystal balls.

Just when I begin to look into them they shatter.

Patel's world is a world of failures, frustrations and 'perpetual insomnia'. Reading Patel is reading negation of life. Negation is here meaningful, because it poses a challenge to the make believe world of success, happiness and peace. Discourses which celebrate bliss of marriage, glory of self-sacrifice in women and tolerance are actually constructs of the agents of male-centrism that legitimize emotional and economic exploitation as well physical extortion. Patel does not conform to this scheme of celebration because she knows life's education contradicts this pumped-up mood of celebration. Her poetry exists outside this traditional mood of joy, fulfillment and mutual understanding. Hers is a poetry which negates these beliefs and convictions and presents a counter- discourse of a woman's gradual awakening into a sense of void.

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## Use of Technology in teaching English

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### **Abstract :**

Chalk and talk are the oldest devices in teaching. This is an age of science and technology and the use of machines and technology has changed the form and face of English language teaching in the world. Today “a language laboratory is a classroom or other area containing electronic and mechanical equipment, designed and arranged to make foreign-language learning more effective than is usually possible without technology. To enhance the quality of teaching and to prepare the students to compete in an emerging information based global economy, these new technologies are very crucial. Today’s youngsters (Students) are more fascinated towards technology, irrespective of their level or grade or from where they come, rural or urban areas.

### **Keywords :**

foreign-language, equipment, technology, teaching-learning, revolutionize, stimulate, curricula

**Introduction :-** Technology has become an integral part of teaching and learning process and language teaching is no exception. It is apparent that change is the only thing constant in life, so without accepting changes we cannot survive in any mode of life. Due to the outstanding developments in the educational technology in recent years, there is an increased use of technology in the teaching-learning process. The more we are proceeding towards scientific and technological culture the more we will need to teach and learn languages in scientific and objective way. This concept realizes the significance of the use of technology in management of teaching- learning. To enhance the quality of teaching and to prepare the students to compete in an emerging information based global economy, these new technologies are very crucial. These technologies can act as the best supporter in teaching language by providing enormous additional opportunities for practising language and serving as a platform for interaction and task based learning activities. These technological tools can foster students’ abilities , revolutionize the way they work, think and give them new access to the world.

Moreover, today’s youngsters (Students) are more fascinated towards technology, irrespective of their level or grade or from where they come, rural or urban areas. As a result language teachers need to adopt new changes in terms of technology. If we observe leading engineering management universities and colleges, the major or vital contribution is of technology in language teaching. It has also generally been observed that most of our students (especially Arts, commerce and science) fail to express themselves though they are good at studies and scoring good marks in their respective subjects except in English. In this scenario English teachers have to play a key role in all-round development of students. Naturally, they have to take the responsibility to come out with students from the world of Black(board)and white(Chalk). As in





the present era, there is a widespread acknowledgement of the need to expose the learners of English as second language to a wide variety of resources from print material to motion pictures, videos, Internet,(websites)and other electronic teaching tools. It is proved that, apart from capturing and maintaining viewers' interest , the use of these audio-visual aids help to dramatize and focus issues, provides salient points for discussion, and promote connection with personal experiences. Most education programmes in the western part of the world and relatively developed countries in Asia realized that these are dynamic tools in English language teaching and even in teacher training. However, in India , which has the largest number of consumers of films, introducing films into our classroom is challenge before English teachers.

This paper attempts to explain the way in which few technologies are going to play and have played a vital role in English language teaching in India.

#### **Using films and videos to teach English**

Films/Videos have been proven to be an effective method in teaching English as a foreign/second language for both young and adult learners. The use of films/ videos can be used to stimulate oral and written communication among students. It can be argued that language used in films/videos could help-non native speakers understand stress patterns, it allows the learners to see body language and speech patterns in second language, discourse through the use of authentic language in actual communication and in various situations. In addition it can stimulate and motivate students.

#### **Using Internet /websites to teach English**

The internet has been playing vital role in English language learning in India . We are sitting at the heart of English language learning revolution as use of computers and mobiles are making English an international or global language. This paper briefly examines the implications of internet in English learning and argues for a shift away from traditional notion of curriculum and syllabus. Web learning has great potential to spread learning however; the benefits of these technologies have to reach the students via teachers. Free Language learning websites support to improve English language teaching by providing resources, educational materials and training opportunities to the teachers of English. The teachers can use on-line project by using given websites anywhere anytime. But in off-line, all the core materials that students needed for the course were supplied on CD-ROM . This task is especially beneficial to the colleges where there is no internet access or slow speed.

#### **Using Power Point Presentation to teach English**

In the entire process of communication, the contribution of Power Point Presentation stands out prominently. It constitute exclusive media or channel of communication. We term it as Audio-visual, since about 85 to 95 per cent of the signals or sense-stimuli enter our perception through the ears and eyes. And the audio-visual method of learning is as old as humanity itself. It provides a richer basis of learning and proved helpful in realizing the objectives of teaching and learning. It supplements oral teaching, serves as motivator, dispel class room monotony, makes learning permanent, saves time and energy and provides direct experience to the learners.



And the teacher can make use of this aid when he desires to show his students the enlarged images on the screen along with his commentary. It can be used for teaching composition, calligraphy, story, and for projecting maps, pictures, figures, charts, pages of books, revising lessons etc.

Last but not the least, black-board is the never failing friend of a teacher. It is always present in the classroom. If the class is held within the room, the black-board is in the class. It is a good sight when resourceful teacher makes use of the blackboard and explains word meaning, drawing explanatory sketches in a neat and legible handwriting. In fact it is quite safe to call it the symbol of the classroom, given the modern situations in our classrooms the other material or mechanical aids may be absent but the black-board is there to make the loss good. It is even now the most versatile visual aid.

**Conclusion :** It is true that all change begins with a transformation in thinking. Education builds man and so it builds the nation. The education system is supposed to prepare us for challenges in an increasingly globalizing world. The Indian education system has been under flak for being stuck in the quagmire of the past; outdated curricula, outmoded ways of instructions and largely the teacher centric-approach. On the one hand we blame the education system for not being dynamic enough and on the other hand we blame the students for not performing as well as. However, we usually overlook the role of the teacher, one of the main components of the education system. Teachers should develop global learner-centred approach.

The teacher ought to remember that students come to college with ideas, with hopes and dreams, and are often met with disapproval with taboos. Sometimes books and teachers throw road blocks in the way of eager and inquiring minds . These mental blocks must be blasted away. Students should be natural and uninhibited. Let them follow their instincts. If there instincts get them in trouble, well, may they will learn something from the experience. As a teacher of English we have to observe and understand students' strong and weak points in a mixed ability class, test their data, their level of understanding, abilities and interests and find out why they lag behind in speaking and writing English . We have to meditate upon how our teaching can reach our students. What innovative and creative way can we use? The time has come to go in for a rainbow effect in which the best of each teaching method can be incorporated. We have to plan differently and conduct some experiments while teaching our students. There is a large scope for various activities and methods like drilling, listening to conversation , teaching with the help of power point, group activities , preparing leaflets, writing simple jokes, news collection , supporting words with action , expansion of any word by asking all "Wh" questions. Strategies of expansion, microteaching by students, vocabulary building games etc.will be quite effective. We should take utmost care that, they learn without stress and they overcome stigma, fear, and shyness. In such a scenario our students will start communicating, participating, sharing and ultimately will become independent learners.. They also learn values like co-operation, mutual understanding and self-study, above all learning becomes more enjoyable, easier and self directed.



Many teachers find this experimental approach very fruitful. It builds up interest and confidence in our students and they learn the secret that “nothing is more pleasant than the fruit of hard work.”

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## स्वराज्य पक्षाचा चंद्रपूर जिल्ह्यावरील प्रभाव

प्रा. डॉ. भूपेश चिकटे  
कर्मवीर दादासाहेब देवतळे  
महाविद्यालय चामोर्शी  
जिल्हा- गडचिरोली

भारतीय स्वातंत्र्य आंदोलनात असहकार चळवळ भारतात असतांना 5 फेब्रुवारी 1922 ला चौरीचौरा येथील हिंसक घटनेमुळे असहकाराचे सर्वच कार्यक्रम रद्द करण्याचा निर्णय महात्मा गांधीजींनी घेतला. या निर्णयामागील त्यांची भुमीका काही काँग्रेस नेत्यांना व सदस्यांना न पटल्यामुळे ते गोंधळले व संतापले यामुळे या निर्णयाच्या निषेधाचे सुर उठु लागले. काँग्रेसमध्ये असहकाराच्या विषयावर विचारमंथन सुरु झाले. असहकार चळवळ सुरु होण्यापुर्वी 1920 च्या कलकत्ता अधिवेशनात कायदेमंडळाच्या निवडणूकांवर बहिष्कार घालण्याची गांधीजींची सुचना मोतीलाल नेहरू, चित्तरंजन दास, पं. मालवीय, लाला लजपतराय इ. जेष्ठ नेत्यांना आवडली नव्हती.

यामुळेच 10 मार्च, 1922 ला महात्मा गांधीजींच्या अटकेनंतर, जून 1922 ला काँग्रेसच्या लखनौच्या विशेष अधिवेशनात कायदेभंग आंदोलनाच्या मूल्यांकनासाठी अकीम अजमलखान, पं. मोतीलाल नेहरू, डॉ. अन्सारी, विठ्ठल भाई पटेल, एस. कस्तुरीरंगा अय्यंगार यांची उपसमिती बनविण्यात आली. या समितीने पूर्ण विचारविमर्श करुन देशात सविनय कायदेभंगासाठी अनुकूल परिस्थिती नसल्याचे निश्चित करुन कौन्सिल व असेम्ब्लित प्रवेश करुन सरकारवर दबाव आणण्याचे निश्चित करण्यात आले. यानंतर नोव्हेंबर 1922 ला कलकत्ता येथील काँग्रेस महासमितीच्या अधिवेशनात कौन्सिल बहिष्काराचे समर्थन करणारा अन्सारी यांचा, आणि कौन्सिल प्रवेशाचे समर्थन करणारा दास-नेहरूंचा असे दोन गट निर्माण झाले. अशाप्रकारे कौन्सिल प्रवेशावरून काँग्रेसमध्ये मतभेद निर्माण झाले होते.

देशबंधू चित्तरंजन दास यांनीही कौन्सिल प्रवेशाचे समर्थन केले. या वेळी काँग्रेसमध्ये महात्मा गांधीजींच्या विचारांवर निष्ठा ठेवणारा गटही होता, त्यात श्री राजगोपालाचारी आणि श्री वल्लभभाई पटेल प्रमुख होते. डिसेंबर 1922 ला देशबंधू चित्तरंजन दास यांच्या अध्यक्षतेखाली झालेल्या काँग्रेसच्या गया अधिवेशनात कौन्सिल बहिष्काराचा निर्णय घेण्यात आल्यामुळे चित्तरंजन दास यांनी काँग्रेस सभापती पदाचा राजीनामा दिला.<sup>प</sup> या दोन्ही गटात सामंजस्य घडउन आणण्याचे मौलाना आझाद यांचे प्रयत्न अयशस्वी झाले. आणि 1 जानेवारी, 1923 रोजी पं. मोतीलाल नेहरू यांच्या बंगल्यावर स्वराज्य पक्ष (काँग्रेस खिलापत स्वराज्य पक्ष) स्थापन करण्यात आला.<sup>पप</sup> या पक्षाचे अध्यक्ष चित्तरंजन दास व सचिव पं. मोतीलाल नेहरू हे होते.

नागपूर प्रांतात डॉ. मुंजे व चंद्रपूरमध्ये श्री बळवंतराव देशमुख काँग्रेसच्या कौन्सिल बहिष्काराविरुद्ध असल्याने ते स्वराज्य पक्षात सहभागी झाले. मध्यप्रांतातील मराठी भाषिक प्रदेशात या पक्षाच्या संघटनांचे कार्य डॉ. मुंजे व डॉ. अभ्यंकर यांच्याकडे होते.<sup>पप्प</sup> पक्षाच्या घटनेनुसार हा पक्ष काँग्रेस मध्येच राहून कार्य करेल हे स्पष्ट केले होते. काँग्रेस मधील या वैचारिक मतभेदामुळे कौन्सिल बहिष्काराच्या प्रश्नावर चर्चा करण्यासाठी दिल्लीत विशेष अधिवेशन घेण्यात आले. त्यात कौन्सिल बहिष्काराचा प्रस्ताव स्थगित करण्यात येऊन काँग्रेस सदस्यांना कौन्सिल निवडणुकीत उभे राहण्याची तसेच मतदान करण्याची मुभा देण्यात आली.

### **फेरवादी (प्रतिसहकारवादी) व नाफेरवादी (असहकारवादी) गट**

स्वराज्य पक्षाच्या स्थापनेमुळे काँग्रेसमध्ये कौन्सिल प्रवेशाचा बहिष्कार करून असहकार धोरणाचे समर्थन करणाऱ्यांना नाफेरवादी किंवा असहकारवादी तर कौन्सिल प्रवेश करून सरकारला कोंडीत पकडण्याचे समर्थन करणाऱ्यांना फेरवादी किंवा प्रतिसहकारवादी म्हटले जाऊ लागले.

विदर्भात डॉ. मुंजे, बॅ. अभ्यंकर हे या पक्षाची धुरा सांभाळीत होते. या काळात चंद्रपूर, विदर्भातील प्रतिसहकार पक्षाचा बालेकिल्ला बनला होता.

इ.स. 1922 च्या न. पा. अध्यक्षपदाच्या निवडणुकीवरून चंद्रपूर जिल्ह्यात मा. सा. कन्नमवार व पं. बालगोविंद यांच्यातही वैचारिक मतभेद निर्माण झाले होते. कन्नमवार हे गांधीजींचे कट्टर भक्त बनून त्यांनी गांधी सेवा मंडळाची स्थापना केली होती. त्या वेळी कन्नमवारांनी गांधीनिष्ठा दाखवून गांधीजींच्या कार्यक्रमाला जिल्ह्यात चालना दिली. परंतु स्वराज्य पार्टीचे, विदर्भातील नेते बॅ. अभ्यंकर यांच्यावर, पं. मोतीलाल नेहरुंचा विश्वास होता. आणि चंद्रपूरमध्ये पंडित पार्टीचा बॅ. अभ्यंकर यांच्यावर विश्वास होता.<sup>पअ</sup> यामुळेच इ.स. 1923 ला चंद्रपूर मध्ये प्रतिसहकार वाद्यांचा प्रभाव निर्माण झाला होता.

### **इ.स. 1923 ची केंद्रीय व प्रांतीय विधिमंडळ निवडणूक**

इ.स. 1922 च्या चंद्रपूर नगरपालिका निवडणुकीत पंडित पार्टीने, वकील पार्टीचा पराभव केला, तेव्हापासून बळवंतरावजी देशमुख यांनी पंडित पार्टीतील कार्यकर्तांना कुटनीतीचा वापर करून आपल्याकडे ओढून घेतले होते. पंडित पार्टीतील डॉ. शंकरराव वैद्य, श्री सदाफळ, श्री कोवले, अब्दुल रजाक या प्रमुख मंडळींना आपल्या जाळ्यात खेचले होते. या वेळी कन्नमवारांना फक्त खुषालचंद खजांची यांचीच साथ होती.<sup>अ</sup>

इ.स. 1923 पर्यंत चंद्रपूरमध्ये बळवंतरावजींचे व त्यांच्या पार्टीचे सामर्थ्य वाढल्याने प्रतिसहकारवादी गट चंद्रपूर जिल्ह्यात प्रबळ झाला होता. या काळात या प्रदेशात नागपूरला स्वराज्य पक्षाचे बॅ. अभ्यंकर विरुद्ध



टिळकवादी राष्ट्रीय पक्षाचे डॉ. मुंजे, आणि चंद्रपुरात पं. बालगोविंद तिवारी गांधीवादी, विरुद्ध स्वराज्य पक्षाचे बळवंतराव देशमुख असे उघडउघड गट निर्माण झाले होते.<sup>अप</sup>

14 ऑगस्ट, 1923 ला कौन्सिलचा कार्यकाळ संपल्याने पुढील कौन्सिलसाठी डिसेंबर मध्ये निवडणूक घेण्याची घोषणा झाली. तेव्हा प्रत्येक गटाने आपापली उमेदवारी जाहीर केली, त्यात केंद्रीय विधिमंडळासाठी, स्वराज्य पक्षाकडून श्री अणे विरुद्ध नामदेवराव पाटील, आणि प्रांतिक विधिमंडळासाठी चंद्रपूर जिल्ह्यातून स्वराज्य पक्षातर्फे श्री बळवंतराव देशमुख विरुद्ध देवराव मुकुंद पाटील उभे होते. केंद्रीय विधिमंडळासाठी 1 डिसेंबर आणि प्रांतीय विधिमंडळासाठी 6 डिसेंबरला मतदान झाले. या निवडणुकीचा निकाल 8 डिसेंबर, 1923 ला जाहीर झाला. तेव्हा श्री. अणे व श्री बळवंतराव देशमुख हे स्वराज्य पक्षाचे उमेदवार निवडून आले.<sup>अपप</sup>

इ.स. 1923 च्या या निवडणुकीत स्वराज्य पक्षाचे उमेदवार अधिक संख्येने निवडून आले. मराठी मध्यप्रांतातून (विदर्भ) उभे राहिलेले स्वराज्य पक्षाचे सर्वच उमेदवार निवडून आले. मध्यप्रांत व वऱ्हाडच्या विधिमंडळात स्वराज्य पक्षाला स्पष्ट बहुमत प्राप्त झाले. मध्यप्रांत व वऱ्हाडमधील 70 सदस्यांपैकी 42 सदस्य स्वराज्य पक्षाच्या बाजूने होते. त्या वेळी इतर कोणत्याही प्रांतात स्वराज्य पक्षाला एवढा मोठा विजय मिळाला न्हवता.<sup>अपपप</sup> यावरून या काळातील स्वराज्य पक्षाचा विदर्भातील व चंद्रपूर जिल्ह्यावरील प्रभाव स्पष्ट होतो.

<sup>प</sup> भगवतीप्रसाद मिश्र, भारतीय स्वातंत्र्य आंदोलनमें चंद्रपुर, नरेंद्र मिश्र, रमा प्रकाशन जटपुरा गेट चंद्रपुर 1986 पृ. 130

<sup>पप</sup> वीणा हरदास, 'लोकनायक अणे व त्यांचा काळ' भाग 1, लो. अणे जन्मशताब्दी समिती वणी. पृ. 68

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## LABOUR LAWS IN INDIA

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### 1 Abstract :

Labour law also known as employment law is the body of laws, administrative rulings, and precedents which address the legal rights of and restrictions on, working people and their organizations. As such, it mediates many aspects of the relationship between trade unions employers and employees. In other words, Labour law defines the rights and obligations as workers, union members and employers in the workplace. Generally, labour law covers; Industrial relations- certification of unions, labour-management relations, collective bargaining and unfair labour practices; Workplace health and safety; Employment standards, including general holidays, annual leave, working hours, unfair dismissals, minimum wage, layoff procedures and severance pay. There are two broad categories of labour law. First, collective labour law relates to the tripartite relationship between employee, employer and union. Second, individual labour law concerns employees rights at work and through the contract for work. The labour movement has been instrumental in the enacting of laws protecting labour rights in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Labour rights have been integral to the social and economic development since the industrial revolution.

**Keywords :** Labour, Employment, Legislations, Organisation, International

### 2 Introductions:

Labour law arose due to the demands of workers for better conditions, the right to organize, and the simultaneous demands of employers to restrict the powers of workers in many organizations and to keep labour costs low. Employers' costs can increase due to workers organizing to win higher wages, or by laws imposing costly requirements, such as health and safety or equal opportunities conditions. Worker's organizations, such as trade unions, can also transcend purely industrial disputes, and gain political power-which some employers may oppose. The state of labour law at any one time is therefore both the product of and a component of struggles between different interests in society.

International Labour Organisation (ILO) was one of the first organizations to deal with labour issues. The ILO was established as an agency of the league of nations following the Treaty of Versailles, which ended World war I. Post-war reconstruction and the protection of labour unions occupied the attention of many nations during and immediately after World War I. In Great Britain, the Whitley Commission, a subcommittee of the Reconstruction Commission, recommended in its July 1918 Final Report that "Industrial councils" be established throughout the world. The British Labour Party had issued its own reconstruction programme in the document titled Labour and the New Social Order. In February 1918, the third Inter-Allied Labour and Socialist Conference (representing delegates from Great Britain, France, Belgium and Italy) issued its report, advocating an international labour rights body, an end to secret



diplomacy, and other goals. And in December 1918, the American Federation body, an end to secret diplomacy, and other goals. And in December 1918, the American Federation of labour (AFL) issued its own distinctively apolitical report, which called for the achievement of numerous incremental improvements via the collective bargaining process.

### **3 Purpose of labour legislation:**

Labour legislation that is adapted to the economic and social challenges of the modern world of work fulfils three crucial roles:

- i) It establishes a legal system that facilitates productive individual and collective employment relationship and therefore a productive economy;
- ii) By providing a framework within which employers, workers and their representatives can interact with regard to work-related issues, it serves as an important vehicle for achieving harmonious industrial relations based on workplace democracy;
- iii) It provides a clear and constant reminder and guarantee of fundamental principles and rights at work which have received broad social acceptance and establishes the processes through which these principles and rights can be implemented and enforced.

### **4-LABOUR LAWS IN INDIA:**

#### **4a. APPRENTICES ACT, 1961**

The main purpose of the Act is to provide practical training to technically qualified persons in various trades. The objective is promotion of new skilled manpower. The scheme is also extended to engineers and diploma holders. The Act applies to areas and industries as notified by Central Government. {Section 1(4)}.

#### **Scheme of the Act**

There are 38 Sections in total and 1 Schedule is about modifications in the Workmen's Compensation Act, 1923 with regard to its application to apprentices under the Apprentices Act, 1961.

#### **4b. Employee State Insurance Act, 1948**

The Employee State Insurance Act, {ESIC} 1948, is a piece of social welfare legislation enacted primarily with the object of providing certain benefits to employees in case of sickness, maternity and employment injury and also to make provision for certain other matters incidental thereto. The Act in fact tries to attain the goal of socio-economic justice enshrined in the Directive principles of state policy under part 4 of our constitutions, in particular articles 41, 42 and 43 which enjoin the state to make effective provision for securing, the right to work, to education and public assistance in cases of unemployment, old age, sickness and disablement. The act strives to materialize these avowed objects through only to a limited extent. This act becomes a wider spectrum than factory act. In the sense that while the factory act concerns with the health, safety, welfare, leave etc of the workers employed in the factory premises only. But the benefits of this act extend to employees whether working inside the factory or establishment or elsewhere or they are directly employed by the principal employer or through an intermediate agency, if the employment is incidental or in connection with the factory or establishment.

#### **4c. THE EMPLOYMENT EXCHANGES (COMPLUSORY NOTIFICATION OF VACANCIES) ACT, 1959**



The main purpose of the Act is to provide for the compulsory notification of vacancies to employment exchanges. The employer is required on a compulsory basis, to notify to the Employment Exchanges all vacancies other than vacancies in unskilled categories, temporary vacancies and vacancies proposed to be filled through promotion and tender to the Employment Exchanges, return relating to the staff strengths at regular intervals. The Act extends to the whole of India.

#### **4d. INDUSTRIAL DISPUTES ACT, 1947**

##### **Introduction**

Prior to the year 1947, industrial disputes were being settled under the provisions of the Trade Disputes Act, 1929. Experience of the working of the 1929 Act revealed various defects, which needed to be overcome by a fresh legislation. Accordingly the Industrial Disputes Bill was introduced in the Legislature. The Bill was referred to the select committee. On the recommendations of the Select Committee amendments were made in the original Bill. The Industrial Disputes Act, 1947 came into existence in April 1947. It was enacted to make provisions for investigation and settlement of industrial disputes and for providing certain safeguards to the workers. The Act contains 40 sections divided into 7 chapters.

#### **4e. LABOUR LAWS (EXEMPTION FROM FURNISHING RETURNS & MAINTAINING REGISTERS BY CERTAIN ESTABLISHMENTS) ACT, 1988**

##### **Objective**

The main objective of the Act is to exempt establishments employing a small number of persons from furnishing returns and maintaining registers under certain labour laws. This Act relieves the small companies from following cumbersome paperwork that is required under various labour laws both at the Central and State level thereby reducing the compliance requirement under various labour laws.

#### **4f. THE PAYMENT OF BONUS ACT, 1965:**

The payment of Bonus Act provides for payment of bonus to persons employed in certain establishment on the basis of profits or on the basis of production or productivity and for matters connected therewith.

It extends to the whole of India and is applicable to every factory and to every other establishment where 20 or more workmen are employed on any day during an accounting year.

#### **4g. Payment of Gratuity Act, 1972:**

##### **Applicability of the Act**

The Act provides for a scheme for the payment of gratuity of employees engaged in factories, mines, oilfields, plantations, ports, railway companies, shop or other establishments. The Act enforces the payment of 'gratuity', a reward for long service, as a statutory retirement benefit. Every employee irrespective of his wages is entitled to receive gratuity if he has rendered continuous service of 5 years or more than 5 years. It is not paid to an employee gratuitously or merely as a matter of boon. It is paid for the service rendered by him to the employer (Delhi Cloth and General Mills Co; Ltd Vs the Workmen).

#### **4h. THE WORKMEN'S COMPENSATION ACT, 1923**





The Workmen's Compensation Act, aims to provide workmen and/ or their dependents some relief in case of accidents arising out of and in the course of employment and causing either death or disablement of workmen.

It provides for payment by certain classes of employers to their workmen compensation for injury by accident.

#### **4i. THE TRADE UNIONS ACT, 1926:**

The Trade Unions Act, 1926 provides for registration of trade unions with a view to render lawful organization of labour to enable collective bargaining. It also confers on a registered trade union certain protection and privileges. The Act extends to the whole of India and applies to all kinds of unions of workers and associations of employers, which aim at regularizing labour management relations. A Trade Union is a combination whether temporary or permanent, formed for regulating the relations not only between workmen and employers but also between workmen and workmen or between employers and employers.

#### **4j. THE PAYMENT OF WAGES ACT, 1936**

##### **Application of the Act :**

The Act will apply to persons employed in any factory or employed (otherwise than in a factory) upon any railway by a railway administration or. Either directly or through a sub-contractor, by a person fulfilling a contract with a railway administration, and to persons employed in an industrial or other establishment.

Here "factory" means a factory as defined in section 2(m) of the Factories act, 1948 (63 of 1948) and includes any place to which the provisions of that Act have been applied under section 85(1) thereof.

#### **4k. MINIMUM WAGES ACT, 1948:**

The concepts of Minimum Wages was first evolved by ILO in 1928 with reference to remuneration of workers in those industries where the, level of wages was substantially low the labour was vulnerable to exploitation being not well organized and having less effective bargaining power. The need for a legislation for fixation of minimum wages in India received boost after World War – II when a draft bill was considered by the Indian Labour Conference in 1945. On the recommendation of the 8<sup>th</sup> Standing Labour Committee, the Minimum Wages Bill was introduced in the Central Legislative assembly on 11.4.1946 to provide for fixation of minimum wages in certain employments. The Minimum Wages Bill was passed by the Indian Dominion Legislature and came into force on 15<sup>th</sup> March. 1948. Under the Act both State and Central Government are "Appropriate Governments" for fixation/revision of minimum rates of wages for employments covered by the Schedule to the Act. The minimum rates of wages also include Special Allowance (Variable Dearness Allowance) linked to Consumer Price Index Number which are revised twice a year effective from April and October. The rates of wages once fixed are revised at an interval not exceeding of five years.

#### **4l. LAWS RELATED TO CHILD LABOUR**

##### **Background**

The problem of child labour continues to pose a challenge before the nation. Government has been taking various pro-active measures to tackle this problem. Way back in



1979, Government formed the first committee called Gurupadswamy Committee to study the issue of child labour and to suggest measures to tackle it. The Committee made some far-reaching recommendations. It observed that as long as poverty continued, it would be default to totally eliminate child labour and 119

Hence any attempt to abolish it through legal recourse would not be a practical proposition. The Committee felt that in the circumstances, the only alternative left to ban child labour in hazardous areas and to regulate and ameliorate the conditions of work in other areas. It recommended that a multiple policy approach was required in dealing with the problems of working children.

#### **4m. THE CONTRACT LABOUR (REGULATION AND ABOLITION) ACT, 1970**

This legislation regulates the employment of contract labourers in establishments and by contractors. The Rules for implementing the provisions of the Act vary from state to state. Applicability of the Act An establishment which engages 20 or more persons or engaged on any day of the preceding 12 months as contract labourers come under the purview of the legislation. The legislation is also applicable to contractors who employ workmen as contract labourers, or who employed on any day of the preceding 12 months.

#### **5. International Labour Organization**

The International Labour Organization (ILO) is a specialized agency of the United Nations that deals with labour issues. Its headquarters are in Geneva, Switzerland. Its Secretariat the people who are employed by it throughout the world is known as the International Labour Office.

The ILO was established as an agency of the League of Nations following the Treaty of Versailles, which ended World War I. Post-war reconstruction and the protection of labour unions occupied the attention of many nations during and immediately after World War I. The first annual conference (referred to as the International Labour Conference, or ILC) began on 29 October 1919 in Washington DC and adopted the first six International labour Conventions, which dealt with hours of work in industry, unemployment, maternity protection, night work for women, minimum age and night work for young persons in industry. The prominent French socialist Albert Thomas became its first Director General. The ILO became a member of the United Nations system after the demise of the League in 1946. Its constitution, as amended, includes the Declaration of Philadelphia (1944) on the aims and purpose of the organization. As of April 2009. The current director-general is Juan Somavia (since 1999).

#### **7. Material Method:**

This is a descriptive research paper based on secondary data. Data have been collected through various websites and publications of recent research papers available in different websites, Newspapers, Research Articles.

#### **8. Acknowledgement:**

As the war drew to a close, two competing visions for the post-war emerged. The first was offered by the International Federation of Trade Unions (IFTU) which called for a meeting in Berne in July 1919. The Berne meeting would consider both the future of the IFTU and the various proposals which had been made in the previous few years. The IFTU also



proposed including delegates from the Central Powers as equals. Samuel Gompers, president of the AFL, boycotted the meeting, wanting the Central Powers delegates in a subservient role as an admission of guilt for their countries' role in the bringing about war. Instead, Gompers favored a meeting in Paris which would only consider President Woodrow Wilson's Fourteen Points as a platform. Despite the American boycott, the Berne meeting went ahead as scheduled. In its final report, the Berne Conference demanded an end to wage labour and the establishment of socialism. If these ends could not be immediately achieved, then an international body attached to the League of Nations should enact and enforce legislation to protect workers and trade unions.

#### **9 Conclusion :**

The Law relating to labour and employment is also known as Industrial law in India. The history of labour legislation in India is interwoven with the history of British colonialism. The industrial/labour legislations enacted by the British political economy were naturally paramount in shaping some of employers. Considerations of British political economy were naturally paramount in shaping some of these early laws. Thus came the Factories Act. It is well known that Indian textile goods offered stiff competition to British textiles in the export market and hence in order to make India labour costlier the Factories Act was first introduced in 1883 because of the pressure brought on the British parliament by the textile magnates of Manchester and Lancashire. Thus India received the first stipulation of eight hours of work, the abolition of child labour, and the restriction of women in night employment, and the introduction of overtime wages for work beyond eight hours. While the impact of this measure was clearly welfare, the real motivation was undoubtedly protectionist. The earliest Indian statute to regulate the relationship between employer and his workmen was the Trade Dispute Act, 1929 (Act 7 of 1929). Provisions were made in this Act for restraining the rights of strike and lock out but no machinery was provided to take care of disputes.

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## SAFE AND SENSITIVE SCHOOLS FOR STUDENTS, TEACHERS AND PARENTS: AN OVERVIEW

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### Abstract

Primary School is committed to providing a safe, respectful and disciplined learning environment for students and teachers. One where students have opportunities to engage in quality learning experiences and acquire the values of respect, responsibility and honesty to prepare students to be active citizens for the 21st century, who value their culture, community and are lifelong learners. Student behaviour needs to be seen in the light of the complex nature of relationships that influence the daily lives of schools, teachers, students and parents, including individual and special needs. The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

### Key words:

Students, Teachers, Parents, Behaviour.

### Introduction:

The whole school behavior policy India lays down rules, regulations and guidelines as a basis for governing the entire school, including the Management, teaching staff, students and parents. This policy has been formulated by the school with the help of the teacher foundation, philosophy of being a "Safe and Sensitive School" is protected.

### Objective:

1. To ensure everyone is 'heard' in school through one-to-one listening (Bubble Time), group listening (Quality Circle Time) and non-verbal listening and their suggestions and concerns are take care of.
2. To gradually build a strong, self-regulated value system in all the stake holders in school particularly in the 2 main components-students and teachers.
3. For self-governance of students and teachers.
4. Boost self-esteem by encouraging and motivating all in their respective work areas through appreciation and praise whenever deserved.
5. To ensure that the school campus has a clean, healthy, hygienic and aesthetic environment.

### A, Being Safe and Sensitive to Students:

#### 1.1 Quality Circle Time :

- i) Target audience Students.
- ii) When will it be conducted: It will be conducted once a week for Classes 1 to VIII and for Classes IX to XII once a fortnight.
- iii) Who will conduct and where: Class teacher and Subject teachers will conduct QCT in the classroom or any other convenient place. The "Do not disturb" sign will be prominently displayed.





### 1.2 Bubble Time :

- i) Students will be informed of the availability of the facility of Bubble Time with teachers.
- ii) Teacher will set a convenient time and place for the Bubble Time. For students it will be any weekday. The place will either be one's own classroom or an empty classroom. The weekdays cannot be days when the teacher has subject interaction or PTM. Students will be informed of the possible time, they will approach the teacher directly and then the time and place will be fixed up according to the convenience of both the teacher and the student.
- iii) Privacy and confidentiality, as deemed necessary, will be maintained unless the teacher, with the consent of the student, decides to inform higher authorities based on the seriousness of the case.

### 1.3 Suggestion Boxes :

- i) Students will be informed of the availability of the facility of suggestion boxes at various places in the school campus.

### 1.4 Cinema :

- i) Students discuss issues related to holistic development after watching short films. They reflect and voice their opinion through a worksheet and QCT.

## 2. Golden Rules to be followed by all students:

Behaviour to be followed by students in different school spaces.

**2.1 Behaviour in the School:** All students are expected to follow the Golden Rules in the School by:

- i) Co-operating towards the smooth functioning of the class by being attentive and maintaining decorum.
- ii) Being sincere and punctual in attending curricular and co-curricular classes, and in submission of class and home assignments.
- iii) Not using unfair means during assessments.
- iv) Not vandalizing classroom furniture and classmate's/-s' property.
- v) Ensuring proper dress turn-out and hygiene (nails, hair, etc.)
- vi) Keeping the classroom and corridors clean.

### 2.2 Behaviour in the Playground:

All the students are expected to follow the Golden Rules in the playground by –

- i) Ensuring safe play.
- ii) Allowing all right of place to play.
- iii) Refraining from verbal or physical abuse and bullying of any kind.
- iv) Using playground only in allotted time, during which trespassing by others is disallowed.

### 2.3 Behaviour during Assembly:

All students are expected to follow the golden rules during assembly by-





- i) Standing in position and listening to the instructions and messages attentively.
- ii) Respecting prayer time, the school anthem, the national anthem and the pledge.

#### 2.4 Behaviour during trips outside school:

All students are expected to follow the Golden Rules when they represent the school in interschool competitions and go for educational excursions by:

- i) Respecting accompanying teachers, school mates, guides, tour managers and outsiders.
- ii) Following guidelines given by the school and tour operators, e.g. cell phones and electrical gadgets, etc.

#### 3. Rewards and Sanctions for all Students:

The following Rewards and Sanctions are based on the Golden Rules, as mentioned below.

- i) We are gentle. We don't hurt anybody's feelings.
- ii) We are kind and helpful. We don't hurt others.
- iii) We listen. We don't interrupt.
- iv) We look after property. We don't waste or damage things.
- v) We are honest. We don't cover up the truth.
- vi) We work hard. We don't waste our own or others time.

#### Rewards:

1. Individual Praise.
2. Praise in front of the Class (Adjacent Praise)
3. Entry in Incentive Chart
4. Note on Appreciation Page in Dairy.
5. Good conduct badge given for a week.
6. Name and reason announced in Assembly.
7. Whole class Golden Time.

#### SANCTIONS (AFTER SPEAKING TO THE CHILD TWICE)

1. Asking the child to write down about the incident, in order to reflect on his/her behaviour and what the learning has been from the incident, and what does she/he intend to do from this learning, resolving to make amends and improve. Note retained by the class teacher.
2. Informing the Principal and a note in the diary informing parents (teacher must check whether the note has been signed by the parents the next day). A response from the parents/ guardian, when expected will be indicated in the note itself.
3. For cheating in tests and examinations, no marks to be awarded for answers which are copied. Both, the student who uses unfair means and the students who helps are to receive sanctions. If the student continues to use unfair means in tests and examinations, even after these sanctions have been imposed, he may also be suspended. The sanction of suspension for using unfair means, is not to be imposed to students of Classes I, II, III.
4. Calling parents, in forming about continuing misbehavior, undertaking from parents. Counselling if deemed necessary.

#### B) Being Safe and Sensitive to Teachers:

##### 1. Self Esteem and Morale of the Teaching Staff

### **1.1 Training Sessions for professional Development**

The school management will periodically check teacher's professional requirement and schedule the relevant training sessions. Some of the trainings that would be looked into are:

- i) Orientation program for new teachers, every academic session at beginning of school year for a maximum of 6 days.
- ii) Subject specific workshops located in school and outside school conducted by in-house and external resource persons.
- iii) Teachers attending workshops will need to complete a workshop feedback form, available in the school office and submit to the subject-in-charge of the school.

### **1.2 Provision for the Holistic Development of Teachers:**

To ensure all teachers have opportunities for holistic development, the school will provide the following:

1. Opportunities to visit the 5 wells for social (e.g. get-togethers), emotional (e.g. QCT, Counselling), Physical (Dance Classes, Aqua Aerobics), cognitive (e.g. team-building, problem-solving activities) and spiritual development (e.g. yoga camps, meditation workshops)
2. Teacher's Day gifts to all teachers.
3. Get-togethers for teachers, e.g. Pre-Diwali Party, once a year dinner and end of the session lunch.
4. Cultural performances by teachers on special days.
5. Appreciation letters and monetary incentives for teachers.
6. Staff Appreciation Board.

### **1.3 Facilities for Teachers:**

To ensure all teachers feel comfortable and safe in the school, the following facilities will be provided.

- i) Well-equipped staffrooms with individual work stations and cabinets.
- ii) Clean and hygienic washrooms.
- iii) First Aid facility in school including sick room. Nurse and transport if required.
- iv) Fee concession for Staff member's children.
- v) Fee concession for teachers for clubs and classes conducted in school.
- vi) Provision for tea and biscuits during staff meetings.

### **1.4 Touch Points for regular Interaction between/among teachers and management.**

To ensure all teachers are updated about school affairs and events, and stay connected with other teachers and the management, the school will organize for the following:

- i) Whole staff meetings every fortnight and Small Group meetings.
- ii) Intercom system.
- iii) Meetings with Counsellors for self/students
- iv) Corporate mailboxes.

### **1.1 Quality Circle Time :**

- i) **Frequency** : Once a year for professional development and once a year for holistic development (Twice a year for each teacher)

**Who conducts it:** Heads and/or teachers who are given the responsibility.

ii) **Topics discussed :**

- 1) Academic issues. 2) School Issues. 3) Staff well-being. 4) Any Other.

## 1.2 Bubble Time :

i) **How will it work:** Can be asked from Heads and colleagues.

ii) **Who will conduct it :** The person who is approached

iii) **How will it be conducted:** Complete privacy and confidentiality will be maintained.

Based on the seriousness of the case, higher authorities may be informed through mutual consent of both persons concerned.

## 1.3 Use of non-verbal listening systems :

i) Staff Suggestion Boxes.

ii) "Thank you" Tree and "I appreciate" Tree in Staff Rooms.

## 1.4 Implementation of the Golden Rules :

### 1.1 Behaviour to be followed by all teachers in different school spaces :

All the teachers will follow the Golden Rule in the corridors, during workshops, in the classrooms, in the staff rooms by:

- i) Being regular and punctual to school, class, assembly, workshops, meetings, other duties and also in meeting deadlines.
- ii) Being sincere and prompt in submitting registers, lesson plans, question banks worksheets, correction, moderation and other duties.
- iii) Having a non-partisan attitude towards students, colleagues and parents.
- iv) Being sensitive to the physical and emotional needs of students and colleagues.
- v) Sincerely cooperating with colleagues to ensure good team work.
- vi) Respecting class time of other teachers, (e.g. reaching and leaving class on time) and not disturbing their classes. (e.g., not calling for note books, etc. during another teacher's class)
- vii) Following the "no touch" policy with students, colleagues and parents.

## REWARDS & SANCTIONS FOR TEACHERS:

It is to be noted that teachers are required to adhere to the 6 Golden Rules at all times. They are as follows:

1. We are gentle. We don't hurt anybody's feelings
2. We are kind and helpful. We don't hurt others
3. We listen. We don't interrupt.
4. We look after property. We don't waste or damage things
5. We are honest. We don't cover up the truth.
6. We work hard. We don't waste our own or others time.

This section assumes that teachers will abide by the behavior expected of them as mentioned in Section 3.1 Non-adherence to these parameters may be sanctioned. Teachers would be rewarded on consistently displaying positive behavior, especially when it comes to issues such as interaction, regularity, punctuality etc. However achievements may be acknowledged even if it is a one-time event.

#### REWARDS FOR TEACHING STAFF

Behaviour To be Rewarded		What Rewards	
1.	Being regular (No leave taken)	1.	Appreciation Card from management for regularity.
2.	Using school property judiciously (e.g. stationery etc.)	2.	One to one verbal praise by Principal /Vice Principals.
3.	Co-operating towards maintenance of school property (Checking students from vandalizing school property).	3.	Verbal appreciation in assembly.
4.	Using innovative methods of teaching/ expressing new ideas.	4.	Coverage on Appreciation Board, Appreciation Card, may be given opportunity to conduct workshop to help the teachers of all the 3 branches in using those innovative methods/ ideas. (One / more of these)
5.	Taking up extra responsibility and accomplishing it sincerely.	5.	Appreciation card/ cash incentive (in some cases). Coverage in the school Newsletter. (One/more of these)
6.	Training students for various competitions/ tournaments / projects.	6.	Display of achievements on various display boards in various school spaces mentioning the names of the trainers. Announcement in Assembly. Coverage in school Newsletter. (One/more of these)
7.	Being a good Team player (being co-operative, helpful, talking the initiative etc.)	7.	Individual praise, Appreciation Card, opportunity to attend selected workshops. (One/more of these)
8.	Being a good mentor & buddy (being sensitive, supportive etc.)	8.	Thank you note by the Mentee on the Thank you Tree/board in the Staffroom& individual Praise by Principal /Vice Principals. (One/more of these)

#### SANCTIONS FOR TEACHING STAFF

It is to be noted that for first time violation of rules and regulations, the teacher will be counseled orally by higher authorities or a note will be sent by higher authorities. The following sanctions will be applied only on repeated or very grave violations.

No.	Behaviour to be Sanctioned	Sanctions
1.	In matters of SELF DISCIPLINE AND PERSONAL BEARING, such as improper dress, late for	After counseling by the Director/ Principal / Vice Principal / Head of Department / Co-coordinator/ etc., written note and finally

	assembly/ class, forgetting an arrangement, use of mobile phone in the class room, etc.	call for explanation in writing.
2.	In dealing with students, occasions of harshness, losing temper, labeling of students. etc.	Written explanation will be asked for and a record of the same will be kept. School will help to overcome such drawbacks through counseling, etc. if problem persists, increments may be withheld / suspension which may even lead to termination.
3	Grave violation of service rules and severe negligence of duties.	Show cause to be issued, suspension, and loss of increment and/or termination.
4	In cases of extreme in appropriate conduct, the Management's decision will be binding.	

**C) Being Safe and Sensitive to Parents and Other Visitors:**

**1. Parent-Teacher Meetings:** These meetings will be held with the purpose of the child's welfare alone and above all. Both teachers and parents will focus on the positives of the child initially and then provide constructive feedback for areas where improvement is required.

**A) How Often: Annual Parent-Principal Meeting**

**Agenda:** i) Reiterating rules and regulations of the school.

- ii) Class appropriate Assessment Criteria.
- iii) Expected behavior of their wards.
- iv) Expectations from parents.
- v) Q & A Session.

**B) How Often: File-signing, twice a year.**

**2. One-on-One Meetings with Parents:**

- i) With the Director by appointment.
- ii) With the Principal and Vice-Principals in the allotted time-slots  
Mentioned in the school diary.
- iii) With the teachers by taking an appointment through the school Office  
Or by writing a note in the diary.

**3) Other facilities for parents and other visitors:**

- i) waiting areas in offices.
- ii) Suggestion Boxes.
- iii) Regular communication about school events through tiqbiz, Newsletter, etc.
- iv) Counseling of parents for the welfare of their wards.
- v) Canteen Facility.
- vi) Workshops on parenting and other relevant issues.

**4) Communication, Implementation and review of the Behaviour policy:**

The school will ensure effective communication and implementation of the Policy by:





- i) Providing the teaching staff of the school with hard copies of the WSBP at the beginning of the academic session. A translated Hindi version will be made available to those staff members who want it.
- ii) After parents and teachers receive the WSBP, Class teachers talking to their students about the policy and answer questions to clarify doubts.
- iii) Parents receiving relevant part of the WSBP at the beginning of the academic session, via tiqbiz. Following this, Principal will discuss salient features of the policy, with the help of a pt. in Principal-Parent Meetings.
- iv) The policy being reviewed and evaluated by students and teachers after a year of it being implemented. Any changes required will be made then.

## **Conclusion**

For a successful and strong education system, which will benefit all (i.e. Teachers & Students) a safe and sensitive environment is very important. By following the policies suggested in the paper, the environment can be attained. Students who are the core beneficiaries of the system, will get the maximum out of it, as their emotional, physical and intellectual development will be enhanced. Teachers will develop enthusiasm towards their profession, and they will give their 200% to the education system (School and Students)

Parents can get their problems to the notice of school authorities, so that they can be solved and ultimately the benefit goes to the students.

So the Parents also will be satisfied and convinced about the safety of their children in the school.

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## संत तुकारामांचा वैज्ञानिक दृष्टिकोन

प्रबंध सादरकर्ता  
प्रा. संतोष सदाशिव देठे  
मराठी विभाग प्रमुख  
श्री शिवाजी कला, वाणिज्य व विज्ञान  
महाविद्यालय, राजुरा, जि. चंद्रपूर

मार्गदर्शक  
डॉ. इसादास भडके  
मराठी विभाग प्रमुख  
एफ.ई.एस. गर्ल्स कॉलेज, चंद्रपूर

‘वैज्ञानिक दृष्टिकोन’ याचा शब्दशः अर्थ आपणास नीट समजावून घ्यावा लागेल. त्याशिवाय वैज्ञानिक दृष्टिकोन म्हणजे काय? हे निश्चित कळणार नाही. संत तुकाराम विज्ञानिष्ठ होते का? वैज्ञानिक दृष्टिकोन कशातून निर्माण होते? समाजामध्ये विज्ञाननिष्ठ दृष्टिकोन रूजविणे म्हणजे काय? या विविध प्रश्नांची उकल करणे अतिशय महत्वाचे आहे. संत तुकारामांच्या साहित्यातून त्यांचा वैज्ञानिक दृष्टिकोन स्पष्ट करता येतो. त्यांच्या अभंगाचा अभ्यास आपण शास्त्रशुद्ध आणि वैज्ञानिक पद्धतीने करणार नाही तो पर्यंत संत तुकारामांच्या साहित्याची आपणांस अभिप्रेत असणाऱ्या वैज्ञानिक दृष्टिकोनाची सांगड घालता येणार नाही. किंवा आजच्या वैज्ञानिक युगात संत तुकारामांच्या आचार-विचाराची नवता स्पष्ट करणार नाहीत तोपर्यंत वैज्ञानिक दृष्टिकोन म्हणजे काय? या उलगडा होणार नाही. संत तुकारामांनी विज्ञानाकडे कधीच पाठ फिरविली नाही. विज्ञानाचा त्यांनी कधीच निषेध केला नाही. तुकारामांनी तर विज्ञानाकडे डोळसपणे बघण्याची दृष्टी दिली. विज्ञानाचे महत्त्व जाणून घेणाऱ्या पिढीने संतविचार समजून घेण्याची गरज आहे. आजच्या यंत्र युगातल्या प्रत्येक प्रश्नांचे उत्तर तुकारामांनी आपल्या अभंगातून दिलेले आहे. अंधविश्वासातून जनसामान्यांना बाहेर काढून विवेकाच्या मार्गावर चालण्याचे सामर्थ्य तुकारामांनी आपल्या अभंगाद्वारे प्रगट केले आहे. त्यांनी समाजपरिवर्तनाची कोणती दिशा दाखविली हे जाणून घेणे अत्यंत गरजेचे ठरते. तुकारामांना समाजाच्या कल्याणाची तीव्र तळमळ असल्यामुळे कुठल्याही अतिरेकी मार्गाने जाण्याऐवजी प्रत्येक वेळी ते समन्वयवादी विवेके मार्गाने जाण्याचा अवलंब करणारे तुकाराम हे जननायक पदवीस सार्थ ठरतात.

आधुनिक काळात विज्ञानाने प्रगतीची नवनवीन शिखरे पादाक्रांत करून आपल्या यशाची पताका सर्वत्र फडकवत ठेवली यात तिळमात्र शंका नाही. विज्ञानाच्या प्रगतीस कारणीभूत ठरणारा सर्वात महत्वाचा घटक ‘वैज्ञानिक दृष्टिकोनाचा स्वीकार’ हा आहे. वैज्ञानिक दृष्टिकोनाचा अंगीकार केल्यामुळे विज्ञानाची प्रगती झाली असली तरी वैज्ञानिक दृष्टिकोनाचे महत्त्व फक्त विज्ञानाच्या क्षेत्रापुरते मर्यादित आहे हा समज प्रथम आपण दूर केला पाहिजे. विज्ञानाच्या अध्ययनात वैज्ञानिक दृष्टिकोनाला महत्त्व आहे; पण मानवी जीवनातील विविध प्रश्नांच्या अध्ययनासंबंधी हा दृष्टिकोन अत्यंत उपयुक्त ठरते. वैज्ञानिक दृष्टिकोनाचा अवलंब केल्याने आपल्या अभ्यासाविषयाच्या स्वरूपाचे स्पष्ट आकलन

होण्यास मदत होते. त्या विषयाच्या अध्ययना संदर्भात आपल्या मनात निर्माण होणारे संभ्रम दूर करता येते आणि आपल्या वैचारिक चाटचालीला निश्चितच दिशा प्राप्त होते. म्हणूनच आज अध्ययनाच्या विविध क्षेत्रात वैज्ञानिक दृष्टिकोनाचा स्वीकार करण्यावर भर दिला जात आहे. इतकेच नव्हे, तर आपल्या दैनंदिन जीवनातही वैज्ञानिक दृष्टिकोनाला महत्व प्राप्त झाले आहे. आपल्या जीवनातील ज्या विविध समजुती, अज्ञान इत्यादी गोष्टीवर मात करण्याचा प्रभावी उपाय म्हणजे वैज्ञानिक दृष्टिकोन समाजात रूजविण्याचा प्रयत्न करणे हाच आहे. विज्ञानाने दैदिप्यमान अशी प्रगती केली यात मुळीच शंका नाही. त्यामुळे मानवी जीवनात आमुलाग्र बदल झाला हे आपण प्रत्यक्ष अनुभवत आहोत. “मनुष्याचा प्रत्यक्ष अनुभव, त्याने केलेले निरीक्षण आणि त्याची प्रयोगनिष्ठ सिद्धता यांना अनुसरून जो विचार व्यक्त होतो त्याला विनाशवादी विचार असे म्हणता येईल”<sup>१</sup> याचाच अर्थ आपणांस असा सांगता येईल की, वैज्ञानिक दृष्टिकोन हा चिकित्सक वृत्तीशी निगडित असते. कोणत्याही विषयाचा वैज्ञानिक दृष्टिकोनातून अभ्यास करावयाचा असेल, तर प्रथम आपल्याला निरीक्षण, चिकित्सक वृत्ती ठेवणे अनिवार्य आहे. चिकित्सक वृत्ती म्हणजे आपल्या मनाचा दरवाजा मोकळा ठेवून कोणत्याही गोष्टीची माहिती घेण्यासंबंधीची उत्सुकता प्रदान करणे होय.

जीवनाच्या प्रत्येक क्षेत्रात वैज्ञानिक दृष्टिकोन उपयुक्त ठरणारा आहे. कारण वैज्ञानिक दृष्टिकोनाच्या आधारेच आपणास वस्तुनिष्ठ सत्याच्या निकट पोहोचणे किंवा ते सत्य जाणून घेणे शक्य होते. दुदैवाने आपल्या समाजात वैज्ञानिक दृष्टिकोन पुरेसा रूजला असल्याचे प्रत्ययास येत नाही. विज्ञानाच्या माध्यमातून वैज्ञानिक दृष्टिकोन वाढीस लावण्याचा प्रयत्न केला जातो, अशी अपेक्षा बाळगणे स्वाभाविक आहे. म्हणूनच आपल्या देशात सुशिक्षित, इतकेच नव्हे, तर उच्चविद्याविभूषित व्यक्तीही अंधश्रद्धा, भोळ्या समजुती, पुर्वग्रह इत्यादी गोष्टींच्या प्रभावाखाली गेल्याचे वा अशा बाबींचे बळी ठरल्याचे आढळून येते. यातही दुदैवाची गोष्ट अशी की, ज्या विज्ञानाने आपल्याला नाना प्रकारच्या भौतिक सुविधा उपलब्ध करून दिल्या, त्या सुविधांच्या आधारेच विज्ञानाला पराभूत करण्याचे जाणता—अजाणता प्रयत्न केले जात आहे ही आपल्यासाठी लाजिरवाणी गोष्ट आहे असे म्हणता येईल. ‘दूरदर्शन’ हे त्याचे उत्कृष्ट उदाहरण म्हणून सांगता येईल. दूरदर्शनसारख्या माध्यमाचा जनमानसावर किती प्रभाव असतो हे आता वेगळे सांगण्याची गरज नाही, परंतु दूरदर्शनवरील बरेच कार्यक्रम असे असतात की, त्यांच्या मार्फत समाजातील अंधश्रद्धांना खतपाणी घालण्याचे कार्य केले जाते. ज्या लोकांनी वैज्ञानिक दृष्टिकोनाचा स्वीकार केला त्या लोकांनी विविध क्षेत्रात नेत्रदिपक प्रगती केली आहे ही वस्तुस्थिती आहे. तेव्हा आपणांस असे म्हणता येईल की, वैज्ञानिक दृष्टिकोनाच्या स्वीकारात व्यक्तीचेच नव्हे, तर समाज व राष्ट्र यांचेही हितसंबंधसमावलेले आहे हे लक्षात घेणे अगत्याचे आहे.



संत तुकारामांनी आपल्या अनेक अभंगातून विविध विषयांना हात घातला. त्यांच्या अभंगातून अंधश्रद्धा, कर्मकांड, व्रत, वैकल्य, जपतप, मंत्रतंत्र, तीर्थयात्रा, देव, नवस, चमत्कार, भविष्य, मोक्ष, संत तसेच दानदक्षिणा याशिवाय धर्मचिकित्सा मानवतावाद यासारख्या जीवनाच्या सर्वांगीण पैलूंचा विचार करून त्यावर त्यांनी उत्कृष्ट भाष्य केले आहे. त्यांच्या जीवनातील हा काळ म्हणजे वैज्ञानिक दृष्टिकोनाचे पर्वच मानावे लागेल. तुकारामांनी आपल्या काळात अभंगातून समाजाची शोकांतिका नेमक्या शब्दांत मांडली आहे. त्यांनी सत्य हेच जीवनाचे सर्वोत्तम मूल्य मानले होते. त्या मूल्यांशी प्रामाणिक राहिल्यामुळेच संत तुकारामांच्या अभंगांना विज्ञाननिष्ठा प्राप्त झाली आहे असे म्हणता येईल. तुकारामांनी धर्मक्षेत्रातील ईश्वर, मोक्ष, स्वर्ग, वैकुंठ, चमत्कार, अवतार, नवस इत्यादी पारलौकिक संकल्पनांचा अर्थ स्पष्ट करून त्याची विज्ञानदृष्टी स्पष्ट केली आहे. एवढेच नव्हे, तर श्रेष्ठ—कनिष्ठ, नीती—वर्ण, स्त्री—पुरुष इत्यादी मधील भेद स्पष्ट करून दाखविले. तुकारामांनी विज्ञानाच्या जीवनसमृद्धीसाठी उपयोग करण्याची विवेकदृष्टी दिली. जीवनात सुख मिळविण्यासाठी मनुष्यास काही गोष्टी करणे भाग वाटते. देवपूजा प्रार्थना, व्रते, वैकल्ये, दान, नवस इत्यादी गोष्टी केल्या पाहिजेत असे त्यांना वाटते. ज्या गोष्टी विज्ञानाने संपूर्ण असत्य म्हणून सिद्ध केल्या आहे. त्या गोष्टी असत्यच मानल्या पाहिजे. विज्ञानामुळे मनुष्यास आज कितीतरी ज्ञान अवगत झाल्या आहे. पूजा, प्रार्थना ह्यात कुठलाच संतोष नाही. हे वैज्ञानिक सत्य आहे. मनुष्याच्या इच्छेने कोणत्याही गोष्टी बदलत नसतात. अशा निरर्थक गोष्टीकडे मनुष्याने वळता कामा नये. म्हणजेच वैज्ञानिक सत्य दुर्लक्षून असल्याची पूजा करता कामा नये. त्यामुळे सत्य शोधण्याची बुद्धी मंदावते किंवा आंधळी होते. जो मनुष्य विज्ञानाला महत्त्व देतो तो अशा भाकडकथांवर विश्वास ठेवत नसतो. त्याला ह्या गोष्टी निरर्थक वाटतात. पण एखादी व्यक्ति पोथीनिष्ठ स्वभावाची असते म्हणजेच पोथीनुसार किंवा कुणी सांगितल्याप्रमाणे वागतो ती व्यक्ती आपले कर्तव्य अचुकपणे करीत नसतो.

आजच्या वैज्ञानिक युगातही धर्माच्या, जातीच्या नावाने वेगवेगळ्या स्वरूपात शैमान घातले जात आहे. मानसाचे मन, मेंदू भ्रष्टाचाराच्या भूताने भटकलेले आहे. ही आपली प्रगती की अधोगती? विकास की विनाश? याचा आपणांस अंतर्मुख होऊन विचार करावा लागेल. प्रत्येक गोष्ट कारणाशिवाय घडत नाही. निर्मितीबरोबरच त्याचा अंतही ठरलाच असतो. विज्ञानाने इतकी प्रगती केली आहे हे सर्वश्रुत असतांना देखील आज सुशिक्षित माणूसच नव्हे, तर अज्ञानी मनुष्य सुध्दा मोठ्या मोठ्या आदरभावाने दगडाच्या मूर्तीपूढे झुकतो. व त्यांच्याकडून आपल्या करण्याणासाठी अपेक्षा करतो. अनेक स्त्रीया सुध्दा पुत्रप्राप्तीसाठी देवाला नवस घालतात. त्यासाठी हजारो रुपये खर्च करून आपण सुखी होतो काय? नाही. भारतातले मंदिरे व त्या मंदिरात असणारे पुजारी गर्भ श्रीमंत होतात. हे आपल्याला कधी समजणार. ह्याचे कारण इथल्या माणसाचे अज्ञान आहे असे म्हणता

येईल. ‘नवसे कन्यापूत्र होती। तरी का करणे लागे पती’ नवसाने पूत्र व्हायचे असते, तर स्त्रीला विवाह करण्याची गरजच भासली नसती किंवा पती करण्याची गरज का असती. गर्भधारणा देवाच्या हातात नसते पण आपल्याला केवढा विश्वास असतो. नवसानेच आपल्याला पूत्र होतो अशी आजही आपल्या समाजाची मानसिकता आहे. “नवसाचा आणि दृष्ट गोष्टीच्या प्राप्तीचा काहीही कारणकार्य संबंध नाही. आधुनिक विज्ञानाचे सिद्धांत मदतीला येण्यापूर्वीच्या काळात त्यांनी हा प्रश्न विचारला”<sup>२</sup> तुकारामाच्या काळात नवस, सायास याचे प्रस्थ होते. आजही आपल्या समाजात नवसाचे प्रस्थ दिवसेंदिवस वाढत असल्याचे दिसते. संत तुकारामांनी नवस हा प्रकार खोटा असल्याचे सांगितले. नवसाने हानी कसे कशी होते हे सांगतांना तुकाराम म्हणतात. ‘आणिकांच्या कापिती माना। निष्ठूरपणा पार नाही। सेंदराचे दैवत केले। नवस बोले तयासी’ आजही वैज्ञानिक युगात सेंदराचे दैवत करून त्यांना नवस बोलतात नवस बोलणे व तो पूर्ण करणे हे आजच्या युगात कितपत योग्य आहे. संत तुकारामांनी नवस ह्या प्रकारातील निरर्थकता दाखवून देतात. त्या काळात आणि आजही लोक नवस फेडण्यासाठी पशूहत्या करतात. दुसऱ्याच्या माना कापतात. म्हणजेच त्याच्या निष्ठूरपणाला कुठलीच सीमा नाही. तुकारामांनी नवस हा प्रकार खोटा असल्याचे सांगितले. त्यांनी सर्वसामान्य लोकांना डोळस करण्याचा प्रयत्न केलेला आहे. त्या काळात तुकारामांनी जो मार्मिक उपदेश केला तो खरोखरच वैज्ञानिक दृष्टिकोन रूजविणारा वाटतो. सतराव्या शतकात संत तुकारामांना वैज्ञानिक दृष्टि होती हे स्पष्ट होते.

संत तुकारामाच्या काळात चमत्कार करणारे बुवा, बाबा स्वतःला दैवीपुरुष मानणाऱ्यांची संख्या पुष्कळ होती. चमत्कार करण्याचे कुठलेच सामर्थ्य त्यांच्यात नसते. हे लोक अशा चमत्काराचा दावा करतात ते हातचलाखी आणि विज्ञान यांच्या आधारेच चमत्कार करतात. त्यांच्यात कुठलीही दैवी शक्ती नसते. तुकारामांनी आपल्या अभंगातून चमत्कार करणाऱ्या भोंदूर प्रखर हल्ला केला आहे. तुकारामाच्या नावावरही अनेक चमत्कार त्या काळात धर्ममार्तंडांनी लावले होते. चमत्कार करणाऱ्या लोकांचा ते धिक्कार करतात. तेव्हा तुकाराम चमत्कारावर विश्वास कसा काय करतील. “जगद्गुरू तुकारामांचे ‘वैकुण्ठगमन’ ही त्यांच्या जीवनाची फार मोठी शोकांतिका आहे. ज्या तुकोबारायांनी कोणताही चमत्कार व सिद्धी यावर विश्वास ठेवला नाही ते तुकोबाराय चमत्कृतीने जातील हे कदापिही शक्य नाही”<sup>३</sup> संत तुकारामांनी समाजाला समतेची व माणूसकीची शिकवण दिली याबद्दल कोणाचेही दूमत असल्याचे कारण नाही. पण त्यांनी चमत्कार केले हे मात्र खरे नाही. त्यांनी कुठलाही चमत्कार केला नाही, आपल्या आयुष्यात चमत्काराला सुध्दा समर्थन दिले नाही.

कपट नाही एक। तेणे भूलवायाचे लोक॥



तुमचे करितो कीर्तन। गातो ते उत्तम गुण॥

दाऊ येणे जडीबुटी। चमत्कार उठाउठी॥

नाही शिष्य शाखा। सांगो आयचित लोका॥

हा संत तुकारामाचा अभंग समाजातील अनिष्ट प्रथा, परंपरा, रूढी, चालीरीती व कर्मकांड ह्या सर्व प्रकारच्या अंधश्रद्धांना विरोध करून लोकांच्या मनातील चमत्कार दूर केला. एखाद्या स्त्रीला मूल होत नाही ती ढोंगी बाबाकडे दैवी कृपेचा प्रसाद मागण्यास जाते. दैवी कृपेने मूल होत नाही हे त्या ढोंगी बाबाला सुध्दा माहित असते पण तो त्या स्त्रीला सांगत नाही. फक्त माझी भक्ती कर असे अवैज्ञानिक प्रकार त्या स्त्रीला सांगतात. त्याची भाषाही ही एक प्रकारे अवैज्ञानिक स्वरूपाची असते. हे ढोंगी बाबा, पुरूष लहान—मोठे चमत्कार करून समाजातील भोळ्याभाबड्या लोकांना आपल्या जाळ्यात अडकविण्याचा प्रयत्न करतात. “आमचे प्राचीन धर्मग्रंथ हे चमत्कारांनी खचाखच भरलेले आहेत. मुकात भारतीय माणूस हा धर्मवेडा आहे. जेव्हा धर्मग्रंथ चमत्कारांचे समर्थन करतांना दिसतात तेव्हा तो साहजिकच चमत्कारांवर डोळे झाकून विश्वास ठेवतो. पिढ्यानपिढ्या हे चालत आलेले असल्याने ह्या विज्ञान युगात तरी वेगळे काय पाहायला आणि ऐकायला मिळणार”<sup>४</sup> अशा प्राचीन धर्मग्रंथावरील चमत्कारांवर कुठल्याही प्रकारचा विश्वास न ठेवता उलट चमत्काराचा धिक्कार करणारे तुकाराम खरोखरच वैज्ञानिक दृष्टिकोनाचे पारदर्शी व्यक्तिमत्व होते याची आपणास साक्ष पटते.

संत तुकारामाच्या काळात कर्मकांडात देव शोधण्याची प्रक्रिया जोरात सुरू होती, आणि ती आजही अस्तित्वात आहे. आजच्या युगात दगडात देव शोधणे किती हास्यास्पद आहे हे आपणांस सांगता येईल. विज्ञानात देव आणि दैव याला अजिबात स्थान नाही. मुळात ह्या कल्पना केवळ आपल्या श्रद्धेवर आणि धर्मग्रंथाच्या आज्ञेवर आधारित आहे. विज्ञानाचा मुख्य भर अनुभवसिद्ध ज्ञानावर असतो. ‘जे का रंजले गांजले। त्यासी म्हणे जो आपूले। तोचि साधु ओळखावा। देव तेथेचि जाणावा’ अशी देवाच्या संदर्भात तुकाराम व्याख्या करतात. त्यांचा देव दगडाच्या मुर्तीत नसून तो रंजल्या—गांजल्या लोकात शोधावा हे तुकारामांना अभिप्रेत आहे ‘दगडात देव न पाहता तो माणसात पाहा’ विठ्ठल भक्तीचा आधार घेऊन समाज प्रबोधन करणाऱ्या तुकारामाचा युक्तिवाद विज्ञानाशी किती मिळताजुळता आहे तसेच वैज्ञानिक युगात किती महत्वपूर्ण आहे हे दिसून येते. याचाच अर्थ असा की जी वास्तविकता आहे त्याचाच आपण स्वीकार केला पाहिजे. वास्तविक परिस्थितीकडे उघड्या डोळ्यांनी पाहणे आणि तिच्याशी एकनिष्ठ असणे हेच वैज्ञानिक युगात मनुष्याचे परम कर्तव्य असते. सतराव्या शतकात देवासंबंधी वैचारिक भूमिका मांडणारे तुकाराम! आणि आजच्या काळात निसर्गात घडणाऱ्या विविध घटना याची सांगड घातली की आपल्या निदर्शनास येते की, आज गावोगावी, चौकाचौकात कोणताही दगड ठेवून त्याला शेंदूर लावून नवीन—नवीन देव जन्माला घालण्याचा प्रकार वैज्ञानिक युगात

बोळावला आहे हे दिसून येते. अशा देवापासून आपण काय अपेक्षा ठेवायची? ह्याचे ज्वलंत उदाहरण म्हणजे उत्तराखंडामध्ये जुलै, २०१३ पावसाच्या महाप्रलयामुळे कितीतरी मोठी मानवी हानी झाली. हे आपल्याला ज्ञात आहे. साधनसामुग्री दूरच राहिली पण मनुष्य हानीने उच्चांक गाठला. प्रत्यक्ष केदारनाथाच्या मंदिरात प्रेतांचा सडा पडला. भाव ठेवलेल्या त्या दगडाच्या मुर्तीने कोणाचे प्राण वाचविले? त्या मुर्तीत खरोखरच देवाचे अस्तित्व असते तर माणसाला मरू दिले असते काय? माणूसच माणसाच्या मदतीला देवासारखा धावून येतो. देव येत नाही. हे सत्य आहे. देव दीनदुबळ्यांच्या रूपात वसतो. रंजल्या—गांजल्याची सेवा म्हणजे प्रत्यक्ष ईश्वराची सेवा. म्हणून संत तुकाराम म्हणतात, अशा बाह्य अवडंबरामागे लागून आपण खऱ्या भक्तिमार्गापासून वंचित असतो.

हे विश्व देवाने निर्माण केले असे काही लोक मोठ्या आत्मविश्वासाने सांगतात. तोच आपला कर्ता आणि करविता आहे. त्यांच्याच आशीर्वादाने सर्वकाही चालते. हे म्हणणे विज्ञान विसंगत आहे. देवच आपल्याला सर्वकाही देतो. देवावर किंवा भाग्यावर अवलंबून राहिल्याने काहीही मिळत नाही. त्यासाठी आपण येणाऱ्या परिस्थितीला समजून घेतले, तर आपण मनाचा विकास करू शकतो. कोणतेही संकटे कोसळली तर देव आपले रक्षण, सुटका करते अशी लोकांची समजूत होती. तुकारामाच्या काळात दुष्काळ, रोगराईने माणसे मृत्युमुखी पडत होते. त्या काळात तेवढी वैज्ञानिक प्रगती झाली नसल्यामुळे लोक मृत्युमुखी पडणे स्वाभाविक होते. पण लोकांचा समज असा होता की, हा देवाचा कोप आहे. तेव्हा लोक आपल्या स्वार्थासाठी दुसऱ्याचा बळी द्यायचा ही कुठली श्रद्धा आहे? असला घाणेरडा प्रकार देवाच्या नावावर खपवला जात होता. ही प्रथा त्या काळात बुवा, बाबांनी समाजत रूजविली होती. आजही या विज्ञानयुगात आपल्या समाजात असले प्रकार व्हावेत हे तिरस्करणीय बाब आहे. स्वतःला आपण सुशिक्षित मानतो? विज्ञानाने बहाल केलेल्या साधनाचा फायदा घेतो? आपल्या समस्या सोडवायच्या आणि शेवटी याचे श्रेय देवाला द्यायचे ही कुठली नीती? आज आम्ही वैज्ञानिक युगात जगतो, विज्ञान शिकतो आणि या वैज्ञानिक शोधामुळे आपण आपलं जीवन सुखमय व सुसंस्कृत करून घेतो; परंतु विज्ञानाचा मूलभूत आधार असणारा वैज्ञानिक दृष्टिकोन मात्र स्वीकारत नाही. देव, धर्म, अंधश्रद्धा आणि कर्मकांड अशा विळख्यात जावून पडतो. त्याची उपयुक्तता जाणून न घेता आजही आपण दगडात देव शोधतो हे कितपत आपल्या बुद्धिला पटते हे आपणच ठरविले पाहिजे. तुकारामाच्या काळात दगडाच्या मुर्तीला देव समजून तेच आपलं सर्वस्व आहे असे मानणारे लोक होते. ज्याप्रमाणे विज्ञानाने देवाच अस्तित्व नाकारलं त्याचप्रमाणे तुकारामांनी सुद्धा आपल्या काळात देवाच अस्तित्व नाकारलं होतं. 'देव आहे अंतर्दामी। व्यर्थ हिंडे तीर्थागामी' अशी म्हणण्याची गरज त्यांना त्या काळात कां पडली? हा संत तुकारामाचा विचार विज्ञाननिष्ठ युगात खरोखरच अद्भूतपूर्व वाटतो. "तुकोबाराय विज्ञाननिष्ठ होते. भजन—कीर्तनाच्या माध्यमातून देवा—धर्माचे खुळ न माजविता देवाचे

अस्तित्व विज्ञाननिष्ठ बनविण्याचा प्रयत्न केला” <sup>५</sup> विज्ञान हाच आमचा देव आहे हे ज्या विवेकाने व ताकदीने ही संकल्पना संत तुकारामांनी मांडली म्हणून संत तुकाराम हे वैज्ञानिक दृष्टीचे संत होते हे सुर्य प्रकाशाइतके सत्य आहे असे म्हणायला काही हरकत नाही.

संत तुकारामांनी स्वर्ग—नरक, मोक्ष, भविष्य, तीर्थयात्रा तसेच जातीवर्ण यासंबंधी जे विचार आपल्या अभंगातून विशद केले ते आजच्या वैज्ञानिक परिस्थितीला धरूनच आहे. माणसाच्या मनाची स्थिती अथवा गती याला अनुसरूनच आपण स्वर्ग—नरक संकल्पना वापरतो. त्याचे अस्तित्व कुठेच नाही. आस्तिक स्वर्गात तर नास्तिक नरकात जातो ही कल्पनाच मुळातच व्यर्थ आहे. ही रूढी—परंपरेची धारणा आपण सोडली पाहिजे. मेल्यावर स्वर्ग नको, तर इथेच जीवंतपणी स्वर्ग निर्माण करा. ‘नाही देवापाशी मोक्षाचे गाठोडे। आणून निराळे द्यावे हाती’ हे तुकारामाचे तत्वज्ञान आजही मौलिक ठरते. आज सुशिक्षित म्हणविणारा विज्ञानयुगाच्या एकविसाव्या शतकात वावरणारा माणूस दैववादी व अंधश्रद्धाळू होत चालला आहे. आपल्याला मोक्ष मिळेल ह्यावर कुणीही विसंबून राहू नका. याशिवाय वर्ण, जाती देवाने निर्माण केले नाही. ‘अवघी एकाचीच वीण। तेथे कैसे भिन्न—भिन्न’ आपण सर्वच ईश्वराची लेकर असतील तर त्यात भेदभाव कसा होऊ शकतो. जाती, वर्ण आणि भेद ईश्वराने निर्माण केले आहेत काय? असा प्रश्न तुकाराम विचारतात. ‘भूत भविष्य कळो यावे वर्तमान’ त्या काळात संत तुकारामांनी भविष्य, ज्योतिष्य यावरही कडाडून हल्ला केल्याचे त्यांच्या अभंगावरून लक्षात येते. त्या काळात तुकाराम भविष्याविषयी बोलतात. पण आज काय सुरू आहेत? हा प्रश्न आपल्याला पडतो. आजही वर्तमानपत्रात, टी.व्ही. चॅनलवर भविष्य कथनाचे बरेच कार्यक्रम रोज सुरू असतात. विज्ञानाने वरदान ठरलेल्या संगणकाच्या दुनियेत भविष्यासारख्या खुळचट समजुतीचे स्वागत करायचे? की करू नये? हे आपणच ठरविले पाहिजे. तुकारामांनी भविष्याबद्दल आपल्या काळात जे सांगितले यावरून त्यांनी त्या काळी समाजाचा किती सखोल अभ्यास केला असेल हे सहज पटते. आजच्या काळात भविष्य सांगणाऱ्यांची संख्या दिवसेंदिवस वाढत आहे. तुकारामांनी ‘भविष्य’ यातील फोलपणा समाजापूढे ठेवला. संत तुकारामाचे अभंग हे केवळ लोकांसाठी नसून एकुणच माणसाच्या मार्गदर्शनासाठी, त्याला माणूसधर्म शिकविण्यासाठी लिहिले गेले. “वैज्ञानिक दृष्टिकोन म्हणजे केवळ विचार नाही. आचारही आहे. असार आचार अंगात बाळगणे हीच वैज्ञानिक दृष्टिकोन समाजात रूजविण्याची सर्वात मोठी कसोटी आहे” <sup>६</sup> आंधळेपणाने आपण ज्या गोष्टीवर विश्वास ठेवत आलो त्या गोष्टी चिकित्सपुर्वक नाकारण्याची हिंमत सहसा दाखवित नाही. म्हणजे आपण विज्ञानाची सृष्टी घेतली पण दृष्टि घेतली नाही ही आपली वस्तुस्थिती आहे. संत तुकारामांनी परंपरेने चालत आलेल्या धार्मिक विधी व संस्काराच्या मुळाशी जाऊन त्यांचा वास्तविक अर्थ शोधून काढला आणि आजच्या काळाला अनुरूप असा विकासोन्मुख अर्थ

सांगितला. तो आजच्या आधुनिक काळातील विवके, विज्ञाननिष्ठ विचार होय असे आपणांस म्हणता येईल.

“आधुनिक काळात विज्ञानाच्या क्षेत्रात नुसत्या शाब्दिक सिद्धांताना महत्व देवून शास्त्रज्ञ थांबत नाही. ते सिद्धांत अचुक आहेत की नाही, त्याची परीक्षा प्रयोगशाळेत पुनःपुन्हा केली जाते. जे सिद्धांत प्रयोगाच्या कसोटीला उतरतात, तेच मान्य केले जातात. तेच समाजाला शिकविले जातात. जे कसोटीत उतरत नाही, ते फेकून दिले जातात. तुकाराम येथे प्रत्यक्ष विज्ञानाची भाषा बोलत नाही. त्यांच्या काळात ते शक्य नव्हते, पण पारदर्शी नजरेने जीवनाकडे पाहणाऱ्या माणसाला सत्याचा गाभा नीट दिसतो तसा तुकारामाला दिसला”<sup>१</sup> जे सत्य आहे तेच मनुष्याने स्वीकारावे हेच तत्त्वज्ञान तुकारामांनी जगाला सांगितले. आज आपण व्यक्तिमत्त्वविकासाची सातत्याने चर्चा करीत असतो. जीवन कसे जगावे ते शिकविण्याचा प्रयत्न केला जातो. कोणत्याही क्षेत्रात हमखास यश कसे प्राप्त करावे याचा उहापोह केला जातो. साडेतिनशे वर्षांपूर्वी तुकारामांनीही जीवनमूल्ये आग्रहपूर्वक मांडली, कोणत्या गोष्टी कराव्यात आणि कोणत्या गोष्टी करू नयेत हे सांगितले. ते आजही उपयुक्त आणि व्यवहार्य आहेत हे आपण समजून घेतले पाहिजे. संत तुकारामाचा विवेकनिष्ठ वैज्ञानिक दृष्टिकोन लोक विज्ञानांवर आधारित असून त्यांची विज्ञाननिष्ठा ही जनांच्या प्रज्ञेशी जुळणारी होती. संत तुकारामाचे साहित्य हे विज्ञाननिष्ठ आहे. संत तुकारामांनी जणूकाही समाजाला वैज्ञानिक दृष्टीची देणगीच दिली आहे. लोकांच्याच भाषेत साहित्य लिहून त्यांनी प्रबोधनाचा यज्ञ अखंडपणे चालविला. आज आपल्यालाही त्याची नितांत गरज आहे. आपणही विज्ञाननिष्ठ व्हावे, विज्ञानाचे शोधक बनावे व समाजाला नवसमाज करण्यासाठी प्रयत्न करून वैज्ञानिक दृष्टिकोनाचे महत्व आपण व इतरांनाही पटवून दिले पाहिजे.

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## “राजकीय पक्ष, निवडणूका आणि मतदारांचे बदलते वर्तन”

प्रा.डॉ.राजेंद्र सदाशिव मुद्दमवार

राजशास्त्र विभागप्रमुख

श्री.शिवाजी महाविद्यालय राजुरा जि.

चंद्रपूर

### सारांश:—

लोकशाहीच्या सशक्ती करणासाठी मुल्यांची प्रस्थापना होणे गरजेचे आहे. लोकशाही मुल्यांच्या प्रसारणासाठी जनतेचा विधायक सहभाग असणे महत्वाचे आहे. भारतीय राजकीय व्यवस्थेने संसदीय लोकशाहीची व्यवस्था स्विकारली आहे. निवडणूकीच्या माध्यमातून शासन व्यवस्था निर्माण करण्याची मोठी जबाबदारी जनतेची पर्यायाने मतदारांची आहे. निःपक्ष निस्पृह आणि निर्भिड मतदान करून चांगली शासन व्यवस्था निर्माण करावी हे निकष भारतीय घटनेने कलमाच्या माध्यमातून दिले आहे. मात्र विविध राजकीय पक्षांच्या सत्तापिपासु धोरणामुळे आणि बदलत्या प्रचारप्रवाहामुळे मतदारांचे राजकीय वर्तन तसेच मतदान वर्तनकाळाच्या ओघात बदलत आहे. विविध प्रचार घटकांच्या प्रभावा खाली मतदार अस्थिर होत चालला आहे याचे विचार मंथन होणे गरजेचे आहे. मतदान हे विचारांचे मुल्य आहे. या मुल्यांचा विधायक राजकीय व्यवस्था निर्माण करण्यासाठी उपयोग व्हावा ही सकारात्मक भूमिका मतदारांनी घेणे आता गरजेचे झाले आहे. धर्म, जात, पंथ, आमिषे, प्रचार, प्रवाह, नक्षलवाद, पक्षनिष्ठा, पैसा, दारू यासर्व घटकांपासून दूर राहून मतदारांनी स्थिर सामाजिक आणि राजकीय व्यवस्थेचा विचार करणे महत्वाचे आहे.

### प्रस्तावना :-

सार्वत्रिक निवडणूकीतील विविध पक्षांच्या प्रचारप्रवाहांचा मतदानवर्तनावर होणारा प्रभाव हा आता अध्ययनाचा विषय होऊ पाहत आहे. भारतीय मतदार भावनिक मतदार म्हणून काहीसा ओळखला जातो. विविध घटकांनी हा मतदार प्रभावित होतो. भारतीय निवडणूकांच्या व्यवस्थेत आता राजकीय पक्ष आणि मतदार याचा संबंध आला मतदान करून चांगला पक्ष आणि प्रतिनिधि निवडण्याची जबाबदारी मतदारावर आली जगातील इतर देशात निवडणूक हा शासन निर्माण करण्यापूरता महत्वाचा भाग मानल्या जातो. सचोटी आणि गुणवत्त हा निकष इतर देशात प्रतिनिधी निवडताना मानला जात असल्याने मतदारवर्तनाचा गंभीर प्रश्न इतर देशात तेवढा प्रभावशाली मानला जात नाही. भारतातली सामाजिक, राजकीय व आर्थिक व धार्मिक परिस्थिती वेगळी आहे. सामाजिक अज्ञान, राजकीय अस्थिरता, धार्मिकवाद,



आर्थिकविषमता या समस्यांनी भारतीय जनतेच्या मनात वेगवेगळे काहूर माजवून टाकले आहे. राजकीय पक्ष निवडणूकीच्या काळात वेगवेगळे असामाजिक तत्वांना बळी पडून मतदान करतो हे थांबले पाहिजे. भारतीय लोकशाही ंक्त वर्षाची झाली आहे आता मतदारांनी ही पोक्त होण्याची गरज आहे.

### **विविध प्रचारप्रवाह आणि मतदारांचे वर्तन :-**

भारतीय राजकीय पक्षांनी मतदारांची नाडी ओळखली आहे. निवडणूकीच्या शेवटच्या टप्प्यात हे क्ष त्यांच्यावर प्रयोग करतात. धर्माचा वापर करून दोन धर्मात तेढ लावण्याचे काम तसे राजकीय पक्षांनीच केले आपसुकच हिंद उमेदवार कि दूसऱ्या धर्माच्या या मतदारांची विनाकारण परीक्षा घेतली जाते. म्हणजे धर्माच्या नावाखाली मतदान करण्याची शिकवण मतदारांना दिली कुणी? धर्माच्या नावाखाली मतदारांनी भावनिक होऊन मतदान का करावे? जात, धर्म, पंथ हा प्रतिनिधित्वाचा मूद्दाच होऊ शकत नाही. गुणवत्त प्रतिनिधित्वाच मूद्दा आहे तो मतदारांनी पूर्णपणे का स्विकारला नाही? याचे विचारमंथन होणे गरजेचे आहे. राजकीय पक्षांनी धर्मनिरपेक्ष या तत्वाचा आधार घेऊनच पक्षाची निर्मिती केली मग राजकीय पक्षाचे तत्त्व गेले कुठे? मतदारही डोळे मिटून का मतदान करतो. मतदान हे दान नाही तर विचारधारा आहे. ज्या अध्येक परिश्रमाने आपल्या स्वातंत्र्य मळाले. प्रगल्भ लोकशाही निर्माण झाली, त लोकशाहीच्या संरक्षणाची जबाबदारी मतदारांची नाही काय? विधायक काम करणारा व प्रामाणिक असणारा उमेदवार म्हणजे खरा प्रतिनिधी मग राजकीय पक्षांनी विविध प्रलोभने दाखविण्याची गरज काय? प्रभावी प्रचाराच्या लाटेन स्वार होऊन मतदान करणे, राजकीय पक्षांच्या खोट्या आश्वासनांना बळी पडून मतदान करणे, दबावाखाली मतदान करणे, पैसे व दारू घेऊन मतदान करणे हे लोकशाहीच्या सशक्तीकरणासाठी धोक्याचे आहे. टिव्ही, मोबाईल, रेडिओ, पत्रके, जाहीरनामे, मेळावे नेत्यांचे भाषणे इत्यादी प्रभावी प्रचारांचा मतदारावर फार मोठ्याप्रमाणात प्रभाव पडतो प्रचार करण्याची जबाबदारी राजकीय पक्षांची आहे मात्र यातून चांगले स्विकारण्याची जबाबदारी मतदारांची आहे. मतदारांचे वर्तन विधायकतेसाठी बदलले पाहिजे त्यांच्या वर्तनातून सामाजिक व राजकीय व्यवस्था अस्थिर होत असेल तर हे मतदार राजे कोणत्या कामाचे? समाजाच्या विकासाचा प्रतिनिधि निवडल्याची जबाबदारी घटनेने मतदारावर दिली आहे. मतदारांचे वर्तन अनैतिक व विघातक प्रभावांनी बदलू नये. विविध घटकांचा प्रभाव जरूर पडेल मतदारांवर मात्र मतदारराजा आता स्थिर राहीला पाहिजे. माझे मतदान हे गुणवत्ताधारी मतदान ठरेल. माझा प्रतिनिधी हा नैतिक व प्रामाणिक असेल ही शपथ आणि संस्कार आता मतदारांनी स्विकारली पाहिजे तेव्हाच भारतातील शेवटच्या घटकाचा विकास होईल. गतीमान भारत—सक्षम भारत निर्माण करण्यासाठी प्रामाणिकतेल मतदान करून देशाच्या विकासासाठी मतदारांनी योगदान देण्याची खरी गरज आहे.

**समारोप:—**

अयक परिश्रमाने भारतात लोकशाहीची प्रस्थापना झाली मतदार आत जागृत झाला. राजकीय व्यवस्थेतील विविध आव्हाने स्विकारण्याची क्षमता मतदारांमध्ये आली मात्र मतदारांचीही जागृती सकारात्मक असली पाहिजे. विविध प्रवाह आणि अमिषांनी मतदारांचे वर्तन बदलत असेल तर ही लोकशाहीच्या मजबूतीकरणासाठी धोका ठरेल. मतदारांनी मुल्य जपले पाहिजे. आपले मुल्य मतदार विकायला लागले तर लोकशाहीच्या वितव्याचे काय? याचा विचार मतदारांनी केला पाहिजे. मतदारांचे वर्तन समाजाच्या हिताचे असावे नकारात्मक वर्तन, अमिषांनी बरबटलेले वर्तन सामाजिक व राजकीय व्यवस्था अस्थिर करत हे आता मतदारांनी लक्षात घ्यावे.

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## Yann Martel's "Life of Pi": A Review

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Yann Martel, (June 25, 1963-) was born in Salamanca-Spain. He spent his childhood living in a variety of different countries including Costa Rica, France, India, Iran, Mexico, Turkey, Canada, and The United States. His parents were of French-Canadian descent and their family eventually settled in Montreal. *Life of Pi* was published in 2001 and his novel won the Man Booker Prize 2002. *Life of Pi*, is an utterly enchanting story about 16 year old Indian boy adrift in a lifeboat with his good friend, a 450-pound Bengal tiger, and some other zoo animals.

Pi had spent an exotic childhood in the Zoo of Pondicherry. Being a zoo keeper's son, he knew more about wild animals. His knowledge of wild animals, their behaviour and natural instincts became his only defense against an adult Royal Bengal Tiger, when both were marooned in a lifeboat for seven months. Pi learns how to survive on the Pacific Ocean without any food or fresh water and he even knew to keep the tiger alive.

Pi's family fled from India- where he ran a zoo, heading for Canada, and bringing various animals along with them on a Japanese cargo ship. It's on this voyage that their 'happy ark' mysteriously sunk. Luckily, Pi possesses a non-religious kind of understanding and faith that allowed him to survive on the lifeboat with four animals not known for their compatibility. Pi's father taught him that the most dangerous creature in the zoo is "the animal as seen through human eyes ... It is an animal that is-cute,' 'friendly,' 'loving,' 'devoted,' 'merry,' 'understanding.'" Yet, while Pi knew about the ferocity of the beasts, he was also familiar with the quirks of the animal kingdom that often baffled humans peering from outside.

Pi's 'lost-at-sea' story never drags. The slow journey was spiked with fascinating survival scenes, as when Pi and Richard Parker met a school of flying fish: "They came like a swarm of locusts. It was not only their number, there was also something insect-like about the clicking, whirring sound of their wings."

Pi's story became extraordinary when he finally made to the shore. He offered a comparatively boring version of his tale to the two researchers. He acknowledged that humans don't have- a taste for the miracle. This narrated version made Pi's tale true. The story moved round man -animal relationship. In the midst of the Pacific Ocean, deprived of food, water and shelter, man is reduced to savage- sans society. Pi learnt to catch fish, birds, turtles and, killed to eat them raw. He even described the taste of urine and feces for nourishment. The tiger became his only companion. He slowly lost fear for the tiger. He mastered the tiger and kept both of them alive for seven months at the lonely sea. 'I love you, Richard Parker...If I didn't have you now,... I would die of hopelessness...I'll get you to land, I promise.' And true to his promise, Pi was unable to leave his companion to die on a carnivorous algae island and took him along, at risk, as he sets out to find hospitable land.

### Major Themes in “Life of Pi”:

#### 1. Belief in God:

Belief in God is one of the major themes in *Life of Pi*. Throughout the novel, Pi makes his belief in the love of God. It is clearly a love profound enough that he can transcend the classical divisions of religion, and worship as a Hindu, Muslim, and Christian. Pi's vision of an atheist on his death bed makes it clear that he assumes the atheist's form of belief in God, without realizing the end. Pi explains, in his Indian hometown, Pondicherry “Hindus, in their capacity for love, are indeed hairless Christians, just as Muslims, see God in everything, are bearded Hindus, and Christians, in their devotion to God are hat-wearing Muslims.” When he observes how Muslims pray, he says, “Why, Islam is nothing but an easy sort of exercise ... Hot-weather yoga for Bedouins.”

#### 2. The Primacy of Survival:

The primacy of survival is another theme in the heart of *Life of Pi*. This theme is clear throughout his ordeal—he must eat meat, he must live. Survival triumphs morality, even for a religious. character like Pi., The theme is highlighted even more vividly, when Pi tells the second version of his story to the Japanese. As he paralleled his survival instincts in the second story to Richard Parker in the first—it is he, when he survives, by stealing food, and killing the French. If the first version of the story is seen as a fictionalized version of the second, the very fact that he divides himself from his brutal survival instinct.

#### 3. Science and Religion:



The theme of science and religion as not opposed but in concert with each other is present primarily in the framing of the narrative. It is exemplified in Pi's dual major at the University of Toronto of Religion and Zoology, which he admits he sometimes gets mixed up, seeing the sloth that he studied as a reminder of God's miracles. Similarly, Pi's favorite teacher, Mr. Kumar, sees the zoo as the temple of atheism. The theme of the connection between science and religion is related to Pi's respect for atheists.

#### 4. Loss of Innocence:

The theme of loss of innocence in *Life of Pi* is closely related to the theme of the primacy of survival. Its significance is reflected in the geographic structure of the book—in Part 1, Pi is in Pondicherry, and there he is innocent. In Part 2, Pi is in the Pacific Ocean, and it is there that he loses his innocence. That Part 2 begins, not chronologically with the *Tsimtsum* sinking, but with Pi inviting Richard Parker onto the lifeboat, also reflects this, for it represents Pi reaching out for what Richard Parker symbolizes—his own survival instinct. And it is this survival instinct that is at the heart of Pi's loss of innocence. Throughout Part 2 there are other representative moments of a loss of innocence, besides the symbolic one of bringing Richard Parker onto the lifeboat. The most important of these is the death of the Frenchman, which Pi describes as killing a part of him which has never come back to life. That part can certainly be read as his innocence.

Yann Martel uses a lucid and vibrant language to tell his gripping tale. Short sentences and simple words convey the immediacy of the situation. Martel's language plays along- there is no poetic descriptions on the beauty of the sea, no charming friendship described between man and tiger. The language is stripped down to state just fact, as per Pi's reality: 'I burst into hot tears. I buried my face in my crossed arms and sobbed. My situation was patiently hopeless. 'The act of story-telling and narration is a significant throughout *Life of Pi*.

KEY WORDS: Zoo, Sea, Animal psychology, Survival, Religion, Food, God

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## वाणिज्य शिक्षणाचा विविध क्षेत्रांवर व शास्त्रांवर पडलेला प्रभाव— एक दृष्टिक्षेप

डॉ. प्रशांत म पुराणिक

साहाय्यक प्राध्यापक

गुरुकूल कला, वाणिज्य व विज्ञान महाविद्यालय  
नांदा, ता: कोरपना, जि: चंद्रपूर

### गोषवारा:

प्रत्येक देशाची अर्थव्यवस्था प्रामुख्याने तीन क्षेत्रांमुळे प्रभावीत होत असते. ही क्षेत्रे म्हणजे प्रामुख्याने शेतीचे क्षेत्र, औद्योगिक क्षेत्र आणि वाणिज्य क्षेत्र कींवा सेवा क्षेत्र होय. ह्या तिन्ही क्षेत्रांमध्ये फार जवळचा सहसंबंध असतो. शासनाला पंचवार्षिक योजना राबवितांना तसेच विकासाची धोरणे ठरवितांना केवळ एकाच क्षेत्राला जास्त महत्व देऊन चालत नाही तर तीन्ही क्षेत्रांना सारखेच महत्व द्यावे लागते.

या तीन क्षेत्रांपैकी अत्यंत महत्वाचे क्षेत्र वाणिज्य आहे. वाणिज्य ही एक व्यापक संकल्पना असून यात व्यापार व उद्योगाशी संबंधीत विविध उपक्षेत्रांचा समावेश होतो. समाजशास्त्र, राज्यशास्त्र, भौगोलीक क्षेत्र, मानसशास्त्र, वाहतुक व दळणवळण क्षेत्र इत्यादी विविध शास्त्रांशी आणि क्षेत्रांशी वाणिज्याचा जवळचा सहसंबंध आहे. या सहसंबंधांचे महत्व जाणुन घेणे ही आज काळाची गरज झाली आहे.

### बीजशब्द:

दरडोड उत्पन्न, संग्रहण, उत्क्रांती, विक्रयोत्तर सेवा, गळेकापु स्पर्धा

### प्रस्तावना:

देशाच्या आर्थिक विकासात वाणिज्याचे महत्व अनन्यसाधारण आहे. कारण देशातील विविध घटनांचा देशाच्या आर्थिक विकासावर सकारात्मक किंवा नकारात्मक परिणाम पडतो. या विविध घटनांपैकी बहुतांश घटना प्रत्यक्ष अथवा अप्रत्यक्षपणे वाणिज्याशी संबंधीत असतात. या अनुषंगाने वाणिज्य म्हणजे काय? वाणिज्याचा विकास कसा झाला? व विविध क्षेत्रांशी आणि शास्त्रांशी वाणिज्याचा सहसंबंध कसा जोडला गेला आहे? याचा अभ्यास करण्याची गरज आज निर्माण झाली आहे.

वाणिज्याचे उद्योगांशी, उत्पादकांशी व ग्राहकांशी अत्यंत जवळचे सहसंबंध असतात. शेती उद्योग हादेखील देशाच्या अर्थव्यवस्थेवर प्रभाव टाकणारा प्रमुख घटक आहे. देशातल्या शेती व्यवसायाचा विकास झाल्यास शेतीवर आधारीत विविध उद्योगांना चालना मिळते. मोठ्या प्रमाणात रोजगार निर्मिती झाल्यामुळे जनतेच्या दरडोई उत्पन्नात वाढ होते. तसेच मोठ्या प्रमाणात अन्नधान्याचे उत्पन्न होत असल्यामुळे देशातील अन्नधान्याची आयात कमी करावी लागते व निर्यातीत मा वाढते. परिणामतः आंतरराष्ट्रीय व्यापारसंबंध दृढ होतात आणि देश प्रगतीची नवनवीन दालने उघडू लागतो.

या सर्व व्यवहारांमध्ये वाणिज्याचे योगदान बहुमूल्य असते. कारण देशाच्या अर्थव्यवस्थेशी संबंधित विविध घटकांचा समावेश वाणिज्यक्षेत्रात होतो. यात प्रामुख्याने उत्पादनकार्यासाठी लागणारे चार स्रोत भांडवल, कच्चा माल, संयंत्र, मनुष्यबळ यांचे सुयोग्य व्यवस्थापन, वाहतुक, संग्रहण, जाहिरात, विक्रय संवर्धन, वीक्रीय श्रृंखला, वीतरण मार्ग, विक्रीनंतरच्या सेवा, ग्राहकांचे महत्तम संतोषाधिक्य इत्यादी विपणनाशी व आंतरराष्ट्रीय विपणनाशी संबंधित सर्व घटकांचा अंतर्भाव होतो. याव्यतिरीक्त वाणिज्यामध्ये विविध उपयुक्त सेवांचा समावेश होतो. जसे विमा, अधीकोषण, पर्यटन, वैद्यकीय सेवा, व्यवसायाभिमुख शिक्षण, रोजगाराभिमुख शिक्षण, माहिती व तंत्रज्ञानविषयक अभ्यासक्रम, व्यापार व उद्योगांना वित्तीय पुरवठा करणा-या खाजगी संस्था इत्यादी विविध शैक्षणिक संस्थांचा व प्रत्यक्ष सेवांचा समावेश होतो. आंतरराष्ट्रीय विपणनाला चालना देण्यासाठीदेखील शासनाला वाणिज्याची मदत घ्यावी लागत असल्यामुळे आज वाणिज्याला देशाच्या अर्थव्यवस्थेच्या विकासातील प्रमुख व अत्यंत महत्वाचा घटक मानले जाते. परिणामतः वाणिज्याचा समव्यवसायी शीक्षणावर व क्षेत्रावर काय प्रभाव पडतो? यावर दृष्टिक्षेप टाकणे गरजेचे वाटते. परंतु अगोदर वाणिज्याची उत्क्रांती कशी झाली? याचा अभ्यास करणे आवश्यक वाटते. कारण हा अभ्यास करणे हा या शोधनिबंधाची महत्वाचा टप्पाच आहे.

**वाणिज्याची उत्क्रांती:**

१८ व्या शतकातील अत्यंत महत्वाची घटना म्हणजे यंत्राचा शोध होय. यंत्राच्या शोधामुळे प्रचंड प्रमाणात वस्तुंचे उत्पादन होऊ लागले. मागणी कमी आणि उत्पादन जास्त अशी परिस्थिती निर्माण झाल्यामुळे वस्तुंच्या किंमती कमी होऊन

उत्पादकांना नुकसान सहन करावे लागते की काय? ही भिती निर्माण झाली. या परीस्थितीला सामोरे जाण्यासाठी विविध वाणिज्यविषयक व्यवहार व सेवांची उत्पत्ती झाली. या व्यवहारात प्रामुख्याने कारखान्यात उत्पादित झालेल्या वस्तु ग्राहकांपर्यंत ठरावीक वेळेमध्ये पोहोचली पाहिजे यासाठी कराव्या लागणा—या समस्त व्यवहारांचा व समस्त विपणनाला साहायक सेवांचा समावेश होता.

काळानुरूप विपणनाच्या संरचनेत अनेक बदल घडून आले. उत्पादकांच्या, विविध विक्रेत्यांच्या आणि ग्राहकांच्या संख्येमध्ये मोठ्या प्रमाणात वाढझाली. ग्राहकांच्या उत्पन्नात वाढझाल्यामुळे वस्तूबद्दलच्या त्यांच्या अपेक्षांमध्येदेखील कमालीचे बदल घडून आले.एकाच वस्तूचे अनेक उत्पादक निर्माणझाल्यामुळे बाजारपेठांमध्ये गळेकापु स्पर्धा निर्माण झाली. विविध शो रम्स, आकर्षक जाहिराती, विविध आकर्षक योजना, सेल व व्यापारी मेळावे,भव्य मॉल्स इत्यादींमुळे विपणनाचे व परिणामतः वाणिज्याचे क्षेत्र अधिकच व्यापक झाले.

आज इ—मार्केटींग, इ—बीझनेस, इ—कॉमर्स इत्यादींमुळे वाणिज्याचे क्षेत्र अत्यंत विस्तृत झाले आहे. आज जागतिकीकरणाच्या या युगामध्ये वाणिज्याशिवाय कोणताही देश आपली आर्थिक प्रगती साधु शकत नाही. कारण देशातील विविध क्षेत्रेव विविध शास्त्रांचा समावेश वाणिज्यात झालेला असतो. यासाठी वाणिज्याचा विविध शास्त्रांशी असलेला सहसंबंध लक्षात घेणे गरजेचे आहे.

**वाणिज्याचे समव्यवसायी शिक्षणाशी व क्षेत्राशी सहसंबंधः**

**१ वाणिज्य व अर्थशास्त्र :-**

अर्थशास्त्रात मागणी, पुरवठा,ग्राहक,विक्रेते,खंड, भाटक, उत्पन्न, नफा इत्यादी बाबींचा अभ्यास होतो. तर वाणिज्यात उत्पादन, वितरण, विमा, संग्रहण व ग्राहकांच्या महत्तम समाधानाचा अभ्यास केला जातो. म्हणूनच अर्थशास्त्राला वाणिज्याचा आधार घ्यावा लागतो. परिणामतः अर्थशास्त्र ही वाणिज्याची एक अत्यंत महत्वाची शाखा आहे, असे म्हणण्यात येते.

**२) वाणिज्य व समाजशास्त्र :-**

समाजशास्त्रात समाजातील व्यक्तीचे विविध स्तर, वर्तणुक, चालीरीती, श्रद्धा व अंधश्रद्धा, सामाजीक समस्यांचे स्वरूप, रूढी व परंपरा इत्यादी बाबींचे अध्ययन केले जाते. तर वाणिज्यात व्यक्तींचे राहणीमान बदलल्यास त्यांच्या वर्तणुकीत होणारे बदल,उत्पन्नात होणारे बदल, बदलणाऱ्या फॅशन्समुळे उत्पादकांना

करावे लागणारे बदल, बाजारपेठेतील स्पर्धेत होणारे बदल इत्यादी बाबींचे अध्ययन केले जाते.

### ३) वाणिज्य व भुगोल :-

भुगोलात खनिजे मिळण्याची ठिकाणे, देशातील आयात निर्यात धोरण, एखाद्या प्रदेशाची भौगोलिक स्थिती इत्यादींचा अभ्यास केला जातो.. बाजारपेठ, भुमी, भांडवल, मनुष्यबळ व कच्चा माल ज्या ठिकाणी पर्याप्त प्रमाणात उपलब्ध असतात, त्याच भौगोलिक क्षेत्रात कारखाने उभारणे योग्य ठरते. हे सर्व घटक जसे भुगोलाशी संबंधित आहे, तसेच ते वाणिज्याशी सुद्धा संबंधित आहे.

### ४) वाणिज्य व इतिहास :-

मानवाच्या संस्कृतीत झालेले बदल हे वाणिज्याच्या अभ्यासविषयाशी संबंधित आहेत. वस्तू विनिमय पद्धती, चलनाचा शोध, प्राचीन बाजारपेठांचे स्वरूप, वाहतुक व दळणवळणात झालेले बदल, ग्राहक विक्रेते सहसंबंध इत्यादी बाबी इतिहास व वाणिज्य या दोन्ही क्षेत्रांशी संबंधित आहेत.

### ५) वाणिज्य व गणित:-

गणितात शीकविल्या जाणाऱ्या भागाकार, गुणाकार, बेरीज आणि वजाबाकी या अत्यंत महत्वाच्या घटकांचा उपयोग वाणिज्यात देखील केला जातो. जमाखर्च, एकनोद पद्धती, दवीनोद पद्धती, वार्षिक खाती, बँक व विमा खात्याचे अंतीम लेखे, परिव्यय लेखे, व्यवस्थापन लेखे, प्रमंडळांचे संविलियन हे सर्व वाणिज्यातील विषय असून यात गणीतांच्या विविध घटकांचा व प्रमेयांचा आधार घ्यावा लागतो.

### ६) वाणिज्य व मानसशास्त्र:-

मानवी मनाच्या विविध अवस्थांचा अभ्यास मानसशास्त्रात केला जातो. तर ग्राहकांच्या विविध परिस्थितीत घडून येणारे बदल, या परिस्थितीमुळे त्यांच्या क्रयशक्तीवर घडून येणारे परिणाम व या परिणामांमुळे उत्पादकांनी व विक्रेत्यांनी घडवून आणलेली व्युत्प्रेक्षात्मक स्थित्यंतरे यांचा अभ्यास वाणिज्यात केला जातो

### ७) वाणिज्य व सहकारक्षेत्र:-

‘एकमेका साहाय्य करु अवघे धरु सुपंथ’ या म्हणीप्रमाणे जेव्हा काही व्यक्ती भांडवल गोळा करतात, त्या भांडवलाचा उपयोग नफा कमविण्यासाठी न करता गरीब व्यक्तींना स्वस्त दरात धान्य व कर्जाचा पुरवठा उपलब्ध करून देण्यासाठी केला जातो तेव्हा अशा क्षेत्राला ‘सहकार क्षेत्र’ असे म्हणतात.

सहकार क्षेत्रामुळे देशातील गरीब लोकांना अन्नधान्य व कर्जाचा पुरवठा होत असल्यामुळे देशाच्या आर्थिक विकासात सहकार क्षेत्राचे अत्यंत महत्वाचे योगदान आहे. वाणिज्य क्षेत्रात देशाच्या अर्थव्यवस्थेच्या विकासासाठी पुरक असलेल्या सर्वच घटकांचा अभ्यास केल्या जात असल्यामुळे सहकार क्षेत्रातील समाविष्ट असलेल्या विविध बाबींचा अभ्यास वाणिज्यात केला जातो.

#### ८ वाणिज्य व सेवा क्षेत्र:

बँका, जाहीराती, वीमा, वाहतुक इत्यादी सर्व केंद्रांना किंवा क्षेत्रांना सेवाकेंद्रे किंवा सेवाक्षेत्रे असे म्हणतात. वरील सर्व केंद्रांचा किंवा क्षेत्रांचा अभ्यास वाणिज्यशास्त्रात केला जातो. तसेच या सर्व क्षेत्रांना आपली आर्थिक खाती ठेवावी लागत असल्यामुळे, या खात्यावरून अंकेक्षण अहवाल तयार करावा लागत असल्यामुळे व या सर्व सेवांचा समावेश वाणिज्यात होत असल्यामुळे सेवा क्षेत्र वाणिज्य क्षेत्राशी निगडीत आहे, असे म्हणण्यात येते.

#### ९ वाणिज्य व संगणक क्षेत्र:

संगणकाच्या वाढत्या उपयोगामुळे जगाला एका खेड्याची उपमा दिली जाते. ई-मेल, ई-कॉमर्स इत्यादी व्यवहारांनी माहितीतंत्रज्ञानाच्या क्षेत्रात मोठी क्रांती घडवून आणली आहे.

ई-गोव्हर्नन्स व वार्षिक खात्याशी संबंधित विविध संगणकीय कार्यक्रम इत्यादींमुळे वाणिज्य क्षेत्राचे अर्थव्यवस्थेतील महत्त्व वाढले आहे.

#### निष्कर्ष :-

- १) वाणिज्याचा संबंध विविध शास्त्रांशी व सेवांशी जोडलेला असतो.
- २) उत्पादन, वाहतुक, दळणवळण, व्यवस्थापन, विमा, बँकींग, कायद्याशी संबंधित विविध व्यक्ती वाणिज्याशी निगडीत असतात.
- ३) वाणिज्याचा संबंध विविध शास्त्रांशी असतो. जसे, इतिहास, भूगोल, गणित, मानसशास्त्र, अर्थशास्त्र इत्यादी.
- ४ पर्यटन वीकास, सहकार क्षेत्र, सेवासंलग्नीत क्षेत्रे इत्यादी क्षेत्रांवर वाणिज्याचा विकासात्मक प्रभाव पडतो.
- ५ वाणिज्यामुळे देशाचा आर्थिक वीकास घडून येण्यास मदत होते.



- ६ उद्योगात उत्पादीत झालेल्या वस्तु ग्राहकांपर्यंत पोहोचण्यासाठी करण्यात येणा—या विविध व्यवहारांचा समावेश वाणिज्यात होतो.
- ७ वाणिज्यात विक्रयोत्तर सेवांचा समावेश केला जातो.
- ८ ग्राहकांच्या बदलत्या फॅशन्स, मनोवृत्ती व आवडीनिवडींचा अभ्यासदेखील वाणिज्यात होतो.
- ९ अर्थव्यवस्थेची प्रमुख तीन क्षेत्रे म्हणजे शेती क्षेत्र, औद्योगिक क्षेत्र व सेवा क्षेत्र होय. या तीनही क्षेत्रांचा समावेश वाणिज्यात होतो.
- १० सेवा क्षेत्रालाच वाणिज्यक्षेत्र म्हणण्यात येते.

## सारांश

भारताच्या आर्थिक विकासात वाणिज्याचे महत्त्व अनन्यसाधारण आहे. वाणिज्याला आज भारतीय अर्थव्यवस्थेचा कणा असे म्हंटले जाते. वाणिज्य ही एक अत्यंत व्यापक संकल्पना असून त्याचा संबंध अर्थव्यवस्थेशी निगडीत असलेल्या अतीसुक्ष्म अशा घटकांशी विविध क्षेत्रांशी शास्त्रांशी व सेवांशी येतो. प्रत्येक क्षेत्र शास्त्र व सेवा प्रत्यक्षपणे वाणिज्याशी संलग्नीत असतात. थोडक्यात वाणिज्याचा योग्य विकास करून आपला देश जागतिक महासत्तेचे उद्दिष्ट गाठू शकतो

## संदर्भ ग्रंथ

अ क्र	लेखकाचे नांव	पुस्तकाचे नांव	प्रकाशकाचे नांव व वर्ष
१	कानडे एस एस	व्यापारशास्त्र परिचय	ब्लॅकी अँड सन्स प्रा लि
२	सक्सेना उदयवीर	वाणिज्य शिक्षण	विनोद पुस्तक मंदीर आग्रा
३	खान एम एस	कॉमर्स एज्युकेशन	स्टर्लिंग पब्लीकेशन प्रा लि न्यु दिल्ली

## मोगल मनसबदार कर्णसिंह

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### प्रास्ताविक

मोगल साम्राज्याचा संस्थापक बाबर व त्याचा उत्तराधिकारी हुमायुन यांच्या नंतर सिंहासनावरूढ झालेला मोगल बादशाह अकबराने भारतातील साम्राज्य सदृढ बनविण्यासाठी भारतामधील प्रामाणिकपणा व युद्ध कौशल्य हे गुण असलेल्या राजपुतांना मोगल साम्राज्याचे संरक्षक बनविण्याची किमया साधली. तसेच विलक्षण अशी मनसबदारी व्यवस्था निर्माण केली. या अंतर्गत राजपुतांना स्वतःचे वंशपरंपरागत क्षेत्र 'वतन जागिर' म्हणून देत असतानाच त्यांच्या योग्यतेनुसार अतिरिक्त वेतन म्हणून जागिर - ए - तनखाह सुद्धा दिल्यामुळे राजपुतांचे वैयक्तिक हितसंबंध देखील मोगल साम्राज्याच्या हितसंबंधाशी जोडून घेतले. तसेच नियुक्तीचे अधिकार बादशाहकडे असल्यामुळे मोगल बादशाहाचे सर्वोच्चत्व देखील आबादित राखले. या पार्श्वभूमीवर प्रस्तुत शोध निबंधामध्ये प्रत्यक्ष स्थलदर्शन, मौखिक माहितीसह दुय्यम स्वरूपाच्या लिखित साधनाचा आधार घेतलेला आहे. हि या शोधनिबंधाची मर्यादा आहे.

कर्णसिंह यांचा जन्म इ.स. १० जुलै १६१६ मध्ये झाला. १३ ऑक्टोबर १६३१ रोजी त्यांना बिकानेरचे सिंहासन मिळाले. पर्यायाने मोगल बादशाहाच्या सेवेस प्रारंभ झाला. इ.स. १६५२ मध्ये ३००० जात व २००० सवार एवढा त्यांचा मनसब होता १. दाराशुकोह व औरंगजेब यांच्यातील उत्तराधिकाराच्या लढाईत त्यांचे दोन मुले पद्मसिंह व केसरीसिंह औरंगजेबाच्या सोबत होते २.

कर्णसिंह हे सप्टेंबर १६६७ च्या शेवटी मुअज्जमच्या मदतीसाठी दक्षिणेत जाण्याचा आदेश मिळाल्यामुळे औरंगाबादमध्ये पोहचले. औरंगाबादमध्येच त्यांना मनसबदारातील नवीन पद व कांही जागिर मिळाली. तसेच मुअज्जम कडून आर्थिक सहाय्य सुद्धा मिळत होते.३

ख्यातांमध्ये उल्लेख आहे की, एकदा मोगल बादशाहाने सर्व राजपुतांना धर्मांतरीत करण्याच्या हेतुने सिंधु नदीपार घेवून जाण्यासाठी आक्रमणाच्या निमित्ताने योजना बनविली. बादशाह समवेत राजपुत मार्गस्थ असताना अटक येथे मुक्काम पडला. अटक येथे कर्णसिंहाची ओळख असलेल्या साहेबच्या सैयद फकीर कडून बादशाहाच्या सर्व राजपुतांचे धर्म परिवर्तन करणा-या योजनेची माहिती मिळाली. या माहिती वर राजपुत राजांचा विचार विनिमय होवून तोडगा असा निघाला की, मुस्लिम सैन्यास प्रथम सिंधु नदी ओलांडण्यास उकसवायचे आणि सर्व राजपुत राजांनी आपआपल्या स्वदेशी परत जाण्याचे. ठरल्याप्रमाणे ते मुस्लिम सैन्यास म्हटले की, आम्ही प्रथमतः सिंधू पार करणार. मुस्लिमांस हा आपला अपमान वाटला व त्यांनी यास आपला अपमान समजून प्रथमतः सिंधू पार केली. याचवेळी आजमेरच्या जयसिंहराजाच्या आईच्या निधनाचे बातमी मिळाल्यामुळे राजपुतराजे आणखी बारा दिवस तेथेच थांबून राहिले. या बारा दिवसाच्या मुक्कामी राजपुत राजांनी असे ठरविले की, ज्या नावात्यांना सिंधू पार करण्यासाठी पाठवण्यात येणार आहेत, त्यांना तोडून टाकायचे, म्हणजे स्वदेशी परत जाण्याच्या वेळी शाही सैन्य त्यांचा पाठलाग करू शकणार नाही. सर्वानुमते या योजनेचे नेतृत्व कर्णसिंहाकडे आले. त्यांना नजरे भेट करून 'जालंधर बादशाह' हि उपाधी देवून गैरव देखील केला. कर्णसिंहाने नावावर प्रथम कु-हाड मारली व सर्व नावांना तोडून नष्ट केले. तसेच साहेबच्या सैयद फकीरास दरवर्षी प्रतिघरामधून एक पैसा वसूल करण्याचा अधिकार देखील मिळाला. नंतर सर्व राजे आपाआपल्या स्वदेशाकडे निघून गेले. ४

या घटनेच्या परिमाणस्वरूप मोगल बादशाहाने नाराज होऊन बिकानेरवर सैन्य पाठविले. त्यावेळी देशनोक येथे जाऊन कर्णसिंहाने श्री करणी देवीची प्रार्थना केली. औरंगजेब बादशाहाने कारणा शिवाय बिकानेरवर पाठवलेले सैन्य

वापस घेऊन कर्णसिंहास दिल्ली दरबारी बोविले. दिल्लीत औरंगजेबाजवळ कर्णसिंहाचा मुलगा अनौरस मुलगा बनमालीदास याने बीकानेरचे राज्य मिळाल्यावर मुस्लिम धर्म स्विकारण्याची इच्छा प्रकाट केली होती. परंतु कर्णसिंहासोबत त्यांचे दोन्ही मुले (ज्यांनी औरंगजेबाच्या उत्तराधिकाराच्या युद्धामध्ये त्यांची प्राणरक्षा केली होती) पाहून बादशाहाचा विचार बदलला ५.

त्यामुळे कर्णसिंहाची दृढश्रद्धाच बनली की धर्म, राज्य व जिवावर बेतणा-या घटनांमधून सुखरूप राहण्यामध्ये केवळ श्री करणी देवीचीच कृपा करणीभूत आहे. दक्षिणेत नियुक्ती झाल्यानंतर बादशाहाच्या परवानगीशिवाय त्यांना देशनोक येथील करणी देवीच्या दर्शनास जाता येणे शक्य नव्हते.

म्हणून दक्षिणेतच करणी देवीच्या प्रतिकृतीची स्थापना करण्याचा निर्णय घेतला. व दक्षिणेतच मोगल सेवेदरम्यान १६६९ वर्षी कर्णसिंहाचा मृत्यु झाला. ६

दक्षिणेत औरंगाबाद येथे कार्यरत असताना त्यांनी कर्णपुरा, केससिंहपुरा व पदमपुरा हि तीन गावे वसवली ७. खाम नदीच्या पुर्व दिशेस असलेल्या कर्णपु-यामध्ये राणीचा महल व राजाचा महल असे दोन बांधले ते भागनावस्थेत इतिहासाचे मुक साक्षिदार म्हणून आज ही उभे आहेत. या महालांलगतच आपले कुलदेवत श्री करणी देवीचे मंदीर स्थापन केले. तेव्हापासून दरवर्षी महाराजा कर्णसिंहाचे सैनिक दस-यामध्ये देवीचे दर्शन घेवून शस्त्रपुजा करून सिमोल्लंघन करीत असत ८.

पुढील काळात १८०२ नंतर मराठ्यांवर नियंत्रण ठेवण्यासाठी ब्रिटिशांनी औरंगाबाद येथे सैन्य छावणी स्थापन करण्याचा संकल्प मांडला. लॉर्ड वेल्सलीच्या नेतृत्वाखाली पहिली तुकडी औरंगाबाद येथे स्थापन झाली. अहमदनगरच्या दिशेने हि मिलिट्री बटालियन स्थापन झाली तिचे क्षेत्र खामनदी ते सातारा डोंगररांगेपर्यंत होते ९. नंतर १९०५ मध्ये ही छावणी वाढविण्यासाठी या तिन्ही गांवाना भारत सरकारने बिकानेरचे महाराज गंगासिंहजी (१३ ऑक्टोबर १८८० ते ३१ ऑगस्ट १८८७) च्या स्विकृतीने ताब्यात घेतले. त्याबदल्यात हिस्सार जिल्ह्याच्या ताखेडा आणि बावलवास गावे संपूर्ण अधिकारासह बिकानेर राज्यास दिले. शिवाय पंचविस हजार रुपये रोख सुध्दा दिली १०.

इंग्रजांनी करणीदेवी मंदिर आणि बालाजी मंदीर (करणीदेवीच्या पाठीमागील भागात असलेल्या या मंदीराच्या भगवान लक्ष्मीनाथ मंदीर असेही म्हणतात.) खडकेश्वर परिसरात स्थलांतरीत करावयाचे ठरविले होते. ही बाब निजामाचे पंतप्रधान महाराजा किशनप्रसाद यांना समजली. त्यांनी निजामाच्या मध्यस्थीने मंदीर पाडण्यापासून इंग्रजांना परावृत्त केले. हे मंदीर इंग्रजांनी पाडू नये म्हणून इंग्रज व निजाम यांच्यात एक तह झाला या तहानुसार निजामाने इंग्रजाकडून हि तिन्ही गावे ज्यांचे तत्कालीन एकूण क्षेत्रफळ ९२३ हेक्टर होते. त्याबदल्यात इंग्रजांना तिसगाव, पडेगाव, आणि जयसिंगपुरयाचे काही भाग अशी एकूण १६६० हेक्टर जमीन दिली. त्यामुळे हे मंदीर पाडण्यापासून वाचवता आले. आज या कर्णपु-यातील शेतात रेणूकामातेचेही एक अतिशय जुने मंदीर, बालाजी मंदीर (भगवान लक्ष्मीनाथ मंदीर) व हनुमानाचे मंदीर आहे ११.

कर्णसिंहाने बांधलेले मंदीर १९८२ साली पाडून तेथे नवीन मंदीर बांधले आहे. या नवीन मंदीराचा आकार १६/६० फुट आहे. छत १४ फूटाचा असून छतापासून वरचा टोक २२ फूटाचा आहे १२. आजही येथे नवरात्रीच्या दिवसामध्ये देवीच्या वेगवेगळ्या शक्तीच्या रूपाची पुजा होते. (शैलपुत्री, ब्रम्हचरणी, चंद्रघटा, कुण्माडा, कात्यायणी, कालरात्री, महागौरी, स्कंदमाता, सिद्धिदामी.) १३

#### **निष्कर्ष :**

- १) कर्णसिंह यांना जागीर -ए - तनखा औरंगाबादमध्ये मिळाला होता त्यामुळे ते बादशाहाच्या आज्ञेशिवाय वतन - ए-जागिरकडे जाऊ शकत नव्हते.
- २) कर्णसिंहाच्या प्रगाढ श्रद्धेमुळे कुलदेवत श्री करणीदेवीची प्रतिकृती कर्णपु-यात स्थापन केली व देशनोक प्रमाणे नवरात्र उत्सव सुरू केला.
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## "WOMEN IN THE CHANGING SOCIAL ENVIRONMENT DUE TO GLOBALIZATION"

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### **ABSTRACT**

**"Women do two thirds of the world's work, receive ten percent of world's income and own one percent of the means of production." (G. Subhalakshmi)**

Globalization is a multi faceted process that manifests itself in the various aspects of life : economic, political, social & cultural environment. In certain occupations, such as in software, companies are keen to recruit highly trained women at managerial level. In spite of the demand, women are less visible in these jobs, as they find it difficult to combine the dialogues of a demanding career with domestic peace & social norms.

The objective of the study how vulnerability faced by women in performing her role in Indian Society. Area of the study is ICT industry at Gurgaon in IBM Company.

As far as Indian women are concerned, globalization is a double-edged process. On the one hand, majority of women in India find themselves stripped off the benefit of social security, government subsidy protection of labour rights and than safety nets. On the other hand there are possibilities of better education facilities and opportunities at the transnational sense, which are very attractive to the privileged few. It is however necessary to understand that effective development requires full integration of women in the development process as agents of change as well as beneficiaries because Indian women can be utilized as development resources in many ways.

### **INTRODUCTION:-**

Globalization is a complex process by which the world is becoming a highly interconnected world through economic, social, political and cultural contracts. It refers to the intensification of global interconnectedness, suggesting a world full of movement and mixture, contact and linkages, and persistent cultural interaction and exchange (Inda and Rosaldo, 2002:2). As a result, the world is shrinking in terms of time and space making the world feel smaller and distances shorter. The intensity and the momentum of this process are further enhanced by the sophisticated instant communications and ever-expanding fast travels. Globalization symbolizes a world in motion providing people with resources to new ways of being human in the fast changing world. Thus, globalization ceaselessly cuts across national boundaries; it involves flows of good, capital, people, information, ideas, image and risks across





national borders, combined with the emergence of social networks and political institutions. In other words, globalization means "integrating and connecting cultures and communities in new space-time combinations, and 'making the world in reality and in experience more interconnected' (Hall, 1996:619)" (Inda and Rosaldo, 2002:4). This is the world of globalization.

According to Friedman, "globalization is the integration of markets, finance and technologies in a way that is shrinking the world from a size medium to a size small and enabling each of us to reach around the world farther, faster and cheaper than ever before. Like all previous international systems, it is directly or indirectly shaping the domestic politics, economic policies and foreign relations of virtually every country" (1999: 110). Thus, globalization is a complex multidimensional phenomenon that involves simultaneous and complexly related process at all levels of society – economic, political, social, cultural, technological, environmental and so forth.

Thus, globalization also produces new understandings of culture, nationality, environmental relations and many other aspects of social life. All these affect our traditional ways of living and managing world affairs.

#### **DEFINITION OF GLOBALIZATION:-**

Although academics and economists differ on the definition of globalization, globalization can generally be defined as the integration of world economies by removing barriers to trade and encouraging the free flow of foreign investment, private portfolio capital and labor across national boundaries. The main principles upon which the entire theory of globalization is based are as follows:

- Sustained economic growth, as measured by gross national product, is the path to human progress;
- Free markets i.e., markets that are free from government intervention, generally result in the most efficient and socially optimal allocation of resources;
- Economic globalization, is achieved by removing barriers to the free flow of goods and money anywhere in the world, which in turn fosters competition, creates jobs, increases economic efficiencies, lowers consumer prices, increases consumer's choice and is generally beneficial to everyone by increasing overall economic growth;
- Privatization, which transfers functions and assets from government to the private sector, improves efficiency.

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**EFFECTS OF GLOBALIZATION ON WOMEN IN INDIA:-**

The positive effect of globalization is that it has opened up broader communication lines and attracted more companies as well as different organizations into India. This provides opportunities for not only working men, but also women, who are becoming a larger part of the workforce. With new jobs for women, there are opportunities for higher pay, which raises self-confidence and brings about independence. This, in turn, can promote equality between the sexes, something that Indian women have been struggling with their entire lives. Globalization has the power to uproot the traditional treatment towards women to afford them an equal stance in society.

Despite the positive effects of globalization through increased employment opportunities for women, globalization has a darker, more sinister side. Out of the total 397 million workers in India, 123.9 million are women and of these women 96% of female workers are in the unorganized sector.<sup>4</sup> Accordingly, although more women are now seeking paid employment, a vast majority of them obtain only poorly paid, unskilled jobs in the informal sector, without any job security or social security. Additionally working women in India are more likely to be subjected to intense exploitation; they are exposed to more and more risks that cause health hazards and are forced to endure greater levels of physical and mental stress. Thus it would appear, that globalization has made many international corporations richer by the billions at the expense of women who are suffering enormously due to this expansion of corporate empires.

**WOMEN AND ICT:-**

It is a commonly held view that women are less engaged with Information and Communication Technologies (ICTs) than men. Information and Communication Technologies are for everyone and women have to be an equal beneficiary to the advantages offered by the technology, and the products and processes, which emerge from their use. The benefits accrued from the synergy of knowledge and ICT need not be restricted to the upper strata of the society but have to freely flow to all segments of the female population. The gamut of areas in which ICT can put a greater control in the hands of women at the village-level to standing for local elections and having to lifelong learning opportunities. ICT in convergence with other forms of communication have the potential to reach those women who hitherto have not been reached by any other media, thereby empowering them to participate in economic and social progress, and make informed decision on issues that affect them.



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### **KNOWLEDGE:-**

The world is in the midst of a knowledge revolution, complemented by opening up entirely new vistas in communication technologies. Recent developments in the field of information and communication technology are indeed revolutionary in nature. Hundreds of millions of dollars are being spent on Information and Communication Technologies, reflecting a powerful global belief in the technologies. By definition, Information and Communication Technologies are a diverse set of technological tools and resources to create, disseminate, store, bring value-addition and manage information. Interestingly, ICT, when used as a broad tool for amalgamating local knowledge incubated by the communities with information existing in remote databases and in public domain, heralds the formation of new class of society – the Knowledge Society. Knowledge thereby becomes the fundamental resource for all economic and developmental activities in the knowledge society of which women form an equal part. The process of synthesis of knowledge possessed across communities, by men and women, with the global pool of knowledge with the scope for further enrichment lays the genesis for knowledge networking. Knowledge networking opens up a new way of interactive communication between government bodies, NGOs, academic and research institutions, and the civil society. It helps communities, both men and women, to take appropriate steps to recognize and document the knowledge they possess and in reflecting this knowledge in a wider social domain for directed change through the use of information and communication technologies.

The one resource that liberates people from poverty and empowers them is knowledge. Possessing knowledge is empowering, while the lack of knowledge is debilitating. The World Bank organized a forum called "Voices of Poor", which got feedback from 60,000 people in 60 countries, which concluded that people wanted access to knowledge and opportunities instead of charity to fight conditions leading to poverty. **(World Bank, 2000)**. And knowledge is not a scarce resource-it is infinitely expansible and proliferates with its use....."the capacity to acquire and generate knowledge in all its forms, including the recovery and upgrading of traditional knowledge, is perhaps the most important factor in the improvement of human condition." **(Benzason and Sagasti, 1995)**.

In the context of knowledge sphere, the issues of gender equality, equity and empowerment of women become even more significant as women have a strategic role in incubation and transfer of critical knowledge, which often forms the blue print of survival for communities to adapt and minimize their risk in adverse circumstances. Women, because of their

biological and social roles, are generally more rooted than men in the confines of their locality. They are therefore more aware than men of the social, economic and environmental needs of their own communities (Miller, 2000).

#### **GLOBALIZATION AND ICT:-**

The swift emergence of a global "information society" is changing the way people live, learn, work and related. An explosion in the free flow of information and ideas has brought knowledge and its myriad applications to many millions of people, creating a number of new choices and opportunities in some of the most vital realms of human endeavour. Yet too many of the world's population remains untouched by this revolution. The "digital divide" threatens to exacerbate wide gaps between rich and poor, within and among countries. The stakes are high indeed.

Timely access to new information can promote trade, education, employment, health and wealth. One of the hallmarks of the information society openness is a crucial ingredient of democracy and good governance. Information and knowledge are at the heart of efforts to strengthen tolerance, mutual understanding and respect for diversity. To bridge the digital divide, the only sustainable route is to reduce poverty. In the long run governments need to do much by enhancing access to education and health care through distance learning and telemedicine. ICT can improve the quality of life for poor rural communities who do not have access to these facilities.

#### **INFORMATION TECHNOLOGY IN INDIA:-**

Information is power. The less informed are those who have poor access to information and are, therefore, powerless. Women fall into this category, as their information on many matters is restricted for cultural, social, economic and geographic reasons. The primary reason for women's poor access to information is illiteracy and lack of proper education. A great deal of information available through print media and books is lost to women and men who cannot read. Over 50% of women in India are illiterate, and this illiteracy is a barrier to the acquisition of knowledge on various matters relating to their lives. After much research, several surveys and the cumulative experience of implementing a variety of social development programmes in recent times, two realizations have emerged strongly. The first is that, in many ways, the current system of education is irrelevant and, therefore, there is no great incentive to send girls to school. The second-and this should be stressed-is that women's most urgent need is awareness through dissemination of information, irrespective of whether they are literate or not. Where life skills

and concerned, schooling is both necessary and desirable because it enhances knowledge, but it is not essential. For instance, the example of infant care.

Today, the major cause of high infant mortality and malnutrition has more to do with lack of knowledge about feeding than insufficient food because of poverty. Misinformation on infant nutrition is rife, and it begins with the pregnant women's diet. The distortion of traditional customs has led to practices that harm both young infants and pregnant women. One such belief is that pregnant women should eat less to avoid gaining weight and to have an easy labour. Other poor practices affect the nutrition of infants. In many parts of the country, solid foods are given long after malnutrition sets in. The answer to the problem would be to start infants on solids from the fourth month, to promote better growth and effectively raise their nutritional status. Thus, it is equally crucial to inform and involve not only women, but also the whole family and community, if to bring about a change in the nutritional and health status of women. Inadequate information has led to the establishment of misguided traditions. Surely education is an urgent requirement in affected areas.

#### **WOMEN AND TECHNOLOGY:-**

The inevitable course of action is to convene a gender perspective on technology. "Any technology that is not appropriate for women is not truly appropriate technology." The concern raised in this expression is applicable to all walks of life where technology is an eminent and powerful tool that can bring about a change. The gender and technology concept comprises many dimensions, (Goonawardena Chandra (ed) 1995):

- Technology to facilitate women's productivity.
- Technology to reduce women's drudgery.
- Technology to empower women.
- Technology to remove hurdles to women's growth.
- Role of women in technological fields.
- Familiarity of women in handling technology.
- Decision-making capacity of women in technology-related issues.
- Exposure of women to technological scenarios at national and international levels.
- Gender sensitivity in technological aspects.

#### **ROLE OF COMMUNICATION TECHNOLOGY:-**





Information technology is the common denominator that links people, irrespective of caste, class, sex, religion, race or political alignments. This is why it becomes even more important to evaluate and assess the role of communication technology in empowering women, particularly from the point of view of access and utilisation. Gender equality presupposes elimination of all kinds of bias against women, and communication technology intervention can accelerate the pace of equality through gender sensitisation. Communication technology can be used to impart information, and that in turn will lead to motivation, mobilisation and action. Communication technology can encompass different approaches-welfare, participatory and catalyst approaches with women as change agents. Information, reinforced with success stories, can motivate women to adopt healthy lifestyles. For instance, information on immunisation, child mortality, maternal mortality, sanitation, nutritional awareness and causes, prevention and treatment of disease can be disseminated far and wide via communication technology. Although computers and the Internet are altering the way we work, communicate, learn and play, the possibility of installing personal computers (PCs) in Indian villages is still fairly remote. Most villages are still without roads usable by cars, nor do they have a stable electricity supply.

### **CHALLENGES & OPPORTUNITIES:-**

#### **Challenges–**

The Women employees have to face challenges of long work hours, constant travelling and juggling different time zones of international clients, Social issues on account of working during night. The other challenges are:

1. Poor regulation, and support for women working in informal sector.
2. Poor awareness of ITC for women.
3. Lack of e-commerce related infrastructure in developing countries.
4. Language barriers for the use of ITC for non English speakers.
5. Paternal set p of India society.
6. Poor Internet Usage: Women form a very small part of the internet population in the country, with working and non-working women accounting for only 8 percent and 7 percent of the internet users' universe.
7. Conservative outlook for working women.
8. Challenges of managing career and family.

#### **Opportunities–**

1. Flexibility for women to work from home.



2. Women friendly working environment in IT companies.
3. Enhanced access of women to distance learning.
4. Access to information through e-governance initiatives of government.
5. Better market access for micro enterprises through e-commerce.
6. Regulatory support by government to support microfinance and mobile banking for women empowerment.

#### **AREA OF STUDY:-**

Gurgaon district of Haryana is the area of study and the samples are women who are participating in ICT are the limit & the unit of the study. Important thing is that Electronic City Gurgaon is one of the major industrial area so it gives major participation in using ICT. The IBM Company situated at NH-8 (opposite-32 mile stone) Sector-30, Gurgaon, Haryana. It is also included in NCR of India which gives more participating in ICT, all over India. So that's why I want to study empowerment of women through ICT, the studies showed that how ICT is also leading towards empowerment.

#### **METHODOLOGY:-**

Primary data was collected through a semi-structure questionnaire. The questionnaire includes all aspects of socio-economic background of the respondent, their educating, trading, income generating activities constraints benefits etc. The data was collected through group discussion & observation techniques.

Secondary data was concluded from books, journals, published papers, government & district offices.

#### **CONCLUSION:-**

It is only through full understanding of the plight of women in the Globalization process can the government, NGOs, decision makers and information managers prepare proper strategies to empower women and bring them into the mainstream developmental process. This is the greatest challenge, which confronts India and its women because globalization will stay but with half the population suffering under its yoke will only make it draconian and not a facilitator of progress.



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## THE ROLE OF YOGA IN STRESS AND ANXIETY

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### **Abstract :**

In an age of a highly dynamic and competitive world, man has exposed to all kinds of stressors that can affect him in all realms of life. The world stress is derived from the latin word stringere which means “to be drawn tight”. Stress is a complex, dynamic process of interaction between a person and his or her life. Stress can affect one’s health, work performance, social life, & the relationship with family members. The prolonged exposure to stress may exert harmful effects on physical, psychological well being of a person.

**Keywords :** Yoga, Stress, Anxiety, Physical, Psychological.

**Introduction :** Rapidly emerging in the western world as a discipline for integrating the mind and body into union and harmony, when adopted as way of life, yoga improves physical, mental, intellectual, and spritual health. Yoga offers an effective method of managing and reducing stress, anxiety, and depression, and numerous studies demontrate the efficiency of yoga on mood-related disorders. Currently, treatment for anxiety and depression involves mostly psychological and pharmacological interventions; however, mind body interventions are becoming increasingly popular as a means to reduce stress.

Yoga, a form of mind-body exercise has become an increasingly widespread therapy used to maintain wellness, and alleviate a range of health problems and ailments. Although yoga as been practiced for over 5000 yrs, it has only recently





gained popularity in the United States and Europe. In America, the yoga marked emerged as a 5.7 billion dollar industry in 2008. The practice originated in India and has been implemented to alleviate both mental and physical ailments including bronchitis, chronic pain, and symptoms of menopause.

Yoga is an ancient discipline designed to bring balance and health to the physical, mental, emotional, and spiritual dimensions of the individual.

### **Anxiety and Stress:**

Anxiety and stress have unfavorable effects on body that may progress into chronic conditions if left untreated. For example, psychological stress has been linked to deleterious effects on the immune system, while anxiety has been connected to coronary heart disease, decreased quality of life, and suicidal behavior.

In contrast, physiological stress is perceived and is less defined than anxiety disorders. As a result, no recognized pharmacologic treatment algorithm exists for stress and anxiety without having been recognized with a specific disorder by health care professionals; such individuals may also benefit from yoga exercises.

### **Effects Of Yoga In Stress :**

A growing body of research evidence supports the belief that certain yoga techniques may improve physical and mental health through down – regulation of the hypothalamic – pituitary–adrenal (**HPA**) axis and the sympathetic nervous system (**SNS**). The HPA axis and SNS are triggered as a response to a physical or psychological demand, leading to a cascade of physiologic, behavioural. And psychological effects, primarily as a results of the release of cortisol and catecholamines.

This response leads to the mobilization of energy needed to combat the stressor through the classic fight or flight response. Over time, the constant state of hypervigilance resulting from repeated firing of the HPA axis and SNS can lead to dysregulation of the system, and ultimately diseases such as



obesity, diabetes, autoimmune disorders, depression, substance abuse, and cardiovascular disease.

Studies also show that yoga decreases levels of salivary cortisol, blood glucose, as well as plasma renin levels, and 24 hours urine norepinephrine epinephrine levels.

### **Assessment of Anxiety and Stress Disorders:**

The Hamilton Anxiety (HAM-A) scales are the validated instruments used most frequently in the study's results were based on validated described herein. While most studies results based on validated questionnaires, one study used an invalidated investigator-constructed questionnaire, because stress and anxiety can manifest as physical symptoms, vital signs, such as blood pressure and heart rate, are sometimes utilized as indirect measures of stress and anxiety.

For example, the hormones cortisol and dehydroepiandrosterone (DHEA) tend to be elevated in acute situations of psychobiological stress. "While hypersecretion of cortisol occurs when under stress, its secretion is also nonspecific, it is released from the adrenal glands not only when under physiological stress, but also with changes in circadian rhythm and imbalances in the hypothalamic pituitary-adrenal (HPA) axis. Additional physiological markers have been used in some of the reviewed studies, including the neurohormone, melatonin, and the neurotransmitter,  $\gamma$ -aminobutyric acid (GABA). In contrast with cortisol and DHEA, melatonin and GABA are implicated in relaxation, with increased levels associated with relaxation and decreased levels implying stress and anxiety.

### **Methods:**

The data regarding the usefulness of yoga and meditation in the short-term reduction of anxiety are inconsistent. While most studies demonstrated a significant decline from baseline in subject's anxiety scale scores after intervention, these studies had many inherent weaknesses. Several small, preliminary studies showed significant reductions in stress and anxiety, but have at least one limitation in



addition to their size, such as a lack of control group, non-randomization, lack of exclusion criteria, or large standard deviations associated with the data. Despite these limitations, these studies merit discussion.

### **Results:**

#### **Anxiety :**

The data regarding the usefulness of yoga and meditation in the short – term reduction of anxiety are inconsistent. While most studies demonstrated a significant decline from baseline in subject's anxiety scale scores after intervention, these studies had many inherent weaknesses. Several small, preliminary studies showed significant reductions in stress and anxiety, but have at least one limitation in addition to their size, such as a lack of control group, non-randomization, lack of exclusion criteria, or large standard deviations associated with the data. Despite these limitations, these studies merit discussion.

### **Conclusions and Future directions:**

While a direct relationship between yogic practices and declines in stress and anxiety is not yet supported by statistically sound randomized controlled trials, the studies described suggest that yoga as a supplement to pharmacologic therapy may improve stress and anxiety symptoms. Because the data are conflicting and many experiments thus far conducted have not been well designed, yoga should not replace conventional medical practice until further work has been conducted and strong statistical evidence of its benefit exists.

Yoga is said to be a complete science, as it fulfills the WHO's definition of health by addressing the individual at all physical, psychological, and social levels. Stress affects individuals of all age groups, and people are trying to find an alternative to be spiritual for many years, is now being proven through scientific studies to have significant benefits on health.



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## Theme of Alienation in Anita Desai's *Where Shall We Go This Summer?*

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### Abstract:

Anita Desai has a renowned writer specially deals with the theme of alienation. She is also affectionately prescribed the socio-cultural, literature, habitual environment in English novel. Desai has keen interest in the feminism for the advantage of the women in the society. According to Desai feminism must be prescribed as to changing the surrounding or the world according to the welfare of the women. *Where shall we go this summer?* She depicted the perfect pathetic scenery of the lonely married woman caught in the unusual environment of loneliness and boredom and aspires to establish victory over chronic hostility of chaos and suffering. She highlighted the novel by the theme of alienation investing the consciousness of women who is bored and frustrated by the common place and human boredom life. In this novel writer chooses the marital disharmony as a basic subject to describe how one soul is barely interacted with the other and lack of communication drove her to frustration and loneliness. The present paper is focusing the alienation by Sita in Anita Desai's *Where Shall We Go This Summer?* And it also presents how the predicament of the loneliness is experienced by the married woman and how the marital disharmony, which leads the woman to lost, sever the life of Sita, the protagonist.

### Keywords

Alienation feminism puzzlement reconciliation irreconcilable assimilate

### Introduction

Two lead characters Sita and Raman stand very different from each other in the novel "Where shall we go this summer?" Written by Anita Desai. They both have irreconcilable states of mind. Their attitude towards life is also different. Both are confronted with the problem of marital discord which leads Sita to deep frustration and loneliness. Although Raman is being a practical man but Sita introverts towards partialness having world of emotion and feminine sensibility. Sita always estranged with her responsibilities of life and finding herself guilty in the world of sorrow.

Being nervous Sita always hesitated to do the ordinary responsibilities of life. She finds her very existence threatened with boredom because her husband always keeps busy in his business and children's growing independent on the contrary Raman was a simple man assimilate the pose of life. Being a practical man he represents himself as sanity, rationalist and the acceptance of the norms and values of the society. His reaction towards his wife was a frequent mixture of





puzzlements which leads both of them to the state of estrangements. Sita the female protagonist of the novel is the daughter of the political personality and a well-known freedom fighter. Sita's father was called as second Gandhi by his disciples. After independence Sita and her father turned to beautiful island of Manori accompanied rest of life. He calls his house as a 'Jeevan Ashram' for no opportunities of schooling facilities Sita always wanders through the island alone and sometimes spent time with her brother Jeevan playing with clay and mud. Villagers and fish folk had keen respects towards Sita's father. They seek his advice at the time of misfortune. Unable to communicate properly with her father Sita develops unrealistic state of mind. She can't understand her father, she always suspicious her father of his magical miracles. All apart Sita's father remains enigma for the rest of her life. Not being able to communicate she forms uncertain and vague impression about her father. Being restless and dissatisfied with dull domestic life. She often sits alone smoking as if waiting for someone and in advance state of pregnancy she was haunted by strange ideas that she wants the child but want be unborn. Thought of her wish to be fulfilled she die directly turns towards magic islands of Manori without seeking the advice from Raman. She considered her visit to Manori as pilgrimage and boon to remain baby as unborn when earlier she had left the island after her father's death and gone with Raman, the mainland implied to her life of solidity and security. After sensing modest living of the town the rest of life become the dull tedium of hopeless disappointment under the oppressive weight of which she could break apart. Sita, always like to live alone with her husband and away from his friend and relatives. She could never tolerate Raman's friends visiting him for party. She feels,

“appalled with restrain. But to Sita, “They are ‘nothing-nothing but appetite sex. Duty, food, sex and money matters. “Animals”. She uses slang words to his friends “pariahs’....in the street, hanging about drains and dustbins waiting to pounce and kill and eat” 1

. She ultimately decides to return to her husband. Her inner pain was unbearable. She could not decide which party of her life was real and which is unreal. The part which she spends in the island signifies the primitive reality or the other half spent with her husband enjoying manhood. Sita is placed in a very confused condition where all the family members are in such mood devouring to exercise their own personal option. Sita is also place in a peculiar predicament that members of her family appear disjoint cogs of wheel. This healthy trend of offering option for the children so essential forming of their own personality. Meneka, the daughter of Sita wants to



be a scientist and the son mostly quarrels among themselves. Sita blames her husband and hates her children for being practical and insensitive like their father. Her husband Raman took very slight interest on her. Raman tries to enlighten her mind about the 'contraries' in life, saying

“other people put with it- is not so-so insufferable” But she lacks courage, practical knowledge and wisdom which make others believe that” life must be continued and all its business... why can't you? Perhaps one should be grateful if life only a matter of disappointment, not disaster”. 2

However she retires Manori to escape from hypocrisy and tedium of middle class existence as her family severely neglects her. Because of her temptress towards her family. She became the subject of ignorance. This novel is a triumph of both insular and climatic with spiritual turbulence. Because of her abnormal reactions the readers may get confused whether she is affected by mental illness, whose mental functioning borders on different state of mind than other or is insanity. The beginning of the novel is heavily loaded with the images of violence, like playful and quarrel of her sons and tearing painting of the Sita by her daughter Meneka. These incidents clearly signify violence towards the Sita. She also faces the life with such strong potential that she can bear any of the uncertainly.

Even though she hates the Manori Island since childhood but she insists that fleeing from the life of the mainland to island would change her life completely. The atmosphere in which Sita grows is that of neglect and partiality. She was uneasy even though she moved to small flat leaving her queries and past back but boredom still continued to envelop her. Sita's alienation from her husband is inherent in her relationship with her father. She draws compared between her domineering father and her highly educated husband she came to the conclusion that her father is an ideal personality who did not have time for their children's and her husband as incapable who does not take interest on his wife. Sita always tries to find happiness in the past running away than the dull future. From the understanding husband what she gains is to release from her agony and also from her illusion. She realized it from the incident when they went for Ellora and Ajanta. While returning from Ellora and Ajanta Raman dismissed himself as a fool as he was unable to decide which side of the road to wait on. But for Sita, he “seemed to be brave and retorted that he is not kind of foolish person” but it is his innocence. Though he does not know the exact way keeps going on unknown path nevertheless. Sit identifies herself with the foreigner because like her. Raman is so vulnerable to violence and criticism in society. Practical Raman has already dismissed himself as a fool. Sita's unconsciousness identification with the

strangers' irrationality is expressive for her alienation as well as her early primitive life. Her journey to the deserted island is a psychological journey into the past her reconciliation with the present is an escape from the self-induced alienation.

Sita is brought to Manori as child by her father and after his death she is taken away from Manori and brought to Raman house. Her decision to become apart from her husband was her first independent action therefore important in the feminist context. Sita has her own brief vision of perfect harmony between a man and woman a scene so haunting that she feels compelled to constantly refer to it. Her father who has been saint to his chelas confidence in her later life. She cannot share her joy and sorrow and kept with herself.

The most damaging situation in Sita's life was complete lack of parental matrix motherhood is missing from her life. This is the most vital link which she didn't even experience unknown to her deep seed of insecurity leads alienation. Sita was aware that her rebellious attitude towards society would shatter her, crush her. She doesn't want her child to be born so she moved to Manori hoping that the magic would grant the baby to remain unborn. It is beyond human Endeavour so doomed to failure. She is not the mythological Sita at whose mother earth opened up to receive her as a daughter. She doesn't want to born the child as she greatly affected by her loneliness. She thinks that birth should occur into this bad world as the future of the children is at risk and may complicate their lives. She had refused to give a birth to child in a world not fit to receive the child.

Before alienation except her, Sita has been normal, good and balanced mother and had given birth to four children. Sita has a higher sensibility than common mothers and deeper worries. She doesn't want to be born the infant, or to take the custody of infant because she was more concern about her husband's trouble. Understanding the life in two different manners broke them apart. But Sita is often failed to expression and emotions towards reassurance, so frequently needed to make life very pleasant. But she regarded as a false reassurance. Free flow of love and sympathy makes love heavenly but Sita's higher sensibility fails to provide them. Although they lived together but often they feel that they do not know each other. This lack of understanding condemns a permanent discard in both of their lives. And also lack of loves causes the alienation. When Sita decides to be apart from her husband and to settle in the island of Manori, Raman went there to bring Sita at Bombay. She too frequently waits for Raman to say that she missed her. But for Raman, she has nothing to say, may be either he has nothing give her or he is unaware of her needs. Yet Raman wins back Sita to Bombay to Manori where



she had gone in order to rebel the type of life. She had in Bombay. But Sita's coming back to Bombay is not the happy ending but the matter of fact her realization of understanding of love between them. She comes back to Bombay due to the knowledge that Manori has no magic left and in the state of helpless she compromised with her husband.

Where shall we go this summer? Emphasis universal ties when Sita awakens to the fact that even sky and ocean try to meet each other in near horizon. Neither sea nor sky were separated. This way all the relations based upon the understandings and love, only way to happy and satisfied one should nurture it very well. Sita's frustration can be compared to mythical character Ram and Sita. Sita the heroine in the both situations is pregnant. The mythical Sita gives birth to twins keeping in mind the idea of dynastic decent whereas Anita Desai's Sita resists delivering the child. A careful study of the novels reveal that by the time Desai wrote this novel, a characteristic changes had come in her attitude towards life and its challenge. Being lonely and frustrated by life Sita neither kill her nor harm anyone. She does not try to commit suicide. She simply compromised with her destiny. But now she realized that escapism is no answer to the life. She always tries to escape from duties and responsibilities' form order and routine but now she convinced that life must go on and no matter what happened she must too go on with the life. Meneka got admitted in the medical college. Infant being safely delivered, but for Sita she remains unhappy as for her compromise as she takes to be her defeat. But the compromised in the life is greater good and indicates mutual understanding for betterment of the newly offspring.

### **Conclusion**

To conclude, the theme of alienation in Sita's life is discussed by Anita Desai. Sita finds herself alienated from her children as well as from her husband also. Since childhood she has been suffering from alienation due to her mother death and her father illicit relationship with her sister. Even after marriage, she remains lonely, due to the impact of her childhood memory and family background also.

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## GRAM SWARAJ IN INDIA: CONVERSION OF THE IDEA INTO A FULL FLEDGED BODY OF PANCHAYATIRAJ

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### ABSTRACT

The paper attempts to determine and analyze empirically the structure of Panchayati Raj Institutions (PRIs) in rural Bengal. The basic objectives of Panchayati Raj Institutions (PRIs) is that the socio-economic development of people of rural area. So Human Resource Development also is the key element of Panchayati Raj Institutions (PRIs) to attain its basic goals. The Eleventh Schedule (Article 243G) of 73rd Constitution Amendment Act listed twenty-nine broad areas where the PRIs have to play a crucial role in improving the overall standard of life of village populace. As a result, the PRIs are now dealing with the Human Resource Development Programme sponsored either by State or Central Government throughout the country.

Development of a sound financial management system armed with modern financial control techniques and integrity in building up proper accountability and transparency mechanism would likely be the weapons of the PRIs for proper implementation of different scheme to fulfill objectives of development of Human Resource in rural Bengal and to take on those challenges as will emerge in the economy of 21st century.

### KEY WORDS:

Gram Swaraj, PRIs, Socio- Economic Development.

### INTRODUCTION

The system of panchayati raj has been the hub of the Indian civilization since the early of Indian history. The ancient holy books like *Rigveda*, *Manusamhita*, *Upanishads*, *Jatakas*, *Satapath Brahman* etc. refer extensively to auto local administration and in those days village was considered as the basic unit of government and it enjoyed complete autonomy. Records reveal further that even a king did not dare to interfere in the local affairs of the village (Mullick and Raaj, 2007).

The importance of Panchayati Raj should be obvious in a country where four, out of every five citizens live in the villages and where the incidence of poverty is much higher than in towns. Thoughts on rural local governments or Panchayati Raj are thus an integral part of the concern for social and economic amelioration of the rural people. Panchayati Raj system is an innovative mechanism to bridge the yawning gap between the decision –making centers and the centers of action (Patel, 1984, p.59).

India is predominantly rural and any programme on rural development, therefore, gains prime importance. And that is why Mahatma Gandhi's idea of *Gram Swaraj* was a land mark in establishing Panchayati Raj system in the country which meant all-around and integrated development of the villages. (Tomar, 1991, p. vi). The objectives of such a system were to take the local self-government to the grass-root level by giving impetus to the village panchayats.

The Panchayat Raj is a [South Asian political system](#) mainly operative in [India](#), [Pakistan](#), and [Nepal](#). "Panchayat" literally means assembly (*yat*) of five (*panch*) wise and respected elders chosen and accepted by the [village](#) community. Traditionally, these assemblies settled disputes





between individuals and villages. Modern Indian government has decentralized several administrative functions to the village level, empowering elected [gram panchayats](#) particularly after the enactment of 73<sup>rd</sup> Constitution Amendment Act, 1992.

#### EVOLUTION OF PANCHAYATI RAJ IN INDIA

An elementary level of local self-government had long been operative in India since the Vedic times. However, with the passage of time, the nature, character and role of the local self-government have undergone a challenge so much so that the panchayat of today owes very little to the local government of the past.

#### **Panchayats during Ancient India**

The Panchayati Raj system has been the pillar of rural social structure from the ancient period. In the early Vedic age, Aryans used to live in villages or grammas. The head of the village was called 'Gramini'. The affairs of the village were managed by an elected Panchayat. The *Rajan* or king was helped by several officers like priest (*Purohit*), Commander in chief (*Senani*) and the head of the village (Gramini) [Majumdar, Roy Choudhary and Dutta, p. 123].

During the Gupta period, Indian society witnessed well developed system of village self-administration. The lowest administrative units were the 'Kurram' (Union of villages) and 'grama' (village) each under its own headman and his counterpart in the 'Nagarpati' of cities. In certain rural areas the village assembly consisted of the whole adult population, In others of Brahmins or a few great man who were selected by a king or ballet (Jena and Mahapatra, 1988, p.146).

During the Moughal administration, Akbar had inaugurated the policy of "India for Indians". During this period of socio-political turmoil there self governing institutions were relegated to a position of no-importance.

#### **Development of Panchayats during British Period.**

It was the logic of events and of necessity which was mainly responsible for cropping up of a system of local administration in the early stage of British. The Act of 1858 strengthened the rule of British parliament which gave rise to certain welfare activities. The Government of India Resolution of 1870 gave a strong stimulus to the development of local self-government. This system which was introduced in 1871 was undoubtedly a remarkable improvement. This was the foundation on which the liberal regime of Lord Ripon built the superstructure of district Boards.

#### **Ripon's Reforms**

Lord Ripon's Reforms constitutes a landmark in the history of local self-government in India, for they attempted to put it for the first time on a popular or elected basis. The nominated district committees that then existed had not proved a success. Experiment proves says Ripon's Resolutions of 1882, that district committees are as a rule very badly attended by members not actually residing in the vicinity of head quarter station.

#### **Ripon's Resolution 1881**

Lord Ripon's first scheme was elaborated in his resolution of september 30, 1881, on financial decentralization. It said that though considerable progress in the direction of local self-self government had been made since the days of Lord Mayo when the subject was first taken up it



was very unequal in various provinces and that the time has now come for further practical developments.

### ***Ripon's Resolution 1882***

Ripon's famous Resolutions of May 18, 1882 has justly been regarded as the Magna Carta of local self-government in India. Besides answering the objections raised to Ripon's first proposals, this resolution also contains his final and mature plan of local self-government reorganization in India (Government of India, 1882, para.4).

The resolution recommended that the smallest administrative unit the sub-division, *taluka* or the *tehsil*---shall ordinarily be placed under a local board (Government of India, 1882, para.10). The resolution desired the local boards to be as constituted as to have on them a predominant non-official majority ordinarily not less than 2/3 of their entire membership. The term of the members was to be two years and compulsory retirement by rotation was to be provided for (Government of India, 1915, Para. 12). Stimulate the candidature of men of standing courtesy titles of "Rai Bahadur" or "Rai Sahib" might be allowed to the Indian members during their term of service on the local bodies.

### ***Royal commission on Decentralisation, 1909***

The Royal commission on Decentralization 1909, after reviewing the working of the local and the District Boards in the various provinces of the country came to the conclusion that due chiefly to their unrepresentative character and adequate powers, these local bodies had not been successful.

### ***Government of India's Resolution of 1915***

These recommendations received the attention of the Government of India in its resolution on local self-government, of 1915. Referring to the liberalization of the boards' constitutions, it said that the local government in general are in sympathy with the commission's proposals (Government of India Resolution, 1915, para.27). The principle of elected majority on the boards was accordingly accepted, but the resolution gave no lead to the question of the reform of the board's electorates.

### ***Montague-Chelmsford Report***

This resolution on account of its extreme cautiousness was condemned on all hands as having whittled down the proposals of the Decentralization commission. Following the declaration of 1917 announcing substantial reforms in the direction of responsible government, and the publication of Montague-Chelmsford Report (1918) containing the proposals for immediate political advance, a new significance came to be attached to the questions of local self-government.

### ***Government of India's Resolution of 1918***

These proposals were ultimately embodied in Government of India's Resolution of 1918. It accepted fully and frankly the principle of substantial elective majorities on all the boards (Singh and Mishra, 1993, p.6). The elective principle was to be reinforced by the democratization of the local electorate. The representation of minorities was to be secured by retaining the practice of nomination rather than by introducing some system of communal or proportional representation.



Therefore, it is clear that a systematic effort was made during the British rule to build and strengthen the institutions of local self-Government. But it was designed to suit the colonial masters. In spite of these efforts the institutions did not emerge as true center of weakness.

### **Post Independence Development**

While outlining his vision of free India which instantly captivated Indian masses as well as sophisticated intellectuals-Mahatma Gandhi was careful to state that his concept of “Ramrajya” of which Panchayat autonomy was an integral component was not derived from any specific historical period but was rather an “Ideal construct” based on amalgam of the best features of diverse periods of ancient history.

The constitutions of India provides for the village self-government under Articles 40:

The state shall endeavour to endow village panchayats with sufficient powers and authority to enable them to function as units of self- government (Constitution of India, Article 40).

The framers of the Constitution considered the inclusion of self-governing institutions as the most important in the democratic life of the country. They were inspired by the repeated emphasis of Gandhi on the establishment of panchayats all over India.

Mahatma Gandhi advocated Gram Swaraj. During the struggle for the independence, this constructive programme was evolved by him, making the villages as the epicentre of his entire programme of *Gram Swaraj*. Gandhi was in favour of a broad based pyramid structure of decentralized power with numerous village panchayats at the bottom as the vibrating source of power and a national panchayat at the apex elected by the intermediate level of districts and state panchayats with the ultimate control vesting in the hand of village based government. It is now clear that the old system of village government which was envisaged by Gandhi and was also embedded in the Indian constitution by Gandhiji's followers.

For the better functioning of the Panchayati Raj Institutions quite a number of the evolution groups, commissions study teams were constituted to examine at different point of time, which suggested measures for strengthening the Panchayati Raj Institutions as an effective instrument for decentralization and the democratization of powers.

### **Balvantray Mehta Committee (1957)**

The launching of a nationwide community development programme for all round economic development of the rural areas necessitated an institutional mechanism to involve the local communities in the process of development (Pannikar, 1974, p.1). The study team on community Development Panchayati Raj---popularly known as Balvantray Mehta committee (1957) recommended the establishment of a three -tier Panchayati Raj system with the middle tier, viz. *Panchayat Samiti*, being the key level in the scheme of decentralization (Balvantray Mehta Committee Report, 1957, p.5). The samities jurisdiction was to be coterminous with that of a community development block, the members being directly elected. This system envisaged that the *pradhans* of the Panchayat Samities would together constitute the zilla parishad with the collector/ Deputy Commissioner as the Chairman. The Parishad was visualized as an advisory Body at the district level. The village Panchayats would constitute the lowest level in the three-tier structure. Accordingly, most of the states had enacted their legislation on Panchayati Raj

.While the Balvantray Mehta committee pattern was generally followed in most states, there were some local variations in accordance with local needs and perceptions.

***K. Santhanam Committee (1963)***

The committee was appointed to look society at the issue of PRI s finance. The committee was asked to determine issues related to sanctioning of grants to PRIs by the state government, evolving mutual financial relations between the three-tiers of PRIs, gifts and donations, handing over revenues in full or part to PRIs. The committee recommended the following

- (i) Panchayat should have special powers to levy special tax on land revenue and home taxes etc.
- (ii) People should not be burdened with too many demands.
- (iii) All grants and subventions at the state level should be mobilized and sent in a consolidated form to various PRIs.
- (iv) A Panchayat i Raj finance Corporation should be set up to look into the financial resources of PRIs at all Levels, provide loans and financial assistance to those grassroots level governments and also non-financial requirements of village.

***Ashok Mehta committee (1978)***

The committee was appointed to examine and suggest measures to strengthen PRIs. The committee had to evolve an effective decentralized system of development for PRIs .They made the following recommendations:

- (i) The district is viable administrative units for which planning coordination and resource allocation are feasible and technical expertise is available.
- (ii) PRIs as a two-tier system, with mandal panchayat at the base and zilla parishad at the top.
- (iii)The PRIs are capable of planning for themselves with the resources available to them.
- (iv)Representatives of SCs and STs in the election to PRIs on the basic of their population.
- (v) Participation of political parties in election.

***G.V.K. Rao Committee (1985)***

The G. V. K. Rao committee was appointed to once again look at various aspects of PRIs. The committee was of the opinion that a total vide of rural development must be taken in which PRIs must play a central role in handling people's problems it recommended the following.

- (i) PRIs have to be activated and provided with all the required support to become effective Organization.
- (ii) PRIs at the district level and below should be assigned the work of planning, implementation and monitoring of rural development programme.
- (iii) The Block Development Office should be the spinal cord of the rural development process.

***L.M. Singhvi Committee (1986)***

The Government of India then set up a committee in June, 1986 headed by Dr. L . M. Singhvi to prepare a concept paper on the revitalization of the PRIs. The committee recommended that the PRIs should be constitutionally recognized, protected and preserved by the inclusion of a new





chapter in the constitution. It also suggested constitutional provisions to ensure regular, free and fair elections to PRIs (Dubey, 1995, p.108).

#### **64<sup>th</sup> Amendment Bill**

The Government of India brought in the Constitution 64 th Amendment Bill which was passed by the Lok Sabha on 10 th August 1989 (Mishra and Singh, 1993, p.70). This was a comprehensive Bill covering vital aspects of the PRIs including the constitution of a uniform three-tier Panchayatiraj Raj system at the village , intermediate and district levels in all states and union territories having a population of not less than 2 lakhs ; reservation of seats for SCs STs and women; guaranteed term of five years for the Panchayats at all levels and election within six months in case of dissolutions ahead of schedule ; specific powers , authority and responsibility to the PRIs ; addition of a new schedule ( XI schedule ) to the constitution indicating an illustrative list of subject functions on which could be entrusted to the Panchayats ; conduct of election to the Panchayats , by the Election Commission, etc ( Constitution Sixty Fourth Amendment Bill,1989). Although the Lok Sabha passed the Bill, it was not approved by the Rajya Sabha.

#### **Constitution (73rd Amendment) Act, 1992**

This matter was considered once again in 1991. The Constitution (73rd Amendment) Bill, 1991 was introduced on 16th September, 1991 which was subsequently referred to a Joint Select Committee of Parliament in December 1991 for a detailed examination ( Dubey, 1995,p.110). The Joint Committee presented its report to Parliament in July, 1992. The Constitution (73rd Amendment) Bill was finally passed by the Lok Sabha on 22nd December, 1992 and by the Rajya Sabha on 23rd December, 1992 which was notified by the Central Government through official Gazette on April 20, 1993 as it got rectified by the State legislatures. Seventeen states ratified the Act in a record time. The President of India accorded his assent on 20th April, 1993 (Gazette of India, 1993, Part -II). After notification the Panchayati Raj institutions have now got Constitutional legitimacy. Thus, after facing many storms PRIs got Constitutional status in April 1993 by way of 73rd Constitutional Amendment Act. The Constitution (73 Amendment) Act, 1992 came into effect on 24th April, 1993 (Government of India, S.O., 267, 1993).

After having a minute observation of Constitutional 64th Amendment Bill, 74th Amendment bill and 73rd Amendment Act, one may come to the conclusion that the act is just an amalgamation of the 64th and 74th Constitutional Amendment Bills.

The Constitution Amendment Act has given a practical shape to Article 40 of the Constitution included in the directive principles of the State policy casting a heavy duty on the Centre as well as the States to establish and nourish village Panchayats so as to make them effective institutions of self-Government. The new model is a unique arrangement by the Centre which has made it mandatory on the part of the states to apply these principles in making laws without in any way jeopardizing the federal polity of the country.

#### **Salient Features of 73rd Amendment Act**

The Constitution (73rd Amendment) Act provides for establishment of three-tiers of Panchayats as units of local self-government. It also contains provisions regarding regular elections to Panchayat bodies, setting up of a State Election Commission and a State Finance Commission,





reservation for SCs, STs and women, enabling provisions for reservation for Backward Classes of citizens, etc. Adequate powers and responsibilities will have to be developed upon these institutions at appropriate levels to enable them to prepare and implement the schemes for economic development and social justice (Dubey, 1995, p.110). The salient features of the Act are as follows:

### ***Gram Sabha***

The Gram Sabha has been envisaged as the foundation of the Panchayati Raj system (Eastern Book Company, 1993, p.2). It shall perform such functions and exercise such powers as may be entrusted to it by the State legislature [Constitution (73<sup>rd</sup> Amendment) Act, 1992: Government of India, Article 243-A].

### ***Three-tier System***

There shall be three-tiers of Panchayats at the village, inter-mediate and district levels (Article 243-B). Only States having population not exceeding 20 lakhs have the discretion not to constitute the Panchayats at the intermediate level. Under Article 243-L, the President can make special dispensation for Union Territories (Article 243-L)

### ***Direct Elections***

All seats in a Panchayat at every level are to be filled up by direct elections from territorial constituencies demarcated for this purpose, with the ratio between the population of such constituency and the number of seats allotted to it being the same throughout the Panchayat area.

### ***Reservation of Seats***

There shall be reservation of seats at every level for SCs/STs in proportion to their population in a given Panchayat area and for women to the extent of not less than one third of the total number of seats. Similarly, office of the chairpersons in the Panchayats at each level shall be reserved for women, to the extent of not less than one-third of the total number of office of chairpersons in the Panchayats at each level, and, for SCs and, STs in proportion, to the total number of chairpersons of Panchayats at each level as the population of SCs/STs in the state bears to the total population of the state (Article 243-D). In addition, the legislature of any state can make provision for reservation of seats in any Panchayats or office of chairpersons in the Panchayats at any level in favour of the Backward Classes.

### ***Five Year Term***

The term of office of Panchayats at every level shall be five years (Article 243-AE) and if dissolved earlier or on expiry of the term, elections must be completed within six months from the date of dissolution or expiry.

### ***Finance Commission***

Within one year from 24th April, 1993 i.e. the coming into effect of the Constitution (73rd Amendment) Act, 1992 and thereafter, at the expiration of every fifth year, a Finance Commission shall be constituted in every State to go into the principles governing the distribution and devolution of financial resources between the State and the Panchayats at every



level and the measures to improve the financial position of the Panchayats (Article 243-I) To provide for Finance Commission

**State Election Commission**

The direction and control of the preparation of electoral rolls and the conduct of all elections in the Panchayats shall be vested in a State Election Commission; to be constituted by the State concerned (Article 243-K).

**Eleventh Schedule**

Finally, the XI Schedule comprising of 29 items has been added to the Constitution which ought to provide an effective role to the PRIs in the planning and implementation of works of local significance ranging from drinking water, agriculture, land and water conservation, communication, poverty alleviation programmes, family welfare, education, libraries and cultural activities, maintenance of community assets etc (Article 243-G).

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## CLUSTERING TECHNIQUES : AN OVERVIEW

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### ABSTRACT

Data Mining is a tool of extracting knowledge, pattern and useful trends from databases. There are various data mining techniques like classification, prediction, association rule mining, outlier analysis and clustering. This paper mainly discuss about the clustering techniques used in data mining. There are variety of applications like Marketing, Financial task, Biology, Insurance, etc. in which clustering technique is used. Cluster analysis is a method for identifying homogeneous groups of objects called as clusters. Objects in one cluster are having similar characteristics, but are very dissimilar to objects of other clusters. This paper discusses about various clustering algorithms and their advantages and disadvantages. This paper also discusses on the comparisons of various clustering algorithms in terms of complexity.

### Introduction

Cluster analysis is an unsupervised learning method that constitutes a cornerstone of an intelligent data analysis process. It is used to explore inter-relationships among a collection of patterns, by organizing them into homogeneous clusters. Clustering groups objects into subsets in such a manner that similar objects are grouped together, while different objects belong to different groups. The clustering structure is represented as a set of subsets  $C = C_1, C_2, \dots, C_n$  of  $S$  such that  $S = \bigcup_{i=1}^n C_i$  and  $C_i \cap C_j = \emptyset$  for  $i \neq j$ . Consequently, any instance in  $S$  belongs to exactly one and only one subset. The clustering techniques are widely used in several applications like marketing, financial task, biology, Insurance, etc. The comparative analysis of various clustering algorithms can be done on different criteria such as algorithm complexity.

### Review of Literature

The authors in [1] A.K.Jain, M.N.Murty, P.J.Flyn have given brief view of clustering techniques like steps involved in clustering and also given the comparative analysis of clustering. The authors in [2] explored various clustering methods and their working style and worst case complexity of various algorithms to some extent. J.H. Peter and A. Antonysamy in [4] proposed a new algorithm by combining "A Fast DBSCAN" and "Memory effect in DBSCAN" to speed up the performance and to improve the output quality of the DBSCAN clustering technique. As the original DBSCAN algorithm uses the distance measures to compute the distance between objects, therefore it requires too much processing time. To know the real performance difference achieved in the new algorithm, authors did not use any additional data structures to improve the performance. J. Zhang, W.Li and J. Tan in [5] made an attempt to enhance the clustering effect on uneven density distribution of the datasets with high-dimensional attributes. The authors put forward an improved version of density distribution function based clustering algorithm using

local-scale and boundary limits. The proposed technique employs partition, hierarchy, density, grid and model driven clustering techniques. Density point is with maximum value is identified as the centroid from which the cataloging is prolonged to density based boundary threshold. K Nearest Neighbor (KNN) method is applied for measuring each point density and then a center point is defined having maximum density value. N. Mehta and S. Dang in [5] discussed various clustering techniques and its applications in various domains. They also have focused comparative analysis of clustering techniques by considering different criteria.

### **Classification of Clustering Algorithms**

Clustering algorithms can be broadly classified into following way.

1. Partitional method
2. Hierarchical method
3. Density based method
4. Grid based method.

#### **1. Partitional method**

Partitioning techniques divides the set of objects in multiple partitions where single partition is known as cluster. The objects within single cluster are having similar characteristics whereas the objects of different clusters have dissimilar characteristics. K-mean, K-medoid and CLARANS are partitioning algorithm.

- **K-MEAN**

K-mean method is one of the centroid based algorithm. It takes fixed value (input)  $k$  and partition a set of  $n$  object to form  $k$  clusters[5]. The similarity between clusters is measured in regards to the mean value of the object.

- **K-MEDOID**

Medoid is replaced with centroid to represent the cluster. Here centrally located data object in a cluster is medoid. K-medoid is a clustering algorithm which is more resilient to outliers compared to k-means. The k-medoids algorithm aims to minimize the absolute error criterion rather than SSE[3]. Randomly selected  $k$  objects as  $k$  clusters and remaining objects are placed in nearest cluster. New medoids are determined which can represent clusters in better way repeatedly.

- **CLARANS**

Clarans (Clustering Large Application Based upon Randomized Search) is partitioning algorithm used for large database. Combination of Sampling technique and PAM is used in CLARANS. CLARANS doesn't guaranteed search to localized area[6]. The minimum distance between neighbour nodes increase efficiency.

The advantages and disadvantages of partitional clustering methods are:

**Advantages**

- It is easy to understand and implement.
- It can handle large data sets.
- It takes less time.

**Disadvantages**





- User has to provide pre-determined value of  $k$ .
- It cannot handle with noisy data objects.
- The order of data objects have to maintain.

## 2. Hierarchical method

Hierarchical algorithms were developed to build a more deterministic and flexible mechanism for clustering the data objects. Unlike partitioning methods that create a single partition, hierarchical algorithm produce a nested sequence (or dendrogram) of clusters, with a single all-inclusive cluster at the top and singleton clusters of individual points at the bottom. Hierarchical methods can be categorized into agglomerative and divisive clustering methods.

- CURE

Clustering Using Representatives (CURE) is an agglomerative method which incorporates a novel feature of representing a cluster using a set of well-scattered representative points. The distance between two clusters is calculated by looking at the minimum distance between representative points chosen.

- CHAMELEON

CHAMELEON improves the clustering quality by using more elaborate merging criteria compared to CURE. Chameleon is a clustering algorithm which uses graph partitioning method on the  $k$ -nearest neighbor graph of the data. These initial partitions are then used as the seed clusters for the process. The algorithm uses two matrices based on relative inter-connectivity and relative closeness of clusters to merge the clusters.

- BIRCH

Balanced Iterative Reducing and Clustering Using Hierarchies (BIRCH) is used for large database. The key of BIRCH is to introduce a new data structure called clustering feature (CF) as well as CF-tree. There are two main steps in BIRCH algorithm. First as it scans the input data points, it builds a CF tree by inserting the data points with a default threshold  $T = 0$ . By setting the threshold  $T = 0$ , we treat each data point as an individual cluster at the leaf node. The second key step ("global clustering") tries to cluster all the subclusters in the leaf nodes. This is done by converting a subcluster with  $n'$  data points  $n'$  times at the centroid and then running either an agglomerative hierarchical clustering algorithm.

The advantages and disadvantages of hierarchical clustering methods are:

### Advantages

- Embedded flexibility regarding the level of granularity.
- Well suited for problems involving point linkages, e.g. taxonomy trees.

### Disadvantages

- Inability to make corrections once the splitting/merging decision is made.
- Lack of interpretability regarding the cluster descriptors.
- Vagueness of termination criterion.
- Prohibitively expensive for high dimensional and massive datasets.
- Severe effectiveness degradation in high dimensional spaces due to the curse of dimensionality phenomenon.

## 3. Density based method



Density-based clustering can be considered as a non-parametric method as it makes no assumptions about the number of clusters or their distribution. Density based clusters are connected, dense areas in the data space separated from each other by sparser areas. Furthermore, the density within the areas of noise is assumed to be lower than the density in any of the clusters.

- DBSCAN

Density-Based Spatial Clustering of Applications with Noise (DBSCAN) seeks for core objects whose neighborhood (radius) contains at least Minpts points. A set of core objects with overlapping neighborhoods define the skeleton of a cluster. Non-core points lying inside the neighborhood of core objects represent the boundaries of the clusters, while the remaining are noise.

- DENCLUE

Density-based Clustering (DENCLUE) uses an influence function to describe the impact of a point about its neighborhood while the overall density of the data space is the sum of influence functions from all data. Clusters are determined using density attractors, local maxima of the overall density function.

The advantages and disadvantages of density-based clustering are:

Advantages

- Discovery of arbitrary-shaped clusters with varying size
- Resistance to noise and outliers

Disadvantages

- High sensitivity to the setting of input parameters
- Poor cluster descriptors
- Unsuitable for high-dimensional datasets because of the curse of dimensionality phenomenon.

#### 4. Grid-based method

The Grid-based clustering approach first quantizes the object space into a finite number of cells that form a grid structure on which all of the operations for clustering are performed.

- STING

STING ( Statistical INformation Grid based method )explores statistical information stored in grid cells. There are usually several levels of such rectangular cells corresponding to different levels of resolution, and these cells form a hierarchical structure: each cell at high level is partitioned to form a number of cells at the next lower level. Statistical information regarding the attributes in each grid cell is precomputed and stored.

- CLIQUE

CLIQUE (CLustering IN QUEst ) is a density and grid-based approach for high dimensional data sets that provides automatic sub-space clustering of high dimensional data. It consists of the following steps: First, it uses a bottom-up algorithm that exploits the monotonicity of the clustering criterion with respect to dimensionality to find dense units in different subspaces. Second, it uses a depth-first search algorithm to find all clusters that dense units in the same connected component of the graph are in the same cluster. Finally, it will generate a minimal description of each cluster.

- Wave Cluster

Unlike other clustering methods, Wave Cluster does not require users to give the number of

clusters applicable to low dimensional space. It uses a wavelet transformation to transform the original feature space resulting in a transformed space where the natural clusters in the data become distinguishable. Grid based methods help in expressing the data at varied level of detail based on all the attributes that have been selected as dimensional attributes. In this approach representation of cluster data is done in a more meaningful manner.

The advantages and disadvantages of grid-based clustering are:

**Advantages**

- The main advantage of the approach is its fast processing time.
- This method is typically independent of the number of data objects,

**Disadvantages**

- This methods depends only the number of cells in each dimension in the quantized space.

Clustering Techniques	Clustering Algorithm	Time Complexity
Partitional Technique	K-means	$O(lkn)$
	K-medoid	$O(n^2)$
	CLARANS	$O(n)$
Hierarchical Technique	BIRCH	$O(n)$
	CURE	$O(n^2 \log n)$
	CHAMELEON	$O(n^2)$
Density based Technique	DBSCAN	$O(n \log n)$
	DENCLUE	$O(n \log n)$
Grid based Technique	STING	$O(n)$
	CLIQUE	$O(n)$
	WAVE Cluster	$O(n)$

**CONCLUSION**

In this paper I study the different kind of clustering techniques in details and summarized it. I included definition, requirement, application of clustering techniques. I also give detail about classification of clustering techniques and their respective algorithms with the advantages and disadvantages. So this paper provides a fast review of the different clustering techniques in data mining.

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## Mahatma Gandhi -As an Environmentalist

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### Abstract:-

The ecological Scope of Gandhiji's principles of life are unlimited. His plans to protect nature, wild life and environment are in fact plans to protect man.

His concern to protect environment was because of uncontrolled growing of industrialization which need to be restricted. Man's materialistic attitude must be changed to his own future.

### Keywords :-

Environment, Industrialization, Materialistic, Economics Power, Ecology, Pollution

### Introduction: -

"What we are doing to the forests of the world is but a mirror reflection of what we are doing to our selves and to one another" – Mahatma Gandhi.

The Universe is based on certain principles and governed by inexorable laws of the Creator. Every created thing has specific meaning and purpose and therefore its autonomy is to be respected and safeguarded. Interactions among created things and their mutual give and take sustain the universe system. Nature works unceasingly according to her own laws, but man violates them constantly.

### Gandhiji's views on environment:-

May Since his beginning, has been careless to his natural surroundings and continues to be so. Gandhiji was a man of an extraordinary and versatile personality who could foresee the future and visualize the dangers inherent in the kind of development man has chosen to go in for. One is really appalled by the farsightedness he had regarding madness of man for urbanization. It leads to a scenario which makes life miserable. This is precisely the reason of his condemnation and rejection of modern western and socio-economics and political systems. Gandhi highlights the ills of industrialization which is the base of modern civilization. Industrialization leads to centralization of economics power, it flourishes on exploitation of both man and nature and has now become the greatest source of pollution.



The achievement of industrialization for mankind cannot be undermined. Industrialization has given to human society tremendous material pleasure and prosperity. But at the same time, it has also imperceptibly alone irreparable loss to mankind. Careless and limitless pursuit of industrialization by all nations are now posing serious alarm for very existence of not only man but for all living creatures and all kinds of species on our planet.

Gandhi was aware that man's activities Vis-à-vis his surroundings would soon ring the alarm bells so that man would be forced to revise his attitude towards his environment. But because he wanted man to awake to the problem at the earliest he pleaded for a sensible approach and greatest awareness in use of nature and in environment related matters as such. He also called for greatest awareness related matters as such. He also called for greatest diligence in addressing the problems that emerged.

To Gandhi the main plank of the modern civilization is the unsatiable and unending pursuit of material pleasure and prosperity. He believed that if the trend is not arrested and a suitable alternative to it is provided, the result would be disastrous. For instance, the modern western economic development is flourishing on the extravagant utilization of the non-renewable resources i.e., coal, oil and metal so long it was confined to a few western countries, it did not create that much of a problem. But when the whole world is involved in this never ending venture this will play havoc with nature. If man interferes with nature, beyond a point, he will be doing it at the cost of his own existence. Perfect and meaningful existence, is possible only in harmony and conformity with nature.

Gandhi believed that modernity makes life complex by multiplying its day to day needs. In fact this kind of complexity is ingrained in it. Modernity leads to complicity, and complicity leads to tension and frustration. So Gandhi was a profound follower of simplicity and continued to be one till the end of his life. He always made mankind come of his senses by saying,

“The earth has enough resources for our need, but not for our greed”

Gandhi warned of many factors that play a major role in creating environmental degradation. In unlimited urbanization and massive industrialization raw materials are exploited without a thought. It is done for the profit motive alone. Not a single thought is given about the consequence on the balance of nature. No one can deny that the above-mentioned factors have played the largest role in degrading our environment over the last two centuries.

The Gandhian view sees environmental degradation as mainly a result of materialistic greed on the part of people. Gandhi suggested ways to address ecology related problems which,





once adopted in their spirit and content, can serve to solve many of the problems today man's ecology related problems include.

- (i) Shrinkage of natural resources base available to the ecosystem people owing to over grazing etc.
- (ii) Inefficient building-up of man-made capital and meting it out to the people in an unfair manners, as a result that there is a negative impact on the natural capital and a few people end up with control of natural and man-made capital.
- (iii) Drain of India's natural capital to the outside world.

The core of Gandhian and prescriptions are suitable for these concerns. Material consumption. Must be maintained within limits and it must allow equitable sharing of natural produces and those of the economy among all sections of the people. Gandhiji was insistent that build-up of man-made capital must not be at a considerable cost to the natural capital. In the ecosystem people should have greater access to the natural resources base in their localities. He also wanted all people, those in as well as out of power to voluntarily adopt these principles as a moral imperative. And the preserved-day environmental science suggest's that what he pleaded for may soon become necessary for our happy existence on earth.

The present day environmentalists and their programmes reflect an approach which is not very different from the approach of Gandhian thoughts to our environment ecology. The environmental movement of today holds that environmental protection is man-centered. And man as an individual as well as a social being has always been central to the Gandhian system. Gandhi wanted that the link between man and man should, through non-violence, make the social fabric.

Problems such as rising pollution, shrinking of habitats and the fast depleting natural resources, the depletion to the ozone layer are disturbing the ecological balance and creating problems for man himself. And the realization today is that soon. He may have to pay a heavy price for exploiting nature perseveringly and ruthlessly.

Since Gandhiji wanted man to awake to the problems at the earliest, he pleaded for a sensible approach and greater awareness in use of nature as such. Many environmentalist today adopt an approach that clearly recognizes Gandhiji's own approach in some sense or the other.

**Conclusion :-**



Gandhi's views on environment as a whole deserve greater merit and understanding as Gandhi's thoughts deal with more than one problem and keep in mind all aspects of man's surroundings. Actually, Gandhian thoughts in their entirety are very significant in this context. They aim at creating a non-exploitative world order, which can address all problems including environmental exploitations and the resulting complications between nations on the international scene,

“CREATE A WORLD WHERE THE ENVIRONMENT  
DOESN'T NEED PROTECTING”

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**“नविन आर्थिक धोरणानंतर भारतातील दारिद्र्याची स्थिती.”**

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**प्रास्ताविक :**

1951 पासून भारतामध्ये नियोजनाला सुरुवात झाली. त्यावेळी नियोजनकर्त्यांसमोर सर्वात भीषण जे प्रश्न होते त्यापैकी अतिशय महत्वाचा प्रश्न म्हणजे ‘दारिद्र्य’ होय. “दारिद्र्य म्हणजे समाजाचा असा एक भाग/हिस्सा की जो आपल्या जीवनामध्ये मुलभूत गरजा सुद्धा पूर्ण करू शकत नाही. “भारतामध्ये अशा लोकांची संख्या खूप जास्त आहे. त्यामुळे या प्रश्नाची सोडवणूक करण्यासाठी धोरणात्मक पातळीवर, शासनाकडून अनेक उपाययोजना करण्यात आल्या आहेत. मात्र अर्थव्यवस्थेतील दारिद्र्याची कारणे आणि उपाययोजनांमधील त्रुटी यामुळे दारिद्र्याची समस्या कायम आहे.

यामध्येच 1980 च्या दशकात जागतीक पातळीवर वेगाने होणारे आर्थिक बदल आणि भारतीय अर्थव्यवस्थेवर आलेले आर्थिक संकट यामुळे 1991 मध्ये आपल्याला नविन आर्थिक धोरणाचा स्वीकार करावा लागला या मध्ये उदारिकरण, खाजगीकरण आणि जागतीकरण (LPG) यांचा प्रभाव खूप मोठ्या प्रमाणात वाढला आहे. मात्र हे होत असतांना भारतामध्ये मात्र दारिद्र्याची समस्या आणि दारिद्र्य कमी करण्याच्या उपाय योजना सुरुच आहेत. अलिकडे दारिद्र्याच्या मोजमापामध्ये सापेक्ष दारिद्र्य आणि निरपेक्ष दारिद्र्य या संकल्पनांचा समावेश करण्यात आला आहे. या लेखामध्ये नविन आर्थिक धोरणानंतर भारतातील दारिद्र्याच्या परिस्थितीचा अभ्यास करण्याचा प्रयत्न केला आहे.

● **अभ्यासाची उद्दीष्ट्ये:**

- 1) भारतातील दारिद्र्य मापनाच्या विविध अभ्यास गटांचा आढावा घेणे.
- 2) नविन आर्थिक धोरणानंतर भारतातील दारिद्र्याची स्थिती अभ्यासणे.

● **अभ्यास पद्धती:**

सदर अभ्यासामध्ये पूर्णतः द्वितीय साधन सामग्रीचा आधार घेण्यात आला आहे. यामध्ये प्रामुख्याने विविध संदर्भग्रंथ, वार्षिकांक, मासिके, साप्ताहिके, नियतकालीके व संकेतस्थळे यांचा समावेश होतो.

● **भारतातील दारिद्र्याविषयीचे अंदाज:**

भारतातील दारिद्र्याचा अभ्यास करून त्याचे मापन करण्याचा प्रयत्न नियोजनाच्या सुरुवातीपासून अनेक अर्थतज्ज्ञ व समीत्यांनी केला आहे. यासाठी त्यांनी वेगवेगळ्या निकषांचा आधार घेतला आहे जसे उत्पन्नाची विशिष्ट मर्यादा, उत्पन्न/खर्चाची निर्वाहपातळी, किमान आवश्यक उष्मांक इ. यामध्ये किमान आवश्यक उष्मांक या निकषाचा वापर जास्त प्रमाणात झालेला दिसतो.

यानुसार "ज्या ग्रामीण भागातील व्यक्तीला आहारातून प्रतिदिन 2400 उष्मांक आणि शहरी भागातील व्यक्तीला 2100 उष्मांक मिळत नाहीत तो व्यक्ती दरिद्र रेषे खाली गणला जातो."

1) डॉ. एस. डी. तेंडूलकर यांच्या अभ्यासगटाने भारतातील दारिद्र्याचा अभ्यास करतांना 'फिशर निर्देशांकाचा' वापर केला आहे. व उपभोगाचा विचार करतांना एक संपूर्ण वर्षाचा कालावधी विचारात घेतला आहे. त्यांनी ग्रामीण भागासाठी प्रतिदिन प्रतिव्यक्ती खर्च 22.40 रु व शहरी भागासाठी प्रतिदिन प्रतिव्यक्ती खर्च 28.60 रु. एवढा निश्चित केला आहे व त्यावरून भारतातील दारिद्र्याचे मापन केले आहे.

2) दारिद्र्यरेषा निश्चित करण्यासाठी नियोजन मंडळाने सप्टेंबर 2011 मध्ये ग्रामीण भागासाठी प्रतिदिन प्रतिव्यक्ती 26 रु. आणि शहरी भागासाठी 32 रु. एवढा उपभोग खर्च निर्धारित केला आहे.

3) जुलै 2014 मध्ये सी. रंगराजन समितीने आपला अहवाल सादर करून ग्रामीण भागासाठी प्रतिदिन प्रतिव्यक्ती उपभोग खर्च 32 रु आणि शहरी भागासाठी 47 रु. निश्चित केला आहे व त्यानुसार भारतातील दारिद्र्याचे मोजमाप केले आहे.

● **बहु आयामी दरिद्र रेखा (Multidimensional poverty line)**

अर्थव्यवस्थेच्या विकासाबरोबर दारिद्र्याच्या निकषांमध्ये आणि मोजमापाच्या पद्धतीमध्ये सुद्धा बदल होत आहे. यामध्ये अलिकडील काळात बहुआयामी दारिद्र्य या संकल्पनेचा उपयोग दारिद्र्याचे मोजमाप करण्यासाठी केला जात आहे. या संकल्पनेत प्रामुख्याने पुढील घटकांचा समावेश होतो.

**1) शिक्षण :**

- अ) विद्यार्थ्यांचे पहिली ते पाचवी पर्यंतचे शिक्षणाचे प्रमाण.
- ब) विद्यार्थ्यांची पहिली ते आठवी पर्यंतची उपस्थिती / हजेरीचे प्रमाण.

**2) आरोग्य**

- अ) बालमृत्यू व मातामृत्यूचे प्रमाण.
- ब) बालक व प्रौढांना उपलब्ध होणारा पोषण आहार.

**3) राहनिमानाच्या दृष्टीने :**

- अ) आरोग्य विषयक सुविधांची उपलब्धता.
- ब) शुद्ध पिण्याच्या पाण्याची उपलब्धता.
- क) विजेची उपलब्धता / पुरवठा.
- ड) रहाण्यासाठी स्वच्छ ठिकाण व परिसराची उपलब्धता.
- इ) जेवण / आहार बनविण्यासाठी योग्य इंधनाची उपलब्धता.
- फ) मालमत्तेची मालकी उदा. घर, रेडीओ, टि.व्ही, टेलीफोन, सायकल, मोटरसायकल, फ्रीज. इ.

● **भारतातील दारिद्र्याची कारणे.**

भारतातील दारिद्र्याच्या कारणांचा आढावा घेतला असता असे लक्षात येते की, भारतीय दारिद्र्याला आर्थिक, सामाजिक, राजकीय, धार्मिक, सांस्कृतिक, भौगोलिक व मानसशास्त्रीय असे अनेक घटक जबाबदार आहे.

● भारतातील दारिद्र्याचे स्वरूप :

भारतामध्ये दारिद्र्याचे मोजमाप करतांना सामान्यतः ग्रामीण दारिद्र्य आणि शहरी दारिद्र्य असे विभाग करून दारिद्र्याची आकडेवारी गोळा केली जाते.

भारतातील दारिद्र्याचे स्वरूप

वर्ष	दारिद्र्याचे प्रमाण			दारिद्र्य रेषेखालील लोक (द.ल.)		
	ग्रामीण	शहरी	एकूण	ग्रामीण	शहरी	एकूण
1973-74	56.4	49.0	54.9	261.3	60.0	321.3
1977-78	53.1	45.2	51.3	264.3	64.6	328.9
1983-88	45.6	40.8	44.5	252.0	70.9	322.9
1987-88	39.1	38.2	38.9	231.9	75.2	307.0
1993-94	50.1	31.8	45.3	328.3	74.5	403.7

Source : Planning commission Estimates

वरील तक्तावरून असे निदर्शनास येते की, भारतामध्ये सुरुवातीपासून दारिद्र्याचे प्रमाण खूप जास्त आहे. त्यामध्ये घट होतांना दिसत असली तरीही घट खूप नगण्य स्वरूपाची आहे. 1993-94 ला दारिद्र्याच्या प्रमाणात आणि लोकसंख्येत अचानक वाढ होण्याचे कारण म्हणजे या काळातील दारिद्र्याचे मोजमाप करतांना एका अभ्यासगटाने वेगळे, निकष वापरले होते. यावरून असे समजते की, निकष बदलले असता त्याचा आकडेवारीवर खूप जास्त परिणाम होतो.

जर आंतरराष्ट्रीय पातळीवरील दारिद्र्याचे निकष लावले असता भारतातील दारिद्र्याची परिस्थिती आणखीच विदारक बनते त्यामुळे दिलेल्या आकडेवारीच्या विश्वासाहता आणि वस्तुनिष्ठतेवर अनेक प्रश्नचिन्ह उभे राहतात.

● नवीन आर्थिक धोरणानंतर भारतातील दारिद्र्याचे स्वरूप:

डॉ. एस. डी. तेंडूलकर यांनी एका अभ्यासगटाच्या माध्यमातून आपल्या विशिष्ट पद्धतीचा/ निकषाचा आधार घेऊन भारतातील दारिद्र्याची स्थिती स्पष्ट करण्याचा प्रयत्न केला आहे.

नवीन आर्थिक धोरणानंतर भारतातील दारिद्र्याचे स्वरूप:

वर्ष	दारिद्र्याचे प्रमाण			दारिद्र्य रेषेखालील लोकसंख्या (द.ल.)		
	ग्रामीण	शहरी	एकूण	ग्रामीण	शहरी	एकूण
1993-94	50.1	31.8	45.3	328.6	74.5	403.7
2004-05	41.8	25.7	37.2	326.3	80.8	407.1



2009-10	33.8	20.9	29.8	278.2	76.5	354.7
2011-12	25.7	13.7	21.9	216.7	5301	269.8

Source: Planning commission Estimates.

वरील तक्यावरून असे दिसून येते की, या अभ्यास गटाच्या निकषानुसार मागील 17-18 वर्षांमध्ये भारतातील दारिद्र्याचे प्रमाण निम्मे झाले आहे. मात्र असे असले तरी एक चतुर्थांश लोक आजही दारिद्र्यात जीवन जगत आहेत. म्हणजे जवळ-जवळ 27 कोटी लोक दारिद्र्यात जीवन जगत आहेत. म्हणून दारिद्र्याची समस्या सूटली असे आपण म्हणू शकत नाही.

याच अभ्यासगटाने वरील कालावधी दरम्यान दरवर्षी दारिद्र्याच्या प्रमाणात सरासरी किती घट झाली हे दर्शविले आहे.

कालावधी	ग्रामीण	शहरी	एकूण
1993-94 ते 2004-05	0.75	0.55	0.74
2004-05 ते 2011-12	2.32	1.69	2.18
1993-94 ते 2011-12	1.36	1.01	1.30

Source: Planning commission Estimates.

साधारणतः मागील 17-18 वर्षांमध्ये दरवर्षी सरासरी 1.30 ने दारिद्र्यात घट झाली आहे. मात्र यामध्ये आणखी वेगाने घट होणे अपेक्षित आहे.

अलीकडे सी. रंगराजन यांच्या अध्यक्षतेखाली एक समिती नेमण्यात आली होती. या समितीने जून 2014 मध्ये आपला अहवाल सादर केला. या अहवालामध्ये समितीने काही वेगळे निकष वापरून ग्रामीण आणि शहरी दारिद्र्याची रेषा निश्चित केली व त्यानुसार भारतातील दारिद्र्याचे मोजमाप केले आहे.

सी.रंगराजन समितीनुसार भारतातील दारिद्र्य

वर्ष	दारिद्र्याचे प्रमाण			दारिद्र्य रेषेखालील लोकसंख्या (दशलक्ष)		
	ग्रामीण	शहरी	एकूण	ग्रामीण	शहरी	एकूण
2009-10	39.6	35.1	38.2	325.9	128.7	454.6
2011-12	30.9	26.4	29.5	260.5	102.5	363
दारिद्र्यातील घट	8.7	8.7	8.7	65.4	26.2	91.6

Source: Report of the Expert group to Review the Methodology for

measurement of poverty Govt. of India planning commission June 2014

वरील तक्यावरून असे आढळून येते की, दारिद्र्याच्या प्रमाणात ग्रामीण व शहरी दोन्ही, भागामध्ये घट होत असली तरी दारिद्र्य घटीचा वेग कमी आहे.

थोडक्यात सुधारणापूर्व व सुधारणोत्तर दोन्ही काळामध्ये दारिद्र्याची समस्या भारतामध्ये कायम आहे. अर्थव्यवस्थेच्या विकासाबरोबर दारिद्र्य मापनाच्या पद्धतीत फरक झाल्यामुळे



आकडेवारीत सुध्दा थोडाफार फरक पडला आहे. मात्र एक सत्य "त्रिकालाबाधित" आहे आणि ते म्हणजे एकूण लोकसंख्येचा खूप मोठा हिस्सा आजही दारिद्र्यात जिवन जगत आहे.

दारिद्र्य कमीकरण्यासाठी नियोजनाच्या सुरुवाती पासूनच भारत सरकारने अनेक उपाय योजनांची अंमलबजावणी केली आहे. मात्र राजकीय इच्छाशक्तीचा अभाव आणि नोकरशाहीतील कार्यसंस्कृतीची कमतरता व भ्रष्टाचार यामुळे भारतातील दारिद्र्याची परिस्थिती आजही "जैसेथे" अशीच आहे. म्हणून अलीकडे दारिद्र्य निवारणाचे उपाय आणि त्यांची अंमलबजावणी या संदर्भात पुनर्विचार होणे आवश्यक आहे. तरच भारतातील दारिद्र्याचे प्रमाण कमी होण्यास मदत होईल असे वाटते.....

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## संयुक्त महाराष्ट्राच्या चळवळीत शाहिरांचे योगदान: एक ऐतिहासिक अध्ययन

प्रा.जयवंत एन. काकडे  
विवेकानंद महाविद्यालय,  
भद्रावती. जि. चंद्रपूर.

### सारांश :-

काँग्रेस व केंद्र सरकारने फाजलअली कमिशनच्या शिफारसीनुसार मराठी व गुजराती भाषीक प्रदेशांचे मिळून द्विभाषिक मुंबई राज्य निर्माण केले. हा मराठी भाषी लोकांना अन्याय वाटल्याने त्यांनी मुंबईसह मराठी भाषी संयुक्त महाराष्ट्र राज्याच्या निर्मितीसाठी संयुक्त महाराष्ट्र चळवळ चालविली. त्यात शाहिरांनी आपली लेखणी व वाणीसह सक्रीय सहभाग घेतला. आणि वग, पोवाडे, कलापथक इत्यादींच्या माध्यमातून नेत्यांचे विचार व चळवळीचे लोण मराठी लोकांपर्यंत पोहचविले. सर्व सामान्य लोकांमध्ये वीरस भरला, त्यांच्यात लढाऊ बाणा निर्माण केला, चळवळ तेवत ठेवली, आंदोलन गावागांवात-घराघरांत पोहचविलं व चळवळीला नवी दिशा दिली. एकूणच जागल्याचं काम करून मराठी समाजमन आंदोलनासाठी सिद्ध केलं. त्यामुळेच महाराष्ट्रापासून ते दिल्ली पर्यंत चळवळ चालली. त्यामुळेच शाहीर खच्या अर्थाने संयुक्त महाराष्ट्राच्या निर्मितीचे शिलेदार ठरले. त्यात शाहीर अण्णाभाऊ साठेपासून ते शरद मुठे पर्यंतच्या शाहिरांनी महत्वाची भूमिका वठवून संयुक्त महाराष्ट्राची निर्मिती घडवून आणली.

### बीज शब्द :-

महाराष्ट्र, संयुक्त महाराष्ट्र चळवळ, भाषिक, भाषावार प्रांतरचना, शाहीर, द्विभाषिक राज्य, वग, कवण, पोवाडा, कलापथक.

### प्रस्तावना :-

महाराष्ट्र राज्याची निर्मिती ही भारताच्या भाषावार प्रांतरचनेच्या इतिहासातील एक महत्वपूर्ण घटना आहे. महाराष्ट्राची निर्मिती १ मे १९६० ला झाली ती मुळी १९५० ते १९६० च्या दशकात चाललेल्या संयुक्त महाराष्ट्राच्या चळवळीनेच. महाराष्ट्राला मोठी ऐतिहासिक परंपरा असून इथला भुगोलही डोंगरदऱ्या, नद्या, सरोवरे, समुद्र किनारा, वने, खनिजे, सुपीक जमीन, इत्यादिने समृद्ध आहे. सातवाहन राजांपासून ते संयुक्त महाराष्ट्र निर्माण होईपर्यंतच्या काळात महाराष्ट्राला महानपण देणाऱ्या व्यक्ती व घटनांची येथे भरमार आहे.

छत्रपती शिवाजी महाराजांच्या 'हिंदवी स्वराज्य' या संकल्पनेमुळे जे स्थान, मान महाराष्ट्राने मिळविले होते. पुढे ते पेशवाईत राहिले नाही. त्यामुळे पेशव्यांच्या सत्तेचा मोड करून इंग्रजांनी भारतातील स्थान पक्के केले. पुढे भारतातील विविध प्रदेश जिंकून त्यांचे बहुभाषी किंवा द्विभाषी राज्य निर्माण केले. त्यांची संख्या १७ असून ते थेट भारत स्वतंत्र होईपर्यंत तसेच होते.

इंग्रजांच्या प्रांत व्यवस्थेत मराठी भाषी लोक मध्यप्रांत-वऱ्हाडात हिंदी भाषिकांबरोबर, निजामाच्या हैदराबाद राज्यात उर्दू भाषिकांबरोबर तर मुंबई प्रांतात गुजराती व कानडी भाषिकांबरोबर राहत होते. इंग्रजीतून कारभार चालत असल्यामुळे राज्यांतर्गत भाषिक गटांमध्ये सरकारच्या जवळ राहून महत्तम आर्थिक, राजकिय लाभ मिळविण्यासाठी चढाओढ चालत असे. त्यातून लोकांना असे वाटले, जर एका राज्यात एकच भाषा असली तर ही चढाओढ थांबेल म्हणून भाषावार प्रांतरचनेची मागणी १९३० नंतर होऊ लागली. मराठी लोकांकडूनही तशी मागणी होऊ लागली. परंतु केंद्र सरकारने त्याची दखल न घेता मराठी भाषी प्रदेश द्विभाषिक मुंबई राज्यात समाविष्ट केला. त्यामुळे मराठी भाषी लोकांनी मुंबईसह मराठी भाषी प्रदेशाचा संयुक्त महाराष्ट्र निर्माण करण्यासाठी चळवळ सुरू केली. त्यात शाहिरांचे योगदान महत्वपूर्ण होते.

**विषयाची निवड :-**

संयुक्त महाराष्ट्राच्या चळवळीत नेते, विचारवंतांबरोबर शाहिरींनीही योगदान दिले आहे. त्यांच्या या चळवळीतील कार्यावर प्रकाश टाकून त्यांच्या योगदानाची माहिती अभ्यासक व लोकांना व्हावी म्हणून प्रस्तुत शोधनिबंधाकरिता सदर विषय निवडण्यात आला व त्या विषयांतर्गत शाहिरींच्या कार्याचे विवेचन करण्याचा प्रयत्न संशोधकाने केला आहेत.

**संशोधनाचे उद्देश :-**

- १) प्रस्तुत अध्ययनातून संयुक्त महाराष्ट्राच्या चळवळीची पार्श्वभूमी विशद करणे.
- २) प्रांत रचनेबाबतच्या घडामोडीबद्दल तत्कालीन परिस्थितीची जाणीव होईल.
- ३) संयुक्त महाराष्ट्राच्या चळवळीतील शाहिरींच्या योगदानाचे अध्ययन करणे.
- ४) अशा अध्ययनातून इतर अभ्यासकांना ऐतिहासिक माहिती प्राप्त करता येते.

**गृहीत तथ्य :-**

- १) शाहिरींचे कवनं आणि कार्यक्रमांमुळे चळवळीचा प्रचार-प्रसार झाला.
- २) संयुक्त महाराष्ट्राच्या निर्मितीकरिता शाहिरींचे योगदान महत्वपूर्ण ठरले.

**संशोधन पद्धती :-**

सदर शोधनिबंध तयार करतांना संशोधन पद्धतीनुसार प्राथमिक व दुय्यम संशोधन साधनांचा वापर केला आहे. म्हणजेच या करिता ग्रंथालयीन पद्धतीचा वापर केलेला आहे.

**संशोधनाचा आराखडा:-**

सदर शोधनिबंधाकरिता वर्णनात्मक आराखडा वापरण्यात आला. या आराखड्यानुसार ऐतिहासिक घटनांचे यथायोग्य वर्णन करणे सोपे जाते; तसेच गृहीत कृत्याची उकल करणे सोपे जाते.

**तथ्य संकलन पद्धती :-**

सदर विषयाच्या अनुषंगाने तथ्य संकलनाकरिता अनेक ऐतिहासिक माहितीचा उपयोग करण्यात आला. शाहिरींच्या योगदानाच्या माहितीकरिता ग्रंथांचा, वृत्तपत्रांचा शोध घेऊन त्यातील माहिती संकलित करण्यात आली.

**विषय विश्लेषण**

भारत स्वतंत्र झाल्यानंतर ब्रिटिश निर्मित प्रांत रचना गैरसोईची ठरत असल्याने संघराज्यांतर्गत प्रशासकिय सोईसाठी राज्यांची पुनर्रचना करणे गरजेचे ठरले. स्वातंत्र्याची चळवळ सुरू असतांनाच राज्यांची निर्मिती भाषिक तत्वावर करण्यात यावी असे सुतोवाच काँग्रेस नेत्यांच्या विचारातून होत होते. तर नेहरू अहवालाने (१९२८) त्यावर शिक्कामोर्तब केले होते. वेळो वेळी काँग्रेसने तसे आश्वासनेही दिली होती. परंतु भारत स्वतंत्र झाल्यानंतर काँग्रेस व केंद्र सरकारला भाषावार प्रांतनिर्मिती संकुचित व राष्ट्रीय एकात्मतेला धोक्याची वाटू लागली. त्यामुळे ते भाषावार प्रांतरचना करण्यास टाळाटाळ करू लागले. तर लोकांनी विशेषतः आंध्र, कर्नाटक व महाराष्ट्रातील लोकांनी जोराने भाषावार प्रांतरचनेची मागणी सुरू केली. त्यामुळे केंद्र सरकारने प्रांतनिर्मितीचा प्रश्न सोडविण्यासाठी दार कमिशन, जवप समिती व फाजल अली कमिशन नेमले.

दार कमिशनने भाषिक तत्वावर राज्यांची निर्मिती करता येणार नाही असा अभिप्राय दिल्याने त्याची अंमलबजावणी झाली नाही. तर सध्याच्या अस्थिर परिस्थित भाषावार प्रांतरचनेचा प्रश्न हाती घेण्यास आपण तयार नसल्याचे जवप समितीने स्पष्ट केले. मात्र फाजल अली कमिशनने भाषिक तत्वावर प्रांत निर्मितीची शिफारस केल्याने केंद्र सरकारने १४ राज्य एकभाषी निर्माण केले. परंतु १५ वे मुंबई राज्य हे गुजराती व मराठी भाषिकांचे मिळून द्विभाषिक राज्य करण्यात आले. हा मराठी लोकांना आपला अपमान वाटला, आपल्यावर अन्याय झाला असे वाटल्याने त्यांनी मुंबईसह मराठी भाषी लोकांचा संयुक्त महाराष्ट्र निर्माण करावा अशी मागणी करून संयुक्त महाराष्ट्र चळवळ सुरू केली.

मुंबईसह मराठी भाषी संयुक्त महाराष्ट्राच्या निर्मितीची मागणी १९३८ पासून केली जात होती. तर पुढे संयुक्त महाराष्ट्र परिषद व त्यानंतर संयुक्त महाराष्ट्र समितीची स्थापना करून तिच्या नेतृत्वात संयुक्त महाराष्ट्र चळवळ चालविली. या

उग्र आंदोलनाने दिल्लीचे तख्तीही हादरले आणि संयुक्त महाराष्ट्राची निर्मिती झाली. मराठी जनता, लेखणी आणि वाणीने लढणारे नेते तसेच उभा महाराष्ट्र जागा करणारे शाहीर हे या संयुक्त महाराष्ट्राच्या आंदोलनाचे नायक होते. किंबहुना सर्व सामान्य जनतेला या चळवळीत सामावून घेण्याचं महत्वाचं कार्य शाहिरांच्या पोवाड्यांनी केले. शाहिरांनी कवणांबरोबर, अकलेची गोष्ट, निवडणुकीत घोटाळे, माझी मुंबई, शेटजीचे इलेक्शन असे कितीतरी तमाशे चळवळ काळात गाजविले.

कॉ. डांगे, आचार्य अत्रे, सेनापती बापट, एस. एम. जोशी, प्रबोधनकार ठाकरे, दादासाहेब गायकवाड, बाबुराव बागुल, नाना पाटील यांच्या सारख्या नेत्यांचे विचार जनतेपर्यंत पोहचविण्यात शाहिरांनी जागल्याची भूमिका घेतली. 'जागा मराठा आम जमाना बदलेगा' अशी डरकाळी फोडणाऱ्या शाहिरांनी संयुक्त महाराष्ट्राचा लढा तेवत ठेवला. 'वन्ही तो चेतवावा, चेतविताची चेततो' या समर्थ रामदासांच्या वचनाप्रमाणे संयुक्त महाराष्ट्राचा वन्ही जसा नेत्यांनी चेतविला, तसाच तो शाहिरांनी आपल्या वाणीतून आणि हातातील डफातून सतत पेटता ठेवला. शाहिरांनी महाराष्ट्र उभा-आडवा पिंजून काढला. संयुक्त महाराष्ट्राचं आंदोलन गावागावांत-घराघरांत पोहचविलं. त्यामुळेच पोलिसांच्या अत्याचाराला न जुमानता लोक कलापथकांच्या कार्यक्रमांना हजर राहत होते.

शाहीर अमर शेख, शाहीर अण्णाभाऊ साठे, शाहीर गवाणकर, आत्माराम पाटील, कवी वसंत बापट, लिलाधर हेगडे, जंगम स्वामी, राजाभाऊ बेणी, नामदेव कापडे, शेख जैनु चांद, कृष्णकांत जाधव, चंदू भरडकर, केशर जैनु चांद, इंद्रायनी पाटील, बी. नीलप्रभा, शरद मुठे हे आणि असे अनेक ज्ञात व अज्ञात शाहीर आणि कवींनी आपली वाणी व लेखणीद्वारे या चळवळीला नवी दिशा देण्याचे काम केले.

चळवळ म्हटले की, भाषणे, मोर्चे, निदर्शने हे ठरलेले कृतीकार्यक्रम असतात. पण त्याला जोड जर गीतांची आणि शाहिरांची मिळाली तर परिणामकारक ठरते. १९४८ साली संयुक्त महाराष्ट्र परिषदेचे अधिवेशन मुंबईमध्ये भरले. भाषिक राज्याची मागणी करणे ही कृती काँग्रेस विरुद्ध आहे, अशी भूमिका घेतल्याने श्री. शंकरराव देवासह, स. का. पाटील आदी मंडळी फिरकली सुद्धा नाही. खास या अधिवेशनासाठीच अण्णाभाऊ साठे यांनी 'मुंबई कोणाची' हा वग लिहिला होता व त्यातील गीते शाहीर अमर शेख यांनी गायली होती. यांच्या गैरहजेरीची वाण भासूच दिली नाही. या बोलघेवड्यांच्या १०० भाषणांनी जे साध्य होऊ शकले नसते ते या दोन लोकशाहीरांच्या करामतीने साधले.

तत्कालीन सरकार मराठी माणसाचा बुद्धिभेद करीत असत, त्याचा समाचार शाहीर अमर शेख यांनी आपल्या पोवाड्यात घेतला होता. त्यातील काही ओळी पुढीलप्रमाणे—

'मनगट दणकट हिममत रूमण एकीच धार करार शेतमाळावर बांधा-बांधा वर कड एकीच करार.' गोळीबारावर प्रतिक्रिया देताना अमर शेख यांनी 'नाही कधी नमणार मराठा'

हे गीत रचले. व ते शाहीर सिकंदर शेख यांनी स्वरबद्ध केले होते. तर शाहीर आत्माराम पाटील यांनी 'सिंहांवलोकन' हा वग लिहिला यातून मुंबई केंद्रशासित प्रदेश करण्याच्या केंद्राच्या धोरणावर टीका होती. यातील शाहीर आणि सुभाषा यांचा संवाद अप्रतिम होता.

'मुंबईसह संयुक्त महाराष्ट्र झालाच पाहिजे' या जनगर्जनेचा विस्तार शाहीर अण्णाभाऊ साठे यांच्या 'माझी मुंबई' सवाल जबाबाच्या रूपाने आला तो असा,—

मुंबईच्या मागणीवर मुनिमजी म्हणतात—

नाना भाषेची। अनंत जातीची तूच मागची कशी हिला?

विष्णू उत्तर देतो,— जशी गरूडाला पंख । आणि वाघाला नख।

तशी ही मराठी मुलखाला।।

मुनीमजी— आम्ही सोडून घरदार । हिचा वाढवाया व्यापार । पैकी पेटीला कां बोला?

विष्णू— नदीला बगळा । जमून सगळा। टपून बसतो कशाला?

१९४८ च्या ऑक्टोबर महिन्यात संयुक्त महाराष्ट्र परिषदेत हे कडेचे प्रथम घुमले. पुढे ती एक राजकीय घोषणा होऊन बसली. त्यांच्या प्रत्येक तमाशात अशा प्रकारच्या धारदार विनोदाची खैरात झालेली आहे. शाहीर अण्णाभाऊ साठे यांचे



सहकारी शाहीर अमर शेख आणि शाहीर गवाणकर यांच्या लालबावटा कलापथकाने अवघा महाराष्ट्र घुसळून टाकला होता. त्यातील खालील कवण लोकप्रिय झाले होते.

जय महाराष्ट्र संयुक्त महाराष्ट्राच्या गाऊ गाणा॥  
गाऊ उंचावूनी माना। घेऊ तानावर ताना॥  
भाषेचा थाट मराठी। अहिराणी कोंकणी घाटी ॥  
शब्देच्याराची खोटी। शत्रूला वाटते धास्ती॥  
ज्ञानेशापासुनी भिल्ल वारली। घेई नित नवरचना॥ जय महाराष्ट्र ॥

भांडवलदारांच्या मुंबई वेगळी ठेवण्याच्या कारस्थानाला कामगारवर्गाने कसा विरोध केला, हे अण्णाभाऊ साठे यांच्या 'माझी मैना गावाकडे राहयली। माझ्या जिवाची होते या काहिली' या कवणातून भेदकपणे उभे राहिले. तर शाहीर आत्माराम पाटील यांचा संयुक्त महाराष्ट्राचा गोंधळ प्रत्येक शाहीराच्या मुखी होता. त्यांचा गोंधळ हा असा.— संयुक्त महाराष्ट्र उगवतोय माझ्या सरकारा। खुशाल कोंबड झाकून धरा॥

द्विभाषिकाचा दुतोंडी कावा। उडतोय माझा डोळा डावा॥  
साडेतीन कोट सिंहाचा छावा। पकडाया मांडलाय पिंजरा नवा॥  
वडीखलाय आम्ही जवानचया तवा। शाहिरी साद गेली गावोगावा॥  
बेल्हारी बेळगाव। पंढरी पारनाव। बोरी—उंबरगाव। राहुरी जळगाव॥  
सिन्नरी ठाणगाव। परभणी नांदगाव। वऱ्हाडी वडगा॥  
सिरोंचा—बस्तरा—भंडारा—चांदा—सातारा—सांगली—कारवार डांग अन मुंबई माऊली॥  
जागृत केलाय दःखनपुरा। खुशाल कोंबड झाकून धरा॥

अशाचप्रकारे १९५७ च्या निवडणुकीत जे समितीला यश मिळाले त्यामध्ये या शाहिरींचा मोठा वाटा होता. गावोगावी फिरून त्यांनी या चळवळीसाठी प्रचार केला. महाराष्ट्र राज्य निर्माण झाले तरीही सीमा प्रश्न सुटला नाही याचे शल्य अण्णाभाऊ साठे यांना बोचत होते. हे शल्य मनात ठेवून त्यांनी लावणी लिहिली. आजही महाराष्ट्रात ती मोठ्या आवडीने गायली जाते. त्या लावणीतील काही ओळी पुढीलप्रमाणे

“मैना माझी गावाकडे भेट नाही तिची माझी. तिच अवस्था झाली या खंडीत महाराष्ट्राची बेळगाव, कारवार, निपाणी, उमरगाव, गोवा यावरून मालकी दुजाची  
खोल दंडलीची, कमाल दांडेलीची, कत्तल महाराष्ट्र नावाची गोवा, बेळगाव, कारवारसह एकभाषिक मागणी आमची, म्हणून तुम्हा विनंती माझी या शाहिरीची”.

यामध्ये शाहीर अण्णाभाऊ साठे यांनी सीमा प्रश्नाची मांडणी केलेली दिसते. त्यांनी लिहिलेली ही लावणी मुंबईतील कामगारांची कौटुंबिक व्यथा मांडत होती. त्याप्रमाणे ती लावणी संयुक्त महाराष्ट्र चळवळीचा संदेशही देत होती.

शाहीर साबळे यांची आंदोलन काळातील आठवण यासंदर्भात बोलकी आहे. मुंबई आकाशवाणीवर त्यांना एकदा पोवाडा सादर करण्यास बोलावले होते. त्यांच्या पत्नी भानुमती यांनी लिहिलेला पोवाडा होता. 'महाराष्ट्र भूमी बहुगुणी, शोभती खमी किती नरमणी जन्मले हिच्या कुसव्यास.' पोवाड्याची सुरुवात वाचली अन् तत्कालीन केंद्र संचालक म्हणाले, शाहीर, तेवढा 'महाराष्ट्र' शब्द वगळा! तरीही थेट प्रसारणावेळी शाहिरींनी तोच पोवाडा, जसाच्या तसा सादर केला. लगेच केंद्र संचालकांनी दिल्लीला कळविलं, आमच्या सौजन्याचा शाहिरींनी गैरफायदा घेतला आणि पुढे शाहीर साबळे यांचे आकाशवाणीवरील कार्यक्रम बंद झाले. हीच लोकनाट्ये मग अन्य शाहिरींनी गावागावांत नेली.

संयुक्त महाराष्ट्र चळवळीत 'माझी मुंबई' हा अण्णाभाऊंचा तमाशा फार गाजला तेव्हा पुढे पुढे मोरारजी सरकारने तो बंद केला. हे लोक सहासहा महिणे भूमिगत राहिले. इतका त्याचा प्रभाव होता. आचार्य अत्रेंनी त्याचा फार मोठा गौरव केला. अशा प्रकारे कलापथकांचं माध्यम घेऊन आपापल्या विचारांचा प्रचार करणं चालू होतं. आणि ते पोहचतही होतं.

दिणू रणदिवेंच्या नेतृत्वात अधिवेशनाचे आयोजन करण्यात आले होते. परंतू मंडपवाल्याला द्यायला पैसे कमी पडत होते ही बाब अमर शेखांच्या लक्षात आली. सगळ्यांची भाषणं झाल्यावर ते उभे राहिले, एवढा प्रचंड प्रतिसाद आहे याचा अर्थ सर्वजण या प्रश्नावर एकत्र आले आहेत. पण आपला खर्चही निघाला नाही. मी आता तुम्हा सर्वांपुढे माझा डफ घेऊन फिरणार आहे. ज्याला जी शक्य होईल ती मदत करावी. आपला प्रसिद्ध डफ त्यांनी उलटा केला व स्वतः ते श्रोत्यांमधून फिरले. आणि पैसे जमा होऊ लागले. हजारभर रुपये जमले सुद्धा. असा हा प्रतिसाद होता.

संयुक्त महाराष्ट्र झाल्याशिवाय लग्न करणार नाही. अशी प्रतिज्ञा करून ती प्रत्यक्षात आणणारे गजाभाऊ बेणीसारखे अनेक शाहीर यांत आहे. या कलापथकांनी ठिकठिकाणी मोर्चे काढले, संयुक्त महाराष्ट्राचे रणशिंग फुंकले. शाहीर शंकरराव निकम, अनंतराव मुठे, बी. मेघराज, प्रताप परदेशी, गजाभाऊ बेणी, शाहीर करीम शेख, भिका पाटील, रतन जाधव, हरिभाऊ खैरणार, शाहीर सुर्यवंशी अशा कित्येक शाहिरींनी जिल्ह्याजिल्ह्यांत जागल्याचं काम केलं. महाराष्ट्रातील लोकांबरोबर दिल्लीतील लोकांचे जनमत संयुक्त महाराष्ट्रासाठी अनुकूल करण्याचे कार्य शाहिरींच्या मोर्चातील पोवाड्यांनी केले. 'दो कवडीके मोल मराठा बिकनेको तैयार नही' या ओळीवर दिल्लीकरही माना डोलवित असे.

शाहिरींच्या प्रतिभेतून स्फुरलेली ही महाराष्ट्र गीते केवळ मुंबईत नव्हे तर मराठवाड्यात, विदर्भात, कोकणात, पश्चिम महाराष्ट्रात आणि दिल्लीतही बुलंद करून संयुक्त महाराष्ट्राच्या लढयाला अविस्मरणीय योगदान केले. शाहिरींची ही गीते केवळ भावनांचा फुलारा नव्हता. त्यामागे भाषिक राज्याची म्हणजे एकभाषिक जनतेच्या सत्तेची ठोस शास्त्रीय कल्पना होती

अशा प्रकारे महाराष्ट्रातील अनेक शाहीर व कवींनी आपला कलाविष्कार या चळवळीसाठी सादर करून चळवळ वाढविण्यास मदत केली. वगनाट्याचे सादरीकरण करणे, स्वरचित पोवाडे गाणे हे संयुक्त महाराष्ट्र चळवळीचे एक प्रचार तंत्र होते. शाहिरींचा लोकांवर परिणाम होऊन त्यांच्यात वीररस निर्माण होई. असा प्रयत्न करण्याने समाजात एक प्रकारचा लढाऊ बाणा निर्माण होई. व त्याचबरोबर वस्तुस्थितीची जाणीव होई. सामान्य माणसांचे भाषणाकडे जेवढे लक्ष नसे त्याहीपेक्षा जास्त लक्ष पोवाडा, वग, अथवा गाण्यांकडे असे. त्यामुळे हे जनसमुदायाचे लक्ष केंद्रीत करण्याचे प्रभावी साधन होते. परिणामी जनमत जागृत होऊन त्याचे रूपांतर लोकलढयात झाले. त्यामुळे केंद्र सरकारला द्विभाषिक मुंबई राज्य मोडून मराठी भाषी महाराष्ट्र राज्याची निर्मिती करावी लागली. त्यात शाहीर, त्यांची कवणं, व त्यांच्या डफाने फार मोलाचे योगदान दिले आहे.

#### **निष्कर्ष**

- १) स्वातंत्र्यपूर्व काळात भाषावार प्रांतरचनेचे दिलेले आश्वासन काँग्रेस स्वातंत्र्यानंतर पाडत नसल्याने मराठी भाषिकांना मुंबईसह संयुक्त महाराष्ट्राची चळवळ चालवावी लागली.
- २) ब्रिटिशकालीन प्रांत रचना भारतीय संघराज्यासाठी व लोकहिताच्या दृष्टिने गैरसोईची ठरत होती.
- ३) फाजल अली कमिशनने भाषावार प्रांतरचनेचे तत्व मान्य केले. परंतू मराठी भाषी प्रदेश द्विभाषिक मुंबई राज्यात समाविष्ट केला.
- ४) मराठी भाषी लोकांना तो आपला अपमान वाटल्याने त्यांनी चळवळ सुरू केली.
- ५) संयुक्त महाराष्ट्र चळवळीत शाहिरींनी सक्रीय सहभाग घेतला.
- ६) सामान्य जनतेला या चळवळीत सामावून घेण्याचे महत्वाचे कार्य शाहिरींच्या पोवाड्यांनी केले.
- ७) 'जागा मराठा आम जमाना बदलेगा' अशी डरकाडी फोडणाऱ्या शाहिरींनी संयुक्त महाराष्ट्राचा लढा तेवत ठेवला.
- ८) शाहिरींनी महाराष्ट्र पिंजून काढला. व सदर आंदोलन गावागावांत—घराघरांत पोहचविलं.
- ९) शाहिरींनी आपली वाणी व लेखणीद्वारे या चळवळीला नवी दिशा दिली. त्यांच्या शाहिरींनी समाजात लढाऊ बाणा निर्माण होत असे.
- १०) शाहिरींनी चळवळीस आर्थिक हातभारही लावला.
- ११) आकाशवाणीवरील कार्यक्रम बंद झाले. परंतू महाराष्ट्र निष्ठा सोडली नाही.
- १२) शाहिरींनी एकूणच संयुक्त महाराष्ट्राच्या निर्मितीसाठी जागल्याचं काम केलं.



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भाषिक तथा आंतरराज्यीय एकतेचे प्रतिक म्हणजे बदकम्मा उत्सव होय.

प्रा.डॉ. आनंद के. भोयर,  
इतिहास विभाग प्रमुख,  
भगवंतराव कला महाविद्यालय सिरोंचा,  
जि. गडचिरोली.

प्रस्तावना :-

अठरा पगड जाती, विविध धर्म, नाना त-हेचे पंथ, अनेक उपासना पद्धतीचा भारत देश उत्सव साजरे करण्याच्या बाबतीत एक आहे. लॉर्ड मेकॉलेने भारतात नविन शिक्षण पद्धती अंमलात आणून भारतीय शिक्षण पद्धती ब-याचअंशी मोडून काढली. तथापी भारतीय लोकांची उत्सवप्रियता व या उत्सवांप्रती त्यांच्या मनात खोलवर रुजलेली श्रद्धा दूर करण्यात आजवर कोणालाच यश आले नाही. अद्यापही याबाबतीत भारत एकसंध आहे. प्राचिन काळापासून अर्वाचीन काळापर्यंत ही उत्सवप्रियता कायम असून दिवसेंदिवस त्यात भर पडत आहे.

आंध्रप्रदेश, तेलंगाणा, छत्तीसगड व महाराष्ट्राची सीमारेषा म्हणून ओळखल्या जाणा-या प्राणहिता, गोदावरी व इंद्रावतीच्या प्रीती संगमावर वसलेल्या सिरोंचा तालुक्यात 'बदकम्मा' देवीचा सण दरवर्षी उत्साहात साजरा होतो.

१) बदकम्मा अर्थ :-

'बदकम्मा' शब्द 'बतकू' या ग्रामीण तेलगू शब्दापासून तयार झाला आहे. बतकूचा शुद्ध व साहित्यिक तेलगू उच्चार 'ब्रतकू' असा होतो. ब्रतकू म्हणजे जीवन, आयुष्य ! या अर्थी बदकम्मा अर्थात जीवनदायीनी, आयुष्यदात्री ! आपल्या कुटूंबियांच्या उदंड आयुष्यासाठी देवीला साकडे घालण्यासाठी सामुहीकरित्या साजरा करावयाचा हा सण.

१०० टक्के तेलगू भाषकांचे कायम वास्तव्य असलेल्या तालुकावासीय जनतेची धार्मिक व सांस्कृतिक नाळ आंध्रप्रदेश राज्याशी निगडित आहे. त्यामुळे दाक्षिणात्य साज-बाज असलेल्या बदकम्मा सणाचा जबरदस्त पगडा येथील जनतेवर झाले. यात सर्वच वयोगटातील सुवासिनींचा उत्स्फूर्त सहभाग असतो. परडी किंवा धातूच्या मोठ्या परातीत विविधरंगी फुलांची क्रमवार, गोलाकार रचना करून महिला आकर्षक लंबाकृती मनोरा तयार करतात. या सुरेख सुबक मनो-याच्या शिर्षभागी कोहळ्या भोपळ्याच्या फुलातील गर्द पिवळ्या पुंकेसराची 'गौरीदेवी'(गौरम्मा) म्हणून प्रतिष्ठापणा करतात. दीपज्योती उजळलेले निरांजन गौरीपुढे ठेवून तिची मनोभाव पूजाअर्चा करतात. नंतर संध्याकाळी आपआपल्या मोहल्यातील मध्यवर्ती ठिकाणी नटून थटून आलेल्या महिला

भगिनी बतकम्मा आणून ठेवतात. या अनेक बतकम्मांच्या सभोवताल फेर धरून मध्यम आवाजात टाळया वाजवीत अनेक महिला उंच स्वरात देवीची गुणवर्णनवर धार्मिक समुह गाणी गातात.

एक महिला गीताची सुरुवात करते. इतर महिला त्याच ओळीची पुनरावृत्ती करून कोरसमध्ये गातात. ही सर्व गीत तेलगू भाषेत असतात. ती गीत मराठी भाषेत रूपांतर करून पुढे देण्यात येत आहेत. '9'

२) बदकम्मा पार्श्वभूमी(जीवनचरित्र) :-

श्रीलक्ष्मी देवीऊ चंदमामा	श्रृष्टी बदकम्मायो चंदमामा
पुट्टीना रितीचेप्पी चंदमामा	बटूनरसिङ्कवी चंदमामा
दरिचोल देशमन चंदमामा	धर्मगंऊलूनूराजू चंदमामा
आ राजू भार्यायू चंदमामा	अतिसत्यवती यंदू चंदमामा
नुरूनोमलू नोमी चंदमामा	नुरू मंदीनी गांचे चंदमामा
वारु सुरुलय्या चंदमामा	वेरुलचे इतमयरी चंदमामा
तल्ली क्षनरुल अपडू चंदमामा	तरगणी शोकमता चंदमामा
तनराज्यमूल बासी चंदमामा	दामादुलनू बासी चंदमामा
वनिततो नाराजू चंदमामा	वनमंटू निवसिंचे चंदमामा
कलीकी लक्ष्मीनी गुरुची चंदमामा	धनतपमू गोनरिंचे चंदमामा
प्रत्यक्ष ममलक्ष्मी चंदमामा	पलिके वरमडगूमने चंदमामा
विनूतींची विडूची चंदमामा	वेलदी तनगर्भमूना चंदमामा
पूट्टमणी वेडगा चंदमामा	पूबोनी मदीयीच्ची चंदमामा
सत्यवती गर्भमूना चंदमामा	जेन्मीनचे श्रिलक्ष्मी चंदमामा
अंतलो मुनूलूनू चंदमामा	अक्कडीकी वच्चीरी चंदमामा
कपील गाल पूलूनू चंदमामा	कश्शसांगी रसूलू चंदमामा
अत्रीवसिष्ठलू चंदमामा	आकन्यनू नूची चंदमामा
ब्रतुकगने इतल्ली चंदमामा	ब्रतूकम्मा यनिरंत चंदमामा
पिलुतुरदी वरनून्डी चंदमामा	प्रियमुग तल्लीउन्डी चंदमामा
ब्रतूकम्मा यनूपेरू चंदमामा	प्रजलन्त अंदूरू चंदमामा
तानुतन्मून्डच्यू चंदमामा	तन बिडडतो राजू चंदमामा
निज पट्टनमुकेगी चंदमामा	नेलवालीचगा चंदमामा



श्रीमहाविष्णू चंदमामा

राजूवेशन भूत चंदमामा

इल्लमून्तमणी उंडी चंदमामा

पेन्डलाडी कोडकूला चंदमामा

आरुवेला मंदी चंदमामा

धर्मागुडन राजु चंदमामा

शिरीलेनी शिरीलोनी चंदमामा

जगती पैय व्रतकम्मा चंदमामा

चंक्राकूडनू पेरु चंदमामा

राजूइंटीकी वच्ची चंदमामा

अतीवव्रतकमनू चंदमामा

पेक्कू मंदीनी गांचे चंदमामा

अतिसुदरांगलू चंदमामा

तनमार्या सत्यवती चंदमामा

संतोष मुंदोरी चंदमामा

शाश्वत मबोगावेलिशे चंदमामा

मराठीत अर्थ :-

दरीचोला राज्यात एक धर्मांध नावाचा राजा होता. राजाची पत्नी अति सौंदर्यवती व सत्यनिष्ठ होती. अनेक जपतप करून १०० मुलांना जन्म दिले. मुले शूरवीर होती पण शस्त्रमुळे ती मरण पावली. राजा राणी दुःखी झाले. पूर्णराज्य, धन दौलत सोडून ते पत्नीसोबत वनात गेले. तिथे लक्ष्मीची आराधना केली. त्यातून लक्ष्मी प्रसन्न झाली. वर मागण्यास सांगितले. राजाने वर मागितले. माझ्या पोटी तु जन्माला ये. काही दिवसांनी मुलीला पाहुन बतकम्मा नाव ठेवण्यास सांगतात. सर्व लोक बदकम्मा म्हणून बोलवू लागतात. राजाराणी परत आपल्या गावात आले. श्रीमदविष्णू दुस-या वेशात राजाचा घरी येऊन घरजावई राहून मुलीशी लग्न केले. मुलांना जन्म देवून सुखशांतीने सर्व राहात आहेत. तेव्हापासून बदकम्मा नेहमीसाठी प्रसिद्ध झाली.

३) श्री गौरी देवी पूजा :-

श्री. गौरीनी पूजा ऊय्यालो

कापाडी मम्मेलू ऊय्यालो

शंकरा पार्वती ऊय्यालो

तल्लीन्निनेपूडू ऊय्यालो

कलइंस नडकला ऊय्यालो

सिंहपिंटू बूता ऊय्यालो

भंगार चंबूतो ऊय्यालो

कांतनी पादालू ऊय्यालो

अंबीका तिकीदे ऊय्यालो

आकाश गंगतो ऊय्यालो

चित्तमंदन तलतू ऊय्यालो

कैलासाराने ऊय्यालो

शंभूनिरानी ऊय्यालो

दयातिनू मम्म ऊय्यालो

कलकी रावम्मा ऊय्यालो

वेलीमरो पुरचुंडा ऊय्यालो

गंगऊत कमूतेच्ची ऊय्यालो

कऊगी तुडूतूनम्मा ऊय्यालो

आंगम बिच्चेदा ऊय्यालो

वार्तापंम्पी चेदा ऊय्यालो

जलदाक्षी पन्नेटा ऊय्यालो  
जलतारु चिरतू ऊय्यालो  
अंदाला रविकेतू ऊय्यालो  
रागी सोमूलदालची ऊय्यालो  
अद्दमैन तिमेनू ऊय्यालो  
अक्षतल्लू, जल्लोदा ऊय्यालो  
पश्चू कुंकम पेटी ऊय्यालो  
पूलपजी पेदी ऊय्यालो  
मोरडू दलमूल ऊय्यालो  
तुम्मी पूल तोटी ऊय्यालो  
गन्नेर पुवूला ऊय्यालो  
गोरेंट पुवूला ऊय्यालो  
मंकेला पुवूला ऊय्यालो  
बेती पुवूला तोडा ऊय्यालो  
सन्न जाजूल तोटी ऊय्यालो  
तंगेडू पुवूला ऊय्यालो  
निलकंठा राणी ऊय्यालो  
प्रेमपुला माला ऊय्यालो  
साब्रानी दुंपम्बू ऊय्यालो  
देवीनी संन्नीदीनी ऊय्यालो  
सारे फल पुल पप्पू ऊय्यालो  
नाती रो निकीदे ऊय्यालो  
पनितीरो निकीदे ऊय्यालो  
देवी प्रदक्षनमू ऊय्यालो  
सागीणे मुकुदूनू ऊय्यालो  
जय जय शार्वानी ऊय्यालो

जलकामाडू दुम्मम्मा ऊय्यालो  
शांभवती निकी तस्तू ऊय्यालो  
अंबानी निकीचेदा ऊय्यालो  
रंजिलू गौरम्मा ऊय्यालो  
चंदनमू बुशेदा ऊय्यालो  
अंबती पादम्बून ऊय्यालो  
पनती निनू बूजीनू ऊय्यालो  
पुजीतू गौरम्मा ऊय्यालो  
मातरो निकिस्तू ऊय्यालो  
अन्ततिनू पुजीतू ऊय्यालो  
कलिकी रो तिनू गोलूतू ऊय्यालो  
कोरी निनू पुजूतू ऊय्यालो  
मातल्ली निकित्तू ऊय्यालो  
तल्लीनी पुजीनू ऊय्यालो  
सन्मतांगी नी कोलूतू ऊय्यालो  
तल्लीरू निनूगोलूतू ऊय्यालो  
निलकंठ मंदून ऊय्यालो  
वेशी पुजीचेदा ऊय्यालो  
शांम्बवी निकिस्तू ऊय्यालो  
दिपम्बू, वेलीवीस्तू ऊय्यालो  
नारीकेलम्बुलू ऊय्यालो  
नैवदम्मीचेदा ऊय्यालो  
दक्षिणा गेंकोनमा ऊय्यालो  
तिरिगी वच्चेंदलू ऊय्यालो  
सावित्री देवी ऊय्यालो  
जय जय पंकजाराणी ऊय्यालो

मराठीत अर्थ :-

गौरी मातेला लक्ष्मीदेवी, शाम्भवी, पणनी, नीलकंठ देवी, कलाहंसराणी अशा रितीने विविध प्रकारचे नाव देऊन या मोसमात जे जे फुल फुलतात असे विविध प्रकारचे फुल आणून देवीची पूजा करत, आम्ही प्रफुल्लीत होऊ, आनंदीत होऊ.

गौरी मातेला अंगाई गीत गायल्या सारखे, पाळण्यात ठेवल्याप्रमाणे उय्याला, उय्याला म्हणून स्त्रिया गोल रांगेत फिरत खेळतात. त्यातून एक प्रकारे देवीची पूजाही होऊन जाते. तसेच स्त्रियांचे व मुलींचे मनोरंजनही होते.

४) नवदिवस बदकम्मा नैवेद्य :-

ओकटवरोजू गौरी  
ओकटवरोजू गौरी  
रेन्डवू रोजू गौरी  
रेन्डवू रोजू गौरी  
मुडवू रोजू गौरी  
मुडवू रोजू गौरी  
नालगौ रोजू गौरी  
नालगौ रोजू गौरी  
ऐदवरोजू गौरी  
ऐदवरोजू गौरी  
आरवरोजू गौरी  
आरवरोजू गौरी  
ऐडवू रोजू गौरी  
ऐडवूरोजू गौरी  
एनमिदी रोजू गौरी  
एनमिदी रोजू गौरी  
तोमिदव रोजू गौरी  
तोमिदव रोजू गौरी

निवेमी कोरेदनु गौरी  
नेवडपपु फोरदनु गौरी  
निवेमी फोरदनु गौरी  
नेशेट्टे फोरदनु गौरी  
निवेमी फोरदनु गौरी  
नेमुद्दा फोरदनु गौरी  
निवेमी फोरदनु गौरी  
तेनान बियम पोरदवू गौरी  
निवेमी फोरदनु गौरी  
देअट्टलू फोरदनु गौरी  
निवेनी फोरदनु गौरी  
निअररेम फोरदनु गौरी  
निवेमी फोरदनु गौरी  
नियलगा पंडलू, कोरदनु गौरी  
निवेणी फोरदनु गौरी  
निवेनामुद्द फोरेदनु गौरी  
निवेमी फोरदनु गौरी  
निसद्दलू फोरदनु गौरी

मराठीत अर्थ :-

बदकम्मा देवीला ९ दिवसांचे दाखविलेले विविध प्रकारचे नैवेद्य या गीतात सांगितलेले आहे पहिल्या दिवशी बदकम्मा देवीला भिजलेली मुंगदाळीचा नैवेद्य दाखवितात. दुस-या दिवशी-भाकरी, तिस-या दिवशी-भातदाळीचा घास, चवथ्या दिवशी-खिर, पाचव्या दिवशी-आंबोळ्या(आक्षी) सहाव्या दिवशी-बतकम्मा खेळल्या जात नाही त्याला अरेंम म्हणतात. सातव्या दिवशी कवठाचे फळ दाखविल्या जाते. आठवा दिवशी - लोण्याचा गोळा तर नवव्या दिवशी दही भाताची शिदोरी दिल्या जाते. अशारितीने ९ दिवस बदकम्मा देवीला

नैवेद्य अर्पण केल्या जाते. '२'

**५) समारोप :-**

वरिल तेलगू गीतांतून बदकम्मा या उत्सवाची माहिती प्राप्त झालेली आहे. हा उत्सव सलग ९ दिवस चालतो अर्थात दस-याच्या ९ दिवसाआधी बदकम्मा देवीची स्थापना केली जाते. विजयादशमीच्या संध्याकाळी गावच्या सर्व बदकम्मा प्राणहिता नदीकाठी विठ्ठलेश्वर मंदीरा लगतच्या विस्तीर्ण पटांगणात गोळा करतात. तेथेही देवीच्या गुणवर्णनपर गीतांचा क्रम बराच वेळ चालतो. नंतर विधीपूर्वक पूजा करून नदीच्या पात्रात देवीचे विसर्जन करतात. यात पुरुषवर्गाचाही सक्रिय सहभाग असतो. बदकम्मासाठी लागणारी फुले स्वतः गोळा करून पुरुष मंडळी आदर्श आनंदाची अनुभूती अनुभवतात. सामुदायिक कल्याणाची भावना वृद्धीगत करणारा सण म्हणून या धार्मिक रंजणात्मक सणाचे आगळे महत्त्व आहे. धावपळीच्या बदलत्या समाज व्यवस्थेतही उज्वल परंपरा जोपासणारा हा सण प्राचिन अर्वाचीन काळापासून आधुनिक काळातही आपले माधुर्य व शालीनता टिकवून आहे. '३'

**६) बदकम्मा उत्सवाची वैशिष्ट्ये :-**

- १) बदकम्मा उत्सव हा प्रत्यक्ष तेलंगाणा प्रदेशाचा असून सिरोंचा या लगतच्या तालुक्यात मोठ्या प्रमाणात साजरा केला जातो.
- २) बदकम्मा उत्सव हा सुवासिनीचा असूनही सर्वच वयोगटातील स्त्रिया यात भाग घेतात.
- ३) बदकम्मा उत्सवांकरिता मोहल्या-मोहल्यातील स्त्रिया एकत्रीत येऊन हा उत्सव साजरे करतात.
- ४) बदकम्मा उत्सवांकरिता विविधरंगी फुलांची क्रमवार, गोलाकार रचना केली जाते.  
(आकर्षक, लंबाकृती मनोरा)
- ५) बदकम्मा उत्सव नऊ दिवस खेळल्या जातो, त्यात बदकम्मा देवीचे गाणे म्हटल्या जाते.(वरिलप्रमाणे)
- ६) ९ व्या दिवशी बदकम्मा विसर्जन प्राणहिता नदी पात्रात केल्या जाते.
- ७) विसर्जनाकरिता प्रत्येक मोहल्यातील भगिनी मंडळ वाजत गाजत प्राणहिता नदीवर जातात.  
त्यात पुरुषांची मदत मिळते.
- ८) बदकम्मा उत्सवाकरिता स्त्रिया नवनविन वस्त्र धारण करतात. त्या नटून-थटून बदकम्माला निरोप देतात.

**संदर्भ ग्रंथ सूची**

- '१' मांडवे आनंद - लोकमत गडचिरोली जिल्हा वर्धापन दिन विशेषांक , २६ ऑगस्ट, २०११. पृ.क्र.-०९
- '२' बदकम्मा पाटलू उदयश्री ब्रुकलिंग्स पृ.क्रं. ४९,३,४,५,६,७,१५,१६,१७,२०,२१,२२
- '३' कित्ता-मांडवे आनंद - लोकमत गडचिरोली जिल्हा वर्धापन दिन विशेषांक

CHANGES IN TOTAL NITROGEN CONTENT DURING LEAF SENESCENCE IN  
SERICULTURAL CROP *MORUS ALBA* LINN.

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ABSTRACT

An attempt has been made to study changes the total nitrogen content during leaf senescence in mulberry (*Morus alba* Linn.). The level of total nitrogen content in young, mature and senescent leaves of three mulberry cultivars namely M5 (K2), V1 and S36 are recorded in Fig. It is clear from the figure that, there is a marked decline in the nitrogen content in the senescent leaves of all the three mulberry cultivars. The young leaves of cultivar S36 contain relatively higher level of total nitrogen as compared to the cultivars M5 (K2) and V1.

**Keywords** – Total nitrogen content, *Morus alba* Linn.

INTRODUCTION-

The important agro industry sericulture involves rearing of silkworms for the commercial production of the silk. Mulberry (*Morus alba* Linn.) leaves are used as food while rearing monophagous silkworm, *Bombyx mori*. Linn. (Ullal and Narasimhanna, 1981). Cacoon production depends mainly on nutrient composition of mulberry leaves. (Krishnaswami *et al.*, 1971; Bhuyian, 1981). Many aspects like health and growth of the larvae, cacoen quality and raw silk quality are also influenced by quality of leaf. In addition to involving verities, different practices have been worked out to raise leaf production including irrigation, pruning and training types, application of fertilizers, etc. (Koul and Bhagat, 1991; Singh and Koul, 1997; Pandit *et al.*, 1999). Ganga (2003) suggested that, over mature and yellow leaves with low protein content should be discarded to other nutritious feed to the worms. During present study nutritional constituents (nitrogen contents) of young, mature and senescent leaves from three cultivars of mulberry (VIZ- M5, V1 and S36) studied has been compared.

MATERIAL AND METHOD –

Total nitrogen content was estimated according to the method of Hawk *et al.*, (1948). Oven dried powdered plant material (0.2g) of each category was taken in Kjeldahl's flask with a pinch of micro salt (200 g K<sub>2</sub>SO<sub>4</sub> + 5 g CuSO<sub>4</sub> dehydrated) and to it 5ml H<sub>2</sub>SO<sub>4</sub> (1:1) were





carefully added. Few glass beads were added to avoid bumping and the material was digested on low flame. After complete digestion, a faint yellow solution was obtained which was cooled to room temperature, transferred to volumetric flask and diluted to 100 ml with distilled water. Then, it was filtered through Whatman No. 1 filter paper and used for the estimation of nitrogen.

In a Nessler's tube, 1 ml of plant extract and different concentrations of standard ammonium sulfate solution (0.236g of oven dried ammonium sulfate dissolved in distilled water and few drops of  $\text{H}_2\text{SO}_4$  were added. The volume was made 1000 ml with distilled water. This solution contains 0.05mg of nitrogen per ml) were taken. In control tube 1 ml distilled water was taken. To this, one drop of 8 %  $\text{KHSO}_4$  was added and volume made 35 ml with distilled water. To this 15 ml of freshly prepared Nessler's reagent was added (Reagent A: 7g KI + 10 g  $\text{HgI}_2$  in 40 ml distilled water, Reagent B: 10g NaOH in 50 ml water. A and B are to be mixed in proportion of 4:5 at the time of estimation). The reaction between ammonium ions in the sample and the Nessler's reagent leads to formation of  $\text{NH}_4\text{Hg}_2\text{I}_3$  which has orange brown colour. This colour was measured after 15 minutes at 520 nm on a double beam spectrophotometer (Shimadzu UV 190).

## RESULT AND DISCUSSION-

The levels of total nitrogen in young, mature and senescent leaves of three mulberry cultivars namely M5 (K2), V1 and S36 are recorded in Fig.1. It is clear from the figure that, there is a marked decline in the nitrogen content in the senescent leaves of all the three mulberry cultivars. The young leaves of cultivar S36 contain relatively higher levels of total nitrogen as compared to the cultivars M5 (K2) and V1.

Nitrogen is the most indispensable element in every living organism. It is a constituent of essential compounds such as proteins, nucleic acids, some of the plant growth regulators viz. IAA and cytokinin and in many of the vitamins. As a component of these and many other compounds, nitrogen is involved in most of the biochemical reactions that compose life. Nitrogen assimilation and recycling are compartmentalized between the mesophyll and the vascular tissue, and are shifted in different cellular compartments within these two tissues, during the transition of sink leaves to source leaves. Senescence represents the final stage of leaf development and is characterized by the transition from nutrient assimilation to nutrient remobilization (Masclaux *et al.*, 2000). According to Maheswari *et al.*, (1993), senescence is tightly controlled and highly organized phenomenon which is reflected in the metabolism and remobilization of nitrogen as well. The nitrogen mobilization from senescing tissue is important for the nitrogen economy of



the plant. Considerable changes occur in the nitrogen fluxes and the enzyme pattern during leaf senescence. Maheswari *et al.*, (1993) concluded that both sink and hormonal controls are operative in the regulation leaf senescence and associated with remobilization. The estimates of Wang and Lin (1999) revealed that during senescing stage of leaves in *Bruguiera gymnorrhiza*, 60% of its nitrogen, 48% of its phosphorus and 46% of its potassium was transferred out of senescing leaf. In mesophyll cells, chloroplasts are dismantled in an early phase of senescence, while mitochondria remain functional up to 75% of the nitrogen present in mesophyll cells is located in the chloroplast (Peoples and Dalling, 1988), associated with degeneration of the chloroplast is the loss of chlorophyll and decrease in leaf soluble protein and total nitrogen which represents one of the most important sources of nitrogen for the developing grain during reproduction (Peoples and Dalling, 1988). Stromal enzymes, mainly RUBISCO, represent the major fraction of chloroplast nitrogen. The rate of senescence and the remobilization of leaf nitrogen are related to the nutritional status of the plant and source / sink relations (Masclaux *et al.*, 2000). Zebarth *et al.*, (2004) determined plant dry matter and nitrogen accumulation prior to significant leaf senescence. They noticed that nitrogen use efficiency decreased curvilinearly with increasing crop nitrogen supply. Because of its highly mobile nature and significant metabolic requirement nitrogen is found to be translocated from the old tissues of many plants. Thus, in several crops, there is a decline in total nitrogen in leaves during senescence. This decline is mainly due to decrease in amount of various nitrogen fractions. The mobilization of nitrogen from old leaves of tea (*Camellia sinensis*) during flowering was investigated by Watanabe and Ishigaki (1983). They observed that loss of leaf nitrogen was mainly due to the decrease of the protein. Chavan and Patil (1980) have also reported that leaf nitrogen decreases during fruit set and fruit development in chiku (*Achras sapota*). Etebari *et al.*, (2004) reported that nitrogen is the main component of amino acids and proteins is one of the essential elements for the growth and development of insects, which is generally obtained by feeding in majority of insects; silkworm uses 65% of absorbed nitrogen through 5<sup>th</sup> instars for silk production. According to Horie and Watanabe (1983), and Unni *et al.*, (2000), nitrogen sources present in the diet can have high effects on larval growth and cocoon production. The studies on mulberry leaves supplementation with nitrogenous compounds and amino acids and the evaluation of their effects on silkworm rearing have been conducted and different conclusion have been derived. (Zaman *et al.*, 1996; Basit and Ashfaq, 1999 and Etebari and Fazilati, 2003). Zaman *et al.*, (1996) have demonstrated that mulberry leaves enrichment with 2% nitrogen caused the weight increase

of the silkworm larvae. Etebari *et al.*, (2004) deficiencies in nitrogen affected the growth and economic characters of the silkworm. According to Marschner (1986), the nitrogen required for optimal growth varying between 2 – 5% of the plant dry weight and it depends on the plant species, developmental stage and organ of the plant. Bongale *et al.*, (2000) leaf average nitrogen content about 3.8% assessing the mean of five harvests, each of the two years of cultivars M5, V1, V2, V3 (*Viswa*), and S36. In the present study cultivars, M5 (K2) – 2.66 %, V1–2.52 % and S36 – 2.98 % nitrogen content is noticed in leaves of mulberry. These values are near the range of different mulberry varieties as represented by Bongale *et al.*, (2000). The higher nitrogen content in young leaves would improve the nutrient composition of the feed for the growth of silkworm larvae. But the same cannot be said about senescent leaves which have got very low nitrogen content and hence if at all leaves of such category are to be feed to silkworm, the feed should be fortified with other nitrogen sources.

The values presented in the part –‘Results and Discussion’ represent average of three independent determinations.

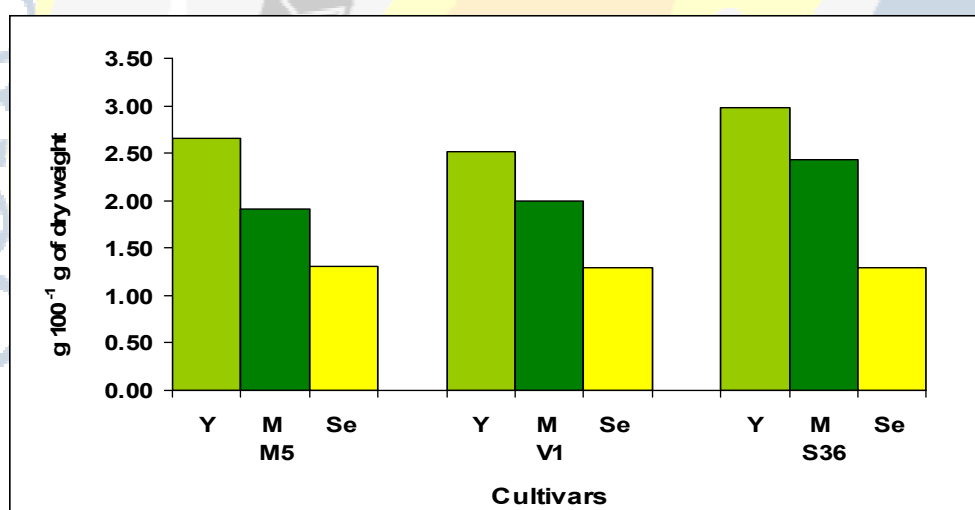


Fig. 1: Changes in total nitrogen content during leaf senescence in sericultural crop *Morus alba* Linn. (Y = Young, M = Mature and Se = Senescent)

## CONCLUSION-

The higher nitrogen content in young leaves would improve the nutrient composition of the feed for the growth of silkworm larvae. But the same cannot be said about senescent leaves which have got very low nitrogen content and hence if at all leaves of such category are to be feed to silkworm, the feed should be fortified with other nitrogen sources.



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**RURAL EMPOWERMENT : AGRICULTURE SUBSIDY**

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**ABSTRACT :**

The indiscipline rule of subsidy in socio Economic development in India. By the subsidy India have been an avenue for saving especially for the rural poor co-operative mobilize saving of the member towards productive avenue and promote income generation in other words, subsidy encourage the lower and middle income masses of the country to access financial services which in turn provide empowerment to the economically weaker section of the society.

Agriculture society made subsidy for consumer and producers in rural and urban areas so removing financial constrains in socio-economic development of the rural community at large subsidy provision by central Government through Agriculture finance institution. Taking loans from Agriculture finance by healthy finance institutional agencies providing credit. The benefit of agriculture subsidy for the rural areas farmer to uplift his living standard.

Agriculture subsidy dispersed and often household based micro and small Enterprises are capital saving, Labour intensive and environment friendly tool of inclusion. In India they are largest source of employment after agriculture and are found in both rural as well as urban areas.

Food security in one of the main problem confronting developing country to tackle problems of this nature by the agriculture subsidy the production of Agriculture is grow and mass food problem is solved.

By the agriculture subsidy if agriculture production increased it is the solution or improvement I standard of living rural area population. Particular farmer standard of uplift.

Agriculture subsidy contribute agriculture production and productivity. Agriculture subsidy play an important role in food production and distribution in India over are some 150000 Primary agriculture production.

**Key Words :** Development of Rural area Increase Agriculture Production, Improve living of standard of farmer. Agriculture subsidy Increase Income of farmer.

**Introduction**

The agriculture subsidy by the co-operative bank and agriculture financial institute give a short term loan through the Agriculture and rural development bank for agriculture or rural development purchase of or acquisition of title to agriculture land by tenants occupants and



assignees under any law for the time being in force liquidation if environment institution and other secured debts to agriculture acquisition construction rebuilding or repairing of dwelling houses in rural area and other society permitted by the registrar under section 142 to function or a Agriculture and Rural Development Bank

Agriculture Subsidy provided for construction and repair of wells tanks and other works for storage, supply or distribution of water or the purpose of agriculture or for the consumption of human being and cattle employed in agriculture making agriculture lands for cultivate, improvement of land including development of sources of irrigation renewal or reconstruction of the foregoing works or alterations there in or addition there to preparation of lands for irrigation including command area development drainage and reclamation from rivers or other waters or protection from floods or erosion of other damage by water of land. Bonding and similar improvement.

Reclamation clearance and enclosure or permanent improvement of land for agriculture purpose horticulture. Purchase of tools, implement, and machinery including oil engines, pumping sells electric motors for and purpose mentioned herein. Purchases of tractions or pairs tillers or any other agriculture machinery. Increase in productive capacity of agriculture loved. Construction rebuilding or repairing of farm house, cattle sheds and sheds for processing or repairing agriculture or cottage or village industrial products.

Purchase of machinery for processing of agriculture produce. Purchase of lands for consolidation of holding under the relevant law for the time being in force. Animal husbandry and decry forming such as purchase of mile cattle, repairing of cross breed female. Calves cattle breeding sheep and goat rearing piggery poultry farming and purchase of bullocks. Plantation including tree crops forestry. Disc culture including development of inland and marine fisheries, catching of fish and all activities connected there with sericulture.

Market yards for agriculture produce gas plants setting up of collage and village industries social forestry. Such other purpose as the central government and state government may from time to by notification in the official declared agriculture subsidy to be agriculture or rural development.

For above all purpose agriculture subsidy is provided by central government and state government in improve our rural area.

**Benefit of agriculture subsidy :-**



The relative distribution as the benefits of a agriculture subsidy may be studied with respect to different rural classes or groups beneficiaries rich as a farmer agriculture labour back world class people and poorer man subsidy. Farmer got agriculture for improve our land, well instrument and other thing.

Rural labour got subsidy for food uplift as living of standers poorer man got subsidy fir foods and shelter. Backward class got subsidy for cattle for land for repair well and other instrument. All as groups got agriculture subsidy and impose our life.

#### **Effect o subsidy :-**

Agriculture subsidy effect is flours. There relates to hove agriculture sector resource subsidies help dram more resources to words the subsidized sector.

There generally deferent upon the demand the relevant argues for the subsidized agriculture subsidy as well as the supply the agriculture goods and the mode of ad ministering the subsidy. Subsidies have obvious fiscal effect since a large part of agriculture subsidy emanate form the budget. They directly increase fiscal deficits. Subsidy may also indirectly affect the budget adversely by drawing resources among form the yielding sector towards sectors.

#### **Objectives :-**

Agriculture subsidy by means a help us farmer, Agriculture labour rural backward class people, and poorman agriculture subsidies are affirm aimed at.

- ❁ To help farmer to improve there land, well irrigation facilities.
- ❁ Rural labour got good wages and daily work to each respective wage,
- ❁ Agriculture subsidy can improve and develop backward area, backward class People.

#### **Hypotheses :-**

- ❁ Whether agriculture subsidy up lift a farmer standard of living.
- ❁ By agriculture subsidy a really development our backward rural area be tested.
- ❁ By the agriculture subsidy labour can got a employment and got good wages.

#### **Conclusion :-**

Beginning the freedom every Leader said without agriculture development India is not developed. So in five year planning every finance minister provide in the budget to boost agriculture development India economy is depend on agriculture production. If production is good Indian economy is strong. So central government and state government provide large agriculture subsidy. Without subsidy agriculture field cannot develop.



The National bank of Agriculture and rural development was set up 1982 NABARD has taken over the function of agriculture reliance and development corporation and refinancing function for RBI in relation to co-operative banks and R.R.B.

NABARD was set up an apex body in the field of financing agriculture and rural development in order to integrate the financing of various institution so that the development of rural areas is brought about speedily and in an organized manners.

Primary agricultural credit society has a significant role in rural finance said societies are the most important part of subsidies agriculture primary agricultural credit societies the grassroots level ties of short term co-operative credit structure deals directly with individuals are borrowers grant short and medium term subsidy and also undertake distribution and marketing function.

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## Study of Effective Use of Technology for Teaching, Learning and Evaluation

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### Abstract :

We are living in digital world and the Information and Technology had changed our lives in many ways. The Information and Technology had changed the teaching-learning and evaluation methods very drastically. Students and teachers are happier using ICT enabled tools. This paper focuses on the effective use of technology in teaching-learning.

*Keywords : technology, ICT, teaching-learning*

### Introduction :

The Information and Communication Technology (ICT) plays a vital role in the education system. It helps to promote knowledge and skill of the learners' thereby encouraging and improving creativity, critical thinking and learning how to learn. Educational activities through ICT are providing scope to acquire wider knowledge. People are empowered by innovations and are inspired by revolutionary developments in the 21st Century. However, introducing ICT based teaching in the Higher Education has helped to shift the focus from teacher to learner and from teaching to self- learning. It will empower the individuals, the institution and the university.

### Application of ICT Integrated Teaching –Learning Process:

- ICT helped in increasing the quality of education.
- It can give learners access to concepts that they previously could not grasp.
- It has the ability to address to Illiteracy and improve the quality of education in all sectors of education.
- It provides the real opportunity for fundamental progress and development of an individual.
- The advancement of technology has bought many changes in educational scenario.
- With the emerge of ICT, education and research capability has been increasing rapidly.
- ICT is a medium through which teachers and learners can learn
- ICT based Teaching and Learning is to develop competencies needed for the twenty first century.
- The ICT skill based education will surely provide technology resourced learners. They can fulfil the needs of the society by getting employability.
- Acquisition of ICT skills in educational institutions helps knowledge sharing, there by multiplying educational opportunities.
- In education ICT can act as auxiliary device

The use of ICT in the classroom teaching-learning is very important for it provides opportunities for teachers and students to operate, store, manipulate, and retrieve information, encourage independent and active learning, and self-responsibility for learning such as distance learning, motivate teachers and students. The contemporary advances in technology have been affecting the societies in many different aspects. There is a growing interest in online classroom settings in





Higher education to provide learning opportunities for the teacher and the learner. If the curriculum is according to real need or real requirement of the learner, it increases their interest for incremental learning and IT, because of its verity and being benefited from a great deal of information. It has significant aim to meet different needs of the learner and develops interest in contents of the curricula. This course intends to investigate the effect or impact of this phenomenon. By stating the role of ICT in educational domain and to provide an integrating and blending programs for teacher and learner could increase the potential of an Individual. The capabilities of an individual in specific fields can be increased.

ICT has opened new skylines for experts and professionals. "Ron, Oliver, 2002" states that ICT is a power that change most aspects of human life. The curriculum of various subjects must be prepared with crucial objective. Integrating technology into specific curriculum subject areas is one of the crucial objectives. To serve science education, it is necessary to have a focus on exact objectives and see that the outcome is appropriate as per the objectives. The ICT experts, curricular planning experts, computer programmer, education technology specialists, multimedia designers take the responsibility to detect and prepare the necessary progress in information and technology

In this Digital era, it is a challenging issue to improve the quality of Higher education. Acquisition of ICT skills in the teaching- learning process increases learners' motivation and leads to acquisition of quality education. ICT skills are transformational skills and provides learner- centered environment. The course objectives are to integrate ICT in teaching –learning process where the system of teaching will be learner centered rather than teacher centered. Teacher training programs help them to learn modern technology and to operate data in an information age. Teacher is ought to gain appropriate knowledge in key criteria used to evaluate web and software resources. They can contribute for the professional development of other educators and learners. ICT enabled teacher important guide lines for learners' learning through ICT. This course will make the faculty to guide the learner through pedagogical practices and deliver information to masses and interactive across time and distance, equity and interrogation, open and closed research, lock step and mind map. This course enables the participant to learn various aspects of ICT based teaching and learning.

### **ICT Integrated Teaching in Rural India**

Centre for Communication and development Studies (CCDS) is trying to establish Knowledge Resources for social change with the inclusion of ICT enabled education. The aim and vision of CCDS is to annihilate inequality in the rural area by providing internet access to the poorest of the poor and marginalized society. Due to lack of proper awareness rural students got stuck. The Government should conduct regular training programs and refresher courses on Digital Literacy/ ICT enabled teaching and Learning process. Teacher must be self -motivated towards new trends of Technology so that they can motivate the students. Infrastructure Facilities: For Implementation of ICT based teaching in rural areas infrastructural facilities are very important. Unless there are proper infrastructural facilities like power, internet connectivity, Computer lab and trained teacher success cannot be anticipated. Students must be involved in ICT based education by conducting sensitization programs. Teacher as the facilitator should shoulder the



responsibility of guiding the students and try to develop their knowledge through ICT based teaching and can make the class as learner- centered rather than Teacher- Centered.

### **Teachers' Belief on Technology-based Teaching and Learning**

With the development of learning technologies in the late 20th century, education system has changed rapidly. This is due to the capability of technology to provide a proactive, easy access and comprehensive teaching and learning environment. Nowadays, Ministry of education in all over the world has provide a lot of facilities and training in order to enhance the use of advanced technologies in the countries' teaching and learning process. A high budget has been placed in order to provide the equipment needed by teachers to improve the education system. Despite all the efforts, most of the countries are facing similar problem whereby the teachers are not maximizing the usage of the technology provided (Albirini, 2006). This has become a serious matter as many previous researches have proven the usage of ICT in teaching and learning process could improve students' achievement (Nakayima, 2011, Jamieson-Proctor et al., 2013). Many, researchers have taken an effort to analyze the factors that affecting teachers' acceptance of ICT usage in the classrooms (Capan, 2012; Virkus, 2008; Zhang, 2013; Dudeney, 2010). It shows that, the major barrier of the implementation was the teachers' belief as the teachers are the person who implements the change in their teaching and learning process. Moreover, previous research (Cassim & Obono, 2011) shows that the correlation of teachers' belief and the use of ICT are high. Teachers' role is getting more important especially in usage of ICT in pedagogy which could increase the achievement of the students, their creativity and thinking skills.

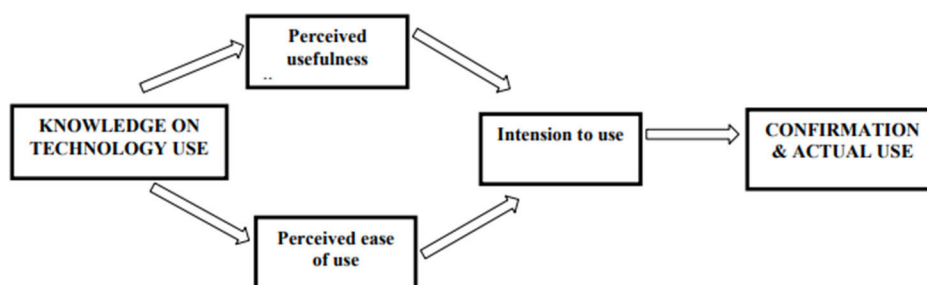
Furthermore, a research by Chien, Wu and Hsu (2014) has shown that students in school are having high expectation on ICT integration in classroom as the new generation are born and grown with technologies and could be define as the digital – native phenomenon. The younger the students, the higher their expectation are on ICT integration in classroom. It also proved that the integration of ICT is mostly dependent on the personal factors which define as self-perceptions. This research also shows that the acceptance of ICT of teachers and students in classroom and outside of classroom whereby both are more likely to use technologies outside the classroom. They found that the barriers of ICT integration in classroom are confidence, competence and attitudes of teachers reduce the percentage of ICT integration. Results of a previous research (Cox & Marshall, 2007) shows that teachers only need a traditional – centered approach when developing ICT skills in the classroom.

The teachers are having high confidence and competency in using ICT in classroom even though it does not represents the types of ICT used. This is because they believe that ICT is a tool could help in learning process especially to relate with real life practices. This factor has reform the teaching method to integrate ICT in order to create and construct knowledge for the students. The research shows that the relationship between competency and confidence could reflect the balances between training and pedagogically focused approaches in ICT professional development. With this, the school management could make sure that there are sufficient supports for the teachers to integrate ICT in the classroom.

However, teachers' efficacy in urban schools changes as the years of experience of working and age of teachers (Cuban, 2001). It shows that the teachers' efficacy are decreasing as the years of experience and age increases but somehow the decrease and the efficacy belief depend on the school management. School management here means the opportunities for collegial interaction, and the use of the instructional resources. Schools that could provide opportunities for teachers to reflect on teaching and learning with their colleagues and for administrators and teachers to collaborate and communicate, as well as support the use of instructional resources. From this research, the teachers efficacy belief is depend on the school management and culture. Therefore, if the school has always implant the culture to change and teachers are always sent for training for upgrading themselves, and then the integration of ICT in classroom will be easier to be enhanced in the classroom.

### The Conceptual Framework

For the purpose of this study in light of ICT integration to enhance a quality teaching and learning experience in schools , two theories of Diffusion of Innovations by Rogers (2003) and Technology Acceptance Model (TAM) by Davis (2003), has been identified and adapted to the research setting as the conceptual framework for this research (Figure 1). Rogers's theory stated as the process by which an innovation is communicated through certain channels and over time among the members of a social system. The process will starts with "knowledge" of the first channel that represents characteristics of the decision making unit by the ICT users in order to integrate the technology. And it ends with "confirmation" by the users to accept the technology and integrate it accordingly. The TAM theory comprises of various parts which is representing the process of ICT acceptance by the users including; behavioral intension, perceived usefulness and perceived ease of use. While, perceived usefulness refers to the degree to which person believes on the benefit from the use of a particular technology by improving the job performance, perceived ease of use refers to the importance of a technology in being user-friendly for the users. Generally, TAM theory was developed to measure the effectiveness or success of a technology in helping understanding the value and efficacy of a particular system. It is also considered as one of the most influential theories in contemporary information systems research. However, the theory has evolved with more specific variables explaining how a user can accept a technology over the years.



The proposed framework includes various factors directly associated with the core aim of the study that explains how knowledge and perceptions will affect the perceived usefulness and ease of use of ICT integration. The factors embedded in the conceptual framework have been



meticulously interlaced, so that the interrelationship among them constitutes to measure their effectiveness on ICT integration by teachers. However, intension to integrate ICT by teachers is the main variable that supports the key elements in the above framework such as ease-of-use, functionality, flexibility, accessibility and integration. In addition, the intention of teachers to use the technology is strongly influenced by their perceptions on usefulness of the system as well as perceived ease of use and determines their actual use of ICT. The proposed framework has guided this research in investigating the factors affecting the technology integration by school teachers.

### **Effectiveness of Technology-based Teaching and Learning for Students**

The results obtained from Table 3 that would want to examine the effectiveness of ICT integration for students in learning shows that the use of ICT promotes active and engaging lesson for students' best learning experience with recorded of the lowest mean score of 1.67. In the previous section, most teachers agreed that the use of ICT enables the students to be more active and engaging in the lesson. This shows that both teachers and students agreed that the use of ICT provide the chances for students to be active and take more parts or roles for their best learning experience. The use of ICT also helps to broaden student's knowledge paradigm with mean score of 1.69 where students are able to integrate their prior knowledge into the current learning systems as well as sharing and exchanging point of view with the teachers and classmates.

ICT helps to provide latest and current issues where students can obtain it very easily and integrate it into their learning process. Besides, ICT helps students to learn more effectively as well as it helps students to find related knowledge and information for learning with shared mean of 1.71. The technology always acts as a medium for students to find related knowledge and information for their learning. It is best when the students are able to gather information, relate it back with what they have learnt and have a discussion on the information with teachers and their classmates so that they can see the relation of what is new and what the latest issues they need to catch up for effective learning. Other than that, there a lot of educational videos provided for students online which it helps to improve student's ability in language learning skills such as reading, writing, listening and speaking with total mean of 1.72. It is good for students to watch videos and learn from it so they can gather the confidence needed when it comes to argumentative issues in the classroom where they are able to provide clear clarification and their judgments on certain issues.

The use of ICT also allows students to be more creative and imaginative with mean score of 1.80 followed by their ability to express their ideas and thoughts better with mean of 1.81. This shows that the use of ICT enhances students thinking and enables them to think out of the box and make the best use of their learning process.

### **Effective Elements in Technology-based**

Teaching and Learning in Schools From the data obtained, it shows that teaching time are not enough for teachers to use the ICT for teaching and learning purposes with score mean of 1.97. It





means there is no unhurried times provides for teachers so that teachers can at least use ICT for effective teaching and learning process. It is good if teachers are given more time to teach so that ICT integration in teaching can be a success. Most teachers agreed that all ICT tools provided for their school goes to waste with mean of 1.98 due to teachers lack of knowledge and skills in using it. Sometimes, ICT facilities are completely provided but little access to ICT prevents teachers from using it in teaching with score mean of 2.02.

Some teachers feels the urge and motivated to use ICT in teaching but there is lack of supports from the school top management that hinder and discourage them from using ICT with mean of 2.08. The school top management must provide an encouragement for teachers to use ICT in teaching and convince them that ICT can benefits both teaching and learning process. Besides, teachers are not given the freedom they need to design their own teaching with the helps they received from ICT with a total mean of 2.75. Some schools are not provided with at least computer laboratory in which students will get the chances to integrate the use of ICT in their learning process that shown mean score of 2.79. Teachers must be given the freedom to design their own teaching and make full use of ICT but they must be remembered to keep it in track with the curriculum designed by the Ministry of Education (MOE).

Technical supports if teachers are faced with difficulties as well as training and professional development are less provided for teachers about ICT use in teaching with the score mean of 2.83 and 2.86 respectively. The school top management must find ways to provide enough technical supports as well as training and professional development for teachers in order to ensure success implementation of ICT in teaching.

Other than that, ICT facilities provided in school are not well functioning and in not a good condition as it is not being used by teachers with the mean of 2.94 and there is no maintenance to make sure the facilities are well taken care of by the schools management. Finally, the worst findings shows that teachers are not given enough time to learn and to be comfortable with the use of ICT in teaching with the highest mean recorded at 3.00. It is better if teachers are given time to learn and be comfortable with ICT for them to explore its use and make the best use of it. The overall findings shows that there is none effective elements identified from the data collected regarding the effective elements of ICT integration in teaching and learning in public schools in Kuala Lumpur. However, the researchers made up of some suggestions and recommendations for teachers and school top management to cater to this issue found from the research conducted towards teachers.

### **Integration of ICT in Teaching –Learning process**

The policy makers and academicians plan for better educational outcomes. To reach the goal traditional teaching should shift to ICT based teaching. Integrating Information and Communication Technology (ICT) in classroom teaching support, enhance, and optimize the delivery of information. ICT can lead to an improved student learning and better teaching methods. The ICT based teaching in Higher Education has helped to shift focus from teacher to learner and from teaching to self- learning. It will empower Universities, Institutions and individuals. There is a dire need to introduce curricular requirements to fulfil the demand of





Industry, government and academia. The conventional method of teaching and learning has been supplemented by cooperative learning and collaborative learning. The focus has been shifted to learner centered classroom from the teacher centered classroom.

In this teaching scenario teacher is the facilitator rather than the monolithic repository of knowledge. By integrating technology and its application in the delivery of education promises to increase productivity, quality of curriculum transaction and learning experience. Here teacher is the multi skilled facilitator, who helps the learner and guides through the course. This system of teaching has been attracting a great deal of interest among researchers in professional development communities. The potential of each technology varies according to how it is used. Haddad and Drexler identify at least five levels of technology use in education: presentation, demonstration, drill and practice, interaction, and collaboration. By integrating technology and its application in the delivery of education promises to increase productivity and quality of curriculum transaction and learning experience. ICT integration is understood as the usage of technology seamlessly for educational processes like transacting curricular content and students working on technology to do authentic tasks (Kainth and Kaur). It facilitates the learning process and also teachers teaching. This includes computer based technologies, digital imaging, the internet, file servers, data storage devices, network infrastructure, desktops, laptops and broadcasting technologies namely radio and television, and telephone which are used as instructional tools at schools and colleges. Understanding ICT and mastering basic skills and concepts are part of the core of the education. To quote UNESCO 'Technological development lead to changes in the organization of work and required competencies are therefore changing (UNESCO, 2002).

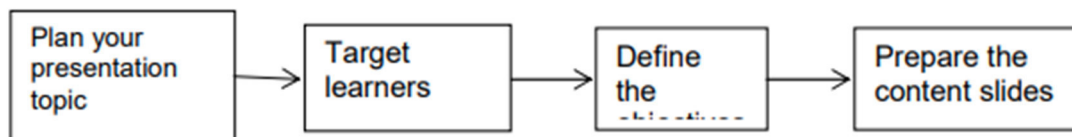
ICT has improved the quality of education in various sectors. Integrating ICT literacy will be crucial as it means harnessing technology to perform learning skill.' (Yves, et. al .2006). It can be a medium for teaching and learning. This can act as a medium through which teacher and learner can learn. Teacher and student must be given opportunities for acquisition of new knowledge.

### **Effective Teaching through PPT**

ICT training Programs with hands on practice help the teacher to develop their technological skills in using Internet, Preparing PPTs, projecting the slides on the screen by using LCD projector using pen drives and hard disks, (These are the portable storage devises) to learn. The professional development of the teacher with ICT skills bring lot of change in method of teaching and learning. A trained teacher with the knowledge of technology can bring changes in teaching scenario. The traditional textbook can no longer fulfil the need in the rapid changing and the information-explosion world. The traditional teacher-centered approach makes classroom no longer an effective system. The traditional methods cannot prepare students for the realities which they face in the near future. Gone are the days where the teacher teaches bel to bel and tries to complete the syllabus in the stipulated time. In this scenario teacher cannot manage large classrooms where the student strength is more the teacher student ratio may be 1: 70 or more than that. If it is ICT integrated classroom there a scope for involving all the students. Skilled teacher taking class with Power Point Presentation can make the class attentive.

A flow chart showing the steps to prepare PPT

A flow chart showing the steps to prepare PPT



### Effectively Using Video in Teaching Strategies

Videos are interesting and are fully accepted by the students. Full length videos and videos clippings are very useful for teaching and learning. For example, if an English teacher uses video clips for pronunciation of the sounds the learner can learn by drilling exercises. Teacher has to provide some questions related to the video lesson. The questions can be written on the board or can provide work sheets. When video is being played we can stop at a particular time to give some explanations. At the end teacher has to check regarding with the reaching the goals.

Some teaching strategies:

- Hence we can say that watching video and learning the concept is one of the learning strategies. Lecturing is the least effective way for the students to accomplish deep learning.
- Explaining the course content through videos and PPT enable the learner to memorize it for a long term and is different from rote memorization of facts.
- Teachers want their students to be able to apply, synthesize, and evaluate course material.
- These more complex cognitive processes are commonly referred to as deep learning.
- Deep learning experiences require students to be more responsible for their learning and for being informed of the course content.
- This learning concept encourages the students to look for more examples of the type of thinking that experts do in their field.
- They are able to practice that conceptual thinking through an application activity.
- Teacher tries to connect students to the new knowledge to what they already know?
- To involve the learners teacher encourages them for discussion sessions, active learning, problem-based learning, group projects, team-based learning and peer learning etc.

It is considered as the best teaching strategy. Provide students with multiple opportunities to apply newly learned principles in various situations. Matching student learning strategies to course outcomes is one of the most important parts of the planning stage. Teaching and learning strategies are situational. It depends on the understanding level of the students. Reflections of a teacher and peer feedback with peer observation help to formulate the strategies. Students want to engage fully with a concept, they quest for examples of the type of thinking that experts do in their field.

### Conclusion

The results of this study show that technology-based teaching and learning is more effective in compare to traditional classroom. This is because, using ICT tools and equipment will prepare an active learning environment that is more interesting and effective for both teachers and students. The results are in line with a research findings by Macho (2005) that proved using ICT in



education would enhance students' learning. However, most of teachers in this study agree that ICT helps to improve classroom management as students are well-behaved and more focused. Moreover, this study proved that students learn more effectively with the use of ICT as lesson designed are more engaging and interesting. Accordingly, the participants agreed that integrating ICT can foster students' learning. Results of a study by Zhang (2013) show that the Internet Use in EFL Teaching and Learning in Northwest China and the findings indicated that teachers have positive attitude regarding the use of Internet in teaching and learning; teachers have some knowledge about Internet use in teaching and learning; they have not well integrated Internet into teaching and learning so far; teachers' knowledge about ICT and network technology is very limited. Likewise, the first two points were similar to the findings of this research, which most of teachers think ICT integration for students in learning is effective. Because students can develop the confidence to have better communication and able to express their thoughts and ideas; ICT helps students to be more creative and imaginative as their knowledge paradigm expand; and ICT helps students to possess all four skills in learning when they are able to acquire necessary information and knowledge. However, this study finds that public school teachers in Kuala Lumpur, Malaysia are not given enough time to learn and be comfortable with ICT. In compare to a study conducted by Tazci (2011) that shows most of pre-service teachers indicated that they only implicate elementary ICT tools for educational use, this study found that most teachers think ICT integration is effective, but ICT tools provided in school are not enough nor in good condition; training and professional development are not adequately provided for teachers; technical supports are somehow provided but can be improved from time to time; and not very good condition of computer lab in school with well functioning tools and facilities. In conclusion, the very first stage of ICT implementation must be effective to make sure that, teachers and students are able to make the best use of it.

Thus, preparations of a technology-based teaching and learning begin with proper implementation and supports by the school top management. If the implementation process of technology integration in schools take place appropriately from the very beginning stage and the continuous maintenance are adequately provided, ICT integration in schools will result in a huge success and benefits for both teachers and students. The use of ICT especially in teaching and learning is more about practicality as compared to theories and that is why teachers must be given time to learn and explore it, face the "trial-and error" phase before they are completely comfortable with its usage and able to make use of it for teaching and learning. Finally, the integration of ICT in classroom needs serious consideration in order to increase the competency of the country's education system.

This will help in increasing the world ranking of the national education and produce the better future work force. In order to enhance the use of ICT in classroom, the government needs to improve and change the teachers' belief about the integration of ICT in classroom. As the teachers' role is the key role in making any of the new policy to be implemented efficiently and successfully. The changes that is taking place is driven by advanced technology and communication devices that should be available to students wherever they are either at school or home. In addition, the needs for teachers to be literate and have good skills and knowledge in



using ICT to improve their teaching methods and approach is desired to promote effective learning as well as to meet the demand of the 21st century teaching skills.

The use of ICT leads to more cooperation among learners within and beyond school and there exists a more interactive relationship between students and teachers. ICT integrated classroom is lively and more interactive. Keeps the learners stand in good stead. Every student will become a knowledge kit with ICT skills.

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## मराठी भाषा : अभिजात भाषेचा दर्जा

डॉ. मिलिंद साठे

सहाय्यक व्याख्याता मराठी

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महाराष्ट्राचे मुख्यमंत्री श्री. पृथ्वीराज चव्हाण असताना मराठी भाषला अभिजात दर्जा मिळावा यासाठी प्रयत्न सुरु झाले. त्याकरिता राज्य शासनाने 10 जानेवारी 2012 रोजी अभिजात मराठी भाषा समितीची स्थापना केली. या समितीचे अध्यक्ष रंगनाथ पठारे होते. समितीमध्ये नऊ सदस्य व राज्य शासनाच्या भाषाविषयक काम करणाऱ्या पाच संस्थांचा समावेश होता. समितीचे समन्वयक प्रा. हरी नरके हे होते. या समितीने अत्यंत मेहनतीने संशोधनपर अहवाल पूर्ण करून दि. 31 मे 2013 रोजी शासनाकडे सुपूर्द केला. तेव्हापासून मराठी भाषेला अभिजात भाषेचा दर्जा मिळाला पाहिजे याविषयी चर्चा सुरु झाली. 2005 पासून गृहमंत्रालयाने कोणत्याही भाषेला अभिजात भाषेचा दर्जा देण्याचे अधिकार हे केंद्रीय सांस्कृतिक मंत्रालयाला दिले. आतापर्यंत केंद्र सरकारने तामिळ (2004), संस्कृत (2005), कन्नड (2008), तेलुगु (2008), मल्याळम (2013) आणि ओडिया (2014) अशा सहा भाषांना अभिजात भाषेचा दर्जा दिला. हा दर्जा प्राप्त करण्यासाठी कोणत्याही भाषेला केंद्र सरकारचे चार महत्त्वपूर्ण निकष पूर्ण करावे लागतात. 1) भाषेची प्राचीनता 2) भाषेची मौलिकता आणि सलगता 3) भाषिक आणि वाङ्मयीन परंपरेचे स्वयंभूषण 4) प्राचीन भाषा व तिचे आधुनिक रूप यांच्यात पडू शकणाऱ्या खंडासह जोडलेले/असलेले नाते.<sup>1</sup>

मराठी भाषा हे संपूर्ण निकष पूर्ण करते. त्याचे पुरावे दिले आहेत. त्यावरून मराठी भाषा ही समृद्ध व प्राचीन आहे हे सिद्ध होते. मात्र मराठी भाषेला कधी अभिजात भाषेचा दर्जा मिळेल हे अजूनही स्पष्ट नाही.

भारतात जवळपास 800 भाषा आहेत. त्यातील भारतीय घटनेनुसार देशात बोलल्या जाणाऱ्या 22 प्रादेशिक भाषांना शासकीय राज्यभाषेचा दर्जा दिला आहे. हिंदी ही व्यवहाराची भाषा मानली आहे. जागतिक क्रमवारीत मराठी भाषा 10 व्या क्रमांकाची भाषा आहे. तिच्या 52 अशा समृद्ध बोलीभाषा आहेत. जगात 10 कोटी लोक मराठी भाषा बोलतात. मराठी ही महाराष्ट्राचीच भाषा नाही तर गोवा, दादरा नगर, हवेली, दमन, दीव इथलीही भाषा आहे. महाराष्ट्र राज्याच्या सीमेवरील गुजरात, कर्नाटक, मध्यप्रदेश, आंध्रप्रदेश लगतच्या भागातही मराठी बोलली जाते. जगातील सुमारे 72 देशात मराठी लोक पोहचले आहेत. साध्या जागतिक क्रमवारीचा विचार केल्यास अकराव्या स्थानावर असलेली तेलुगु भाषा आणि अठराव्या स्थानावर असलेली तमिळ भाषा यांनी केंद्र सरकारकडून अभिजात भाषेचा दर्जा मिळवून घेतला आहे. त्या तुलनेत मराठी भाषा मागे पडली आहे. याची कारणे काय असावी हा आता मराठी भाषकांसाठी आत्मचिंतनाचा विषय आहे.

मराठी ही प्राचीनतम भाषा आहे. "प्राचीन महारठ्ठी, मरहठ्ठी भाषा, महाराष्ट्री प्राकृत भाषा, अपभ्रंश मराठी भाषा आणि आजची मराठी भाषा असा मराठीचा प्रवास आहे. महाराष्ट्री प्राकृत, महाराष्ट्री अपभ्रंश आणि मराठी या तीन वेगवेगळ्या भाषा नसून ती एकाच भाषेची तीन रूपे आहेत."<sup>2</sup> शिलालेख, ताम्रपट, शेकडो पोथ्या आणि हस्तलिखित ग्रंथांच्या पुराव्यावरून व भाषा संशोधकांच्या संशोधनामून मराठी भाषा ही किमान अडीच हजार वर्षे जुनी असल्याचे स्पष्ट होते.

मराठी भाषेला समृद्ध असा देदीप्यमान वारसा लाभला आहे. मुकुंदराज, ज्ञानेश्वर, नामदेव, एकनाथ, तुकाराम ही संत साहित्याची परंपरा तर चक्रधर, दामोदर पंडित, केशिराज, भास्करभट्ट, नामदेवाचार्य ही महानुभाव विद्वानांची परंपरा, मुक्तेश्वर मोरोपंत, वामनपंडित, रघुनाथ पंडित, रामराज ही पंडिती साहित्याची परंपरा, रामजोशी, प्रभाकर, होनाजी बाळा, अनंत फंदी, परसराम, सगनभाऊ ही शाहिरी परंपरा, त्यानंतर आधुनिक काळात विकसित झालेली कविता, कथा, कादंबरी, नाटक, चरित्र-आत्मचरित्र या साहित्य प्रकारातून विपुल सफर असे लेखन झाले आहे. मराठी साहित्यासोबतच दलित साहित्य, मार्क्सवादी साहित्य, ग्रामीण साहित्य, आदिवासी साहित्य, बाल साहित्य, मुस्लिम मराठी साहित्य, ख्रिस्ती मराठी साहित्य, जनवादी साहित्य, स्त्रीवादी साहित्य, लोक साहित्य अशा साहित्याच्या स्वतंत्र शाखाही मान्यता पावल्या आहेत. तसेच संशोधकाचे



क्षेत्रही विस्तारले आहे. या सर्व साहित्य प्रवाहांचा विचार केल्यास एकापेक्षा एक सरस अशा साहित्यकृती मराठीत निर्माण झाल्या आहेत. शेकडो वर्षांनंतरही या साहित्याची महती टिकू आहे. मुकुंदराज, ज्ञानेश्वर, चक्रधरापासून आजच्या नामदेव ढसाळ, नारायण सुर्वे, उद्धव शेळके, मनोहर तल्हार, कुसुमाग्रजपासून सदानंद देशमुखापर्यंत उच्च दर्जाच्या साहित्याची निर्मिती झाली आहे. संशोधनाच्या बाबतीत विचार केल्यास श्री.व्यं. केतकर, रामशास्त्री भागवत, वि.ना. मंडलिक, डॉ. रा.गो. भांडारकर, डॉ. पु.एम. घाटगे, वि.का. राजवाडे, इरावती कर्वे, कृ.पा. कुलकर्णी, दत्तो वामन पोतदार, शं.गो. तुळपुळे, रा.भि. जोशी, ल.रा. पांगारकर अशा श्रेष्ठतम संशोधकांची यादी अजून वाढविता येते. म्हणजे मराठी साहित्यात सकस जीवनदर्शी अशा साहित्यापासून तर संशोधकापर्यंत कुठेही उणे नाही. जागतिक पातळीवरील काव्याचा विचार केल्यास मराठीतील एकटा तुकाराम पुरून उरेल इतके मर्मदर्शी, भावदर्शी हे काव्य आहे. जागतिक पातळीवर पोचवायला आणि त्याचे मार्केटिंग करायला महाराष्ट्र शासन आणि मराठी माणूस कोता ठरला आहे. या बाबत रवींद्र बडकिहाळ लिहितात, "... मराठी भाषा दोन-अडीच वर्षांपूर्वीची असूनसुद्धा तिचे वैश्विकरण मात्र झाले नाही."<sup>3</sup> हा अभिप्राय अत्यंत महत्त्वाचा आहे. आपली भाषा आपले साहित्य हे पोचविण्याची जबाबदारी आपली आहे. त्या दृष्टीने ठोस असे उपक्रम राबविल्या गेले नाहीत किंवा ते अपुरे पडले आहे.

इंग्रजी ही जगाची ज्ञानभाषा आहे म्हणून काय झाले? आपले भाषाविषयक धोरण हे "इंग्रजी भाषा आत्मसात करूनही मराठीचा त्याग करावा लागणार नाही..."<sup>4</sup> असे असले पाहिजे. आपली मातृभाषा, आपले राज्य, संस्कृती यातील मराठीपण टिकवून ठेवणे यासाठी शासनाकडे बोट दाखवून मराठी माणसाला परवडण्यासारखे नाही. स्वतंत्र भारतातील एक राज्य म्हणून मराठी भाषा, मराठी संस्कृती, मराठी माणूस यांची प्रगती ही मराठी माणसाचे मराठीपण यात आहे. हे कसे जपायचे याबद्दल वसुंधरा पेंडसे नाईक म्हणतात, "आपले मराठीपण राखणे, जपणे तुमच्या माझ्यावरच अवलंबून आहे आणि त्यासाठी आपल्याला मनापासून ते जपावेसे वाटायला हवे. कोणी लादून होणारी ही गोष्ट नव्हे."<sup>5</sup> हा विचार रुजविण्याऐवजी आपण आपली अस्मिता फक्त मराठीत पाट्या बदलविण्यापर्यंत आणि इतर भाषांचा द्वेष करण्यापर्यंत पोचते, ही मराठीची विटंबना आहे. आपल्या राज्यात जग आले तरी चालेल पण त्याला आपली भाषा आली पाहिजे. त्यासाठी आपणच आपला व्यवहार मराठीतून केला पाहिजे. त्यासाठी इतर परंप्रांतीय भाषांचा द्वेष करण्याची गरज नाही इतके हे सोपे आहे. मराठी माणसाने त्याचे कोतेपण टाकून जागतिक पातळीकडे झेपावले पाहिजे. आपली अस्मिता ही कशी असावी याविषयी ज्ञानेश्वर मुळे यांचे चिंतन अत्यंत मूलगामी वाटते. ते म्हणतात, "ज्या क्षणी महाराष्ट्र मराठी माणसाचा म्हणतो, त्याक्षणी आपण दोन प्रमाद करतो. एक मराठी माणसाची अस्मिता महाराष्ट्रात कैद करतो आणि दोन आपल्या अस्मितेचे परराज्यातील किंवा परदेशातील स्थान ठिसूळ करतो. त्यामुळे आपल्या राज्याइतकाच हक्क आपण संपूर्ण देशावर सांगितला पाहिजे. शिवाय तो आता कायद्यानेही आपला हक्क आहे. पण संपूर्ण देशावरच कशाला संपूर्ण जगावरच आपला हक्क दाखवता आला पाहिजे."<sup>6</sup> ही दूरदृष्टी मराठी माणसाला कधी येईल? मायाजालाच्या जगात आपल्याही म्हणण्याला वजन राहील. इंटरनेट, यु-ट्यूब, टिटर, फेसबुक, गुगल या सारख्या सेवा देणाऱ्या कंपन्या मराठीतून सेवा देण्यास तयार होतील. मराठी माणसाच्या अर्थाजनाला सहाय्यक ठरणारे धंदे, व्यवहार, उद्योग, रोजगार मराठी भाषेशी जोडले जातील. मराठीची संवादभाषा, ज्ञानभाषा, व्यवहारभाषा, शिक्षणभाषा अशा विविधांगानी विकास होईल त्यासाठी स्थानिक पातळीवर सर्व व्यवहार मराठीतून व्हायला पाहिजे तसेच जागतिक पातळीवर मराठी भाषेचा ठसा कसा उमटवता येईल हाही एक प्रयत्न नेटाने व्हायला हवा.

मराठी भाषेला अभिजात दर्जा मिळाला तर रंगनाथ पठारे यांनी अहवालाच्या प्रस्तावनेत नमूद केल्याप्रमाणे, "केंद्र सरकारकडून भरीव अनुदान मिळते. भाषेची प्रतिष्ठा वाढते. भाषेच्या श्रेष्ठतेवर राजमान्यतेची मोहर उमटते. भाषेच्या विकासकार्यास अधिक चालना मिळते."<sup>7</sup> काही प्रश्न सुटतील. भाषेच्या विकासाच्या आणि जतन करण्याच्या प्रक्रियेतील तो एक महत्त्वाचा प्रश्न आहे इतकेच! आज मराठी भाषेच्या संवर्धनासाठी शासन दरवर्षी 15 ते 20 कोटी रुपये खर्च करते. मराठी भाषेला अभिजात दर्जा मिळाल्यास 250 ते 500 कोटी रुपयापर्यंतची भरीव तरतूद मराठी भाषेच्या विकासासाठी केली जाईल. देशातील सर्व केंद्रीय विद्यापीठांमध्ये मराठी भाषा शिकविल्या जावू शकेल. मराठी भाषेच्या अभ्यासाला चालना मिळेल. ग्रंथालय चळवळीला आर्थिक बळ मिळेल. अनुवाद आणि भाषांतराला बळ मिळेल. बोलीभाषांच्या स्वतंत्र अभ्यासाला चालना मिळेल. मराठीतील दोन साहित्यकारांना देश पातळीवरील मोठे पुरस्कार मिळतील. नियतकालिकांचे

संवर्धन होईल. म्हणजे मराठी भाषा टिकेलच असे नव्हे तो एक सन्मान मराठी भाषेला मिळावा हा नम्र हेतू आहे. मराठीची खरी जोपासना ही मराठमोठ्या लोकांच्या मराठीतील दैनंदिन व्यवहारावर, मराठी शाळांच्या टिकण्यावर व राज्य सरकारच्या भाषा व्यवहाराच्या धोरणावर जास्त अवलंबून आहे. मराठी शाळा टिकल्या नाहीत तर मराठीत कोण लिहेल-वाचेल.

म.द. हातकणंगलेकर यांनी 'आधुनिक मराठी भाषा आणि साहित्य' या लेखत श्री.पु. भागवतांनी मराठी भाषेविषयी जी चिंता व्यक्त केली आहे ती उद्धृत कराविशी वाटते. श्री.पु. यांच्या मुलाने अमेरिकन स्त्रीशी विवाह केला आहे. तो अमेरिकेत स्थायिक झाला. त्यांच्या मुलांना मराठी समजत नाही. त्यानंतरच्या पिढीला समजण्याची शक्यता नाही. याबाबत श्री.पु. मोठ्या खेदाने म्हणाले, "आपल्या आजोबांनी मराठी साहित्यासाठी आयुष्यभर जो उद्योग केला तो माझ्या नातवंडांना कधी कळणार नाही." ही हृदय पिळवटून टाकणारी खंत आहे. मराठी टिकवायची असेल तर अभिजात भाषेचा दर्जा मिळाला पाहिजे त्याहूनही महत्वाचे मराठीतील शाळा, मराठीतील व्यवहार टिकला पाहिजे.

आपल्या भाषेच्या पोकळ गप्पा मारणे हा खेळ साधासुधा नव्हे तर तो पराकाष्ठेचा, निष्ठेचा भाग आहे यासाठी सामूहिक प्रयत्न हवेत.

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## A Study Of Health, Medical And Educational Facilities Provided To Tribal People In Gadchiroli District

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### Abstract:

Health of the community depends upon various socio- economic factors. Ignorance, Poverty, Superstitions and lack of good communication system have been on the main barriers in availing medical facilities by the tribal people. Due to cultural barriers, people are still continuing indigenous methods of health practices. Introduction of new system is likely to give resistance for its utilization. WHO and UNICEF are actively engaged in finding out low-cost technology and strategies to achieve the objectives of health. Majority of the people in the ITDP are the tribals. Recent studies among them showed the incidences of genetic abnormalities like sickle-cell, anaemia, tuberculosis, Venereal Disease and leprosy. Malnutrition and inadequate drinking water supply are the two main reasons for their sufferings. In addition to this, the ignorant and superstitious tribals are reluctant to accept modern medicines. The patients are usually brought to the 'Bhagat' (religious priest) and not to the hospital for the care and attention. This situation is undergoing a change but the change is very slow. No doubt, that the Government has taken some steps to provide medical services in the area, but due to peculiar geographical Conditions of the area and other difficulties like lack of transportation, ignorance and habits of the people, those services could make a little impact over the people.

➤ **Keywords** : Ignorance, Poverty, Superstitions and Malnutrition

### ➤ Introduction

The tribals in the ITDP area suffer mainly from water-borne contagion and deficiency diseases. Some of the main diseases found in this area are "malaria, fever, cerebral malaria, leprosy, scabies, skin diseases, venereal diseases, loose motion, jaundice, retained placenta, tuberculosis and other diseases arising out of unhygienic conditions. The total population of Sironcha tahsil is 1.79 lakhs as per 1981 census. So, the population served by each Primary Health Centre is 17,900. However, the area under one Primary Health Centre is large and spread over. As per 1981 census density of population of Maharashtra is 204. While the density of population of Sironcha Tahsil is only 22.41. It is 1/9th of the average population density of Maharashtra.

It reveals that there is only one rural hospital in the ITDP along with ten Primary Health Centres and 28 sub centres. Medical and Health facilities are also provided to the people in the ITDP by the Voluntary Agencies. In addition to this there are three malaria sub-units (one



at each block HQ), for eradication of malaria. Taking into account the vast area of the ITDP it is clear that the medical Facilities in the ITDP are inadequate.

As per revised norms, there should be one Rural Hospital for every 4 to 5 Primary Health Centres. Similarly, the present norm prescribed for opening the Primary Health Centre in tribal area is 15 to 20 thousand population. This norm seems to be far from the role applicability taking into account the sparse population in the ITDP. If this norm is adhered, vast areas have to be taken into account to cover the population. This ultimately results into ineffective functioning of the Primary Health Centres. It is therefore suggested that the norm for opening now Primary Health Centres may be fixed taking into consideration the area and population factors. In the light of sparse population of Gadchiroli, the number of Primary Health Centres may be increased to get the maximum benefit of medical facilities.

The number of schemes implemented during the years 1981-82, 1982-83 and 1985-84 were 11, 5 and 6 respectively under the sub-sector medical and public health.

It is observed from the table that under the sub-sector medical and public health as many as three schemes (i.e., up gradation of PHCs, establishment of PHCs and establishment of sub-centres) had expenditure less than budget provision. Moreover, it is seen that in case of the scheme of control of phalera disease, expenditure was not incurred though the budget provision was made.

Under the sub-sector water supply, the expenditure incurred on the three schemes during the years 1981-82 and 1982-83 was more than the budget while it was less than the budget provision during the year 1983-84. The table also reveals that out of the three schemes implemented under this sub sector, the expenditure incurred on the scheme of bore-wells was more than others.

The table reveals that under "Nutrition Programme", only two schemes were implemented. The scheme of special nutrition was not implemented during the year 1983-84. Though the budget provisions under the scheme ICDS shows an increasing trend during the reference period, it is observed that the actual expenditure was less than the budget provision.

➤ **Difficulties Being Faced by Remote Tahsils**

• **The Condition of Rural Hospitals**

Aheri is the only 30 bedded rural hospital in the ITDP which is unable to cater the medical needs of all the people in the ITDP. It is located on all-weather road. The infrastructure facilities, like tap water, supply of electricity, telephone, 'X' ray unit, operation theatre, sterilizer, jeep and ambulance etc. were available in the hospital.

The hospital extends medical treatment to the outdoor patients and undertakes minor and medium operations along with family planning operations, delivery cases and eye camps etc. To extend the medical treatment, there was no area restrictions. However, in the opinion of the Doctors, not of the patients coming to the hospital were from the radius of 30 to 40 kms. from Aheri. Generally, the patients whose diseases could not be cure at PHC level were directed to this hospital for further treatment. The patients affected by phalera, Cerebral malaria, Diaphoresis, T. B. and the case of accident, fractures etc. were admitted and treated in the



hospital accordingly. The bed population ratio was observed to be far from the standards (i.e., 1 to 5975).

Though there was an increasing trend in the number of patients, who received medical aid, the number of indoor patients was comparatively low. Due to superstitious and ignorance among the tribal people, the hold of Bhagat's on the tribal people and absence of transport facilities etc. are some of the main reasons of less enrolment of patients in the hospital. Under these circumstances, instead of a carrying the patient to the hospital he is carried to the bhagat nearby for the treatment. The Doctors explained that majority of the patients treated in the hospital are the tribals and during the harvest season their attendance goes down as they remain busy with field activities. During the visit to the rural hospital, it was noticed that the quarters to the staff were inadequate. The post of Medical Officer was vacant along with other four posts. Due to inadequacy of quarters, the personnel in the rural hospital were observed to be not longer to stay there.

- **Primary Health Centres**

To meet the primary health needs of the rural people, the concept of Primary Health Centre, came into existence. Primary Health Centre is also a channel through which the health and medical care services are rendered to the vast population in the rural area.

Today even though there is a network of Primary Health Centres and their sub-centres in the Integrated Tribal Development Project, the factors such as ignorance of the tribal people, superstitions, lack of good communication, inadequacy and insufficiency of supplies, lack of supervision etc. have been responsible to fulfil the ideological commitment for which they were established. Undoubtedly, the importance of people's cooperation and participation in the health programme is a prerequisite for the effective implementation of health programme.

- **Location and Building**

The Primary Health Centre at Etapalli was located on all-weather major district road (viz. Allapalli-Etapalli road). The Primary Health Centro at Bhamaragad though located on major district road (viz. Allapalli-Bhamaragad road) was observed to be not communicable throughout the year. During the rainy season from Permily onwards up to Bhamaragad no communication exists for want of bridges, culverts and good surface of the road. Both the Primary Health Centres and their own building.

In case of sub-centres, it was learnt from medical officers of the Primary Health Centres that majority of them were functioning in an inadequate rented building. The Auxiliary Nurse Midwife, who is the in charge of the sub-center, does not stay at the place for want of accommodation. Therefore, she cannot devote her full attention towards her duty.

- **Staff Position**

It was observed that in the Primary Health Centre at Bhamaragad, the posts of Medical Officer, coordinator and sanitary inspector were vacant for a long time, while in the Primary Health Centre at Etapalli a post of Multipurpose Medical Servant was vacant. This has affected the function of the Primary Health Centres and ultimately the health conditions of the tribal people in the Integrated Trial Development Project.



It was also observed, that except in case of Class-IV posts, almost in all the other posts the persons appointed were non-tribals.

During the time of case-study of primary Health Centres, it was revealed by the Medical Officers that some of the sanctioned posts of all the Primary Health Centres remain vacant for a long time, they expressed that the medical staff is reluctant to work in this area for want of lack of proper communication, entertainment facilities, educational facilities for their children, quarters and Incentives etc.

- **Medicines & Other Facilities Compared With The Patients**

During the course of discussion with the Medical Officers it was revealed that the tribal people who come for treatment in the Primary Health Centres insist on giving injections rather than tablets for any kind of ailments. Therefore, the supply of injections generally falls short of the requirements. The tribals in the I.T.D.P. refer 'Bhagat' rather than Doctor. They run to the Doctor at the last moment only. However, this state of affairs is undergoing a gradual change and the tribals are realizing the importance of Medicines. Similarly, it was learnt that lack of investigation laboratory, operation theatre, electricity, telephone and good communication etc. are some of the hurdles, which affect their work.

- **Drinking Water Supply**

As some of the diseases in the Integrated Tribal Development Project area are the outcome of inadequate and polluted water supply, it will be worth to study the existing drinking water facilities in the Integrated Tribal Development Project.

Under the sub-sector "drinking water supply" following three schemes were implemented under Tribal Sub Plan.

- 1) Piped water supply (Special ensures)
- 2) Dug wells and
- 3) Bore wells.

A large number of rural settlements in the Integrated Tribal Development Project do not have adequate drinking water facility. One of the important reasons is that there are large number of small villages spread out in an inaccessible area. Prior to the separation of Gadchiroli district, it was perhaps not been possible to cover every village with some sort of drinking water supply with the limited funds.

➤ **Some General Suggestion**

- 1) The Government should establish one well equipped General Hospital at Allapalli for the convenience of the people in the Integrated Tribal Development Project. The public hospital at Chandrapur is far away from the area. Some of the serious patients have to lose their lives in transit to the Public Hospital at Chandrapur.
- 2) As the Head Quarters of Sironcha block is located at the eastern border of the Integrated Tribal Development Project and as there does not exist any well-equipped hospital, it is suggested that one additional rural hospital may be started at Sironcha to cater the needs of that area.
- 3) It is recommended that the entire tribal community should be medically checked up by the team of Health Department. The diseases like T. B. and Leprosy should receive immediate attention. Systematic survey should be carried out to identify these cases. Genetic and



pathogenetic mapping among the tribal communities with a view not only to detect abnormalities but also to chart line of future development action is required.

4) People's participation in the health programme is also a must. Unless they participate in the programmes, the health programmes will not be very successful. The tribal people should be taught about good habits. They should be taught to leave their drinking habit. Their socio-cultural and religious institutions should be harnessed to convey than the importance of various schemes taken by Government for them.

5) It is suggested that the spread of education will gradually change their attitude towards accepting the modern medicines. This will free them from the grip of bhagat.

6) Taking into consideration the prevalence of various diseases in the Integrated Tribal Development Project, it is suggested that more funds may be provided to control the various diseases.

7) It was observed that the voluntary agencies engaged in health activities of the tribal people in the Integrated Tribal Development Project do not get financial assistance from the Government. Considering the importance of their work, it is recommended that these agencies should get financial assistance from the Government. So that they will intensify their welfare activities for the development of tribal people.

➤ **Suggestions In Respect Of 'Water Supply'**

As stated earlier, the tribal people in the Integrated Tribal Development project suffer mainly from water borne diseases and they have also to face with shortage of drinking water. In this connection following suggestion are made.

*Piped Water Supply:*

There is need to supply potable water through pipe to as many villages as possible in order to avoid the spread of disease like Cholera, Typhoid, Jaundices, Leprosy etc. Incidentally, such protective measures may reduce the pressure on already strained health facilities in the Integrated Tribal Development Project.

*Bore Wells:*

1. The water from streams and Nallas flowing in the forest area contain unhygienic elements poured by the roots and leaves of the trees. The polluted water give invitation to the diseases like Cholera, Typhoid, Jaundice, Leprosy etc. In this connection, the policy of identifying difficult villages/settlements and making efforts to solve their problems of water supply through bore wells is quite useful. The scheme of bore well a need to be followed more vigorously in the Integrated Tribal Development Project area.

➤ **Government Should Provide Following Education Facilities To Tribal:**

• **Primary Education**

In the I.T.D.P. area, the primary schools are run by Zilla Parishad and supervised by Education officers of Zilla Parishad. Besides, since 1972-73 Government has started opening of Ashram Schools for tribals. The Director of Tribal Development through Regional Deputy Director and Tribal Development officers implements this scheme. In addition to this, few voluntary agencies have taken lead to impart primary education to the weaker sections of the society.

In the I.T.D.P. area, there are in all 255 primary schools run by Zilla Parishad Gadchiroli. Of these, 200 schools are with single teacher which form 78%. The rest of the schools are having more than one teachers. It is seen that the single teacher schools are found more in Etapalli Block, the percentage of which works out to 91 %.

- **Construction of Ashram Schools**

Apart from Zilla Parishad schools imparting primary education in the ITDP, the Government Ashram Schools in the ITDP also impart the primary education to the students. There are in all 11 Government Ashram Schools in the ITDP out of which two are post-basic i.e. Up to tenth standard. Besides there are four private Ashram Schools and two residential schools run by Zilla Parishad Gadchiroli in the ITDP.

- **Secondary Education**

Secondary Education in the ITDP is imparted through the institutions run either by private agencies or by Zilla Parishad. The Government Post-basic Ashram Schools also take the secondary education.

In all there are 12 secondary schools in the ITDP, out of which 7 high-schools are run by Zilla Parishad and five by private institutions. In addition to this, there are two post-basic Ashram Schools. There is only one higher secondary school at Allapalli run by private organization viz., the Dharmarao Shikshan Mandal. It is clear from the above table that the facilities of secondary education are grossly inadequate.

- **Higher Education**

There is only one senior college in the ITDP at Aheri having Arts and Commerce faculties which is run by the Dharmarao Shikshan Mandal- a private organization. Among other institutions, there is one D.Ed. College at Allapalli, started in June 1984. As regards technical education, there is one ITI at Aheri where training in various trades such as welding, electrician, turner, fitter and mechanic etc. is being imparted.

## **CONCLUSION**

In order to create awareness about health, medicine and education government should implement the above-mentioned suggestions. Still now the tribal from remote parts of Gadchiroli lives primitive life. The education and proper management of health and medicine must be applied in order to uplift the life of tribal people in the remotest part of the Gadchiroli district.

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