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INDEX

Paper No.	Title	Author Name	Page No.
1	The English Literature In Renaissance Period: The First Modern Literature Of The World	Rajesh M. Kose	1-6
2	A Comparative Study Of Education In Tribal And Non-Tribal Women Under Paschim Medinipur And Purulia In West Bengal	Mr.Sourav Manna	7-13
3	Preliminary Study To Record Butterflies From Kalamb Region Of Yavatmal District: A Case Study	Ved Patki	14-17
4	चंद्रपूर शहरातील औद्योगिक प्रतिष्ठानांनी मानव संसाधन विकासाच्या दृष्टीकोनातून केलेल्या सामाजिक जबाबदारीच्या प्रयत्नांचे विश्लेषणात्मक अध्ययन	प्रा. डॉ. उत्तम चि. घोसरे	18-23
5	Disparities in Quality of Primary Education: a study from Paschim Medinipur District of West Bengal	Chandrani Das&Dr. Asis Kumar Dandapat	24-30
6	FINANCIAL STATEMENT & RATIO ANALYSIS	Sanchit S Vaidya & Kalyani G Shetkar	31-33
7	Contributions of Indian Experts in Health Geography	Vilas K.Kale	34-36
8	औसा तालुक्याच्या अर्थव्यवस्थेला आकार देण्याचे साधन म्हणून कौशल्य विकासाच्या प्रभावाचे विश्लेषण करणे	शितल नरसिंग पुरी & प्रो. डॉ. एम.डी. कच्छवे	37-41

The English Literature in Renaissance Period: The First Modern Literature of the World

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Abstract:

Evaluating the history of English Literature, we, the readers are very much aware about the historical facts, biographical sketch of various writers, and also the factors responsible in framing the writers from the renowned critics of English literature. English literary criticism has a very rich tradition of faith and reality in providing the information to readers since the Renaissance period. This period is called as an ardent period of European social, cultural, artistic, political and economic rebirth which began in 14th century and held sway until the time of Rousseau that is the 18th century. Renaissance in general is defined as 'The Revival of Learning and Humanism' which became the standpoint for the enlightenment of the human mind from the darkness of the middle ages which was considered as the age of theological dogmas and spiritual authority. Basically, Renaissance was a transformation to free the human mind from theological concepts and refers to the classical literature of Greece and Rome, and spread its ideas, art, literature and culture throughout the Europe. The Church of Rome was the head of theology and Reformation was on its higher level which became both a cause and an effect of the Renaissance. In such bitter condition, Classical literature of Greek and Rome and its writers became guide for the all then developed European countries like Italy, France, Germany and England up to 16th century. But in England it remained by the name of Neo-Classicism until the French revolution of 1789. The discourse of a critical text as written by a critic helps the research scholars in identifying the objective or subjective outlook of a critic as well as his psychological insight in understanding or critically evaluating the writer or his text. It means that a Critic becomes the Judge and evaluates the writer from every aspect. It is through a critic, that a reader or research scholar understands the past; verifies truthfulness of the text and its writer and tries to search some new truth as per the demand of contemporary situation. In simple words, criticism can furthermore be known as 'an art which is appreciated by an artist to specify something appropriate or hidden which was not directly mentioned by the writer of the text'.

In this paper, I am going to depict the European Renaissance and humanism spirit in general, impact of it on English writers and literary criticism specifically of the Renaissance period which is regarded as the most influential literature in the history of English literature which provided a rich, varied knowledge and learning to whole world and thereafter became the world's most developed country in every sphere of life. We can compare the classical art, culture and writers of antiquity with the English culture, art and writers of Renaissance period. Though, English writers imitated the classical writers of ancient period-the Renaissance spirit was running through

the whole age- they mastered themselves in many genres of literature, especially created literary criticism of quality and thus surpassed them by creating the most memorable writings of their own literature. Thus, English literature of especially Elizabethan period having Renaissance spirit in full maturity became a classic in itself and the facets of classicism lasted near about two hundred years.

Keywords: Renaissance period, the Revival of learning and humanism, Imitation, Classical literature of Greece and Roman writers of antiquity, English literature and criticism of Renaissance period, Elizabethan age, Neo-classicism

Introduction:

We cannot forget the fact that the whole world was bound by the shackles of religion in the middle ages and that the only way to get it out of it was through the ideology of the Renaissance. The Renaissance also called 'The Revival of Learning and Humanism' became the gradual force to free the human mind from the darkness of the Middle Ages, bondage of theological dogmas and spiritual authority. It has been described as the birth of modern world out of the ashes of the dark ages, as the discovery of the world and discovery of man, providing individual freedom of life, thought, religion and art. The term was applied to the revival of classic art models in the fourteenth and fifteenth centuries and refers to the classical literature of Greece and Rome. The effects of the Renaissance, which began in Italy, gradually spread throughout the world as a new season. As a whole, all the countries adopted the first ancient but advanced Greek and Roman culture. Under the influence of the Renaissance, all European nations had to turn to writers from the Greek and Roman empires for knowledge, and under their influence, wrote one's own literature in own native language. Writers from Italy, France, Germany and England had to study classical authority and create their own literature under their inspiration, and this period is probably referred to as the Renaissance. If the Renaissance ideology had not taken root in the world, perhaps a new era would never have begun. If anyone is to be credited for the progress that has been made by the whole World today in the 21st century, it is only because of the Renaissance spirit of learning and humanistic development which started in 14th century and lasted near about two hundred years in Europe except England where it lasted till the Romantic period of 18th century. The Renaissance spirit came first to Italy and from there it travelled to France, Germany and finally England. The ultimate truth of its history is that England was the last center of Renaissance ideology and learning in Europe where it came in the sixteenth century and lasted up to the late eighteenth century. This is where we see the real progress of not only of England alone but also of the whole World; this is where we see English literature coming to prominence in the true sense. During the Renaissance impact, the ancient classical writers like Plato, Aristotle, and Horace became the masters of every one's literature and English literature was not an exception to it. Aristotle's critical document based on the rules of dramatic poesy- 'Poetics'- became the centerpiece of English literature and criticism. The English classical writers started adopting the rules stated by Aristotle in 'The Poetics'. According to the theory of Deconstruction, the center is very important, everything revolves around that center. The English literature in the beginning of Renaissance period was somewhat slow as compare to other literatures of European countries, because the writers were busy in learning the ancient masters

of Greek and Roman literature. At one time- that is before the development of native language 'English'-Latin was regarded as the cultured language of humanists. But we cannot forget Geoffrey Chaucer, who enriched his East Midland dialect and converted it into native language of identity for common people called 'English' which obviously was to become the language of native literature. Chaucer is rightly regarded as 'The father of English Language and English literature'. 'English Poetry begins with Chaucer.'¹

The literary writers after Chaucer started writing in their own native English language and due to the awareness of national sense in Queen Elizabeth's period. Sir Thomas More is the only humanist who wrote 'Utopia' in Latin, but cannot be neglected, for 'It is the true prologue of the Renaissance.'² It was additionally deciphered in numerous dialects like English, German, Spanish and Italian because of its notoriety. The book was also called as 'the first monument of modern socialism.'³

This was the point at which the local scholars turned out to be very much prepared due to their interconnectivity with the entire European countries having under the effect of Renaissance soul of new learning. English writing became a type of diversion as well as a method of new learning for everybody and consequently advanced quickly in the Elizabethan period. The genuine Renaissance soul of revelations and innovations likewise helped England in invigorating the development of English writing. Because of the business perspective, the British Empire began setting up their provinces all through the World and gave the schooling of English language and from now on spreaded their thoughts, workmanship and culture to the colonizers similarly which the previous Greeks had done in England by bringing their thoughts, culture and language to England. It is so that English language, workmanship, writing, culture and so on was imitated by the colonizers and along these lines it turned into the rich writing of the world and step by step speeded its writing everywhere on the world. Each country, up to the late 18th century, regardless of whether from the European landmass, the African mainland or the Asian landmass went under the effect of the highlights of English Renaissance straightforwardly or by implication.

Breaking the old strict creeds, Renaissance soul invigorated the restoration of learning, and clearly it made European nations more extensive in viewpoint by liberating the person from the subjugations of each kind of organizations. Everybody in this age was anxious to know something, the soul of enquiry, a craving to look through new things was enormously expanded in the age. This logical soul of this age made explorers obligatory for finding new ocean courses and normally a considerable lot of them were fruitful in finding the new grounds. The explorers like Christopher Columbus; an Italian pioneer had gone through four journeys over the Atlantic Ocean and finally found a route for colonization of the Americans in the fifteenth century. Vasco da Gama; a Portuguese wayfarer found the ocean course to India and in this manner connected other European nations with Asian nations.

Ferdinand Magellan; a Portuguese explorer, Prince Henry; the navigator, Amerigo Vespucci; an Italian merchant, Pedro Alvares Cabral; a Portuguese Nobleman, John Cabot; an Italian navigator and explorer and there are many others who contributed in discovering new lands. These discoveries made European people to travel at various lands and thus understand easily their art and culture. The trade began to grow in many countries.

The next most important and notable invention of this period was of a Printing Press by German Johannes Gutenberg around 1440. But in England, Caxton brought printing in 1476, and this spirit of new learning fascinated English people to learn the old classical books, manuscripts and translations. Along with the printing press, firearms and the nautical compass and historical inventions made this period the first modern period of development as compared with the ancients. The inventions allowed people to communicate, exercise power and travel at distances. The next important factor was about the geographical discovery; Copernicus was the first modern European scientist to state the fact that Sun is the centre of the solar system in which Earth is not stationary but one planet among many and all of them revolve around it. This statement broke away all the religious beliefs and earlier superstitious way of people's thinking. Though there were some writers like Donne and Milton who believed in the old theory of Claudius Ptolemy, an ancient Greek mathematician and astronomer, who accepted Aristotle's idea that Sun and the planets revolve around a spherical Earth. Due to fall of Constantinople to the Turks in 1453, Greek scholars fled to Italy and established schools to teach Greek classics. At the same time, some young Englishmen went to Italy and came back to England with the new learning and started a teaching of Greek language which helped in revealing the beauty of the Greek classics. These are some important features of Renaissance era which also helped English literature to become the first modern literature of the world.

Analyzing the English literature of the times, in the beginning of the fifteenth century, there was a growing interest in the classical learning of Greek and Roman books. The growth of trade and commerce with foreign countries, rush for gold, going on extensive voyages and explorations by the English people, rise of ferocious nationalism and the new spirit of individualism were some of the ingredients produced by the new spirit of The Renaissance. After the defeat of the Spanish Armada by the English, everyone was full of self confidence and heightened national spirit in England. 'Literature was swept onwards by this spirit of conquest and self-glorification'.⁴

The Renaissance spirit gave a freedom of individualism and worldliness in English people. The result of this individualism was that the Renaissance men cared not a fig for authority; feel free in taking their own decisions- right or wrong- and this freedom found its position in the plays of Marlowe. He wrote a revolutionary play like 'Edward II' in which kings are represented as being deposed and murdered. English Renaissance literature is divided into four major periods; the period of preparation (1500-79), the Elizabethan period (1579-1602), the Jacobean period (1603-1625), the Caroline period (1620-1660). The real spirit of Renaissance matured in the Elizabethan literature which was marked by fullness of National life, a passion for knowledge, telling adventures and an ambition to achieve great things. The University Wits were a professional group of Pre- Shakespearean dramatists. The group of the University Wits consists of minor stars like Thomas Kyd, John Lyly, George Peele, Robert Greene, Thomas Lodge, and Thomas Nash. They were called University Wits because nearly all of them were educated either at Oxford University or Cambridge University. Among them Marlowe has been called the true child of The Renaissance; he was the central sun of the group. In his four plays; Tamburlaine, Doctor Faustus, the Jew of Malta and Edward II one can notice full blooded expression of the entire age with all its new aspirations hopes and dashing adventures.⁵

The Elizabethan period produced geniuses like Shakespeare, Spenser, Sydney, and Ben Johnson. The Elizabethan lyrics and sonnets, the art of versification was much higher than that of Italian and French literature because the English language was full of both the quantitative and qualitative verse based on accent and rhyme.

The English literary criticism during the Renaissance period, passed through different phases during the sixteenth and seventeenth centuries. In the first few stages it is the Italian influence which predominates and the study of literature was purely rhetorical. Wilson's 'Art of Rhetorike' (1553), Roger Ascham's 'Schoolmaster' (1568) are some of the finest examples of Italian influence on English literary criticism. The next stage was of composing poetic forms and metrical studies. Puttenham's 'Arte of English Poesy', Harvey's 'Letters' and Webb's 'Discourse of English Poetrie' were the finest examples of introducing classical metres into English Poetry. This stage was followed by a combination of philosophical and apologetic criticism. Sidney's 'Defence of Poetry' (1595) was, of course, the finest example of defending the poetic art from other criticism. The fourth stage of Renaissance criticism occupied the first half of 17th century. Ben Jonson was the representative critic of the age and relied on strict rules of classics. The fifth stage obviously changed the outlook of critics and they replaced the Italian influence by the French influence where we can clearly witness the rise of neo-classicism having all characteristics of rationalism, restriction of literature to the imitation of nature, with further limitation for nature to the life of the city and the court, and the confinement of imagination to wit. Dryden was the leading critic of the age. This movement attempted to revive in literature the classical qualities of balance, proportion and restraint. Dryden and his successors imitated the form of the Classics but the not the spirit; which was native. The Augustan age in the first half of the eighteenth century saw in Alexander pope, Addison, Swift, Dr Johnson and Bruke compared with Horace, Virgil, Cicero and all those brilliant writers of the Roman literature in the region of Emperor Augustus. Charles II came in contact with the French court for number of years so he was inspired by their culture and literature and because of this the English critics of this age imitated the French. The heroic couplet became the famous couplet in English poetry. Dryden and Pope was the master of closed couplets. Dryden's 'Absalom and Achitophel' and Alexander Pope's 'The Rape of the Lock' are the most famous satirical works of English literature of the period.

Mathew Arnold defined 'Criticism as a disinterested endeavor to learn and propagate the best that is known and thought in the world' ⁶

Conclusion:

The historical facts from the ancient period itself depicts that progress is interlinked and interconnected with the culture and language. The Greek and Roman culture of antiquity has given much to the world that we cannot forget it. They were the intellectuals and therefore migrated in search of new things, shared their knowledge with various countries. They become the inhabitants of Italy, France, Germany and finally England during the Renaissance period which was initiated in 14th century. The Latin language became the language of high culture that is of Elite class, it was the language of the courts and assemblies. On the contrary, the native people only spoke the mix dialects because England was surviving without any native language.

It was Geoffrey Chaucer who used the East Midland dialect for his 'Prologue to the Canterbury Tales' and for the first time the native people got their own language of right in East midland dialect which was converted later into the English language. This language created the spirit of nationalism in every English people and that's why the Latin language was slowly ruled out from England. Though, every nation came under the impact of Renaissance period and discovered new lands, there was a business and trade among these countries, export and import tradition was started. England became the center of business and trade for the whole European countries. At the same time, the literary writers and critics were fascinated due to the Renaissance spirit in the 16th and 17th century. The University Wits followed the classical way of writing, but Shakespeare, romantic dramatist never followed the classical rules of Aristotle or other classical masters. It is very clear that language and literature has played a vital role in the progress and development of England. Today English language and literature has been studied throughout the world. Every nation has adopted this language in their curriculum. English language has become not only the language of high culture/ Elite class but also of the Popular/Mass culture. The language has become a stamp of progress and development for everyone. In India, when British Government started the English education in the beginning of the 19th century, only the Maharajas, Brahmins and Elite class can learn English language and literature. But later there were establishments of missionary schools for giving education in English language open to every class, even the lower caste people can go to the schools. This was so much helpful for popular culture or mass culture to develop and come to the forefront with Elite class.

The status of uniformity to all classes as expressed by Dr.B.R.Ambedkar in 'The Constitution of India' must be ascribed some place to the Renaissance time of new learning and humanism which began in fourteenth century Europe. Britain went under the effect of Renaissance soul and began doing their advancement in each part of life, particularly in English Language and writing. In the event that the English individuals of that time have not set up provinces, have not given the English training to the colonizers, maybe the occupants of England would not have left their nation, we couldn't have ever seen the improvement of any nation, particularly India. That is why the English literature of the Renaissance era can be called the first modern literature of the world.

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A COMPARATIVE STUDY OF EDUCATION IN TRIBAL AND NON-TRIBAL WOMEN UNDER PASCHIM MEDINIPUR AND PURULIA IN WEST BENGAL

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Abstract:-

The Scheduled Tribe population represents one of the most economically impecunious groups in India. The social and economic condition of the tribal women is worse than the non-tribal women. The present study is based on secondary data census report 2011 on Paschim Medinipur, and Purulia district in West Bengal. The tribal and non-tribal women's education and literacy are compared and upheld substantively because education is an important matter for upgrading the economic and social conditions of the scheduled tribes and non-schedule tribes women.

Key words: Education, Tribal women, Non-tribal women, Development, Society.

Introduction:-

Education is regarded as the key parameter in the growth strategy to any developing nation and has always been accorded an honored place in Indian society. It is very important in economic development and social progress that largely apprehend the quality of manpower in a society. Tribal women face crucial problems with lot of constraints. Their problems in solitary areas and in forest areas make them isolated from other. Their access to primary education is almost meager. They are not aware of the benefits of education due to their illiteracy and socio-economic backwardness, superstitions and old culture tradition. They also get lower age of marriage but do not get family planning acceptance and higher fertility and mortality. They cannot enjoy social status than others. The level of education, work status, exposure to mass media and residence of area of non-tribal women are undoubtedly better in the society. Sometimes they can take major decision in the household and know the value of education. So they send their children to school. They can understand the side of economy. Above all, they use contraceptive method. From the side of hard working, they remain in lag behind in the society. Education makes an individual better situated to the needs of the ever changing in the dynamic world. It reduces the social gaps by enabling proper recognition to whatever extent one is able to acquire a skill. The tribal women all over India have been subjected to various forms of deprivation such as alienation from land and other resources, though they remain away than the non-tribal women from the main stream of national life, they are not remained from the impact of socio-economic changes in the society in general.

Need for the study

Education is an important genre for upgrading the economic and social conditions of the Schedule Tribes and non-Schedule Tribes. It is an input not only for economic development of tribes and non-tribes but also for inner strength of the tribal and non tribal communities which help them in meeting the new challenges of life. Literacy and educational fructification and powerful indication of social and economic development among tribal and non-tribal women groups in India are an elementary form. It is considered of utmost important to the tribal women

because it is too necessary for the total development of tribal communications. And it is particularly helpful to build credence among the tribal women to deal with outsider on equal terms. Many researchers have discussed about the tribes and non-tribes community and pointed their less development in their community. But some sides have been overlooked about the tribal and non-tribal women. It has been discussed in that study. The tribal women are lag behind than the non-tribal women especially from the side of literacy, education, health, employment, culture, living status and Government and non-Government facilities. Language is one of the important obligations of tribal women which prevents them penetration of education. The physical interruptions create a barrier for the tribal women. So they do not want to attend the primary or upper primary School in neighboring village. The financial condition of tribal women is so poor that they want to send their children in labour power than the primary school. The tribal women cannot take any major decision in the household than the non-tribal women due to lack of education. Despite the sincere efforts by the Government and non-Government organizations for the overall progress of the tribal community, they have to remain in far behind in almost all the standard parameters of development. They are unable to compete in the process of development as they are not conscious most of the programs and policies made for their upliftment.

Review of literature:-

According to Naik (1969) 'variable spread of education among the Bhil society. Collecting data was from the Dhar and Jhabua districts of Madhya Pradesh. Naik mentioned that the children from the financially well off portion of the Bhil society get the extreme educational advantages. The children who were the upper crust of the Bhil society have been able to go to school and take benefit of the scholarships. They get hostel advantages by the government whereas, the poorer divisions of the Bhil society find that it is too difficult to spare a child for education as their service is required only at home'

Sarkar (1979) in his study, observed the impact of western education on the tribe of Mokokchung district of Nagaland where education plays a significant and positive change on the Naga Society. The growth of education makes progress and development in different fields. A significant change can be seen in their social life, dresses, social hierarchy, marriage, political role and occupations etc.

According to Dandapat and Sengupta (2013) 'based on the responses to four Semi-structured interview schedules and one check list of 400 post-graduate students in Vidyasagar University in West Bengal, this article looks into the influence of gender stereotyping on women's higher education. Demonstrators are considered and looked into using non-parametric technique. Given the overall patriarchal structure of Indian society, the results display higher education system. It is not sufficient itself for developing the right attitudes among today's young adults. They needed to succeed in a democratic country-where human dignity is respected'.

Statement of the problem:-

The statement of the present study is: A comparative study of education in tribal and non-tribal women under Paschim medinipur and Purulia in West Bengal.

Objectives of the study:-

The following objectives of the study are stated below:

- I. To study percentage of ST and non-ST population.
- II. To study percentage of ST and non-ST literates.
- III. To study gender wise percentage of literates group.
- IV. To study gender wise percentage of literates ST group.
- V. To study gender wise percentage of non-tribal group.
- VI. To study gender wise percentage of tribal group.
- VII. To study womanly wise tribal and non-tribal.

Hypotheses of the study:-

The following hypotheses are :

- a. There will be no significance difference between the percentage of ST and non-ST population.
- b. There will be no significance difference between the percentage of ST and non-ST literates.
- c. There will be no significance difference between the gender wise percentage of literates group.
- d. There will be no significance difference between the gender wise percentage of literates ST group.
- e. There will be no significance difference between the gender wise percentage of non-tribal group.
- f. There will be no significance difference between the gender wise percentage of tribal group.
- g. There will be no significance difference between the womanly wise tribal and non-tribal.

Methodology:-

Sample:

The researcher has visited office located in different places of the two districts of the state West Bengal. They are Tribal Development Department West Bengal. (Jhargram in Paschim Medinipur), All Backward classes, Relief and Development Mission (Santuri, Purulia) and also the secondary source of information has been collected from various books, research journals and govt. Census report of India (2011) and the social perception and environmental factors related to the tribal and non tribal women chosen for the present study. This has been mainly attempted to know about the sociability, perception of the society and academic development of the Scheduled Tribes women and non Schedule Tribes women. The study covers two districts i.e. Paschim Medinipur and Purulia of the state West Bengal because the tribal populations are high in the two districts as per Census of India (2011).The present study is based on secondary sources of information.

Instruments and procedure:-

The present research made a viewpoint of the subjects towards (census report of India, 2011). For this purpose Various tables –social class percentage of population (ST and Non-ST), Social class percentage of literate (ST and Non-ST), Gender wise Social class of literates, Gender wise social class of percentage in non-tribal, Gender wise social class of literates ST, Gender wise social class of percentage in tribal and womanly wise social class of tribal and non-tribal.

Demographic information as per Census of India (2011) under Paschim Medinipur, and Purulia are prepared.

Analysis of data and discussion of result:-

Analytical technique was used. The quantitative analysis of the secondary data has been collected through Census Report (2011) and the result is described in the narrative form.

Table – 1: Percentage of population - ST and Non-ST under Paschim Medinipur, Purulia districts.

Sl no.	Social class	Population in %	
		Paschim Medinipur	Purulia
1.	ST	14.88	18.45
2.	Non-ST	85.12	81.55

Source: Census report of 2011

It is evident from table - 1 that percentage of population of Non ST under Paschim Medinipur (85.12%) is greater than that in Purulia (81.55%) where percentage of ST' under Paschim Medinipur (14.88%) is lesser than Purulia (18.45%) . Percentage of literates is followed to the next table.

Table – 2: Percentage of literates ST and Non-ST under Paschim Medinipur and Purulia districts.

Sl no.	Social class	Literates in %	
		Paschim Medinipur	Purulia
1.	ST	11.12	15.38
2.	Non-ST	88.88	84.62

Source: Census report of 2011

It is evident from table - 2 that percentage of literates of Non-ST' under Paschim Medinipur (88.88%) is greater than Purulia (84.62%) where percentage of literates of ST under Paschim Medinipur (11.12%) is lesser than Purulia (15.38%). Gender wise literates of Non-ST, is pursued to the next table.

Table– 3: Gender wise percentage of literates Non-ST under Paschim Medinipur and Purulia districts.

Sl no.	Social class	Literates of non-ST in %	
		Paschim Medinipur	Purulia
1.	Male	55.84	61.97
2.	Female	44.16	38.03

Source: Census report of 2011

It is clear from table - 3 that gender wise literates Male of Non ST under Purulia (61.97%) is greater than Paschim Medinipur (55.84%) where literates Female non ST under Purulia (38.03%) are lesser than Paschim Medinipur (44.16%). Gender wise literates in ST have been succeeded to the next table.

Table-4: Gender wise percentage of literates in ST under Paschim Medinipur and Purulia districts.

Sl no.	Gender wise social class	Literates ST in %	
		Paschim Medinipur	Purulia
1.	Male	59.52	63.22
2.	Female	40.48	36.78

Source: Census report of 2011

It is clear from table - 4 that gender wise literates Male ST under Purulia (63.22%) is greater than Paschim Medinipur (59.52%). Literates Female of ST' under Paschim Medinipur (40.48%) is greater than Purulia (36.78%). Gender wise percentage of non tribal has been followed to the next table.

Table - 5: Gender wise percentage of Non-tribal under Paschim Medinipur and Purulia, districts.

Sl no.	Gender wise social class	Non-tribal in %	
		Paschim Medinipur	Purulia
1.	Male	50.02	49.73
2.	Female	49.98	50.27

Source: Census report of 2011

It is evident from table - 5 that gender wise Male Non Tribal under Paschim Medinipur (50.02%) and Purulia (49.73%) are same across the line where gender wise (Female Non Tribal) remains under, Purulia (50.27%) and Paschim Medinipur (49.98%) are same across the line. Gender wise percentage of tribal is followed to the next table.

Problem - 6: Gender wise percentage in Tribal under Paschim Medinipur and Purulia districts.

Sl no.	Gender wise social class	Tribal in %	
		Paschim Medinipur	Purulia
1.	Male	49.98	50.27
2.	Female	50.02	49.73

Source: Census report of 2011

It is clear from table - 6 that gender wise Male Tribal under Purulia (50.27%) and Paschim Medinipur (49.98%) are same across the line but Female Tribal under Paschim Medinipur (50.02%) and Purulia (51.00%) are same across the line. Womanly wise percentage is followed to the next table.

Table - 7: Womanly wise Tribal & Non-Tribal under Paschim Medinipur and Purulia districts.

Sl no.	Social class	Tribal and Non-tribal in %	
		Paschim Medinipur	Purulia
1.	Tribal Female	50.02	49.73
2.	Non-tribal Female	49.98	50.27

Source: Census report of 2011

It is clear from table - 7 that womanly wise Tribal under Paschim Medinipur (50.02%) and Purulia (49.73%) are same cross the line where Non-tribal under Purulia (50.27%) and Paschim Medinipur (49.98%) are same across the line.

Census (2011) shows that percentage of population – Non-ST in Paschim Medinipur is the highest out of two districts. Percentage of literates (Non-ST in Paschim Medinipur) and (ST in purulia) is the highest rank. Gender wise literates in Non-ST (Male in purulia) and (Female in Paschim Medinipur) are the highest rank. Gender wise literates of ST (Male in Purulia) are the highest out of two districts. Gender wise percentage of Non-tribal (Male and Female) is same in two districts. Gender wise percentage of Tribal (Male and Female) are same in two districts. Finally womanly wise tribal and Non-tribal are same in the two districts.

Conclusion:-

Tribal women are lagging behind in their socio economic status, education, employment, income, family planning and decision taken in different fields than non-tribal women. The problem linked to non tribal women is general but tribal women in India are perplexed, multiplied and interlinked. The major barriers in the spread of the education among tribal women are illiteracy and superstition. Only education can change the cultural norms and patterns of life of tribal and non-tribal women make them economically independent and organize themselves to form solid groups. So they can analyse their situations and conditions living, understanding, their rights and responsibilities. Above all education will enable them to participate and contribute to the development of the entire society.

Implications:-

The Government and non government organizations should look into the tribal and non tribal society. Revitalization shall be done through development of co-operative society. Education must be made more relevant from the perspective of tribal and non tribal women promoting development among the tribes especially through reducing drop out. Proper consciousness, training and orientation should be allotted towards developmental programs. The developmental activities which propagate in the tribal and non tribal society i.e. literacy, health, employment, Self-help group (economic side), skill training and income generation etc should be done by the Government and non-government organization. They should apply indigenous knowledge for the overall development of tribal and non-tribal society.

Suggestions for further research:-

This study is conducted in the tribal areas of two districts i.e. Paschim Medinipur and Purulia as per (Census of India 2011) with some limitations. But there is a scope for further research on the following topics.

- ❖ Status of Tribal women in India.

- ❖ A study of tribal and non-tribal life of women in West Bengal.
- ❖ Empowerment of tribal and non-tribal women for health development in West Bengal.
- ❖ The empowerment of tribal population in West Bengal.
- ❖ Non-Tribal women enjoying more freedom than the tribal women.
- ❖ Tribal women development and integration in W.B.
- ❖ An empirical study of tribal women in W.B.
- ❖ Tribal women and development in W.B.

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Preliminary study to record Butterflies from Kalamb region of Yavatmal District: A case study

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Abstract:

The Kalamb is small town in Yavatmal district of Maharashtra. Kalamb harbour an ample amount butterfly fauna and contributing in the balance of ideal ecological landscape. This study targeted to investigate the butterfly diversity in the outskirts of Kalamb. Prior to the any documentation, the habitat survey was carried out in the region during monsoon season. The Pollard's Walk method was implemented in the data collection and the diversity was assessed using line transect conventions. The survey was carried out in Late Monsoon season of 2019. In this study total 09 species of 4 families of order Lepidoptera were documented from Kalamb Town.

Introduction:

Insects are the members of order insect, which the most diverse animal groups on the earth and they potentially contributed about 90% to the animal kingdom. Insects are commonly found in all sorts of environments including freshwater and marine water resources. An insect play an important role in biodiversity and they are the bio-indicators for healthy ecosystems. Some of them are the important pollinating agents. Among all the insects, butterflies are the most studied group, belongs to zoological order lepidoptera. Members of superfamily papilionoidea, hespererioidea and hedyloidea are true butterflies while other families within lepidoptera referred as a moth. More than 17, 000 species of butterflies are found all over the globe. India has around 1501 species (Gaonkar 1996), out of which maximum butterflies are seasonal and prefer specific habitat (Kunte, 2000). They are diurnal and play an important role as ecological indicators of urbanization (Thomas., 2001). They specify anthropogenic activities, habitat disturbances and its quality (Kocher and Williams 2000). Butterflies contribute in the pollination of more than 50 economically important plants (Borges et al., 2003). Thus butterflies play an active role in the maintenance of plant diversity, especially for herbs and shrubs during monsoon. They are efficient foragers, pollinating wide range of available flowers in the ecosystem (Dosa, 1999). Likewise avian fauna, different species of butterflies can migrate from different parts of India (Williams, 1938; Bharos, 2000; and Palot et al., 2002). It is important to understand the diversity of insects like butterflies, and there is a strong need to include them in diversity studies and conservation prioritization programs (Gadgil, 1996). Conservation point of view, it is necessary to inspect the diversity and abundance of butterflies nearby the urban landscape. This study was undertaken to investigate the diversity and abundance of butterflies in Kalamb region of Yavatmal District, Maharashtra.

Material and Methods:

a) Study Area:

The Kalamb is a town located in Yavatmal district of Vidarbha province of Maharashtra state in India. This village is situated in the on the Nagpur-Tuljapur Highway. Kalamb is administrative centre of a Taluka (sub-district) also called Kalamb. Kalamb Taluka has a population of about 96 thousand according to 2001 Census and it has total 140 villages. Historically, Vidarbha was called Berar by the British and by the Mughals. This part was considered as the Central Provinces and Berar in British India between 1903 and 1947, and was part of Nizam of Hyderabad's territory until 1903. Kalamb Taluka in the Yavatmal district is one of the growing populations and economically developing region. Agriculture and related market is one of the major occupation of the region.

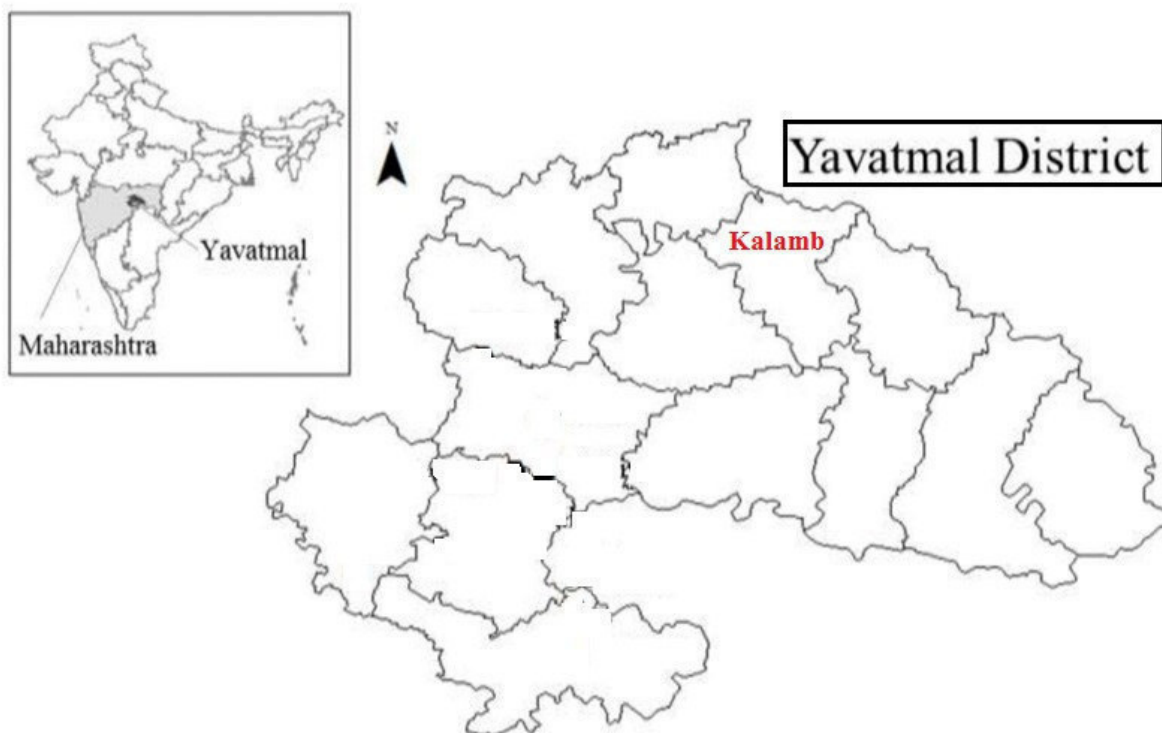


Fig 1: Location of Kalamb in Yavatmal District

b) Data collection and Taxonomical analysis:

A Field survey was carried out in different areas of town during monsoon season, in July to September 2019. The timings for the survey were strictly followed according to the activity of butterflies. Timings for the survey were 7 am to 9 am in morning and 5 pm to 7 pm with evening. Special attention given for the collection on pre monsoon and monsoon season, due to the abundances of butterflies in the season (Wynter-Blyth, 1957, and Kunte, 1997). Butterfly richness was calculated using line transect conventions (Kunte 1997). Data were collected by pollard-walk method (Pollard, 1977) followed by direct visualization of specimen. Ultimately, identification of specimen was carried out using standard identification keys of butterflies (Kunte, 2000; Kehimkar 2008; Talbot 1939, 1947; Gunathilagaraj et al. 1998).

Result and discussion:

Total 09 species belong to the 4 families of zoological order Lepidoptera were documented in the pre monsoon season from different sectors of the study area. (Table 1). Nymphalidae and Pieridae has three species followed Papilionidae with two species and Lycaenidae with one species. Nymphalidae and Pieridae are the most dominant families, in the Kalamb as compared to Lycaenidae and Papilionidae.

Kalamb is one of the important forested areas of Yavatmal District; it has an ample amount flora and fauna to maintain an ideal ecosystem. Our study highlights the diversity of butterflies in Kalamb Taluka of Yavatmal district. Outcome of this study will be considered for the check list for the conservation of this beautiful creation. They are good indicators of climate change in the environment as well as urbanization and play an important role in pollination of different economically important crops (Borges et al., 2003). Increased human population and the man made disturbances in small villages like Kalamb, responsible for the decreased number ecologically important insects like butterflies. Hence, the

studies related to butterflies and other ecologically significant insects are important to maintain the ecology of the region.

Table 1. Diversity of butterflies in Kalamb region of Yavatmal district.

Sr.No.	Family	Species	Common Name	Status
1)	Nymphalidae	<i>Euploea Sylvester coreta</i> (Cramer)	Double Branded Crow	Common
		<i>Danaus genutia</i>	Striped Tiger	Common
		<i>Danaus Chrysippus</i> (Linn)	Plain Tiger	Common
2)	Lycaenidae	<i>Azanus ubaldus</i> (Stoll)	Bright Babul blue	Common
3)	Papilionidae	<i>Papilio polytes</i> (Linn)	Common Mormon	Very Common
		<i>Graphium Agamemnon</i>	Tailed Jay	Common
4)	Pieridae	<i>Catopsilia Pomona</i> (Fabricius)	Common Emigrant	Very Common
		<i>Catopsilia pyranthe</i> (Linn)	Mottled Emigrant	Common
		<i>Eurema laeta</i> (Boisdual)	Spotless Grass Yellow	Common

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**चंद्रपूर शहरातील औद्योगिक प्रतिष्ठानांनी मानव संसाधन
विकासाच्या दृष्टीकोनातून केलेल्या सामाजिक जबाबदारीच्या प्रयत्नांचे
विश्लेषणात्मक अध्ययन**

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मो. क्र. ९८८९५१३४२७

सारांश

संशोधनाकरीता चंद्रपूर शहरातील औद्योगिक प्रतिष्ठानांचा वर्गिकरणानुसार नमुनापद्धतीने निवड करून अभ्यास करण्यात आला. औद्योगिक प्रतिष्ठान निवडतांना उद्योगांचे प्रकार विचारात घेण्यात आला. या अध्ययनासाठी कार्यक्षेत्र म्हणून चंद्रपूर शहरातील महाराष्ट्र औद्योगिक विकास मंडळ महणजेच एम.आय.डी.सी. परिसरातील प्रतिष्ठानांची निवड करण्यात आली आहे. औद्योगिक प्रतिष्ठानांनी मानव संसाधन विकासाच्या दृष्टीकोनातून केलेल्या सामाजिक जबाबदारीच्या प्रयत्नांचे विश्लेषण प्रकारानुसार करण्यात आले.

प्रस्तावना

भारतातील औद्योगिकीकरणाला एकोणिसाव्या शतकात प्रारंभ झाला. भारतावर ब्रिटीश सत्ता होती. या काळात देशात सुती कापड, साखर, काळ्या पेट्या, ताग, इत्यादी उद्योग स्थापन झाले. या काळात दैनंदिन उपभोगाच्या वस्तूच्या उद्योगाची सुरुवात केली होती. मोठे पोलाद, लोखंडाचे उद्योग कमी होते.

१८५४ साली मुंबईत पहिली कापड गिरणी सुरू झाली. १८५५ साली कलकत्यात त्यागाची गिरणी सुरू झाली. १९११ साली जमशेदपूर ला टाटाचा पोलाद कारखाना सुरू झाला. पुढे कोळसा खाणी, सिमेंट वसायणे, साखर तसेच सायकली, शिवण यंत्रे, डिझेल इंजिने इत्यादी उद्योग निर्माण झाले. पुढे वस्तू व सेवांच्या निर्मिती मोठं मोठं औद्योगिक घराणे तयार झाले. कंपनी कायद्याची मोठेमोठे कारखाने तयार झाली. आता ही औद्योगिक घराणी वस्तु निर्मिती करून लोकांची गरज पूर्ण करण्यापर्यंत सिमित न राहता, रोजगार निर्मिती, तसेच नफ्यातून सामान विक्रीकरिता आपले योगदान देण्यास पुढे येत आहे. शैक्षणिक संस्था वाहतुकीच्या अद्यावत सोयी, परिसर, विकास, विद्युत टंचाईवर मात करून गाव विकासाकरिता दत्तक घेणे इत्यादी सरकारी प्रयोगात आपले योगदान देत आहे.

औद्योगिकरणाचे महत्त्व

प्रत्येक विकसनशील देशात योग्य वातावरण उपलब्ध असल्यास औद्योगिक वसाहती फार महत्वाची भूमिका पार पाडू शकतात. देशात औद्योगिक वसाहतींची स्थापना केल्यामुळे आणि उद्योजकांनी ह्या औद्योगिक वसाहती मध्ये आपल्या उद्योगांची स्थापना केल्यामुळे, उद्योजकांप्रमाणेच संपूर्ण समाजालाही अनेक फायदे प्राप्त होतात.

औद्योगिकरणात व्यवस्थापन व मानव संसाधन संकल्पनेचे महत्व

आज सर्व प्रकारच्या व्यवसायांमध्ये व्यवस्थापनाला विशेष महत्व प्राप्त झाले आहे. व्यवसायांतर्गत सार्वत्रिक स्वरूपात आढळून येणाऱ्या स्पर्धेच्या युगात व्यवसायाचे यश हे उत्कृष्ट व्यवस्थापन कौशल्यावर अवलंबून असते. सामान्यपणे व्यवस्थापनाचा संबंध पूर्वनिर्धारित उद्दिष्टांच्या पूर्तीसाठी यशस्वी कार्यक्रमांची आखणी आणि त्याच्या अंमलबजावणीशी आहे. व्यवसायाचे यश तसे पाहिले तर तीन प्रभावी घटकांवर अवलंबून असते. हे घटक संघटन, व्यवस्थापन आणि प्रशासन नावाने ओळखले जातात. यापैकी व्यवस्थापन किंवा प्रबंधन हा यशाचा केंद्रबिंदू आहे. याचा संबंध नियोजन, कार्यविभाजन, धोरण निश्चितीकरण आणि समन्वयाशी असतो. यात नियंत्रण, कार्यनिष्पत्ती तसेच अनुशासन यांसारख्या तंत्रांचाही समावेश होतो. याचा उद्देश उत्पादनाची समाधानकारक गुणवत्ता व पातळी प्रस्थापित करणे हा असतो.

एडविन सी.बिलस यांनी म्हटल्याप्रमाणे 'अपयश नसणे म्हणजे काही यश नव्हे तर यश म्हणजे खऱ्या अर्थाने युद्ध जिंकणे होय. केवळ प्रत्येक लढाई जिंकणे नव्हे. समाजाचा एक घटक म्हणून आपण जेव्हा व्यक्तीचा विचार करतो तेव्हा असे दिसते की प्रत्येक व्यक्तीची काही उद्दिष्टे असतात व त्याच्याजवळ उपलब्ध असणाऱ्या विभिन्न संसाधनांचा परिणामकारक वापर करून ती व्यक्ती आपली उद्दिष्टे साध्य करण्याचा प्रयत्न करीत असते. परंतु त्याच्या साधनांना काही मर्यादा असतात. त्यामुळे इतर व्यक्तींची मदत घेणे त्याला अपरिहार्य ठरते व अशा रितीने अनेक व्यक्ती एकत्र येतात व परस्परसहकार्य, सामंजस्य व समन्वयाच्या आधारे आपले ध्येय पूर्णत्वास नेतात. त्यांचे हे प्रयत्न संघटनेचे रूप धारण करतात व या माध्यमात योग्य दिशा दाखविण्यासाठी व्यवस्थापनाची गरज भासू लागते. त्यामुळे सामान्य अर्थाने असे म्हणता येईल की एखादा उपक्रम अथवा कार्य प्रभावी रितीने पूर्ण करण्यासाठी जी यंत्रणा राबविली जाते त्या यंत्रणेला व्यवस्थापन असे म्हणतात.

मानव संसाधनाची आवश्यकता

मानव संसाधनाला मागील शतकाच्या उत्तरार्धात वेगवेगळ्या कारणास्तव एक आगळे महत्व प्राप्त झाले व आज ती एक काळाची गरज ठरली आहे. व्यवस्थापनाच्या या शाखेकडे व्यवस्थापन क्षेत्रातील सर्व व्यावसायिक आशेच्या दृष्टिकोणातून बघताना दिसत आहेत. सर्वदूर आढळणारी औद्योगिक

अशांतता, कार्यशक्तीवर दिवसेंदिवस वाढणारे कामगार संघटनांचे वर्चस्व, मालक मजूर यांच्यातील तणावपूर्व संबंध, व्यवस्थापन व कर्मचाऱ्यांमध्ये दिसून येणारी दरी, श्रमसंग्रामांमध्ये मोठ्या प्रमाणावर आढळणारी दादागिरी व गुंडगिरी आणि औद्योगिक संबंधात दिसून येणारी वितुष्टता, इत्यादी सर्व बाबींचा परिपाक म्हणजे भारतातील अनेक संघटनांमधून दिसून येणारी कर्मचाऱ्यांवरची व्यवस्थापनाची झालेली ढिली पकड होय. यामुळे व्यवस्थापनांसमोर आपल्या मनुष्यबळाला स्वतः बरोबर सांभाळून ठेवणे कठीण झाले आहे. व्यवस्थापनाला आपली बाजू समजावून सांगणे व त्याच्या कार्य निष्पादनाबद्दल आश्वस्त राहणे हे एक गुंतागुंतीचे कार्य झाले आहे. याचाच परिणाम म्हणजे आज दिसून येणारी मानव संसाधन आंदोलनाची उत्पत्ती होय.

मानवी संसाधन ही संकल्पना विविध अर्थाने तसेच विविध प्रकारे उपयोगात आणली जाते. जसे, मनुष्यबळ, श्रमिक शक्ती आणि मानवी संपत्ती किंवा भांडवल यात केवळ योग्य व गुणवत्तेच्या मनुष्यबळाचा समावेश होतो असे नाही तर उत्पादक कार्यासाठी ज्यांचा वापर होतो अशा सर्व कुशल व्यक्तींचासुद्धा यात समावेश होतो. कर्मचारी व्यवस्थापनात या सर्व व्यक्तींच्या उपजत गुणांच्या तसेच त्याच्या बौद्धिक क्षमतेचा महत्तम उपयोग करून घेण्याच्या प्रक्रियेचा समावेश होतो. विकास म्हणजे मनुष्यबळाच्या वर्तमान क्षमतेचा संघटनेसाठी उपयोग करून घेण्याच्या दृष्टीने त्यांच्या क्षमतेत वाढ किंवा सुधारणा घडून आणणे, त्याचप्रमाणे संघटनेच्या दृष्टिकोणातून त्यांची आवश्यक क्षमता त्यांच्यामध्ये निर्माण करण्यासाठी त्यांना आवश्यक साह्यता करणे होय.

संशोधनाची उद्दिष्टे:

१. औद्योगिक प्रतिष्ठाना कडून सी.एस.आर.योजनेमार्फत राबविण्यात येणारे विविध कार्यक्रमांचे अध्ययन करणे
२. औद्योगिक प्रतिष्ठाना कडून सी.एस.आर. धोरण राबविल्यावर लक्ष केंद्रित करण्यात आलेल्या बाबींचे अध्ययन करणे.

संशोधनाची व्याप्ती व मर्यादा:

संशोधनाकरीताचंद्रपूरशहरातील औद्योगिक प्रतिष्ठानांचा वर्गिकरणानुसार नमुनापद्धतीने निवड करून अभ्यास करण्यात आला. औद्योगिक प्रतिष्ठान निवडतांना उद्योगांचे प्रकार विचारात घेण्यात आले.

सारणी क्रमांक १ कंपनीतर्फे सी.एस.आर. योजनेमार्फत राबविण्यात येणाऱ्या कार्यक्रमासंबंधी चंद्रपूरविभागातील औद्योगिक प्रतिष्ठानातील कर्मचाऱ्यांच्या प्रतिक्रिया

	उत्तरदात्यांची संख्या	टक्केवारी
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स्वास्थ्य संबंधी समस्या	६१	६८.५
पर्यावरणीय संरक्षण	३६	४०.४
महिला सक्षमीकरण	६६	५३.९
ग्रामीण विकास	५१	६०.७
मुलांचे शिक्षण	७३	८२.०
तरूणांच्या कौशल्य विकासासाठी	६६	७४.२
इतर	२४	२७.०
एकूण	३७७	१००

वरील सारणी क्रमांक १ मध्ये चंद्रपूर विभागातील औद्योगिक प्रतिष्ठानात कार्यरत कर्मचाऱ्यांची त्यांच्या कंपनीतर्फे सी.एस.आर. योजनेमार्फत राबविण्यात येणाऱ्या कार्यक्रमासंबंधी माहिती दर्शविण्यात आली आहेत. सारणीत दर्शविलेल्या माहितीनुसार ६८.५ टक्के कर्मचाऱ्यांप्रमाणे कंपनीत सी.एस.आर. योजनेमार्फत स्वास्थ्यसंबंधी समस्यांवर कार्यक्रम राबविण्यात येत असून ४०.४ टक्के व ५३.९ टक्के कर्मचाऱ्यांप्रमाणे कंपनीत सी.एस.आर. योजनेमार्फत क्रमशः पर्यावरणीय संरक्षण व महिला सक्षमीकरणावर कार्यक्रम राबविण्यात येतात. तसेच ६०.७ टक्के, ८२ टक्के व ७४.२ टक्के कर्मचाऱ्यांप्रमाणे कंपनीत सी.एस.आर. योजनेमार्फत अनुक्रमे ग्रामीण विकास, मुलांचे शिक्षण व तरूणांच्या कौशल्य विकासासाठी कार्यक्रम राबविण्यात येत असून २७ टक्के कर्मचाऱ्यांप्रमाणे कंपनीत इतर कार्यक्रम राबविण्यात येत असल्याचे निदर्शनास आले.

प्राप्त माहितीच्या सांख्यिकीय विश्लेषणाच्या आधारे हा निष्कर्ष काढण्यात येतो की, चंद्रपूर विभागातील बहुतांश औद्योगिक प्रतिष्ठानतर्फे सी.एस.आर. योजनेमार्फत तरूणांच्या कौशल्य विकासासाठी कार्यक्रम राबविण्यात येतात.

सारणी क्रमांक २ सी.एस.आर. धोरण राबविल्यावर कंपनीत लक्ष केंद्रित करण्यात आलेल्या बाबींसंबंधी चंद्रपूर विभागातील औद्योगिक प्रतिष्ठानातील कर्मचाऱ्यांच्या प्रतिक्रिया

	उत्तरदात्यांची संख्या	टक्केवारी
कर्मचारी प्रशिक्षण	८०	८९.९
कर्मचारी व्यवसाय विकास	६२	६९.७
कामगिरी व्यवस्थापन	६५	७३.०

विकास		
परामर्श व सल्ला	३६	४०.४
परंपरा नियोजन	३४	३८.२
कर्मचाऱ्यांची ओळख	४२	४६.६
शैक्षणिक मदत	५१	५७.३
संस्थात्मक विकास	५८	६५.७
एकूण	३७७	१००

वरील सारणी क्रमांक १ मध्ये चंद्रपूर विभागातील औद्योगिक प्रतिष्ठानात कार्यरत कर्मचाऱ्यांच्या कंपनीत सी.एस.आर. धोरण राबविल्यावर लक्ष केंद्रित करण्यात आलेल्या बाबींसंबंधी त्यांची माहिती दर्शविण्यात आली आहेत. सारणीत दर्शविलेल्या माहितीनुसार ८९.९ टक्के कर्मचाऱ्यांप्रमाणे त्यांच्या कंपनीत सी.एस.आर. धोरण राबविल्यावर कर्मचारी प्रशिक्षणावर लक्ष केंद्रित करण्यात आले असून ६९.७ टक्के, ७३ टक्के ४०.४ टक्के व ३८.२ टक्के कर्मचाऱ्यांप्रमाणे त्यांच्या कंपनीत सी.एस.आर. धोरण राबविल्यावर अनुक्रमे कर्मचारी व्यवसाय विकास, कामगिरी व्यवस्थापन विकास, परंपरा नियोजन व परामर्श व सल्ला या बाबींवर लक्ष केंद्रित करण्यात आले. तसेच ४६.६ टक्के व ५७.३ टक्के कर्मचाऱ्यांप्रमाणे त्यांच्या कंपनीत सी.एस.आर. धोरण राबविल्यावर क्रमशः कर्मचाऱ्यांची ओळख व शैक्षणिक मदत या बाबींवर लक्ष केंद्रित करण्यात आले असून ६५.७ टक्के कर्मचाऱ्यांप्रमाणे त्यांच्या कंपनीत संस्थात्मक विकासावर लक्ष केंद्रित करण्यात आले असल्याचे निदर्शनास आले.

निष्कर्ष

चंद्रपूरविभागातील बहुतांश औद्योगिक प्रतिष्ठानतर्फे सी.एस.आर. योजनेमार्फत तरूणांच्या कौशल्य विकासासाठी कार्यक्रम राबविण्यात येतात. चंद्रपूरविभागातील बहुतांश औद्योगिक प्रतिष्ठानात सी.एस.आर. धोरण राबविल्यावर कर्मचारी प्रशिक्षणावर लक्ष केंद्रित करण्यात आले.

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Disparities in Quality of Primary Education: a study from PaschimMedinipur District of West Bengal

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ABSTRACT

The present study analyzes the disparities in the quality of primary education in PaschimMedinipur district of West Bengal. The study is based on primary and secondary data and Quality of Education Index (QEI) has been constructed using three indices: (i) Quality of Teaching Index, (ii) School Infrastructure Index and (iii) Learning Achievement Index. It has been observed that 75% of the urban private schools are performing good scores whereas 75% of the rural private schools lie at the bottom in terms of this index and appear to be the worst performers among the sample schools in respect of Quality of Education Index (QEI).. At the regional level a high quality knowledge base on education system reform needs to be developed.

Keywords: *disparities; Quality of Education Index; Quality of Teaching Index; School Infrastructure Index; Learning achievement Index.*

1. INTRODUCTION

The concept of human development centres around the notion that human welfare depends on various dimensions, with education and health emerging as the prime welfare indicator. According to Schultz (1961) it is not possible to have fruits of modern agriculture and the abundance of modern industry without making large investments in human beings. According to World Bank (2006), Better education and health lead not only to higher individual income due to increased efficiency but is also a necessary precondition for long-term economic growth. Education in general contributes to the growth of an economy through acquisition of training and skills while primary education lays the foundation stone of the capabilities of labor and is a powerful lever for poverty alleviation and socio-economic growth. Its results can be empowering, enabling people to take charge of their lives and make more informed choices, contribute to the building of a democratic polity, increase earning potential and social mobility as well as improve personal and family health and nutrition (particularly for females), and enable women to control their fertility. It is therefore but natural that social returns to primary education are much higher.

The last half century witnessed unprecedented advances in levels of education world over with increase in average school enrollment. But the worldwide improvement in educational indicators is confined to the quantity aspect alone. The learning achievements have been largely compromised. This has resulted in a huge gap between the market definition of required skilled

manpower and the existing potential. Hanushek and Wosmann (2007) stressed that the quality of education, measured by the knowledge that student gains is substantially more important for economic growth than the mere quantity of education as measured by number of pupils and number of school years. Quality cannot improve by itself, rather it requires reforms in teachers' training; improvements in infrastructural facilities in schools; teacher's "motivation"; and change in the style of teaching to make it attractive to students.

As India moves towards being a world economic power, the low standards of education reflected by large gender disparity in enrollment, completed education, labor market participation, and lack of infrastructural facilities, has raised legitimate concern about the means through which India will manage to sustain this growth. Ensuring universal primary education by 2015 is a part of Millennium Development Goal, of which India is also a signatory. As the timeline comes nearer, the observed pattern in the education system is a divide between urban and rural educational achievements as well as growing regional inequalities. Literacy rates have been rising sharply from 24.02 percent in 1961 to 74 percent in 2011 but there exists question on other aspects of school education viz access to education, teaching quality, school infrastructure and learning quality. The investment in quality primary education holds the key to inclusive development in burgeoning Indian economy.

Various studies have discussed the reasons for low level of learning achievement. Kumar (2010) and Mooij (2008) emphasized that lack of teachers' training and their experience leads to low levels of student achievement, While Aslaam and Kingdon (2011) argued that teacher's classroom practices and the teaching process may matter more to student learning than the teachers observed resume characteristics. Mehrotra (2006) highlighted lack of teacher accountability as the most important factor undermining the learning teaching process. Unni (2009) and Kaushik (2009) found inadequate infrastructure in schools as the major reason for poor attendance. Naseer, Patnam and Raza (2010) highlighted the role of classroom innovations in primary schools. Barrs (2005) analysed that enhanced local governance has a positive impact on teachers' level of motivation and performance. Bajpai, Dholakia and Sachs (2008) drew attention to problems faced by teachers in schools and recommended efficiency on government's part in disbursing their salaries. Although these studies confirm the fact that lack of infrastructure and quality teachers are the main reason for low learning achievements in schools but none of the studies tried to quantify their impact on the quality of education provided in primary schools of rural India. The present study attempts to do this.

Specifically the objective of the present study is to analyze the disparities in the levels of primary education in rural India in terms of quality of teaching, provision of school infrastructure and learning achievements of students. The study is divided into four sections including present one. Section 2 is devoted to database and methodology. Section 3 attempts to analyse the results and Section 4 concludes the findings and gives policy implications.

2. Database and Methodology

The data has been collected from 16 (rural and urban) primary schools. Using these data, a Quality of Education Index (QEI) has been constructed for each School. As per our calculations, the QEI is a simple average of 3 indices namely; Quality of Teaching Index (QTI), School Infrastructure Index (SII) and Learning Achievement Index (LAI), i.e.

$$QEI = (QTI + SII + LAI) / 3$$

Thus, the QEI will indicate the quality of primary education in PaschimMedinipur District based upon three indicators. It is worth mentioning here that all of these indices have been measured in the scale of 0 to 1. A value near 1 represent better provision of particular indicator in the given state while, a score nearer to zero depicts dismal performance of the school.

Among these three indicators, the QTI represents the Quality of Teaching which has been constructed using a set of five variables. These variables are [following Right to Education(RTE) norms)] i) pupil-teacher ratio; ii) teacher-classroom ratio; iii) Head Master appointed; iv) number of multi-grade classes; and v) Teacher Experience. Each of these variables has been converted into an index using the following formula:

$$\text{Dimension Index of } X_i = (\text{Observed value of } X_i - \text{Minimum } X_i) / (\text{Maximum } X_i - \text{Minimum } X_i)$$

Another component of the Quality of Education Index is School Infrastructure Index (SSI), constructed using a set of 17 variables. These variables are:

1) Status of building and classroom. It is calculated on the basis of: i) whether the building is owned or rented; ii) Condition of classrooms [total no of Pucca classrooms/Total no of classrooms] iii) Separate room for Headmaster; iv) No. of rooms other than classroom (office room/store room etc). 2) Playground, 3) boundary wall, 4) availability of drinking water facility, 5) Availability of purifying system ,6) Electricity[i] electricity available ii) functional light and fan in each room] 7) Total no of toilets and urinals available and usable; 8) separate toilet for girls; 9) kitchen shed; 10) No of library books in use;11)) Teaching Learning Material (TLM) in class IV; 12) Functional computers and 13) CAL(Computer Aided Learning) facility; 14) game equipments in use; 15) Ramp for disabled children needed ; 16) Ramp for disabled children available ; and 17) Trained teacher.

The third component of QEI is Learning Achievement Index /Score (LAI/LAS).The availability of any infrastructure is vital in order to impart effective and easy learning to students. Five variables have been used to check the learning effectiveness of education system: i) percentage of total marks obtained in Bengali, ii) percentage of total marks obtained in English, iii) percentage of total marks obtained in Mathematics iv) percentage of total marks obtained in Environmental Science, v) percentage of total marks obtained in Bengali, English ,Mathematics and

Environmental Science based on a practical test conducted by the researcher on five selective questions from each subject.

Using all these five variables, LAI/LAS has been constructed as simple average of these five indices.

3. Results and Discussion

The objective of the present study is to analyze the disparities in the levels of primary education in rural-urban and public-private schools in terms of quality of teaching, provision of school infrastructure and learning achievements of students. Table 1 analyses the position of schools in terms of overall Quality of Education Index (QEI) which is composed of the average of three components of QEI, namely, Quality of Teaching Index (QTI), School Infrastructure Index(SII) and Learning Achievement Index(LAI), construction procedure of which has been discussed in detail in the above database and methodology.

Table 1

QUALITY OF EDUCATION INDEX						
I	II	III	IV	V	VI	VII
TYPE OF SCHOOLS	SCHOOLS	QTI	SII	LAI	QEI	RANK
RURAL PUBLIC	S1	0.629	0.875	0	0.501	11
RURAL PUBLIC	S2	0.842	0.790	0.996	0.876	2
RURAL PUBLIC	S3	0.463	0.618	0.845	0.642	8
RURAL PUBLIC	S4	0.572	0.848	0.260	0.560	10
URBAN PUBLIC	S5	0.685	0.858	0.914	0.819	3
URBAN PUBLIC	S6	0.236	0.853	0.681	0.590	9
URBAN PUBLIC	S7	0.597	1	0.412	0.670	7
URBAN PUBLIC	S8	0.241	0.771	0.368	0.460	12
URBAN PRIVATE	S9	0.116	0.080	0.366	0.187	16
URBAN PRIVATE	S10	1	0.930	0.982	0.971	1
URBAN PRIVATE	S11	0.526	0.760	1	0.762	4
URBAN PRIVATE	S12	0.677	0.672	0.769	0.706	5
RURAL PRIVATE	S13	0	0.169	0.447	0.205	15
RURAL PRIVATE	S14	0.375	0	0.305	0.227	14
RURAL PRIVATE	S15	0.242	0.131	0.679	0.351	13
RURAL PRIVATE	S16	0.558	0.640	0.876	0.691	6

The above Table 1 shows that S10 (urban private school) tops among the set of 16 school, hence the S10 (urban public) school appears to be the benchmark for other school in terms of quality of primary education. On the other hand, two public schools- one rural (S2) and another urban (S5)- occupy second and third place respectively. The two other urban private schools i.e. S11 and S12 also have attained good quality scores and, therefore, are ranked 4th and the 5th respectively.

The schools S16, S7, S3, S6, S4, S1, S8, S15, S14, S13 and S9 rank 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th and 16th in Quality of Education Index respectively. The Schools (S16, S7, S3, S6) are above average performers and priority should be given to them while implementing program for uplifting the quality of primary education at aggregate levels. While schools, S4, S1, S8, S15, S14, S13 and S9 rank 10th, 11th, 12th, 13th, 14th, 15th and 16th respectively in QEI. All these schools are below average performers but all of those are not laggards. Of these schools S4 (rural public), S1 (rural public) and S8 (urban public) are public schools with lower than average Quality of Education Index (QEI), but in developing stage. But S9(urban private), S13, S14 and S15 (three rural private schools) are suffering with very low Quality of Education Index (QEI) and they lie at the bottom in terms of this index and appear to be the worst performers among the sample schools in respect of Quality of Education Index (QEI). Overall, 75% of urban private schools are best performers and 75% of rural private schools are worst performers.

Development indicates both quantitative and qualitative achievements. For fulfillment of this objective, development priorities, strategies and implementation modalities should be exercised to the special problems, situations and the needs of the schools at deal with different locations and different managements in PaschimMedinipur District. Quality of teaching, availability of infrastructure and learning achievements --all play a very important role in determining all aspects of education in a district, in a state or in a country. This technology may be used in broader aspects for selection or identification of the schools and their status and implementation of necessary measures. Lacking any component may affect adversely the Quality of Education at aggregate level. Many of the parents do not send their children to schools because of lack of toilets and drinking water facility. The need of the time is taking immediate actions in this regard. These facilities are the basic rights of children in schools. So, there would be no question of compromise.

Thus, the analysis of the components of QEI is necessary to judge the reasons of the observed performance of a given school. Now the time is to realize that efforts in increasing the enrolment rate and reducing dropout rates alone cannot bring the reforms, the Indian education sector requires.

4. Policy Implications and Conclusion

Education is a part of concurrent list that means the state as well as central government both has a role to play. In order to achieve the goal of Education for All (EFA), various National Policies on Education (NPE), several projects and programmes have been launched in various states of the country. The first major initiative was the commencing of District Primary Education Programme (DPEP) in 1994-95 followed by SarvaShikshaAbhiyan (SSA) in 2000-01. The Central government on its part has been launching schemes and allocating funds to the states. But the implementation part lies with the states. The educationally backward schools lack the capacity to fund the programmes. Thus, In order to deal with their education deficit, allocations should be made corruption free, timely and also require proper governance.

Many families do not send their children to schools because of lack of toilets and drinking water facility. The need of the hour is speedy action in this regard. These facilities are basic rights of children in schools. Under the RTE, 2009 schools are required to have a playground, boundary wall, store room, kitchen shed, library, separate toilets for girls, etc. The Act also lays down the ideal pupil-teacher ratio and teacher –classroom ratios in the schools. These factors determine the teaching quality in schools. A well qualified teacher will impart better learning to students. Also, school infrastructure will reduce teacher absenteeism and studentabsenteeism. Attendance in the schools is very important for better educational development in the future.

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FINANCIAL STATEMENT & RATIO ANALYSIS

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ABSTRACT:

A financial statement is a combination of data, which is logically and consistently organized according to accounting principles. There are four basic financial statements:

- 1. Balance sheet:** Statements of financial position or condition are reporting on a bank's assets, liabilities and net equity as of a given point in time.
- 2. Income statement:** The Profit and Loss statement (or "P & L"), reports on a bank's income, expenses, and profits over a period of time. Profit and loss account provides information on the operation of bank. These include various expenses incurred during the processing state.
- 3. Statement of retained earnings:** Explains the changes in a bank retained earnings over the reporting period.
- 4. Statement of cash flows:** Reports on a bank's cash flow activities, particularly its operating, investing and financing activities.

Financial statement analysis:

Financial statement analysis is the process of examining relationships among financial statements elements and making comparisons with relevant information. It is a valuable tool used by investors and creditors, financial analyst, and others in their decision making processes related to bond and other financial instruments. The goal in analyzing financial statement is to assess past performance and current financial position and to make prediction about the future performance of the bank.

Ratio Analysis: Financial ratio analysis is the calculation and comparison of ratios which are derived from the information in a bank's financial statements.

Fund Flow Analysis: Fund flow analysis has become an important tool in the analytical kit of financial analysis, credit granting institution and financial managers. This is because the balance sheet of the business reveals its financial status at a particular point of time.

Cash Flow Analysis: Cash flow analysis is a statement, which measures inflows and outflow of cash on account of any type of business activity. The cash flow statement also explains reasons for such inflow and outflow of cash.

Introduction of ratio analysis: RATIO ANALYSIS is one of the most powerful tools of financial analysis. It indicates a quantitative relationship between the figures and group of figures which are used for evolution and decision-making.

UTILITIES OF RATIO ANALYSIS: The use of ratios was selected by banks for ascertaining the liquidity and profitability of company's business for the purpose for advancing loans to them. It gradually became popular and other creditors began to use them profitably.

Profitability: Useful information about the trend of profitability is available from profitability ratios. The gross profit ratios, net profit ratios and ratios of return on investment give a good idea of the profitability of business.

Liquidity: The use of ratios was made initially to ascertain the liquidity of business. The current ratio, liquid ratio and acid test ratio will tell whether the business will be able to meet its current liabilities as when they mature.

LIMITATION OF RATIO ANALYSIS:

Single year's ratio has limited capacity: The utility of ratios computed from the financial statements of one is obviously limited.

Other factors must be considered: While comparing ratios of different firms, it must be remembered that different firms follow different accountancy plans and policies.

Limited utility of Historical ratios: While comparing ratios of past several years, it should be remembered that changes in the price level may render such comparison useless.

Use of one ratio misleading: One ratio used without reference to other ratios may be misleading.

Lack of standard ratios: The satisfactory level of various ratios may differ from one industry to another only because circumstances differ from industry to industry and even from firm to firm.

Rigidity harmful: If in the use of ratios, the manager remains rigid and sticks to them, it will lead to dangerous situation.

Window dressing: Financial statements can easily be window dressed to present a better picture of its financial and profitability position to outsider.

Financial Ratio (Formulae) for Bank:

1. **C.D. RATIO (Credit Deposit Ratio)** = $\text{ADVANCES/DEPOSIT} \times 100$
2. **INVESTMENT DEPOSIT RATIO** = $\text{INVESTMENT/DEPOSIT} \times 100$
3. **NPA RATIO** = $\text{NET NPA/NET ADVANCES} \times 100$
4. **NET PROFIT TO WORKING CAPITAL** = $\text{NET PROFIT/WORKING CAPITAL} \times 100$
5. **EMPLOYEES PRODUCTIVITY RATIO (IN RUPEES)** = $\text{BUSINESS MIX/TOTAL NO. OF EMPLOYEES}$
6. **LOW COST DEPOSIT RATIO** = $\text{CURRENT+SAVING DEPOSIT/TOTAL DEPOSIT} \times 100$
7. **FIXED DEPOSIT RATIO** = $\text{FIXED DEPOSIT/TOTAL DEPOSIT} \times 100$
8. **DEPOSIT PER EMPLOYEE** = $\text{TOTAL DEPOSIT/TOTAL NO. OF EMPLOYEES}$
9. **ADVANCES PER EMPLOYEE** = $\text{TOTAL ADVANCES/TOTAL NO. OF EMPLOYEES}$
10. **NET PROFIT PER EMPLOYEE** = $\text{NET PROFIT/TOTAL NO. OF EMPLOYEES}$

FINDINGS:

- 1) **Credit Deposit Ratio:** The advances are increasing tremendously as compare to deposit.
- 2) **Investment Deposit Ratio:** In year 2007, Investment Deposit Ratio is 27.2%. And 2008, it's decreased up to 22.7%. in year 2009, the ratio is 21.7%, but in next year 2010, it shows great increases up to 22.5%. This Increment possible because of in 2010, more increment in deposit is as compare to investment.

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- 3) **NPA RATIO:** The NPA ratio shows decreasing trends due to bank adopt different strategy for recovering their debts; and next year the bank expects this ratio to come down up to 0%.

Conclusion:

- 1) To know the ratio analysis in detail (last 4 years). In this study an attempt is made to provide an idea about the way in which a decision can be taken to decide in the field of finance for better progress.
- 2) To know the Financial position of the bank (financial analysis) with the help of Ratios. Ratio is one of the powerful tools used for analyzing the financial statement and financial results in an effective manner. It is the progress of establishing relationship between the different ratios.

Contributions of Indian Experts in Health Geography

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Summary

Health Geography is still an underdeveloped subject in India. In India, the foundation of this subject was laid around 1930. Then, around 1950, Learmonth marked the beginning of scientific study of Indian health geography. The regional distribution of diseases was then emphasized. Studies on nutrition and diseases caused by lack of it were carried out in the 1970s. Then there is research on health planning and development. However, micro-level studies and special work on the health problems of tribals are not found.

Interpretation

Health geography is a comprehensive study of things related to human health such as human health, diseases and their causes, preventive measures, health facilities, their planning, human diet, so it has been given the appropriate name of health geography. Many Western and Indian geographers have tried to define this subject. Raees Akhtar, Armstrong, G. M. Howe, Melinda Meade, May, Mc Glashon etc. have to be mainly mentioned.

According to Indian geographer Raees Akhtar, the quality of health and severity of diseases varies from place to place. Today, the importance of studying geographical factors related to human health is increasing day by day among people. Therefore awareness of this is an important part of the study of health geography (Raees Akhtar, 1985).

In the study of health geography, the geographer has to focus on the study of natural and cultural factors related to human health. Therefore, the number of scholars doing research in this subject is increasing in medicine and geography. However, in a developing country like India, human health problems and distribution of diseases have been studied from an ecological perspective in a limited way.

Many Western and Indian geographers have contributed to the research of health geography. In its early days, health geography was known as medical geography. Therefore, the term medical geography seems to be used exclusively in earlier research. Geography of Health term adopted in 1976 by International Geographical Union.

Knowledge of health geography to Chinese and Indians was before the 10th century. (1500 BC to 1000 BC) Sushruta, Charaka (1000 BC) Bhel (700 BC) and others are found to have described the regional morphology of different diseases. Hence the birth of Indian Health Geography happened in the fifteenth century BC. Although the roots of health geography in India lie in ancient history, the scientific study of health geography can be seen in the second half of the nineteenth century and the first half of the twentieth century.

In India even today the subject of health geography is underdeveloped and in its infancy. In 1859, McClelland began the scientific study of health geography by studying the regional factors responsible for disease outbreaks in India. McNamara then in the 1880s extensively studied geographical factors affecting the prevalence of various diseases. Joseph Ferrer's essay on

Climate and Fever in India (1882) and Chilvers's essay on Diseases in India (1886) are considered early efforts in the development of health geography.

The foundation of modern health geography in India was laid around 1930s. Hesterly (1929) was the first researcher to shed light on the relationship between disease and environmental factors in South India. In 1942, Arthur Jeddass made an important contribution to this subject. He tried to find out the relationship between growth in Indian population and general health conditions. In the post-independence era, Learmonth A. T. A. And Rais Akhtar has also made important contributions in the research and study of this subject through many books.

Around 1950, Learmonth started the scientific study of Indian health geography. Learmonth's study provided inspiration and direction to Indian health geographers, and it was from the 1950s that Chakraborty (1954) and Sen (1957) studied the regional distribution of cholera and malaria. However, until the 1950s, health geography in India appears to have been studied mainly by Western geographers. After 1960, it is seen that Indian geographers are interested in this subject.

Especially in the decade of 1950 to 1960, there is a tendency to study the prevalence and regional distribution of various diseases. Then Basu, Nair, Samanotra (1969) or geographers have studied Cholera, Malaria in detail. After this, the researchers of Aligarh University's Department of Health Geography have studied various components of the diet and the diseases caused by their deficiency.

The works of Shafi (1967), Khan (1969), Hussain (1969) are particularly noteworthy. R. P. Mishra wrote the book Medical Geography of India in 1970. It has been of great value to researchers of geography. In the same period in 1968, Nigam has tried to study the relationship between house design and human health. H. S. Mathur (1969-71) on the outbreak of Devi in Rajasthan, Joshi, Deshpande (1972) on dengue fever, Indrapal (1970-72) on the incidence and distribution of cancer, Hima and Ramesh (1976-77) on cholera, Rais Akhtar on malaria in 1974. and in 1979 studied the incidence and distribution of goitre in depth. During the same period J. P. Sharma (1976) has made a detailed study of incidence, classification and severity of different diseases in Uttar Pradesh. Pandoorkarani (1979) made a regional, chronological study of cholera from Maharashtra.

Siddiqui (1971) in Uttar Pradesh on diseases caused by nutritional deficiencies, Chaubey (1971) on Madhya Pradesh, Chauridule (1973) on horticulture, Hussain (1971) on diseases in Ganga Gomai basin, Qureshi (1976) on diseases in Agra-Mathura region, Disease status in Rapati plains has been studied by Farooq (1977). Hazra and Banerjee in 1979 studied the problem of malnutrition in India from a geographical perspective. In 1976, Learmonth and Rais Akhtar introduced a new research direction to Indian health geography by studying conceptual and clinical health geography.

In 1973 Tiwari has studied the disease condition in Rajasthan using geomedical method. Also Ahmed Yani (1974) has studied the mortality rate in Orissa and Mukji (1976) has studied micro regional health planning in India in depth. Jaishree Dey and Golarkari (1984) Jaundice outbreak and spread in Baroda, Singh and Datta (1985) spread of Devi in India, Deshpande, Joshi (1985) have given a detailed diagram of diseases in Asia mainly in India.

In Maharashtra, Shinde (1980) recent trend and concept of geography, Sharma (1981) available health facilities, Massam (1962) distribution of health facilities in Goa, Hudson and Walladeers (1983) efficiency of primary health centers in Goa while Karan P. G. (1987) studied public awareness of environmental disaster in Calcutta and Agrihotri (1987) researched health planning and development on the Bundelkhand Plateau. Similarly, Pawar (1997) has done a research on disease status and distribution of health facilities in tribal districts of Maharashtra. Also, in the seminar organized by the World Health Organization, many scholars have discussed India's health problems and environmental problems in the form of a research paper.

World Geography organization conducted seminars in Calcutta, Madurai in India to study health geography Contributed. As recently as 2020, the World Geographic Organization organized a seminar on the changing landscape of health in developing countries at Barlin to create a platform for practitioners of health geography.

From the above studies it appears that much research has been done on health geography, but still not much work has been done in India and the studies that have been done are largely at the national, state or regional level. Not much study has been done at micro level or village level. So at the rural level, there is much work to be done on tribal health. A number of topics can be suggested for research in health geography.

- 1) Disease status, incidence and prevalence at rural level,
- 2) Study of health care facilities,
- 3) Planning of health facilities for tribals,
- 4) Contribution of Charitable Organizations in Health Planning,
- 5) Human Health and Rural Ayurvedic Medicine, 06) Impact on Environment,
- 07) Human Diet and Human Health,

Many such topics can be researched in health geography for different areas.

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औसा तालुक्याच्या अर्थव्यवस्थेला आकार देण्याचे साधन म्हणून कौशल्य विकासाच्या प्रभावाचे विश्लेषण करणे

संशोधक

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गोषवारा -

भारताला जगातील सर्वात तरुण देशांपैकी एक देश म्हणून ओळखले जाते. भारतात एकूण लोकसंख्या पैकी ३० वर्षांच्या मधील ५०% लोकसंख्या आहे. यामुळे भारतात सर्वात जास्त बेकारीचे प्रमाण असून हे प्रमाण कमी करण्यासाठी मानवी भांडवलाचा अधिक विकास व सशक्तीकरण करण्याची आवश्यकता आहे. भारतात बेरोजगारी, दारिद्र्य, निरक्षरता, कौशल्याचा अभाव या विविध करणामुळे देशाच्या आर्थिक प्रगतीवर परिणाम होताना दिसून येतो. देशाची आर्थिक प्रगती सुधारण्यास युवक महत्त्वाची भूमिका बजावतात. बऱ्याच सुशिक्षित तरुणांना तांत्रिक ज्ञान व कौशल्याचा अभाव असल्यामुळे बेरोजगार रहावे लागते.

कौशल्य व आकलन ही कोणत्याही तालुक्यासाठी आर्थिक वाढ आणि सामाजिक विकासाची तीव्रता असते. उच्च आणि उच्च दर्जाची कौशल्य असलेले तालुके स्पर्धा व कामाच्या जगाच्या सुवर्ण संधींशी अधिक प्रभावीपणे जुळवून घेतात. जसजसे औसा तालुका एक 'ज्ञान अर्थव्यवस्था' बनण्याच्या दिशेने प्रगती करत आहे, तसतसे औसा तालुक्याने कौशल्याच्या प्रगतीवर भर दिला पाहिजे आणि ही कौशल्य उदयोन्मुख आर्थिक वातावरणाशी सुसंगत असणे आवश्यक आहे, जे आपल्या अर्थव्यवस्थेला प्रगतीच्या दिशेने आकार देण्यास मदत करेल. औसा तालुक्याला उत्पादक बनवायचे असेल, तर लोकसंख्येची धार काढण्यासाठी रोजगार निर्मितीची गरज लक्षात घेता; सध्याच्या शिक्षण पद्धती ऐवजी कौशल्य वाढवण्यावर भर दिला पाहिजे. या गरजा ओळखून, भारत सरकारने कौशल्य विकासाला राष्ट्रीय प्राधान्य म्हणून स्वीकारले आहे. कौशल्य औसा मोहिमेच्या आवश्यकतेवर लक्ष केंद्रित करून औसा तालुक्याच्या अर्थव्यवस्थेला आकार देण्यासाठी कौशल्य औसा तालुक्याच्या प्रभावाचा अभ्यास करणे हे या पेपरचे उद्दिष्ट आहे. भारत सरकारच्या योगदानाने घेतलेल्या कार्यक्रमांमुळे औसा तालुक्याच्या अर्थव्यवस्थेला गती मिळते. हा शोधनिबंध दुय्यम माहितीवर आधारित असून ही माहिती वेगवेगळ्या संशोधकांनी केलेल्या संशोधन अभ्यासातून गोळा केलेली आहे. संशोधकाने या संशोधन अभ्यासात कौशल्य विकास कार्यक्रमावर भर दिला असून सरकारने धोरणात्मक चोकट निश्चित केली असल्यामुळे

कौशल्य सुधारण्यासाठी उद्योगांसाठी शैक्षणिक कौशल्य सुधारून रोजगारक्षम कौशल्य निर्माण करण्यावर भर दिला पाहिजे.

प्रमुख शब्द :- कौशल्य विकास, अर्थव्यवस्था, रोजगारक्षम कौशल्य.

प्रस्तावना :-

पूर्वीच्या अनेक वर्षांपासून ज्यांनी कौशल्य विकास सुरु केला आहे; त्याचा औसा लातुक्यातील तरुणांच्या क्षमतेच्या विकासासाठी अधिकाधिक विस्तार करण्यासाठी सुवर्ण संधी, जागा तसेच आवश्यकता आहे. २०१५ ते २०२० मध्ये प्रधानमंत्री कौशल्य विकास योजनेतर्गत भारतातील प्रत्येक गावातील ५०० दशलक्ष तरुणांना प्रशिक्षण देऊन कौशल्य विकास प्रदान करण्याचे उद्दिष्ट आहे. औसा लातुक्यातील कौशल्य विकास कार्यक्रमाचे उद्दिष्ट प्रशिक्षणार्थीचा आत्मविश्वास वाढवणे, उत्पादकता सुधारणे तसेच योग्य कौशल्य विकासाद्वारे दिशा देणे असून यामुळे युवकांना नोकऱ्या मिळतील. शालेय स्तरापासून योग्य नोकरीच्या संधीसाठी कौशल्य वाढवणे आवश्यक आहे. शिक्षण, कौशल्य विकास व आजीवन शिक्षण हे कामगारांच्या रोजगाराचे केंद्रस्थानी आधारस्तंभ आहेत. ते शाश्वत विकासासाठी योगदान देऊन रोजगाराच्या परिस्थितीत सुधारणा करतात. आर्थिक, सामाजिक तसेच श्रमिक बाजार क्षेत्रातील सार्वजनिक धोरणांशी सुसंगत आजीवन शिकण्याच्या दृष्टीसह कौशल्य विकास हा रोजगार व स्वयंरोजगार तसेच प्रत्येक कामाचा आधारस्तंभ आहे.

साहित्याचा आढावा :-

१) एस. के. माळी :-

एस. के. माळी यांनी त्यांच्या अभ्यास लेखात “प्रमोद महाजन कौशल्य विकास व उद्योजकता अभियान” या योजनेचा अभ्यास केला आहे. त्यांनी या संशोधनातून कुशल मनुष्यबळ व रोजगाराच्या संधी उपलब्ध करून देणे तसेच आपल्या देशाला कुशल मनुष्यबळाची आवश्यकता असलेली ही भूक या कार्यक्रमाच्या प्रशिक्षणातून भागवावी अशी अपेक्षा असल्याचा निष्कर्ष त्यांनी काढला आहे.

२) रेश्मा वाघ :-

“कौशल्य विकास, रोजगार व उद्योजकता विभागाच्या योजना” या विषयावर एक संशोधन अभ्यास केला आहे. त्यांनी त्यांच्या लेखात आण्णासाहेब पाटील आर्थिक मागास विकास महामंडळामार्फत बेरोजगार उमेदवारांसाठी राबविल्या जाणाऱ्या योजनांचा अभ्यास केला आहे. राज्य स्तरावर कौशल्य विकास कार्यक्रमाचे नियोजन, परीवेक्षण व समन्वय करण्याकरिता आयुक्त, रोजगार व कौशल्य विकासांतर्गत भांडवल, प्रशिक्षण, रोजगार व स्वयंरोजगार मेळावे यांचा अभ्यास करण्यात आला आहे.

अभ्यासाचे उद्दिष्ट :-

- १) औसा तालुक्यातील अर्थव्यवस्थेला आकार देण्यासाठी कौशल्य भारत मोहिमेच्या गरजेचे विश्लेषण करणे.
- २) औसा तालुक्यातील अर्थव्यवस्थेला आकार देण्यासाठी कौशल्य भारत मोहिमेंतर्गत कार्यक्रमांचे विश्लेषण करणे.
- ३) औसा तालुक्यातील अर्थव्यवस्थेला आकार देण्यासाठी कौशल्य भारत मोहिमेच्या प्रभावाचे विश्लेषण करणे.

संशोधन पद्धती :-

प्रस्तुत संशोधन हे वर्णनात्मक स्वरूपाचे असून ते दुय्यम स्त्रोतांवर आधारित असून माहिती संकलनासाठी वेगवेगळ्या ऑनलाईन बातम्या, वेबसाईट, विविध मंत्रालय विभाग, संस्था, लेख, पेपर, अहवाल व संदर्भ पुस्तकांचा वापर केला आहे.

औसा तालुक्यातील अर्थव्यवस्थेला गती देण्यासाठी कौशल्य भारत मोहिमेची गरज :-

- १) सध्या भारतातील कौशल्य विकासाची क्षमता प्रती वर्षी सुमारे ३.१ दशलक्ष व्यक्ती असून ११ व्या पंचवार्षिक योजनेत त्या क्षमतेत वार्षिक १५ दशलक्ष वाढ होण्याची कल्पना आहे. औसा तालुक्यात प्रत्येक व्यक्तीच्या आर्थिक विकासाच्या योगदानात कौशल्य विकासाची क्षमता वाढवण्याची आवश्यकता आहे.
- २) ज्ञान अर्थव्यवस्थेला चालना देण्यासाठी कौशल्य विकास उपक्रम प्रशिक्षित कामगारांच्या पुरवठ्यास तसेच रोजगार व तंत्रज्ञानाच्या बदलत्या मागण्यांशी गतिमानपणे जुळवून घेतात.
- ३) औसा तालुका हा एकतर्फी प्रारंभ बिंदू समजून भागिदारी, सरकार, उद्योग, स्थानिक सरकार, नागरी समाज संस्था व सर्व संभाव्य कौशल्य प्रदाते यांच्यात प्रतिसादात्मकपणे प्रोत्साहन दिले जाते का हे तपासण्यासाठी स्थानिक यंत्रणा तयार करण्याची आवश्यकता आहे.
- ४) औद्योगिक गरजा आणि व्यावसायिक अभ्यासक्रमांची उपलब्धता याबद्दल जागरूकता नसल्यामुळे योग्य कौशल्यांच्या विकासात मोठी तफावत निर्माण होते. कौशल्य विकास अभ्यासक्रमावर लोकांचा विश्वास नसल्यामुळे तरुणांच्या कौशल्य विकास व रोजगार क्षमतेवर त्याचा परिणाम होतो त्यामुळे कौशल्य विकास कार्यक्रमाची जनजागृती करणे गरजेचे आहे.

कौशल्य भारत अभियानांतर्गत कार्यक्रम :

१) दीनदयाळ उपाध्याय ग्राम कौशल्य योजना :

हा ग्रामीण युवकांसाठी प्रशिक्षण व रोजगार निर्मिती संबंधित कौशल्य विकास कार्यक्रम आहे. या योजनेंतर्गत आतापर्यंत ६६ विशेष प्रकल्प हाती घेण्यात आले होते.

२) राष्ट्रीय कौशल्य विकास संस्था :-

राष्ट्रीय कौशल्य विकास संस्था ही कौशल्य विकास व उद्योजकता मंत्रालयाची एक स्वायत्त संस्था असून जी वंचित आणि उपेक्षित गट जसे की, एससी, एसटी, ओबीसी, अल्पसंख्यांक, महिला व दिव्यांग व्यक्तींच्या कौशल्याच्या गरजा कोणताही पक्षपात न ठेवता काळजी घेतात.

३) कौशल्य विकास व उद्योजकता मंत्रालय :-

संपूर्ण देशातील एकूण कौशल्य विकास प्रयत्नांच्या समन्वयासाठी कौशल्य विकास व उद्योजकता मंत्रालय जबाबदार असते. हे मंत्रालय नविन कौशल्य निर्माण करणे, समन्वय, व्यावसायिक व तांत्रिक प्रशिक्षण देणे व त्यावर लक्ष ठेवणे इत्यादी कार्ये पार पडते.

४) प्रधानमंत्री कौशल्य विकास योजना :-

प्रधानमंत्री कौशल्य विकास योजना हा भारत सरकारचा नाविन्यपूर्ण उपक्रम असून याचा उद्देश हा भारतातील सुमारे २४ लाख भारतीय तरुणांना प्रशिक्षण देण्याचे आहे. या योजनेंतर्गत प्रशिक्षणार्थींना प्रशिक्षण, मुल्यांकन करून प्रमाणपत्र तसेच आर्थिक मदतही केली जाते.

औसा तालुक्यातील अर्थव्यवस्थेला आकार देण्यासाठी कौशल्य भारत मोहिमेच्या प्रभावाचे विश्लेषण :-

कौशल्य भारत हा केवळ एक फक्त कार्यक्रम नसून एक चळवळच आहे. येथे ग्रामीण तसेच शहरी भागातील सुशिक्षितांसह बेरोजगार, महाविध्यालयीन व शाळा सोडलेल्या तरुणांना मूल्यवर्धन दिले जाईल. या कार्यक्रमांतर्गत प्रशिक्षण देवून त्याचे नोडल एजन्सीद्वारा मुल्यांकन केले जाते. या योजनेंतर्गत प्रमाणपत्र देवून रोजगार व स्वयंरोजगार मिळवण्यासाठी सरकार विना तारण कर्ज देते. औसा तालुक्यातील अर्थव्यवस्थेला आकार देण्यासाठी कौशल्य विकास कार्यक्रम महत्वाची भूमिका बजावत असून याद्वारे अनेक वंश परंपरागत व्यवसायाला पुनर्जीवन मिळाले आहे. यामुळे अनेक उद्योग व्यवसाय सुरु झाल्यामुळे औसा तालुक्यातील आर्थिक उत्पन्न वाढल्यामुळे तेथील सामाजिक जीवनाचाही दर्जा सुधारला आहे.

निष्कर्ष :-

कौशल्य विकासाची गती वाढवण्यासाठी भारत सरकारने २०२२ पर्यंत ४०० दशलक्ष लोकांना कौशल्य पूर्ण करून कुशल बनवण्याचे उद्दिष्ट ठेऊन ते पूर्ण केले असले तरी त्याची गती निर्धारित गती पेक्षा कमी आहे. सरकार प्रशिक्षणाच्या पहिल्या टप्प्यात २.४ दशलक्ष प्रशिक्षण देण्याचे उद्दिष्ट होते पण प्रत्यक्षात मात्र १.९७ दशलक्ष लोकांना प्रशिक्षण दिले गेले. सध्या जगाचा विचार केला तर UK मध्ये ६८%, जर्मनी ७५%, USA ५२%, दक्षिण कोरिया ९६% तसेच जपान ८०% या सर्व देशांच्या तुलनेत भारतात फक्त २.३% एवढ्या कार्याबिलाकडे आवश्यक असे औपचारिक कौशल्य विकास प्रशिक्षण असून त्यात आयटीआय प्रशिक्षणार्थींची संख्या जास्त आहे. यामुळे औसा तालुक्यातील युवकांना कौशल्य विकास प्रशिक्षण देणे गरजेचे

आहे. जगातील इतर विकसित देशांशी स्पर्धा करण्यासाठी भारतीय अर्थव्यवस्थेच्या वाढीतील योगदानासाठी हे पाहणे आवश्यक आहे की, कौशल्य भारत मोहिमेच्या संपूर्ण प्रक्रियेत, प्रशिक्षण ते नोकरी प्रसार दर योग्य कौशल्य संपादन आणि अंमलबजावणी दर प्रभावी पद्धतीने हाती घेतला जातो.

संदर्भ :-

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