

Peer reviewed Journal

Impact Factor: 7.265

ISSN-2230-9578

Journal of Research and Development

A Multidisciplinary International Level Referred Journal

July-2021 Volume-11 Issue-23

Chief Editor

Dr. R. V. Bhole

*'Ravichandram' Survey No-101/1, Plot
No-23, Mundada Nagar, Jalgaon (M.S.)*



Address

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Mundada Nagar, Jalgaon (M.S.) 425102

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Recent Problems in Indian Economy

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Abstract:-

India is at a tipping point, both in terms of economic growth and in the human development of its more than one billion citizens. The country is the sixth largest economy in the world, with a GDP of \$2.6 trillion in 2017. Its GDP growth rate for 2019 is projected to be almost 7.5%, as it continues to be a major engine of global economic growth. It does this while being the world's largest democracy and the world's second most populous nation, with nearly 1.35 billion people spread across hundreds of thousands of large urban centers, small towns and rural clusters. On one hand, India is receiving accolades for a sustained growth rate and on the other, it is still a low-income developing economy. Even today, nearly 25 percent of India's population lives below the poverty line. Also, there are many human and natural resources which are under-utilized. Economic issues in India. The primary economic issues in India are: Poverty, Low per capita income, Huge dependence of population on agriculture, Heavy population pressure, The existence of chronic unemployment and under-employment, Slow improvement in Rate of Capital Formation, Inequality in wealth distribution, Poor Quality of Human Capital, Low level of technology, Lack of access to basic amenities, Demographic characteristics, Under-utilization of natural resources, Lack of infrastructure.

Keywords: *Unemployment, Poverty, Inequality, GDP growth rate*

Introduction:- India's current economic slump, accompanied as it is by a multi-decade high unemployment growth, rural wage stagnation and decline in average consumption expenditure, is in a category of its own. However, the most distinguishing feature of India's economic slump is a single piece of RBI data – an 88% fall in total credit to the commercial sector in the first six months of 2019-20 as compared to the same period in 2018-19. Mind you, this figure includes lending by banks and non-banking financial companies (NBFCs) which had been the main driver of consumer credit and housing finance in earlier years. In terms of actual amount, the total credit to the commercial sector has fallen from over Rs 7 lakh crore to a little over Rs 90,000 crore. Is there any other slowing economy in the world where credit to the commercial sector has fallen by nearly 90%? In simple terms, this is a bit like telling a marathon runner to run with the same efficiency while her diet is curtailed by 90%! The real import of this one data point has not been fully absorbed so far. More pertinently, a fall in credit of this magnitude is not a cyclical problem because it signifies a deep rot in the financial system which is the lifeblood of any growing economy. Since 1991, the Indian economy has pursued free market liberalisation, greater openness in trade and increase investment in infrastructure. This helped the Indian economy to achieve a rapid rate of economic growth and economic development. However, the economy still faces various problems and challenges, such as corruption, lack of infrastructure, poverty in rural areas and poor tax collection rates.

The primary economic issues in India.

Poverty:-

The population of India living below the poverty line declined from 37% in 2004-2005 to 22% in 2011-12 (Planning Commission data). In 2011-12, 22% of the population (one in five Indians) lived in extreme poverty. This figure is expected to decline to 5% by 2022, as per World Poverty Clock estimate. However, 80% of the poor in India live in villages. Rajasthan, Madhya Pradesh, Uttar Pradesh, Bihar, Jharkhand, Orissa, and Chhattisgarh have the poorest areas. 43% of the poor belong to Scheduled Caste or Scheduled Tribe categories, as per World Bank statistics (2016). This disparity needs immediate attention of the government.

Low per capita income:-

Usually, developing economies have a low per-capita income. India's GDP per capita reached 2,044.586 USD in mar 2019, compared with 2,018.685 USD in mar 2018. India GDP per capita data is updated yearly, available from mar 1958 to mar 2019, with an average number of 312.330 USD. The data reached an all-time high of 2,044.586 USD in mar 2019 and a record low of 70.396 in mar 1958. CEIC calculates GDP per capita from annual nominal GDP and annual population and converts it into USD. Central Statistics Office provides nominal GDP in local currency based on SNA 2008, at 2011-2012 prices and population. The Nominal Net National Income (NNI):- at current prices for 2018-19 stands at Rs 167.89 trillion as against Rs 151.50 trillion in 2017-18, showing growth of 10.8% during 2018-19 as against 11.2% in the previous year.

Huge dependence of population on agriculture:- Another aspect that reflects the backwardness of the Indian economy is the distribution of occupations in the country. The Indian agriculture sector has managed to live up to the demands of the fast-increasing population of the country. According to the World Bank, in 2014, nearly 47 percent of the working population in India was engaged in agriculture. Unfortunately, it contributed merely 17 percent to the national income implying a low productivity per person in the sector. The expansion of industries failed to attract enough manpower either.

Heavy population pressure:- Another factor which contributes to the economic issues in India is population. Today, India is the second most-populated country in the world, the first being China. We have a high-level of birth rates and a falling level of death rates. In order to maintain a growing population, the administration needs to take care of the basic requirements of food, clothing, shelter, medicine, schooling, etc. Hence, there is an increased economic burden on the country.

The existence of chronic unemployment and under-employment:-The huge unemployed working population is another aspect which contributes to the economic issues in India. There is an abundance of labor in our country which makes it difficult to provide gainful employment to the entire population. Also, the deficiency of capital has led to the inadequate growth of the secondary and tertiary occupations. This has further contributed to chronic unemployment and under-employment in India. With nearly half of the working population engaged in agriculture, the marginal product of an agricultural laborer has become negligible. The problem of the increasing number of educated-unemployed has added to the woes of the country too.

Slow improvement in Rate of Capital Formation:- India always had a deficiency of capital. However, in recent years, India has experienced a slow but steady improvement in capital formation. We experienced a population growth of 1.6 percent during 2000-05 and needed to invest around 6.4 percent to offset the additional burden due to the increased population. Therefore, India requires a gross capital formation of around 14 percent to offset depreciation and maintain the same level of living. The only way to improve the standard of living is to increase the rate of gross capital formation.

Inequality in wealth distribution:- According to Oxfam's 'An economy for the 99 percent' report, 2017, the gap between the rich and the poor in the world is huge. In the world, eight men own the same wealth as the 3.6 billion people who form the poorest half of humanity. In India, merely 1 percent of the population has 58 percent of the total Indian wealth. Also, 57 billionaires have the same amount of wealth as the bottom 70 percent of India. Inequal distribution of wealth is certainly one of the major economic issues in India.

Poor Quality of Human Capital:- In the broader sense of the term, capital formation includes the use of any resource that enhances the capacity of production. Therefore, the knowledge and training of the population is a form of capital. Hence, the expenditure on education, skill-training, research, and improvement in health are a part of human capital. To give you a perspective, the United Nations Development Program (UNDP), ranks countries based on the Human Development Index (HDI). This is based on the life expectancy, education, and per-capita income. In this index, India ranked 130 out of 188 countries in 2014.

Low level of technology:- New technologies are being developed every day. However, they are expensive and require people with a considerable amount of skill to apply them in production. Any new technology requires capital and trained and skilled personnel. Therefore, the deficiency of human capital and the absence of skilled labor are major hurdles in spreading technology in the economy. Another aspect that adds to the economic issues in India is that poor farmers cannot even buy essential things like improved seeds, fertilizers, and machines like tractors, investors, etc. Further, most enterprises in India are micro or small. Hence, they cannot afford modern and more productive technologies.

Lack of access to basic amenities:- In 2011, according to the Census of India, nearly 7 percent of India's population lives in rural and slum areas. Also, only 46.6 percent of households in India have access to drinking water within their premises. Also, only 46.9 percent of households have toilet facilities within the household premises. This leads to the low efficiency of Indian workers. Also, dedicated and skilled healthcare personnel are required for the efficient and effective delivery of health services. However, ensuring that such professionals are available in a country like India is a huge challenge.

Demographic characteristics:- According to the 2011 Census, India had a population density of 382 per square kilometer as against the world population density of 41 per square kilometer. Further, 29.5 percent was in the age group of 0-14 years, 62.5 percent in the working age group of 15-59 years, and around 8 percent in the age group of 60 years and above. This proves that the dependency burden of our population is very high.

Under-utilisation of natural resources :-India is rich in natural resources like land, water, minerals, and power resources. However, due to problems like inaccessible regions, primitive technologies, and a shortage of capital, these resources are largely under-utilized. This contributes to the economic issues in India.

Lack of infrastructure:- The lack of infrastructural facilities is a serious problem affecting the Indian economy. These include transportation, communication, electricity generation, and distribution, banking and credit facilities, health and educational institutions, etc. Therefore, the potential of different regions of the country remains under-utilized.

• **Recent Economic Issues in India:-**

1.Fiscal Policy:- In actual terms, the fiscal deficit or gap between expenditure and revenue was Rs 9,31,725 crore, the data released by the Controller General of Accounts (CGA) showed. The government aims to restrict the gap at 3.3% of the GDP or Rs 7,03,760 crore in the year ending March 2020. The deficit was 112.4% of 2018-19 Budget Estimate (BE) in the corresponding period last year. According to the CGA, the government's revenue receipts were Rs 11.46 lakh crore or 58.4% of the 2019-20 BE. In the same period last fiscal, the collections were 62.8% of the BE. The data further revealed that total expenditure was 75.7% of BE or Rs 21.09 lakh crore. During the corresponding period in 2018-19, the expenditure was 75% of the BE. Of the total spending, the capital expenditure was 75.6% of the BE, higher than 70.6% of the estimates during the same period in 2018-19. The Economic Survey on Friday made a case for relaxing the fiscal deficit target of 3.3% of GDP in view of the need to arrest the declining growth, estimated to touch an 11-year low of 5% in the current fiscal. The Medium Term Fiscal Policy (MTFP) Statement presented with the Budget 2019-20, pegged the fiscal deficit target for 2019-20 at 3.3% of GDP, which was further expected to follow a gradual path of reduction and attain the targeted level of 3% of GDP in 2020-21, and continue at the same level in 2021-22. In September 2019, the government decided to lower tax rate for corporates, taking an estimated hit of Rs 1.45 lakh crore on its revenue mobilization.

2.The Goods and Services (GST):- Tax collections slid for the second straight month to Rs 85,174 crore in February as only 69% of the assessee filed returns. Around 59.51 lakh GSTR 3B returns were filed for the month of February till March 25. This is 69% of total taxpayers who are required to file monthly returns, the finance ministry said in a statement. "The total revenue received under GST for the month of February 2018 (received up to March 26) has been Rs 85,174 crore," it said. The collection in January was Rs 86,318 crore, while in December and November was Rs 88,929 crore and Rs 83,716 crore respectively. Of the Rs 85,174 crore collected as GST for the month of February, Rs 14,945 crore have been garnered as Central GST and Rs 20,456 crore as State GST. Beside, Rs 42,456 crore has been collected as Integrated GST and Rs 7,317 crore as compensation cess. A total amount of Rs 25,564 crore is being transferred from IGST to CGST/SGST account by way of settlement. "Thus, the total collection of CGST and SGST up to 26 March (for February) is Rs 27,085 crores and Rs 33,880 crore respectively, including transfers by way of settlement," the statement added. Till March 25, 1.05 crore taxpayers have been registered under GST. Of these, 18.17 lakh are composition dealers which are required to file returns every quarter and the rest of 86.37 lakh taxpayers are required to file monthly returns. According to a finance ministry reply to the Lok Sabha, GST collections were Rs 93,590 crore in July, Rs 93,029 crore in August, Rs 95,132 crore in September and Rs 85,931 crore in October.

3.The International Monetary Fund (IMF):-Lowered growth estimate for the world economy to 2.9% for 2019, citing "negative surprises" in few emerging market economies, especially India. Providing an update to the World Economic Outlook (WEO) ahead of the inauguration of the World Economic Forum (WEF) annual summit here, the fund also revised downwards its forecast for India to 4.8% for 2019. Global growth is projected to rise from an estimated 2.9% in 2019 to 3.3% in 2020 and 3.4% for 2021, a downward revision of 0.1 percentage point for 2019 and 2020 and 0.2 for 2021. The reduction is compared to projections made by the IMF in October last year. "The downward revision primarily reflects negative surprises to economic activity in a few emerging market economies, notably India, which led to a reassessment of growth prospects over the next two years. In a few cases, this reassessment also reflects the impact of increased social unrest," the IMF said. India-born IMF chief economist Gita Gopinath said growth in India slowed sharply owing to stress in the non-banking financial sector and weak rural income growth. India's growth is estimated at 4.8% in 2019, projected to improve to 5.8% in 2020 and 6.5% in 2021 (1.2 and 0.9 percentage point lower than in the October WEO), supported by monetary and fiscal stimulus as well as subdued oil prices, the IMF said. 2019 refers to the fiscal year 2019-20.

India's GDP Growth rate:- India's GDP is expected to grow at just 5% in FY'20, according to the 'first advance estimates' released by the Central Statistics Office (CSO) on Tuesday evening. The newest growth projection is the latest acknowledgement that Indian economic activity has cooled this fiscal year on the back of reduced private investment and depressed consumer spending. Gross domestic product grew by 6.8% in FY'19. Other organizations like the Reserve Bank of India have already cut their projections in light of the economic slowdown. The central bank, for instance, slashed its earlier GDP estimate of 6.1% and now also projects growth to be 5% for the financial year. According to CSO data, India's GVA (gross value-added) is expected to grow 4.9%, while nominal GDP may grow by 7.5%. The statistics ministry's 'first advance estimates' take into account the figures available for the first nine months of the current fiscal.

GDP Growth in % Year-on-Year

Financial Year	First Advance Estimates	Actual Number
2011-2012	6.9	6.5
2012-2013	5.0	5.0
2013-2014	4.9	4.7
2014-2015	7.4	7.3
2015-2016	7.6	7.6
2016-2017	7.1	7.1
2017-2018	6.1	6.6
2018-2019	7.2	6.8
2019-2020	5	-

Source: Ministry of Statistics and Programme Implementation. Note: i) Data till 2013-2014 is on base year of 2004, and later years on base year of 2011-2012. ii) In the last few years, since the budget has been shifted to February 1, the statistics ministry has also come out with a second advance estimates which is often more accurate.)

Growth in gross fixed capital formation, a proxy for investment, fell to a 19-quarter low in the July-September period of the fiscal year 2019-20 (Q2FY20), despite the government announcing stimulus measures in the quarter. The gross fixed capital formation (GFCF) grew by 1% in Q2FY20, compared to a 4.04% growth in the previous quarter, showed data released by the Central Statistics Office. The share of GFCF in the overall gross domestic product (GDP) shrank to 27.8% during the quarter, against 29.7% in the previous quarter — the lowest since Q4FY17. It was the government spending that held up growth in the quarter, while private spending also sprung a surprise of sorts. The government's final consumption expenditure grew by 15.3% during Q2, a six-quarter high.

Concussion:- Since 1991, the Indian economy has pursued free market liberalisation, greater openness in trade and increase investment in infrastructure. This helped the Indian economy to achieve a rapid rate of economic growth and economic development. However, the economy still faces various problems and challenges, such as corruption, lack of infrastructure, poverty in rural areas and poor tax collection rates. Now recently Indian Economy growth rate slowdown, specific Bank Non performing asset by government and privet sector various bank collapse. Also, there are many human and natural resources which are under-utilized. poverty, low per capita income, huge dependence of population on agriculture, heavy population pressure, the existence of chronic unemployment and under-employment, slow improvement in rate of capital formation, inequality in wealth distribution, poor quality of human capital, low level of technology, lack of access to basic amenities, demographic characteristics, under-utilization of natural resources, lack of infrastructure.

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Change in Efficiency of Pulses in Amravati District of Maharashtra State

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Abstract

Agriculture is the main occupation of India and 70% of the working population is involved in agribusiness. Food crops are mainly grown in Indian agriculture. Cereal crops include cereals and pulses; pulses include a variety of pulses and are nutritious for health. Pulses are grown in different ways in different regions and are influenced by the geographical factors of the region. In India, the states of Madhya Pradesh and Maharashtra have the highest cultivation of cereals. Maharashtra accounts for 14% of the total cereal crops in India. In the present paper, the efficiency of pulses crop in Amravati district and its changes are shown tahsil wise.

Keywords - Pulses, efficiency, changes, agriculture

Introduction

Pulses crops include tur, gram, mug udid, matki (small brown beans), etc. Pulses crops are important components of production systems that are resilient to climate change. Pulses are able to convert nitrogen in the atmosphere into compounds in the soil. Some (types) of pulses are also able to free soil-bound phosphorous. Both nitrogen and phosphorus are essential nutrients for growing plants. In the present paper, the study of change in efficiency of pulses in Amravati district has been done tahsil wise.

Objectives

The main objectives of the present paper as follows,

1. To study the tahsil wise efficiency of pulses in the study region
2. To discuss the changes in the efficiency during decade in the study region

Data Source & Methodology The data source of the present research work is based on the secondary data and it was collected from Socio-economic Review of Amravati district and District Agriculture Office, Amravati. The efficiency index is calculated with the help of following formula by Ganguli's method of efficiency,

$$1. \text{En} = \text{Iyn} \times \text{Cn} \div 100$$

Where, En – Efficiency Index, Iyn - Yield of Pulses, Cn - Crop land share in percentage

$$\text{Iyn} = (\text{Yi} \div \text{Yn}) \times 100,$$

Where, Yi = Production of Pulses ÷ Area Under Pulses,

Yn = Total Production of Pulses ÷ Total Area Under Pulses

$$\text{Cn} = (\text{Area Under Pulses in Unit Region} \div \text{Total Area Under Pulses in Entire Region}) \times 100$$

Change in efficiency index is calculated with following formula,

2. Change = Current Year Index – Last Decade Index

The present analysis is based on the year 2006-07 and 2016-17 and change during this decade. The calculated values are presented in tables and efficiency index is shown in the map of the study region. The changes during 2006-07 to 2016-17 is shown in bar graph for the comparative study.

Study Region Amravati district is situated in Maharashtra state and it is the part of Vidarbha region. Geographically district extended in between 20° 33' N to 21° 47' N latitude and 76° 43' E to 78° 24' E longitude. This district is the main district in Amravati division as well as West Vidarbha region. Total geographical area of the district is 12210 sqkm and included total 14 tahsils. District having total 2888445 populations with 1480768 male and 1407677 female population according to the census year 2011.

Efficiency – (2006-07) The efficiency index is shows the overall capability of production of particular crop and it is the positive index, where high index shows high production capability and low index shows low capability compare to their cultivation. According to the agricultural data 2006-07 the efficiency of pulses is found uneven in all regions because of the uneven cultivation and cropping pattern. In this year Dharani (8.86), Dartyapur (8.63) and Anjangaon Surji (8.06) tahsils recorded highest efficiency index about pulses. The index of these tahsils is found more than 8, it shows the the capability of pulses production in per yield is higher in this region. Tur is the main crop under pulses in these tahsils cultivation. Chandu Bazar (7.98), Bahtkuli (7.29) and Chandur Railway (7.02) tahsils found moderate efficiency and gram is the main crop under pulses in this region. Achalpur (6.79), Dhamangaon Railway (6.41), Amravati (6.18), Morshi (5.98), and Tiwasa (5.06) tahsils found an average efficiency of pulses and other tahsils found this index less than 5 and Chikhaldara is the lowest in the region due to the rough topography.

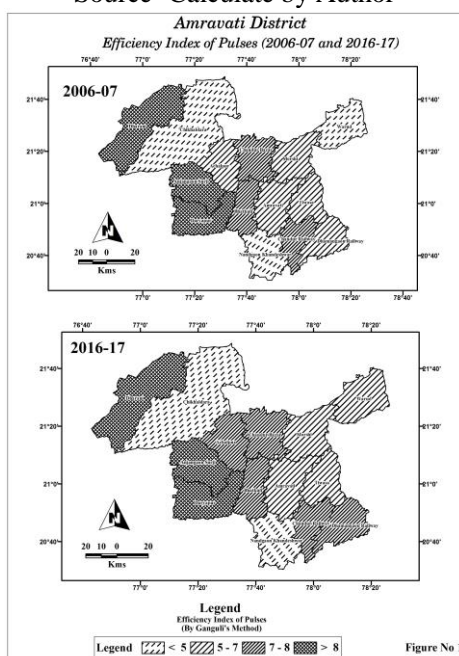
Efficiency – (2016-17) In 2016-17 the efficiency of pulses in the region is found quite high than previous decade but not same and even in all tahsils. In some tahsils it found the decline in this index. But the

overall picture about efficiency is near about same as 2006-07. In this year also Dharani (9.26), Daryapur (8.93), and Anjangaon Surji (8.03) tahsil recorded maximum efficiency of pulses. Bhatkuli (7.61). Chandur Bazar (7.59), Chandur Railway (7.38), Achalpur (7.36), and Dhamangaon Railway (7.02) recorded this index in between 7 to 8. Amravati (6.92), Tiwasa (6.87), Morshi (5.64), and Warud (5.09) observed the index in between 5 to 7 and other tahsils found the index less than 5. Chikhaldara tahsil is again found lowest efficiency of pulses in this year due to the non sufficient topography of the region. The tahsil wise efficiency index of pulses crops is shown in table no 1 their distribution is presented in figure no 1.

Table No 1
Amravati District – Efficiency of Total Pulses (2006-07 and 2016-17)

Efficiency Index by Ganguli's Method		
Tahsil	2006-07	2016-17
Dharani	8.86	9.26
Chikhaldara	2.37	3.44
Anjangaon Surji	8.06	8.93
Achalpur	6.79	7.36
Chandur Bazar	7.98	7.59
Morshi	5.98	6.87
Warud	4.65	5.09
Tiwasa	5.06	5.64
Amravati	6.18	6.92
Bhatkuli	7.29	7.61
Daryapur	8.63	8.03
Nandgaon Khandeshwar	3.26	4.22
Chandur Railway	7.02	7.38
Dhamangaon Railway	6.41	7.02

Source- Calculate by Author



Change in Efficiency – (2006-07 to 2016-17)

The change in efficiency index is also uneven in the entire region. Tahsil wise changes during 2006-07 to 2016-17 are presented in table no 2.

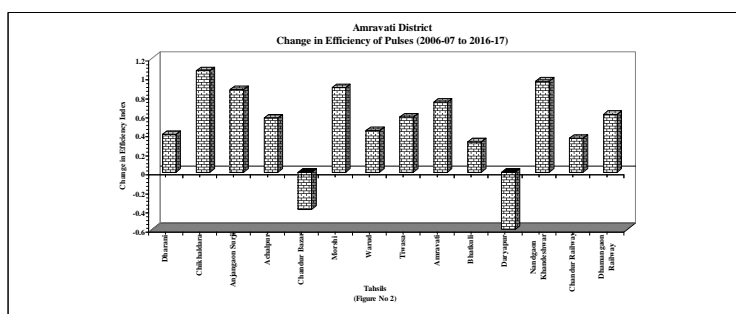
Table No 2
Amravati District – Change in Efficiency of Pulses (2006-07 to 2016-17)

Tahsil	Change
Dharani	0.40
Chikhaldara	1.07
Anjangaon Surji	0.87

Achalpur	0.57
Chandur Bazar	-0.39
Morshi	0.89
Warud	0.44
Tiwasa	0.58
Amravati	0.74
Bhatkuli	0.32
Daryapur	-0.60
Nandgaon Khandeshwar	0.96
Chandur Railway	0.36
Dhamangaon Railway	0.61

Source- Calculate by Author

In the study region near about positive changes occurred in never tahsil except Chandur Bazar (-0.30) and Daryapur (-0.60) tahsil during the period of 2006-07 to 2016-17. The efficiency is quite decreased in these two tahsils due to the increasing of oil seeds cultivation. The maximum positive change found in Chikhaldara (1.07) tahsil, Chikhaldara tahsil has lowest efficiency in both decade but the growth in pulses production is quite higher than other tahsils. The growth of efficiency index is found in between 0.50 to 0.99 in Nangaon Khandeshwar (0.96), Morshi (0.89), Anjangaon Surji (0.87), Amravati (0.74), Dhamangaon Railway (0.61), Tiwasa (0.58) and Achalpur (0.570) tahsil respectively. In other tahsil the growth is found in between 0.31 to 0.45. The lowest positive change has found in Bhatkuli (0.32) tahsil (Figure no 2).



Conclusion and Suggestions

Although the change in the efficiency of cereals in the study area is positive, it is not uniform and the efficiency in Daryapur and Chandur Bazar tahsils seems to be lower than before. Tur and gram are the major crops grown in Amravati district. However, in the last few years, the area under soybean crop in the study area has increased significantly and the area under cereal crop has been declining. The efficiency index and its changes indicate that although the climate in the district is conducive for cereal cultivation, its yield is not expected. The irrigated area of pulses in Amravati district is less than 1% so the entire production is directly dependent on rain water. Irregularity of rainfall as well as non-availability of irrigation facilities everywhere has a direct impact on the efficiency of cereal crops. Cereal crops have the highest protein content, so if planted properly, it will provide nutritional value to the population as well as increase agricultural yields. Every farmer in rural areas today needs to be trained on proper method of planting, proper seeds, limited use of fertilizers as well as higher yield in less water. It is also necessary to gradually replace some of the agricultural land with other supplementary crops as this will help in maintaining the fertility of the land and increasing its productivity. If the administration gives the right price to the crops like pulses and also provides direct link between the farmer and the consumer, then the farmers will increase the cultivation of the pulses and the consumers will also buy it. This will also help in boosting the development of agriculture in the study area.

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Analysis of a Selection of India's Innovation, Entrepreneurship and Technology Policy

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Abstract

A substantial body of professional and academic literature addresses India's policy with regard to innovation, knowledge management, intellectual property rights, entrepreneurship, incubation, and, technology transfer and commercialization. Given the nature of the modern global economy, such matters are crucial to India's economic development. In the quest for economic growth based on knowledge assets, policy makers are wise to consider the degree to which the literature repetitively recommends similar improvements in policy formulation and implementation. The occurrence of repetitive similar policy recommendations in the literature likely indicates less than optimum linkage between policy goals and national resource utilization. Effective policy-making strives to foster the evolution of a dynamic value chain, facilitated by good policy governance, along which new technologies and innovations can move even more effortlessly towards the market. This paper reviews and analyses a selected literature sampling, sheds light on the scope of the body of subject literature, and, identifies reoccurring concerns and recommendations.

Keywords: *Innovation, start up, intellectual property rights, entrepreneurship, technology transfer, technology commercialization, technology policy, university-industry links, economic development, R&D, knowledge management, incubation*

Introduction

The principle that technology plays a fundamental role in economic development has been well documented in the Indian literature for at least three decades. The awareness among Indian academics that innovation is crucial to national economic growth has long been recognized. Multiple industries have been assessed with traditional sectors receiving special attention. Gross inefficiencies in financial infrastructure have been well documented. A substantial number of economic research papers have highlighted the importance of technology policy initiatives to harness the benefits of innovation for growth and competitiveness. The crucial need for a well-devised comprehensive national strategic technology and innovation policy has not been obscure for the Indian government. Experts have been outspoken in directing attention to specific government policy initiatives. Exogenous input, in terms of policy measures and a facilitating and enabling environment, have been deemed essential for developing in India a nurturing culture for technology commercialization. Research conducted by Indian academics into innovation and technology entrepreneurship has looked outward internationally and found evidence that government support and intervention via ambitious policy initiatives are crucial to the aggregated growth of new business ventures. The science and technology policy framework in India has been ambitiously articulated through the years. While politics was driving policy formulation, a steady stream of publications consisting of assessments, studies, reports and white papers was pouring out from academia, governmental agencies, think tanks and international NGOs in an attempt to guide and influence policy makers..

Discussion

Empirical evidence supports the proposition that the technology perspective in national planning is vital to the competitiveness of a country in the modern global economy. Research has highlighted the importance of policy initiatives to successfully harness technology and innovation for growth and competitiveness. A country's technological capabilities, including the effectiveness of its related policy frameworks, are among the most important elements in the process of economic and social development. However, bottlenecks and gaps along the value chain of innovation and technology growth cycles constantly frustrate the efforts of the most well intentioned policy makers. Circumstances in India have uniquely evolved. A Global Entrepreneurship Monitor study published in 2019 indicates that the most reliable source of funds for entrepreneurial start-ups in India traditionally is the personal resources of the entrepreneur with 68% reporting self-funding while only 55% of start ups report institutional funding and only 21% report government program funding.⁹ With the goal of creating a culture that encourages science and technology professionals to create their own employment, the Science and Technology Entrepreneurs Park Program (STEP) had been created in 1984 to promote technology and business incubation. In order to infuse the system with greater financial resources, a high priority was placed on developing closer interactions between academic research and industry. By 2019, 14 science and technology parks were

established undertaking science and technology incubation. In 2019, it was observed that Indian government support and intervention are essential and must continue since innovations and their financing cannot be sustained on their own due to uncertainties and risks during the initial stages. She argues that policy initiatives have not achieved the desired impact. Financial institutions, as well, share the view that both quality and quantity of available financing facilities and services for new technology commercialization ventures need significant improvement. The Indian banking industry reportedly was still in the process of developing mechanisms to provide capital for new technology commercialization ventures and the pace of activity and the amount of funds being allocated were far from levels that would have a significant impact. Special funds, financing mechanisms, and fiscal incentives which had been successfully utilized in other Asian countries at the beginning of the millennium are deemed appropriate for India. At the start of the millennium in India, changes in policy formulation, particularly with industrial licensing, reduce emphasis on the public sector so that divestment, privatization and free trade all conspire to put entrepreneurship at the centre of a new innovation paradigm. The National Science and Technology Entrepreneurship Development Board since 1982 had been serving as the nodal agency for the promotion of high tech enterprise development but the literature shows a new urgency for entrepreneurial leadership to be exercised by key players in different sectors of the economy and in the public sector. Policy initiatives directed at investment, to strengthen research infrastructure, at skills acquisition in technology commercialization, to compete in global markets, and, at the vigorous protection of intellectual property rights (IPR), were all called for. The government's policy goal to encourage the highest level of innovation and R&D in industry and to promote close productive interactions between the for-profit sector and the relevant public institutions in science and technology were clearly enunciated in the literature by 2003. However, the business environment and support systems were generally viewed as not sufficiently congenial for the desired speed of commercialization of R&D outputs. Unacceptable delay was experienced in the commercialization of R&D outputs and in a majority of cases R&D outputs were not commercialized due to poor initial investment, the lack of a nurturing environment and inadequate dynamic networking. The critique was made that technology business incubators too often were not managed by a professional management team as a business with a clear mission of achieving rapid self-sufficiency for the client companies. By 2019, the Indian Department of Science and Technology had established 29 technology business incubators. Under the auspices of the National Institute of Technology, a survey was administered to 50 small-scale industry entrepreneurs and 450 students and 60 faculty members of technical institutes. The data collected indicated that dramatic transitions are underway. A preference is expressed that entrepreneurship in engineering curriculum be mandatory. The survey respondents feel that engineers would have greater career potential and contribute more to the economy if curriculum focused more on entrepreneurial skills, significant communication and persuasion skills, the ability to lead and work effectively in a multidisciplinary team, and, the understanding of the non technical factors that profoundly affect technical decisions. Student employability and potential contribution in the work place would be enhanced if study programs included real life examples from industry for developing entrepreneurial capabilities and innovative approach and problem-solving skills. In 2017, a major World Bank study addressed nearly the entire universe of relevant issues in India including R&D, IPR, foreign direct investment, technology transfer; grassroots innovation, education, infrastructure and funding and financing issues including both seed and venture capital. The study called for interdependent action over an extremely long-term time frame across the entire population of stakeholders including multiple ministries, the private sector and civil society. In order to broadly spur competition across India's industry sectors, recommendations include the removal of nonessential regulations, greater transparency in the application of essential regulations and the unblocking of a skills bottleneck through the support of in-service training and higher education curriculum initiatives. The World Bank study cast a harsh spot light on the relatively meager human resources skillful with technology management matters and the sparse financial resources available in India, relative to other nations similarly situated, that are required for the development of innovation. New start ups are being formed at only 1/6th the targeted rate and early stage deals account for only 5% of all new equity finance arrangements. The World Bank in 2017 recommended that facilitating regulations for early- stage venture capital investments be put in place with government providing leveraged returns for private investments in innovation areas. The report acknowledged the need for the creation of a fund of funds offering distinct windows for growth via venture capital funds managed by the private sector. Although Indian entrepreneurs possess technical and domain expertise, they lack skills in marketing, sales, business development and financial planning. The report recommends that the supply of early-stage venture capital be increased by extending government incentives for providing domestic liquidity to the industry. Access to adequate, timely finance on competitive terms is identified by

the World Bank and Indian government analysts as a problem for micro, small and medium enterprises across the country. WIPO found that the subject of relations between science and industry had gained importance throughout the 1990s to become a top priority issue for policy-makers across the entire Asian survey sample. Experiences from a number of technology clusters demonstrate that innovation systems work best when there is active interaction among multiple stakeholders ranging from commercial enterprises to government support agencies, to business associations, research centres and universities. Silicon Valley, Boston, Seattle and other thriving clusters have long offered evidence that knowledge spillovers in technology clusters contribute to an increased rate of innovation leading to creation and growth of new businesses. In countries such as India where a substantial percentage of R&D investment is made in the public sector, WIPO argued that it is increasingly important that investment in R&D enhance the technological development of domestic industries that are facing heavy pressure from global competition. WIPO puts heavy emphasis on the attitudes and policies of individual research organizations. Indian academic institutions had practised relatively poor IPR protection procedures however, the performance of the Council of Scientific and Industrial Research (CSIR) had been outstanding. In the 69 CSIR labs, the number of patents filed and issued had at least doubled every year after 2018 due to systematic IPR policy implementation. Since the commercial success of biotech and organic chemistry technologies is highly correlated with the scale and scope of scientific research agendas in university and public labs, countries struggle to narrow the gap with more resourced nations. Computing, IT and manufacturing on the other hand demonstrate low correlation to scientific linkage since engineering skill as opposed to scientific expertise is the key input to produce new patentable discoveries. Consequently, the Asian countries in the sample have more success narrowing the engineering, rather than the scientific, economic gap with the American and the Japanese. The role of Government technology policy is to overcome the handicap. A 2017 National Knowledge Commission (NKC) Report is the first detailed in-depth quantitative and qualitative survey on the topic of Indian innovation. Aggregated firm-level national statistical data is derived from a survey of 58 large-firm industry leaders and from 89 SMEs across multiple industry sectors. The scope of the report is limited to innovation as defined as value enhancement through a breakthrough or incremental commercial activity via new or improved goods or services or operational and organizational/managerial processes that improve market share, competitiveness and quality while reducing costs. Innovation may be new to the company, new to the industry, new to the Indian market or new to the global market. The report for the most part excludes high-tech scientific inventive activity from its scope. With 8% GDP growth and exports achieving a 30% cumulative annual growth rate, the Indian economy in 2017 was booming. The vast majority of large firms in the NKC survey sample rank innovation among their top three corporate priorities and identify innovation as a critical factor for international growth and competitiveness. More than half the increase in market share, competitiveness, profitability and reduction in costs due to innovation occurring in SMEs is attributable to innovation in new products, new processes and new services. Not surprisingly, the survey data demonstrate that SMEs have much larger revenues from innovation than large firms, firms are more innovative in industries where innovations are patented, firms with more patent filings and greater use of IPR consultants are more innovative, and, firms that partner with government agencies and collaborate with universities and R&D labs are more innovative. The NKC followed up a year later in 2018 with a report focusing on entrepreneurship. The methodology consisted of interviews with 245 entrepreneurs from diverse backgrounds across India and data collected from over 300 stakeholders including educational institutions, incubators, the financial community, chambers of commerce, entrepreneurial associations and others. A significant amount of the report is dedicated to soft metrics including individual motivation, preferences, socio-cultural issues, goals, inspiration and other qualitative factors. Regarding funding events, 63% of interviewed entrepreneurs are self-financed. A perception widely held among entrepreneurs is that it is very difficult to acquire bank loans at the start-up stage but becomes comparatively easier during the growth stage. Banks, financial institutions, VCs, angels and private equity funds are reportedly unimaginative in assessing debt and equity positions. Risk adverse private financiers are extremely cautious in assessing the business opportunities of Indian entrepreneurs. Progress in risk management assessment is called for to reduce information asymmetry. Angel investors, VCs and private equity funds need incentives for greater involvement in knowledge-intensive sectors. To create incentives for seed capital funding the creation of new instruments for start-up funding is recommended along with providing advanced financial literacy to entrepreneurs.

Conclusion

Jugaad is a colloquial Hindi term referring to a creative improvisation or a quick work around and connotes out-of-the-box thinking that maximizes resources. Entrepreneurial spirit is a fundamental element

of India's social history. The unshackling of an indigenous spirit of enterprise undoubtedly has contributed to making India a fertile ground for entrepreneurship.¹⁹ In response to the modern economy with technology changing at an ever faster pace and product lifetime cycle shrinking, technical entrepreneurship has clearly assumed a central role in India's economic growth. It is abundantly clear that India over the last several decades has made laudatory progress in terms of the growth of scientific and technological culture, surpassing many other nations in the competitive landscape and successfully sustaining its advantage. However, persistent impediments to further progress in these matters are repetitively addressed in the policy literature. The following representative quotations drawn from the literature of the last few decades articulate recurrent themes of concern: It is evident from a reading of the literature that chronic areas of concern for improvement fall under headings having to do with curing the lack of dynamic finance mechanisms for start ups, growing more dynamic university-industry collaborations, building reliable networks of mentors and trusted service providers, promoting technical entrepreneurship curriculum and internships, and, providing for appropriate intellectual property protection. It is not out of the question that a single project could be smartly tailored to simultaneously embrace all the recurrent challenges that the literature continually draws attention to. Such a project, if facilitated by academic institutional involvement and enabled by streamlining nonessential bureaucratic government regulations in order to bring multiple stakeholders together via a public-private partnership financed by government-backed funding leveraged by private investment, could, conceivably, raise the standard for entrepreneurship capabilities, lower start up company risk through value-add activities, and, properly protect the knowledge assets entrepreneurial ventures are founded upon. Given the availability of the necessary resources, hopefully such a project could be mounted in the not distant future.

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Innovative Strategies for Talent Retention

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Abstract:-

In today environment it becomes very important for organizations to retain their employees. The top organizations are on the top because they value their employee's and they know how to keep them glued to the organization. Employees stay and leave for some reasons. But an effective employee retention program is a systematic effort to create and foster an environment that encourages employees to remain employed by having policies and practices in place that address their diverse needs. The supply of qualified workers is limited and good workforce planning requires a twofold approach of aggressive recruitment and innovative retention strategies. The study was conducted using both primary and secondary data, primary data was collected by questionnaire and secondary data was collected from various books, articles, and journals. The study does not consider each and every company i.e. only few companies in Nashik are taken as examples. The main findings of study are that the overall effect of labour turnover is a higher cost of production and lower productivity and different HR policies and practices also affect the talent retention.

Key Words:- *Employees, Retention, Compensation, Rewards, Training and Organizational Justice.*

Introduction:-

Employee retention is a process in which the employees are encouraged to remain with the organization for the maximum period of time or until the completion of the project. Employee retention is beneficial for the organization as well as employee. Employees today are different. They are not the ones who don't have good opportunities in hand. As soon as they feel dissatisfied with the current employer or the job, they switch over to the next job. It is the responsibility of the employer to retain their best employees. If they don't they would be left with no good employees. A good employer should know how to attract and retain its employees. Most employees feel that they are worth more than they are actually paid. There is a natural disparity between what people think they should be paid and what organizations spend in compensation. When the difference becomes too great and another opportunity occurs, turnover can result. In a work place where employees are not able to use their full potential and not heard and valued, they are likely to leave because of stress and frustration. In a transparent environment while employees get a sense of achievement and belongingness from a healthy work environment, the company is benefited with a stronger, reliable work force harboring bright new ideas for its growth.

Method Of Study:-

Research Objectives:-

- 1) To study why people leave the organization.
- 2) To study the effects of employee turnover.
- 3) To find the solutions for talent retention.

Type of research:-

This is a descriptive type of research and survey method was used to undertake this research. The research is limited to Nashik Industrial Estates only. The sample used for this survey was 10 Companies and 50 employees.

Sources of Data Collection:-

The study was conducted using both primary and secondary data, primary data was collected by questionnaire from HR professionals and employees of the selected companies and secondary data was collected from various books, articles, and journals & websites.

Discussion:-

Why people leave?

1. **The nature of work environment:** Employees feel that the job or workplace is not what they expected. Employees feel stress from overwork and have a work-life imbalance.
2. **There is a mismatch between the job and person.** : When the new hire, the job and employers haven't been well matched, they many leave the job.
3. **There is too little coaching and feedback** : Many employees don't get positive feedback they need to know if they are doing a good job and if they are exactly what it is they are doing that's right.
4. **There are too few growth and advancement opportunities:** Employees are much more determined to add skills, training and expertise to better develop their career and stay more marketable and

promotable.

5. **Employees feel devalued and unrecognized:** They do not feel their voice counts. If a work culture is biased and only certain people's ideas and opinions, other employees feel devalued and unrecognized.
6. **There is a loss of trust and confidence in senior leaders:** If employees don't like and trust their boss, they disrespect and move out.
7. **Compensation is not competitive:** Compensation is one of the largest factors for retention many employees leave for higher pay after developing their skills.
8. **Poor relationship between the employee and immediate boss:** Their boss may frequently criticize them while withholding praise and appreciations, refuse reasonable request for time off and act disagreeably.
9. **Fast online job search:** Due to technology advancement and globalization employees search and apply new jobs easily.
10. **Lack of appreciation, recognition and rewards:** Employees want appreciation for job well done.
11. **Co-workers:** Employees may not like the people working around.
12. **No link between performance and rewards:** There should be direct link between performance and reward, more is the efficiency more shall be the reward.

Effect of employee turnover:-

1. A high labour turnover rate indicates that workers leave frequently and do not stay for long. Replacement of workers declines the overall efficiency which leads to low productivity. The higher rate of labour turnover results in increased cost of production, this is due to:
 2. Increased cost of recruitment and training of employees.
 3. Decrease in production due to inefficiency and inexperience of newly appointed workers.
 4. Loss arising due to defective work and increased wastage in production reducing profits.
 5. Newly employed workers are likely to mishandle tools and equipment resulting in breakages of tools and increasing cost of operation.
 6. The new workers are more accident-prone and increased number accidents cause loss of output and increase in medical expenses and cost of repairs.
 7. Lack of cooperation and coordination between old and new workers resulting in fall in output and increased cost of production.
 8. Increase in workload due to vacant positions on other staff members. There is a sense of instability and frustration in workers because of work backlogs and slow productivity.
 9. No one feels confident in dealing with the organization which cannot hold its employees. Thus losing good employees can damage company's reputation in market.
 10. Employee turnover can lead to customer dissatisfaction and interrupted customer service.
 11. Loss of skilled, knowledge and experienced employees there is disruption to operations and negative effect on present workforce morale.

The overall effect of labour turnover, therefore, is a higher cost of production and lower profitability.

Talent Retention Strategies

Increase employee engagement:-

Effectively implementing employee retention program by increasing employee engagement ensures that the employees are satisfied with their work, take pride in their work, report to duty on time, feel responsible for their job, feel valued for their contributions, and have high job satisfaction. As employees actively focus on their work, it increases the productivity levels in the organization and leads to improvement in several associated areas. Employee engagement ensures that the employees have a clear understanding of their roles and responsibilities in the organization. Increasing employee engagement helps to develop emotional connection, enthusiasm among the employees that promotes teamwork and healthy environment at the workplace.

Motivate employees:-

Motivating employees by offering them better opportunities for career development can help in employee retention. Giving rewards, recognitions, promotions, and appreciation to employees can motivate them to increase their productivity, commitment to work, and loyalty to the organization. They feel that their contributions are valued in the organization. Giving incentives, pay hikes, bonuses can also help to motivate employees. Recognizing employee's contributions and aspirations motivates employee to work productively and increases his confidence that helps in employee retention.

Focus on team building:-

Promoting team culture helps to actively involve all employees in achieving the goals and in overall success of the organization. Promoting team building imbues a sense of belongingness among the

employees that they are a part of larger goals or objectives of the organization. Team building promotes team work and team effort that help employees to tackle work pressure and thus provide a competitive advantage to organization. Focusing on team building activities can help to reduce workplace conflicts between team members as they work in a team. Organizing team building games, seminars, outdoor events help to promote team spirit, unity, and reduce stress.

Recognition of performance:-

Recognition of performance of employees is an effective method of employee retention. Although monetary compensation can act as a motivating factor, openly recognizing the performance, initiative, and good work increases the morale and motivates the employee to work more productively. Appreciating the performance motivates the employee and they feel valuable within the organization. This helps in employee engagement and to increase the productivity levels.

Fostering employee health and wellness:-

Health and wellness trends are an exciting development in the employment market. Unlike traditional benefit plans which tend to focus on treating the illness, these new initiatives focus on the prevention of the illness in the first instance. In turn, these opportunities lead to positive consequences for the employer, through a happier, healthier and ideally more efficient workforce.

Personal growth opportunities:-

Another popular perk offered by employers is the facilitation and encouragement of personal growth opportunities. In Canada, for example, many law firms are increasingly placing value on providing high-quality learning and offering extensive professional development opportunities for lawyers, as well as encouraging public service work.

Green initiatives:-

Firms are also beginning to set themselves apart by providing workplaces that encourage respect for the environment and foster green initiatives. In this case, helping the environment is not the only payoff, as green initiatives can also help attract new talent, increase productivity and reduce costs. What's more, studies show that students coming out of school increasingly place value on workplaces that have less of a negative impact on the environment. Preliminary studies also link eco-friendly workplaces to higher productivity and less absenteeism.

Executive education:-

Executive education is academic programs at graduate level business schools that aimed at manager's career development. Employees are provided conditional assistance for certain course which are beneficial from business point of view. They mainly include Management Development Programs and Executive MBAs. After completion of these programs, they acquire new knowledge and skills to manage the organization for global competitive advantage.

Flexi timing:-

It gives individuals a daily choice in the timing of their work commitments. One such schedule requires employees to work for core time but leaves them free to choose their remaining hours of work from among flexible time block. Utilizing a flexi time policy in your organization can benefit everyone involved, employers, employees and their families.

Telecommuting:-

It is a work arrangement in which employees enjoy flexibility in working location and hours. The daily commute to a central place of work is replaced by telecommunication links. It means that employee works from a remote site that is located in place that reduces the employee's regular commute to the principal place of business, including working at home, at a satellite office, or at a telework centre and communicating electronically between the remote site and employer's principal place of business.

Work Life Balance:-

WLB is about adjusting work patterns to achieve overall fulfillment. A good WLB enables the business to thrive and at the same time enables the employees to easily combine work with other aspirations and responsibilities. The concept has emerged from the acknowledgement that an individual's work-life and family life may exert conflicting demands on each other. In order to manage the negative spillover of conflict, it is important to balance the demands from both the domains.

Quality of Work Life:-

QWL is a process of joint decision making, collaborating and building mutual respect between management and employees. The elements that are relevant to an individual's QWL include work environment, social environment within the organization, administrative system and relationship between life on and off the job.

Employee empowerment:-

It means that employees at all levels of an organization should be given responsibility and authority for most day to day decisions. It is a process of sharing power with employees. The managers must spend time teaching the employees of how to manage responsibilities given to them so that they don't feel overburdened. So managers should not only delegate the job but also develop competencies.

Exit interviews:-

A structured exit interview program can play an integral role in employee retention. It is important to learn from the information gleaned in these interviews. By not paying attention to the results turnover will continue for the same reasons.

Encourage referrals and recruit from within:-

Having current employees offer referrals could help minimize confusion of job expectations. Current employees can realistically describe a position and the environment to the individual he/she is referring. Another way an employer can lessen the impact of turnover is to hire from within, since current employees have already discovered that they are a good fit in the organization (Branham, 2005).

Training:-

Training employees reinforces their sense of value (Wingfield, 2009). Through training, employers help employees achieve goals and ensure they have a solid understanding of their job requirements (Maul, 2008).

Organizational Justice:-

Organizational justice means the just & ethical employee treatment within the organization. (Cropanzano, 1993). Greenberg (1990), define the organizational justice that it is term refer to the treatment of employees by the organizations in just and fair manner. The popular Oxford dictionary defines the meaning of word justice as, "the quality of being just or fair, and fairness".

Findings:-

1. The main reasons why employees leave the organization are lack of appreciation, recognition and rewards, compensation is not competitive, few advancement opportunities, organizational injustice and the nature of work environment.
2. The overall effect of labour turnover is a higher cost of production, lower profitability, customer dissatisfaction and thus damaging company's reputation in market.
3. Organization culture play important role in employee retention. WLB and flex time culture is considered significant factor in employee's retention.
4. Compensation, reward and recognition play a key role in employee's motivation which leads to employee's retention in the organization.
5. Training, executive education and career development was found motivating factor which leads to retention.
6. The area of work environment found that it is a key factor in employee's retention, it is also found that employee leave the job due to poor QWL.
7. It is revealed from study that, if organization wants to retain their employees, organization must follow Organizational justice, employee engagement, employee empowerment and focus on team building.
8. Green initiatives, fostering employee health and wellness, telecommuting, referrals and recruit from within and exit interviews also plays pivotal role in employee's retention.

Conclusion:-

Employees are a valuable asset to an organization. It is essential to protect this vital resource as talented and motivated employees play a crucial role in overall growth and success of the organization. Focusing on employee retention techniques can positively impact the organization as it increases employee productivity, performance, quality of work, profits, and reduces turnover and absenteeism. As they say, happiness can be contagious. So make sure the work place is a happy one, which every employee would love to spend time. HR management practices must reflect company policy as to how it will manage and relate to its employee's. The HR strategy should evolve from a transactional support role to partnering in the organizations business strategy. An organization can be loved by their employees when the organization excels in developing employer brand management practices to generate workplace where an employee can feel pride and satisfaction for belonging to an organization where he/she is considered, respected and recognized.

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Consequences of COVID-19 on Exports & Imports and International Trade

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Abstract

The Covid19 epidemic is the first and most important human disaster in 2020. More than 200 countries and regions have confirmed valid medical cases. These cases are caused by the coronavirus declared by the World Health Organization as a pandemic. India is a developing economy. It is recognized as an economy experiencing sluggish demand and high unemployment. With the announcement of a 21-day closure on March 23, 2020, it will slow down the supply, further accelerate the slowdown and be in danger. The economic well-being of millions. The government blocked transportation services, closed all public and private offices and factories, and restricted mobilization. According to recent research, some economists stated that 40 million people are unemployed in the country, mainly in the unorganized sector. Travel restrictions and quarantine affecting hundreds of millions of people have left Indian factories without labor and parts, supply chains are timely and have triggered sales warnings in technology, automobiles, consumer products, products. Pharmaceuticals and other Industries, as fiscal year 2021 begins, the impact of the corona virus has affected the economic stability of 150 countries / regions. Mainly imports and exports are also affected, and the transport of goods from other countries is restricted.

Keywords: Corona virus; Indian Economy; Exports; Imports; Unemployment

Introduction

As supply chains are disrupted and manufacturing has fallen to its lowest level in decades, the global market is in free fall. The decline in international trade, the decline in the global purchasing managers' index, and the sharp decline in the annual GDP forecast all indicate that we have entered the expected recession. Although it is impossible to know exactly what kind of damage the global pandemic of the new crown virus COVID19 will cause to the economy, economists generally believe that it will have a serious negative impact on the global economy. Early estimates predict that if the virus becomes a global epidemic, most major economies will lose at least 2.4% of their gross domestic product (GDP) in 2020, leading economists to lower their forecasts for world economic growth in 2020 to around 2020. 3.0% to 2.4%. Judging from this figure, the global GDP in 2019 is estimated to be approximately US\$86.6 trillion, which means that a 0.4% drop in economic growth is equivalent to a loss of nearly US\$3.5 trillion in economic output. However, these predictions were made before COVID19 became a global pandemic and before widespread restrictions on social contact were imposed to prevent the spread of the virus. Since then, the global stock market has collapsed due to the epidemic. The Dow Jones Index posted a single-day drop of nearly 3,000 points on March 16, 2020, breaking the record of 2,300 points set just four days ago. Exports of almost all commodity categories have fallen. Some commodities fell by more than 3,040%, especially engineering products, textiles, meat, grains, plastics and chemicals, which have been the main driving forces for export growth in recent years. As a direct consequence of the spread of the COVID19 pandemic to many countries, global demand has fallen sharply, and many orders have been cancelled. In addition, the supply chain disruption caused by the ongoing blockade has exacerbated the poor performance of Indian exports, and the situation may deteriorate in the coming months before the recovery begins.

Objectives of the Study

To understand impact of Covid-19 on overall Indian Economy

To understand impact of Covid-19 on Exports and Imports

To find out the challenges for different sectors in Indian economy

Research Methodology

I chose reports that were mainly released in March and April to understand the impact of COVID19 on the Indian economy and various sectors. In addition, I studied some research papers and current articles published in the past two months. This information is collected from the DRIPCAPITAL blog.

Results and Findings

Indian Exports

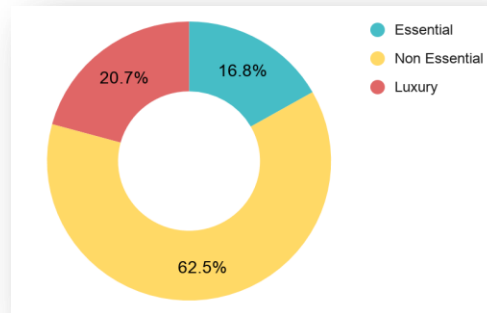


Figure I India's export basket [2019, US \$324 billion] breakdown (Source: DGFT)

India is an important trading partner of many countries in the world. Despite the trade deficit, the country's import and export gap has been steadily narrowing in recent months. Due to the fall in world oil prices, this trend may also continue. India's advantages in certain areas such as fossil fuels, gems and jewelry, pharmaceuticals, chemicals, textiles, engineering products and food make it an important part of the global value chain. Close observation will reveal that although India exported to more than 200 regions in 2019, trade is mainly concentrated in a few of them. In fact, India's top 10 trading partners account for almost 50% of all the country's exports. In the current situation, this geographic concentration may represent a risk for Indian exporters, because the recovery of exports will be driven mainly by increased demand from these countries. To better understand India's exports, we tried to divide India's export basket into three categories, namely commodities, non-essentials, and luxury goods. This classification is still very broad at the HS2 level, and has been made to our best understanding, and may or may not reflect the actual microscopic situation on the ground.

Buckets	Description
Essential Goods	Food related commodities; Medical equipments & Pharmaceutical Products
Non-Essential Goods	Other goods incl. Chemicals, Textiles, Engineering, Goods etc along with Mineral Fuels*
Luxury Goods	Gems & Jewellery, Automobiles, Watches, other misc. items

Table I

An important exception to the categorization is the addition of mineral fuels and its derivatives to the nonessential goods bucket as reports of oversupply and lack of storage of crude oil have been dominating the news since last week. This categorization may change to essential goods as the situation improves over time. An interesting point to remember is that India's nonessential goods exports anyway cover a much wider range of HS codes (61) compared to essential goods (23) and luxury goods (14). Therefore, the stark difference in these buckets' contributions to the country's exports basket should be taken with a pinch of salt. Nevertheless, owing to current turmoil across the globe, the demand for essential goods is very likely to be the determining factor for future sustainability of exports.

The competition to Beat the Curve

There is little doubt that the lockdowns triggered by the COVID19 pandemic around the world have caused economic pain. Forced to choose between lives and livelihoods in some situations, certain governments, including India, have elected to take on economic turmoil in the shortterm in order to curb the spread of COVID19. With India's lockdown in its second month, many businesses are already looking forward to and hoping for "a return to normalcy" as soon as possible, so that they can start recovering their losses. However, reality may not be that simple. While India has started to relax its lockdown measures in small steps, the positive economic impact of exiting the lockdown might take longer than anticipated. Even as manufacturing, services and other economic activities slowly lurch into motion, the country's major economic hubs such as Mumbai, DelhiNCR, Ahmedabad, Chennai, Pune, Surat, Indore etc. continue to remain under an extended lockdown for two more weeks. The mass exodus of migrant workers to their home states is going to be another major jolt to the restarting of economic activities. These workers, who are employed as both formal as well as contractual/informal laborers in many exporting units and MSMEs, are key factors to the bottom lines of many businesses. There are already concerns in certain sectors of Indian industry that the exodus of these workers to their hometowns may increase in the coming months, casting doubts over the timelines of restarting manufacturing in the country.

Countries	Growth Projections (Real GDP, % Change YoY)			Manufacturing PMI		% Change in Exports to US b/w March and April-20		
	2020	2021		Mar-20	Apr-20			
India	1.9%	7.4%	↑	51.8	27.4	↓	(-16%)	↓
China	1.2%	9.2%	↑	50.1	49.4	↓	99%	↑
ASEAN	(-0.6)%	7.8%	↑	43.4	30.7	↓	(-8%)	↓

Table II (Source: IMF World Economic Outlook; IHS Markit; Drip Capital)

According to the latest global economic outlook released by the International Monetary Fund (IMF) in mid-April, China and India remain the only two large economies that will not shrink due to the global economic recession triggered by the COVID19 pandemic. These two countries and their counterparts in the Association of Southeast Asian Nations (ASEAN) will be the driving force behind the recovery from COVID19 in the next decade. These Asian countries must adopt "cautious optimism" to rebuild the new world, although the fact is that these countries, especially China, may try to get out of the big import markets, especially the United States and the European Union. Many ASEAN governments have already announced their goals: the fiscal package of the economy, which also aims to promote the development of small and micro enterprises and exporters. One can only hope that the Indian government will do the same as soon as possible, and there is a growing demand for fiscal stimulus plans and easier access to credit for small, medium and micro enterprises. The shipping industry remains one of the most important components of international trade. The rise and fall of international trade directly determines the fate of the shipping industry. With the start of the COVID19 pandemic, the industry has suffered huge losses and faced numerous problems. In addition to the downturn in global supply and demand, shipping companies have also been forced to change ports of call due to coronavirus-related restrictions imposed by various countries. Due to the destruction of the local supply chain on a global scale, the industry has also suffered from the impact of container warehousing in certain ports, including India. India's major container handling facilities such as Jawaharlal Nehru Port Trust (JNPT) and Mundra Port will be overcrowded in the next 34 days as imported containers are transported to nearby Container Loading Stations (CFS) and imported trade and customs did not pass through customs. A commercial agency has warned that during the 21-day lockdown, agents will fight the spread of the coronavirus. "This has led to a huge accumulation of the entire large inventory of CFS imports, and the trade has only closed a small part of the imports. CFS faces unprecedented challenges. It is expected that in the next 34 days, most of the CFS reach its "holding capacity" and the evacuation of the terminal will stop. It is clear that the COVID19 pandemic has caused severe damage to Indian exports, and this turbulence will continue until the next quarter shows signs of recovery. Due to the long-term blockade, Indian exports have fallen to a multi-year low in March this year. Once the data is released in April, Indian exports may further decline. Low demand from trading partners and cancellation of existing orders have also proved to be a buffer for shipments from other countries.

COVID-19 impact on unemployment rate in India 2020

Due to the total lockdown, the devastating impact on an economy as large as India is imminent. The unemployment rate rose to 24% on May 17, 2020. This may be the result of reduced demand and the company's job interruption. Furthermore, this resulted in a GVA loss of more than 9% in the Indian economy that month.

The trickle- down effect

Between February and April 2020, the proportion of households with decreasing incomes soared to almost 46%. The inflation rate for goods and services, including food and fuel, is expected to rise later this year. Social distancing leads to unemployment, especially in the lower economic class of Indian society. Some families have ended domestic services, basically an unorganized monthly salary job. Most Indians spend a lot of time doing housework on their own, making it the most widely implemented lockdown.

Aid from the Pradhan Mantri Garib Kalyan Yojana

The most devastating effect of the virus and the blockade are the economically backward sectors, who have limited access to adequate medical care and other resources. This led the government to initiate various

programs and activities to help support these families. Under the Pradhan Mantri Garib Kalyan Yojana scheme, 312 billion Indian rupees have been accumulated and provided to approximately 331 million beneficiaries, including women, construction workers, farmers and the elderly. More aid was announced in mid-May, mainly to support small businesses during the crisis.

Impact on labor participation due to the corona virus (COVID-19) lockdown in India between March and May 2020

The labor participation rate was most impacted by the coronavirus (COVID19) lockdown in India dropping to around 35 percent in April 2020, as many lost their employment in that time. However, the participation rate slowly increased to 38.7 percent as of 24th May 2020 in the country and the unemployment rate had stabilized.

Estimated economic impact from COVID-19 in India 2020 by Market

It is estimated that as of March 2020, the automotive industry has been hit hardest by the coronavirus (COVID19) lockdown in India. The second is energy, information technology and consumer goods in the markets most likely to be affected at that time. The country entered a lockdown on March 25, 2020, the largest lockdown in the world, restricting 1.3 billion people and extending it to May 3, 2020. For more information about the coronavirus pandemic (COVID19), please visit our

Impact from COVID-19 on India's exports 2020 by commodity

Rice, fruits and vegetables are the commodities most affected by India's exports. Compared to the same month last year, April 2020 has fallen by around 8%. The gem and jewelry and textile and apparel industries posted the biggest drops for the month, averaging 95%. The country entered a lockdown on March 25, 2020. This is the largest lockdown in the world, restricting 1.3 billion people and extending it until May 3, 2020.

Estimated impact from COVID-19 on India's GDP 2020

India's quarterly GDP was estimated to a decline of over nine percent between April and June 2020. This was a decrease from a five percent growth in the beginning of 2020. The country went into lockdown on 25th March, 2020, the largest in the world, restricting 1.3 billion people. This was extended until 3rd May, 2020. India's government estimated its financial, real estate and professional services sector to be hardest hit during the period of the lockdown.

Conclusion

In India, this has not yet started in an organized manner and needs to be prioritized along with steps to tackle the health crisis. By simplifying tax rates or whenever tax relief reduces the impact of COVID19 on the Indian economy, it can be known after the measures are implemented. In terms of measures needed to deal with the economic impact of the rapidly spreading coronavirus, government policymakers need to implement targeted tax incentives, broader monetary incentives, and policy cuts to help normalize the economic situation.

The temporary crisis can be controlled, but this pandemic has brought uncertainty to the world, especially in the import and export sector. Sudden political decisions have caused huge losses in the supply chain shrinkage and labor shortages. As the COVID19 crisis continues to expand, manufacturers may face many challenges. Manufacturers must also go beyond their own economic viability. They must coordinate closely with the public sector to develop plans that are critical to public safety and the solvency of employees, while maintaining normal operations.

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A Study of Landless Agricultural Labor and Land Reform

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Abstract:

The biggest success of these land reform programs, even though the Maximum Land Retention Act has been thwarted, is the end of the zamindari system that is prevalent in the northern states. As a result, about two crore acres were given the right to own the land they were cultivating. Between 1953-54 and 1960-69, about 260 lakh acres of land went to small and medium farmers. 300 lakh acres of land was brought under new cultivation. Out of 560 lakh acres of land, about three-fourths of the land went to middle farmers and the remaining one-fourth to small farmers. The system of production, which was based on a caste system, had given the right of land ownership to the upper castes. In the pre-British period, land ownership relations at all levels were with the sub-castes. Dalits, tribals, and Nomadic deprived tribes were denied land ownership. To a handful of upper castes, who have done extra work from the toiling castes without any labor and have added extra value to themselves. They own most of the land. The feudal capitalist big farmer succeeded in maintaining his monopoly without exploiting the lower castes.

Key Word: Landless, agricultural, labor, land, reform

Introduction:

Dr. Babasaheb Ambedkar had said that while allocating land, distribution should be done without considering caste and religion so that no one would be a landless agricultural laborer. This is Babasaheb Ambedkar's idea of social justice. The problems of landless laborers have been exacerbated since independence. Sanjeev Reddy described the situation of landless laborers as "a landless laborer is a smoldering volcano and can wake up and throw lava at any time". But it is mainly the agricultural laborers who are included in the landless agricultural laborers. The number of landless laborers in agriculture is estimated to be around 50 million. The proportion of landless agricultural laborers is higher among the Scheduled Castes, Scheduled Tribes, and other weaker sections. Agricultural laborers who do not own their land and work on other people's land for subsistence are called "landless agricultural laborers". Landless agricultural laborers are always working on the land owned by others for wages. They are not allowed to make any decision regarding agriculture. The landless agricultural laborers have to do the same work as the owner says.

The objective of the study:

The present study has been done for the following objective.

1. To study landless agricultural laborers.
2. To study the land improvement program.

Research Methods:

Landless agricultural laborers and land reform have been studied. Therefore, an evaluative research plan has been used for the study. The study collected secondary data from secondary sources such as reports, newsletters, and websites published by the Office of Statistics.

Landless agricultural laborers :

The following factors determine whether a person is a landless agricultural laborer or not.

- 1) If working on another's farmland to earn a living.
- 2) If they do not own the land on which they are working.
- 3) If you do not decide on agricultural work yourself.
- 4) If the risk in agribusiness is not accepted.
- 5) In case of non-receipt of wages in the form of wages.

Every person who fulfills all the above is called an agricultural laborer. The distribution of land in the community is not even. Some have more land, some have less. As a result, the gap between the two classes widened. After the independence of India, the development of agriculture was given priority. For this, the Government of India passed land laws and started their implementation from the first Five Year Plan. These land laws are called land reforms. Land reform means redistribution of agricultural land for the benefit of farmers as well as landless laborers. That is, under the land reform program, land ownership is given to those who are landless agricultural laborers without distributing agriculture. In the pre-independence period, the nature of agriculture in India was backward. The problem of ownership of agricultural land is one of its various reasons. In 1792, Lord Cornwallis introduced the system of zamindari in India. At the same time, in 1792, Sir Thomas Munshie introduced the Rayatwari system in the province of Madras. In 1833, Lord William Betting introduced the palace system in Agra, Aundh, Punjab. As a result, the centralization of agriculture began and various problems arose such as conventional farming, the nature of monsoon gambling, environmental diversity, unorganized and ignorant, landless farmers.

Objectives of Land Improvement Programme:

In the pre-independence period, land ownership in India was concentrated in the hands of a few. The share of farm ownership of small farmers was very small compared to that of landlords. The farm laborers did not have ownership rights. The clans were given land to cultivate. In the interest of small and marginal farmers and agricultural laborers, a land reform program was undertaken in connection with the redistribution of farmland ownership to increase productivity. The objectives of this land reform program are as follows.

Abolition of the zamindari system: - In the past, zamindars were the original owners. The actual land grabbers were called clans. The landed classes were constantly exploiting the clans. Efforts were made to improve the land to stop the exploitation of the landowners, who get a large share of the agricultural produce without any effort but are exploited by the working families.

Establishment of social justice: - At the social level, it was necessary to establish social justice by eliminating inequality, injustice, exploitation, and non-cooperation. Improving land will stop the exploitation of farmers and giving them full pay for their work will improve their quality and reduce inequality in society.

Whose land he owns: - He who owns the actual land cannot be motivated to increase production unless he owns the land. So the purpose was to give land ownership to the working class in agriculture, that is, the land would be theirs.

To develop agriculture: - To bring modern technological improvements in agriculture, it is necessary to have a large size of agriculture. To take full advantage of these technological advances, land improvements are being made to make agriculture more efficient and economical.

Efforts made under land reform: The first five-year plan under the Land Reform Program directed the states to prepare a framework for land reform. The second five-year plan ended the mediation between farmers and the government. The farming system was improved, the maximum landholding was fixed. Consolidation and agricultural systems were restructured. In the Third, Fourth, and Fifth Five Year Plans, more emphasis was laid on land reform and programs in the Second Plan. The Sixth Plan laid down the rules for land ownership of landless farmers. Farmers who have more land, their land has been taken over by the government and distributed, land update data has been collected, consolidation program, an arrangement of land for landless agricultural laborers, etc. have been started. The Seventh Plan emphasized the implementation of the law in this regard. In the Eighth Five Year Plan, the intermediaries between the government and the farmers were eliminated. Taxation was improved. Efforts have been made to distribute additional land through land reform in the five-year plan.

Elimination of Zamindari system The first act to end the zamindari system in the country was passed in 1948 in Madras. The Act was later passed in Mumbai and Hyderabad in 1949-50. Then gradually all the states passed the Act in 1954-55. Under the Act, more than two crore farmers have so far been in direct contact with the state and have been given land ownership rights. 60 lakh hectares of land have been allotted to the landless. The end of the zamindari system brought about changes in the socio-economic sphere. The acquisition of land by the landless made them landholders, improving the living standards of the farmers.

Clan law: In India, between 1955 and 1959, most of the states passed the Tribal Act. The landowners were recovering 50% to 80% of the agricultural produce from the clans as volume. The cost of agricultural production, however, had to be borne by the clans. As a result, the clans were being exploited on a large scale. The clan law gave ownership of the land to clans that were cultivating the land. These laws gave the clans the right to purchase the land they were cultivating. Under the Tribal Act, 1 crore acres of land is owned by the clan. Clan means no intermediary between the farmer and the government in the ryotwari system and the farmers own their land. Many farmers used to have a lot of lands. Large farmers could not cultivate the land near them. So such farmers have little land or no land at all. Such farmers were given land for cultivation. A person who lives on the land owned by others and does not cultivate it without any effort is called a clan.

Maximum Land Retention Act: The law was enacted in 1962 to create economic equality. A handful of people in India own a very large piece of land and therefore social justice is not established. An important role of the Maximum Landholding Act is to set a maximum land holding limit and distribute the surplus land to the landless and minority holders. As agriculture is on the state list, each state has set different agricultural limits before 1972. To eliminate the diversity of farmland within the state, the government after 1972 imposed a limit of 10 to 10 acres of land for people with fertility and water supply. Irrigation is limited to 20 to 27 acres once a year and 54 acres for the dry season. As of December 1997, an additional 75.49 lakh acres of land was earmarked. Out of this, 65.90 lakh acres of land was taken over by the

government. Of this, 52.73% or 80% of the land was allotted to 54.16 lakh beneficiaries. Apart from 36% Scheduled Castes and 14% Scheduled Tribes, the government distributed 141 lakh acres of land belonging to them.

Indian Land Reform Act:

The Land Reform Act was enacted in 1950 to reform Indian agriculture. The objectives of this Act are as follows.

1. To make full use of the available land in India.
2. To give assurance to Kaseel about his land.
3. To make a definite provision as to how much volume should be given to the landowner by those who do not own the land and who are cultivating the land of another.
4. To make arrangements so that the clans get ownership of the land.
5. To stop the interference of intermediaries between the clans that hold the minimum and the maximum land.
6. To make provision that land will not be divided and fragmented.

Type of holding in Maharashtra, classification of landholding account holders, and area group: As per Agricultural Census 2010-11, there are 13698965 individuals, joint and institutional account holders in Maharashtra. The total holding area is 19767060.93 hectares. As per the 2011 Agricultural Census, there are a total of 1028573 Scheduled Caste Land Account holders in the State of Maharashtra. And their area is 1303472.85 hectares. There are 538710 landholders. There are 311276 small landholders. There are 138994 semi-medium landholders. There are 36869 middle landowners. There are 2724 landowners with a large area. The land belonging to the Scheduled Castes. Its proportion is very small.

Forest Rights Act 2006: The Central Government passed the Forest Rights Act in 2006 recognizing the forest rights of the Scheduled Tribes and other groups living a traditional lifestyle based on the forest. It has been implemented in Maharashtra since 2008. Under this Act, the people of Scheduled Tribes are guaranteed to own the land on which the pre-existing land has been acquired. Injustice and oppression against the tribals started from the time when the Forest Department got all the rights to trade in forest land, forest resources, forest products under the Indian Forest Act 1927. The tribals fought hard against this. The Kisan Sabha led the fight. Then in 2006, after the effective left-wing intervention, Parliament was forced to legislate. The Forest Rights Act of 2006 paved the way for tribal families to get individual forest rights on their home and forest lands for subsistence. It also enabled non-forest communities to get collective forest rights over the forests in the area. The Vasti or Pade or Gram Sabha of the village got a more important legal status to assert these rights. Under this Act, there is no time limit for obtaining forest rights without applying to the Forest Rights Committee elected by the Gram Sabha. The Gram Sabha should approve the claims and hand them over to the government. The law states that the sub-divisional officer will make a decision in 60 days and the district collector will take a decision in the next 60 days and the people will get the land lease. An important feature of this law is that in addition to individual land rights, collective extension rights owned by village groups will be recognized. According to this law

1. The right of members or members of tribal or other traditional forest dwellers to occupy forest land for settlement or their subsistence, agriculture as a personal or shared occupation.
2. Collection, use, and ownership of all types of conventional extension rights, secondary forest products to be collected within or outside the village boundaries.
3. Those who have been displaced from their forest lands in any form by violating their legal rights before 13 December 2005, their right to rehabilitation in their original form with alternative land.
4. Right to settle all old settlements, forest villages, surveyed villages.
5. Land rights for village and village infrastructure.

The tribals will have to be deprived of these collective rights in the forests. The Extended Panchayat Provisions Act for Scheduled Areas Act 1996 i.e. "PESA" was enacted on 24th December 1996. However, it took 18 years, the dawn of 2014, to make the necessary regulations for implementation. The law was said to be an opportunity for tribals to effectively participate in development. The PESA Act empowers communities in the Scheduled Castes and the Gram Sabha to make proposals and decisions without the intervention of the government bureaucracy.

Vanagram Rules 2014:

The Government of Maharashtra has passed the Forest Village Rules on 13 May 2014 through the rules and orders prepared under the Central Act on 5 March 2014. The Forest Village Rules 2014 are a direct violation of the Forest Rights Act 2006 and the PESA Act. The Vanagram 2014 Rules state that forests in Maharashtra are an important factor for sustainable biodiversity in general and the subsistence system of forest dwellers in particular. According to the Indian Forest Act, 1926, the village will be

recognized as a protected forest by the Chief Conservator of Forests, Gram Sabha. I Villages in the vicinity of will request a report from the Deputy Conservator of Forests on the resolution approved for forest management. Government officials will then give the village a protected or reserved forest. The forest management committee wants to make a village forest plan so that the member of the forest management committee is from the forest department. This means that all matters will remain under the jurisdiction of the Forest Department. The report on the progress of land reform in India states, "The laws enacted under the Land Reform Program in India are more important from a numerical point of view. Nowhere else have such enactments been enacted. These laws affect millions of farmers and But the pace of the land reform program is very slow. Andre Bitai, while evaluating the land reform program, said, "Based on close observation, it can be said that land reform has failed to eliminate or reduce inequality in the agrarian social structure. "

Conclusion: On the one hand, the piece ban law, on the other hand, the National Land Reform Land Sealing Act will bring more pieces of land. On the one hand, the government allows and encourages contract farming, while on the other hand, unaffordable limits are being imposed on agriculture. In Maharashtra, the land owned by farmers is getting less and less every time. 78 percent of farmers have 2 hectares or less of land. Since 1991, when the policy of privatization, liberalization, and globalization came into the country, the condition of landless people in the country has become more pitiable. The Forest Department wants to keep its grip on forest management indirectly through the Forest Rights Act and the Forest Village Rules 2014 declaring PESA ineffective. This is a ploy to deprive the people of the rights given to them by Parliament. On the one hand, they do not want to give rights, they do not want to help and on the other hand, the forest rights committees are inactive. There are a total of 15 thousand 2 gramsabhas in Maharashtra. A total of 9,047 collective forest rights claims were filed. Out of which 46 thousand 895 claims have been sanctioned. Although 15 lakh hectares of forest land has been allotted for this, only five percent of the forest management and conservation rights have been given to the committees. The rest of the committees have been mobilized with the rights of grazing, extension, and secondary forestry. In short, the Vanagram Rules 2014 now means denying the tribals their right to the forest and handing it over to profiteering capitalism. Weak farmers own very little land. They may not have access to sufficient farm implements, seeds, fertilizers, etc. due to economic conditions. Therefore, it results in a decrease in production. Agriculture is the main occupation of India, which has adopted a public welfare policy. However, due to the policies of globalization, liberalization, and privatization, the entry of special economic zones into the economy has created the problem of centralization and the problem of benefiting certain individuals. Farmland is being converted into non-agricultural land for economic gain.

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Immigration and Overseas Citizenship – Legal Issues and Social Challenges

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Abstract

It's a passionate dream for many to study, settle and get citizenship abroad. To get to that stage they qualify different examinations or utilize the opportunity that they get from the employer. Majority of the people travel on different visas like F1, H1B, H4, L1A and L1B depending up on the purpose of the travel from student to citizen. Each visa status has a limitation of stay depending upon the country where the person had migrated. Few people finish their study or project in few years and return to their home countries, but most of them try to change their visa status, extend their trip duration with an intent to settle abroad. The process of a citizenship starts to make their dream come true, but majority of the cases it's not an easy task to get the citizenship of other country and with the latest implementation where a person cannot have "Dual Citizenship" but gives a relaxation by providing Overseas Citizen of India cards where they can stay abroad and become citizens of other countries. As the process of getting overseas citizenship is a time taking, most of the couples plan their pregnancy and delivery abroad especially USA so their children get citizenship by birth and their kids can have a better future. But there are disadvantages like queries, extension problems, visa issues, visa rejections, deportations, resulting in the socio-economic impacts.

Keywords: Migrate, Dual Citizenship, Overseas Citizen of India, Queries

Introduction

These days it had become prestige issue for most of the parents and family members to proudly say that their children are working abroad or settled abroad. Most of the people have dollar dreams and wish to have an American lifestyle. Most of the students go to study or to work or to settle in USA. Though there is a lot of effort involved in obtaining Visa, there are few glitches that every student and employee has to go through. Starting from student visa or an employment visa there are few things that has limited time to get processed. The boarding facilities have to be created even before reaching USA, other things like Social Security Number can be processed according to the visa status, once they reach the driving license from the state are few things that needs to be processed within as soon as possible. Though there are many immigrant and non-immigrant visas in this paper the focus will be primarily on the kinds of visas that majority of Indians go to USA. There are only few immigrants who go to USA only to study or only for employment, most of the students and employees have "Dual Intent" in accordance with the question of "Dual Citizenship" in India. The primary visas being discussed in this paper are about the Employment categories, student visa (F1), Employment based (H1B and L1) along with the related dependent visas (H4 and L2), the transition process until they get citizenship. There are some visa implications about the validity, duration and stay on a particular visa, but there are also relaxations that are taken advantage in the visa processing system. Once the passion turned into profession the next task is personal, they establish themselves economically and socially. But the American lifestyle changes the mindset that they hesitate to come back to India because of several reasons, ultimately there is a direct impact on the aged parents who encouraged them for their future and indirect impact on their children who are born in American.

Review of Literature

It's always our perception that "the grass is greener on the other side". But only when we personally experience, we exactly know how much it is different from our perception. More than looking for literature this is a participant observation that is being crosschecked with Indian government websites, American federal websites and legal forum websites to provide with the exact scenarios and procedures. The difficulties in changing the status, maintaining, earning, personal experiences of how immigrants look for ways and means to get paid fast and get jobs easily.

Problem Statement

Parents either create awareness about life abroad or the children themselves from the childhood having awareness about the lifestyle abroad, become passionate to achieve their dream and parents also encourage accordingly. These days many of the people of different professions are going to USA, in which majority of them are Software Engineers working for different companies. The employees get visas in multiple ways, some through the education, employment but some visas are acquired by paying an agency – which can cause multiple problems in the later stage.

Methodology

Participation observation method, partial theoretical study and analysis based on the practical experiences.

Analysis

This paper discusses all the issues faced by an immigrant from a student level till one obtains Green card is being discussed in brief.

Phases of settlement

It starts from finding a place to stay as soon as they reach USA, applying for Social Security Number (SSN) through the employer, then convincing the immigration officer as soon the flight lands. Once they land it will be very happy to see the new culture, new food, new place, new people, new friends and new climate which is considered to be Honey moon phase where everything seems to be new and amazing, this might last for minutes, hours or few days. Next comes the Hostility or Irritability stage where you need to adopt to new situations, feeling that you miss your family back home and they miss you too, overcoming home sickness you need to start studying or working. No student or an employee initially can afford to eat outside food or from a restaurant continuously so, they need to start cook too and sharing the same with the room mates and manage the tasks. Then the Adjustment phase begins when they are aware of what, where, how, why and when so this will be a great period but family and friends not satisfied with the WhatsApp messages and calls even the skype and face time does so, they plan to visit the family. Next stage of mood swings and irritability starts when both on the way complaining about and see the situations here, differentiate between the cleanliness, roads and traffic issue between USA and India and once they reach home, they realize how much they miss them but the culture shock hits again as things change again and redo the same cycle in India within couple of hours. But soon kicks in "Jet lag" that needs to be tackled for couple of days and they get adjusted and spend time but soon they have to get back to their work and the final stage of Re-entry shock begins. While exiting USA they don't get any issue nor issue getting back into India but when they plan to travel back to America, they realize the issues with their visa limitations and start to feel the pinch as the same cycle starts. If an employee realizes even before travel to India, that he might face the issues he/she will not dare to travel until the issue is resolved, so there are few persons and families in USA that have not travelled anywhere within USA nor to India fearing about the consequences. So, almost everybody in a way or the other has to deal with culture shock which is a micro level issue and issues like visa transfers, queries during extensions that impact both on the stay and extension of journey, lottery system pickup of H1B visas, 140 approvals, EB2 to EB1 conversions are normal but deportation for known or unknown malpractices is the worst and major issue.

Social Factors

Conflict of Interests between 3 generations

It is a different case if parents are Green card holders and children are citizens, they can travel, stay, go back and forth at any time but that's not in the case of NRI's. It's the responsibility of the children to take care of the parents in their old age, but they are so preoccupied planning for their future in America and maintaining a long-distance relationship with their parents and family members, even the marriages are viewed live on screen rather than physical presence. Initially parents' feel overwhelmed with happiness of their children living or settled in America, as time goes, they miss their children. Instead of children going to India, they make their parents travel to America, after few visits unless they are happy and accustomed to the conditions in America they stop going to America and regret about their children's absence. The normal issues faced by "Desi parents' are

1. Culture shock
2. Climate change
3. Same age group to talk
4. Sudden change of process in the daily activities
5. New Do's and Don'ts in the home
6. Children and grandchildren explaining how to talk and behave in Americans and the residents
7. Boredom after couples leave for work
8. Tension babysitting their grandchildren following the rules imposed by their own children
9. Compromising during festivals – "No Arathi" Camphor and fire triggers fire alarm, new kitchen rules – no vadas and pooris – triggers fire alarm
10. Restrictions on opening doors / window at night as it triggers security alarm
11. Carrying passport / ID mandatory and in case they realize that they forgot the visit is ruined

12. Old parents miss their children, children become couples, couples have kids but they cannot go visit their family in India
13. Once accustomed to US Schools, kids hesitate to go to school in India
14. Most of the Indian origin kids born in USA are called “ABCD” which means American Born Confused Desi – which itself explains that they are in a dilemma whether they are Indians or Americans.
15. In few cases people are so desperate to be called as “NRI’s” or “US Return” and do anything to retain their position in America

These are few situations where desi parents stop coming or not interested in visiting and encourage their children and grandchildren to visit them.

Socio – Economic factors

Proper rules and regulations being followed everywhere, Cleanliness is the utmost priority were we see clean roads, green trees, lush lawns and nice flowers blooming all along the road, clear seasonal variations, change of colours and importance given to the environment where for every block there must be a park, clean public toilets are available, any violation leads to fine or being penalized. The people in the community have a cordial atmosphere, though people don’t know each other make time to greet each other. Groceries are fresh and farm to market where local produce is encouraged. Schooling is encouraged to an early learning from the age of 2 years where parents take them to a day-care, where they learn to mingle, talk, share, play and learn together. Unlike Indian system of education were teachers train students to “mug up and vomit” where the marks and percentage in the exams are the only consideration rather than observing, understanding and building the real skillset of a student. Having gossips is different from neighbours interference in to personal lives of asking who came, were they are going, what they are doing and assumption that because they are neighbours they must be invited to all the occasions and where ever we go but in America no one interferes into anyone’s lives nor show any interest in such things. But they are friends to care and share. Majority of the communities have a “Neighbourhood Watch” where people in a friendly approach and ask any new people walking around, if they are indeed of finding an address or anything they help, if they live in the same community they get to mutually introduce but if they are stalking or soliciting they might or might not warn but we can expect a police car wailing. Everybody focusses on school and community development programs to keep their communities clean, free from threats and to help each other. Work and income are additional benefits.

Socio - Legal aspects

Transition stage and securing long distance relationships

The transition phase is the most important phase when there is a lot of pressure on both the sides, not only skill and documents but also the luck is needed that everything runs smoothly. But there are certain problems faced by my immigrants during this phase. Issues are related not only with visa related but also socio-economic factors affect are as follows

1. Not hesitating to pay/invest in a chance to go to USA
2. Not checking the background of the company and their Visa approval number
3. Blindly believing the agency, paying and providing them with all the documents
4. Contacting and making friends way before the students reach America.
5. Finding a place to stay in America using online resources before they reach as to Inform both to the immigration officer and to USCIS
6. Students unaware of blacklisted / unaccredited universities apply for such universities. If they are really lucky their visa will be rejected during the Visa interview in India. If not, they will certainly have issues after reaching USA in the immigration. Even if they surpass all these stages – they have issues during CPT and OPT extensions. As the universities are not accredited the license might be cancelled at any time and the degree from that university becomes invalid.
7. Change of status from H4 to F1
8. Change of status from H1B to F1 just for the sake of retaining status
9. Issues with Work study employment, off campus (Illegal part time jobs done by students for money)
10. CPT, OPT extension issues
11. Fraudulent agencies and fraudulent employers – Related issues
12. Employer retaining the passport, paying low wages and refusing to return the passport, which makes the situation emotionally, financially and legally critical
13. Employer/Agency/Company ignoring to extend visa extension
14. Requirement of problems / issues related to I-140 approval

Legal aspects

Does India have Dual citizenship?

The best answer is “NO” but there has been an amendment which gives a relaxation to add Overseas Citizen of India (OCI) card.

Does America accept “Dual Intent”?

The applicant’s “Intent”, is very important to see they are willing to go back to their home country or stay for long duration or to settle in America. Visa applicants must have an intention to come back to India so all interviewers see if they have “Dual intent”. The students in particular and employees are questioned in such a way to see if they have long term/ settlement plans in USA. That is because there has always been a preference to the local applicants. But more stringent rules were formulated in 2017 by the U.S government to provide more chances to US citizens in the employment. To get a job and to get visa approved the burden of proof lies on the applicant to convince the employer and the USCIS that the employee is “Skilled”.

Conclusion

There has been 85% raise of the migration in the past 10 years to USA. Though the immigrants are becoming economically strong and we are getting foreign investments still no organization nor the government could stop the “Brain Drain”. There are many socio-economic factors that influence the immigrants do prefer to settle in USA but do not prefer to comeback to India after a peaceful life there. Most of the people in India thinks it’s a luxurious life in USA – in fact it is an absolute luxury to afford a maid, driver, gardener or even a coolie. Human labor is expensive that way Indians have luxurious lives. People not only have to work, but cook, clean, grow garden, clean bathrooms and everything themselves. They can do so as they have a peaceful life compared to a luxurious life.

Recommendations

We now know why Indians are preferring American lifestyle, it’s not just the affordability to travel and stay but there are also reasons for the immigrants to lead an American lifestyle though they have to face Visa issues. Following are such recommendations where we can develop India so no one has to thing about a life abroad but enjoy our rich culture but there is an immediate necessity to transform few things. It’s not only to attract or retain the NRI’s or US visa aspirants but to develop our standard of living

1. *Rules and Regulations* -Proper rules and regulations being followed everywhere, the violators which impacts not only on the person but also the community, there’s an utmost necessity to rectify this situation.
2. *Cleanliness and community* – Cleanliness is Godliness, if we think about development or construction of roads, the first thing that would be cut off are lush green trees. After this kind of experience once immigrants experience clean roads, green trees, lush lawns and nice flowers blooming all along the road, clear seasonal variations, change of colors and importance given to the environment where for every block there must have a park, clean public toilets are available.
3. *Quality of life* - Groceries is one of the basic needs, the farmer needs to get paid and customer needs to be healthy but in India the middlemen are making profits by purchasing from farmer at a lowest price, adulterating the food and earning money but spoiling the health of the customers. But in US Groceries are fresh and farm to market where local produce is encouraged.
4. *Schooling and system of education* - Schooling is encouraged to an early learning from the age of 2 years where parents take them to a day-care, where they learn to mingle, talk, share, play and learn together. Unlike Indian system of education were teachers train students to “mug up and vomit” where the marks and percentage in the exams are the only consideration rather than observing, understanding and building the real skillset of a student. Many of the NRI’s who come back join their kids in International schools, except few schools in most of the schools byhearting is a mandatory thing and no knowledge is earned which later reflects on the general knowledge while conversing or during job search. The School system must bring in overall knowledge to a student not just percentage. To change this the thought process and mindset needs to be changed in India.
5. *Worth taking risk* – When people compare life in USA vs India, the first and foremost thing is that they need to stay away from their families and loved ones. Next thing is the cost of living which is expensive compared to India. There are many limitations and challenges that an immigrant has to face. But there are multiple factors that encourage them to leave India and stay in US. If we can make all these changes here in India ourselves, we become not only self-sufficient and bring in foreign exchange but also stop “Brain drain” effectively. That we India will be developed having the most

skilled professionals, no one thinks of leaving their family to work abroad and we can provide a better future for the coming generations protecting our rich values and culture.

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Effect of Physico – Chemical Parameter on phytoplankton blooms of water

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Abstract:

Due to over population and urbanization have created serious problems to our water bodies (river, lake, dam etc). Industrial effluents and domestic sewage are directly discharged into water bodies. The Changes in atmosphere temperature, humidity are also impact on river water. Due to this reason, change the physical, chemical and biological parameter of river water. Assess the direct effects of nutrient loading and physical variations in water quality. The results indicate that the river experienced phytoplankton blooms at same sampling site. This paper also focus on **Correlation** between physical, chemical parameter and phytoplankton population of river.

Keyword: Physico – Chemical Parameter, phytoplankton, Godavari river

Introduction:

Godavari River contains a wide variety of water resources. The Godavari river arises near the Trimbak in the district of Nasik in the Indian state of Maharashtra. The river is approximately 1,465 km long. It flows in the eastward direction through the state of Maharashtra and joins the Bay of Bengal in Andhra Pradesh. River Godavari is under the serious threat as a result of the growing Urbanization and industrialization especially at Nashik. Physical parameters measured during this study included water temperature, dissolved oxygen, turbidity, conductivity, and pH. The chemical makeup of the water was investigated by measuring the composition of nitrogen and phosphorus in the water. Two biological parameters, COD and BOD, were examined to assess the direct effects of nutrient loading and physical variations in water quality. The results indicate that the river experienced no serious phytoplankton blooms during the monitoring period.

Material and methods: Three sampling stations of Godavari River were selected for the collection of water and algal samples during period of study at Nasik city during year 2017. Water samples for analysis were taken from collection sites at monthly intervals. The physical, chemical and biological parameters tests were conducted immediately after collection of samples at the respective sampling stations. Other samples were brought to the laboratory for analysis.

Discussion: Water temperature is one of the most important ecological factors which control the physiological behaviour and distribution of organisms. The minimum temperature difference between the atmospheric temperature and water temperature plays a major role in the production biology of shallow water bodies as put forward by Ganpati, (1962); Density of planktonic groups was observed during the period, when the temperature was most suitable for growth and reproduction. Mehta, (1999). During the study at the Godavari river it was observed that all the biotic components studied were temperature dependent and there was a fluctuation in the abundance of biotic components with the variation in temperature. There was a significant correlation between water temperature and total phytoplankton. In high Turbidity light penetration is lower to be utilized by aquatic plants for photosynthesis. Adebisi, (1981). Jain and Srivastava, (1989) reported an inverse relationship of dissolved oxygen with temperature. The low oxygen content during summer season may be due to high temperature, low water. Increase in the temp. of water in summer have resulted in decrease of D.O. during this period. Schindler *et. al.*, (1971) also observed an increase in photosynthetic activity causing greater production of oxygen during winter months in Canadian lakes. A decrease in oxygen content that led to poor growth of phytoplanktons. Bhadauriya (2004) The Godavari river was polluted and water quality was deteriorated during the summer months due to the presence of large loads of organic waste. In monsoon, when natural water enter into water, eutrophication process of water was carried. There was a total shift in algal blooms. In the month of May, June and before rainy season, there is increase in phytoplankton population, which clearly indicates that high temperature is responsible for increased phytoplankton population, it is positively correlated. Physico-chemical parameters such as iron, pH, phosphates, DO, organic matter have significantly influenced phytoplanktons (diatoms) but temperature, pH and DO, BOD were closely related to phytoplankton abundance. (Table No. 1). The total number of phytoplanktons were found maximum in the month of June, July whereas minimum were observed in the month of January and February.

Table 1 : Co-efficient Correlation between physico- chemical parameter and Phytoplanktons.

	Phytoplanktons (org/ml)		
	Site - A	Site – B	Site – C
Temperature (0C)	0.889	0.889	0.887

Turbidity (NTU)	0.786	0.815	0.802
Conductivity	0.758	0.733	0.778
Total Dissolved Solids (mg/lit.)	0.879	0.844	0.831
pH	0.411	0.510	0.507
Free Carbon-dioxide (mg/lit.)	0.916	0.932	0.922
Free Ammonia (mg/lit.)	-0.849	-0.917	-0.900
Nitrites (mg/lit.)	-0.066	0.068	0.030
Sulphates (mg/lit.)	0.862	0.873	0.863
Phosphates (mg/lit.)	0.854	0.871	0.869
Chlorides (mg/lit.)	0.941	0.924	0.918
Total Hardness (mg/lit.)	-0.766	-0.762	-0.743
Lead (mg/lit.)	0.434	0.274	0.506
Copper (mg/lit.)	0.636	0.738	0.525
Zinc (mg/lit.)	0.919	0.058	-0.122
Dissolved oxygen (mg/lit.)	-0.854	-0.834	-0.837
BOD (mg/lit.)	0.911	0.910	0.896
COD (mg/lit.)	0.544	0.510	0.510

Conclusion:

The seasonal variations show direct relationship with physico-chemical analysis such as pH, temperature, dissolved oxygen carbon-dioxide phosphates, etc. and it clearly indicates that there is a direct relationship between phytoplanktons. Zafar (1986). Patil, et al. (2013). In winters, small growth of phytoplanktons may be due to low temperature. During the study period maximum growth was found in summer to rainy season. Sometimes excess rains also affect planktons due to agriculture runoff water, sewage waste. Phytoplanktons were found maximum number at the all site. The pH, temperature, intensity of light penetration and organic matter may be responsible for the phytoplankton production. Agale and Patel (2014):

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Gender Differential in Educational Accessibility in Kolkata

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Abstract:

Education is an important tool in the present scenario of the World to bring a Qualitative development in the Human Resource of a countries or regions. The reach of education is however at times hampered due to various factors and in a country like India, this variability due to the Physical and Cultural diversity. Further, the fact that the imparting of education in Indian conditions is at a vernacular medium at one end and a colonial language like, English on the other hand. Besides, there needs to be a area specific requirements for minority groups in a spatial pocket. Access to education may also differ on socio-economic status of individuals dependent on caste, creed and gender too. In such a scenario, it becomes necessary to list out the lacunae of the absolute reach of the education to all the stake holders. The present Paper focuses on the distribution of educational facilities and infrastructure to both male and female population, as well as to emphasize on the accessibility of these facilities equally to students of both the Gender. The two decades post the introduction of the LPG model in India saw an unprecedented economic growth, and overall enrolment rates rose rapidly. There is as yet limited evidence on how social inequalities changed in this period.

.Keywords: gender, achievement, population, literacy, accessibility, disability, student

Introduction

Education is the most sublime thing in the world that is valuable enough to shape the life and behaviour of a human being. But unfortunately, standing at the doors of the 21st century, it is still inaccessible by millions of people across the globe. And the ones, who are fortunate enough to get this valuable gift as a human being, have disparities in distribution of the same [1].

This research work, aims to highlight the Gender Differential in Educational Accessibility in the metropolitan city of Kolkata. There has been an ongoing global debate about the achievement rates of boys and girls [2]. Few papers also state that Girls are having less IQ level than that of boys. On the other hand, the practical world has other views. Majority of the Boys of this Cohort are saying that Girls are more sincere, and hence they derive a lot from education [3]. Academic Achievement has become an index of child's future in this cut-throat competitive world [4]. It is only a drop in the vast sea of education [5]. A great many students would appear not to get credit commensurate with their known or rated abilities. Many a time, we often find students with average abilities excel. [3]The baffling facts which have come into limelight are that in spite of having similar educational facilities, environment, aspiration and even intelligence, academic achievement of students differ from each other. Therefore, the topic of Academic Achievement has assumed a lot of significance in the modern educational system. [11]

It is a difficult task to draw a conclusion just by reading the research papers of global researchers and declare it as universal. The scenario varies from place to place and time to time. The situation in Kolkata is definitely not the same as that of Tokyo. So this research project was undertaken to study the situation of Kolkata in this regard.[12] The Gender based difference in getting education and accessibility of the facility by both boys and girls is being brought into consideration.

Other studies have shown that it is important not just to improve overall education levels men and women but to reduce gender gaps between men and women as well. There is some evidence that gender inequality in education is associated with reductions in GDP per-capita as well as other indicators of development such as life expectancy and infant

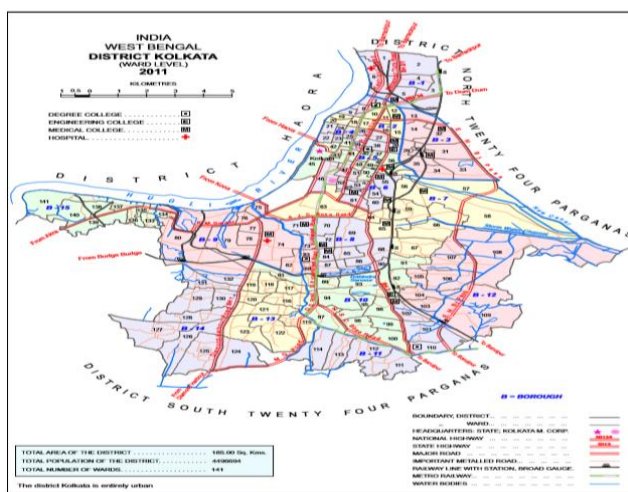


Figure 1. Map of the Study Area (Source: Census 2011)

mortality. [18] The implication of this is that the benefits of increasing female education are more than just an increase in income or in productivity. If equality in educational attainment between the sexes is achieved, improvements in social indicators can be achieved at much higher levels of economic growth.

India, with a Gender Development Index (GDI) of 0.410 ranks 103 among the 137 countries for which the GDI has been constructed [UNDP 1996]. While gender inequality in education in rural India is predominant, even in urban India, this gap is significant. This scenario holds ground even at the present date. Kolkata is an area with very low empirical observation in this regard. The struggle for attaining higher education is more prevalent here, due to majority of youth population. Hence this work has been undertaken to draw an inference regarding the same.[1]

Research Question

Are both boys and girls getting equal access to education and allied facilities in the metropolitan city of Kolkata, in the 21st Century?

Study Area

The study area for this work is Kolkata, mainly Central Kolkata (Kolkata Municipal Area). As mentioned earlier, this area lacks empirical observation in this respect and hence the work has been undertaken. The data has been collected from people living in all these areas and has been duly analysed and statistical models have been prepared in order to demonstrate the current scenario.[10] Kolkata has been a focal point of all research works like many other cities in India. [8] Many aspects (social, economic, cultural, political and so on) have been brought into limelight and worked upon. Hence, it has been deemed fit by the researchers to work on the education sector of the Metropolis and bring the outcomes of the same.

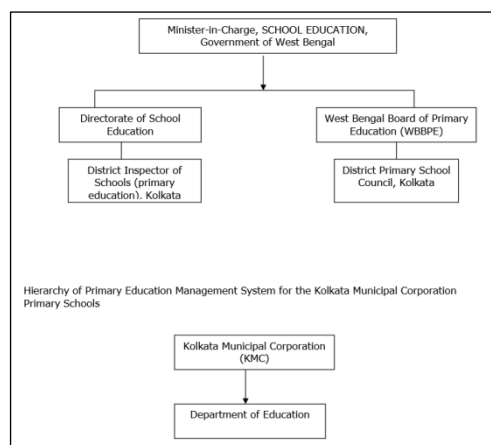


Figure 2. Hierarchy of Primary Education Management System for the State Government Run Primary Schools in Kolkata.

Database and Methodology

The data for this study came from a purpose-designed stratified sample survey of 43 students studying in various schools and colleges from the Kolkata City and its Urban Agglomerations.[6] The Questionnaire consisted of a set of open ended as well as close ended questions, which the respondents had to readily answer. [6] Simultaneously, data regarding the infrastructure and enrolment rates in Kolkata was obtained from Census of India (sources: *District Census Handbook -Town Directory Statement V and Census 2011 workbook column 15 and 16 respectively*). After collection of the Data, the analysis of the questionnaire was undertaken. [7] Question-wise responses are represented as bar graphs and pie charts in the paper, to make the scenario more vivid to the readers.

The paper focuses on the aspects such as age of the respondents, whether they have passed high school or not, whether they had competition among themselves, whether their competitor was a boy or a girl, are people of lower income groups expected to get quality education in Kolkata and so on.[13]

Current Scenario of Kolkata

Educational Infrastructure

Primarily, before undertaking any job regarding the education availability or gender differential in education, one needs to see the educational infrastructure of the city, whether it will be able to provide education to its teeming youth population.[12] Hence, we need to have information about the number of schools, colleges and other educational institutions in Kolkata, as shown in the figure (fig 3).

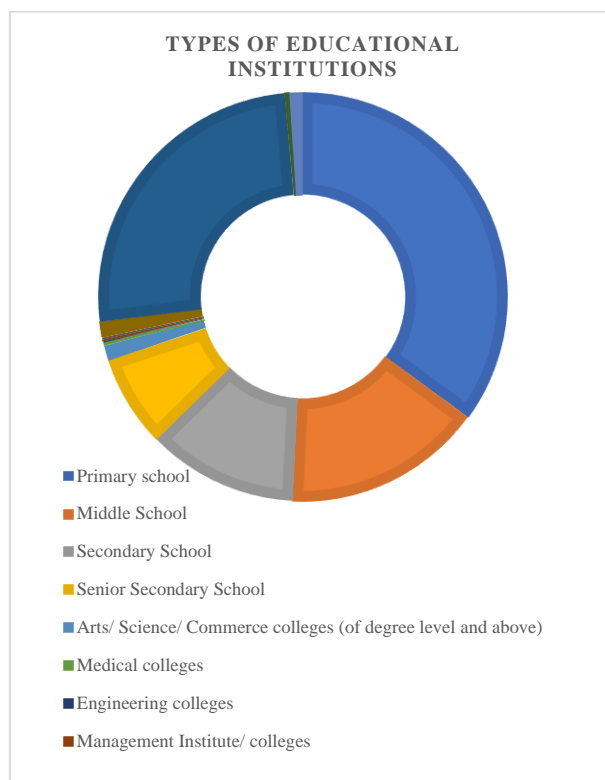


Figure 3: Educational Infrastructure of the study area

The city has a population of more than 45 lakhs, standing at the present date (1st May 2021). Out of this vast population, one needs to segregate the population group, that is being intended to work on i.e., the Class that is engaged in the Educational Sector in Kolkata.[17] For this work, the Census 2011 data of Education in Kolkata was used. In the preliminary stage of this paper, the population based on Gender and age groups as per 2011 Census was stratified. The following figure (fig: 4) illustrates the same. In this research work, the age groups taken were as follows:

- 15-19
- 20-24
- 25-29
- 30-34
- 35-59
- 60+
- Age not stated

As it is clear from the Figure (figure4), Kolkata has lower number of female population in all the age groups. Hence, the sex ratio in 2011 census is Kolkata is 899 females per thousand males, and a literacy rate for the female population is 87.14%, as of Census 2011.[3]

5.2. Total Disabled Population of Kolkata

The population of Kolkata is further stratified and segregated into Total Disabled population, out of the total Population, in order to derive more accurate data in terms of educational Achievement.

It can be observed that in the figure mentioned above (figure5) the total number of Disabled population in Kolkata is 182,451, out of which, 99,636 are males and 82,815 are females (Census 2011).

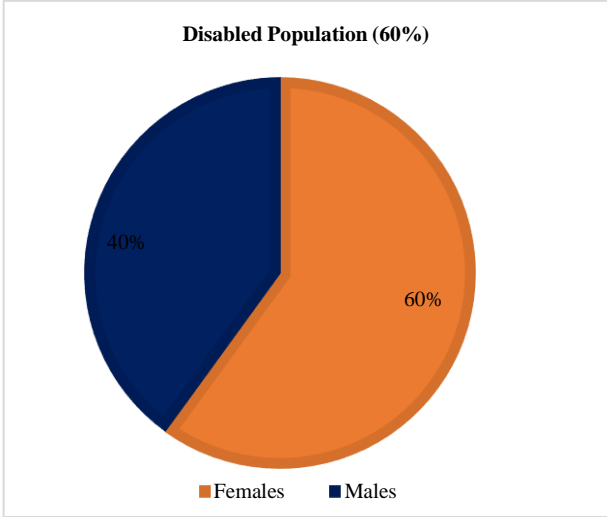
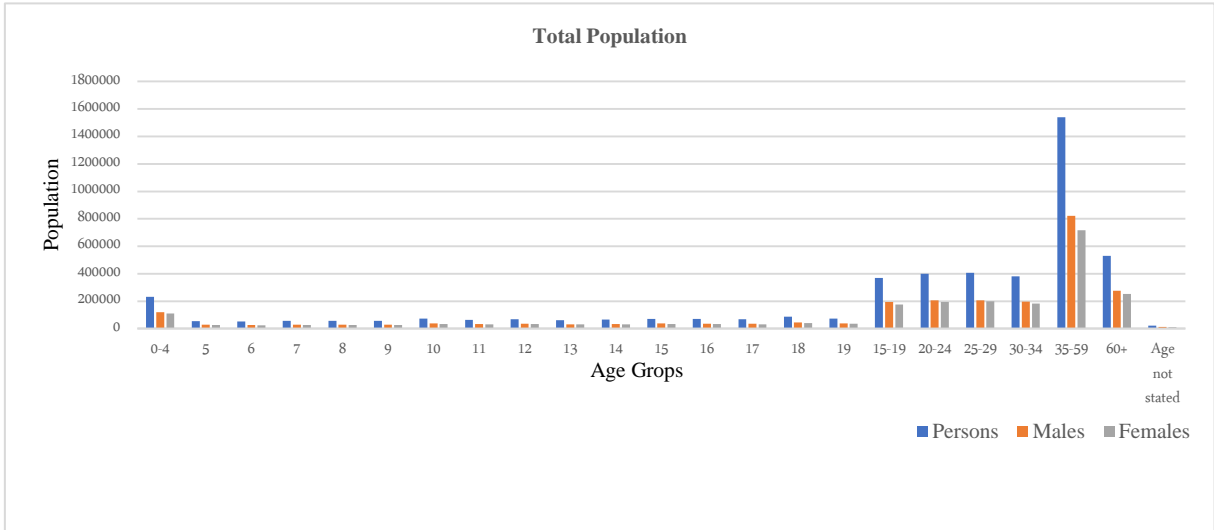


Figure 4. Total Census 2011 Population (Data source:)

After having separated the Disabled population from the main Data, the Population which has never attended any formal Educational Institution before, was omitted.[16]

Figure 5. Total Disabled Population (Data source: Census 2011)

Population which has not attended any Educational Institution Before

As seen in the Figure above, (figure 6) the number of Males who have never attended any educational institution before, is 21456 and the total number of Females is 16427. Hence, 37,883 people have never been to any of the educational institutions and are hence considered to be out of the focus of this study.[16]

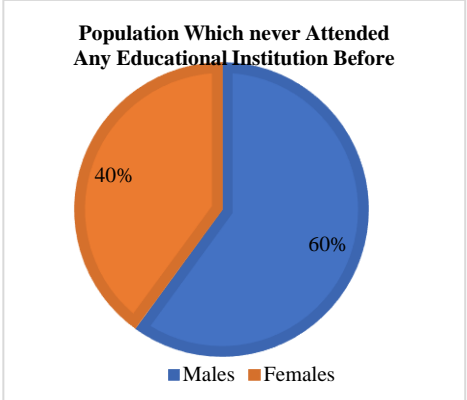


Figure 6. Population which never attended Any Educational Institution Before (Data Source: Census 2011)

5.4. People who have attended Educational Institution

The figure, (figure 7) shows a clear picture of the total population attending or have previously attended an Educational Institution. The number of males who have attended educational institutions is 63,494 whereas the numbers of females attending educational institutions are 54,298.[14] In the present-day scenario also, it is clear that the number of Female enrolment in the educational Institutions is quite lower than that of males. The distribution of Educational accessibility is lower in case of females. The researchers looked into some other data sources, in order to prove this statement.

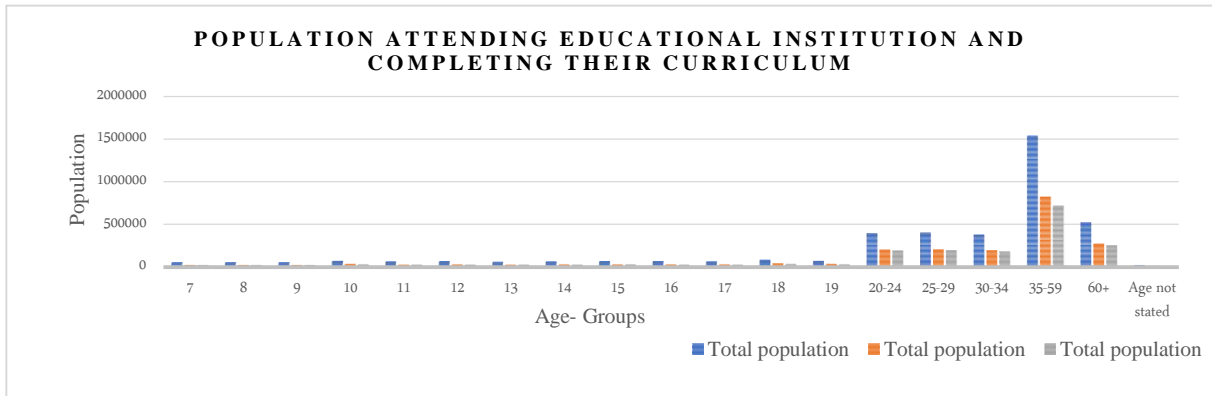


Figure 7. Population Attending Educational Institutions (Data source: Census 2011)

5.5. Number of Graduates in Kolkata (Gender and age wise Data)

As it is shown in the figure given above, the number of males and females who are graduates is presented in age wise manner. As we take a look at the scenario, it is visible that the current status of Women in terms of educational achievement are almost equal to men, which is a positive indicator for the future of the country as well as the city of Kolkata. [9] The census 2011 reveals data showing the rate of women who are graduates, lying in the age group of 20-24 and 25-59 is not much different from that of males. On the contrary, if we take a look at the same statistics a few years ago, the difference between both the genders is quite visible. The women presently lying in the age groups of 35-59 are themselves the respondents of their scenario. This is one of the prime reasons why responses from this age group were also recorded in the questionnaire survey of the researchers, in order to get a clear-cut distinction between the gender differential then and now. A broad scenario of the men and women of age group 60+ shows that there was more inequality between male and female educational access. Hence, the number of female graduates was much lesser in Kolkata. Now the scenario has changed and we can precede with much more positivity in our research work.[15]



Figure 8. Total Number of Graduates in Kolkata (Data Source: Census 2011)
Total Number of Postgraduates having a degree other than Technical Degree

As we can see in this figure, that the number of females is much lesser in case of higher education, compared to males, which creates a huge distinction again [2]. Hence, the status of women’s education from school to graduation is in a snobbing condition in Kolkata, whereas, the condition of higher education, does not show much encouragement for women in higher education.[2]

The responses that were gathered from the questionnaire survey are needed. The analyses question wise response and their interpretations are as follows.

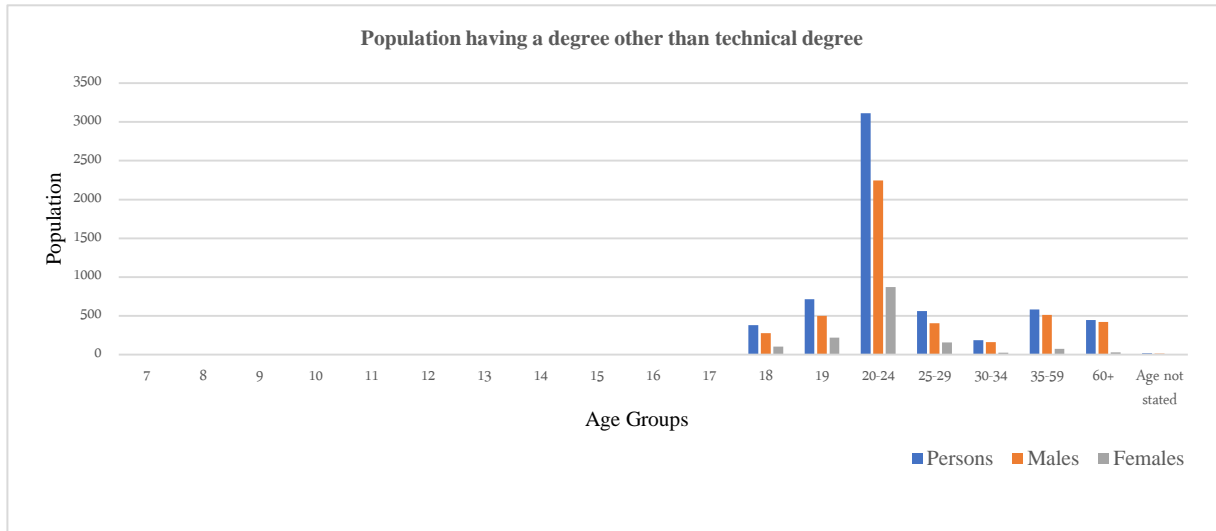


Figure 9. Number of post graduates holding a degree other than technical degree (Census 2011)

The People of the age groups pursuing middle school as well as higher education have responded to the survey. [18]There were 42 respondents, whose responses were recorded digitally, without any biased questions. Majority of the respondents are males (52.4%) and the rest females (47.6%).

For this question, majority of the respondents have responded in affirmative, which is a positive symbol for this project. The aim of obtaining data is fulfilled. In the figure provided above, 83.3% respondents have responded in affirmative i.e. they had competition in their schools and colleges.

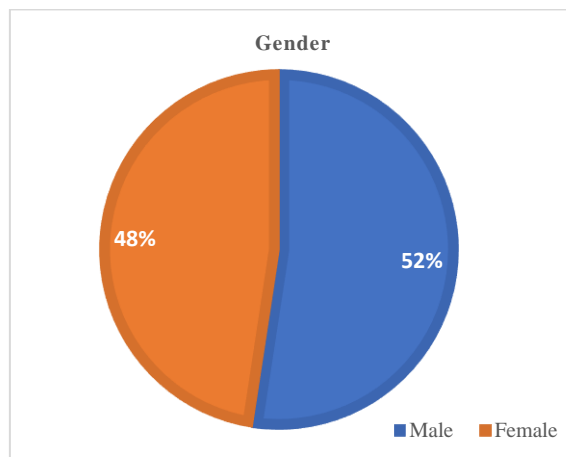


Figure 11. Males and Females

In case of this question, it can be seen that the competition was in equal terms for both boys and girls. A further analysis in the survey responses and to know about the personal opinions of boys and girls in this perspective was a major objective of this research.

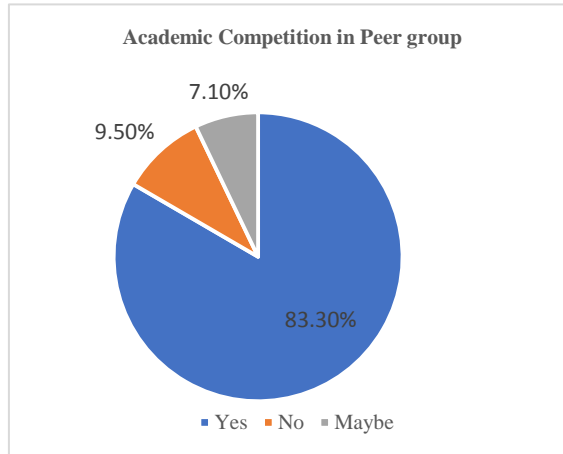
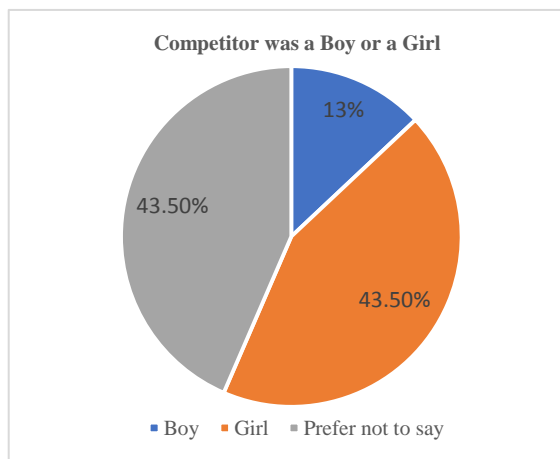


Figure 12. Academic Competition in Peer Group

In this survey, 78.6% people have passed their high school and hence the data is reliable. Majority of the population who have responded to this data are matured adults.

According to the result obtained from this question, majority of the people have responded that girls are better in academics. When asked to describe why, Boys gave reasons like "they are studious", "they are more serious compared to boys", "they are smarter", and so on. So, this is psychologically accepted by the boys, that girls are better than them in studies. It is however not proved out scientifically, and even the data obtained in terms of competition does not indicate any such drawback.[3].

Figure 13. Whether the competitor of the respondent was a boy or a girl



From the responses recorded in this answer, majority of the girls as well as boys have said that girls are allowed to move out of their native towns to achieve higher education, which is certainly a positive indicator for women's current status.

Researchers have considered even the remnant 22.2% people who have responded negatively. Which is a matter of concern?[9]

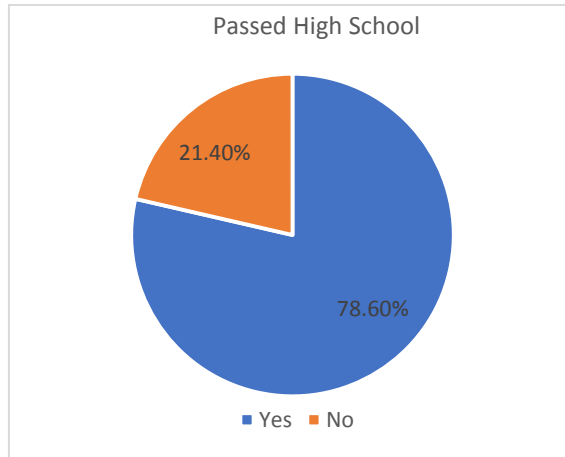


Figure 14. Whether the respondent has passed high school

The scenario of the houses in this case is quite different because the survey includes people from two different generations into account. Where, it is visible that in 52.4% of the respondent's households, the educated members are males. [14] A better scenario can be expected in future works [13].

Now, if one changes the view from houses to educational institutions, the picture is just the opposite [7]. A larger number of female teachers are seen to be working in Indian schools. The scenario is same for Kolkata also. Most of the respondents had female teachers in their educational institutions. [11] And according to the respondents, both male as well as female teachers are easily accessible. Hence, the gender of the teacher in the educational institutions is not a hindrance.[13]

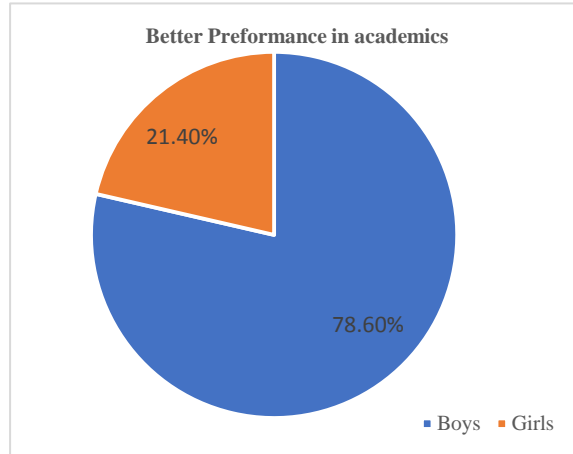


Figure 15. Opinion regarding better performance in Academics

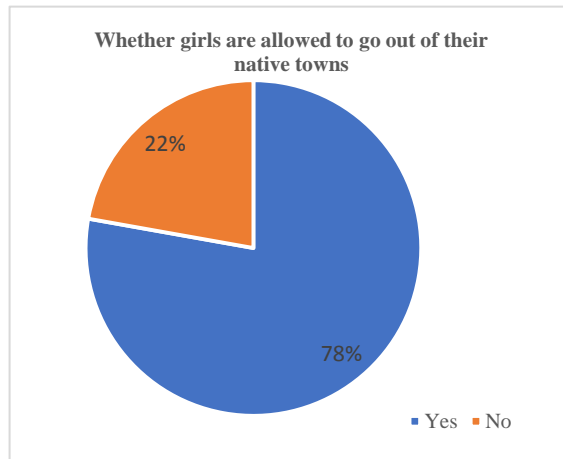


Figure 16. Whether girls are allowed to go out of their native towns

When the respondents were asked whether they had worked in any group project with a person of opposite gender, most of them replied in affirmative, which is again a positive indicator. They have worked comfortably with each other, and according to 95% of the respondents, the contribution was 50-50 in all projects.

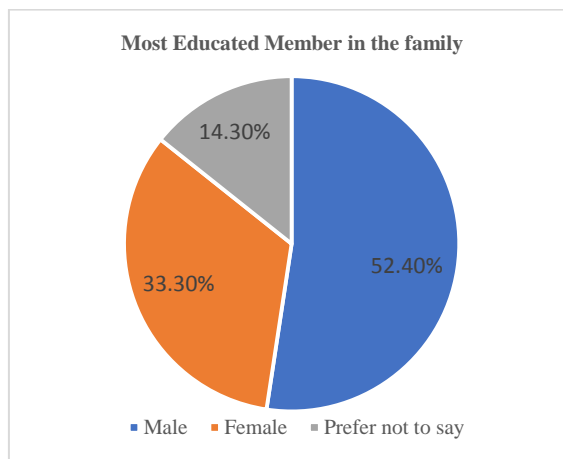


Figure 17. Opinion regarding the most educated member in the family

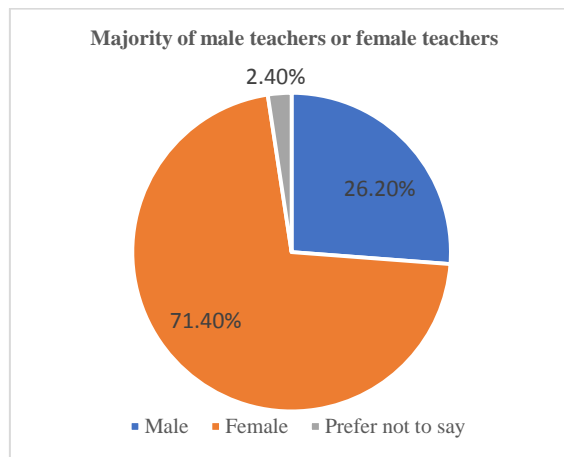


Figure 18. Gender of majority of the teachers

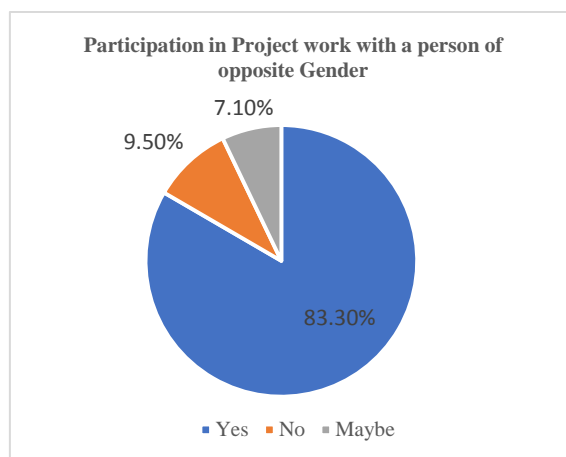


Figure 19. Opinion regarding participation in project work with a person of opposite gender

Future Trends of the topic

The topic holds a special significance in a metropolitan city like Kolkata, where lots of migrant students come for achieving quality education. This topic has been very less worked upon. The case of Kolkata is very special because most of the parts of this topic lay untouched. Hence, this topic has wider scopes for future research undertakings.

Conclusion

From this research work, it can be concluded that the future of Education in Kolkata is not bad. The equality here is not a myth. The Equality amongst boys and girls in educational activities is seen with passage of time, which is a positive indicator.

Although the men have perceived in their minds that women are better in education than men. The research work infers that it is a myth and just as psychological perception that locks their potential to excel in academics.

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Leadership Style among B.Ed. Student Trainees- A Study

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Abstract

Today education is seen as a series of teaching, thinking, learning experiences which serve to change student's behaviour in a specified desired manner. The progress and prosperity of a country depends upon the quality of its citizens. The critical measure of the quality of its citizens is the quality education provided to them. The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement. Teachers are literally the arbiters of a nation's destiny. It may sound a truism, but it still needs to be stressed that the teacher is the key to any educational, reconstruction. Teacher's influence is everlasting. He shapes the destiny of future citizens. The teacher occupies a very important place in society because he brings about the light of civilization burning bright. He is expected to help in the silent social revolution that is taking place in the country. His duty does not end in the classroom with his students. He owes a duty to the society and the nation. A teacher is required to be a man of qualities. He must possess an outstanding personality and extraordinary traits. He should be able to set a personal example of good conduct, high scholarship, high ideals, social service, integrity, and leadership etc.,

Keywords: B. Ed., Leadership style, diagnostician, stimulator

Introduction

The teacher acts as the pivot for the transmission of intellectual and technical skills from generation to generation. From the philosopher to the layman everyone eulogizes the teacher as the mason who builds the fabric of society, the students being the bricks and mortar of the future. From the earliest times teachers have had a hazardous and onerous task to perform, to mold the body, mind, and soul. A teacher is no longer viewed as the transmitter of knowledge or dispenser of wisdom, but as a diagnostician, guide, assistant whenever appropriate-encourager, stimulator, promoter, and an interactive participant in the education process. A teacher walks on a tight rope between the reality of today and the anticipation of tomorrow and the distant future. Therefore, the role of a teacher must take on new dimensions.

Significance Of The Problem

A teacher is expected to possess outstanding personality and extraordinary traits. He should be able to set an example of good conduct, high scholarship, high ideals, social service, integrity, and leadership etc., Even a teacher possessing good subject knowledge is assigned the challenge to apply it effectively. A leader is the person who influences the attitudes and behavior of others in group activity. This requires on his part, an ability of intelligent observation of the behavior trends of members, capacity for coordinating their efforts and motivating them to achieve group goals. The teacher's job is a challenge for even the most capable. So, the teacher must possess and practice the various styles of leadership to perform his duty effectively. B.Ed. courses provide eligible teachers for handling various subjects at secondary and higher secondary school stage. The student trainees must have possessed leadership style for carrying out in many more academic activities. Today's student trainees are tomorrow's teachers. The student trainees should have an opportunity to develop their leadership style during their course of the study. Yet no systematic attempt has been made to assess the leadership style among the student trainees by anybody till date to the best of the little knowledge of the investigator. Hence in the present study the investigator has selected the topic as " Leadership Style Among B. Ed Student Trainees- A Study ".

General Objectives OF THE STUDY

To find out the Leadership Style Among B. Ed Student Trainees.

HYPOTHESES

1. There is no significant means score difference between the male and female B. Ed Student Trainees in leadership style.
2. There is no significant means score difference between the urban and rural B. Ed Student Trainees in leadership style.
3. There is no significant means score difference between the B. Ed Student Trainees having undergraduate degree and those having post graduate degree qualifications in leadership style.
4. There is no significant means score difference between lower age group and higher age group of B. Ed Student Trainees in leadership style.

Methodology

For this study, Survey method was adopted to collect the data through Google forms. Using this method in which 200 samples selected from various B.Ed. colleges in TamilNadu.

Statistical Techniques:

Thus, the collected data were screened and securitized by the investigator. After screening the data were, analyzed using descriptive statistics (Mean, Standard deviation) and the test of significance like independent t-test, was employed for testing the hypotheses and to arrive the meaningful conclusion.

Hypothesis: 1

There is no significant means score difference between the male and female B. Ed Student Trainees in leadership style.

Table 1: Means score difference between the male and female B. Ed Student Trainees in leadership style.

Variable	B. Ed Student Trainees	N	Mean	SD	Df	t-value	Level significance (at 0.05 level)
Gender	Male	70	104.09	8.88	198	1.45	N. S
	Female	130	105.68	6.58			

The table 1, shows that the means score difference between the male and female B. Ed Student Trainees in leadership style. According to the table, t- value is not statistically significant at 0.05 level. Hence the hypothesis 1 is accepted and it tends to be presumed that there is no significant means score difference between the male and female B. Ed Student Trainees in leadership style.

Hypothesis: 2

There is no significant means score difference between the urban and rural B. Ed Student Trainees in leadership style

Table 2: Means score difference between the urban and rural B. Ed Student Trainees in leadership style

Variable	B. Ed Student Trainees	N	Mean	SD	Df	t-value	Level significance (at 0.05 level)
Locality	Urban	129	104.84	7.85	198	0.732	N. S
	Rural	71	102.37	5.27			

The table 2, shows that the means score difference between the urban and urban B. Ed Student Trainees in leadership style. According to the table, t- value is not statistically significant at 0.05 level. Hence the hypothesis 2 is accepted and it tends to be presumed that there is no significant means score difference between the urban and rural B. Ed Student Trainees in leadership style.

Hypothesis: 3

There is no significant means score difference between the B. Ed Student Trainees having undergraduate degree and those having post graduate degree qualifications in leadership style.

Table 3: Means score difference between the B. Ed Student Trainees having undergraduate degree and those having post graduate degree qualifications in leadership style

Variable	B. Ed Student Trainees	N	Mean	SD	Df	t-value	Level significance (at 0.05 level)
Qualification	U. G	125	104.98	7.95	198	0.577	N. S
	P. G	75	105.52	6.67			

The table 3, shows that the means score difference between the Student Trainees having undergraduate degree and those having post graduate degree qualifications in leadership style. According to the table, t- value is not statistically significant at 0.05 level. Hence the hypothesis 3 is accepted and it tends to be presumed that there is no significant means score difference between the Student Trainees having undergraduate degree and those having post graduate degree qualifications in leadership style.

Hypothesis: 4

There is no significant means score difference between lower age group and higher age group of B. Ed Student Trainees in leadership style.

Table 4: Means score difference between the lower age group and higher age group of B. Ed Student Trainees in leadership style.

Variable	B. Ed Student Trainees	N	Mean	SD	Df	t-value	Level significance (at 0.05 level)
Age	21 to 30	189	105.07	7.58	198	0.397	N. S
	31 to 45	11	106.01	5.80			

The table 4, shows that the means score difference between the lower age group and higher age group of B. Ed Student Trainees in leadership style. According to the table, t- value is not statistically significant at 0.05 level. Hence the hypothesis 4 is accepted and it tends to be presumed that there is no significant means score difference between the lower age group and higher age group of B. Ed Student Trainees in leadership style.

Findings of the Study

1. There is no significant means score difference between the male and female B. Ed Student Trainees in leadership style.
2. There is no significant means score difference between the urban and rural B. Ed Student Trainees in leadership style.
3. There is no significant means score difference between the B. Ed Student Trainees having undergraduate degree and those having post graduate degree qualifications in leadership style.
4. There is no significant means score difference between lower age group and higher age group of B. Ed Student Trainees in leadership style.

Conclusion of The Study

1. The Leadership Style based on the B.Ed. Student Trainees Gender shows insignificant difference. It reveals that the B.Ed. Student Trainees based on their Gender shows no significant difference in Leadership Style.
2. The Leadership Style based on the B.Ed. Student Trainees Locality shows insignificant difference. It reveals that the B.Ed. Student Trainees based on their Locality shows no significant difference in Leadership Style.
3. The Leadership Style based on the B.Ed. Student Trainees Qualification shows insignificant difference. It reveals that the B.Ed. Student Trainees based on their Qualification shows no significant difference in Leadership Style.
4. The Leadership Style based on the B.Ed. Student Trainees Age shows insignificant difference. It reveals that the B.Ed. Student Trainees based on their qualification shows no significant difference in Leadership Style.

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Leadership & Innovative Management Practices : A Need in Uncertain Times.

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Introduction :

Human beings are the most precious part of civilization as well as of organization without leadership, an organization is only a confusion of people and machines, 'Leadership' is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor that binds a group together and motivates it towards goals. The leader's act of motivation is similar in effect to that of the secret chemical that turns the insect pupa into a butterfly with all the beauty that was the pupa's potential. Leadership transforms potential organization and its people into reality. In the words of Koontz O'Donnell "Leadership is the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals." Leadership is the presence of the authority imbued with a reason to believe, what matters is its authenticity. Leadership moment is derived from the support of others. Leadership skills can be imbibed though few opine that leadership is inherent. Leadership is a form of communication and such can be taught and put into practice. The most important feature of management is that it is dynamic in nature. The most important task of the management is to develop the people. In this process the leader and the management itself has to follow certain techniques, skills in a very creative and in innovative manner to enhance the productivity of the organization and the skills of the employees.

Rationale of the study :

The study of leadership and innovative management practices is to be brought into the practice and in this uncertain times it is the more responsibility of the management and the leader to check and organize the mindset of the people and bring them into the system of the culture of the organization. Transforming the mindset of people requires strong vision and skills. And this is the most significant factor to transform the culture of the organization and the employees.

Objectives : 1) To study innovative management practices in uncertain times.

2) To study Sustaining Leadership style in the uncertain times.

Methodology :

The present study is based on Primary (People Resource) and Secondary data.(Paper Resource).The observation of the author and discussions held with the expertise and the H.R. Managers dealing and sharing the responsibilities. The discussion also took place with the employees and the staff of the organization helped and proved useful in the preparation of this paper. The Paper serves and focuses on the implementation and maintaining the good industrial relations and the guidelines to conduct the smooth functioning in the organization. Leadership is an act of Persuading people giving the right direction and guidelines to get the accomplished results and outcomes to both the organization, Management and the People itself. There is a core relationship between the Leadership and the management styles. The styles and the practices followed by the leader is the reflection of its management Style inspiring the Employees and building the morale. Leadership is more practiced than preached. It goes as per the Systems, Policies and Procedures. The style may continue but leadership in Uncertain times is more significant testing the experience, innovative ideas, styles benefitting the whole organization and setting the footprints for the coming generation. The title of the paper highlights the leadership and the innovative management Practices in uncertain times, the situation arousing and the context and the style and pattern followed by the leaders and the management will set a mark to succeed and sustain in the uncertain times. The Paper suggests the innovative management practices in the uncertain times to be followed by the leaders and the top management thereby creating the culture of Caring and Sustaining .

Sustaining Innovative Management Practices :

Change of mindset : The management must have an open minded to adopt new roles and concepts. They must not go by the success and glory of the past and make their old principles the benchmark for modern situations but should learn and adopt new styles, examples and cases so that they can develop something suitable to the situation and make it more manageable by giving it a native influence.

Creation of environment of learning and Unlearning : The most significant task of any manager is to create an environment of learning and unlearning. Learning and unlearning can be done through proper planning, training and development programs, sharing of information, learning new skills, updating new

knowledge, appreciating new skills and knowledge and most important factor is to give the appropriate time to think and innovate.

Motivation : Inspiration makes the impression of the leader and the management style. Boosting the morale and motivating the employees energizes the employees to tune up with the new waves to work, Working with motivation and motivating the people will surely gives the best output.

Fair Evaluation System : Management is always known for free and fair policies and this is the unique style of good leadership. The Management should follow the fair evaluation system as the regular work practices thereby putting the footprints for the innovative and the best management Practices in the uncertain times.

Training and retraining : Transforming and Transferring the skills, knowledge, information, styles and the patterns to bring the desired outcomes and the performances requires a strong training activities and the attitudes of the management. Training the trainers and retraining will benefit the performances of the employees and reduce the accidents or undesired mis happenings.

Safe, happy and healthy workplace : The primary and the fundamental duty of the management and the leader is to create a workplace wherein it is safe, happy and creates a job satisfaction and bring the sense of responsibility and accountability.

Employee and Management meet : Both the Employees and the Management Coming together and resolving, discussing the matters, issues, new profile, areas of interest and new beginning or portfolio will surely bring the healthy Practices.

Work recognition and reward ceremony : Rewards, Recognition, and Appreciation will always boost the employees to give more and high results. If the leadership and Management style has to be maintained in uncertain times then, this is the foremost duty to be followed.

Performance based incentives schemes : Perform or Perish is the Mantra of the management style in the uncertain times. The incentives are strictly to be based on the basis of the performance of the employees and not on the favouratism. This brings the healthy work style and develops the trust among the employees which will sure brings results in future.

Work culture : Work Culture is the DNA of the organization. It acts as a fuel and the tonic to overall organization thus shaping the style and the goodwill and developing the brand in the market. The work culture sets and brings the standards to the organization.

Developing Health culture : This is the style and the Practices recently followed and has to be followed and implemented. The Leadership and the management style must be more focused on the development of health culture and insisting the importance of the health and spirituality among the employees as it Human Resource is the fuel and the tonic to overall organization. This culture will truly will help in the uncertain times to the employees itself and the organization to sustain their staff.

Benchmarking to improve : Continual improvement and the setting of Standards and the attitude to have the excellence by maintaining the benchmarking is the sure success mantra in the uncertain times and will sure helps to bring innovation in the management style.

Work life Balance : Management style shall always seek a work life balance to bring the healthy corporate, Professional and personal life. It should seek the appropriate balance to bring the desired performances and the outcomes.

Sustaining Leadership style in Uncertain times :

Leadership is more a Practice than Preaching. Leadership styles followed as already set is a routine work and no new innovation or style will be observed or gained.

Leadership is more known by the experience and the situation. It requires understanding and the study of styles. Leadership is practiced as per the following :

1. The nature of the organization
2. The environment of the area and the people
3. The mindset and the type of the people
4. The work culture of an organization
5. The Hierarchy and the systems
6. The style and the pattern followed till now
7. Recruitment style and the selection criteria.

But if leadership is to be practiced for uncertain times and in the emergency or has to be very innovative following elements is to be followed :

1. The mindset of the leader and the management is to be Participative, learning and Benchmarking

2. Understanding the time, Place, People, Resources, Situation, incident,
3. Leadership more by experience
4. Leader with Problem solving attitude
5. Leader with analytical mind

Strategic Leadership

Over all it all depends on the experience, style, situation and the understanding and the capabilities of the leader the way they articulate and shape the organization.

Conclusion :

A healthy organization relies on the healthy interaction between the leader, Management and the Employees. Leadership and the management styles always enchases the outcomes, performances, and the productivity of the employees. Sustaining management and the leadership practices and styles will continue to benchmark the performances and the styles thereby resulting retention of employees and bringing the healthy corporate work culture. The most significant task is it will sustain and survive for years together thus carrying on the stories and the management lessons during uncertain times thus putting the footprints to the coming next generation.

Suggestions :

An organization wishing to sustain in uncertain has to follow the above mentioned model and Every organization must have Human audit and Personal Coaching, Counselling and the system of Mentor and Mentee.

More inputs to be given to sports and other activities, thus creating the bonding among the employees.

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Hasina Mansoor : Portrayal of A Strong Unconventional Female Muslim Character from the Novel *Tales From A Vending Machine* by AneesSalim

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It was Hasina the protagonist of this novel, *Tales from A Vending Machine* who got the author his first break after twenty years of total rejections from the publishers. Anees, impersonated this enterprising female Muslim and wrote to a literary agent and rest as they say is history. He became a star writer, just like Hasina Mansoor herself succeeds in her plans in the novel. Hasina, the protagonist works at an airport and unknowingly becomes an observer of people's lives who come there to board their planes and start a new journey each time. Through this observation of other's passenger's journeys; the journey of Hasina Mansoor's life is unfolded. She is no less strong than anyone else because there is a 'man' in her name. She is a mishmash of traditional Muslim beliefs and modernism; the blend is coming at seams in her character. She wears a burqa because her father tells her to and works on a vending machine, that belongs to the fat Haji Osman; offering 'instant chai/coffee' to the passengers that she sells at forty rupees a cup. From her departure lounge vending machine she can see 'big' people, cricketers, film-stars, businessmen, political leaders coming and going, boarding for their journey but Hasina herself has never boarded a plane or say travelled in one. She dreams of graduating to be a stewardess or even a pilot but in reality she can't do much about it. She is not just dumb but lacks the resources as well to fulfil her ambition. Yet one thing she knows is use people and trick them into believing her. Her family consists of her father who keeps ill, her mother a house wife, her twin sister Shamla and differently abled younger brother Ali to whom she seems connected in deep unselfish love. (24) Hasina Mansoor is a strong resilient unconventional female Muslim character that is hard to come by in the realm of the Indian fiction. She is not your normal starry eyed teenager; she is worldly wise and even cunning who knows which side of her bread is buttered. She earns for her family, cares for them yet keeps her interests above everyone else. She is in love with her cousin Eza , son of her uncle and also her neighbor. The families of these two neighbor brothers are at loggerheads with each other yet their children Eza and Hasina profess to be in love with each other and paint the town red by roaming in the malls. Hasina wishes to save the events of her life like (Anne Frank)[2] did in her diary, the only problem is that she calls her Anne French. Her half-baked knowledge makes her a very interesting character. She remembers most things wrongly or turns the phrases around in such a way that smiles sprout on our faces, for instance, she pronounces Jews as 'Juice'. She has an uneasy relationship with her employer Haji Osman who puts up with her and her antiques with patience as he knows her pretended innocence well and also happens to know her father and her predicament of poverty and a sick brother. On the surface her life seems easy but it's not. She has to fulfil her dreams but neither has the capacity or is willing to work hard for it. She takes the short cuts to success and succeeds in the last chapter of the novel meaningfully titled, "Emergency Exit". The only time she appears remorseful and full of pain is when she discovers her mother's exhibitionism being enjoyed by none other than her beau Eza. She feels shattered but carries on as if nothing has happened and that is the true strength of her character. Her alienation is complete in the outside world as well as now at home. From there begins her search for the self. She believes in achieving success by hook or crook and is successful in attaining her goals by deceiving her own twin sister Shamla and their father. The only regret if any, which she might be having might be her separation from her younger brother Ali. Everything else she could and does manage easily and begins a new journey of her own life as she boards her first flight on the very plane, she has kept seeing taking people to their destinations. Sense of Alienation and Search for Identity in the novel, *Tales from A Vending Machine*: *Tales From A Vending Machine* is a story of looking at the mental psyches of a Muslim community, it's about trying to know the degeneration of a people through the prism of Miss. Hasina Mansoor's family, the girl who prides herself, because her name includes 'man' in her(25) name Man-soor. She is a sales girl at Haji Osman's coffee vending shop at the airport. Hasina Mansoor is an honest and upfront girl innocent yet knows how to save her skin through a web of lies, that sound so real that people believe her easily. She lives with her parents and a younger brother who has a learning disability and her twin sister, Shamla who is a replica of her twin sister. People can't discern easily who is Shamla and who is Hasina when they meet them alone. This is used by Hasina to her advantage and to the loss of her twin, destroying all the relationships in the process. Her father's loss in business has forced her into working but with a headscarf. She is not allowed to go to the theatres and mix with the opposite sex, because she is a Muslim girl. She is a lonely girl, alienated from her surroundings and even her family.

She speaks her mind to the reader, clumsy and silly to a fault. She wants to honestly tell the customers to not have coffee from her vending machine as it's not just very expensive but also cockroaches have taken over the machine. Once she even tells an old man who looked like he was in penury to have tea free on board the flight as it was forty rupees at her vending machine. He was a famous painter who was not in the habit of wearing his shoes hence thought of as a poor man by Hasina. He later introduces himself and Hasina imagines him to be painting the tall towers, and not as an artist. Through all these silly shenanigans Hasina is searching for her true self. She wonders who she is in a scenario such as this where she has to maintain the façade of hijab while dealing with a man's world that is an airport. A Muslim or something other than a religious being? She hates hijab yet she is compelled to wear. Here the reader sees an honest confession of a Muslim young woman which is not easy to make for an ordinary soul. Towards the end of the novel it is revealed that her mother was a Hindu. This revelation is made when her burial is not allowed in a Muslim cemetery. Hasina is shaken to know the discovery; her **search for self for an identity** now seems to have come full circle. The novelist wants us to focus on one aspect of the novel and that is its protagonist is a young Muslim girl with a serious problem of misspelling and is dumb. Normally the portrayals of Muslim female characters have been far and in between. Atia Hossain's Laila in "*Sunlight on A Broken Column*" (1961) [3] is a rebel too and goes against the familial conventions set by her uncle and the society but Hasina is not a rebel, she is a cheat and proud to be one. The characters in Indian English fiction are typical Muslim women submissive, not so literate, unable to articulate etc. Hasina Mansoor breaks the mould for the female Muslim character in Indian Writings in English and comes out as a vivacious bold yet dumb young girl who is trying hard to break out of the poverty of her life. Poverty of finance and poverty of colour in her simple drab life that pulls forward almost or drags forward rather lethargically. Hasina Mansoor the unusual female of the Muslim origin is rather unheard of in Indian English literary context. She spews venom against those who she thinks are her and her people's enemy. Anees Salim has well captured the religious zealots found in small towns everywhere in her character and her language. For such religious zealots religion becomes akin to hating America and loving Saddam Hussain, Gaddafi and even Osama Bin Laden! Anees walks a tight rope here. While he is more than careful talking about symbols and metaphors of the 'other' religion, his approach towards revealing Muslim prejudices and contempt is open and straight forward, without mincing words and laying bare the structure of how a typical Muslim mind works to its very bones. Anees can be wrong or right, depending on the attitude and way of approaching a particular subject, of a reader or a critic is. But the difference between his approach to the one form of naked aggression and extremism of thought is obvious. Adam B Lerner observes in his essay "The Last Laugh" about Hasina, in Caravan Magazine (issue of May I, 2014.) Compared to Salim's earlier work, Vending Machine takes his subtle satire and inflates it into something that verges on brash ridicule. Reading like a perversion of his delicate wit, the book employs the literary equivalent of slapstick humour, albeit with frequently laugh-out-loud results. But beneath the whimsical wordplay lies a satirical eye sharply critical of the small-town religious zealotry. Mansoor's ignorance and callousness are only exaggerations of the more realistic, yet equally selective, interpretation of world events favoured by her father, boss, boyfriend, and even her educated twin sister. Hasina is one such soul, her father has lost his business and she takes over the responsibility of taking care of her family. She has a habit of recording events in her own unique way where she append a 'Thank you' with every kind of statement. Today Eza tried to kiss me. I ran away. Thank you. Eza is her cousin who lives next door. Hasina might be dumb but she is 'peculiarly' aware of the alienation her religion suffers among the nations and her people's desperate search for acceptance. She is also 'quite well aware' of the world politics and says juice and America have made life hell for the Muslims of the world. Juice here refers to the Jews in her Malapropian way of remembering and pronouncing names of places and people. She is firm in her opinion that, America is the gold medallist in killing Muslims.(40) She also reveals that her father had instructed them never to reveal their love for elements the world takes a serious objection to. She says, *This was something Abba had taught us some years ago, after I had an altercation with a Hindu neighbor. You may love Pakistan or Bin Laden and all, but never let anyone, especially the Hindus, know your true feelings.* (86) It's intriguing. Some would say Anees has come to insinuate this serious charge of anti-nationalism against the Muslims rather naively. But this statement tells us that Indian writers in English have come a long way since they started their journey in the 1840s and when talking so openly and casually about matters highly sensitive was a taboo. This freedom is a gift of this age.

The coupon man at the airport tells Hasina that she is the sensible type of Muslim not like Haji Osman who was almost clapping his hands when the WTC collapse. and was almost in tears when they executed Saddam Hussein. Anees touches the core of the vulnerabilities of the Muslim community. They have often been found in situations where they are accused of sympathizing with the terrorists and terrorist activities.

Here Anees has openly blasted a community that is the favourite target world over for the same. Censoring a Muslim fictional family for harbouring sentiments for terror related activities and their perpetrators. Funnily the whole novel is peppered with such aphorisms and one liners that bring a smile on the reader's face but also send a message intriguing and serious in nature. The interpretation of this message depends on the reader's own ideology of thought and thought process. A most funny incident that is revealing in itself is the mock drill of a terror attack at the airport. When the guy posing as a terrorist in a burqa shouts Allah u Akbar, Hasina shouts back the same, louder. This was not included in the original plan of the mock drill and Hasina's reasoning for her strange behaviour is hilarious and is revealing of the emotionalism of the Muslims. She proclaims that when she heard the shout of God is great i.e. Allah u Akbar, she just could not control herself and in her proud excitement shouted back.

Hasina's alienation is not just outside of her home but also within it. She discovers to her horror that her mother was an exhibitionist and her admirer was none other than her cousin and paramour Eza. From there she calls him monkey and hints to her mother that she knows her secret but never talks openly because her mother has a hole in her heart. But her agitation grows and makes Hasina weaker and more alienated. She hates her mother but just can't do anything about it. Her musings on her father and siblings and how they would feel if her exhibitionism, where she herself removes the bathroom window panels for Eza to have a lusty look at her, are a revelation of how fragile familial connections can be. Her mother's naked show at the bathroom and bathing hurt her tremendously. She breaks off with her lover Eza and is dumbfounded to understand the events happening around her. She is a 'revenger' who can lie, cheat and manipulate her enemies and she does avenge Eza. At her mother's death she is shocked to know that she can't be buried in a Muslim cemetery as she was a Hindu. She feels cheated that she was never told about her mother being a Hindu when she was alive. Feeling depressed she does the unthinkable and cheats on her own sister who is about to travel to Dubai for work. As both look and appear the same as they are twins, Hasina makes papers for her own and leaves the home for Dubai without anyone having any knowledge about it. Her search for self which was confused in the beginning of the novel has now properly begun. Her attempts at finding out who she was; a good girl, or a bad girl, a Hindu or a Muslim as we witness in the novel with the story unfolding in its unique humorous way has at last got a final nod to begin a search for the self in a newer and perhaps better and a fixed direction. Yet the manner in which Anees has painted the story does not carry much finesse. If looked from the point of view of marketability it's a popular novel that has as its goal, saleability alone. The novel is a series of events ordinary enough to be brushed off as even silly that happen to Hasina the airport coffee machine handler or vendor who nurses her Muslim prejudices given to her by her parents and her upbringing. The story has a sardonic edge to it. Anees' critical eye is never short of catching the unmistakably 'peculiar' yet funny acts and thoughts of the protagonist Hasina and behavioural traits or rather patterns of a particular group of people. Hasina lives in a world of her own, the one she inherited from her father, as if in a trance she utters those inanities and which make us smile throughout the novel. It's a kind of professional novel written for the masses and popularly appeals to them. Yet Anees' 'sly wit' rules here too, for Hasina has a say in every matter political or otherwise that is related to Muslims which is rarely mean but funny. Normally Muslim women are thought to be subdued who rarely express themselves but here is a character which is not shy of speaking her mind. Despite eliciting laughter and with a fun story with shades of grief, *Tales From A Vending Machine* is a commercial novel. Anees had requested his publishers to halt its publication as it was the first novel to be accepted for publication when he wrote to the literary agent Kanishka Gupta, posing as the protagonist Hasina Mansoor. He did this because he thought it to be not a good 'first' novel for a writer to launch his career. Thus his other novel *Vicks Mango Tree* was published first as it was of a serious kind on and about an equally serious and dangerous phase of Indian political history. Anees created a Facebook account for Hasina Mansoor where he posted wry updates that fit perfectly well with temperament of the person Hasina Mansoor was. But Anees asserts he has vowed to break all the literary norms. He wants to stray from what is considered standard from the point of view of serious literary fiction. He has said he wants to fill his novels with epigrams that are fit to be sung even in the lavatories. For example he writes in *The Vanity Bagh*, "On the day of the blast, Imran Jabbari was with me the whole day. Where? Wherever he claimed to be. – Haji Masood (1929–).[4] The example is from the other novel but displays the spirit of Hasina Mansoor who proudly claims, there is a Man in my name and whatever she does is good for her world and family. Hasina though seemingly chirpy and enthusiastic about her immediate world is deeply stuck in her family situation with an unemployed father whose business has seen the dirt, a mother who shows the symptoms of exhibitionism in her behavior, a weak and ill sibling of a brother and a twin who is and fares much better than hers. Despite such pressures and despite losing on many fronts of life Hasina takes one bold or in other words a drastic step, and gobbles down the opportunity that was meant for her

twin Shamla. The climax of the novel doesn't resolve the situation/conflict of the story but rather poses more questions on parenting, sibling rivalry, political, ethical and social inheritance of baggage that children receive from their parents and surviving in a cruel ruthless world with little in your armor. This makes them feel alienated and leaves them wondering who they are. It sets them on a futile search for their true selves, for the rest of their lives. The story of this fighter of a girl Hasina Mansoor who has to deal with pesky mean and selfish people around her. Reading Anees' novels and especially this novel, is on another level reading about human traits, flaws, peculiarities and their manipulations. Hasina to her credit turns the tables on and chooses for herself happiness after years of working hard and suffering for her family. Her decision to deceive her own sister for making her own life happy and rich can be criticized but who doesn't think of self-interest before embarking on a journey? The story is an eye opener on the essential selfishness of human beings and yet after finding out about Hasina's own selfish and self-centred act.

Adam B Lerner [5] writes in his essay on the novel, *Tales from A Vending Machine*, "The Last L *the reader just can't stop loving her, may be even more than before. After all to succeed and achieving your dream goals is a trait innately human.* Similarly, in *Vending Machine*, Hasina Mansoor's diary entries reveal that she has a conscience, that the inner workings of her mind are less rabid diatribes and more the confused and insecure ramblings of a girl exaggerating the prejudices already present in her community. Even as 31 Hasina enacts her most vicious revenge towards the end of the novel, her diary is peppered with apologies and thanks.

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Role of major industries in Indian Economic Development .

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Abstract:

The modernization of Indian culture and Indian economy is largely contributed to the industrialization in India. This industrialization happened after the Independence of India. Majorly the industrial modernization took place in India not a long ago. But the effects of that were not seen. This sector has seen a major boost after Independence. modern industry, concentrated in particular regions and towns, housed in factories, organized in corporations and firms, and using machinery and inanimate forms of energy evolved gradually. That evolution has preoccupied generations of economic and social historians who have explained why industry became dominant in some national economies before others and analyzed major forces that carried industrial sectors forward from one stage to another. modern industry play a major role in manufacturing, chemical, pharmaceutical, semiconductor and other sectors of high economic importance. In these contexts, quality assurance policies and quality improvement activities strive to guarantee that products meet the desired specifications, while also satisfying ever more strict regulations.

Introduction :

Ever wondered where your smartphone came from? You purchased it from a shop sure, but the shopkeeper purchased it from his distributor, the distributor purchased it from the manufacturer. And, the manufacturer produced a final product, your smartphone, from the raw materials available to him. Thus, the manufacturer is the origin of your smartphone. In other word An industry is a group of companies that are related based on their primary business activities. In modern economies, there are dozens of industry classifications, which are typically grouped into larger categories called sectors. Individual companies are generally classified into an industry based on their largest sources of revenue. For example, while an automobile manufacturer might have a financing division that contributes 10% to the firm's overall revenues, the company would be classified in the automaker industry by most classification systems. Similar businesses are grouped into industries based on the primary product produced or sold, creating industry groups that can be used to isolate businesses from those who participate in different activities. Investors and economists often study industries to better understand the factors and limitations of corporate profit growth. Companies operating in the same industry can also be compared to each other to evaluate the relative attractiveness of a company within that industry.

Term used :

Business, Culture ,Industry , Product ,Economy , Company ,Distributor ,

Review of Literature :

Quantity Production Quantity production is one category of high volume manufacturing, which concentrates on the mass production of a single product by using single standard equipment (Cárdenas-Barrón, 2009),

Flow line production Flow line production is concentrated on multiple equipment or workstations that are arranged in the process sequence (Quadt and Kuhn, 2007). According to Drira et al. (2007), flow line production is characterised by high volume, repetitive and short cycle work. The work piece is physically moved through this sequence in order to complete the process and finally becomes the product.

Methodology:

The information collected by primary and secondary sources and research report has been compiled.

Secondary source:

Newspapers, magazines, etc. has been used to get information. The information was obtained through a study of published books.

Objectives :

1. To study the evolution of industries in India .
2. To study the Role of industries in Indian economic development .

The Evolution of Industries in India

Industrial development is important for socio-economic and human development of a country. India, since ancient times, has been famous in the world for its cottage and household industries. Before the beginning of modern industrial development, Indian pottery, muslin and silk goods were much in demand. Traditional handicrafts industry, however, suffered after the advent of the British in India. The British policy of exporting raw material from India to Britain and importing finished goods into India severely hampered growth of industries. This critical scenario improved somewhat after the mid-nineteenth

century but the growth of industries was a slow process. In India, the modern industrial sector on an organised pattern started with the establishment of cotton textile industry in Bombay in 1854 with predominantly Indian capital and enterprise. In 1855, jute industry was started in the Hooghly valley at Rishra near Kolkata, largely with foreign capital and enterprise. Rail transport made a beginning between Bombay and Thane in 1854. The country's first paper mill was started at Ballygunj near Kolkata in 1870 and steel was first manufactured by modern methods at Kulti in 1874. The Tata Iron and Steel Company started at Jamshedpur in 1907. This means that modern industrial sector had its beginning only after the middle of the nineteenth century. The two World Wars gave an impetus to the development of a number of industries, such as chemical, iron and steel, sugar, cement, glass and other consumer goods industries. The post-independence industrial policy forced the achievement of the socio-economic objectives such as employment generation, higher productivity, removal of regional imbalances in development, providing strength to agricultural base, promotion of export-oriented industries and consumer protection. A deliberate policy of locating the industries in economically backward regions has been pursued to reduce regional imbalances in development. The industrial policies of 1948 and 1956 indicate the direction of the industrial development in India. The process of industrialisation started with the launching of the First Five Year Plan and continued through successive plan periods.

Role of Major Industries in Indian Economic Development

Iron and Steel Industry

Iron and Steel industry is one of the most important industries considering total investments. These are typically public sector plants. Further, the industry offers direct employment to around 2.5 lakh workers. According to the World Steel Association, India is one of the world's top 10 producers of steel. However, despite the importance of this industry, we import large quantities of steel every year.

Textile Industry

This is a complex industry with two extremes – sophisticated mechanized mills on one end and hand-weaving and hand spinning on the other.

Between the two ends lies the decentralized power loom sector. Taking all three sectors into consideration, the textile industry is the largest industry in India.

It accounts for around 20 percent of the industrial output and also provides employment to over 20 million individuals. Further, it contributes around 33 percent of the total export earnings.

Jute Industry

The jute industry has the capacity to earn foreign exchange. India accounts for around 30 percent of the world's jute output. Further, the jute industry provides direct employment to nearly 2.5 lakh individuals.

Also, nearly 40 lakh families derive their living from jute cultivation. The industry has now started using high-speed machines and broadlooms to make carpet backing. Exports have also grown in recent years.

Sugar Industry

India is one of the world's largest sugar producing countries. Further, the sugar industry is India's second-largest agro-based industry.

It employs nearly 3.25 lakh workers and creates indirect employment for around 45 million farmers of sugarcane, agencies of distributive trade, and also subsidiary industries. Also, there are around 400-500 sugar factories in India.

Cement Industry

In 2009-10, there were 148 large cement units and 365 mini cement units in India. Their total capacity was around 230 million tonnes and actual production of around 200.7 million tonnes per year.

The cement industry employs over 2 lakh individuals. India is one of the largest cement manufacturing countries in the world too.

Paper Industry

During the period of planned development, India's paper industry grew at a rapid pace with the forests providing abundant raw materials for its working. In 2009-10, India produced around 49.6 lakh tonnes of paper.

However, the industry lacks modernization today. Also, the prices that the Government has fixed for various types of paper is unrealistic and does not provide reasonable returns on capital.

Petrochemical Industry

In the late seventies, the Government set up Indian Petrochemicals Corporation Limited (IPCL) at Baroda which offered a good thrust to the petrochemical industry.

Further, the discovery of crude oil and natural gas in the offshore region along the western coast of India added a new dimension to the possibility of expansion of petrochemicals.

Automobile Industry

As the economy liberalized, the automobile industry experienced tremendous growth. New manufacturers with state-of-the-art technology soon replaced the traditional manufacturers. The tremendous competition in this market along with regulations regarding emissions have led to an improvement in standards.

Information Technology Industry

One of the latest entrants to the list, the IT industry is spreading fast in India. Further, with many US and EU firms working with contract agencies in India and China for IT software and services, outsourcing has acquired an international dimension.

This is a win-win situation since the US firms save around 58% of its costs by outsourcing work to India/China and the local economy benefits from global exposure.

Banking and Insurance Industry

In 1969, the Government of India issued an ordinance and nationalized 14 largest commercial banks which contained 85 percent of the deposits in the country.

Further, over the years, as technology advanced, the banking industry absorbed the changes with open arms. From Electronic Funds Transfer to online banking, it was a new era for the industry. Currently, in India, there are different types of banks: According to the Seventh Schedule to the Constitution of India, the Center alone can legislate insurance. While there are many private companies who solicit insurance including foreign direct investment of up to 26 percent, the largest life insurance company in India is Government-owned.

In 2009-10, the Insurance industry was worth \$41 billion in India. However, very few people are covered under Mediclaim. In comparison, in the USA, more than 75 percent of the population is covered under some insurance scheme. With private companies entering the sector, this scenario might soon change.

Conclusion :

We have studied the evolution of industries in India. and role of modern industries in Indian Economic Development . The industrial policies of 1948 and 1956 indicate the direction of the industrial development in India. The process of industrialisation started with the launching of the First Five Year Plan and continued through successive plan periods. In 2009-10, the Insurance industry was worth \$41 billion in India. However, very few people are covered under Mediclaim. In comparison, in the USA, more than 75 percent of the population is covered under some insurance scheme. With private companies entering the sector, this scenario might soon change.

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Comparative study of environmental knowledge and environmental awareness of student's population of Prayagraj district of Uttar Pradesh

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Abstract

In the present era, human beings are passing through huge catastrophic effects of various types of natural disasters on the global essence. Therefore, environmental knowledge and awareness is the ultimate need of the present era, in the present research, girls were found to be better in environmental knowledge and awareness than boys. Higher in environmental knowledge and awareness were found compared to rural and urban students. Science students were found to be better in environmental knowledge and awareness than the arts students.

Keywords: *Environment, Awareness, Knowledge, Effect, Students etc.*

Introduction

Prayagraj is one of the oldest cities in India. It is known as 'Prayag' or 'Tirthraj' in ancient texts and is considered to be the holiest pilgrimage site in India. It is situated at the confluence of three rivers-Ganga, Yamuna and the invisible Saraswati. The meeting point is known as Triveni and is very sacred to Hindus. The Kumbh every six years at Prayagraj and the Maha Kumbh every twelve years is the largest gathering of pilgrims on this earth. Historically, the city of Prayagraj witnessed several important events in India's freedom struggle – the emergence of the Indian National Congress in 1885, the beginning of Mahatma Gandhi's non-violence movement in the 1920s. Geographically, Prayagraj is located in the southern part of Uttar Pradesh at 25.45 degree north and 81.84 degree east. It is bounded by the Bagelkhand region in the south and southeast, the central Ganga valley or Purvanchal in the east, the Bundelkhand region in the south-west, the Awadh region in the north and north-east. Prayagraj with Kaushambi in the west forms the Doab which is called the Lower Doab region. Pratapgarh is situated in the north of Prayagraj, Sant Ravidasnagar in the east, Rewa (MP) in the south and Kaushambi in the west. The total geographical area of the district is 5482 square meters. The district is divided into 8 Tehsils, 20 Development Blocks. Environmental knowledge and environmental awareness is the need of the present era. If human community is to survive, they must necessarily increase environmental awareness through environmental crisis. The United Nations weather agency, the World Meteorological Organization, has said that there is evidence of a deep link between global warming and natural disasters such as floods and droughts. Bhatt and Nyal (2013) found that girls' ecosystem awareness was better than that of boys. Environment has been included in the educational curriculum in India. The National Policy on Education 1986 clearly states that environmental protection is such a value of life, which along with some other values should be an integral part of the curriculum at all stages of education. To achieve this specific goal, the mind and intellect of the students should be aware of those levels prevailing in nature which promote environmental imbalance in nature.

Literature Review

Bahuguna (1978) studied that due to the cutting of trees, the rainy season has gradually become destructive for the mountain ecosystem. Heavy rains carry away the organic fertile elements present in the top soil of the hills. Due to which a lot of silt gets collected in rivers and water bodies. It is estimated that rainfall and floods only wash away top soil worth Rs 400 crore per year from the Himalayan region. Bahadur (1996) studied the fire in Uttarakhand and discovered natural causes. Rawat (1999) also studied Dawagni and found that people's support is also necessary for the operation to be conducted against Agni. Tiwari (2005) found in his study that males were higher in environmental literacy than females. It is further stated that urban males were higher in environmental literacy percentage than rural males. 96 percent of the people in the sample felt the need for environmental education in Uttaranchal and 2 percent did not give their opinion. Dwivedi (2009) had described in his article 'Agricultural effect of climate change' that when there is 140 million cubic meters on the earth at present, of which 97 percent of the part is saline, which is in the sea, there is a total of 136 thousand cubic meters of water in the human part. Only remains. Climate change will increase the frequency of floods and droughts.

Need and importance of study

According to Paras Nath Rai (1993) every person has some needs in human society, for the satisfaction of these needs, a person adopts many means, if the need of the person is not met with the available resources, then it becomes a problem. For the study it is necessary that the problem arises, the researcher's awareness in relation to the area of the problem is necessary. So that he can work in a certain direction. According to a latest report released by the Center for Science and Environment (CSE), five million people were

displaced due to meteorological disasters in India in the year 2019, which is the highest in the world. It is noteworthy that in the year 2019, India ranked fifth in the total internal displacements caused by natural disasters worldwide. These natural calamities include floods, cyclones, droughts, etc. In the year 2019, 1357 people have died due to 19 major extreme weather events. According to the report, 26 lakh people were displaced by the floods caused by the southwest monsoon, while only 1.8 million people were displaced due to cyclone Fani. Significantly, 63 thousand people have been displaced due to problems arising out of drought conditions in 19 states. The report also mentions that many people have also been displaced in search of employment. At present, out of the displacement of about 450 million people, most have been displaced in their own state. In 2011, more than 17 million new people were displaced from rural to urban areas in search of employment. With most of the houses submerged in water, the people of the flood affected areas depend on boats to travel from one place to another. River water has entered Maruti Nagar and Patel Nagar areas of Prayagraj district. Many low-lying areas have also been flooded. With the water level of the river Ganga reaching the danger mark, the sewage of the Assi river has entered the low-lying areas of the city. Farmers are worst affected by the floods as hundreds of acres of paddy and millets have been submerged. Many natural and global events such as rock formation from Varunavat mountain on June 16-17, 2013, due to many problems like Neekanth, Badrinath peak, etc. are not only natural and social or geographical, despite all these reasons, our academics and The attention of researchers has been less focused on this problem. Keeping these problems in view, the practical importance of the presented problem increases more, that is why the researcher has selected the presented research problem.

Objectives of the study

The following objectives have been set for the study:

1. To do a comparative study of environmental knowledge of students boys and girls of Prayagraj district.
2. To do a comparative study of environmental knowledge of rural and urban studentss of Prayagraj district.
3. To do a comparative study of environmental knowledge of the students of science and arts class of Prayagraj district.
4. Comparative study of environmental awareness of student's boys and girls of Prayagraj district.
5. To conduct a comparative study of environmental awareness of rural and urban studentss of Prayagraj district.
6. To do a comparative study of environmental awareness of the students of science and arts class of Prayagraj district.

Definition of problem

1. **Environmental awareness** - To educate or inform people about the dangers of environmental disaster, early warning, preparedness, ensuring recovery and public participation, risk and fatality etc., as well as to face the crisis situations. The techniques of preparation are called environmental awareness.
2. **Environmental knowledge** - Knowledge of general environmental aspects, phenomena and problems related to their area with special reference to man-made environmental problems and disasters is called environmental knowledge.

Gender - A comparative study of environmental knowledge and environmental awareness of students boys and girls was done.

Domicile - A comparative study of environmental knowledge and awareness of rural and urban studentss was done.

Educational class - Science and arts class the environmental knowledge and environmental awareness of students was studied.

Delimitation of research work

Keeping in view the nature of time, finance and minor research, the following delimitation of the present research work has been done.

1. Only the student's population of class 11 of Prayagraj district was selected for the present research work.
2. Only environmental knowledge and environmental awareness were selected for the study.
3. The study was done on the basis of only related variables like educational level, gender, rural-urban and students studying in arts and science categories.

Research Method:- Survey / descriptive research method has been used in the present research.

Population:- Presented all the student boys and girls of class 11 studying in Intermediate colleges of Prayagraj district.

Sampling method:- A total of 200 juveniles were selected from the presented population by random sample selection method as follows

Research Tools - Environmental Knowledge Questionnaire In the present research study, a humanized environmental knowledge questionnaire designed and prepared by Prof. G.S. Nayal and K. Diksha Khampa has been used.

Environmental Consciousness Schedule: Prof. G. s. Nyal and Dan. The Environmental Consciousness Schedule created and humanized by Vasant Kumar Tiwari has been used.

Statistical analysis of the data:- In the present research, the statistical methods of mean, standard deviation, standard error, t test have been used to analyze the data.

Presentation and interpretation of research results - In the present research, in the context of various factors (gender, urban, rural and subject group) towards environmental knowledge and environmental awareness of student sample were studied as follows. 1- Comparative study of environmental knowledge of student sample on the basis of gender, rural, urban, subject class and school level. 2- Comparative study of environmental awareness of student sample on the basis of gender, rural-urban, subject class and school level.

Table 1.1: Mean scores and t values of environmental knowledge of rural student boys and girls.

Gender	N	Mean	S.D	t value	Significance level
Boy	50	42.50	8.15	4.05	0.01
Girl	50	49.50	9.10		

On seeing the data presented in Table No. 1.1, it becomes clear that there was a significant difference on the basis of gender in the environmental knowledge scores of the student sample. This difference was significant at .01 significance level (t=4.05). Student girls were higher in environmental knowledge scores than boys.

Table 1.2: Mean scores and 't' values of environmental knowledge of urban student boys and girls

Gender	N	Mean	S.D	t value	Significance level
Boy	50	43.50	9.20	1.54	Not Significance
Girl	50	43.50	10.25		

On perusing the data presented in Table No. 1.2, it becomes clear that no significant difference was found on the basis of gender in the environmental knowledge indicators of urban student sample. (t=1.54) Urban student boys and girls were almost identical in their environmental knowledge.

Table 1.3: Mean scores and t values of environmental knowledge of total student boys and girls

Gender	N	Mean	S.D	t value	Significance level
Boy	100	41.50	8.19	4.07	0.01
Girl	100	46.50	9.15		

On reviewing the data presented in Table no. 1.3, it becomes clear that there was a significant difference on the basis of gender in the environmental knowledge scores of the total student (boys and girls) sample. This difference was significant at the 0.01 level of significance. (t= 4.07) in which girls were found to be higher in environmental knowledge scores than boys.

Table 1.4: Mean Scores and t Values of Environmental Knowledge of Rural Student Boys and Urban Student Boys

Gender	N	Mean	S.D	t value	Significance level
Boy	50	42.50	8.15	1.15	Not Significance
Girl	50	40.50	9.20		

On perusal of the data presented in Table 1.4, it becomes clear that no significant difference was found in the environmental knowledge scores of rural boys and urban children (t= 1.15). Rural boys and urban boys were almost equal in environmental knowledge scores.

Table 1.5: Mean scores and h value of environmental knowledge of rural student girls and urbangirls

Gender	N	Mean	S.D	t value	Significance level
Boy	50	49.50	9.10	3.09	0.01
Girl	50	43.50	10.25		

On seeing the data presented in Table no. 1.5, it becomes clear that there was a significant difference in the environmental knowledge scores of rural girls and urban girls. (t=3.09) This difference was significant at the 0.01 level of significance. In which rural girls were found higher in environmental knowledge than

urban girls.

Table 1.6: Mean Scores and t Values of Environmental Knowledge of Total Rural and Urban Students

Gender	N	Mean	S.D	t value	Significance level
Boy	100	46.00	10.20	2.90	.01
Girl	100	42.00	9.35		

On observing the data presented in Table 1.6, it becomes clear that there was a significant difference ($t = 2.90$) in the environmental knowledge scores of the total rural, total urban sample, which was significant at 0.01 significance level. Total rural students and total urban students were found to be very high in environmental knowledge scores.

Table 1.7: Mean scores and t-values of environmental knowledge of students in science and arts

Gender	N	Mean	S.D	t value	Significance level
Boy	100	42.50	8.92	2.34	.05
Girl	100	45.50	9.18		

On seeing the data presented in Table No. 1.7, it becomes clear that there was a significant difference in the scores of subjects related to environmental knowledge of the student sample of Arts and Science section. Which was significant at the 0.05 level of significance ($t=2.34$) Science students were found to have higher environmental status than the arts students.

Table 1.8: Mean scores and t values of environmental awareness of rural student boys and girls.

Gender	N	Mean	S.D	t value	Significance level
Boy	50	23.50	8.60	2.02	.05
Girl	50	27.50	8.75		

On seeing the data presented in Table No. 1.8, it becomes clear that significant difference was found in the environmental knowledge scores of rural student boys and girls. which was significant at the 0.05 significance level ($t=2.07$). Rural girls were found to be higher in environmental knowledge than boys.

Table 1.9: Mean scores and t values of environmental awareness of urban student boys and girls

Gender	N	Mean	S.D	t value	Significance level
Boy	50	21.50	9.45	1.30	Not Significance
Girl	50	24.00	9.75		

On seeing the data presented in Table No. 1.9, it becomes clear that there was no significant difference in the environmental awareness scores of urban student boys and girls ($t = 1.30$). Urban student boys and girls were almost identical in environmental awareness scores.

Table 1.10: Mean scores and t values of environmental awareness of total student boys and girls

Gender	N	Mean	S.D	t value	Significance level
Boy	100	22.50	9.40	2.88	0.01
Girl	100	26.50	10.30		

On looking at the data presented in Table No. 1.10, it becomes clear that there was a significant difference in the environmental awareness scores among total boys and girls ($t=2.88$). This difference was significant at the 0.01 significance level. Total girls were better than total boys in the environmental knowledge scores.

Table 1.11: Mean Scores and t Values of Environmental Awareness of Rural Student Boys and Urban Student Boys

Gender	N	Mean	S.D	t value	Significance level
Boy	50	23.50	7.90	2.13	0.05
Girl	50	20.00	8.45		

Comparative observation of the data presented in Table No. 1.11, it becomes clear that there was a significant difference in the scores of environmental awareness among rural boys and urban children, this difference was significant at 0.05 level of significance ($t = 2.13$). Rural boys were found to be higher in environmental awareness scores than urban boys.

Table 1.12: Mean scores and t values of environmental awareness of rural student girls and urban girls.

Gender	N	Mean	S.D	t value	Significance level
Boy	50	26.50	9.98	1.38	Not Significance
Girl	50	24.00	8.05		

On examining the data presented in Table No. 1.12, it becomes clear that no significant difference was found in the environmental awareness scores of rural boys and girls ($t = 1.38$). Rural boys and girls were found to be almost equal in environmental awareness.

Table 1.13: Mean Scores and t Values of Environmental Awareness of Total Rural and Urban Students

Gender	N	Mean	S.D	t value	Significance level
Boy	100	25.00	8.92	2.48	0.05
Girl	100	22.00	8.10		

On seeing the data presented in Table No. 1.13, it becomes clear that there was a significant difference in the mean scores related to environmental awareness among total rural and urban students ($t=2.48$) urban students were found to be higher in environmental awareness as compared to rural students. .

Table 1.14: Mean Scores and t Values of Environmental Awareness of Students of Science Section and Arts Section

Gender	N	Mean	S.D	t value	Significance level
Boy	100	27.50	9.12	4.88	0.01
Girl	100	21.50	8.25		

On seeing the data presented in Table No. 1.14, it becomes clear that a significant difference was found in the subject-class scores of environmental awareness among students of Arts and Science categories. This difference was significant at .01 significance level. ($t=4.88$) Students in Science category were higher than those in Arts category.

Interpretation of research results

On the basis of the presented small research problems, hypotheses, the research results have been explained as follows:

Hypothesis 1- There is no significant difference in the environmental knowledge of student boys and girls - in the presented null hypothesis, on the basis of the results presented in Table 1.1, it is known that girls were better than boys in environmental knowledge. There was no significant difference in environmental knowledge of urban student boys and girls in Table 1.2 from rural students. From the results available in Table No. 1.3, it is known that the total girls were the best in environmental knowledge as compared to the total boys. This difference of superiority was found to be significant at .01 significance level. Based on the results available in the presented null hypothesis, it can be said that girls are more close to water, forest, land i.e. environment than boys in their daily life. Hence, the null hypothesis was found to be partially rejected.

Hypothesis 2 - There is no significant difference in environmental knowledge of rural and urban students. The null hypothesis 1.2 was tested on the basis of the data presented in Table 1.4, 1.5, 1.6. From the data available in Table 1.4, it can be seen that rural and urban student boys were found to be almost equal in environmental knowledge. That is, the environmental knowledge of rural boys and urban boys was very good as compared to all the girls. This difference of superiority was found to be significant at 0.01 significance level. Based on the results available in Table 1.6, it can be seen that the rural students were closer to the environment than the urban students. Hence the null hypothesis was partially rejected.

Hypothesis 3 - There is no significant difference in the environmental knowledge of the students of science and arts class. From the results available in Table 1.7, it is known that the students of science class were found to be higher in environmental knowledge as compared to the students of arts. This difference of significance was found to be significant at the 0.05 level of significance. The reason for this may be that the syllabus of science class is more environment based than the curriculum of arts class as science class is better in environmental knowledge, hence null hypothesis was rejected.

Hypothesis 4 - There is no significant difference in environmental awareness of student boys and girls. In the presented null hypothesis, based on the results available in Table 1.8, it is known that rural student girls were better than boys in environmental awareness. There was no difference between urban student girls and boys in Table No. 1.9. From the results available in Table No. 1.10, it is known that girls were very good in environmental awareness as compared to total student boys. This difference of superiority was found to be significant at 0.01 significance level. On the basis of the results available in the present zero, it can be said that girls are more involved in their daily life than boys in water, forest, land i.e. environment. Hence the null hypothesis is partially rejected.

Hypothesis 5 - There is no significant difference in environmental awareness of rural and urban students. The null hypothesis 5 was tested on the basis of the data presented in Table 1.11, 1.12, 1.13. It can be seen from the data available in Table 1.11 that there was a significant difference in environmental awareness of rural and urban student boys and urban children. The results available in Table 1.12 indicate that there was no significant difference between rural girls and urban girls. Of course, both were found to be almost identical. Based on the results available in Table 1.13, it is known that the total rural students were much better than the urban students. The reason why rural

students were superior over urban students could be that rural students were more close to the environment than urban students. Hence null hypothesis 5 was found partially rejected.

Hypothesis 6 - There is no significant difference between the environmental awareness of the students of science and arts class. From the results available in Table 1.14, it is known that the students of science class were found to be higher in environmental awareness than the students of arts class. This difference of significance was found to be significant at 01 significance level. The reason for this may be that the science class curriculum is more environment based than the arts class syllabus, as the science class teenagers are superior in environmental awareness. Hence the null hypothesis was rejected.

Conclusion

In the present research, a comparative study of student population of Prayagraj district was done in terms of various factors (gender, educational level, domicile, school level). The conclusions were obtained after testing the hypotheses mentioned in the present short research.

1. Significant difference was found in the environmental knowledge of student boys and girls, so the null hypothesis is partially rejected, which concludes that girls were better in environmental knowledge than boys.
2. Significant difference was found in environmental knowledge of rural and urban students. Hence the null hypothesis is partially rejected. From which it can be concluded that rural students were much better in environmental knowledge than urban students.
3. There was a significant difference in environmental knowledge between the students of science and arts class. Hence the null hypothesis was rejected. From which it is concluded that the teenagers of science class were better in environmental knowledge and awareness than the teenagers of arts class.
4. Significant difference was found in the environmental awareness of student boys and girls, so the null hypothesis is partially rejected, which concludes that girls were better in environmental awareness than boys.
5. Significant difference was found in environmental awareness of rural and urban students. Hence the null hypothesis is partially rejected. From which it is concluded that rural students were superior in environmental awareness as compared to urban students.
6. Significant difference was found in environmental awareness among students of science and arts class. Hence the null hypothesis was rejected. From which it can be concluded that the students of science class were better in environmental awareness among the students of arts class.

Educational Implications

The important educational implications of the present research paper are as follows:-

1. Environmental education as a subject can be included in the curriculum of small classes. Local environmental information can be added to the curriculum. So that students can become familiar with their environment.
2. Demonstration exercises may also be made compulsory in disaster management subject courses. In which students can be attracted towards GIS and GPS.
3. In the study area and other areas, where natural man-made disasters occur repeatedly, demonstration exercises can be done to deal with these disasters and such training camps can be organized by zero and community people can be trained in disasters can be trained in handling measures.
4. Teachers can also be trained in disaster management and mitigation activities, and with their help, school students and community can be trained in the management and mitigation activities of environmental and man-made disasters.

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Emotional Intelligence and Academic Achievement of B. Ed Teacher Trainees: A Study of Darbhanga District

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Abstract

The Present Study Examines The Level Of Emotional Intelligence (EI) Of B.Ed Teacher Trainees Of Darbhanga District Of Bihar In Relation To Gender, Intelligence And Their Academic Achievement (AA). A Sample Consists Of 100 Teacher Trainees Of Regular B.Ed Course Selected By Purposive Sampling Method. The Study Sample Responded To Two Valid And Reliable Inventory Instruments: Mangal's Emotional Intelligence Inventory (MEII) And Non-Verbal Group Intelligence Test (NVGIT). Data Analysis Involved The Use Of Pearson's Product Moment Coefficient Of Correlation To Measure The Relationship Between The Emotional Intelligence And Academic Achievement Along With T-Test And Partial Correlation. The Results Revealed That The Emotional Intelligence (EI) Of Most Of The B.Ed Teacher Trainees Is Average. There Is A High Positive Correlation Between Emotional Intelligence And Academic Achievement Of B.Ed Teacher Trainees. There Is A Significant Mean Difference Between The Academic Achievement Of Male And Female B.Ed Teacher Trainees Having Low Level Of Emotional Intelligence. After Partial Out The Impact Of IQ, There Is A Significant Relationship Between EI And AA Of B.Ed Teacher Trainees. This Correlation Is Positive.

Key Word: *Emotional Intelligence (EI), Academic Achievement (AA), B.Ed Teacher Trainees, Mangal's Emotional Intelligence Inventory (MEII), Non-Verbal Group Intelligence Test (NVGIT).*

Introduction

The World Is Becoming More And More Competitive. Quality Of Performance Has Become The Key Factor For Personal Progress. Parents Desire That Their Children Climb The Ladder Of Performance To As High A Level As Possible. This Desire For A High Level Of Achievement Put A Lot Of Pressure On Students. In Fact, It Appears As If The Whole System Of Education Revolves Round The Academic Performance Of Students. Thus, A Lot Of Time And Effort Of The Teachers Are Used In Helping Students To Achieve Better In Their Scholastic Endeavours. According To Conger & Peterson (1984), "A Number Of Personal Attributes Of The Individual's Home, School, Environment And Society As A Whole Influence His Academic Performance Or The Learning Of The Students. The Most Important Among Them Are Intelligence, Socio-Economic Status, Gender, Adjustment, Social Acceptance, Study Habits Etc". Apart From This There Are Several Other Factors Like Emotional Intelligence, Achievement Motivation, Creativity And Personality Etc., Which Also Influences Their Academic Achievement. The Concept Of Emotions Began About 2000 Years Ago When Plato Wrote, "All Learning Has An Emotional Base". Since Then, Scientists, Academicians And Philosophers Have Worked To Prove Or Disapprove The Importance Of Emotions. Though The Term "Emotional Intelligence" Was Formally Coined By Salovey & Mayer (1989-90), According To Him EI As "The Subset (Form) Of Social Intelligence That Involves The Ability To Monitor One's Own And Other's Feelings And Emotions; To Discriminate Among The Positive And Negative Effects Of Emotions; And To Use This Information To Guide One's Thinking And Emotions". EI Is The Ability To Perceive Emotions, To Access And Generate Emotions, So As To Assist Thoughts, To Understand Emotions Along With Emotional Knowledge, And To Reflectively Regulate Emotions And Also To Promote Emotional And Intellectual Growth. EI Is The Psychological Capacity Of The Individual's, Varying From One Individual To Another In Accordance With Their Personal Profiles. Daniel Goleman (1998) Defined EI As "The Capacity For Recognizing Our Own Feelings And Those Of Others, For Motivating Ourselves, And For Managing Emotions Well In Ourselves And In Our Relationships. It Describes Abilities That Are Distinct But Complementary To, Academic Intelligence, The Purely Cognitive Capacities Measured By IQ". The Most Recent Definition That Attempts To Cover The Whole Construct Of EI Describes It As The Ability, Capacity, Skill, Or Potential To Feel, Use, Communicate, Recognize, Remember, Describe, Identify, Learn From, Manage, Understand And Explain Emotions (Hein, 2007). It Means Using One's Intellectual, Spiritual, Physiological And Other Related Capacities In Right Combination With One's Emotional Intelligence. EI Is The Empowerment Of Every Individual To Be As Best As He Or She Can Be. Broadly, EI Can Be Defined As, Intelligence Based On Emotions. The People Having This Capacity Are Found To Be Sportive, Balanced, Healthy, Amiable And Better Employable. It Is A Composition Of Non-Cognitive Skills Required To Deal With Emotions Such As Anger, Anxiety, Guilt, Conscience, Over-Enthusiasm And Misplaced Trust. Dealing With One's Own Emotions And That Of Others Is Important As They Largely

Determine Our Behaviour And Many Of Our Actions. Every Such Action Has Its Root In Emotion. It Is An Intuitive Wisdom That Can Drive Productive Gains And Innovations, In The Right Direction.

Reviews Of Related Literature

Goleman (1995) Made A Provocative Claim That If IQ Contributed Up To 20% To Life's Success, The Remaining Was Fulfilled Through One's Emotional Intelligence And As A Result Predicted "EI Would Contribute To The Success At Home, At School And At Work". However, Historically Speaking, The First Use Of The Term "Emotional Intelligence" Is Usually Attributed To Wayne Payne's Doctoral Thesis, *A Study Of Emotion: Developing Emotional Intelligence* From 1985 (Payne, W. L. 1983/1986). However, Prior To This, The Term "Emotional Intelligence" Had Appeared In *Leuner* (1966). Greenspan (1989) Also Put Forward An EI Model, Followed By Salovey And Mayer (1990), And Goleman (1995). As A Result Of The Growing Acknowledgement Of Professionals For The Importance And Relevance Of Emotions To Work Outcomes (Feldman-Barrett, L. & Salovey, P. (Eds. 2002), The Research On The Topic Continued To Gain Momentum, But Wasn't Until The Publication Of Daniel Goleman's Best Seller *Emotional Intelligence: Why It Can Matter More Than IQ* That The Term Became Widely Popularized (Goleman, D. 1995). Nancy Gibbs' 1995 Time Magazine Article Highlighted Goleman's Book And Was The First In A String Of Mainstream Media Interest In EI (Gibbs, Nancy 1995, October 2). Thereafter, Articles On EI Began To Appear With Increasing Frequency Across Wide Range Of Academic And Popular Outlets.

Objectives of The Study

To Estimate The Emotional Intelligence Of B.Ed Teacher Trainees.
To Analyze The Academic Achievement Of B.Ed Teacher Trainees.
To Correlate Emotional Intelligence And Academic Achievement Of The B.Ed Teacher Trainees.
To Determine The Significance Of Difference In The Academic Achievement Of B.Ed Teacher Trainees Having High And Low Levels Of Emotional Intelligence.
To Find Out The Significance Of Difference Between The Academic Achievement Of Male And Female B.Ed Teacher Trainees Having High Emotional Intelligence.
To Examine The Significance Of Difference Between The Academic Achievement Of Male And Female B.Ed Teacher Trainees Having Low Emotional Intelligence.
To Calculate The Significance Of Difference Between The Means Of Academic Achievement Of Male And Female B.Ed Teacher Trainees Having Average Emotional Intelligence.
To Find Out The Relationship Between Emotional Intelligence And Academic Achievement Of B.Ed Teacher Trainees Partialing Out Impact Of Intelligence (IQ).

Hypotheses Of The Study

1. The Emotional Intelligence Of B.Ed Teacher Trainees Would Be High.
2. The Academic Achievement Of B.Ed Teacher Trainees Would Be High.
3. There Is No Positive Relationship Between Emotional Intelligence And Academic Achievement Of B.Ed Teacher Trainees.
4. The Difference Between The Means Of Academic Achievement Of High And Low Emotionally Intelligent B.Ed Teacher Trainees Would Be Significant.
5. The Difference In The Means Of Academic Achievement Of Male And Female With High Emotional Intelligence Would Be Insignificant.
6. There Is No Significant Difference Between The Means Of Academic Achievement Of Male And Female Having Low Emotional Intelligence.
7. The Means Difference Of Academic Achievement Of Male And Female With Average Emotional Intelligence Would Be Insignificant.
8. There Exists Positive Correlation Between The Emotional Intelligence And Academic Achievement Of B.Ed Teacher Trainees, If The Impact Of IQ Is Partial Out.

Methodology

The Investigator Has Adopted The Descriptive Survey Method Of Research To Find Out The Level Of Emotional Intelligence And Academic Achievement Of B.Ed Teacher Trainees.

Sample

The Sample Comprised Of 100 B.Ed Teacher Trainees Selected Through Purposive Sampling Method From Darbhanga District Of Bihar; Out Of Which There Were 50 Male And 50 Female.

Tools

1. Mangal Emotional Intelligence Inventory (MEII), Dr. S.K. Mangal & Mrs. Shubhra Mangal.
2. Non-Verbal Group Intelligence Test (NVGIT), Imtisingba Ao.
3. Academic Achievement (AA), Self Constructed Academic Achievement Test.

Statistical Techniques Used

1. Mean
2. Standard Deviation
3. Pearson's Product Moment Coefficient Of Correlation
4. T-Test And
5. Partial Correlation

Analysis And Interpretation Of Data

Table -1: Emotional Intelligence (EI) Of B.Ed Teacher Trainees

Categories	N	EI (M)
Male	50	59.24
Female	50	53.33
Total	100	56.54

Table-1 Shows That The Mean Value Of EI Of Male And Female Is 59.24 And 53.33 Respectively. It Is Also Found That The Mean Value Of EI Of Total 100 B.Ed Teacher Trainees Is 56.54, Which Lies In Between The Average EI. Hence The First Hypothesis Is Rejected.

Table -2: Academic Achievement (AA) Of B.Ed Teacher Trainees

Categories	N	EI (M)
Male	50	69.32
Female	50	57.74
Total	100	66.37

Table-2 Makes It Clear That The Mean Value Of The AA Of Male And Female Is 69.32 And 57.74 Respectively. It Is Also Found That The Mean Value Of AA Of Total 100 Students Is 66.37, Which Lies In Between The High AA. Thus The Formulated Hypothesis Is Accepted.

Table-3: Correlation Between EI And AA Of B.Ed Teacher Trainees

N	EI (M)	AA (M)	Df (N-2)	Df Values At Level		Calculate R
				0.05	0.01	
100	59.57	64.23	98	0.159	0.208	0.639

Table -3, It Reveals That The Value Of R=0.639 Is Significant At 0.05 And 0.01 Level. Hence, The Null Hypothesis Is Rejected. Hence, It Is Concluded That There Is High Significant Relationship Between EI And AA Of B.Ed Teacher Trainees.

Table-4: Significance Of Difference Between The Mean Scores Of AA Of B.Ed Teacher Trainees Having High And Low Level Of EI.

Groups	N	Mean	Sds	Df	T-Value	Remarks
High EI	33	67.21	6.28	54	8.24	Significant At 0.05 & 0.01 Level
Low EI	23	43.35	5.37			

It Is Revealed Form The Table-4, That There Is A Significant Difference In AA Of B.Ed Teacher Trainees Having High EI And Low EI Of As That T-Value Is 8.24 Which Is Found Significant At 0.01 & 0.05 Level. So The Hypothesis Is Accepted. The Mean Score Of AA Of High EI B.Ed Teacher Trainees Is 67.21 Which Are More Than The Mean Score Of AA Of Low EI Students I.E., 43.35. So, It Proves That Academically Having The High EI B.Ed Teacher Trainees Perform Better Than The Students With Low EI.

Table-5: Significance Of Difference Between The Mean Score Of AA Of Male And Female B.Ed Teacher Trainees Having High Level Of EI.

Groups	N	Mean	Sds	Df	T-Value	Remarks
High EI Male	36	69	5.7	57	0.296	Insignificant At Both Level
High EI Female	33	66	5.4			

Table -5, Depicts That The Mean Score Of AA Of High EI Male Is 69 And It Is 66 In Case Of AA Of High EI Female. The Obtained T-Value 0.296 Is Statistically Insignificant. Hence The Formulated Hypothesis Is Accepted. Thus It Can Be Inferred That There Is No Significant Difference Between The High EI Male And High EI Female On The Measures Of Their Academic Achievement.

Table-6: Significance Of Difference Between The Mean Scores Of AA Of Male And Female B.Ed Teacher Trainees Having Low Level Of EI.

Groups	N	Mean	Sds	Df	T-Value	Remarks
Low EI Male	24	64.07	5.144	44	4.67	Significant At 0.01 & 0.05 Level
Low EI Female	22	53.26	5.142			

It Can Be Seen That The Calculated “T”-Value 4.67 Is More Than The Table Value 2.6 At 0.01 Level 2.3 At 0.05 Level. Hence, There Exist A Significant Mean Difference Between The AA Of Male And Female Having Low EI. Hence, The Null Hypothesis Is Rejected. Thereby Showing That Male With Low EI Perform Better In Academics As Compared To Female Having Low EI.

Table-7: Significance Of Difference Between The Mean Scores Of AA Of Male And Female B.Ed Teacher Trainees Having Average EI.

Groups	N	Mean	Sds	Df	T-Value	Remarks
Average EI Male	19	63.54	4.89	33	3.14	Significant At 0.01 & 0.05 Level
Average EI Female	16	53.74	6.24			

It Is Confirmed Form The Table-7, That The T-Value 3.14 Statistically Significant At Both The Level. Hence, It Is Concluded That There Exist A Significant Difference Between AA Of Average EI Male And Female. Thus The Null Hypothesis Is Rejected.

Table-8: After Partial Out The Impact Of IQ, Coefficient Of Correlation Between EI & AA Of B.Ed Teacher Trainees.

Coefficient Of Correlation Between EI & AA (R12)	Coefficient Of Correlation Between EI & IQ (R13)	Coefficient Of Correlation Between AA & IQ (R23)	After Partial Out The Impact Of IQ Coefficient Of Correlation Between EI And AA	Correlation Status
0.563	0.754	0.677	0.425	Significant

From The Table-8, It Is Found That, After Partial Out The Impact Of IQ, The Value Of R=0.425 Is Significant. So, It May Be Concluded That There Exist A Significant Relationship Between EI & AA, After Partial Out The Impact Of IQ. This Correlation Is Positive. Hence, The Formulated Hypothesis Is Accepted.

Major Findings

The Present Study Reveals That The Emotional Intelligence (EI) Of B.Ed Teacher Trainees Is Average. Academic Achievement (AA) Of B.Ed Teacher Trainees Is High.

There Exists High Significant Relationship Between EI And AA Of B.Ed Teacher Trainees.

There Is A Significant Mean Difference Between The AA Of High And Low Emotionally Intelligent B.Ed Teacher Trainees. So It May Be Concluded That Students Having High EI Perform Well Than Those Who Are Having Low EI.

The Male And Female B.Ed Teacher Trainees Having High Level Of EI Have The Same Level Of AA.

There Is A Significant Mean Difference Between The AA Of Male And Female B.Ed Teacher Trainees Having Low Level Of EI.

There Is A Significant Mean Difference Between The AA Of Male And Female B.Ed Teacher Trainees Having Average EI.

After Partial Out The Impact Of IQ, There Is A Significant Relationship Between EI And AA Of B.Ed Teacher Trainees. This Correlation Is Positive.

Educational Implications

Due To Unawareness Parents Do Not Give Proper Care To Their Child. So Special Counselling And Guidance Programmes Should Be Conducted For Enhancing The Emotional Intelligence. Positive Moods Are Believed To Facilitate The Generation Of Creative Idea, Where As Negative Moods Focus Attention And Facilitate Analytic Processing. Generating An Emotion To Solve A Problem Energises An Individual To Learn. Academic Achievement Is A Matter Of Great Concern In Our Present System Of Education. Consequently Pressure On School Going Students For Achieving High Achievement Has Been Increasing. Parents Began To Be Still More Conscious About Higher Academic Score In Examination As They Find That Their Wards Are Left Without An Inspired Job, Even After Spending 20 Or More Years In Showing And Consuming The Economic Sources. Higher Grade In The Class Has Become An Indicator Of Better Learning And Knowledge As Better Grades Will Facilitate Promotion To The Higher Class And Also In Getting Placements. Therefore, Parents Tend To Fix Some Standards Of Academic Achievement For Their Children Consciously And Unconsciously Without Due Consideration Of Their Capabilities And Essential Physical Facilities. There Are Various Factors Which Influence The Academic Achievement, But Emotional Intelligence Affects The Most. The Present Study Reveals That Emotional Intelligence Plays A Key Role In Determining Academic Achievement. Emotional Intelligence Is Not Innate, But Rather Learned Capabilities That Must Be Worked On And Developed Further To Achieve Outstanding Performance. The Findings May Help The Teachers In Adopting Better Instructional Strategies And Provide Extra Educational Treatment Like Guidance And Counselling For The Betterment Of Their Pupils. Similarly, At The Higher Stage, A Student Needs More Care, Attention, Support And Motivation From

The Family For Moulding His Or Her Behaviour And Ultimately Improving His Or Her Academic Achievement. Proper Emotional Guidance Helps Students In Academic Achievement.

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Agricultural Land Use Capability of Salinity Region in Purna Watershed

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Abstract

The land use capability index is also known as land use efficiency index. It is also important to identify the impact on cultivated land and production of the region. The Indian economy is mainly based on the agriculture because it not only provides the raw materials to industry but also provides the employment in rural region. Present paper reveals the land use capability index and change of salinity region in Purna watershed of Maharashtra state.

Key Word *Purna watershed, salinity, land use capability, change*

Introduction

Land use efficiency is defined as the extent to which the net area sown has been cropped or re-sown. The total cropped area or gross area sown as percentage to net area sown gives a measure of land use efficiency, which really means the intensity of cropping (Singh Jasbir, 1975). There are salinity zone is found in some both part of Purna river. The smaller upper part of Malkapur, Nandura, Jalgaon Jamod, Shegaon, Sangrampur tahsil in Buldhana district, near about more than 50% part of Telhara and Akot tahsil, some lower and upper both part of Balapur, Murtijapur and Akola tahsil in Akola district, upper part of Daryapur, Achalpur, Anjangaon Surji tahsil, right course of Bhatkuli, Amravati and Chandur Bazar tahsil in Amravati district is included in salinity zone of Purna watershed. This paper presented the tahsil wise analysis of land use capability index in salinity region of Purna watershed.

Objectives

The main objectives of the present research paper as follows,

To analysis the agricultural land use capability index of salinity region in Purna watershed.

To discuss the change in agricultural land use capability in the salinity zone of Purna watershed.

Data Source and Research Methodology

The analysis of the present research paper is mainly based on the secondary source of data and some part of data was compiled from by field survey. Secondary data compiled from Village wise Directory of Talathi Office, Agriculture Offices of respective tahsils. Land use capability index is calculated with the help of following formula,

$$LC = (GCA \div NSA) \times 100$$

Where,

LC - Index of Agricultural Land Use Capability

GCA - Gross Crop Area

NSA - Net Sown Area

The results are arranged and presented in the table also shown on the map of the study region. Change is presented in bar graph. The discussion is based on the year 1990-91 and 2010-11.

Study Area

Purna is the main river in the study region and it first flows from north to south and then from Murtijapur tahsil it flows east to west and meets Tapi River at Chnagdev in Jalgaon District. The geographical expansion of the complete Purna Watershed in West Vidarbha region is 20° 10' N to 21° 30' N latitude and 76° E to 77° 56' E longitude. The geographical expansion of Salinity zone in Purna watershed is 20° 47' N to 21° 07' N latitude and 76° 14' E to 77° 41' E longitude. The total population in the study region is 5464059 and density is 314 persons in per sq.km according to the census 2011.

Agricultural Land Use Capability Index in Salinity Region

The index of land use capability is divided into three categories, above 120 is considered as high capability, 110 to 120 as moderate and below 110 as low index of capability.

D) Agricultural Land Use Capability Index in Salinity Region 1990-91

In 1990-91 overall index of agricultural land use efficiency was calculated 109.87 and it was low. Tahsil wise capability also found quite different and explained as follows,

Area of High Capability (Above 120)

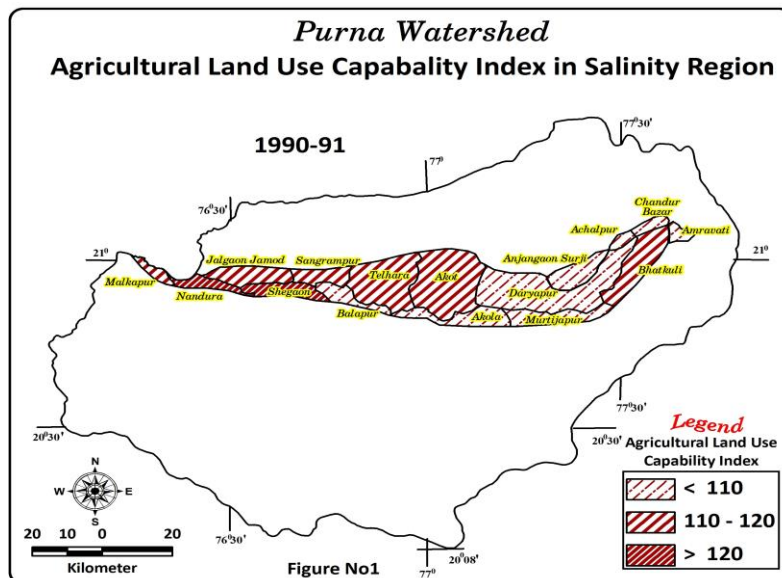
In 1990-91 Shegaon (129.64) and Nandura (126.92) tahsil was comparatively high in the salinity region than other tahsils. The efficiency index was more than 120. In total region the index of these tahsil were calculated more than 130 and in saline region this index found low because of the salinity.

Area of Moderate Capability (110-120)

The moderate land use capability (110-120) was found in Akot (118.76), Telhara (118.25), Malkapur (117.79), Sangrampur (116.87), Jalgaon Jamod (114.58) and Bhatkuli (112.23) tahsil respectively. Jalgaon Jamod and Sangrampur tahsil in maximum category of total region and saline region their capability was an average (Table No 1). An average difference found in between gross crop area and net sown area of these tahsils in salinity region

Area of Low Capability (Below 110)

Low index was occurred in Balapur (109.4), Anajngaon (108.82), Amravati (108.39), Murtijapur (108.23), Chandur Bazar (106.29), Achalpur (104.32), Akola (102.41) and Daryapur (101.26) tahsil. Daryapur tahsil covered its maximum area in salinity region also highest area in the complete salinity region. The cultivated area was also greater but compare to their cultivation of each crops and net sown area the ratio was very poor. Tahsil wise distribution of land use capability in 1990-91 is shown figure no 1.



D) Agricultural Land Use Capability Index in Salinity Region 2010-11

In 2010-11 land use efficiency index of the salinity region was calculated 110.14 and it was increased than 1990-91 but still it was low. Tahsil wise capability was also near about same as previous decade.

Area of High Capability (Above 120)

In this period Shegaon (131.28), Nandura (128.19) and Telhara (120.23) tahsil was found maximum index of agricultural land use efficiency. Telhara tahsil was moderate in 1990-91 and in 2010-11 it was found quite higher than previous decade.

The difference between gross crop area and net sown area was reduced in this period therefore the capability of land use found quite greater in 2010-11 compared to the 1990-91.

Area of Moderate Capability (110-120)

The moderate index of land use efficiency i.e. 110 to 120 was calculated in Akot (119.13), Malkapur (118.72), Sangrampur (118.12), Jalgaon Jamod (115.67), Bhatkuli (114.64) and Balapur (112.41) tahsil

respectively (Map No 6.3). Balapur tahsil was low index in previous decade and it found moderate in 2010-11 because reduced the difference between gross and net sown area.

Tahsil wise index in salinity region in the year 1990-91 and 2010-11 also change is presented in table no 1.

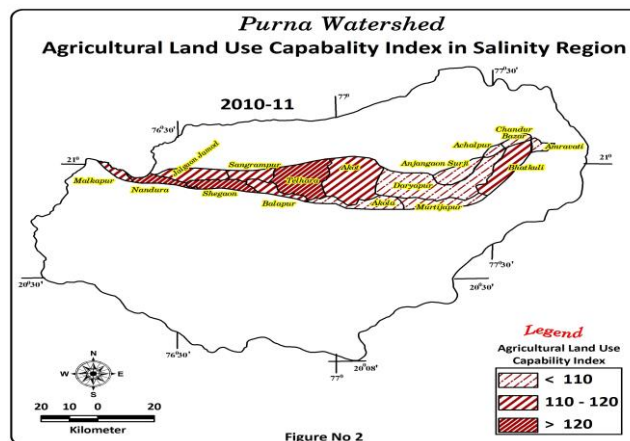
Table No 1 Purna Watershed: Agricultural Land Use Capability in Saline Region (1990-91 and 2010-11)

Tahsil	District	Agricultural Land Use Capability Index		Change
		1990-91	2010-11	
Telhara	Akola	118.25	120.23	1.98
Akot	Akola	118.76	119.13	0.37
Balapur	Akola	109.4	112.41	3.01
Akola	Akola	102.41	104.46	2.05
Murtijapur	Akola	108.23	109.22	0.99
Achalpur	Amravati	104.32	104.07	-0.25
Chandur Bazar	Amravati	106.29	106.05	-0.24
Bhatkuli	Amravati	112.23	114.64	2.41
Amravati	Amravati	108.39	109.21	0.82
Anjangaon	Amravati	108.82	109.76	0.94
Daryapur	Amravati	101.26	100.28	-0.98
Jalgaon Jamod	Buldhana	114.58	115.67	1.09
Sangrapur	Buldhana	116.87	118.12	1.25
Shegaon	Buldhana	129.64	131.28	1.64
Nandura	Buldhana	126.92	128.19	1.27
Malkapur	Buldhana	117.79	118.72	0.93
Total		109.87	110.14	0.27

Source:- Calculated by Author

Area of Low Capability (Below 110)

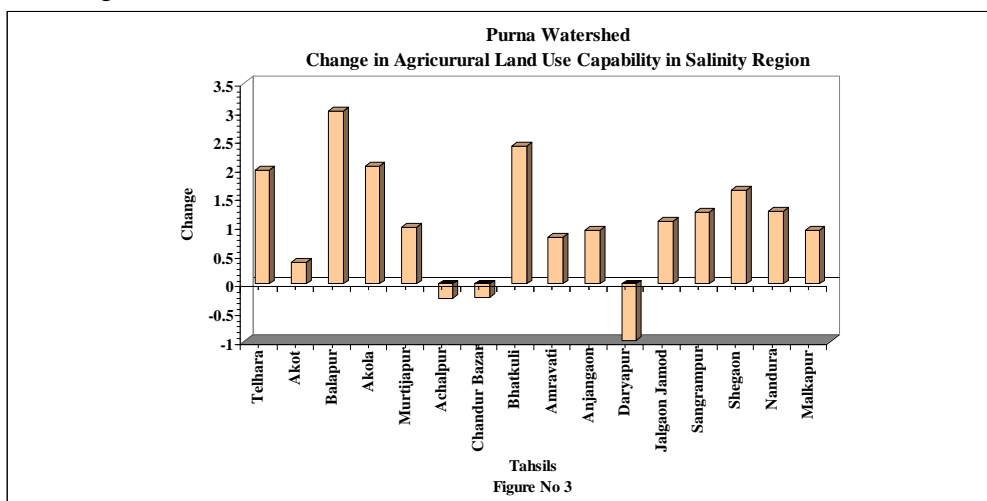
Low index was found in Anjangaon (109.76), Amravati (109.21), Murtijapur (109.22), Chandur Bazar (106.05), Akola (104.46), Achalpur (104.07) and Daryapur (100.28) tahsil. These tahsils were also low in 1990-91 and Daryapur tahsil was again recorded lowest index in salinity region. The ratio of the gross crop area and net sown area was also poor in this part of the salinity region. Figure no 2 shows the tahsil wise land use capability index in salinity region of the year 2010-11.



Change in Agricultural Land Use Efficiency Index 1990-91 to 2010-11

In overall region the capability index was increased by only 0.27 and maximum index was increased during this period in Balapur (3.01) Bhatkuli (2.41) and Akola (2.05) tahsil. The negative changes occurred in Chandur Bazar (-0.24), Achalpur (-0.25) and Daryapur (-0.98) tahsil. The difference between gross crop area and net sown area was reduced in 2010-11 compare to the 1990-91.

The lowest change was found in Akot (0.37) tahsil and in remaining part index was increased up to 1 (Table No 1 & Figure No 3).



Conclusions and Suggestions

The land use capability in salinity region was very low also it found low than total region. The cropping intensity was poor because the imbalance ratio of gross and net sown area. Salinity part is affected to the agricultural land use efficiency because of the higher Ph value in soil and water also. The ratio of gross crop area and net sown area is uneven in the region. It was very poor in Anjangaon, Amravati, Murtijapur, Chandur Bazar , Akola, Achalpur and Daryapur tahsil. In the study region land capability and pattern of agricultural land use development found uneven in saline region. Most of the part in saline region had found non developing pattern of land use due to the adverse effects of saline soil The awareness about modern pattern of agriculture is necessary in saline part of Purna watershed. It is necessary to keep the balance of ratio in gross crop and net sown areas to improve the land use efficiency in the study region. In order to meet the needs of the present and future population, it is necessary to change the approach of economy and efficiency according to the existing method of land use.

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Problems of Small Scale Industries in India **Dr. B.M.Hiremath¹ Dr. C.V.Koppad²**

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Abstract:

The development of any economy as well as nation is largely dependent on the role of small scale industry in that country. Industries are the backbone of any economy hence the economic development of are directly connected with the growth of industries. Growth and development of industries in general and small scale industries in particular leads to proper utilization of physical as well as human resources leading to the creation of employment, production of goods and services. In India small scale industries are in large number but they are not functioning as expected due to many problems. If these problems are resolved, small scale industries will gain a prominent place in the economic development of the country. This paper attempts to analyze the problems and suggests suitable measures for their effective functioning.

Keywords: *small scale industries, economic development, problems and suggestions.*

Introduction:

The development of any economy as well as nation is largely dependent on the role of small scale industry in that country. Industries are the backbone of any economy hence the economic development of are directly connected with the growth of industries. Growth and development of industries in general and small scale industries in particular leads to proper utilization of physical as well as human resources leading to the creation of employment, production of goods and services. India is an Industrial focal point having large, medium and small scale industries. Proper functioning of small scale industries is essential in developing economics like India to achieve equitable distribution of income and wealth, economics self dependence and entrepreneurial development. To encourage the small scale sector we have to take it to do a right place as the development engine of Indian economy. It is very imperative field of to support the MSME, educate and make them stronger in the field of production which is very important for the development of Indian economy and are also helpful in the utilization of Natural resources and human resources, the small scale industries need to. Improvement is necessary to keep in the MSME world taking place globally and help to acquire skills which necessary to keep pace with the global development. Upgrade

Literature Review:

Dr. Padmasani, S. Karthika (2013), made exhaustive in Tripura and Coimbatore districts. The study "Problems and Prospects of Micro, Small and Medium Scale Enterprise in Textile Exports. This paper has analyzed the problems of MSMEs in the global era of economy and also has identified the factors affecting MSMEs. The author has also made on the socio-economic conditions of MSMEs. The survey highlighted the problems can be overcome if MSMEs get involved in consistency of the business process, and can also adopt latest technology to improve the productivity. He opined that banks can support the industry by providing the credit facilities at low interest rate and Government and Institutions relating to Small and Medium Scale industries should initiate effective measures to improve the export performance of MSMEs in order to develop economy. The study limited to the districts of Tirupur and Coimbatore district. Soundarapandian M. (2002) in his book "Small scale industries" stated that today small scale industries is the back bone of Indian economy and of developing countries. Since, it has been using the local resources, which is easily available and make a proper utilization for the development of industries. Paves the way for the way for the enlargement and strengthening of SSI unit. They have become strong weapon in bringing into existence a melodiously balanced integrated socio-economic order in our economy. The Book also covers the different aspects of small scale industry that is most significant in respect of employment creation and value addition. Now a day's industry providing more employment opportunities as the growth demands proper utilization of the locally available natural resources. Dr. A.S. Shiralashetti (2014), in his paper analyzed the growth, performance and contribution of MSMEs to GDP and also narrated about the problems faced by MSMEs in Dharwad district of Karnataka State. Rajib Lahiri (2011) in his study attempted to critically analyze the definition aspect of MSMEs and the opportunities enjoyed and the constraints faced by them in the globalised world. As per this study there is a marginal increase in the employment generation but the growth rate in other norms is not so encouraging during the liberalization period. K. Suneetha and T. Sankaraiah, in her research article Problems of MSMEs and Entrepreneurs in Kadapa District, narrated the findings. The study conducted a survey on 156 enterprises to studied the problems they faced. It revealed that 103 enterprises were facing financial

problems and among them 62.8 per cent are from Micro industrial units. Moreover 23 percent were suffering from meager assistance from government agencies.

Research Methodology:

The present study is based on secondary data collected from various journals, websites and articles.

Concept of Small Scale Industry:

As per the Government of India, the definition is;

Micro Enterprises: Those industries in which the investment in plant and machinery is less than Rs. 1 Crore and whose turnover does not exceed Rs. 5 Crore.

Small scale industries are those whose investment in plant and machinery is more than Rs. 1 Crore but less than Rs. 10 Crore and whose turnover does not exceed Rs. 50 Crore.

Need of the Study: Small scale industries play a predominant role in the growth and development of Indian Economy. But this sector is suffering from many problems; due to this the sector is not performing as expected. Hence the study is undertaken to analyze the problems it is facing.

Objectives:

1. To understand the concept of small scale industry.
2. To understand the role of small scale industry.
3. To analyze the problems faced by the small scale industrial sector.

Role of Small Scale Industry:

1. They are the major sources of employment for the people living in rural areas and therefore, play a vital role in generating employment in an economy.
2. The share of small scale industries account is almost 40% of the total goods and services in India hence, is a very important contributor to the economy.
3. Small scale industries help in promoting the Make in India initiative which helps in increasing demand for local made products.
4. Majority of the export materials are provided to the Indian companies from the small scale industries. It is estimated that around 50% of all the material exported are produced from such industries.
5. Small scale industries play an active role in reducing the regional imbalance.

Problems of Small Scale Industry:

The landscape of Indian small scale industries is unique. This sector is growing in spite of challenges in its way of development. Following are the problems faced by this sector.

- 1) **Financial Inadequacy:** Finance is the lifeblood of every organization. Adequate finance is one of the most essential requirements in the success of the organization. The common problem the small scale industries are facing is the inadequacy of funds and availability of credit. Adequate funds makes a firm economically viable which in turn help the industries take the advantage of many situations.
- 2) **Problem of Raw Material:** Most of the small scale industries are dependent on locally available resources including raw material. Normally these units face numerous problems like poor quality, inadequacy, and irregular supply of raw materials. Shortage of raw material directly affects on the growth of these industries in the form of assured demand, and revenue earnings.
- 3) **Poor Technology:** Small scale industries in the country normally use the traditional technology which is labor intensive leading to high cost of production. Due to this, they do not have competitive edge over the large scale industries. To remain in the market these industries have to adopt the latest technology to increase productivity and reduce the cost of production.
- 4) **Problem of Skilled Manpower:** Labor is one of the most important factors of production; the quality of labor determines the success of the organization. Normally small scale units are located in rural, remote or hilly areas and are not able to employ skilled laborers who are highly paid. This has its impact on the quality of output and cost of production leading to marketing problems.
- 5) **Problem of Marketing:** Small scale industries in India are suffering from the problem of marketing. They are not in a position to get the market information about likes and dislikes of the consumer, prevailing fashion etc. Due to this they are not able to upgrade the products according to the need of the market and fail to face the competition in the market.
- 6) **Lack of Awareness:** The Government launches many schemes for the growth and development of small scale industries. But due to lack of proper awareness and lack of information they are not able to take the advantage of such schemes leading to remain with the problems.
- 7) **Competition from Large Scale Industries and Foreign Products:** One of the severe problems faced by the small scale industries is the competition from the large scale industries and foreign products in the market which are of better quality and cheaper than the products offered by small scale units

- 8) Inadequate Infrastructure:** Most of the small scale industrial units are in rural or remote areas and are having one or more problems like lack of uninterrupted power supply, poor roads, water and drainage problem etc. Thus, the absence of adequate infrastructure adversely affects the quality, quantity and production schedule of these industrial units which finally results in capacity under utilization.

Conclusion:

Small scale industries are essential in the development of economy of India to achieve equitable distribution of income and wealth thereby realizing the dream of Mahatma Gandhiji. To empower small scale industrial sector to take its right place in the way of development of the Indian economy. It is very much essential to support this sector, empower to make them utilize the available resources optimally to achieve the desired outcome of development of the country to keep a pace with the global development.

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An Over View Of Chit Fund Business in India

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Introduction:

Chit means a transaction whether called chit, chit fund, chitty, kuree or by any other name by or under which a person enters into an agreement with a specified number of persons that every one of them shall subscribe a certain sum of money (or a certain quantity of grain instead) by way of periodical installments over a definite period and that each such subscriber shall, in his turn, as determined by lot or by auction or by tender or in such other manner as may be specified in the chit agreement, be entitled to the prize amount. Chit funds are the Indian equivalent of the Rotating Savings and Credit Associations (ROSCA) that are famous throughout the world.' ROSCAs are a means to save and borrow at the same time. It is considered one of the instruments to cater to the needs of the poor and needy.

Concept of Chit funds :

The concept of chit funds has originated about more than 1000 years ago. Initially it was in the form of an informal association of traders and households within communities, wherein the members contributed some money in return for an accumulated sum at the end of the tenure. Participation in chit funds were mainly for the purpose of purchasing some property or, in other words, for consumption' purposes. However, in recent times, there has been tremendous alteration in the constitution and functioning of chit funds. In some parts of India, particularly in Southern India, the ingenious institution known as chit fund predates the spread of modern banking and the advent of British rule. This institution has gained strength even in the post Independence period, an era in which the authorities have spared no pains to extend and expand the area of coverage of banks co-operatives and finance corporations through various sorts of loans, subsidies and other inducements. Chit funds came into being in India when the banking and credit facilities were 12 inadequate and the people generally had to depend to a large extent on indigenous sources available to them to meet out their productive as well as non productive needs. Even after a tremendous expansion of banking and credit. facilities in the country, particularly in the last two decades, chit funds are continuing to be popular with almost every section of the community, because these institutions have met a sufficient part of the genuine credit needs of the people particularly in the southern part of the country. They have also served as a medium of savings for the masses. The rapid growth of Chit Funds in our country is in response to the crying financial needs of the economy. Despite the great expansion of banking and credit facilities in recent years, the chit funds are also playing very important role in the economy. With the socio-economic objectives of our country and the need for providing easy credit to small-scale business units and the neglected section of the community, the chit funds is being used as useful agencies through which the credit needs of these sectors could be channeled, because, it would be beyond the resources and scope of the commercial banks to meet the credit needs of all sections of the community. The chit funds are playing an important role in augmenting the financial resources in the country. They help not only to pool the savings of those who have the capacity to save, but also, encourage the poor to spare something out of their daily bread for a rainy day.⁴

Objectives of the Study:

Following are the objectives of the study..

1. To study the origin, development and growth of chit fund business in India and in Karnataka.
2. To study the mode of operation of chit funds

Chit Fund Business In India :

there are three Kinds of chit funds based on different types of platform chit funds are classified,

- 1) Chit Subsidies run by state Governments
- 2) Registered Chit finances
- 3) Un registered Chit funds

There are more than 15,000 Chit fund organization / groups in India and Crores together Un organized Chit fund in India in Kerala the State is Running its Own Chit funds Company Named Kerala State Financial Enterprise which has operations throughout the State. Out of the Fifteen thousand chit fund companies / groups, Only Less than One Percent run it as Professional Business Unit. Rest all work in unorganized setup. Chit fund money is used by the investor in India is Mainly used for Marriage, Education, Property Purchase, Purchase of Consumer Durable Goods etc....

Chit Funds run by state governments are they safest / secured mode of investment and the next safest is the chit funds run by registered ones. But the Un registered Chit funds are most of Cheat Funds there is no reliability in that Chit funds Unit.

Conclusion:

Chit fund is the best way to save or invest Money for Middle Class generation in Short term nature in Chits Run by State Government Authority & Registered Organization. It can be Designed According to Ones Need. In an un organized or un registered chit business it is very informal manner One has to be Careful About this type of un organized sector. After hearing many of chits scandals people are again and again doing the same mistake they are going to invest their collective savings in the third sector of business because of high desire and attractive offers.

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E-Rupi: Preface to Digital Currency **Dr. B.M.Hiremath¹Dr. C.V.Koppad²**

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Abstract:

Prime Minister Shri Narendra Modi announced the demonetization of notes of Rs. 500 and Rs. 1000 in the year 2016 and it was the first step towards digitalization of the benefits transfer to the beneficiaries and other transactions. Technological developments and peoples readiness to digital transactions has made the Government to think over the introduction of digital currency backed by the central bank. This paper attempts to analyze developments in the way of digital payments.

Introduction:

Prime Minister Shri Narendra Modi announced the demonetization of notes of Rs. 500 and Rs. 1000 in the year 2016 and it was the first step towards digitalization of the benefits transfer to the beneficiaries and other transactions. Prior to this 90% transactions were in cash and thereafter people adopted themselves to the digital mode of payments. This increased the ownership of smart phones and presence of user friendly payment modes like PAYTM and BHIM UPI. Over the years focused effort has been made to develop national payment infrastructure and technological platforms through Immediate Payment Service (IMPs), Unified Payments Interface (UPI), Bharat Interface for Money (BHIM), Bharat Bill Payments System (BBPS) or Aadhar enabled payment system(AePS). Further, in another historic move banking penetration was increased from less than 50% to more than 95% with 43 crore accounts through Pradhan Mantri Jan Dhan Yojana (PMJDY) which enabled the Direct Benefit Transfer (DBT) and ensured the poor and the underprivileged to get access to what is rightfully theirs with respect to Government subsidies and benefits without any pilferage..As a result there is a substantial increase in retail electronic payments which, in turn led to decline in currency in circulation. Now the e-RUPI initiative launched by Narendra Modi is one of the most game changing and revolutionary moves in recent times. e-RUPI is a cashless and contactless instrument for digital payments developed by National Payment Corporation of India (NPCI). This instrument connects the sponsors of the particular scheme or service with beneficiaries and service providers without any additional interface. It can also be used by the State and Central Governments for delivering services meant for providing drugs and nutritional support under Mother and Child Welfare Schemes, Tuberculosis (TB) Eradication programs as sponsored by Government other agencies. Even the corporate may issue these vouchers to transfer any benefit to its employees under the Corporate Social Responsibility (CSR). e-RUPI is a cashless and contactless method of digital payment. It is based on Quick Response (QR) code or SMS string-based e-voucher; and is delivered in the form of prepaid vouchers to mobile user beneficiaries.

Research Methodology:

The present study is based on secondary data collected from various journals, websites and articles.

Objectives of the Study:

To know the concept of e-RUPI.

To know the concept of CBDC.

To examine the future of digital currency.

Concept of E-Rupi:

For many reasons the initiative of Prime Minister Shri Narendra Modi who launched the e-RUPI is game changing and revolutionary. The e-RUPI program will ensure that benefits reach the intended beneficiaries in the targeted and leak-proof manner by limiting the point of contacts between the Government and beneficiaries. ERUPI is a non-cash and contactless tool for digital payments. It acts as a voucher, based on a QR code or SMS chain and is sent to the beneficiary's mobile phone. Mudra Bank e-RUPI digitally connects service initiators with beneficiaries and service providers, without any physical interface. It also ensures that payment is made to the service provider only after the transaction is completed. It is prepaid in nature, which guarantees timely payment to the service provider without the involvement of any intermediary. ERUPI's single payment mechanism will allow users to redeem coupons at service providers without a card, digital payment application, or access to online banking. The Erupi platform was developed by the National Payments Corporation of India (NPCI) on its UPI platform in cooperation with the Ministry of Financial Services, the Ministry of Health and Family Welfare and the National Health Service.

Functioning of e-RUPI:

e-RUPI is a cashless and contactless digital payment platform, which will be delivered in the form of an SMS or a QR code to the mobile phones of the beneficiaries.

This is like a prepaid gift-voucher that will be redeemable at specific centers and it does not require any debit or credit card, a mobile app or internet banking.

e-RUPI will connect the sponsors of the services with the beneficiaries and service providers digitally without any physical interface.

Issue of Vouchers:

This system is designed by National Payment Corporation of India (NPCI) on its Unified Payments Interface (UPI) and onboarded banks who will be the issuing agencies.

Any Government Agency or Corporate House who wish to issue prepaid vouchers will have to approach the partner banks, which are both private and public sector lenders, with the details of specific individuals and the purpose for which the payments are to be made.

By using the mobile number beneficiaries are identified and a voucher is issued by the bank to the service providers in the name of a particular person and the benefit will be delivered to that particular person only.

The Use Cases of e-RUPI:

As per the Government communication, e-RUPI ensures secured and leak-proof delivery of welfare services.

This can also be used for sharing services under different schemes for providing drugs and nutritional support under Mother and Child Welfare Schemes, Tuberculosis (TB) eradication programs, Drug and Diagnostics under various schemes like Ayushman Bharat Pradhan Mantri Jan Arogya Yojana, fertilizer subsidies to farmers etc.

Even the entities in the private sector can use this digital vouchers under their employee welfare and corporate social responsibility.

Concept Of Cbdc:

Central bank digital currency, also known as virtual currencies or digital currency, is the legal tender issued by a central bank in a digital form. "It is the same as a fiat currency (government printed currency whose value depends on the strength of the country's economy) and is exchangeable one-to-one with the fiat currency," said Sankar. "Only its form is different." In simple terms, it is equivalent to the current banknote but in electronic form and cannot be converted or drawn in paper form (cash) from a bank or an automated teller machine.

Future Of E-Currency:

As a result of Government's move in various ways there has been steady increase in the digital transactions. Increase in banking penetration from less than 50% in 2016 to more than 95% with 43 crore accounts in 2021 through Pradhan Mantri Jan Dhan Yojana (PMJDY) enabled the Direct Benefit Transfer (DBT) and ensured the poor and the underprivileged to get access to what is rightfully theirs with respect to Government subsidies and benefits without any pilferage. UPI has been gaining popularity due to its wide acceptance and ease of use. Launched in 2016 UPI has processed 100 crore transactions by October 2016. Other digital payment modes have also been increasing. Immediate Payments Service (IMPS) reached 34.97 transactions amounting to Rs. 3.09 lakh crore in July this year. Aadhar enabled system (AePS) transactions rose to 8.88 crore amounting to Rs. 23,447.11 crore. In July, Fastag has processed as many as 19.23 crore transactions worth Rs. 2976.39 crore. Another step ahead the Reserve Bank of India is planning to launch a central bank digital currency or virtual currency in a phased manner in the country. This means that our knowledge of money and current methods of money transactions could entirely change in the future. Many economies such as the United Kingdom, the United States, Russia, China and South Korea have explored this domain but no country has successfully implemented it yet. In India's case, the RBI has been exploring the pros and cons of Central Bank Digital Currencies. RBI will go forward after studying the impact of these models, the launch of general-purpose CBDCs shall be evaluated. The RBI is currently working towards a phased implementation strategy and examining use cases that could be implemented with little or no disruption.

Conclusion:

Revolutionary changes have been taking place since 2016 in the field of digitalization of transactions. Now a day's people have adopted themselves gradually to the electronic mode of payments rather than

depending on physical currencies. Increase in the volume and value of transactions is the indication of the future currency. If Central Bank Digital Currency is introduced in India, certainly it will be a game changer for the development and growth of the country.

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Dr. Babasaheb Ambedkar's Economic Ideas and Contributions

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Abstract :

Bharat Ratna Dr. Babasaheb Ambedkar was dynamic person in Indian history. He was contributed as an economist, educationalist, sociologist, journalist, parliamentarian, editor, Social revolutionist, height of the human rights, Sociologist etc. He was a first highly educated scholar within untouchable Community in India. Indian economy is mixed economy and have impact of changes in social, political and economical changes before and after independence. Dr. Ambedkar argued for fixed gold Standard for exchange rate as well as he represented problem of physical and economical exploitation of rural poor through his movements. It is very important that is Dr. Ambedkar has given new socio and political view to Indian economics. He is also a major contributor to the establishment of RBI and in planning economic development.

Key Words: *Indian economy, Gold Standard, Public Finance, Freedom in economic exploitation, Economic Development*

Introduction:

The country must have good proficiency in economic, social, political, religious, educational and other matters. This magnanimity really depends on the contribution of the people of the country. An individual's identity is limited to a specific area. But there are some famous people in the country whose identity is in different fields. In India, some of the daughters have set the social, economic, political, educational, religious and moral boundaries by working in many fields, not just one. In the present article, out of the various views of Dr. Babasaheb Ambedkar, only economic views have been laid out. Babasaheb graduated from Mumbai University in 1912 with a degree in Economics and Political Science. In 1915, he graduated from Columbia University in the United States with a degree in economics. For this he presented a dissertation on Ancient Indian Commerce. From here he obtained his second MA degree in National Dividend of India - A Historical and Analytical Study. He also received a doctorate from Columbia University for his dissertation 'The Evolution of Provincial Finance in British India'. He also earned an MA and a DSc from the London School of Economics. His dissertation, 'The Problem of the Rupee', earned him a reputation as an unparalleled economist. The book 'The Problem of the Rupee' is still relevant today. Dr. Babasaheb Ambedkar's name is at the forefront of India's famous son. They emerged on the social and political horizons of India in the 1920s. Dr. Ambedkar was multi-faceted, there was a common thread that was in the interest of the economy. 'Bahujan Hitaya, Bahujan Sukhaya' is his mantra which clearly shows his economic thoughts. Dr. Babasaheb Ambedkar's ideas were revolutionary and humanistic. Babasaheb has given his thoughts on many issues such as economic, social, political, educational, agricultural, Thoughts on religion, communism as well as in the case of individuals and other nations. Babasaheb was the greatest economist in India. Nobel laureate in economics Dr. Amartya Sen considers Dr. Babasaheb Ambedkar to be a master of economics. In a real sense, Ambedkar has made great and extensive contributions as an economist.

Objectives of the research article:

Babasaheb has contributed in many fields. Of those many areas, it is equally important to examine how much of what is actually contributed to the economic sector is being used today. That's why the presented topic has been chosen for research writing. The objectives of this research article are as follows.

1. To understand the economic thoughts of Dr. Babasaheb Ambedkar and bring them before the society.
2. Discussing Dr. Ambedkar's economic views.
3. Examining the usefulness of Dr. Babasaheb Ambedkar's economic ideas today.

Research article methodology:

The article presented is in the form of descriptive research. The information collected for this article is of a secondary nature. That is, this research article is based on secondary content. In order to compile the economic views of Dr. Babasaheb Ambedkar, information has been collected from various texts as well as existing written material. And this research article has been prepared by processing and reflecting on the compiled secondary material.

Thoughts of Dr. Babasaheb Ambedkar's for Indian Economy:

1. Published books on economics: Dr. Babasaheb Ambedkar's career can be roughly divided into two parts. There is a period of writing that he did as an economist until 1921, and in the subsequent period he emerged as a political leader. He has written extensively on economics and has authored three books,

Administration and Finance of the East India company, The evolution of provincial Finance in British India and The problem of the Indian rupee: its origin and its solution. The first two books are on public finance and the first book deals with the financial affairs of the East India Company from 1792 to 1858. The second book, which deals with the Union-State relations in British India, dates back to 1921. His third book is considered to be an excellent treatise on currency economics. It is clear from this that Babasaheb has done a great deal in the economic spheres in British India and in independent India. In this third book, he explains how the Indian currency, the medium of exchange, evolved.

2. Freedom of the rural poor from economic exploitation: After Ambedkar's arrival in India, he did not write a single book, but if you look at his work, his economist is always on the lookout. He had started a people's movement in 1926 to solve the problems of the rural poor. He also started a mass movement in agriculture, which liberated the rural poor from economic exploitation. He had brought a bill in the assembly to put pressure on the lenders. He had raised his voice against pure slavery under the name of Mahar Watan, which had liberated many poor people in rural a

3. Formulation of Economic Development Policy: Mahatma Gandhi had also accepted the existence of caste system according to the principle of division of labor. He asserted that the caste system was reducing the mobility of labor and capital and was adversely affecting the economy and development. In a note to the British government in 1947, entitled States and Minorities, it stated the appropriate policies for India's economic development. He said that it was the responsibility of the government to plan the economic life of the people with maximum productivity in mind and to ensure proper financial planning without any hindrance to private producers. Babasaheb had suggested to the government to focus on equal distribution of wealth.

4. Opposed Gold Standard System: According to Prof. Keynes, India, like other countries, would find the gold exchange scale system useful and effective. Because of its flexibility, paper currency can be converted to gold whenever it wants. But Ambedkar was opposed to this idea of Keynes. According to him, this system will not control the actual currency creation in India. This will increase inflation in the markets. As a result, purchasing power will decline and the rupee will become volatile as a means of exchange. That is, they considered the impact of inflation on society. This shows that Ambedkar's economic thinking was based on a sociological point of view.

5. Foundations of the Reserve Bank: When the country was not independent, Babasaheb Ambedkar had envisioned the Reserve Bank of India in his dissertation. The Reserve Bank was established on April 1, 1935 during the British rule. The concept of the Central Bank of India, established in 1935, was based on the report of the Hilton Commission based on Babasaheb's book. The use of all the three economic texts written by Babasaheb as well as his concept and method of working became the basis for the establishment of the Reserve Bank. From this we can see that Babasaheb's book was being used to lay the foundation of the Reserve Bank. Even when the economies of other countries are declining, not only the Reserve Bank of India Doula but also the Indian economy is standing on the guidelines and procedures suggested by Babasaheb. Even today, when the economies of other countries are declining, not only the Reserve Bank of India but also the Indian economy is standing firm on the guidelines and procedures suggested by Babasaheb. In short, the RBI has been running smoothly on the whole of Dr. Babasaheb's thinking and his outline and concept.

6. Depreciation of the Rupee: Babasaheb wrote in his book *The Problem of the Rupee* that the value of the rupee cannot be stabilized in any other way unless we stabilize the general purchasing power of the rupee. Babasahebani went on to say that in the exchange method, the symptoms of currency pain can be known but not cured. At his urging, the British government set up a Royal Commission to deal with the currency crisis. The British government is artificially increasing the value of the rupee to increase its own exports and increase profits. As a result, Babasahebani directly demanded a devaluation of the rupee and suggested devaluing our rupee. In this way he got his hands on the currency question. The courage in Babasaheb to oppose for economic stability stands before us. He has not only commented on currency management but also on many issues ranging from tax structure to agriculture to domestic-foreign disputes.

7. International Merchant Topic Analysis: According to some Indian economists, the country will become poorer by producing indigenous goods. However, according to Ambedkar, goods are imported because the price of foreign goods is low and similar goods are not available in the country. Domestic goods are more expensive than other countries. If such imports are stopped, consumers in the country will have to buy more expensive domestic goods. It will hurt the customer. This will benefit the capitalists instead of the consumers. In this way, Babasaheb had explained why import-export was happening but at the same time he was opposed to import substitution. It shows their feelings towards the customer.

Conclusion: Dr. Babasaheb Ambedkar was intelligent economist of their time. He had contributed not only Thoughts but also fought for upliftment of exploited. In short, from all the above analysis, Dr. Babasaheb Ambedkar has not only made efforts in the economic field, but has actually brought about changes, Undoubtedly, much of the credit for what we see in India today goes to Dr. Ambedkar's great work.

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Higher Education amid Covid-19 Lockdown: Digital Technology to the Rescue through Online Classes

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Abstract:

E-learning has changed the face of traditional classrooms in such a way that education has become more accessible than ever before. E-learning which is also called as Online learning are conducted using digital technology. The digital technology has turned Online classes into a rich learning environment with much more flexibility than a traditional classroom. The study aims to analyse whether the digital technology has rescued the teachers and students through Online classes in this present scenario of COVID-19. The study is quantitative in nature and the data was collected through the structured questionnaire in Google form from 191 respondents. The structural equation model was used to analyse the set of data collected from the college educators. The result of the study indicated that the Online classes assisted the college educators and students to continue their education without any disruption and rescued them with the assistance of digital technologies.

Keywords: *E-learning, Digital technology, Traditional classroom, Online education, Covid-19.*

Introduction

The corona virus pandemic has disrupted several sectors globally, and education is no exception. "The education sector has taken a hit with closure of schools, universities, coaching institutes and other educational institutes across the country – affecting students and aspirants preparing for their future. In this situation, online education has become the talk of the town and gaining a lot of attraction during the lockdown¹". Education experts believe that learning should not stop, hence the education has moved from offline to the virtual world. Kula I., Plebanska M(2011), believes that "E-learning is used here only as a tool to support the teaching process with the electronic form of communication, classes are held in the traditional way, with the physical presence of teachers and students²".

Statement of the Problem

The Covid-19 pandemic brought a drastic change all of a sudden wherein the students and the educators have to shift to a complete new teaching learning environment. The sudden shift of all lectures, laboratories and examinations to a virtual module resulted in a potentially unsatisfying experience both for the teacher and the learner. Hence, the study aims to analyse whether the digital technology has rescued the teachers and students by the sudden shift of all lectures, laboratories and examinations to a virtual module.

Objective of the study

- To analyse whether the use of technology take the students into the real world and brings the real world into the classroom.
- To study whether the technology will be important for the future of our students and engage them in the process of lifelong learning.
- To find out whether online learning is benefited to all the students during this period of lockdown especially who are residing in rural areas.

Hypotheses

H1: The online teaching of the educators has positive satisfaction on the attitude of the students.

H2: The online teaching of the educators has positive satisfaction on the online learning of the students.

H3: The accessibility of the students residing in the remote areas has positive satisfaction on the online teaching of the educators.

H4: The attitude of the students has positive satisfaction on the online learning.

H5: The accessibility of the students residing in the remote areas has positive attitude on the online classes.

H6: The accessibility of the students residing in the remote areas has positive satisfaction on the online learning.

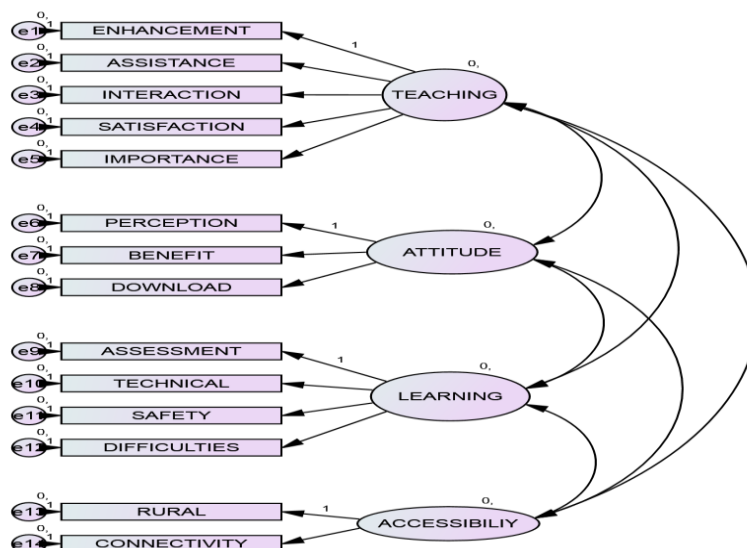


Fig 1 Proposed Model

Review of Literature

McBrien et al., 2009 “Online education is electronically assisted learning, which relies on the Internet for teacher/student interaction and class content delivery. Rapid technical advances have made distance education simple¹”.

Hilal Wani(2013) “... e-learning bridges the gap between a teacher and a student in two different geographical locations. Advancement in internet and multimedia technology is the basic enable for e-learning. The researcher has identified and analyzed emerging trends and models in e-learning for teacher education and professional development from the developing research base, both international trends and current developments³”

Cojocariu et al., 2013 “Most of the words (online learning, open learning, web-based learning, computer-mediated learning, mixed learning, *m*-learning, for example) have in common the ability to use a networked computer which offers the possibility of learning from anywhere, at any time, at any rhythm, by any means⁴”

Rajagopalan & Revathi(2015) “... its clear that the use of a Virtual classroom by us would greatly contribute to the enhancement of learning on the part of our pupils. It provides for easy communication between the students and their teacher as well as among the student themselves⁵.”

Nagamani(2017) “...Technological sophistication is a significant and promising force for increasing efficiency in education more so in English language teaching and learning. Language learning and teaching should not be restricted to the four walls of the classroom. With this as a basic premise a Padlet is created to teach English language to students of our college⁶.”

Research Methodology

The primary data was collected from 191 respondents who were the college educators. The secondary data was collected from books, magazines and websites etc. Convenient sampling method was used to collect the data from the respondents. The analysis used for the proposed hypotheses was the Structural Equation Model (SEM).

Analysis and Results

In order to test the hypotheses proposed, the Structural Equation Model has been used. This model is a technique used in statistics to analyse the structural relationship between the variables and it is the combination of regression analysis, factor analysis and simultaneous equation model. Table 1 indicates the Goodness of model fit indices which reveals that CMIN/DF is 1.410 whereas all the other variables in the model fit are within the particular range. Further the RMSEA is 0.046 and PCLOSE is 0.592; CFI is 0.956 and TLI is 0.943; IFI is 0.957, NFI is 0.866 and RFI is 0.828. Goodness of fit indices support the model fit and also indicates the acceptability of the structural model.

Table 1 Criterion for Model Fit

Criterion for Goodness of Fit Model	Result
CMIN/df	1.410/71
p Value	0.013

Criterion for Goodness of Fit Model	Result
Root-mean squared error of approximation (RMSEA)	.046
PCLOSE	.592
Tucker Lewis Index (TLI)	.943
Incremental Fit Index (IFI)	.957
Comparative Fit Index (CFI)	.956
NFI	.866
RFI	.828

Hence, the model fitted the data successfully. All the co-variances among the variables and regression weights were statistically significant ($p < 0.001$).

Table 2 illustrates the relationship between exogenous and endogenous variables such as Teaching, Attitude, Learning and Accessibility. The results shows that the teaching has a positive relationship with attitude for online classes (SE = 0.651, C.R = 3.683, $p < 0.05$). Hence, H1 was supported. The results shows that the teaching has a positive relationship with learning for online classes (SE = 0.800, C.R = 4.441, $p < 0.05$). Hence, H2 was supported. The results shows that the accessibility has a positive relationship with teaching for online classes (SE = 0.061, C.R = 3.684, $p < 0.05$). Hence, H3 was supported. The results shows that the attitude has a positive relationship with learning for online classes (SE = 0.639, C.R = 4.301, $p < 0.05$). Hence, H4 was supported. The results shows that the accessibility has a positive relationship with attitude for online classes (SE = 0.057, C.R = 3.433, $p < 0.05$). Hence, H5 was supported. The results shows that the accessibility has a positive relationship with learning for online classes (SE = 0.061, C.R = 4.278, $p < 0.05$). Hence, H6 was supported.

Table 2 Structural Analysis

Hypothesis	Relationship		Standardized Estimate (SE)	C.R	P Value
H1	TEACHING	<--> ATTITUDE	.651	3.683	***
H2	TEACHING	<--> LEARNING	.800	4.441	***
H3	ACCESSIBILY	<--> TEACHING	.061	3.684	***
H4	ATTITUDE	<--> LEARNING	.639	4.301	***
H5	ACCESSIBILY	<--> ATTITUDE	.057	3.433	***
H6	ACCESSIBILY	<--> LEARNING	.061	4.278	***

*** $p < .001$

Discussion:

Based on this study, it is inferred that the educators and students believe that the digital technology has rescued them during this lockdown of Covid-19. Educators felt that these technological tools have helped them in their education sector and students have the potentiality to manage and control the digital footprints. Apart from Google classroom, zoom, edmodo there are other apps like Google meet, Cisco webex, Moodle, Skype, Gotomeeting, Microsoft team etc. which help to adopt Online teaching and learning process effectively. Educators feel that online learning has been benefited to the students during this lockdown of Covid-19. To make this online education as a part of curriculum, educators expect that Government and IT Sectors should take necessary steps to ensure that online teaching and learning reaches to all the students of the education sectors. Development of secured App and also data pack at affordable cost for the students and good network connectivity at remote places will help to retain this online education in a positive and effective way.

Suggestions:

- Government should ensure affordability of internet and other IT facility for the sake of students.
- Data package should be provided to students at cheapest prices to facilitate rural and poor students.
- A safe and secured app should be provided to students so that they learn and utilise technologies effectively and in a positive way.
- Government should take necessary steps to increase the internet speed in rural areas.
- Include online teaching and learning compulsory in future curriculum.
- Students can gain more knowledge other than the curriculum, if they put in their prompt effort.

Conclusion:

With the advent of Covid19, e-learning seems to be one of the safest and easiest ways to impart education for acquiring new skills, explore new career options, or for that matter new hobby development.

E-learning is now applicable not only to learn academics but also to conduct extra-curricular activities for students, informative online sessions, online conferences, and webinars. The demand for e-learning has risen significantly and will continue doing so as society starts adapting to 'social distancing' post this pandemic. Hence, the digital technology has assisted in creating strategies for more efficient delivery of the lessons to the students and also assisted the educators in measuring its effectiveness.

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Education For Sustainable Development: Rethinking Education For An Equitable Society

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Abstract

In the recent decades the accelerated process of globalization coupled with increasing unsustainable consumption and production patterns has given rise to the kind of economic growth, which is causing widespread ecosystem degradation and widening equity gaps. This situation have been making worst by climate change and threatens to block or reverse the progress made toward meeting the MDGs and posing a serious challenges to achieve sustainable development. Over the long term it is likely to create social-havoc through socio-economic -environmental problems. Therefore, the greatest challenge facing humanity is to sustain the process of development while shifting gears so as to avoid greater damage to our environment and very survival of mankind. Education is a critical component to combat these issues and for this education for sustainable development plays an important role to prepare the future citizen ,as to develop adaptive capacity among the stakeholders. The objective of this article is to highlight the current trends in the education system for making society sustainable and the related potential of the same to change consumption pattern and life style of the stakeholder through implementation of new educational trend that is education for sustainable development for a sustainable society. This paper attempts to raise few questions about the recent unsustainable consumption pattern of behavior and its implication to the health of Mother Earth. Document analysis followed by the reports and proceedings of various committees and commission will be made to build up this paper. The findings will highlight the major thrust areas and strategies for a equitable and Sustainable Society. The article concludes with a discussion of how the successful implementation of the new model shall maximize and leverage the knowledge base and strength already exists in the workplace through proper collaboration at global level to make the society a equitable global village. Following this discussion the stake holders will empower themselves to contribute to SD thereby help to make education more relevant and responsive to contemporary and emerging challenges making the society clean, green and safe and equitable place to live in.

Key Words- Education, Sustainable Development, Equitable Society, Sustainability

Our Vision is for a more just and equitable society.

Introduction

The present development trajectory and principles which emphasizes excessive production, inequitable accumulation and consumption pattern in a finite world are in direct contravention of sustainability. The current economic development trend around the world are not sustainable and to move the society towards sustainability, public awareness education, the UN Rio Summit on Environment and Development in 1992 led to agenda 21 (United Nations Conference and Development ,1992) which recognized education as a key tool for sustainable development “education is critical for achieving environmental and ethical awareness ,those values and attitudes, skills and behavior consistent with SD and for effective public participation in decision making” (chapter 36, page-2). It needs teaching, learning and assessment processes that emphasize values, ethical motivation and the ability to work with others to build a sustainable and equitable future. Education for Sustainable Development (ESD) is a catalyst for social change and International community emphasizes that Sustainable development (SD) principles must lie at the core of the education system, such that school, colleges and Universities become showcases of SD among the community they serve and they will produce Responsible Global Citizenship as a workforce for equitable and sustainable society.

Conceptual Framework

Sustainable Development-

Sustainable development is the development which meets the needs of the present without compromising the ability of future generations to meet their own needs (WCED-Harris,2003).

Sustainability-

It is the development that meets the present needs without compromising the capacities of future generations, ensuring the balance between economic growth, environmental care and social welfare.

Equitable Society-

It is the society in which all people have the same status in certain respects, including civil rights, freedom of speech, property rights and equal access to certain social goods and services. It also includes health equality, economic equality and other social securities, equal opportunities and obligations and so involves the whole of society.

Education for Sustainable Development(ESD)-

A learning process (or approach to teaching) based on the ideas and principles that underlie sustainability and is concerned with all levels and types of learning to provide quality education and foster sustainable human development- learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society (UNESCO). ESD is about achieving and maintaining ecological balance through an understanding of how the environmental, economic, social, cultural and political factors interact.

Rationale of the Study-

To transform the society as equitable and sustainable, for many years, the International Community has been looking for answers on how to create economic growth in a socially just and environmentally safe way. But all previous approaches fell short; they were not comprehensive enough and neglected certain connections. In this context on 18th Sept. 2015, the UN's General assembly finally adopted the 2030 agenda, an Agreement for all its member states which includes 17 global Sustainable Development Goals and 169 sub-goals. It has been effective since 1st January, 2016 and serves as a plan for all people in all countries, aiming to create SD including all of its social, ecological and economic aspects. The agenda named five dimensions that need to be equally addressed; The People, the Planet, Prosperity, peace and Global Partnership (the five 'P'). The ultimate vision of Agenda 2030 is a healthy mankind, living in a peaceful, fair society and a sound environment –everyone in the world, and, the most important dimension is the people who can play a prominent role in the process of SD. Hence with a universal approach all countries have to bear responsibility for its success together. All the 17 goals can be reached in global partnership. Hence, If we want today's and tomorrow's generation to have the same chances for a fulfilled life, we have to act sustainably on all levels, as , sustainable living addresses the question of how every one of us can contribute to a life style that protects our environment and resources and at the same time make our society equitable. For this ESD –Education for Sustainable Development is the panacea to change the mind sets, values, beliefs of every single individual and to enable them to act in a rightful manner to make the society sustainable and equitable. ESD allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future by incorporating key SD issues into teaching and learning.

Relationship between Sustainable Development and Equity-

In sustainable development the “triple-bottom line” –economic, society and environment or in terms of productivity equity and sustainability (Panna-2009) are interrelated.

But this characterization is misleading in many ways. Environmental concerns overlap with equity and justice on both normative and instrumental grounds. Sustainability itself has a shade of justice, while environmentalism has had an even closer nexus with equity and justice than sustainability-ism (Agyeman-2002).

Equity and sustainability are closely related in a number of ways-

1. If SD is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Then in effect it is a plea for inter-generational equity.
2. Environmentalism also includes fair treatment or respecting the rights of non-human living organisms.
3. This environmental (un)fairness also often overlaps with pre-existing socio-economic inequities.
4. Environmentalism also highlights the need for equitable access to natural resources and environmental sinks.
5. Environmental degradation aggravates poverty, and there by accentuates inequity in society.
6. In many cases equity may enhance sustainable resource use.

Education For Sustainable Development (Esd)-

The UN world Summit in Johannesburg in 2002 emphasized good quality education as an essential tool for achieving a more sustainable world, where the reorientation of current education systems was outlined as key to SD. To promote ESD the United Nation Decade of Education for Sustainable Development,2005-2014 (DESD) was adopted by the UN General Assembly with the UNESCO as the lead agency for promotion throughout the decade. The decade pursues a global vision of a world where everyone has the opportunity to benefit from quality education required for a sustainable future and positive societal transformation.(www.unesco.org/education/desd). ESD promotes the development of the knowledge, understanding, values and actions required to create a sustainable world, which ensures environmental protection, promotes social equity and encourages economic sustainability. The aim of ESD is to enable people to make decisions and carry out actions to improve our quality of life without compromising the planet. There are number of key themes in ESD while the dominant focus is on environmental concerns .It also addresses themes such as poverty alleviation, citizenship, peace, ethics, responsibility in local and global context, democracy and governance, justice, human rights, gender equality, corporate responsibility, natural resource management and bio-diversity.It is generally accepted that certain characteristics are important for the successful implementation of ESD,reflecting the equal importance of both the learning process and the outcomes of the education process(adapted from ‘ UN Decade of Sustainable Development’ UNESCO Nairobi Cluster,2006) ESD should be embedded in the curriculum in an interdisciplinary and holistic manner. UNESCO framed its efforts to promote ESD within an International Implementation Scheme (IIS) (UNESCO,2005a), including the Millennium Development Goals (MDGs) Education for All (EFA), and the United Nations Literacy Decade (UNLD). The IIS was based on the four major thrusts of ESD, and seven strategies

Four Major Thrusts of ESD-

1. Improving access and retention in quality basic education
2. Reorienting existing educational program to address sustainability
3. Increasing public understanding and awareness of sustainability
4. Providing training to advance sustainability across all sectors.

Strategies for ESD-

1. Vision –building and advocacy
2. Consultation and ownership
3. Partnership and networks
4. Capacity building and Training
5. Research and innovation
6. Use of Information and Communication Technology(ICT)
7. Monitoring and Evaluation

(Source-UNESCO)

Policy Pillars of ESD-

1. Institutional Capacity
2. Integration of SD into the Formal,Non-Formal and Informal Education
3. Equitable and Inclusive Access to ESD in all Communities
4. Public Awareness and Understanding of Sustainable development

Conclusion-

Inclusion and equity are indispensable requirements for sustainable development. Just as development cannot be only about economic growth, nor can sustainability about protecting the environment. Development must be people centered and promote rights, opportunities, choices and dignity, green growth must also be inclusive growth, generating social progress and contributing to eradicate poverty and achieving greater equality, as well as sustaining our natural environment. Our common future could be grounded in equitable and sustainable human development, with the explicit goal of expanding people’s freedoms and choices without compromising those of generations to come.

To conclude, sustainable development that serves the requirements of the current society without affecting he future generation’s ability to succeed. It is important because it emphasizes towards a greater drive to equity and equality and it shows the importance of economic, social and environmental factors for the development of the society. Through ESD the people at the local as well as global level will have the

moral responsibility to protect the earth and ensure that our children and grandchildren have a healthy and sustainable environment to live. So for those continuous efforts should be made by government, participatory efforts should be made by all the citizens to achieve Sustainable Development.

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Synthesis of biologically active 1,3,5-triazine from cyanuric chloride

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Abstract:

2,4,6-Trisubstituted-1,3,5-triazines are prepared from cyanuric chloride of wide range of symmetric and non-symmetric di- and tri-substituted 1,3,5-triazine containing alkyl,aromatic,hindred,chiral and achiral hdroxyalkyl,ester and amidazole groups via nucleophilic substitution of C-Cl bond by C-O,C-N,C-S bonds.

Keywords: Cyanuric chloride,s-triazine,1,3,5-triazine,melamine derivatives.

Introduction:

1,3,5-triazine As a reagent in [organic synthesis](#), s-triazine is used as the equivalent of [hydrogen cyanide](#) (HCN). Being a solid (vs a gas for HCN), triazine is sometimes easier to handle in the laboratory. It is widely used in different fields including antitumor agent, anticancer, antimicrobial, herbicides, polymer stabilizer, thus Triazine derivatives are interesting compounds with biologically important properties and have found a number of applications in medicinal chemistry, as herbicides for catalysis or in polymer chemistry. Among the several other 1,3,5-triazine substituted polyamines tested, the substrate 1 presents a good in vitro activity against the protozoan parasite *Trypanosoma brucei*, the causative organism of human African Trypanosomiasis³

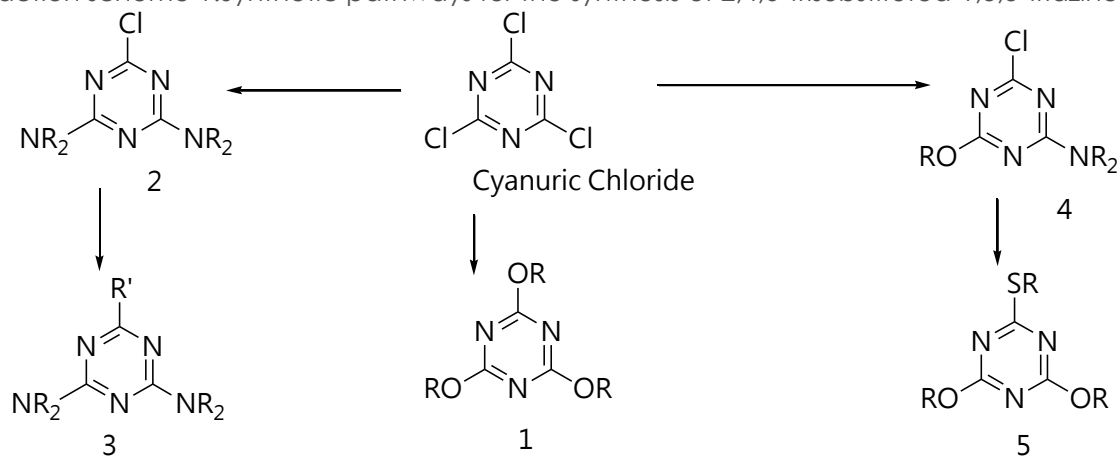
The diverse biological activities observed for different molecules containing the 1,3,5-triazine unit have further explored in order to discover other new potential molecules through the synthesis of libraries by combinatorial approach ².The 1,3,5-triazine unit has also used as a key functional group in host-guest chemistry,mainly based on the possibility to generate organized aggregate via formation of strong simultaneous hydrogen bonds ^{1.1}.

1,3,5-triazoles are used as chiral stationar phase for the determination of enantiomeric excess by NMR spectroscopy and determination of absolute configuration by circular dichorism,also for preparation of luminescent,optical switches, metal complexes,liquid crystals,calixarenes,dendrimers,plymer and optical brighteners for household washing powder.

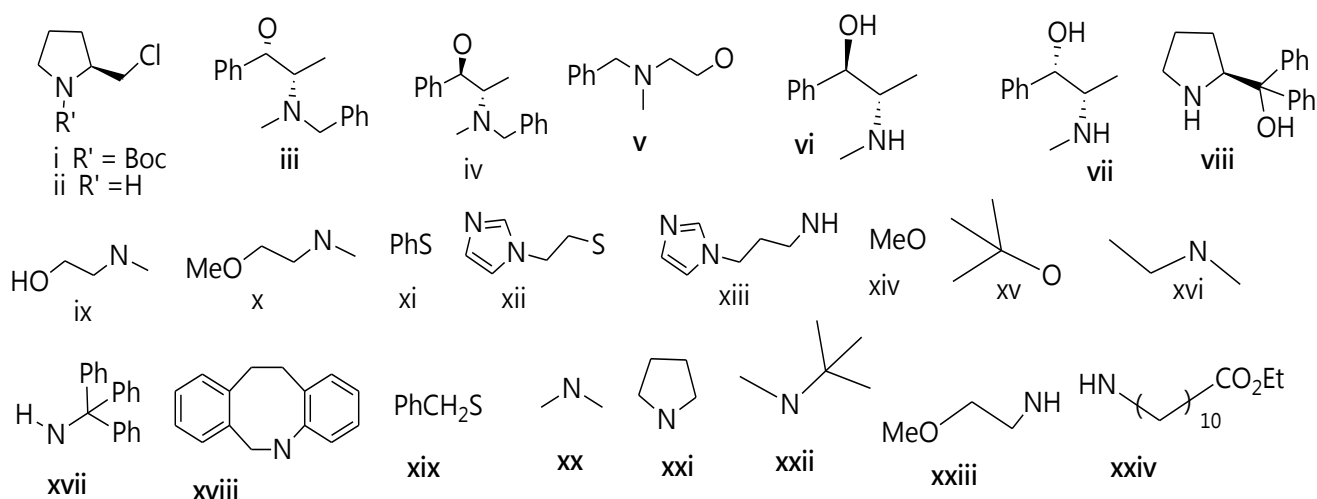
The most practical method for synthesis of substituted 1,3,5-triazines is based onfunctionalization of the less expensive reagent cyanuric chloride by successive substitution.cyanuric acid has also been used as a versatile reagent for the conversion of alcohols to formats,alkyl chloride,carboxylic acid, into 2oxazolines,acid chlorides,esters,hydroxamic acid,amides and alcohols, as an alternative method to Swern oxidation,N-dimethylation of tertiary amines in the Beckman rearrangement of oximes.

The derivative 2-chloro-4,6-dimethoxy-1,3,5-triazine has also been applied for ester synthesis and as an eneatiomericdifferenting coupling reagent. Cyanuric chloride also used in agriculture,textile,dye chemistry.

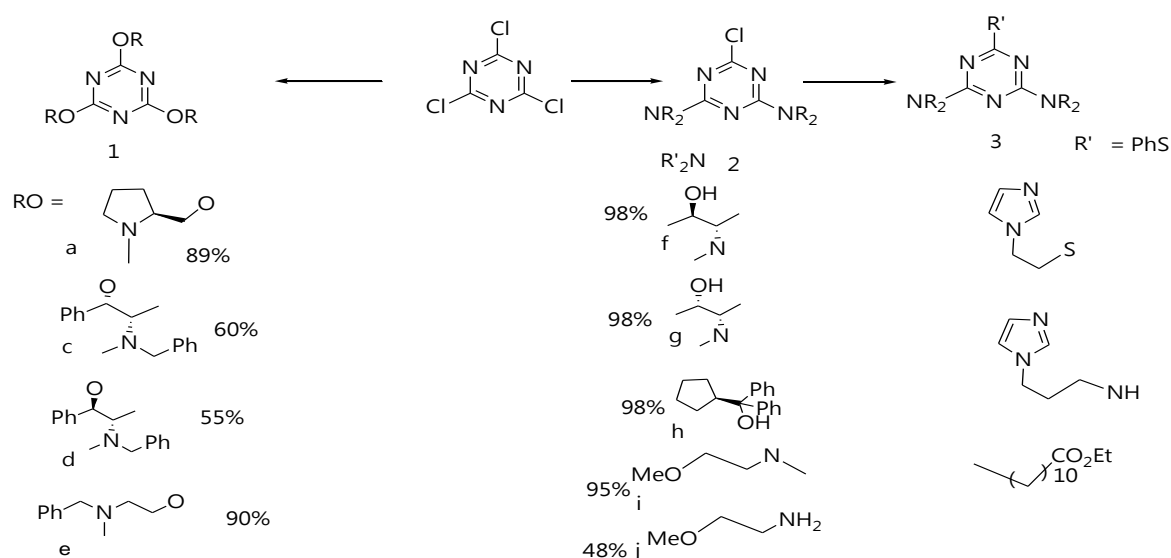
Reaction scheme 1:Synthetic pathways for the synthesis of 2,4,6-trisubstituted-1,3,5-triazines.



Used nucleophiles: I to xxiv: RO,R₂N,RNH,RS



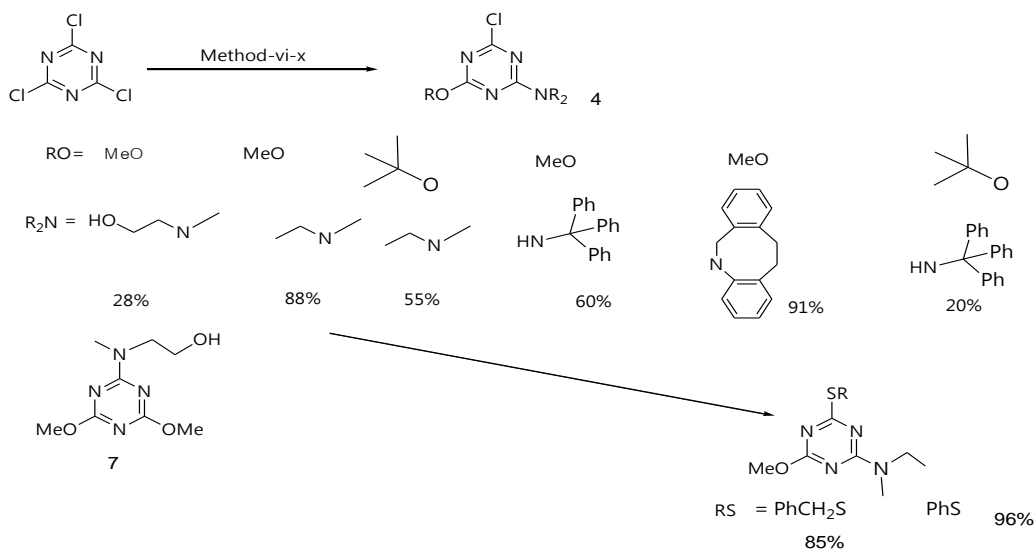
Scheme 2: Synthesis of 2,4,6-trisubstituted-1,3,5-triazines 1,2&3 from cyanuric chloride



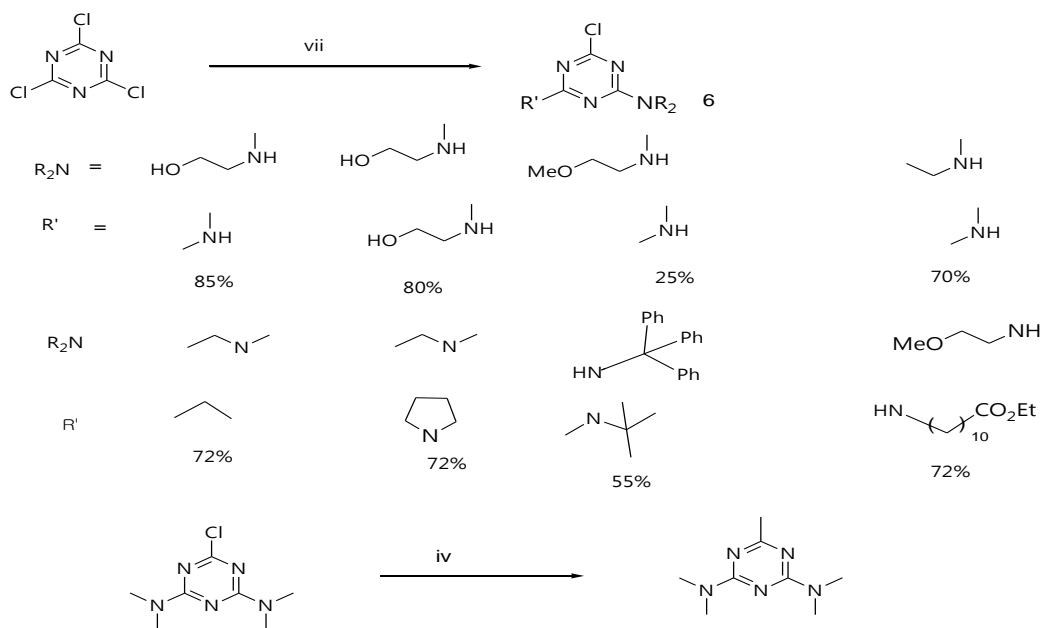
Method i) Cyanuric chloride, CH₃OLi, DCM, rt, ii) HClO₄ 0°C, iii) Cyanuric chloride, diisopropylethylamine (2.2 eq.), DCM, 0°C iv) 2-chloro-1,3,5-triazine, thiols (2 eq.) NaOH (2.2 eq.), DMF, reflux v) g-amine (5 eq.), DMF.

Scheme 3: Synthesis of alkoxy-1,3,5-triazine from cyanuric chloride

Method iv) 2-Chloro-1,3,5-triazine, thiols (2 eq.), NaOH (2 eq.), DMF reflux; vi) CH₃ONa (2 eq.), cyanuric chloride, DCM at rt, then diisopropylethylamine (1.2 eq.), amine (1.1 eq) rt; vii) cyanuric chloride, diisopropylethylamine (2.2 eq.), EtOH (1 eq.), DCM rt then R₂NH (1 eq) rt. viii) Cyanuric chloride, t-BuOLi (1 eq), DCM, then diisopropylamine (1.1 eq), R₂NH (1 eq), rt ix) Cyanuric chloride, diisopropylamine ethylamine (2.2 eq.), DMAP, EtOH (1 eq), DCM, rt then R₂NH (1.1 eq), reflux x) Cyanuric chloride, t-BuOLi (1 eq), DCM, rt, DMAP, diisopropylethylamine (1.1 eq), R₂NH (1 eq), reflux triazine is obtained compound 7 in 40% yield.



Scheme 4: Synthesis of 2,4,6-trisubstituted-1,3,5-triazine 6 from cyanuric chloride by sequential substitution of chloride.



:iv) 1,3,5-triazine 23pt,thiols,K₂CO₃(2eq.),THF,reflux; vii)cyanuric chloride,diisopropylethylamine(2 eq),R₂N(1eq),DMF,R'H(1eq),rt.

Methods

Result & Discussion:

2,4,6-trialkoxy-1,3,5-triazines were prepared in 60% to 90% by the reaction between lithium alkoxide with cyanuric chloride. 2-chloro-4,6-diamino-1,3,5-triazines upto 45% to 95% yield 11 is obtained by introducing two amino group. By reacting cyanuric chloride with alkoxide followed by second addition of amino group gives 2-chloro-4-alkoxy-6-amino-1,3,5-triazine 21.

The preparation of 23 derivative containing two different donating groups i.e. amine and thiols by sequential addition of each amine to cyanuric chloride. The substitution of remaining chloride atom by thio or amino required more vigorous condition, by using PhSH/K₂CO₃/ionic liquid, in microwave oven the desired product 20g2l, f2l, h2l, 22nps, 22npg and 25pts in 95% yield is obtained within 20 second at 300 watt.

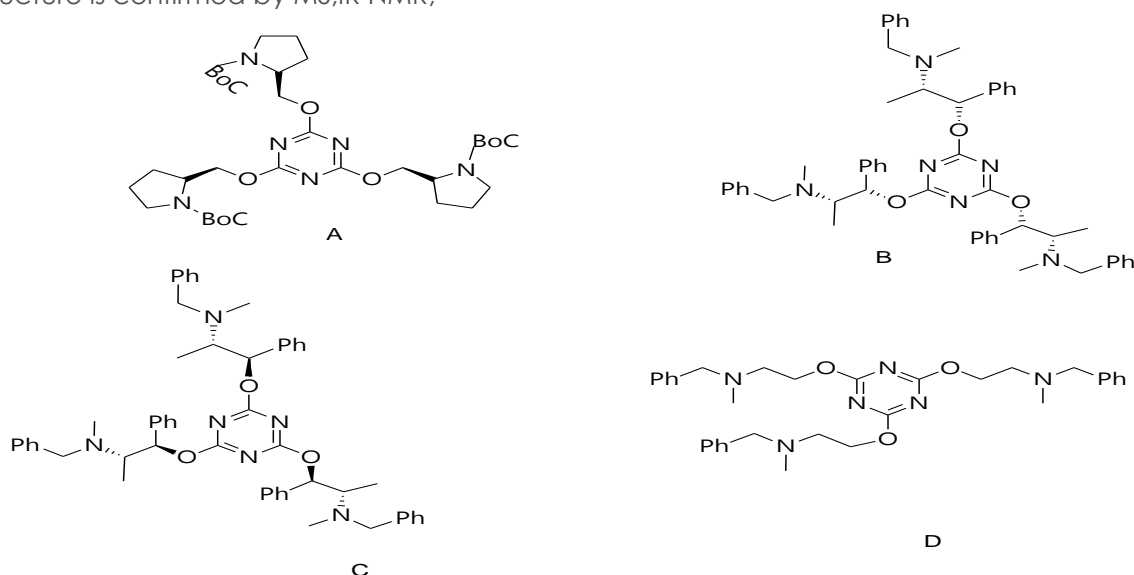
The substitution of Cl by primary amines xiii & xxiv on substrate 19g2 & x2 was obtained in 92% yield in the same condition of microwave oven.

Conclusion: The synthetic route given here are of wide range of di & tri-substituted-1,3,5-triazines containing a range of substituent attached to triazine core containing asymmetric centres and functional group such as alkyl, aromatic, chiral, achiral, hydroxylalkyl, ester, and imidazole groups.

Acknowledgements: I would like to thankfull to Dr.S.G.Patil, M.U.M.Udgir and Dr.N.S.Korde madam for providing technical and laboratory facilities.

Experimental:

n-butyl lithium (1.2 ml, 1M, 1.2mmol) was added dropwise with constant stirring in (S)-N-tert-butoxycarbonyl prolinol 237.8 mg (1.18mmol) in DCM 20 ml at 0°C after some time a solution of cyanuric chloride 70mg (0.38mmol) in anhydrous DCM 5 ml was added dropwise and the whole reaction mixture kept for stirring at room temp. For 8 hrs. The extraction of this mixture was done with diethyl ether after quenching of mixture with ammonium chloride. The whole reaction organic layer dried over rotary evaporator and purified by column chromatography in 70:30 mixture. Some of the substituted triazines are given below whose structure is confirmed by MS, IR, NMR,



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The Role of Language on Social Development

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Abstract

Aristotle says that man is a rational animal and that what sets him apart, what raises him above the animals, is that he has the ability to reason, and it is very clear that he cannot reason without language. It is believed that "Man's relation with the society is so intimate and close that it is very difficult to isolate him from the social environment in which he is born, nurtured and grown to be a man". Man alone has the ability to communicate through language or verbal symbolism. Language is the medium of growth. Language is a means of expression. Language consists of a set of social standards that shows comprehension of the meanings behind words, putting words together in a sentence in order to communicate and understanding commands, directions and information given by others. Children must develop language skills to relate with their parents and peers, as well as to grow into a person who can socially interact with others through life. Society is responsible for shaping an individual. Everyone is familiar with the adage that "No man is an island". This goes to say that man is a social being and thus he imbibes social norms, tradition and culture. Language enables men to convey their feelings, desires and emotions to others. Social structure may either influence or determine linguistic structure and/or behavior. Language helps or hinders the spread of culture. We all know that we are living in a multilingual world that is becoming globalized and therefore it is very important to know more than one language. Language is social by nature and thus inseparably connected with people who are its creators and users; it grows and develops together with the development of society. Where there is no language, there is no development. Effective communication facilitates development. In other words language is what made the growth of civilizations possible. The present study is undertaken with a view to explain the role of language in the social development of a person and that it reflects both the personality of the individual and the culture of the society. The objectives include the analysis of how far language is a social phenomenon and how society and language influence each other. Besides this, the paper tries to highlight if language varies according to the nature of the society and that how language development leads to social development of a child. The analysis of the paper is conducted through critical readings of various books and research journals and selection of the results that responded to the guiding questions.

Keywords: *language, society, children, social development, effective communication.*

Introduction:

"The first sound a child makes on coming into the world is one of discomfort, it is a cry, a reflex action and the child does not expect a response" (Sunday magazine- The Hindustan Times). A child's cry makes sure that he is alive. Man is gifted with a rare quality of speech. No doubt, birds, insects and animals produce particular sounds in a given situation, but these sounds cannot be called 'speech' and hence they do not 'talk'.

A quote from The Status of Linguistics as a Science by Sapir Whorf summarizes, "Human beings do not live in the objective world alone, neither alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression or their society." Language and life are inter-related.

We use language to make a telephone call, to invite someone to our house, to get married, to quarrel, and to make up afterward. Language allows us to make friends and enemies, to pass the time of day, and so on. It doesn't matter whether you are rich or poor, black or white, or what your eye color is. You are destined to acquire at least one language. Language is the medium of growth. At higher level, language provides the medium of fresh and free thinking and research. Pie has rightly remarked, "Language is considered to be an index of intelligence, culture and personality." It is essential for all the human co-operative work and an important instrument of the society. Language is developing with the development of society. It is continuously creating new words in order to define a new concept. Language consists of words, idioms and syntax.

Social Development:

Social development enables children to acquire languages, learn about opportunities and risks in the environment, about the functions of objects and much more. An ability to interact with other children allows for more opportunities to practice and learn speech and language skills. Studies show that children who have a hard time getting along with classmates as early as preschool are more likely to experience later academic difficulties. Better language skills can ultimately lead to a better ability to resolve differences with peers and it will lead to higher levels of self confidence.

Research objectives/questions: Does better use of language ultimately leads to social development of a person?

How are language and society related to each other?

Does language change with the change in society?

How language reflects both the personality of the individual and the culture of the society?

Does language grow and develop with the development of the society?

What societal problems do a child with language disability faces?

What is the scope of language?

Research methodology:

The research is conducted by collecting data from some secondary sources like literature reviews and books of various academicians and scholars. Language data has also been collected from various online sites, the links of which are provided in the reference page.

Literature review:

Stalin observes that language, “It arises and develops with the rise and development of a society. It dies when the society dies. Apart from society there is no language”.

Swiss Linguist Ferdinand. D. Saussure contended that language must be considered as a social phenomenon, a structured system that can be viewed synchronically and diachronically.

Lev Vygotsky’s theory of language development focused on social learning and the zone of proximal development (ZPD).

According to William Labov, the development of language has been influenced by cultural environment.

Jacob Holmes (1992) explains how language is used in multilingual speech communities and explains the varying patterns of language use. She examines how and why languages change within society.

Discussion and Analysis:

The influence of language on social development:

There are many sociolinguistic factors and social factors that influence language. The social factors include the users, participants, social settings and functions. The users divide “who is talking to whom (e.g. wife-husband, teacher-student). The setting and social context are also relevant such as, at home, hospital and class. The function describes “why are they speaking” and another factor is topic which describes “what are they talking about”.

The relationship between the participants is one of the factors of the social dimension. The factors like the social distance (intimate-high-solidarity), status scale (high-low status), the status formality (formal-informal) and functional scale (topic of interaction) really influence sociolinguistics.

The legend of the Babel’s tower tells that at the very beginning of the world, the human beings had only one and unique language. Now there are over 5000 languages in the world but on the other hand 25 languages die every year. Influential US linguist Noam Chomsky argued that humans are born with the ability to speak a language. Sir G. Elliot Smith has rightly remarked that the discovery of speech marked the beginning of man. People are not born with the ability to speak, read, write and understand. They have to acquire these skills. By the age of five, the child knows several hundred words and grammar of a particular language. This is an inherent human capacity. As their language and communication skills develop, children experience less frustration and can explain how they feel and ask for what they want.

The communication skills that the child learns early in life will be the foundation for his or her communication abilities for the future. But not everybody seems to develop them to the same degree. Any discrepancy seen in learning a language at such early stage might indicate certain illness in a child. Some people suffer accidents and disorders and finally impair their performance. Children experiencing delays in their cognitive development are likely to have more difficulty in becoming socially competent. They will be older before they understand why certain behavior can be dangerous. Many children with Down syndrome struggle with distractibility and limited attention spans. They are more at risk for behavior and social problems throughout the lifespan. Older children who suffer from speech issues such as poor articulation, stuttering and other unclear speech patterns may also isolate themselves, withdraw from peers and avoid situations such as speaking out loud, or minimize verbal interactions with others. These difficulties can hinder a child’s ability to be confident in near future. Children who have positive peer relationships also look forward to coming to school, become more involved in learning activities and achieve more academically in the classroom. Children who are rejected by peers, on the other hand are prone to feelings of loneliness and may begin to perform poorly academically as a consequence.

Social development during the early years helps in success as an adult. These included higher educational development, more stable employment, reduced criminal activity, satisfied with life and lower rates of poor mental health. Studies of young children with high rates of anti social behavior, in order to get their

type of needs met develops a range of criminal behaviors including bullying, hitting, swearing, threatening, degrading etc. later in life. They eventually give up and become socially withdrawn. Some younger children who do not have a well developed fund of language have all of these ideas and observations of the world in their minds, but feel unable to make themselves understood to others. The pragmatic skills of languages are to know what to say and how to say it to achieve a desired outcome. It requires a wide vocabulary as well as a nuanced understanding of the social world to stand confidently with the social world.

Language helps to convey your ideas, communicate and remains an important cultural tool. "Every culture, nation, and community has its own language. They may write differently, speak differently, and have different means of learning; however the use of language still remains unchanged" (Ziegler). We must have noticed how difficult it is if we move to an unknown place where the natives speak a language you don't know. Hence it creates a social barrier. But if we manage to learn the language we'll feel accomplished because then we can interact with them without difficulty. By studying a society's language deeply, then, a greater understanding can be formed of that society itself. Equally true is the fact that the changing nature of language is a reflection of the changing circumstances in which a society finds itself.

In countries where only one language is spoken, there is no problem for the child, because he has to develop proficiency only in one language. But in a country like India where there is multiplicity of language, there is the problem of intercommunication. This is the reason why in India normally a child knows two or three language to be socially capable. Learning a new language is not only learning grammar or vocabulary, it is learning new sounds and expressions. As we all know that many companies want to increase their business so they connect their companies to other country companies, so they need many different kinds of employees who can communicate in different languages and understand other cultures. It will be a golden chance for a person who knows more than one language. Knowing at least some basic of the local language can be very helpful to live in a new country. Therefore, learning other languages is good for our degree, good for our travels and also for our career and advancement opportunities. It is not only important but also necessary. Moreover, body language and gestures are also the things that really matters. Having a good posture and body language can automatically send a good first impression hence improving the chance of us getting hired or making new friends. Thus language is important for social development without which we cannot have economic development. During our plans to go abroad, if we don't know their language, our holidays can be a waste. Even knowing some basic words can help break the ice when you're in a foreign country. US President Barack Obama said, "I'm serious about this. We should understand that our young people, if you have a foreign language that is a powerful tool to get a job. You are so much more employable. You can be a part of international business..." A person who knows more than one language is appreciated by the society. Language aids in developing and grooming one's personality as a whole. In the advanced industrial society of today, the basic knowledge of a single or more language has become indispensable. A doctor who can communicate with his or her patient in their native tongue is much more likely to have success at diagnosing them. Language is used in the workplace, to communicate sales, used in every aspect of customer services, by contractors and construction workers, janitors, politics; basically every corner of a person's job has language involved. Language is also used in life's rituals. In the car ride to work, one must use language skills to read signs, to drive a car, those using a GPS, and to communicate with other passengers.

From birth, babies' mothers talk to them almost incessantly in order to develop the child's communication skills as rapidly as possible. The social development of infants is largely based upon linguistic interaction with their parents. Mothers talk to their infants in a conversational context, seemingly interpreting every communicative signal, whether cooing, babbling, etc. as if they were speaking. Mothers generally ask questions followed by pauses, as if expecting a response.

We can use language to change the way the world is. For instance, when a member of the clergy makes the utterance: I now pronounce you husband and wife, in an appropriate setting, and addresses to two consenting adults, the utterance changes an aspect of the world in a rather special way. From the moment the utterance has been made, the legal, social and moral status holding between the two individuals is irrevocably altered and they were termed husband and wife.

Language is the medium of all education. School education is predominantly language oriented. Reading, writing and arithmetic are all based on language proficiency. "Children solve practical problems with the help of their speech, as well as with their eyes and hands" (Vygotsky, 1978, p.28). As a student we learn explore the cultures, communities, people and languages of the world. In school, children are introduced to multi languages so that problem of language does not hamper their growth in the society.

Language is also the maker or unmake of human relationships. We should use language to fulfill or needs. If a person uses his language, he chooses words that match his needs. People use some functions to say a sentence, to ask, to reply, to greet etc. A person who says, *tumar nam ki?* He is showing a form of a question. He cannot put a statement at the time of his need of an answer. This is a rule of a language which is accepted by the society. We can modify our language to each situation. For instance, we talk to our small children with different words and tone than we conduct a business meeting. Compare the expressions: Shut up! Versus I'm terribly sorry to interrupt you. While ostensibly conveying the same meaning, they affect our addressee in very different ways. Words are not only the way of conveying ideas and concepts; the way those concepts and ideas are arranged in a thought and relayed is equally important in demonstrating to a specific society. One of the most apparent demonstrations in this can be seen in the way a language arranges its subject, verb and object order. The English language follows the SVO rule while Assamese follows SOV rule. In this way language reflects differences between societies. The particular choice of words which compose a language and the syntax through which that language is conveyed demonstrates the way a society perceives its environment and relays information about it. Imagine two men, Rhon and Mon, walking down the stairs, have this exchange: Rhon: "tumi jana, Suman-e e-ta angothi kin-i-se."

Mon: "o janu, Rumi-r karon-e, no-hoi janu?"

(Rhon nods.)

By watching this scene and hearing their conversation, we can guess the social relationships surrounding the people who are engaging in the conversation and the people whom they are talking about. We'd also guess that Suman bought a ring for Rumi, whoever they might be. Perhaps we'd infer that Suman is getting married to Rumi. Perhaps that Rhon and Mon are friends and both know Suman and Rumi reasonably well. Language made the growth of civilizations possible. Language and civilization are inseparable. Symbols in caves, which have been found, photographed and interpreted; scrolls found from the earliest teachings, to the stone engravings, the use of language began way before those who are living now. The only means of understanding the great minds of the past is by studying the contemporary written documents of the time. Stalin observes about language, "It arises and develops with the rise and development of a society. It dies when the society dies. Apart from society there is no language." In the history of linguistics, it is rare to find investigations of any language which are entirely cut off from concurrent investigations of the history of that language. It is believed that "Man's relation with society is so intimate and close that it is very difficult to isolate him from the social environment in which he is born, nurtured and grown to be a man." Language plays a very important role in the overall development of the country. At our national movement time different vernacular or oriental languages were used to aware the masses about the harsh politics of colonials. The Harijan journals of M.K Gandhi, Keshri and Marathi newspaper of Tilak are great example of social as well as economic development in those times. However, Britishers tried their best to educate Indians through vernacular language, through Macaulay minutes and Hunter Commission for education. Charles Wilkins first converted Bhagwad Gita to English. To educate rural children, we can't talk to them in English or other languages, we will have to speak to them in their language to convey our message better. This will lead to social development.

"Modern communication and transport accelerate mass migrations from one continent to another" (Schlesinger). Due to the high amount of travelling that is done worldwide, a universal language is a must. Many companies have already developed a universal language using logos that will be recognized everywhere. According to Pei, the universal language is intended to bring people of different linguistic backgrounds together and form communication among them to reduce the amount of misunderstandings. Language contributes to peace progress. International understanding and international peace have been possible through the medium of language. Language could be a tool to unite people in a nation because the national unity is strengthened when people hear and understand themselves. Conversely, if they do not understand and respect each other the national unity will get lost. If language users are not aware of the aspects of language such as pragmatic, sociolinguistic in interaction, the language they used will cause chaos, conflicts, and problem and damage a peace. Therefore, the language users should adopt and use the language which is based on the language use to avoid conflict and promote a peaceful life among the community.

Conclusion:

Language is our most important tool and is one of the most commonly shared elements of civilization across the world. Indeed, it seems almost as if the development and use of language is an innate human characteristic. As such, studying it is one of the most profound and revealing ways that we can understand people of our world. Language and social interaction have a reciprocal relationship: language shapes social interactions and social interactions shape language. People adjust the way they talk to their social situation.

In her Nobel Prize acceptance speech, the celebrated African-American writer Toni Morrison, put things this way: “We die. That may be the meaning of life. But we do language. That may be the measure of our lives.” Language is clearly a big deal without which social development of a person is impossible.

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Sex Education: Most Disgraded Topic in India

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Even though we are in 21 century, sex education still is a hush hush topic in india. People, especially some parents and politicians are against in imparting sex education in school. People think that if we give sex education in school it will spoil our next generation. There are numerous misconceptions surrounding sex education in India.

Misconception about sex education in India

1. Sex education teaches how to have sex to our children.
2. If we ban sex education in schools our children will not find it.
3. Sex education is only needed in west not in india.
4. Sex education is an adult topic, adults will learn after their marriage.
5. Sex education is behind teen pregnancy.
6. Teaching about homosexuality will make my child a homosexual.
7. Men don't need sex education. Sex education is for girls only.
8. There is no medical benefit of sex education.
9. There is no need to give sex education it comes naturally.

These are some misconception among people of india about sex education.

What is Sex Education :

The concept of 'sex' is usually means a sexual activity. Therefore the Concept of 'Sex Education' is usually misunderstood by the people. So they mean sex education about human sexual anatomy and sexual acts. In modern context, Sex education is a wider concept which is influenced by interaction of biological, psychological, social, economic, political, cultural, ethical, legal and religious factor.

UNESCO (2009) defines sexuality education as an age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic, non-judgmental information. It provides opportunities to explore one's own values and attitudes and to build decision making communication and risk reduction skills about many aspects of sex and sexuality.

We think that sex education is a westernised concept but the fact is that sex education is deeply rooted in ancient indian history.

Sex Education in ancient Indian Society :

India has been a particularly conservative country for the last few hundred years, influenced by the puritanism of several groups, including Islamic dynasties, British overlords and the country's own Brahmin priestly caste. But India was not always like this. Sexual norms were far more liberal before the 13th Century, giving equal importance to the secular and the spiritual. Sex was taught as a subject in formal education, and Kamasutra, the world's first sex treatise, was written in ancient India between the 4th Century BCE and the 2nd Century by Vatsyayana. In Vatsyayana's Kamasutra' Kama' the art of love was dealt with as a science.

Nudity is the most prominent characteristic of Indian sculpture and paintings. Sun Temple Of Konark in the east Indian state of Orissa, khajuraho India has been a particularly conservative country for the last few hundred years, influenced by the puritanism of several groups, including Islamic dynasties, British overlords and the country's own Brahmin priestly caste. But India was not always like this. Sexual norms were far more liberal before the 13th Century, giving equal importance to the secular and the spiritual. Sex was taught as a subject in formal education, and Kamasutra, the world's first sex treatise, was written in ancient India between the 4th Century BCE and the 2nd Century are the examples of a such sculpture.

It is believed that India is against sex education but sculptures of khajuraho are the proof that India was open and broad minded about sex and sex education.

In Hinduism, kama has place in Purusharthas. There are four purusharthas Dharm, Artha, Kama and Moksha.

The purusharth 'kama' is equally important like dharma and artha.

People's mentality about sexuality and sex education

In ancient India, there was openness about human sexuality. But in modern Indian society human sexuality is considered something weird. People think that there is no need teach sex education in schools it comes naturally. Some parents, teachers and even politicians are against of including sex education in schools. sex education is strongly banned in Maharashtra, Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, and Karnataka. Some opponents argue that sex education has no place in a country such as

India with its rich cultural traditions and they think that sex education will corrupt Indian values.
National Curriculum Framework's Perspective
NCF 2005:

In National Curriculum Framework 2005 identified need of sex education. According to NCF 2005 adolescent's reproductive and sexual health needs need to be addressed. these needs mainly relate to sex and sexuality, which is culturally sensitive area, they are disadvantaged of opportunities to get the appropriate information. As such, their thinking of reproductive and sexual health and their behaviour in this regard are guided mainly by misconceptions, making them vulnerable to dangerous situations, such as drug abuse and HIV /AIDS transmission. Age- appropriate context-specific interventions focused on adolescent reproductive and sexual health concerns, including HIV/AIDS and drugs , are needed to provide children opportunities to construct knowledge and learn life skills, so that they cope with concerns related to the process of growth.

NCF 2005 suggested some strategies to introduce sex education / health education in schools. National cadet scheme, Bharat Scouts and Guides, and the National Cadet Corps should be introduced in schools. Topics like physiology, health and disease, and the interdependencies between various living organisms and the physical habitat should be introduced in subjects like Science. In Social Sciences focus should be given on community health as well as an understanding of the spread, control and cure of infectious diseases from a global socio-economic community health as well as an understanding of the spread, control and cure of infectious diseases from a global socio-economic perspective.

NCF 2005 suggested that Health and Physical Education must continue to be a compulsory subject from the primary, to the secondary stages, and as an optional subject at the higher secondary stage. According to NCF 2005 for successful implementation of this subject well equipped school infrastructure and well equipped teachers are needed.

Various States perspective on including sex education in school Curriculum There are three categories of sex education in India are (1) the sex education courses targeted at adolescents in school, (2) family planning for adults, and (3) HIV/AIDS Prevention Education.

In 2007, when sex education curriculum for adolescent was promoted by Ministry of Human Resource Development of India , controversy started. Many opponents believed that sex education would corrupt youth and Indian values. They argued that sex education is western concept and it should not be forced on Indian students. These arguments lead states like Gujarat, Madhya Pradesh, Maharashtra, Karnataka, Kerala, Rajasthan, Chhattisgarh and Goa to ban sex education.

In March 2007, the Maharashtra state government banned sex education in schools. The ban was the result of arguments of the ruling and opposition Members of the Legislative Assembly who claimed that western countries had forced the Central government to implement the program. In April 2007 the Karnataka Minister for Primary and Secondary Education Basavaraj Horatti said that the program has been put on hold after complaints from teachers. The teachers had complained that the books were oriented towards increasing the sales of contraceptives . Akhila Bharath Mahila Samskruthika Sanghatan , a women's organisation, also protested the course in the state.

On 15 May 2007, the Chief Minister of Madhya Pradesh Shivraj Singh Chouhan eliminated sex education from the state curriculum on the grounds that it corrupted Indian values. Rashtriya Swayamsevak Sangh (RSS), Dinanath Batra advised the CM of Madhya Pradesh . Batra suggested that yoga be added to the curriculum instead of sex education. This view was strongly criticised by S. Anandhi, a scholar of gender issues, according to him sex-education was vital for combatting child sexual abuse and the spread of HIV/AIDS. Later that year, Batra sent a letter on behalf of the Shiksha Bachao Andolan Samiti, which stated that teachers who followed the sex-education curriculum could be jailed for two years on the charge of "outraging the modesty of a woman.

In May 2007, Rajasthan Chief Minister Vasundhara Raje sent a letter to Arjun Singh, the Union Minister of Human Resource Development. According to this letter children in Class IX and XI did not need sex education because they were in the early stages of puberty. According to the state Education Minister Ghansyam Tiwari, students already had a life skills course called Jeevan Shaili which was enough for them.

Orissa Education Minister in June 2009 Vishnu Charan Das declared that they were delaying introduction of sex education by a year because teachers' organisations and students' political groups opposed sex education in schools . Rajendra Burma of All India Democratic Students' Organisation (AIDSO) argued that it would cause innocent students to become more curious about sex and sexuality.

In July 2009, a teachers' association opposed the introduction of sex education in Uttar Pradesh. The chief of the association, Om Prakash Sharma argued that it would result in annoying and shameful questions from students. He threatened to burn the books if not withdrawn.

According to Ram Madhav of Rashtriya Swayamsevak Sangh (RSS), sex education is unfit for Indian society. Instead of it he proposed that workshops should be conducted for teens to warn them against a promiscuous lifestyle. Prakash Javadekar of the Bharatiya Janata Party (BJP) advised that sex education should consist of abstinence-only education. Another BJP leader Murli Manohar Joshi claimed that the course would corrupt the mental development of children.

In short, In ancient times India was the first place to give importance to human sexuality and sex education but in current situation sex education and sexuality is treated most underrated topic. Not only in India but in world sex education is neglected topic. Indian politicians as well as Policy makers have little interest to introduce sex education in schools.

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Effect of sintering temperatures on structural, magnetic and optical properties of $Mg_{0.7-x}Ni_xZn_{0.3}$ ($x = 0.2$) ferrites synthesized by sol-gel route.

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Abstract:

$Mg_{0.7-x}Ni_xZn_{0.3}$ (where $x = 0.2$) ferrites synthesized by sol-gel method and prepared ferrite samples sintered at 800° C and 1000° C. Vibrating Sample Magnetometer (VSM), UV-vis (ultraviolet-visible) Spectroscopy, X-ray diffractometry (XRD), Scanning electron microscopy (SEM) were used to characterise the synthesised nanoparticles. The impact of sintering temperatures on structural, magnetic and optical properties were studied in this work.

Keywords: Ferrites, Sol-gel route, FTIR, XRD, IR. Optical properties, Magnetic properties

Introduction:

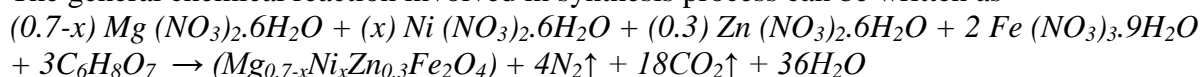
Water purification, high density data storage, ferrofluids, bio-molecule separation, colour imaging, drug delivery, medical diagnosis, and magnetic resonance imaging (MRI) are some of the commercial applications of ferrite nanoparticles, which belong to the class of nano structured magnetic materials [1-3]. Magnetic nanoparticles (MNPs) have recently piqued attention in a variety of fields due to their superior magnetic, optical, electrical, and catalytic capabilities compared to bulk materials [4-7]. Because of their scientific characteristics and applications in permanent magnets, targeted medication administration, and high-density information storage systems, ferrite nanoparticles are of tremendous interest. Ferrites are classified into two classes based on their crystal structure: cubic or spinel ferrites and hexagonal or hexaferrites [8-10]. Chemical co-precipitation methods, sol-gel synthesis, citrate precursors, and hydrothermal precipitation are some of the chemical methods used to make magnetic nanoparticles [11-14]. Researchers have given the sol-gel method a lot of thought because of its improved resulting qualities, fine surface morphology, higher degree of homogeneity mono dispersed particles, and low temperature requirement to synthesis ferrites [15-16]. The effect of sintering temperatures on the structural, magnetic, and optical properties of $Mg_{0.7-x}Ni_xZn_{0.3}$ (where $x = 0.2$) nano ferrites produced by the sol-gel technique is investigated in this work. The synthesised nanoparticles were characterised using a variety of techniques, including the Vibrating Sample Magnetometer (VSM), UV-vis (ultraviolet-visible) Spectroscopy, X-ray diffractometry (XRD), Scanning electron microscopy (SEM), and Fourier transform infrared spectroscopy (FTIR).

Experimental Work

Synthesis

$Mg_{0.7-x}Ni_xZn_{0.3}$ ferrites synthesized using the sol-gel method (where $x = 0.2$). To synthesize $Mg_{0.7-x}Ni_xZn_{0.3}$ (where $x = 0.2$) ferrite material, analytical grade magnesium nitrate, zinc nitrate, nickel nitrate, ferric nitrate, and citric acid were utilized as raw materials. The nitrate to citric acid molar ratio was taken to 1:3. Using ammonia solution, the pH of the solution is adjusted to 7. The prepared ferrite powders were sintered for 2 hours at 800° C and 1000° C.

The general chemical reaction involved in synthesis process can be written as



Instrumentation: X-ray diffraction (XRD) was used to characterise the nanocrystalline samples at room temperature, using a Philips Powder X-ray diffractometer (Model PW 3710) with $CuK\alpha$ radiation having wavelength of 1.5406 Å⁰. Scanning electron microscopy (SEM) was used to determine the morphological behaviour of the samples studied. A Vibrating Sample Magnetometer (VSM) was used to study the magnetic properties of samples. UV-vis (ultraviolet-visible) Spectroscopy was used to determine the optical properties of samples.

Result and Discussion

XRD Studies:

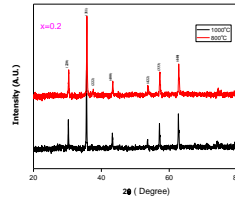


Fig. 1 XRD Pattern of Mg_{0.5}Ni_{0.2}Zn_{0.3} ferrite system

Figure 1 shows the phase formation of a nanocrystalline Mg_{0.7-x}Ni_xZn_{0.3} (where x = 0.2) spinel ferrite sample using the X-ray diffraction technique at room temperature in the 20° to 80° range. The examined samples shows a single phase cubic spinel structure, according to XRD patterns. All the Bragg's angle of corresponding peaks in the XRD pattern matches closely with the characteristics of reflection peaks of Mg Ni Zn ferrites reported in JCPDS Barakat, m et al, J. Therm Anal 37.241 (1991) [17].

The lattice constants were determined using the formula

$$a = d_{hkl} \times \sqrt{h^2 + k^2 + l^2}, \text{ where } (hkl) \text{ stands for the miller indices.}$$

The X-Ray densities of each sample were calculated using the formula

$$D_x = \frac{8M}{Na^3}, \text{ where } M \text{ is the sample's molecular weight, } N \text{ is Avogadro's number, and } a \text{ is the lattice constants.}$$

The ionic radii on the tetrahedral A and octahedral B sites are derived using the following formulas:

$$R_A = (u - \frac{1}{4}) \cdot a \cdot 3^{\frac{1}{2}} - r(O^{2-}),$$

$$R_B = (\frac{5}{8} - u) \cdot a \cdot -r(O^{2-}), \text{ Where } r(O^{2-}) \text{ denotes the oxygen ionic radii.}$$

The length of the metal oxygen bond A-O on the tetrahedral site was calculated using the following formula.

$$A-O = (u - \frac{1}{4}) \cdot a \cdot 3^{\frac{1}{2}}, \text{ Where } u \text{ stands for the oxygen ion parameter.}$$

Where u stands for the oxygen ion parameter.

The following equation is used to determine the bond length B-O on the octahedral site.

$$B-O = (\frac{5}{8} - u) \cdot a, \text{ Where } u \text{ stands for the oxygen ion parameter.}$$

Table 1: Lattice constants, X-ray density, bond length and ionic radii for Mg_{0.5}Ni_{0.2}Zn_{0.3} ferrite system.

x=0.2 (Mg _{0.5} Ni _{0.2} Zn _{0.3})	Temperature (°C)	Lattice Constants (A.U.)	X-ray density (gm/cm ³)	Bond length		Ionic radii	
				A-O	B-O	R _A (Å ⁰)	R _B (Å ⁰)
	1000	8.356601	4.98895648	1.809257	2.08915	0.289257	0.56915
	800	8.326387	5.043464968	1.802716	2.081597	0.282716	0.561597

2. Scanning Electron Microscopy (SEM) Analysis:

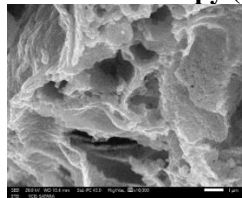


Fig.2 SEM of Mg_{0.7-x}Ni_xZn_{0.3} (where x = 0.2) ferrite system sintered at 1000°C

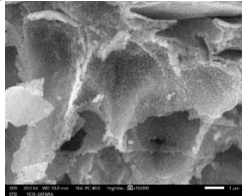


Fig.3 SEM of Mg_{0.7-x}Ni_xZn_{0.3} (where x = 0.2) ferrite system sintered at 800°C

Scanning electron microscopy (SEM) images of powder of $Mg_{0.7-x}Ni_xZn_{0.3}$ (where $x = 0.2$) spinel ferrite nanoparticles are shown in Fig. 2 and 3. The surface morphology of the samples sintered at $800^\circ C$ was studied using scanning electron microscopy (SEM) images. Based on SEM analysis the majority of grains appear to be nearly spherical in shape [17].

Vsm Charecterization (Hystreessis Loop)

Magnetic properties of $Mg_{0.7-x}Ni_xZn_{0.3}$ (where $x = 0.2$ and 0.4) Nano ferrite system

M-H loop Analysis

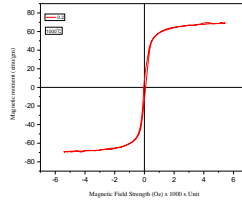


Fig. 4 Hysteresis loop for $Mg_{0.7-x}Ni_xZn_{0.3}$ (where $x = 0.2$) samples sintered at $1000^\circ C$

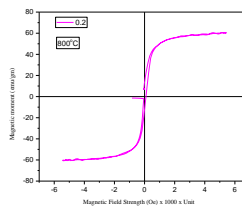


Fig. 5 Hysteresis loop for $Mg_{0.7-x}Ni_xZn_{0.3}$ (where $x = 0.2$) samples sintered at $800^\circ C$

VSM was used to measure the magnetic properties of different compositions of $Mg_{0.7-x}Ni_xZn_{0.3}$ (where $x = 0.2$) nano ferrites. VSM measurements were used to determine saturation magnetisation (M_s), coercivity (H_c), and remanence (M_r). With changes in sintering temperatures, the saturation magnetisation (M_s), coercivity (H_c) change significantly, as shown by hysteresis loops [18].

The M-H loops for all Mg-Ni-Zn ferrite samples obtained from VSM measurements are shown in Fig. 4 and 5

Table 3.1 lists the magnetic properties of these samples acquired from Hysteresis loop, such as saturation magnetization and coercivity.

$x=0.2$ ($Mg_{0.5}Ni_{0.2}Zn_{0.3}$)	Temperature ($^\circ C$)	Saturation magnetization M_s (emu/gm)	Coercivity. H_c (Oe)
	1000	069.6250	025.8086
	800	060.8000	396.2014

4 .Optical (Uv Spectroscopy) Properties

Table 4.1

$x=0.2$ ($Mg_{0.5}Ni_{0.2}Zn_{0.3}$)	Temperature ($^\circ C$)	Band Gap (eV)
	800	2.64
	1000	2.65

Conclusion

Sol-gel route was used to synthesize the $Mg_{0.7-x}Ni_xZn_{0.3}$ (where $x = 0.2$) nano ferrite system. The structural, magnetic, and optical properties of ferrites of the composition $Mg_{0.7-x}Ni_xZn_{0.3}$ (where $x = 0.2$) change significantly as the sintering temperature increases. The formation of cubic spinel phase is confirmed by X-ray diffraction patterns. The majority of grains are approximately spherical in form, according to SEM. The UV study reveals band gap energy. The band gap is around 2.65 eV. With changes

in sintering temperatures, the saturation magnetisation (Ms), coercivity (Hc), change significantly, as shown by hysteresis loops.

Acknowledgment I am grateful to Abasaheb Garware College's Department of Physics for their kind cooperation and provision of infrastructure for the characterisation. We are thanks to C. T. Bora College, Shirur, Baburaoji Gholap College Sangvi, Pune and Yashawantrao Chavan Institute of Science, Satara for offering their characterizations facility. I also want to express my gratitude to everyone who helped me with my research in any way.

Conflicts of Interest: The authors declare no conflict of interest.

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The Effect Of Sintering Temperatures On Optical, Structural And Magnetic Properties Of Mg_{0.7-x}Ni_xZn_{0.3} (Where X = 0.4) Nano Ferrite System Synthesized By The Sol-Gel Method.

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Abstract:

Mg_{0.7-x}Ni_xZn_{0.3} (where x = 0.4) ferrites were synthesised using the sol-gel route. The powders were sintered for 2 hours at 800°C and 1000°C. The samples were characterized using a vibrating sample magnetometer, Ultraviolet–visible) spectroscopy, X-ray diffractometry, scanning electron microscopy. This research investigated the effects of sintering temperatures on structural, magnetic, and optical properties of Mg-Ni-Zn ferrite.

Keywords: Sol-gel method, Mg-Ni-Zn Ferrites, Sintering temperature, UV, VSM.

Introduction

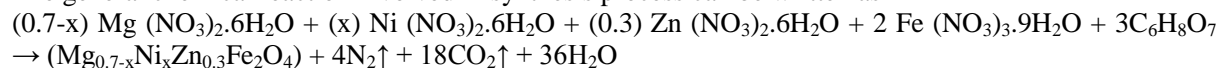
Ferrites are significant magnetic materials with a wide range of uses in a variety of industries. Because of their extraordinary electrical, magnetic, optical, and other properties, they find uses in computer, electronic, automobile, and new emerging fields. Several factors influence critical structural, magnetic, and electrical properties, including technique of synthesis, stoichiometry, cation substitution, sintering temperature, and sintering time. The cubic spinel structure, which has a tetrahedral [A] site and an octahedral [B] site in the AB₂O₄ crystal structure, is the most popular kind of ferrite. Chemical co-precipitation methods, sol–gel synthesis, citrate precursors, and hydrothermal precipitation are some of the chemical methods used to prepare magnetic nanoparticles [1-8]. The sol–gel process is a more efficient and practical way to ensure that manufactured ferrite NPs are pure and homogeneous [9-10]. In this study, the effect of different sintering temperatures on the magnetic, structural, and optical properties of Mg_{0.7-x}Ni_xZn_{0.3} (where x = 0.4) nano ferrites synthesized by the sol-gel process is investigated.

Experimental Work

Synthesis

Mg_{0.7-x}Ni_xZn_{0.3} (where x = 0.4) spinel ferrites were synthesized by the sol-gel process using high purity analytical grade magnesium nitrate, zinc nitrate, nickel nitrate, ferric nitrate, and citric acid. The ratio of metal nitrate to fuel is taken as 1:3. The pH of the solution is adjusted to 7 using ammonia solution. To form a gel, the prepared solution was stirred on a magnetic stirrer. It transforms from gel to ash after 4-5 hours. The prepared ferrite powders were sintered at 800°C and 1000°C for 2 hours.

The general chemical reaction involved in synthesis process can be written as



Instrumentation:

X-ray diffraction (XRD) data were recorded with a Philips (Model PW 3710) X-ray diffractometer with CuK α radiation ($\lambda = 1.5406 \text{ \AA}$). To examine the morphology of the sample, scanning electron microscopy (SEM) analysis was used. Vibrating Sample Magnetometer (VSM) and UV–vis (ultraviolet–visible) Spectroscopy were used to investigate the optical and magnetic properties.

Result and Discussion

XRD Characterization:

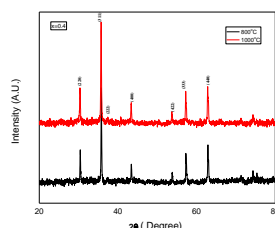


Figure 1

The X-ray diffraction (XRD) patterns of Mg_{0.7-x}Ni_xZn_{0.3} (where x = 0.4) are shown in above Figure 1. According to XRD patterns, all samples have a single phase cubic spinel structure. All of the observed XRD peaks are match well with the JCPDS patterns of cubic spinel ferrite [11].

The following equation was used to calculate the lattice parameter 'a'

$$a = d_{hkl} \times \sqrt{h^2 + k^2 + l^2}, \text{ The miller indices are denoted by (hkl).}$$

Each sample's X-Ray densities were determined using the formula $D_x = \frac{8M}{Na^3}$

M is the molecular weight of the sample, N denotes Avogadro's number, and *a* means the lattice constants. The following formulas are used to calculate the ionic radii on the tetrahedral A and octahedral B sites:

$$R_A = (u - \frac{1}{4}) \cdot a \cdot 3^{\frac{1}{2}} - r(O^{2-}),$$

$$R_B = (\frac{5}{8} - u) \cdot a \cdot -r(O^{2-}), \text{ where the oxygen ionic radii are denoted by } r(O^{2-}).$$

The following formula was used to compute the length of the metal oxygen bond A–O on the tetrahedral site.

$$A-O = (u - \frac{1}{4}) \cdot a \cdot 3^{\frac{1}{2}} \text{ } u \text{ stands for the oxygen ion parameter.}$$

The bond length B–O on the octahedral site is calculated using the equation below.

$$B-O = (\frac{5}{8} - u) \cdot a, \text{ with } u \text{ denoting the oxygen ion parameter.}$$

Table No.1

x=0.4 (Mg _{0.3} Ni _{0.4} Zn _{0.3})	Temperature (°C)	Lattice Constants (A.U.)	X-ray density (gm/cm ³)	Bond length		Ionic radii	
				A-O	B-O	R _A (Å ⁰)	R _B (Å ⁰)
	800	8.225229	5.396028587	1.780814	2.056307	0.260814	0.536307
	1000	8.321942	5.210077909	1.801753	2.080486	0.281753	0.560486

SEM characterization:

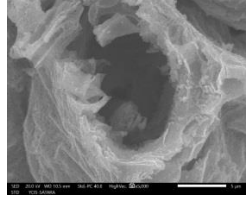


Fig.2 SEM of Mg_{0.7-x}Ni_xZn_{0.3} (where x = 0.4) ferrite system sintered at 1000°C

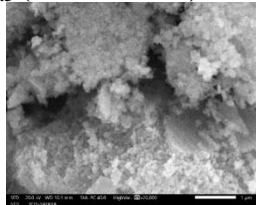


Fig.3 SEM of Mg_{0.7-x}Ni_xZn_{0.3} (where x = 0.4) ferrite system sintered at 800°C

The surface morphology of the samples sintered at 800°C and 1000°C was studied using scanning electron microscopy (SEM) images. Based on SEM analysis the majority of grains appear to be nearly spherical in shape [12].

Vsm Charecterization (Hystreessis Loop)

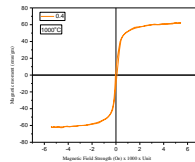


Figure 4. Hysteresis loop of sample sintered at 1000°C

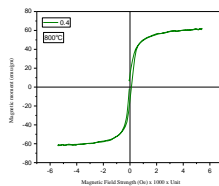


Figure 5. Hysteresis loop of sample sintered at 800°C

The magnetic properties of these samples obtained using M-H loops are listed in below Table , including saturation magnetization, and coercivity.

Table 3.1

x=0.4 (Mg _{0.3} Ni _{0.4} Zn _{0.3})	Temperature (°C)	Saturation magnetization M _s (emu/gm)	Coercivity. H _c (Oe)
	800	062.1500	067.5305
	1000	062.6667	056.4863

Uv Spectroscopy:

Table: Band gap values

x=0.4 (Mg _{0.3} Ni _{0.4} Zn _{0.3})	Temperature (°C)	Band Gap (eV)
	800	2.41
	1000	2.48

Conclusion

Sol-gel route was used to synthesize the Mg_{0.7-x}Ni_xZn_{0.3} (where x = 0.4) nano ferrite system. The structural, magnetic, and optical properties of ferrites of the composition Mg_{0.7-x}Ni_xZn_{0.3} (where x = 0.4) change significantly as the sintering temperature increases.

Conflicts of Interest: The authors declare no conflict of interest.

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Rural Out- Migration in Bahraich District, Uttar Pradesh

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'That man is a mobile creature' is evidenced by the racial, linguistic and nationalistic mixing of so much of the earth's population. Migration is not biologically determined and universal in the same sense that births and deaths are. All are born and all die, but only some migrate (Trewartha, 1969). Migration is one of the most important components of demographic change. It is a phenomenon in response to socio-economic changes and adjustments. Man has a tendency to leave the areas, in which life is difficult in comparison with areas where life may be easy and better. Migration is, therefore, a geographical phenomenon that seems to be a human necessity in every age. The nature of mobility has changed however, from a mere subsistence to economic and investigative. It has also increased with technical and economic progress (Clark, 1972). The movement indicates a system of social and economic change and can be regarded as a form of human adjustment to economic, environmental and social problems. It exerts tremendous influence therefore upon the personalities of the migrants directly and non-migrants indirectly. Migration takes many forms and its decision process involves various socio-economic, physical and demographic characteristics of both the places of origin and destination. Population pressure, educational facilities, employment opportunities, poverty, low wages etc. are some of the important variables affecting the pace of migration. These variables are classified as the push and pull factors of migration.

Key Words: Out-migration, push factors and pull factors.

Study Area

Bahraich district located between 27⁰4'N-28⁰24'N latitude and 81⁰3'E-82⁰13'E longitude is situated immediately to the south of Nepal border, It covers an area of 6877 km² and comprise four of tahsils. The district forms a part of tarai region of Middle Ganga Valley with fertile soils and comparatively mild climatic conditions. Bahraich is the North-Western most district of Faizabad division bounded on the north-east by the territory of Nepal, on the East and South-East by Gonda district and on the West by Kheri and Sitapur districts of Uttar Pradesh (Fig. 1).

Aims and Objectives

The present study aims to analyse various push and pull factors involved in the process of out-migration. For this purpose, a number of socio-economic variables have been analysed to highlight both the compelling as well as motivating factors due to which people move out to work elsewhere. Besides this, it also aims to identify the actual causes and problems of rural migrants.

Source of Data and Methodology

The study is based on field survey 740 people's individual out-migrants from fifteen villages of different community development blocks of the Bahraich district. The probable push factors in the present work have been ascertained by listing these under six headings of poverty, unemployment, low wages, river erosion and floods, transferable services and others. Similarly all possible pull factors have been grouped into five categories of employment opportunity, friends or relatives already there, availability of socio-cultural facilities, liking for the place and others.

The Bahraich district has large number of rural out-migrants due to various socio-economic pressures. It contributes considerable proportion of migrants to other areas particularly the urban centres of Delhi, Mumbai, Kolkata, Punjab and Chennai. Agricultural uncertainty, river erosion and floods, industrial paucity and poor transport & communication linkages are some of the most important variables acting as push factors in the district. Moreover, the size of landholdings of the district has become smaller and

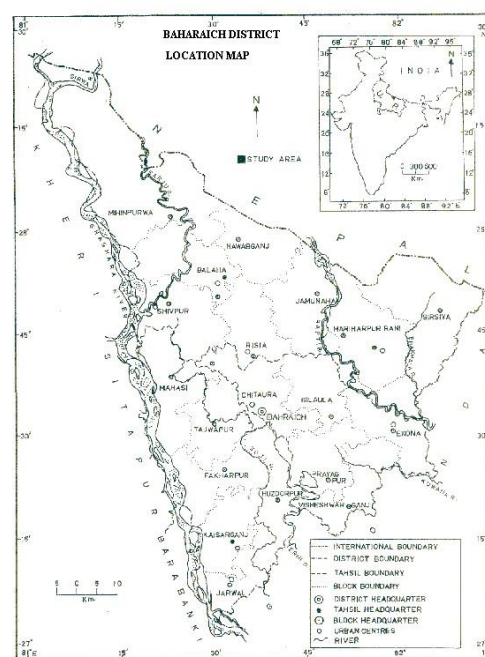


FIG.1

smaller due to increasing population pressure. These small landholders subsequently got marginalized and thus have been transformed to the status of landless labourers tending to go outside for better employment opportunities and high wages. The labour migration is, therefore, a common and significant aspect of rural out-migration of the study area.

Push-Pull Factors

The process of out-migration is largely determined by the push and pulls factors working at both the places of origin and destination. Studies dealing with rural out-migration particularly in developing countries support the hypothesis that most migrants are economically motivated. Further, a high correlation between the unemployment and migration rates has also been reported in a study of migration from a few villages to Delhi (*Deshmukh, 1956*). The percentage distribution of migrants according to their push factors may be seen in Table1, which indicates that unemployment, poverty and low wages are the main push factors leading to migration, contributing about 35, 28 and 19 per cent of out – migrants respectively (**Fig.2**). Eight per cent of out – migrants also changed their residence due to transferable nature of job. Rural out- migration due to river erosion and floods (about 6 per cent) is the special feature of the district, because its western part remains wholly in the grip of river Ghaghra for a large part of the year. Farms having even ripened crops are either eroded or devastated due to floods compelling the farmers to go out in search of their livelihood. Uncertainty of crops and farms, therefore, plays an important role in the decision to migrate especially in the flood-affected part of the district. This finding thus seems to be consistent with other studies where income has been reported to be one of the main reasons for migration from rural areas (*Sovani, 1966*).

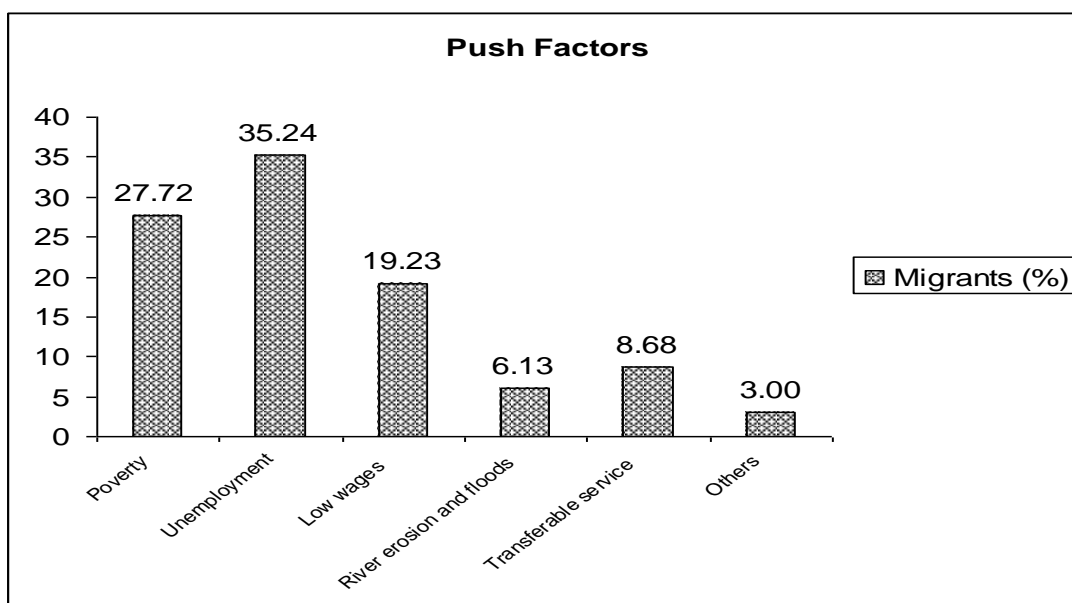
Table –1

Distribution of Migrants According to Push Factors in the Bahraich District, U.P.

Push Factors	Migrants (%)
Poverty	27.72
Unemployment	35.24
Low wages	19.23
River erosion and floods	06.13
Transferable service	08.68
Others	03.00
Total	100.00 (740 Persons)

Source: - Field work-2018.

FIG. 2



A number of studies on the other hand, conclude that migrants are not only pushed out by rural economic pressure but also pulled in by urban prosperity or urban attraction. It is evident from a study in which vast majority of the respondents explained rural urban migration in terms of more money and a

better standard of living in the towns rather than insufferable economic conditions in the villages (Caldwell, 1969). The percentage distribution of migrants according to pull factors shown in Table 2 reveals the fact that the employment opportunity which accounts for about 59 per cent of migrants has been the primary pull factor followed by the presence of friends or relatives accounting for about 20 per cent of migrants (Fig.3). Several studies have also reported employment opportunity and the presence of friends or relatives to be an influential pull factors for migration (Husain, 1994).

Table 2
Distribution of Migrants According to Pull Factors

Pull Factors	Migrants (%)
Employment opportunity (Private & Govt.)	59.43
Friends/relatives already there	19.93
Availability of socio-cultural facilities	06.66
Liking for the place	05.29
Others	08.69
Total	100.00 (740 Persons)

Source- Field work 2018.

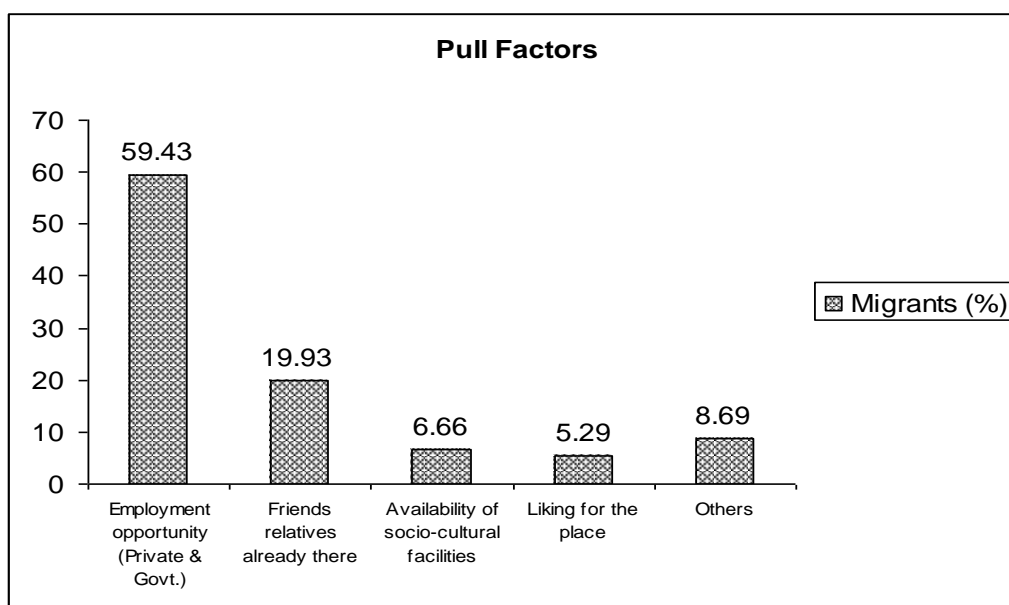


FIG. 3

Such a pattern of the distribution of migrants according to pull factor points towards and objects socio-economic conditions and severe unemployment problems prevalent in the study area due to adverse and uncertain physical conditions, relatively low productive soils and the absence of industries. Owing to such serious socio-economic problems even for their livelihood, only about 7 per cent of the migrants have been attracted and about 5 per cent are found to have migrated as they like a particular place.

Conclusion

The analysis finds unemployment, poverty and low wages to be the main push factors leading to large-scale rural out-migration from the Bahraich district. The employment opportunity on the other hand, has been found to be the primary pull factor followed by the presence of friends or relatives in urban centres. Finally, it is concluded that the out-migration is primarily caused by push factor due to severe economic pressure prevalent in the study area. The conclusion is supported by many studies carried on in recent years which advocate that the push factors have become stronger in most of the developing countries on account of the continued backwardness, growing unemployment and rapid population growth in rural areas.

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मूलभूत हक्कांच्या शिक्षणाच्या सद्यस्थितीचा अभ्यास

डॉ. एकनाथ द. वाजगे

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सारांश

भारतीय समाजव्यवस्थेमध्ये आणि कुटुंबव्यवस्थेमध्ये प्राचीन कालखंडापासून दुय्यम स्थान दिले गेलेल्या महिलांच्या समस्या आधुनिक काळातही संपलेल्या नाहीत. कौटुंबिक हिंसाचार, छेडछाड, बलात्कार, वारसा हक्कापासूनची वंचितता, मानसिक हिंसाचार, नोकरीच्या ठिकाणाच्या समस्या, हुंडा आणि त्यातून उद्भवणाऱ्या हुंडाबळीच्या समस्या यासारख्या अनेक समस्या व प्रश्न आजही मोठ्या प्रमाणात भेडसावत आहेत. भारतीय राज्यघटनेने मूलभूत हक्कांद्वारे महिलांना संरक्षण दिले असले तरी या मूलभूत हक्कांची जाणीव आणि माहिती महिलांना शिक्षणाच्या माध्यमातून होणे गरजेचे आहे. कनिष्ठ महाविद्यालयाच्या स्तरावरील विद्यार्थिनींमध्ये या बाबतीतल्या माहितीची सद्यस्थिती शोधल्याने भविष्यातील उच्च शिक्षणात त्यावर उपाययोजना करता येणे शक्य आहे.

प्रास्ताविक

भारतीय राज्यघटनेने समाजातील सर्व दुर्बल घटकांसाठी आणि त्यांच्या विकासासाठी तसेच सुरक्षिततेसाठी मूलभूत हक्कांची मांडणी केलेली आहे. राज्यघटनेने दिलेले मूलभूत हक्क हे महिलांचे मानवी हक्क जपणारे आहेत. भारतीय समाजरचनेचा विचार करता प्राचीन कालखंडापासून ते अदयापपावेतो महिलांच्या हक्कांचे हनन कायमच होताना दिसून येत आहे. भारतीय समाजामध्ये असणाऱ्या काही कुप्रथाही यास कारणीभूत असलेल्या दिसून येतात. प्राचीन कालखंडापासूनच्या पुरुष प्रधान संस्कृतीने आणि तितक्याच पुरुषी अहंकाराने महिलांचे नैसर्गिक हक्क हे डावलल्याचे चित्र दिसून येते. कोणत्याही सामाजिक समस्येचे निराकरण हे जनजागृती आणि शिक्षणाच्या प्रसारातून होत असते. स्वातंत्र्यपूर्व आणि स्वातंत्र्योत्तर कालखंडात शिक्षणाच्या प्रचार प्रसारामुळे आणि पाश्चिमात्य समाजव्यवस्थेच्या अभ्यासानंतर भारतामध्येही स्त्री मुक्तीची चळवळ उभी राहिली. भारतीय समाजास स्त्रीयांच्या मागासलेपणाच्या समस्येमुळे हिनवले गेल्यानंतर समाजसुधारकांनी सुधारणांच्या अग्रभागी महिलांच्या प्रश्नास ठेवले. महिलांच्या शिक्षणामुळे काही प्रमाणात का होईना महिलांच्या मानगुटीवर ठेवलेल्या काही सामाजिक चालीरिती अनिष्ट परंपरांना आळा बसला. शिक्षणाच्या माध्यमातूनच आज विविध क्षेत्रांमध्ये स्त्रीयांनी दैदिप्यमान कामगिरी केलेली आहे. कुटुंबव्यवस्थेचा आणि समाजव्यवस्थेचा कणा असणाऱ्या स्त्रीने तिचे हक्क आणि अधिकार जाणून कौटुंबिक स्थान प्रबळ करण्यामध्ये आणि कौटुंबिक हिंसाचारास तोंड देण्यामध्ये महत्वाची कामगिरी बजावलेली आहे. मात्र असे असले तरी तिच्या समस्या मिटलेल्या नाहीत. आधुनिक कालखंडात अजूनही कौटुंबिक हिंसाचार, हुंडा प्रथा आणि त्यातून हुंडाबळी, बलात्कार, अमानवी देहव्यापार, छेडछाड, नोकरीच्या ठिकाणी असलेल्या समस्या, वारसा हक्कामध्ये डावलले जाणे, समाजामधील अवहेलना यासारख्या अनेक बाबींना सामोरे जावे लागत आहे. महिलांना त्यांच्या हक्कांची जाणीव होण्यासाठी त्यांच्यामध्ये हक्क विषयक जाणीवजागृती निर्माण करण्याची आवश्यकता आहे. शिक्षणातून या बाबी तिच्यापर्यंत पोहचविणे आणि मूलभूत हक्कांची जाणीव निर्माण करणे शक्य आहे. आजच्या शिक्षण घेत असलेल्या विद्यार्थिनींमध्ये तिच्या मूलभूत हक्कांविषयी असलेल्या माहितीच्या सद्यस्थितीचा अभ्यास येथे केला आहे.

संशोधनाची गरज आणि महत्त्व

- 1- समाजामध्ये महिलांचे असलेले दुय्यम स्थान आणि समाजामध्ये दिली जाणारी भेदाची वागणूक या विषयी जागृती होण्याच्या दृष्टीने संशोधन गरजेचे आहे.

- 2- समाजामध्ये बलात्कार, लैंगिक छळ, शारीरिक व मानसिक अत्याचार या सारख्या बाबींपासून संरक्षण मिळविण्यासाठी त्या विषयीच्या तरतुदींची माहिती संक्रमित होण्यासाठी हा संशोधन अभ्यास महत्वाचा आहे.
- 3- समाजिक चालीरिती रूढींमुळे उद्भवणाऱ्या स्त्री-पुरुष भेदाभेद, हुंडा प्रथा, बालविवाह या समस्यांना उत्तर देवून त्याविषयीचे अधिकार व कायदे जाणून घेण्यासंबंधी हे संशोधन महत्वाचे आहे.
- 4- कनिष्ठ महाविद्यालयीन विद्यार्थिनींच्या मानवी हक्क विषयक जाणीव जागृतीची पातळी समजण्यासाठी आणि त्यावर उपाययोजनांसाठी हे संशोधन महत्वाचे आहे.

संशोधन समस्या विधान :-

कनिष्ठ महाविद्यालयातील विद्यार्थिनींमध्ये मूलभूत हक्क विषयी असलेल्या माहितीच्या सद्यस्थितीचा अभ्यास.

कार्यात्मक व्याख्या :-

कनिष्ठ महाविद्यालय :-

कार्यात्मक व्याख्या :-

ज्या शैक्षणिक संस्थेमध्ये पदवीपूर्व अर्थात उच्च माध्यमिक शिक्षण दिले जाते अशी शैक्षणिक संस्था म्हणजे कनिष्ठ महाविद्यालय होय .

मूलभूत हक्क

कार्यात्मक व्याख्या :-

भारतीय राज्यघटनेनुसार दिलेले हक्क होय. यामध्ये समतेचा हक्क, स्वातंत्र्याचा हक्क, शोषणाविरुद्धचा हक्क ,धर्म स्वातंत्र्याचा हक्क, सांस्कृतिक व शैक्षणिक हक्क, घटनात्मक उपायांचा हक्क यांचा समावेश होतो.

संशोधनाची उद्दिष्टे :-

- 1- जुन्नर तालुक्यातील कनिष्ठ महाविद्यालयातील विद्यार्थिनींमध्ये महिलांविषयीच्या मूलभूत हक्कांविषयी असलेल्या माहितीच्या सद्यस्थितीचा अभ्यास करणे.

संशोधनाचे प्रश्न -

9. कनिष्ठ महाविद्यालयीन स्तरावर विद्यार्थिनींना महिलांच्या मूलभूत हक्कांविषयी माहितीची काय स्थिती आहे.६

संशोधनाची गृहीतके :-

१. शालेय अभ्यासक्रमात नागरिकशास्त्र या विषयात मूलभूत हक्काबद्दल माहिती दिलेली आहे. (इयत्ता आठवी नागरिकशास्त्र पाठ्यपुस्तक)
२. समाजामध्ये महिलांच्या मूलभूत हक्कांचे उल्लंघन होताना आढळते. (माहेश्वरी अविनाश, २०११)

व्याप्ती

9. प्रस्तुत संशोधन हे जुन्नर तालुक्यातील कनिष्ठ महाविद्यालयात शिक्षण घेणाऱ्या विद्यार्थिनींशी संबंधित आहे.
२. प्रस्तुत संशोधन हे मूलभूत हक्कांशी संबंधित आहे.

मर्यादा

१. प्रस्तुत संशोधनातली निष्कर्ष हे जुन्नर तालुक्यातील कनिष्ठ महाविद्यालयातील विद्यार्थिनींकडून येणाऱ्या प्रतिसादावर अवलंबून आहे.

२. प्रस्तुत संशोधन हे जुन्नर तालुक्यातील कनिष्ठ महाविद्यालयातील मराठी माध्यमांच्या कनिष्ठ महाविद्यालयांपुरते परिमर्यादीत आहे.

परिमर्यादा :-

१. प्रस्तुत संशोधन हे जुन्नर तालुक्यातील कनिष्ठ महाविद्यालयातील इयत्ता बारावी मध्ये शिकत असलेल्या विद्यार्थिनींपुरते परिमर्यादित आहे.
२. प्रस्तुत संशोधनासाठी वापरण्यात आलेले माहिती संकलनसाधन हे संशोधक निर्मित असून प्रमाणित नाही.

संशोधन पद्धती

प्रस्तुत संशोधनामध्ये संशोधकाने संशोधनासाठी सर्वेक्षण पद्धतीचा अवलंब केला आहे.

मुख्य उद्दिष्टांनुसार संशोधन पद्धती

उद्दिष्ट क्र	संशोधन पद्धती	नमुना पद्धती	निवड	माहिती संकलन साधने	माहिती विश्लेषणाची साधने
१	सर्वेक्षण पद्धती	यादृच्छिक पद्धती		पडताळा सूची	शेकडेवारी

संशोधनाची जनसंख्या :- प्रस्तुत संशोधनामध्ये जुन्नर तालुक्यातील कनिष्ठ महाविद्यालयातील सर्व विद्यार्थ्यांचा समावेश करण्यात आला आहे.

न्यादर्श आणि न्यादर्श निवड पद्धती

प्रस्तुत संशोधनामध्ये संशोधकाने सर्वेक्षणासाठी जुन्नर तालुक्यातील कनिष्ठ महाविद्यालयातील २५० विद्यार्थ्यांची निवड यादृच्छिक पद्धतीने केली

माहिती संकलनाची साधने

प्रस्तुत संशोधनामध्ये संशोधकाने कनिष्ठ महाविद्यालयातील विद्यार्थिनींमध्ये मूलभूत हक्क विषयी असलेली माहिती जाणून घेण्यासाठी संशोधक निर्मित पडताळा सूचीचा उपयोग केला.

माहिती विश्लेषणाची साधने

प्रस्तुत संशोधनामध्ये संशोधकाने कनिष्ठ महाविद्यालयातील विद्यार्थिनींमध्ये मूलभूत हक्क विषयी पडताळा सूची द्वारे आलेल्या माहितीचे विश्लेषण करण्यासाठी शेकडेवारी या साधनाचा वापर केला आहे.

माहितीचे विश्लेषण

पडताळा सूचीद्वारे आलेल्या माहितीचे विश्लेषण शेकडेवारी मध्ये केले आहे.

कनिष्ठ महाविद्यालयातील विद्यार्थिनींची मूलभूत हक्क विषयक माहितीची सरासरी

अ. क्र	विधान	प्रतिसाद (टक्केवारी मध्ये)	
		होय	नाही
१	एक भारतीय नागरिक म्हणून तुम्हाला तुमचे हक्क आणि कर्तव्ये यांची माहिती आहे काय ?	४५	५५
२	स्त्री असण्याचा तुम्हाला अभिमान आहे का ?	६०	१०
३	तुम्हाला भेडसावणाऱ्या सामाजिक समस्यांना तुम्ही उघडपणे सामोरे जाता का ?	४५	५०
४	समाजामध्ये तुम्हाला संपूर्ण स्वातंत्र्य आहे असे तुम्हाला वाटते का ?	१५	८५
५	तुमच्या घरामध्ये एखाद्या निर्णयाबाबत तुमची मते ग्राह्य धरली जातात का ?	६०	४०

६	भविष्यात नोकरी करावी असे तुम्हास वाटते का ?	६५	०५
७	महिला राज्यात कोठेही मुक्तपणे प्रवास करू शकतात असे तुम्हास वाटते का?	४५	५५
८	हुंडा प्रथा योग्य आहे असे तुम्हाला वाटते का ?	६७	०३
९	मुलींनी शिक्षण घेणे गरजेचे आहे असे तुम्हास वाटते का?	६५	०५
१०	पुरुषांप्रमाणे महिलादेखील सर्व क्षेत्रात यश मिळवू शकतात असे तुम्हाला वाटते का ?	८०	२०

विश्लेषण :-

१. कनिष्ठ महाविद्यालयात शिक्षण घेत असलेल्या पन्नास टक्केपेक्षा अधिक विद्यार्थिनींना मूलभूत हक्कांविषयी माहिती नाही.
२. बहुतांश विद्यार्थिनींना स्त्री असण्याचा सार्थ अभिमान आहे.
३. मुलींना भेडसावणाऱ्या सामाजिक समस्यांना उघडपणे सामोरे अनेक मुली घाबरतात.
४. समाजामध्ये महिलांना पूर्ण स्वातंत्र्य नाही असे बहुतांश विद्यार्थिनींना वाटते.
५. निम्म्याहून अधिक विद्यार्थिनींना घरामध्ये निर्णय घेण्याबाबत पूर्ण स्वातंत्र्य नाही.
६. बहुतांश विद्यार्थिनींचा कल भविष्यात नोकरी करण्याकडे आहे.
७. महिला राज्यामध्ये मुक्तपणे प्रवास करू शकतात असे जवळपास पन्नास टक्के विद्यार्थिनींना वाटते.
८. हुंडाप्रथा योग्य आहे असे फारच कमी विद्यार्थिनींना वाटते.
९. मुलींनी शिक्षण घेणे गरजेचे आहे असे बहुतांश विद्यार्थिनींचे मत आहे.
१०. पुरुषांप्रमाणे महिला सर्व क्षेत्रात यश संपादन करू शकतात असे जवळपास ८० टक्के विद्यार्थिनींना वाटते.

निष्कर्ष :-

१. कनिष्ठ महाविद्यालयातील विद्यार्थिनींना महिलांसाठीचे मूलभूत हक्क माहिती नाही. मूलभूत हक्कांबाबत जाणीव जागृती करण्याची आवश्यकता आहे.
२. समाजामध्ये मुक्तपणे सामाजिक समस्यांना तोंड देण्याची क्षमता विद्यार्थिनींमध्ये नाही.
३. कनिष्ठ महाविद्यालयातील विद्यार्थिनींना स्त्री असण्याच्या अभिमानाबरोबरच नोकरी करण्याची आणि आर्थिक सक्षम होण्याची इच्छा आहे.
४. महिलांनी शिक्षण घ्यावे आणि पुरुषांप्रमाणे सर्व क्षेत्रात कार्य करावे अशी भूमिका विद्यार्थिनींची आहे.

संदर्भ

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यवतमाळ जिल्ह्यातील आदिवासी लोकसंख्येची आर्थिक घनता व किरकोळ संसाधन घनता याचे तुलनात्मक अध्ययन

प्रीती मुकुंदराव टेकाम¹ प्रा. डॉ. एस. एस. कुमार²

संशोधन विद्यार्थी (पीएच.डी), पदव्युत्तर भूगोल विभाग, शासकीय विदर्भज्ञान-विज्ञान संस्था, अमरावती
एम.ए., सेट, पीएच. डी. सहाय्यक प्राध्यापक, पदव्युत्तर भूगोल विभाग, शासकीय विदर्भज्ञान-विज्ञान संस्था,
अमरावती

सारांश

आदिवासी लोकसंख्या म्हणजेच आदिम लोकसंख्या असे म्हटले जाते. भारताच्या विविध भागात आदिवासी लोकसंख्या राहत असून प्रामुख्याने ती दुर्गम भागात असल्याचे आढळते. भारतातील आदिवासी लोकसंख्या आजही अप्रगत असून ती प्राथमिक कार्यातच गुंतलेली आढळून येते. प्रस्तुत संशोधन लेखामध्ये यवतमाळ जिल्ह्यातील आदिवासी लोकसंख्येची आर्थिक घनता आणि किरकोळ संसाधन घनता याचे तुलनात्मक अध्ययन करण्यात आलेले आहे.

बीजसज्ञा- आदिवासी लोकसंख्या, आर्थिक घनता, किरकोळ संसाधन घनता, तुलनात्मक

प्रस्तावना

भारतातील आदिवासी हे आजही अप्रगत स्वरूपात असून प्राथमिक स्वरूपातील कार्ये ते करताना आढळून येतात. भारतातील एकूण लोकसंख्येच्या जवळपास ८.६०% लोकसंख्या हि आदिवासी आहे तर २०११ च्या जनगणनेनुसार मध्यप्रदेशात या लोकसंख्येचे वितरण सर्वाधिक आढळून येते. आदिवासी लोकसंख्या हि प्रामुख्याने दुर्गम भागात राहत असून त्या प्रदेशात विविध प्राथमिक व्यवसाय करत असतात. त्यामुळे आदिवासी जमातीची आर्थिक घनता आणि किरकोळ संसाधन घनतेचे अध्ययन महत्वाचे असते कारण यामध्ये शेती जमीन आणि दुर्गम भागातील जमीन याचा विचार होत असतो. प्रस्तुत संशोधन लेखामध्ये यवतमाळ जिल्ह्यातील आदिवासी लोकसंख्येची आर्थिक तसेच किरकोळ संसाधन घनता याचे तुलनात्मक अध्ययन करण्यात आलेले आहे.

अभ्यासाची उद्दिष्टे

1. अभ्यास प्रदेशातील आदिवासी लोकसंख्येची आर्थिक घनतेचे तालुकानिहाय अध्ययन करणे
2. अभ्यास प्रदेशातील किरकोळ संसाधन घनतेचे तालुकानिहाय अध्ययन करणे
3. आर्थिक घनता आणि किरकोळ संसाधन घनता याचे तुलनात्मक अध्ययन करणे

माहिती संकलन आणि अभ्यास पद्धती

प्रस्तुत संशोधन लेखासाठी संकलित केलेली माहिती प्रामुख्याने द्वितीय स्त्रोतावर आधारित आहे. हि माहिती आदिवासी विकास कार्यालय, पांढरकवडा, तसेच सामाजिक-आर्थिक समालोचन यवतमाळ जिल्हा, व जिल्हा जनगणना पुस्तिका यातून संकलित केलेली आहे. प्रस्तुत संशोधन हे २००१ आणि २०११ या वर्षांच्या जनगणना अहवालच्या आधारावर आहे. आर्थिक घनता तसेच किरकोळ संसाधन घनता हे पुढील सूत्रांच्या सहाय्याने काढण्यात आलेले आहे,

१) आर्थिक घनता (प्रती चौकिमी) = आदिवासी लोकसंख्या + निव्वळ कसलेले क्षेत्र

२) किरकोळ संसाधन घनता (प्रती चौकिमी) = आदिवासी लोकसंख्या + (जंगल व्यास क्षेत्र + लागवडी योग्य पडीत क्षेत्र)

सूत्राद्वारे प्राप्त झालेली आकडेवारी हि सारणी मध्ये दर्शविली असून नकाशामध्ये टायचे वितरण दर्शविण्यात आलेले. दोन्ही घटकांची तुलना हि स्तंभालेखामध्ये दर्शविण्यात आलेली आहे.

अभ्यास क्षेत्र यवतमाळ जिल्हा हा महाराष्ट्र राज्यातील अमरावती विभागाच्या दक्षिणेकडे स्थित आहे. जिल्ह्याच्या प्रामुख्याने दक्षिण भागात आदिवासी लोकसंख्येचे वितरण अधिक आढळून येते. जिल्ह्याचा अक्षवृत्तीय विस्तार १९° २६' उत्तर ते २०° ४२' उत्तर असून रेखावृत्तीय विस्तार हा ७७° १८' पूर्व ते ७९° ०९' पूर्व आहे. जिल्ह्याचे एकूण भौगोलिक क्षेत्रफळ १३५८४ चौकिमी असून महाराष्ट्र राज्याच्या ते ४.४१% आहे तर २०११ च्या जनगणनेनुसार एकूण लोकसंख्या हि २४५८२७१ आहे. २०११ नुसार एकूण आदिवासी लोकसंख्या हि ५१४०५७ असून एकूण लोकसंख्येच्या १८.५४% हे प्रमाण आहे.

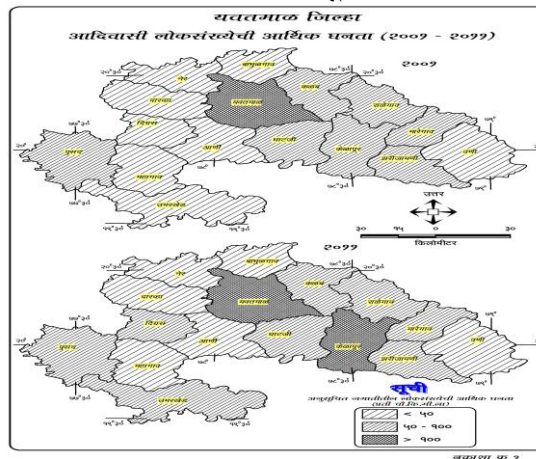
आर्थिक घनता (२००१ व २०११) यवतमाळ जिल्ह्यातील २००१ व २०११ याकाळातील आदिवासी लोकसंख्येची आर्थिक घनता हि सारणी क्रमांक १ मध्ये दर्शविली आहे.

सारणी क्रमांक १
यवतमाळ जिल्ह्यातील आदिवासी लोकसंख्येची आर्थिक घनता (२००१ व २०११)

तालुके	वर्ष २००१	वर्ष २०११
नेर	16	18
बाभूळगाव	38	34
कळंब	59	67
यवतमाळ	108	109
दारव्हा	24	25
दिग्रस	48	52
पुसद	61	72
उमरखेड	48	55
महागाव	40	41
आर्णी	42	49
घाटंजी	65	62
केळापूर	84	115
राळेगाव	57	58
मारेगाव	61	61
झरीझामनी	61	71
वणी	47	47
एकूण जिल्हा	54	59

स्त्रोत – संशोधक

जिल्ह्यामध्ये २००१ आणि २०११ याकाळातील आर्थिक घनतेमध्ये फारसा फरक जाणवत नाही आधीच्या कालात म्हणजेच २००१ मध्ये हि घनता कसलेल्या जमिनीच्या दर चौकिमीला ५४ होती तर २०११ मध्ये हि घनता ५९ होती म्हणजेच वाढ हि कमी प्रमाणत झालेली आढळून आली. तालुकानिहाय घनतेमध्ये २००१ आणि २०११ मध्ये बदल दिसून येतात, आर्थिक घनता हि वाढलेली आढळते परंतु हि वाढ अधिक नसल्याचे लक्षात येते. यवतमाळ तालुक्यात २००१ मध्ये हि घनता अधिक आढळते. दोन्ही काळात हि घनता प्रती चौकिमीला १०० पेक्षा अधिक आढळते. २००१ मध्ये केळापूर, घाटंजी, झरीझामणी, मारेगाव आणि पुसद मध्ये हि घनता प्रती चौकिमीला ६० पेक्षा धिक असून इतर तालुक्यात ती ६० पेक्षा कमी आढळून येते. नेर आणि दारव्हा या दोन तालुक्यात हि घनता सर्वात कमी आढळून येत असून ती २५ पेक्षा कमी असल्याचे दिसून येते (नकाशा क्र. १).



जिल्ह्यामध्ये २०११ ला हि घनता केळापूर तालुक्यात अधिक आढळून येते. याकाळात केळापुरची घनता ११५ असून यवतमाळची घनता १०९ आढळते. केळापूर मध्ये झालेली वाढ हि यवतमाळ पेक्षा अधिक असल्याचे दिसून येते. पुसद व झरीझामणी तालुक्यात ह्याकाळात हि घनता ७० पेक्षा अधिक असून २००१ पेक्षा त्यात थोडी वाढ झालेली आहे. कळंब, घाटंजी आणि मारेगाव तालुक्यात हि घनता आधीच्याच प्रमाणे ६० च्य वर असून त्यातील वाढ हि फारच कमी आहे. इतर तालुक्यात आर्थिक घनात हि ६० पेक्षा कमी असून यावर्षी सुद्धा नेर तालुक्यात हि घनता सर्वात कमी आढळून येते. केळापूर, घाटंजी, झरीझामणी, कळंब या तालुक्यात आदिवासी लोकसंख्येचे प्रमाण अधिक असल्याने या प्रदेशात आर्थिक घनताही अधिक असल्याचे आढळून येते.

किरकोळ संसाधन घनता (२००१ व २०११)

किरकोळ संसाधन घनता अधिक असणे हे आदिवासी समाजाचे वैशिष्ट्य आहे. किरकोळ संसाधन घनता अधिक असणाऱ्या प्रदेशात आदिवासी लोकसंख्या हि प्रामुख्याने जंगलातून वनऔषधी, कंदमुळे, रंगीबेर्नी दगड गोटे इत्यादी जमा करताना आढळतात तर बऱ्याच भागात विविध छोटी छोटी फळ पिके घेताना आढळतात.

अभ्यास प्रदेशातील किरकोळ संसाधन घनता हि सारणी क्रमांक २ मध्ये तालुकानिहाय दर्शविली आहे.

सारणी क्रमांक २

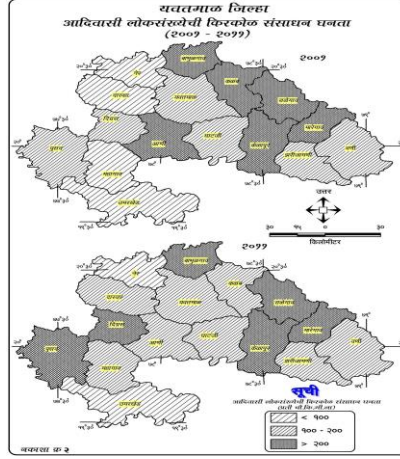
यवतमाळ जिल्ह्यातील आदिवासी लोकसंख्येची किरकोळ संसाधन घनता (२००१ व २०११)

तालुके	वर्ष २००१	वर्ष २०११
नेर	92	75
बाभूळगाव	243	627
कळंब	267	175
यवतमाळ	170	189
दारव्हा	97	130
दिग्रस	127	210
पुसद	145	220
उमरखेड	60	73
महागाव	95	185
आर्णी	213	163
घाटंजी	150	195
केळापूर	412	229
राळेगाव	332	246
मारेगाव	460	321
झरीझामनी	179	145
वणी	161	150
एकूण जिल्हा	162	173

स्त्रोत – संशोधक

यवतमाळ जिल्ह्याची हि घनता २००१ मध्ये १६२ तर २०११ मध्ये १७३ होती म्हणजेच गेल्या दहा वर्षात त्यात वाढ झालेली दिसून येते. तालुकानिहाय मात्र या घनतेत तफावत दिसून येते २००१ पेक्षा २०११ याकाळात बऱ्याच तालुक्यात हि घनता कमी झालेली दिसून येते याचे कारण म्हणजे लोकसंख्येतील वाढ आणि जंगल क्षेत्रातील बदल यामध्ये तफावत आहे. मारेगाव व केळापूर या तालुक्यात २००१ मध्ये हि घनता अधिक आढळून येते. या

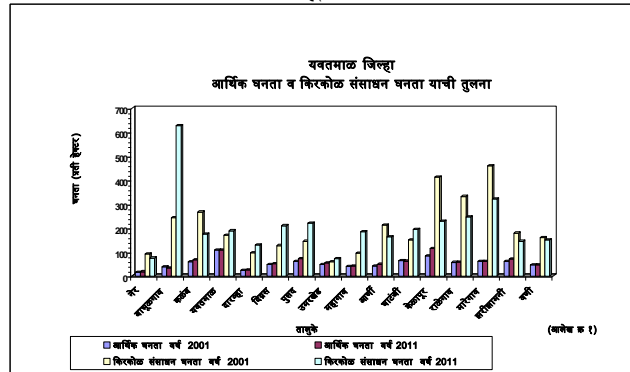
तालुक्यात आदिवासी लोकसंख्येचे वितरण व प्रमाण अधिक असून जंगल क्षेत्रही आढळून येते त्यामुळे जी आदिवासी या भागात राहते ती प्रामुख्याने किरकोळ व्यवसायात गुंतलेली आढळून येते (नकाशा क्र २).



राळेगाव आणि कळंब तालुक्यात हि घनता २००१ मध्ये २५० पेक्षा अधिक असून बाभूळगाव आणि आर्णी मध्ये २०० ते २५० दरम्यान आहे. दारव्हा, महागाव, उमरखेड आणि नेर तालुक्यात हि घनता फारच कमी आहे कारण या भागात आदिवासी लोकसंख्या कमी असून जंगल प्रदेश सुद्धा विरळ आहे. २०११ मध्ये हि घनता बाभूळगाव तालुक्यात अधिक असून त्यात कमालीची वाढ झालेली आढळून येते. या तालुक्यात आदिवासी लोकसंख्या कमी असली तरी हि लोकसंख्या किरकोळ व्यवसायात गुंतलेली आढळून येते. मारेगाव, राळेगाव आणि केळापूर या तालुक्याची घनता २००१ च्या तुलनेत त कमी झालेली आढळून येते. पुसद, दिग्रस, घाटंजी, यवतमाळ आणि महागओन तालुक्यात हि घनता १८५ ते २२० असू २००१ च्या तुलनेत तिच्यात वाढ आढळून येते. कळंब, अरणी, वर्णी आणि झारीझामनी तालुक्यात २००१ च्या तुलनेत २०११ मध्ये घट आढळून येते. नेर आणि उमरखेड तालुक्यात हि घनता सर्वात कमी आढळत असून नेर मध्ये त्यात वाढ आणि उमरखेड मध्ये त्यात घट आढळून येते.

आर्थिक घनता आणि किरकोळ संसाधन घनता यातील तुलना

आदिवासी लोकसंख्येची आर्थिक घनता व किरकोळ संसाधन घनता यात तफावत आढळून येते. ज्या तालुक्यात आर्थिक घनता अधिक आहे त्या तालुक्यात किरकोळ संसाधन घनता हि कमी आढळून येते. ज्या तालुक्यात आदिवासी क्षेत्रात कसलेले क्षेत्र अधिक आहे तिथे आर्थिक घनता अधिक तर जंगल क्षेत्र व शेती योग्य पडीत अधिक असल्याच्या भागात किरकोळ संसाधन घनता अधिक दिसून येते (आलेख क्र १).



केळापूर तालुक्यात मात्र आर्थिक घनता आणि किरकोळ संसाधन घनता दोन्ही अधिक आढळून येते याचे मुख्य कारण म्हणजे या क्षेत्रात आदिवासी लोकसंख्येचे वितरण आणि जंगल क्षेत्र दोन्ही अधिक आहे तसेच शेतीचे प्रमाणही अधिक आहे. यवतमाळ, केळापूर, राळेगाव, झरीझामणी या तालुक्यामध्ये कसलेले क्षेत्र अधिक असल्याने व आदिवासी लोकसंख्या प्रमाण अधिक असल्याने आर्थिक घनतेचे प्रमाणही अधिक आढळून येते तर केळापूर, राळेगाव व मारेगाव तालुक्यात आदिवासी लोकसंख्येचे प्रमाण आणि जंगल क्षेत्र अधिक असल्याने किरकोळ संसाधन घनता अधिक आढळून येते. आर्थिक घनता अधिक असलेल्या क्षेत्रामध्ये जिल्ह्यात कृषी व त्यावर निगडीत व्यवसायात आदिवासी लोकसंख्या गुंतलेली आढळून येते. तर किरकोळ संसाधन घनता अधिक असलेल्या प्रदेशात जंगलातून कंदमुळे गोळा करणे, वन औषधी, आवळा, निंबू, काकडी इत्यादी पिके घेणे, जन्मलातुलन जमा केलेल्या साहित्यातून टोपल्या बनविणे, झाडू बनविणे इत्यादी कामात आदिवासी लोकसंख्या गुंतलेली आढळून येते.

निष्कर्ष व उपाययोजना

यवतमाळ जिल्ह्यात आदिवासी लोकसंख्येचे प्रमाण अमरावती विभागामध्ये सर्वाधिक आढळून येते त्यामुळे या जिल्ह्यात त्यांची वैशिष्ट्ये सुद्धा अधिक आढळून येते. आदिवासी प्रदेशात कसलेले क्षेत्र आणि तेथील आदिवासी लोकसंख्या याचे गुणोत्तर प्रमाण सर्व तालुक्यात एकसारखे आढळत नाही. त्याच प्रमाणे जंगल क्षेत्र व पडीत क्षेत्र आणि आदिवासी लोकसंख्या याचे गुणोत्तरही एकसारखे नसून त्यात तफावत आहे म्हणूनच जिल्ह्यात त्यात विविधता पहावयास मिळते.

आदिवासी लोकसंख्येची आर्थिक घनता हि किरकोळ संसाधन घनतेच्या तुलनेत बरीच कमी आहे कारण किरकोळ व्यवसायातील आदिवासींचे प्रमाण हे त्याचे प्रमुख वैशिष्ट्य आहे. आदिवासी लोकसंख्येतील शेतीचे अपुरे ज्ञान तसेच कुटुंबाचा वाढता आकार आणि कुटुंब नियोजनाचा अभाव यामुळे आर्थिक घनता कमी असून त्यात प्रगती आढळत नाही तर जंगलाचे घटलेले प्रमाण व शती योग्य पाडीत जमीन ठेवण्याचे कमी प्रमाण यामुळे किरकोळ संसाधन घनता बऱ्याच भागात कमी होत असल्याचे दिसून येते. आदिवासी लोकसंख्येत आजही साक्षरता प्रमाण तुलनेत कमी आहे त्यामुळे साक्षरता प्रमाणात वाढ करून त्यांना कुटुंब नियोजनाचे महत्व पटवून देणे तसेच अतिरिक्त लोकसंख्या वाढीस आळा बसविणे, व शेती पद्धतीत सुधारणा करणे आवश्यक आहे. त्याच प्रमाणे आदिवासी योजनांचा प्रसार त्यांच्यापर्यंत करून त्यांना त्याचे लाभ मिळवून देणे गरजेचे आहे त्यामुळे त्यांची आर्थिक घनता वाढून प्रगती होण्यास मदत मिलेले. त्याच प्रमाणे अवैध जंगलतोड थांबवून क्रमाक्रमाने शेतीयोग्य जमीन पडीत ठेऊन त्याची सुपीकता टिकविणे आवश्यक आहे. जे आदिवासी दुर्गम भागात राहतात अशा प्रदेशात किरकोळ संसाधन घनता अधिक असते त्यामुळे अशा प्रदेशातील वनांचे संवर्धन करून जंगलाची हानी होऊ न देता किरकोळ संसाधन घनतेद्वारे त्यांच्या विकासाचा चालना देणे आवश्यक आहे.

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गोषवारा:

उत्तर महाराष्ट्रातील जवळपास ७५% आदिवासी समाज शेतीवर अवलंबून आहे. आदिवासी शेतकऱ्यांची ८५% शेती ही पावसाच्या पाण्यावर अवलंबून आहे. डोंगराळ भागात शेतजमीन असल्यामुळे पावसाचे पाणी वाहत जाते, निचरा होणारी जमीन असल्यामुळे पाणी वाहत जाते. तसेच अनेक नैसर्गिक संकटांमुळे आदिवासी शेतकरी अडचणीत सापडलेला आहे. अशावेळेस स्वतःच्या कुटुंबाचा उदरनिर्वाह करणे देखील कठीण होते. यावर उपाययोजना म्हणून आदिवासी विकास विभागाने दरवर्षी आदिवासी समाजासाठी खावटी कर्ज योजन सुरु केलेली आहे. आदिवासी शेतकरी स्वावलंबी होण्यासाठी त्याने स्वतः हा प्रयत्न करायला हवेत यासाठी आपल्या शेतीमध्ये सुधारणा करून नवीन तंत्रज्ञान आणि संकरीत बियाणे यांचा वापर करणे आवश्यक आहे. यासाठी शासन आणि बँकांकडून पिक कर्ज योजना सर्व शेतकऱ्यांसाठी राबविली जाते. या पीक कर्ज योजनेचा आदिवासी शेतकऱ्यांनी कसा उपयोग केलेला आहे आणि या योजनेचा कसा फायदा झालेला आहे, हे या संशोधन पत्रिकेत समाविष्ट केलेले आहे.

प्रस्तावना:

स्वातंत्र्यप्राप्तीनंतर भारत सरकारने आदिवासी समाजाच्या विकासासाठी सतत प्रयत्न चालविले आहेत. आदिवासींच्या कल्याणासाठी सरकारने आजवर अनेक योजना राबविल्या परंतु त्या योजना फारशा यशस्वी झाल्या नाहीत. त्यामुळेच आदिवासी समाजाचा सामाजिक, सांस्कृतिक आणि आर्थिक जीवनात मोठा बदल झालेला नाही. या समाजाचा प्रमुख व्यवसाय शेती हा असून ८० ते ९०% आदिवासी समाज शेती व्यवसायावर अवलंबून आहे. शेतीचे धारणक्षेत्र अतिशय लहान, पारंपारिक शेती करण्याची पद्धत, पारंपारिक बी-बियाणांचा वापर व कोरडवाहू शेती यामुळे त्यांचे उत्पन्न अतिशय कमी आहे. शेतीचे उत्पन्न अतिशय कमी असल्यामुळे हा समाज नेहमीच आर्थिक अडचणीत असतो. त्यामुळे त्यांना गावातील सावकार, व्यापारी, दुकानदार, मोठे शेतकरी यांच्याकडून कर्ज घ्यावे लागते. याच परिस्थितीचा फायदा घेऊन व्याजाचा प्रचंड दर आकाराने, हिशेबात फसवणूक करणे, शेतमाल्याच्या किमती कमी लावणे या गोष्टी सावकारांकडून सर्रासपणे केल्या जातात. त्यामुळे आदिवासी समाज कर्जाच्या अडचणीत अडकतो. आदिवासींची पिळवणूक व फसवणूक वर्षानुवर्षे सुरु असल्यामुळे बहुतेक आदिवासींना आपली जमीन गमवावी लागली आहे, कित्येक आदिवासी भूमिहीन झाले आहेत. त्यांना या परिस्थितीत बाहेर काढण्यासाठी आणि समाजाच्या मुख्य प्रवाहात आणण्यासाठी केंद्र सरकारने अनेक योजना राबविल्या आहेत. त्यापैकी पीक कर्ज ही एक योजना राबविली जाते. केंद्र सरकार आणि राज्य सरकार यांच्याकडून दरवर्षी शेतकऱ्यांसाठी खरिफ आणि रब्बी पीकांसाठी पीक कर्ज सवलतीच्या व्याज दरामध्ये दिले जाते. नाबार्ड कडून ग्रामीण आणि जिल्हा बँकांना शेतकऱ्यांसाठी पतपुरवठा होत असतो. उत्तर महाराष्ट्रातील आदिवासी शेतकऱ्यांसाठी देखील जवळपास सर्वच बँकांकडून पीक कर्ज दिले जाते. त्याचप्रमाणे महाराष्ट्र बँकेकडून देखील दरवर्षी आदिवासी शेतकऱ्यांना पीककर्ज योजनेचा लाभ दिला जातो.

संशोधन निबंधाची उद्दिष्टे:

१. आदिवासी शेतकऱ्यांच्या आर्थिक आणि सामाजिक स्थितीचे अध्ययन करणे.
२. आदिवासी शेतकऱ्यांनी घेतलेल्या पीककर्जाचा अभ्यास करणे.
४. आदिवासी भागातील कृषी विकासात बँक ऑफ महाराष्ट्राच्या भूमिकेचे अध्ययन करणे.

३. गृहीतके

- अ. आदिवासी जिल्हे व तालुक्यांच्या कृषी विकासात बँक ऑफ महाराष्ट्राची भूमिका महत्वाची आहे.
- ब. पीककर्ज योजनेचा फायदा आदिवासी शेतकऱ्यांना झाला आहे.

४. संशोधन व्याप्ती:

प्रस्तुत संशोधन हे उत्तर महाराष्ट्रातील आदिवासी भागाशी संबंधित आहे. उत्तर महाराष्ट्रात नंदुरबार, धुळे, जळगाव, नाशिक, अहमदनगर ह्या ५ जिल्ह्यांचा समावेश होतो. यापैकी केवळ अहमदनगर व नाशिक या दोन जिल्ह्यांची संशोधनासाठी निवड केली आहे. आदिवासी समुदायाचे स्थानिकीकरण उत्तर महाराष्ट्रातील नंदुरबार,

धुळे, जळगाव, नाशिक, अहमदनगर ह्या पाच जिल्ह्यांत आहे. उत्तर महाराष्ट्रातील आदिवासींचे प्रमाण खालील तक्त्यात दिलेले आहे.

जिल्हे	एकूण लोकसंख्या	आदिवासी लोकसंख्या	आदिवासींचे प्रमाण
नाशिक	४९,९३,७९६	११,९४,२७१	२३.९२%
अहमदनगर	४०,४०,६४२	३,०३,२५५	७.५१%
धुळे	१७,०७,९४७	४,४३,५६४	२५.९७%
नंदुरवार	१३,११,७०९	८,५९,५७४	६५.५३%
जळगाव	३६,८२,६९०	४,३५,९५१	११.८४%
एकूण	१,५७,३६,७८४	३२,३६,६१५	२०.५६%

तालुक्यातील शेतकऱ्यांकडून प्रश्नावली भरून घेतली आहे. शेतकऱ्यांनी दिलेल्या माहितीवरच येणारे निष्कर्ष आधारित असतील.

५. संशोधन निबंध रचना:

अ) प्राथमिक आकडेवारी:

अ) प्रश्नावली:

उत्तर महाराष्ट्रात एकूण ५ जिल्हे येतात त्यातील निवड केलेल्या अहमदनगर व नाशिक जिल्ह्यातील अकोले आणि इगतपुरी या आदिवासी तालुक्यांतील १०० आदिवासी शेतकऱ्यांकडून प्रश्नावली भरून घेतली आहे.

ब) दुय्यम आकडेवारी:

सदरची माहिती ही प्रकाशित व अप्रकाशित साहित्य - पुस्तके, संशोधन पत्रिकांतील मधील प्रकाशित लेखांचे संदर्भ घेऊन तसेच ग्रंथालये, संकेतस्थळांना भेट देऊन माहिती घेतली आहे.

६. पीक कर्ज योजनेची पार्श्वभूमी:

केंद्र सरकारची पीककर्ज योजना सन : १९९८ पासून सुरु झाली. पण खऱ्या अर्थाने २०१२ नंतर पीक कर्ज योजनेची व्याप्ती वाढत गेली. पीक कर्ज योजनेलाच "किसान क्रेडीट कार्ड" योजना असेही संबोधले जाते. खरीप आणि रब्बी पिकांची लागवड / पेरणी करणे, पेरणीसाठी शेतीची मशागत करणे, बी-बियाणे, खते, कीटकनाशके, मजुरी इत्यादी खर्चासाठी शेतकऱ्यांना एक वर्षासाठी कर्जपुरवठा करणे हा या योजनेचा मुख्य हेतू आहे. भांडवलाअभावी शेतकऱ्यांची जमीन पडीक राहू नये, शेतकऱ्यांना शेतीतून उत्पन्न मिळावे आणि कुटुंबाच्या गरजा भागाव्यात हे देखील या योजनेचे हेतू आहेत. तसेच शेतकऱ्यांना कमी व्याजदरात कर्ज मिळवून देणे, सावकारांच्या तसेच दुकानदारांच्या जाचातून शेतकऱ्यांना बाहेर काढणे हे देखील उद्देश या योजनेपाठीमागचे आहेत. ही योजना केंद्र सरकार आणि राज्य सरकार मिळून राबवली जात आहे. निधीचे वितरण नाबार्ड कडून राज्य सहकारी बँक, राष्ट्रीयकृत बँका, खाजगी बँका, जिल्हा सहकारी बँका, शेतकरी सहकारी सोसायटी यांच्यामार्फत केले जाते. पीक कर्ज योजनेमध्ये १,००,००० रु. पर्यंत कोणत्याही प्रकारचे व्याज शेतकऱ्यांकडून घेतले जात नाही. यासाठी शेतकऱ्यांनी नियमितपणे पीककर्जाची परतफेड करणे आवश्यक आहे. २,००,००० रु. ते ३,००,००० रु. पर्यंतच्या कर्जाच्या व्याजावर केंद्र सरकारकडून ३% सूट तसेच राज्य सरकारकडून १% सूट दीली जाते. तीन लाख रु. पासून पुढच्या रकमेवर ७% दराने व्याज आकारले जाते. किसान क्रेडीट कार्ड ची मुदत ५ वर्षे असते. पाच वर्षांनंतर परत दुसरे कार्ड शेतकऱ्यांना घ्यावे लागते. वेगवेगळ्या प्रकारच्या पीकांवर वेगवेगळ्या रकमेचे कर्ज दिले जाते खालील ताक्यातून हे दिसून येईल.

पीक कर्जाचे दर प्रति हेक्टर

अ.न.	पिकाचा प्रकार	जमिनीचा प्रकार (बागायती)	जमिनीचा प्रकार (जीरायती)
१	खरीप भात (सुधारित)	५८०००	४२०००
२	ज्वारी	२९०००	२७०००
३	बाजरी	३००००	२४०००
४	मका	३६०००	३००००
५	तूर	३६०००	३००००
६	मूग आणि उडीद	--	२००००
७	भूईमुग	४४०००	३८०००
८	सोयाबीन	--	४९०००

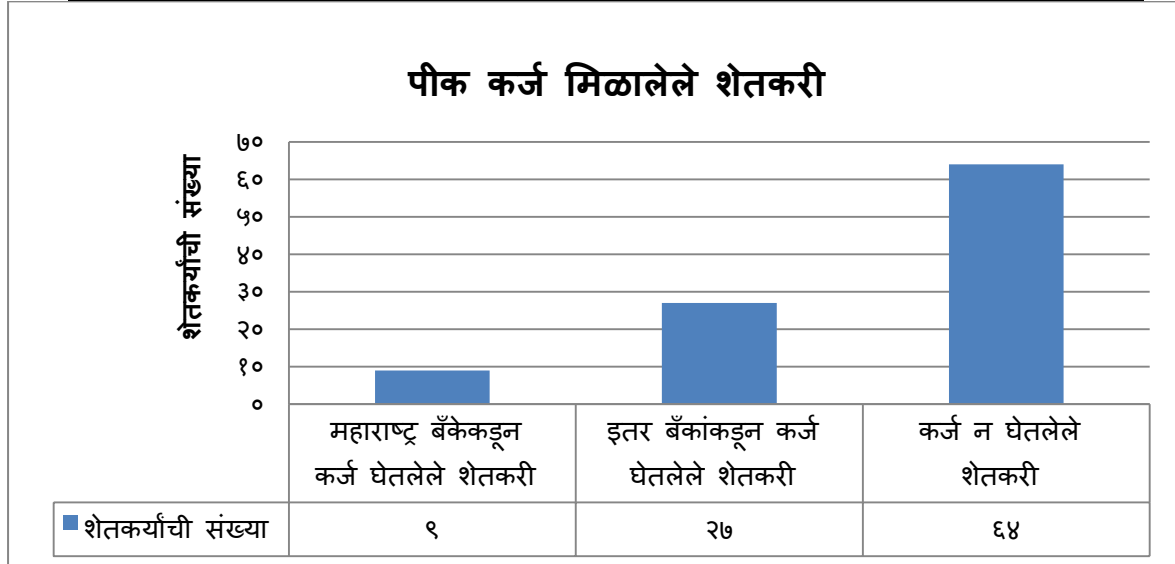
९	सूर्यफुल	२७०००	२४०००
१०	तीळ	२५०००	२४०००
११	जवस	--	२५०००
१२	कापूस	६९०००	५२०००
१३	ऊस	१,३२,००० (आडसाली)	१,२६,००० (पूर्व हंगामी)
	ऊस	१,२६,००० (सूरू)	९९००० (खोडवा)
१४	ज्वारी (रब्बी)	३३०००	३१०००
१५	गहू (रब्बी)	३८०००	--
१६	हरबरा (रब्बी)	४००००	३५०००
	भाजीपाला		
१७	मिरची	७५०००	--
१८	टॉमेटो	८००००	--
१९	कांदा (खरीप)	६५०००	--
	कांदा (रब्बी)	८००००	--
२०	बटाटा	७५०००	--
२१	हळद/ आले	१,७५,०००	--
२२	कोबीवर्गीय भाज्या	४२०००	--

स्रोत: राज्यस्तरीय सामितीने सन. २०२१-२२ करिता राबविलेली /निश्चित केलेले पीकनिहाय कर्ज दर. याव्यतिरिक्त फुले, चारा पीके, पशुपालन व दुग्धव्यवसाय, शेळी/मेंढी पालन, कुकुटपालन यांच्या व्यवस्थापन खर्चासाठी देखील पीककर्ज दिले जाते.

७. पीककर्ज योजना आकडेवारीचे विश्लेषण:

१. आदिवासी शेतकऱ्यांनी महाराष्ट्र बँकेकडून घेतलेल्या पीककर्जाचे वर्गीकरण:

नमुना निवडीसाठी निवडलेले शेतकरी	महाराष्ट्र बँकेकडून कर्ज घेतलेल्या शेतकऱ्यांचे शेकडा प्रमाण	इतर बँकांकडून कर्ज घेतलेल्या शेतकऱ्यांचे शेकडा प्रमाण	कर्ज न घेतलेल्या शेतकऱ्यांचे शेकडा प्रमाण
१००	९%	२७%	६४%



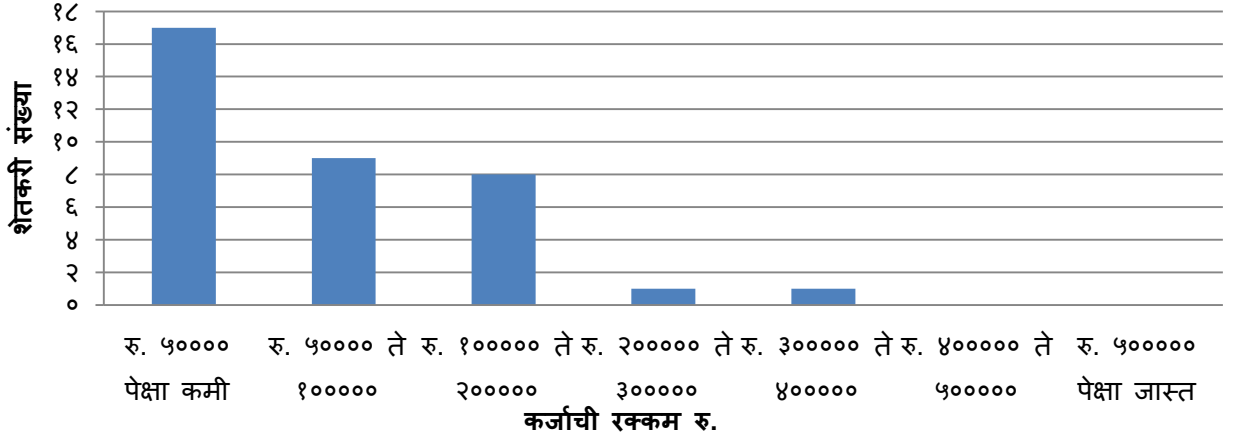
स्रोत: प्रत्यक्ष सर्वेक्षण

वरील आलेख तक्त्यानुसार संशोधनासाठी निवड केलेल्या एकूण १०० शेतकऱ्यांपैकी महाराष्ट्र बँकेकडून कर्ज घेतलेले शेतकरी आहेत ९ आणि इतर बँकांकडून कर्ज घेतलेले शेतकरी आहेत २७ आणि कर्ज न घेतलेल्या शेतकऱ्यांची संख्या आहे ६४. यावरून असे निदर्शनास येते की जास्तीत जास्त आदिवासी शेतकरी कर्ज घेत नाहीत.

२. शेतकऱ्यांना मंजूर झालेल्या कर्जाची वर्गवारी:

कर्जाची एकूण रक्कम रु.	रु. ५००००० पेक्षा कमी	रु. ५००००० ते १००००००	१०००००० ते २००००००	२०००००० ते ३००००००	३०००००० ते ४००००००	४०००००० ते ५००००००	रु. ५०००००० पेक्षा कमी
शेतकऱ्यांची संख्या	१७	९	८	१	१	०	०

कर्ज मंजूर झालेल्या रक्कमेचा आलेख



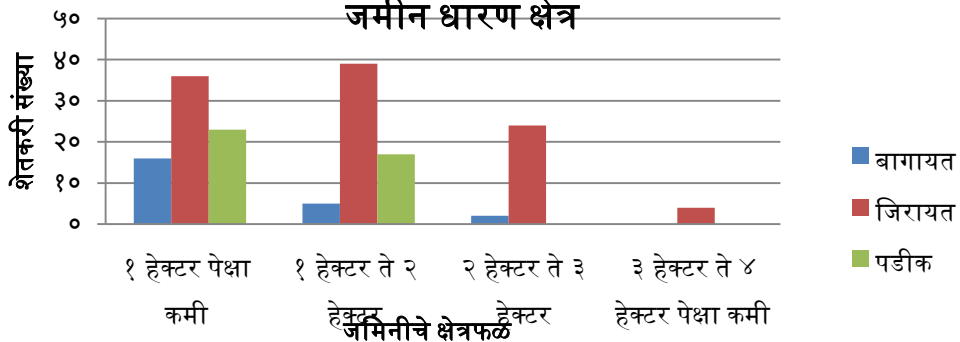
स्रोत: प्रत्यक्ष सर्वेक्षण

वरील आलेख तक्त्यावरून असे दिसून येते की, सर्वात जास्त शेतकऱ्यांनी ५००००० रुपयांपेक्षा कमी कर्ज घेतलेले आहे. त्यानंतर रु. ५००००० ते १०००००० रु. पर्यंत ९ शेतकऱ्यांनी कर्ज घेतलेले आहे. जास्त रक्कमेचे कर्ज घेण्याचे आणि मंजूर होण्याचे पामन फारच कमी आहे. रु. ४०००००० पासून पुढे कोणत्याही शेतकऱ्यांनी कर्ज घेतलेले नाही. यावरून असे निदर्शनास येते की आदिवासी शेतकऱ्यांमध्ये पीक कर्ज घेण्याची प्रवृत्ती अतिशय कमी आहे.

३. आदिवासी शेतकऱ्यांकडील जमीन धारण क्षेत्र:

	जमीन क्षेत्रफळ	१ हेक्टर पेक्षा कमी जमीन असणारे शेतकरी	१ हेक्टर ते २ हेक्टर पर्यंत जमीन असणारे शेतकरी	२ हेक्टर ते ३ हेक्टर पर्यंत जमीन असणारे शेतकरी	३ हेक्टर ते ४ हेक्टर पेक्षा जास्त जमीन असणारे शेतकरी
आदिवासिंजवळ असणारी जमीन	बागायत	१६	५	२	०
	जिरायत / कोरडवाहू	३६	३९	२४	४
	पडीक	२३	१७	०	०

जमीन धारण क्षेत्र

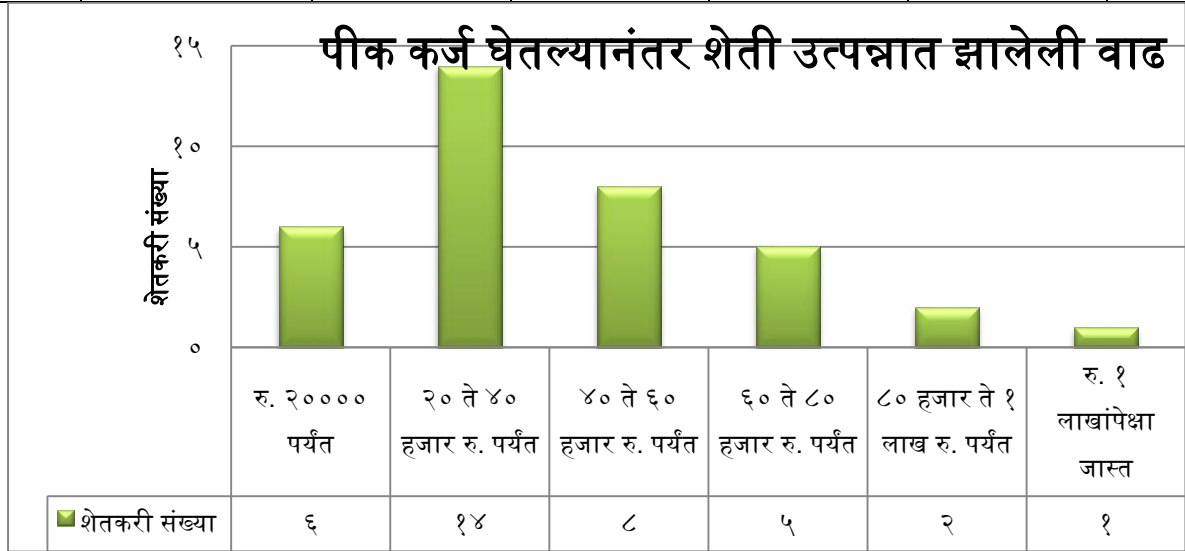


स्रोत: प्रत्यक्ष सर्वेक्षण

वरील आलेख तक्त्यानुसार संशोधणासाठी निवड केलेल्या एकूण १०० शेतकऱ्यांपैकी १ हेक्टर पेक्षा कमी बागायती जमीन असणारे शेतकरी आहेत १६, १ हेक्टर पेक्षा कमी जिरायत जमीन असणारे शेतकरी आहेत ३६ आणि १ हेक्टर पेक्षा कमी पडीक जमीन असणारे शेतकरी आहेत २३. १ हेक्टर ते २ हेक्टर बागायती जमीन असणारे शेतकरी आहेत ०५, १ हेक्टर ते २ हेक्टर पेक्षा कमी जिरायत जमीन असणारे शेतकरी आहेत ३९ आणि १ हेक्टर ते २ हेक्टर पडीक जमीन असणारे शेतकरी आहेत १७. २ हेक्टर ते ३ हेक्टर बागायती जमीन असणारे शेतकरी आहेत ०२, २ हेक्टर ते ३ हेक्टर जिरायत जमीन असणारे शेतकरी आहेत २४ आणि २ हेक्टर ते ३ हेक्टर पडीक जमीन असणारे एकही शेतकरी नाही. ३ हेक्टर ते ४ हेक्टर पेक्षा जास्त बागायती जमीन असणारे एकही शेतकरी नाही, ३ हेक्टर ते ४ हेक्टर जिरायत जमीन असणारे शेतकरी आहेत ०४ आणि ३ हेक्टर ते ४ हेक्टर पडीक जमीन असणारे एकही शेतकरी नाही. यावरून असे निदर्शनास येते की आदिवासी शेतकऱ्यांजवळ अतिशय कमी शेतजमीन आहे. या जमिनीवर उदरनिर्वाह करणे आदिवासी शेतकऱ्यांना कठीण आहे.

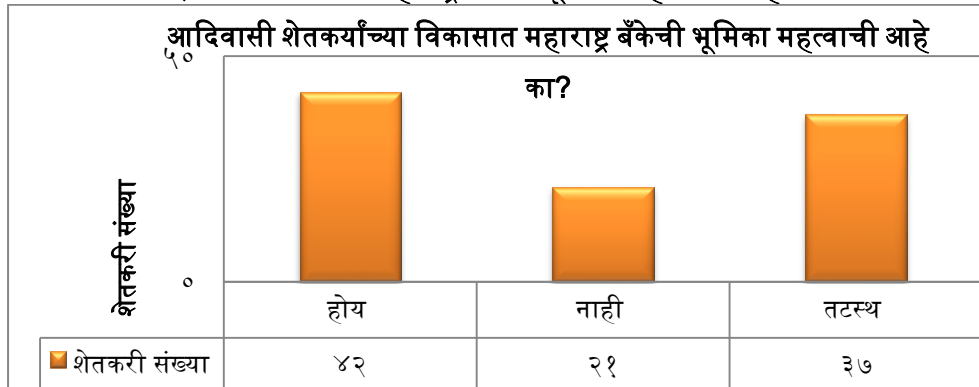
४. पीक कर्ज घेतल्यानंतर उत्पन्नात झालेली वाढ:

शेती उत्पन्नात झालेली वाढ	रु. २०००० पर्यंत	२० ते ४० हजार रु. पर्यंत	४० ते ६० हजार रु. पर्यंत	६० ते ८० हजार रु. पर्यंत	८० हजार ते १ लाख रु. पर्यंत	रु. १ लाखापेक्षा जास्त
शेतकऱ्यांची संख्या	०६	१४	०८	५	२	१



स्रोत: प्रत्यक्ष सर्वेक्षण

वरील आलेख तक्त्यावरून असे दिसून येते की, ज्या शेतकऱ्यांनी पीक कर्ज घेतले आहे त्यांच्या शेती उत्पन्नात वाढ झालेली आहे. यामध्ये रु. २०००० पर्यंत वाढ झालेले ०६ शेतकरी, २०००० ते ४०००० रुपयांपर्यंत वाढ झालेले १४ शेतकरी, ४० ते ६० हजार रुपयांपर्यंत वाढ झालेले ०८ शेतकरी, ८० हजार ते १ लाख रुपयांपर्यंत वाढ झालेले ०२ शेतकरी आणि १ लाख रुपयांपेक्षा जास्त वाढ झालेला ०१ शेतकरी आहे. यावरून असे स्पष्ट होते की ज्या शेतकऱ्यांनी जेवढे कर्ज घेतले आहे त्या प्रमाणात त्यांच्या उत्पन्नात वाढ झालेले आहे. आदिवासी शेतकऱ्यांच्या विकासात महाराष्ट्र बँकेची भूमिका महत्त्वाची आहे का?



स्रोत: प्रत्यक्ष सर्वेक्षण

वरील आलेखावरून असे निदर्शनास येते की, आदिवासी शेतकऱ्यांच्या विकासामध्ये महाराष्ट्र बँकेची भूमिका महत्वाची आहे. सर्वेक्षणासाठी निवड केलेल्या १०० शेतकऱ्यांपैकी ४२ शेतकऱ्यांनी आपल्या विकासामध्ये महाराष्ट्र बँकेची भूमिका महत्वाची आहे तर २१ शेतकऱ्यांनी नाही असे नमूद केलेले आहे. आणि ३७ शेतकऱ्यांनी आपले मत तटस्थ ठेवले आहे.

८. गृहीतकांची सिध्दता: प्रस्तुत संशोधनासाठी निश्चित केलेली गृहीतके

१. **आदिवासी जिल्हे व तालुक्यांच्या कृषी विकासात बँक ऑफ महाराष्ट्राची भूमिका महत्वाची आहे:** प्रस्तुत संशोधनासाठी उपलब्ध झालेल्या प्राथमिक तसेच दुय्यम माहितीनुसार ज्या शेतकऱ्यांनी महाराष्ट्र बँकेकडून पीक कर्ज घेतलेले आहे त्यांच्या कृषी उत्पन्नात वाढ झालेली आहे. ज्या शेतकऱ्यांनी कर्ज घेतलेले नाही अशा शेतकऱ्यांचे उत्पन्न स्थिर आहे. महाराष्ट्र बँकेने पुढाकार घेऊन जर आदिवासी शेतकऱ्यांच्या अडचणी आणि समस्या जाणून घेतल्या आणि त्यांच्यासाठी योग्य अशा कृषी योजना राबविल्या तर आदिवासांचा विकास होण्यास मदत होईल. यावरून असे स्पष्ट होते की आदिवासी शेतकऱ्यांच्या विकासात महाराष्ट्र बँकेची भूमिका महत्वाची आहे.
२. **पीककर्ज योजनेचा फायदा आदिवासी शेतकऱ्यांना झाला आहे:** प्रस्तुत संशोधनासाठी उपलब्ध झालेल्या प्राथमिक तसेच दुय्यम माहितीनुसार ज्या शेतकऱ्यांनी महाराष्ट्र बँकेकडून पीक कर्ज घेतलेले आहे त्यांच्या कृषी उत्पन्नात वाढ झालेली आहे. उपलब्ध असलेल्या प्राथमिक आणि दुय्यम माहितीनुसार असे स्पष्ट होते की पीक कर्ज योजनेचा फायदा आदिवासी शेतकऱ्यांना झाला आहे.

९. सारांश :

अ) **निष्कर्ष :** प्रस्तुत संशोधनासाठी उपलब्ध झालेल्या प्राथमिक तसेच दुय्यम माहितीवरून पुढील निष्कर्ष काढले आहेत.

१. आदिवासी शेतकऱ्यांजवळ अतिशय कमी जमीन आहे. तसेच उपलब्ध जमिनीतून अतिशय कमी उत्पन्न मिळते.
२. बहुतेक आदिवासी शेतकरी हे निरक्षर आहेत.
३. अजूनही शेती पारंपारिक पद्धतीनेच केली जाते.
४. बहुतांश आदिवासी शेतकरी शेती तंत्रज्ञानाचा वापर करत नाहीत.
५. बहुतांश शेतकऱ्यांकडे बागायती जमीन नाही. आणि जमीन कसण्यासाठी भांडवल देखील नाही.
६. बहुतांश शेतकऱ्यांकडे जीरायती / कोरडवाहू जमीन आहे. हि जमीन फक्त पावसाच्या पाण्यावर अवलंबून आहे.
७. आदिवासी शेतकरी खूप कमी प्रमाणात बँकांकडून कर्ज घेतात.
८. ज्या शेतकऱ्यांनी पीक कर्ज घेतले आहे त्यांच्या उत्पन्नात वाढ झाली आहे.
९. आदिवासी शेतकऱ्यांच्या विकासात बँकांची भूमिका महत्वाची आहे.

ब) **सूचना**

आदिवासी शेतकऱ्यांचा आर्थिक आणि सामाजिक विकास होण्यासाठी पुढील सूचना सुचवत आहोत.

१. जास्तीत जास्त आदिवासी शेतकऱ्यांनी पीक कर्ज योजनेचा लाभ घेण्यासाठी आदिवासी शेतकऱ्यांना प्रोस्थाहन देणे आवश्यक आहे. यासाठी बँकेतील कर्मचारी आणि गावातील काही सुशिक्षित लोकांनी प्रत्यक्ष शेतकऱ्यांच्या सभा आयोजित करून पीक कर्जाविषयीची माहिती द्यावी.
२. आदिवासी शेतकऱ्यांची जमिन डोंगराळ भागात आणि खडकाळ असल्यामुळे शेती उत्पन्न कमी होते यासाठी जमीन सपाटीकरण होणे आवश्यक आहे.
३. ९५% आदिवासी शेतकऱ्यांची जमीन पावसाच्या पाण्यावर अवलंबून आहे. शेतीच्या जलसिंचनासाठी शासनाकडून प्रयत्न झाले पाहिजेत.
४. शेती उत्पन्न वाढण्यासाठी पारंपारिक पद्धतींचा वापर न करता नवीन कृषी तंत्रज्ञानाचा वापर आणि संकरीत बी-बियाणांचा वापर शेतीमध्ये करणे आवश्यक आहे.
५. आदिवासी शेतकऱ्यांसाठी शासनाने मार्गदर्शन केंद्र, शेती प्रशिक्षण केंद्र, विविध प्रकारच्या कार्यशाळांचे आयोजन करावे.
६. अल्पभूधारक शेतकऱ्यांना व्याजदरात सुत देण्यात यावी.
७. आदिवासी शेतकऱ्यांना शेतीपूरक व्यवसाय सुरु करण्यासाठी कर्ज सुविधा द्यावी.

संदर्भ:

१. गोविंद गारे, आदिवासी समस्या आणि बदलते संदर्भ, पुणे -२०००
२. प्रभाकर मांडे, भारतीय आदिवासी विकासाच्या समस्या, गोदावरी प्रकाशन, औरंगाबाद-३, २००३
३. डॉ. बी. एन. आकरे, आदिवासींच्या जीवनावर सामुदायिक विकास योजनांचा झालेला परिणाम, पिंपळपुरे प्रकाशन, औरंगाबाद-२०१२
४. डॉ. सुधाकर जाधव, भारतातील आदिवासी समाज, चिन्मय प्रकाशन, औरंगाबाद- २०१२
५. <https://www.bankofmaharashtra.in>
६. <https://www.nabard.org>

समग्र राष्ट्रभारणीत डॉ.बाबासाहेब आंबेडकरांचे योगदान

डॉ. जनार्दन परकाळे

सहयोगी प्राध्यापक, मराठी विभाग, शंकरराव मोहिते महाविद्यालय अकलूज

प्रस्तावना:

डॉ. बाबासाहेब आंबेडकर हे एक राष्ट्रीयत्वाचे प्रतीक आहे. भारतीय समाज व्यवस्थेमध्ये अनेक जाती, धर्म, पंथ, वंश यांच्या असमानतेमुळे व दर्जाच्या उच्च-नीच श्रेष्ठत्वाच्या जाणिवेमुळे देशाच्या राष्ट्रीय एकात्मतेला बाधा आली होती. डॉ. बाबासाहेब आंबेडकरांच्या दृष्ट्या विचारसरणीमुळे सामाजिक विषमता, अस्पृश्यता, जातीयता, धर्मांधता तसेच प्रांतिक भेद, जाती अहंभाव हे समाज व राष्ट्र उभारणीसाठी घातक आहे हे ओळखून डॉ. बाबासाहेब आंबेडकरांनी राष्ट्रीय भावनेतून स्वातंत्र्याच्या पार्श्वभूमीवर विषमतावादी समाजरचना बदलण्यासाठी व्यक्तीपेक्षा देशाचे श्रेष्ठत्व महत्त्वाचे आहे या भावनेतून राष्ट्रीय सांघिक भावना सर्वांच्या ठायी कशी निर्माण होईल या भूमिकेतून डॉ. बाबासाहेब आंबेडकरांनी राष्ट्र उभारणीसाठी आपले कार्य केल्याचे दिसून येते. देशात सामाजिक समता, न्याय, स्वातंत्र्य आणि बंधुभाव या नीतिमूल्याची पेरणी करण्याचे काम डॉ.बाबासाहेब आंबेडकरांनी केले. 'भारतीय संविधान' हा भारताच्या सामाजिक न्यायाचा, राष्ट्रीय एकात्मतेचा एक महत्त्वाचा दस्तऐवज डॉ. बाबासाहेब आंबेडकरांनी तयार केला आहे. प्रत्येक व्यक्ती ही समान आहे.'एक व्यक्ती एक मूल्य' हे सूत्र भारतीय संविधानाच्या रूपाने डॉ. बाबासाहेब आंबेडकरांनी देशाला दिले आहे.जातीसंस्था ही मानवी विकासाच्या आड येणारी व्यवस्था आहे हे ओळखून राष्ट्रीय भावनेच्या माध्यमातून अस्पृश्यता नष्ट करण्याचे काम डॉ. बाबासाहेब आंबेडकर यांनी केलेले आहे. सामाजिक समता प्रस्थापित व्हावी व समाजामध्ये माणुसकीची वातावरण तयार व्हावे या राष्ट्रीय भूमिकेतून त्यांनी काम केले आहे. भारतीय समाज व्यवस्थेतील सर्व व्यक्तींना राष्ट्रीय विकासाच्या प्रवाहात आणायचे असेल तर शिक्षणाशिवाय तरणोपाय नाही हे ओळखून त्यांनी सर्वांना शिक्षणाचे संधी उपलब्ध करून दिली आहे. राष्ट्र विकास हा खऱ्या अर्थाने शिक्षणात आहे, म्हणून प्रत्येक व्यक्तीच्या मानसिक, बौद्धिक विकासासाठी, सामाजिक, आर्थिक व राजकीय स्वातंत्र्य मिळवण्याचे अस्त्र म्हणजे शिक्षण होय. हे शिक्षण माणसाला विचार करायला प्रेरक ठरते म्हणून राष्ट्राच्या सर्वांगीण विकासात शिक्षणाचा फार मोठा वाटा आहे. प्रत्येकाने शिक्षणाचे कास धरली पाहिजे. धर्म, जात, लिंग असा भेदभाव न करता सर्वांना शिक्षण मिळाले पाहिजे त्यातूनच परिवर्तनाची वाटचाल सुरू होते. भारतामध्ये राष्ट्रीयत्वाची भावना अधिक मजबूत होण्यासाठी डॉ. बाबासाहेब आंबेडकरांच्या विचाराची व कार्यकर्तृत्वाची जाणीव समजून घेणे गरजेचे आहे. भारतीय स्वातंत्र्य चळवळीतील डॉक्टर बाबासाहेब आंबेडकरांचे योगदान अतिशय महत्त्वाचे आहे. त्यांचे राष्ट्रीय सुरक्षा व परराष्ट्र धोरण, जलतज्ञ डॉ. बाबासाहेब आंबेडकर यांचे विमा धोरण, त्याचबरोबर त्यांचे कृषी धोरण याविषयीचे विचार अतिशय महत्त्वाचे आहे. डॉ.बाबासाहेब आंबेडकरांचे कार्य विचार तत्त्वज्ञान आणि त्यांचे द्रष्टेपण यांचा एकत्रित अभ्यास केल्यास ते केवळ व्यक्ती नसून राष्ट्र निर्मितीची शक्ती आहे याची प्रचिती येते. डॉ. बाबासाहेब आंबेडकर हे केवळ दलितांचे नेते आहेत असा पारंपारिक दृष्टीकोन बळावत चालला आहे, परंतु ते एक महान सर्वसमावेशक, धर्मनिरपेक्ष महापुरुष असल्याची जाणीव त्यांच्या कार्यकर्तृत्वातून सिद्ध होते. ते एक समग्र राष्ट्र निर्मितीचे प्रणेतेच आहेत. भारतरत्न डॉ.बाबासाहेब आंबेडकर हे नाव जगातील विद्वानांपैकी एक आहे. ते फक्त व्यक्ती नसून राष्ट्र आहे. ते भारतीय राज्यघटनेचे शिल्पकार, कायदेपंडित, दलित उद्धारक, दलितांचे कैवारी, सामाजिक क्रांतीचे प्रणेते, क्रियाशील विचारवंत, राजनीती तज्ञ, कृषी तज्ञ, शिक्षण तज्ञ, उत्कृष्ट साहित्यिक, उत्कृष्ट पत्रकार, एक अर्थतज्ञ अशा अनेक श्रेष्ठ दर्जाचे असल्याचे दिसून येतात. भारताच्या इतिहासातील महापुरुष आहेत याची जाणीव झाल्याशिवाय राहत नाही. डॉ.बाबासाहेब आंबेडकरांची विचारसरणी निश्चित काय होती हे ठरवायचे असेल तर त्यांच्या समग्र कार्याचा आढावा घेणे आवश्यक आहे

सामाजिक विचार

डॉ. बाबासाहेब आंबेडकर यांनी उच्चशिक्षणाची परिपूर्णता केल्यानंतर ते भारतात आले भारतात आल्यानंतर राजकीय सामाजिक आर्थिक कार्यात सहभाग घेतला त्यांनी स्वतःची समाजाची प्रगती साधली त्याचबरोबर समाजातील आर्थिक सामाजिक दृष्ट्या मागासलेल्या समाजाला विकासाच्या मार्गात आणण्याचा सतत प्रयत्न केला. त्यांनी मूकनायक, बहिष्कृत, हितकारणी सभा स्थापन करून समाजासाठी सत्याग्रह केला. भारतातील सामाजिक विषमतेची दरी खूपच वाढल्याचे लक्षात येताच त्यांनी भारतीय समाजव्यवस्थेतील विषमता नष्ट करण्यासाठी वेगवेगळे प्रयत्न केले. परंतु सामाजिक पातळीवर जाती-धर्माच्या आधारे सतत अपमानित झाल्याने त्यांनी १९३५ मध्ये येवला येथे जाहीर सभेत आपली मनोकामना जाहीर केली. ते म्हणतात 'मी हिंदू धर्मात जन्माला आलो असतो तरी हिंदू म्हणून मरणार नाही' त्यानुसार त्यांनी असंख्य बौद्ध बांधवांसोबत १४ ऑक्टोबर १९५६ रोजी नागपूर येथे बौद्ध धम्माची दीक्षा घेतली. डॉ. बाबासाहेब आंबेडकर यांनी मुंबई येथे १९२० मध्ये मूकनायक पाक्षिक काढले, तेव्हापासून अस्पृश्य समाजात जागृती व्हावी यासाठी प्रयत्न केले. अस्पृश्य समाजाच्या परिषदा भरविणे, व्याख्यानांचे आयोजन करणे, चर्चासत्र घडवून आणणे आधी कार्यक्रम हाती घेतले. त्यांनी महाड चवदार तळ्याचा सत्याग्रह, सायमन कमिशन समोर अस्पृश्य समाजासाठी निवेदन सादर केले, काळाराम मंदिर प्रवेशासाठी सत्याग्रह केला आणि १९३५ मध्ये स्वतंत्र मजूर पक्षाची व १९४२ मध्ये शेड्युल कास्ट फेडरेशन ची स्थापना करून देश व्यापक पक्ष संघटना स्थापन केली. डॉ. बाबासाहेब आंबेडकरांनी हिंदू धर्मातील सर्व ग्रंथांचा सखोल अभ्यास केला असल्याने त्यांना धार्मिक विषमता व जातीय विषमता ही मनुस्मृती या ग्रंथतूनच लोकांच्या मनावर बिंबवण्यात आल्याचे दिसून आले. हिंदू धर्मातील उच्चनीचता, जाती व्यवस्था, वर्ग व्यवस्था यांच्या अभ्यासामुळे त्यांचं स्पष्ट मत झाले की हिंदू धर्म हा अस्पृश्यांना केवळ हीन लेखतो आहे म्हणून त्यांनी अस्पृश्योद्धार साठी हिंदू धर्म विरुद्ध लढा देण्याचे ठरविले. अस्पृश्य वर्गाला या अन्याय वर्ण व्यवस्थेतून मुक्त करून स्वातंत्र्य, समता, बंधुत्व व न्याय यांच्या मोकळ्या वातावरणात आणण्याचे काम केले. आंबेडकरांनी जे सत्याग्रह केले ते खऱ्या अर्थाने सामाजिक समतेसाठी. त्यांनी मनुस्मृती नावाचा ग्रंथ की जो सामाजिक विषमतेच्या विचारसरणीला कारणीभूत ठरणारा ग्रंथ जाळून हिंदू धर्माला एक हादरा दिला. मनुस्मृतीने जातिव्यवस्थेचा पुरस्कार करून अस्पृश्यांना हीन लेखले व मंदिरातून अस्पृश्यांना प्रवेश नव्हता तो प्रवेश मिळावा म्हणून सत्याग्रह केला. हिंदूंच्या मंदिरात प्रवेश मिळावा म्हणून हीच सत्याग्रह केला ही परिवर्तनाची लढाई डॉ. बाबासाहेब आंबेडकरांनी आपल्या कार्यकर्तृत्वातून जिंकली आहे. डॉक्टर बाबासाहेब आंबेडकरांचे जाती विषयक विचार स्पष्ट होते अस्पृश्यतेचा जन्म हा हिंदूंच्या मानसिक विचारसरणीतून झाल्याचे दिसून येते दोन भिन्न गटातील पराभूत गट जेव्हा संरक्षणासाठी स्थिर जमातीच्या असलेला आत येतो तेव्हा बलवान जमात त्यांना गावाबाहेर जागा देते त्यातून विषमतेची दरी वाढत जाते आणि कालांतराने त्यांना अस्पृश्य ठरवून त्यांचे मोठ्या प्रमाणात शोषण व छळ केला जातो. डॉ. बाबासाहेब आंबेडकर यांच्या मते एखाद्या व्यक्तीचा जन्म त्या जातीत येतो तेव्हा त्या व्यक्तीचा दोष नसतो. जात ही जन्मावर आधारलेली असते ती बदलता येत नाही म्हणून प्रत्येक जण चाकोरीबद्ध जीवन जगतो हे योग्य नाही. भारताचे अखंडत्व आणि ऐक्य याविषयी डॉ. बाबासाहेब आंबेडकरांनी घेतलेली भूमिका महत्त्वाचे आहे. भारत अखंड हवा, सर्व लोक एकतेच्या भावनेने राहावेत यासाठी त्यांनी गोलमेज परिषदेमध्ये रोखठोक विचार मांडले आहेत. ब्रिटिश सरकार जोपर्यंत या देशात आहेत तोपर्यंत सर्व सामान्य माणसाच्या हाती सत्ता येणार नाही असे त्यांना वाटत होते. तेव्हा सर्वांनी एक होऊन भारतीय स्वातंत्र्यासाठी लढा दिला पाहिजे आणि अखंड भारतासाठी त्या अहोरात्र सामाजिक समता प्रस्थापित करण्यासाठी लढले पाहिजे. डॉक्टर बाबासाहेब आंबेडकरांना भारत देशामध्ये जातविरहित, धर्म विरहित समतावादी समाज अपेक्षित होता.

शैक्षणिक विचार

डॉ. बाबासाहेब आंबेडकरांनी शिक्षण हे सामाजिक जाणीव निर्माण करण्याचे साधन मानले. आपल्या समाजाचे दैनी अवस्थेचं वर्णन करताना डॉक्टर बाबासाहेब आंबेडकर म्हणतात की आपल्या बहिष्कृत वर्गाची स्थिती मात्र जन्मसिद्ध

अयोग्य ते मुळे व अपवित्र ते मुळे फारच शोचनीय झाली आहे अनेक वर्षे स्वतःला अयोग्य व पवित्र मानून घेतल्यामुळेच नैतिक दृष्ट्या आपल्यातील आत्मबळ व स्वाभिमानाची ही जी उन्नतीची सत्य कारणे आहेत ती अगदी लोक ऊन गेली आहे समाज उद्धारासाठी शिक्षणासारखे दुसरे साधन नाही ही त्यांची धारणा होती बहुजन समाजामध्ये शिक्षणाचे महत्त्व वाढविण्यासाठी त्यांनी ज्या काही घोषणा समाजाला दिल्या त्यांना मंत्रासारखे महत्त्व आले आहे ते असे शिका संघटित व्हा आणि संघर्ष करा व शिक्षण हे वाघिणीचे दूध आहे ते जो प्राशन करणार तो गुरगुरल्याशिवाय राहणार नाही आशा मुल मंत्रा मुळे बहुजन समाज शिक्षणासाठी आसुसला होता त्यातून त्यांच्या शिक्षण घेण्याचे प्रबोधन झाले दास्य मुक्ततेसाठी शिक्षणाशिवाय पर्याय नाही शेकडो वर्षे शिक्षणाअभावी म्हणजेच ज्ञानाअभावी बहुजन समाज अज्ञान अंधकार यामध्ये पडला होता मात्र उच्चवर्णीय आकडे शिक्षणाचे केंद्रीकरण असल्याने ते शिक्षणाच्या जोरावर बहुजन समाजाला कायम गुलामगिरीत ठेवत होते. शिक्षणाचं महत्त्व पटवून देताना डॉक्टर बाबासाहेब आंबेडकर म्हणतात उपासमारीने शरीराचे पोषण कमी झाल्यास माणूस हतबल होऊन अल्पायुष्य होतो तर शिक्षणाच्या अभावी तो राहिल्यास जिवंतपणी दुसऱ्याचा गुलाम होतो. मानवी जीवनाचे प्रगतीचे साधन म्हणून डॉक्टर बाबासाहेब आंबेडकर शिक्षणाकडे पाहतात विषमतावादी शिक्षणाने देशाचे प्रचंड नुकसान झाले त्यामुळे सर्वांनी समतावादी शिक्षणासाठी पुढे आले पाहिजे. प्राथमिक शिक्षणापासून ते विद्यापीठ स्तरीय शिक्षणापर्यंत सूत्रबद्ध मांडणी करून शिक्षण घेण्याचा सल्ला दिला त्यांच्या मते शिक्षण हा मानवी जीवनाचा पायाभूत संस्कार असल्याने ते पवित्र आहे म्हणून ते स्वायत्त व स्वतंत्र असायला हवे शाळा ही एक संस्कार केंद्र आहे शिक्षणाने पवित्रता निर्माण करण्यासाठी शिक्षण संस्था या मध्यवर्ती केंद्र टाकल्या पाहिजेत आणि त्यातून आधुनिक शिक्षणाची अंमलबजावणी केली पाहिजे. त्यांनी शिक्षणाचे महत्त्व ओळखून वेगवेगळ्या ठिकाणी शिक्षण संस्था स्थापन करून शिक्षणाचा प्रसार केला.

धार्मिक विचार

डॉ. बाबासाहेब आंबेडकर हे धर्माला मानणारे होते.व्यक्ती विकासाचे एक महत्त्वाचे साधन मानत होते. धर्म ही माणसाची अध्यात्मिक प्रगती घडवून आणतो. त्याला आत्मिक समाधान प्राप्त करून देते म्हणून धर्मात उच्चनीचता नसावी. धर्मात स्वातंत्र्य व समता यांचा अंतर्भाव असावा. धर्म समाज जीवनाला आवश्यक आहे. धर्म कर्मकांडात, अंधश्रद्धेत बुडालेला नसावा, त्याच बरोबर समाजात दैववाद आणि विषमता यांची जोपासना करणारा नसावा. जो धर्म आपल्या अनुयायांना अज्ञानी राहा, दुर्बल रहा अशी शिकवण देतो तो धर्म नसून एक रोग आहे असे डॉ. बाबासाहेब आंबेडकरांचे मत होते.हिंदू धर्मात मोठ्या प्रमाणात विषमता आहे हे त्यांच्या लक्षात आले होते म्हणून त्यांनी हिंदू धर्माचा त्याग करण्याची प्रतिज्ञा केली. त्यातूनच त्यांनी १४ ऑक्टोबर १९५६ या दिवशी नागपूर येथे बौद्ध धम्माची दीक्षा घेतली. हिंदू धर्माने दलितानांच्या जीवन प्रगती वर अडथळे आणत असल्याने त्यांना विषमतेचे, अपमानित जीवन जगावे लागले असल्यामुळे त्यांच्यासमोर धर्मांतर करण्याशिवाय पर्याय नव्हता. म्हणून त्यांनी समतावादी विचारसरणीचा बुद्ध धम्म स्वीकारला आणि तो धर्म समता व न्याय यावर आधारित असल्याने मानवाची प्रतिष्ठा उंचावण्यास मदत होते.

राजकीय विचार

डॉ.बाबासाहेब आंबेडकरांनी भारतातील राजकीय क्षेत्रात केलेली कामगिरी सर्वात मोठे असून त्यांच्या कामगिरीचा सामाजिक लोकशाहीच्या संकल्पनेचा उल्लेख करता येईल.यांच्या मते लोकशाही हे एक सामाजिक संघटना आहे.राजकीय सत्ता काही ठराविक लोकांच्या हाती गेली तर अस्पृश्यांना चांगले दिवस येतीलच असे नाही असे मत व्यक्त केले होते. म्हणूनच राजकीय सत्ता सर्वसाधारण लोकांच्या हाती म्हणजेच खऱ्या अर्थाने शेतकरी व कामगारांच्या हाती असायला पाहिजे.गोलमेज परिषदेनंतर भारतातील राजकीय प्रश्नावर डॉ. बाबासाहेबांनी अधिक लक्ष केंद्रित केले. भारताची भावी राज्यघटना, भारताची राज्यव्यवस्था, राखीव जागांचा प्रश्न,पाकिस्तानचा प्रश्न इत्यादी विविध प्रश्नांना महत्त्व आले होते. दुसऱ्या महायुद्धाच्या अखेरीस भारताला स्वातंत्र्य देण्याच्या दिशेने विचार सुरू झाले होते. त्यावेळी त्यांनी आपल्या भाषणातून ,लेखनातून, विविध परिषदातून डॉ. बाबासाहेब आंबेडकर यांनी आपले राजकीय विचार व्यक्त केले. 'मजूर पक्ष' या राजकीय पक्षाची स्थापना केली. पुढे १९४२ मध्ये 'शेड्युल कास्ट

फेडरेशन' या नव्या राजकीय पक्षाची स्थापना केली. राष्ट्रवाद, लोकशाही निष्ठा, समता व व्यक्तिस्वातंत्र्य या तत्वांचा पुरस्कार आणि शोषण विरहीत समाज निर्मितीचे ध्येय, धर्मनिरपेक्ष दृष्टिकोन हा त्यांच्या राजकीय विचारांची वैशिष्ट्ये आहेत. डॉ.बाबासाहेब आंबेडकर यांनी देशातील तमाम अपेक्षित, गरीब, आदिवासी समाजाला शासनकर्ती जमात बनवू इच्छित होते. त्यांचे उभे आयुष्य बहुजन समाजाला शासनकर्ती जमात बनण्यासाठी घालवत होते. त्यांनी १९१९ मध्ये 'साऊथ ब्युरो कमिशन' समोर या देशातील गरीब मजूर, आदिवासींना मतदानाचा अधिकार देण्यात यावा असा प्रश्न मांडला. त्या अगोदर या वर्गाला मतदानाचा अधिकार नव्हता, म्हणून बहुजन समाजाला मताचा अधिकार मिळवून देण्यासाठी डॉ. बाबासाहेब आंबेडकरांचे योगदान फार महत्वाचे असल्याचे दिसून येते. ज्यावेळी भारत देशात लोकशाही नव्हती त्यावेळी सुद्धा ते लोकशाहीच्या मार्गाने आंदोलन करत होते. एवढेच नव्हे तर लोकशाहीच्या आंदोलनामुळे इंग्रजांना सुद्धा वेळीच नमते घ्यावे लागले होते. १९२७ मध्ये चवदार तळ्याचा सत्याग्रह अनेक आंदोलन करून डॉ. बाबासाहेब आंबेडकरांनी न्याय मिळवून दिला. पुढे डॉ.बाबासाहेब आंबेडकर हे इंग्रजांच्या सहकाऱ्यांनी वेगवेगळ्या विधिमंडळांमध्ये नवनियुक्त उमेदवार म्हणून घोषित झाले. अनेक पदावर काम करित असताना लोकशाही मूल्यांची रूजवण करून त्यांनी काम केले आहे. डॉ. बाबासाहेब आंबेडकरांनी लोकहित लक्षात घेऊन राजकीय कामगिरी पार पाडले आहे.

आर्थिक विचार

डॉ. बाबासाहेब आंबेडकरांचे आर्थिक विचारांचे योगदान आपल्याला त्यांच्या शैक्षणिक कारकिर्दीत केलेल्या लिखाणातून दिसून येते. ते एक सामाजिक किर्तीचे अर्थतज्ञ होते. 'द प्रॉब्लेम ऑफ रुपी' या प्रबंधात त्यांनी भारतीय रुपयाच्या समस्येवर लिखाण केले आहे. तसेच १९१८ मध्ये डॉ. बाबासाहेब आंबेडकर यांनी 'लहान धरण क्षेत्र आणि त्यावरील उपाय' यावर लेख लिहून भारतातील शेती विषयक प्रश्नांचे आणि त्यावरील उपाय याची चर्चा केली आहे. त्यांच्या मते, 'भारतीय शेतीचे प्रश्न सोडविण्यासाठी औद्योगिकीकरण हा एकच प्रभावी व खात्रीशील मार्ग आहे.' शिवाय शेतीची दुरावस्था थांबवण्यासाठी सहकारी शेतीचा पुरस्कार केला आहे. शेती व्यवसाय हा सन्मानाचा प्रतिष्ठेचा झाला पाहिजे, तरच युवा पिढी या शेती व्यवसाय कडे वळतील. यासाठी त्यांच्या उत्पादनाला औद्योगिक वस्तू प्रमाणे उत्पादन खर्चपेक्षा ज्यादा किंमत मिळाली पाहिजे. तशी व्यवस्था शासन पातळीवर विकसित झाली पाहिजे. यासाठी शेतीकडे राष्ट्रीय व्यवसाय म्हणून पाहिले पाहिजे. शासकीय गुंतवणुक शेती व्यवसायात वाढवली पाहिजे. डॉ. बाबासाहेब आंबेडकरांनी जे विचार या काळात मांडले ते आजही तितक्याच निकडीने त्याकडे पाहण्याची गरज आहे. किफायतशीर धारण क्षेत्राचा विचार ही त्यांच्या त्यांनी केला. आर्थिक गुलामगिरीचे पास तोडण्यासाठी व ग्रामीण अर्थव्यवस्थेतील परंपरा मोडीत काढण्यासाठी त्यांनी क्रांतिकारक स्वरूपाचे आर्थिक विचार मांडले. भारतातील कोट्यावधी दलित, शोषित, पीडित, आदिवासी, अस्पृश्य, शेतकरी, शेतमजूर, भूमिहीन यांना सामाजिक आर्थिक शैक्षणिक आणि राजकीय गुलामगिरीतून मुक्त करण्याचे अभूतपूर्व कार्य केले आहे. सामाजिक जीवनामध्ये आर्थिक बाबींना नियमित करण्यासाठी सर्वांना पोषक व न्याय पूर्ण सिद्धांत मांडला आहे. आर्थिक न्याय म्हणजे उत्पादनाच्या प्रक्रियेत एखाद्या व्यक्तीने दुसऱ्यावर हुकूमत गाजवून वाटेल तशा अटीवर काम करून घेण्याची सक्ती धारण करू नये. उलट सर्व लोकांना आपल्या योग्यता आणि कृती प्रमाणे लाभ मिळवण्यासाठी संधी मिळवून दिली पाहिजे. १९९८ मध्ये डॉ. बाबासाहेब आंबेडकरांनी शेतीच्या होणाऱ्या तुकडेबाजी मुळे शेती फायद्यात होत नसल्याचे लक्षात आणून दिले आहे. शेतीला त्यांनी आर्थिक उद्योग संबोधले होते. वाढत्या लोकसंख्येमुळे शेतकरी वर्गाच्या जमिनीच्या उपयुक्तवर मोठा तान येतो. शेतीवर अवलंबून राहिले तर बेकारी अधिकच वाढत जाईल, तेव्हा शेतकरी कर्जबाजारी होतो. तो कर्जमुक्त पहायचा असेल तर बाबासाहेब यांनी शेती संदर्भातली काही उपाय सांगितले आहे. ग्रामीण भागातील इलाख्यात उत्पन्न देणाऱ्या कच्च्या मालाच्या अनुरोधाने नवीन उद्योगधंदे निर्माण करण्याची सूचना केली आहे. भारतीयांनी सेझ शेती निर्माण केली. बाबासाहेबांना अभिप्रेत उद्योगधंदे उभारले गेले नाही तर

औद्योगीकरणाने बेकारांना मिळणाऱ्या नोकरी यातून त्यांचे परावलंबित्व संपेल आणि आपल्याला फायदा मिळेल.ज्यादा भाग भांडवल निर्माण करण्यात भारतीय समाज कमी झाल्यामुळे आज शेतकरी आत्महत्या करताना दिसतो आहे. त्यांनी आपल्या स्वतंत्र मजूर पक्षाच्या जाहीरनाम्यात आर्थिक धोरण क्रांतिकारक पणे मांडले होते.शेतीला राष्ट्रीय उद्योग घोषित करण्याची मागणी केली होती. शेती राष्ट्रीय उद्योग घोषित केल्यावर संपूर्ण शेत जमीन ही सरकारच्या मालकीची असणार होती. तिथे कुणी मालक नाही. जमीन कसण्यास आवश्यक अवजारे बी बियाणे सरकारने पुरवावे अशी त्यांची मागणी होती. ग्रामीण अर्थव्यवस्थेच्या स्वरूपात बदल करण्यासाठी त्यांचे विचार महत्वाचे आहेत. ग्रामीण भागातील जातिव्यवस्थेमुळे आर्थिक विकासास एक प्रकारची खीळ बसते. ठराविक जातीच्या माणसांना आर्थिक गुलामगिरी सहन करावी लागते.पिढ्यानपिढ्या जातिव्यवस्थेच्या चौकटीत अडकलेल्या समूहाला स्वतःची आर्थिक उन्नती करून घेता येत नाही म्हणून जातिव्यवस्थेच्या शृंखला तोडल्याशिवाय आर्थिक विकास होऊ शकत नाही असे मत डॉक्टर बाबासाहेब आंबेडकर यांनी व्यक्त केली आहे.

महिला सक्षमीकरणाचे विचार

डॉ. बाबासाहेब आंबेडकरांचे भारतीय स्त्रियांसाठी चे कार्य बहुमोल स्वरूपाचे आहे.भारतातील संबंध स्त्रीच्या स्वातंत्र्य स्थानासाठी त्यांनी विचार मांडले. हिंदू स्त्रियांची उन्नती आणि अवनतीचे या ग्रंथात त्यांनी मनुस्मृती पूर्व काळात स्त्रियांना विद्यार्जनाचे अधिकार होता हे स्पष्ट सांगितले. पूर्वी स्त्रिया राज्यकारभारात अधिकार पदावर होत्या. गुरुकुलात वेदात निष्णात होत्या.त्या पुरुषाबरोबर चर्चा करत होत्या.मात्र मनुस्मृति नंतर स्त्रियांची अवनती झाल्याचे दिसून येते. त्या अनुषंगाने धार्मिक कायदे आले आणि त्यातच स्त्री-पुरुष विषमतेची बीजारोपण झाले.धार्मिक कायदे करून स्त्रियांना पुरुषापेक्षा मागे ठेवण्याचे कारस्थान या मनुस्मृतीने केली हे डॉक्टर बाबासाहेब आंबेडकर यांच्या लक्षात आले.त्यामुळे त्यांनी स्त्री शिक्षण विषयक व स्त्री सुधारणे विषयक विचार व्यक्त केले आहे.स्त्रीचे समाजातील महत्त्व लक्षात घेता तिला स्वातंत्र्य आणि प्रगतीचे स्थान आवश्यक आहे. ते म्हणतात स्त्रियांची प्रगती ज्या प्रमाणात झाली असेल त्यावरून समाजाची प्रगती मोजता येते म्हणून देश हितासाठी व समाज हितासाठी स्त्रियांची प्रगती झाली पाहिजे. त्यांनी हैदराबाद येथे १९४४मध्ये स्त्रियांमध्ये जागृती व्हावी या दृष्टिकोनातून विचार व्यक्त केले. ते म्हणाले स्त्रियांनी पुरुषाबरोबर सार्वजनिक आयुष्यात उतरले पाहिजे,पुरुष वर्ग पुढे जाऊन जर स्त्रिया पाठीमागे राहिल्या तर कुठल्याही समाजाची प्रगती होणार नाही. स्त्रियांनी पुरुषाबरोबर सार्वजनिक ठिकाणी काम केले पाहिजे. तरच आपल्याला स्वातंत्र्य लवकरात लवकर मिळेल यातून डॉक्टर बाबासाहेब आंबेडकरांनी स्त्रियांचा सार्वजनिक जीवनातील सहभाग वाढविण्यासाठी प्रयत्न केला. ती चूलआणि मुल यात अडकून न राहता समाजसेवेसाठी बाहेर आली पाहिजे. डॉ.बाबासाहेब आंबेडकर मध्ये स्त्री मुक्तीची वैचारिक पार्श्वभूमी महात्मा फुले, गौतम बुद्ध व संत कबीर यांच्या वैचारिकतेतून निर्माण झाली. देशातील सर्व धर्मीय स्त्रियांच्या मुक्तीचा विचार त्यांनी केला. मनुस्मृती तील स्त्री अवहेलना मुळे ती कुटुंबातच अगतिक राहिली. ती गुलामापेक्षाही हीन वागणूकीने जगत होती. डॉ.बाबासाहेब आंबेडकरांनी ते ओळखले आणि त्यांनी स्त्री सक्षमीकरण याचा पुरस्कार केला.त्यांच्या मते ,'स्त्रियांची प्रतिमा जेवढी फुले तिची अंत शक्ती जेवढे साकार होईल, तेवढे मानव कल्याण होईल.स्त्रियांच्या सर्जनतेवरील बंधने दूर करून त्यांच्यासाठी अनुकूल वातावरण निर्माण करणे, स्त्रियांच्या धर्म प्रणित गुलामगिरी विरुद्ध आवाज उठवणे असे स्त्रीमुक्तीचे रणसिंग डॉ.बाबासाहेब आंबेडकरांनी उभे केले. भारतीय स्त्रियांची आर्थिक व सामाजिक गुलामगिरी कायद्याच्या माध्यमातून नष्ट केली. स्त्रियांना पुरुषाबरोबर सर्व अधिकार प्राप्त करून दिले.स्त्रियांना स्वतंत्र व्यक्ती म्हणून जगता यावे यासाठी हिंदू कोड बिल तयार केले आणि स्त्रियांना विशेष अधिकार देण्यात आले. यातून स्त्रियांच्या सक्षमीकरणाचा मार्ग मोकळा झाला. महिला सक्षमीकरणासाठी कुटुंब नियोजनाचा विचार प्रकर्षाने केला. वाढत्या लोकसंख्येच्या नियंत्रणासाठी आपल्या भाषणातून त्यांनी विचार मांडले .त्यांना छोट्या कुटुंबाची संकल्पना अभिप्रेत होती .वाढती लोकसंख्या ,बेकारी ,दारिद्र्य या दुष्टचक्रातील कार्यकारणभाव

त्यांनी स्पष्ट केला. लोकसंख्या नियंत्रणाखाली संततिनियमन हा एकमेव मार्ग त्यांनी सांगितला. वाढत्या लोकसंख्येला आळा घालण्यासाठी त्यांनी १९३८ मध्ये मुंबई असेंब्लीत संततिनियमन विषयक विधेयक मांडले. त्यातून लोकसंख्या आटोक्यात आणण्यासाठी प्रयत्न केल्याचे दिसून येते.

सारांश

डॉ. बाबासाहेब आंबेडकर हे परदेशात शिक्षण घेत असतानाही भारताच्या विविध प्रश्नाकडे दुर्लक्ष केले नाही. त्यांनी भारताला अखंड बनविण्यासाठी भारतातले समाजजीवन कायद्याच्या चौकटीत राहून संपन्न होण्यासाठी प्रयत्नशील राहिले. संपूर्ण भारतीय माणसाला स्वातंत्र्य मिळाले पाहिजे, तो शोषणमुक्त समाज निर्माण झाला पाहिजे याची त्यांनी सातत्याने पाठराखण केली आहे. भारतीय पातळीवर विविध जाती समूह असताना त्यांना एकत्र बांधून ठेवण्याचे कार्य त्यांनी केले आहे. व्यापक स्वातंत्र्याचा विचार मांडला. भारतीय राजकीय व विचारवंत यांच्या विचारसरणी पेक्षा भारत देश मोठा आहे त्याच्याशी निष्ठा बाळगण्याची भूमिका मांडली. वैयक्तिक स्वार्था पेक्षा राष्ट्रनिष्ठा किती महत्त्वाचे आहे हे त्यांनी आपल्या विचारातून स्पष्ट केली आहे. चातुर्वर्ण्य व्यवस्था आणि जातीय विषमतेमुळे भारतीय माणूस विभागला गेला आहे. धर्मसत्तेच्या कायद्यामुळे स्त्रियांची प्रगती होत नाही. खोती सारख्या जाचक अटींमुळे शेतकरी अगतिक झाला आहे. लोकसंख्येच्या वाढीमुळे लोक दारिद्र्यात जीवन जगत आहेत अशा अनेक प्रश्नांचे डॉ. बाबासाहेब आंबेडकरांनी गांभीर्याने विचार करून समाज प्रगतीसाठी आपले मौलिक विचार व्यक्त करून देश अखंड राहण्यासाठी प्रयत्न केला आहे. समाज मुक्त झाला पाहिजे. कोणाच्याही धार्मिक स्वातंत्र्याआड न येता वैज्ञानिक भूमिकेतून भारतीय संविधानाची रचना केली. हेच फार मोठे राष्ट्रीय योगदान सुवर्ण अक्षरांनी लिहून ठेवण्यासारखे आहे.

संदर्भ

- १) डॉ. बाबासाहेब आंबेडकर : डॉ. बाबासाहेब आंबेडकर लेखन आणि भाषणे खंड १८ भाग १, वर्ष २००२
- २) शंकरराव खरात (संपादन) : डॉ. बाबासाहेब आंबेडकर यांची आत्मकथा, इंद्रायणी प्रकाशन, पुणे
- ३) डॉ. यादव गायकवाड : डॉ. बाबासाहेब आंबेडकर जीवन आणि कार्य
- ४) धनंजय कीर : डॉ. बाबासाहेब आंबेडकर, पॉप्युलर प्रकाशन, मुंबई - १९३२

पळशी कोळदुर्ग किल्ल्यावरील चालुक्य कालीन अप्रसिद्ध हळेकन्नड शिलालेख

प्रा. गौतम काटकर

कला व वाणिज्य महाविद्यालय, सातारा मानसिंगराव कुमठेकर
मिरज इतिहास संशोधन मंडळ, मिरज जि. सांगली

प्रस्तावना :

इतिहासाच्या अभ्यासात दगडावर कोरलेला शिलालेख हा अत्यंत महत्वाचा व सर्वाधिक विश्वसनीय पुरावा समजला जातो. भारतात कोरीव लेखांच्या इतिहासाचा प्रारंभ सम्राट अशोकाच्या काळापासून सुरू झाला महाराष्ट्रातील कोरीव लेखांच्या इतिहासाचा प्रारंभ आशोकाच्या इ.स. पूर्वी ३०० काळातील ठाणे जिल्ह्यात आढळलेल्या सोपारा प्राकृत कोरीव लेखांपासून होतो. त्यानंतर इ.स. ३०० पर्यंत महाराष्ट्रावर राज्य करणारे सातवाहन राजे बहुतेक हिंदू असले तरी त्यांनी कोरीव लेखांच्या संदर्भातील भाषे विषयीचे धोरण पहिल्या सारखेच (अशोकाचेच) पुढे चालू ठेवले. हा महाराष्ट्रातील कोरीव लेखांचा पहिला टप्पा होय. दहाव्या शतकानंतर महाराष्ट्रात कन्नड शिलालेख दिसून येतात. हे कन्नड लेख कल्याणी चालुक्यांच्या काळातील आहेत. यात राजवटीतील सांगली जिल्ह्याच्या प्राचिन इतिहासावर प्रकाश टाकणारा हळेकन्नड शिलालेख पळशी ता. खानापूर येथील काळदुर्ग किल्ल्यावर सापडला आहे. प्रस्तुत पळशी कोळदुर्ग किल्ल्यावरील चालुक्यकालीन अप्रसिद्ध हळेकन्नड शिलालेख या शोध निबंधात दक्षिण महाराष्ट्राच्या प्राचिन इतिहासावर व धार्मिक घडामोडीवर प्रकाश टाकण्यात आला आहे. हा शिलालेख अद्याप अप्रकाशित होता. त्यामुळे इतिहासाच्या अभ्यासात त्याचे महत्व अधोरखित होते.

स्थल वर्णन :

सांगली जिल्ह्यातील खानापूर या तालुक्याच्या मुख्य गावापासून पूर्वेस १४ किमी अंतरावर पळशी गावाजवळ कोळदुर्ग नावाचा किल्ला आहे. शिवकालीन इतिहासाचा साक्षीदार असलेला बानुरगड (भुपाळगड) जवळ असणारा हा किल्ला आहे. इतिहासात दुर्लक्षित असलेल्या या किल्ल्यावरील हळेकन्नड शिलालेखांच्या शोधामुळे हा किल्ला इतिहास अभ्यासाच्या दृष्टीने महत्त्वाचा किल्ला ठरला आहे.

शिलालेखाचे वर्णन :

हा शिलालेख कोळदुर्ग किल्ल्यावर अत्यंत दुर्लक्षित अवस्थेत होता. कोळदुर्ग किल्ला हा इतिहासात दुर्लक्षितच समजला जातो. याच किल्ल्यावर प्रस्तुत अप्रकाशित शिलालेखाचा शोध लागला. हा शिलालेख २३ इंच उंच व २० इंच रुंदीचा आहे. याचा अर्धा भाग तुटलेला आहे. तसेच लेखाच्या आतील बाजूचा थोडा भाग तुटलेला आहे. या तुटलेल्या नष्ट झालेल्या भागात काही ओळी गेल्या आहेत. शिल्लक राहिलेल्या काही ओळी पुसट झाल्या आहेत. मात्र उर्वरित भागातील अक्षरे सुंदर वळणाची व वाचता येतील अशी आहेत. शिलालेखाच्या वरच्या बाजूस मध्य भागी एक आसनस्त साधूची मूर्ती कोरलेली असून एका बाजूला चंद्रकोर कोरलेली आहे. पुर्ण शिलालेख एका गुळगुळीत केलेल्या दगडावर कोरण्यात आला आहे.^१

शिलालेखातील ओळी :

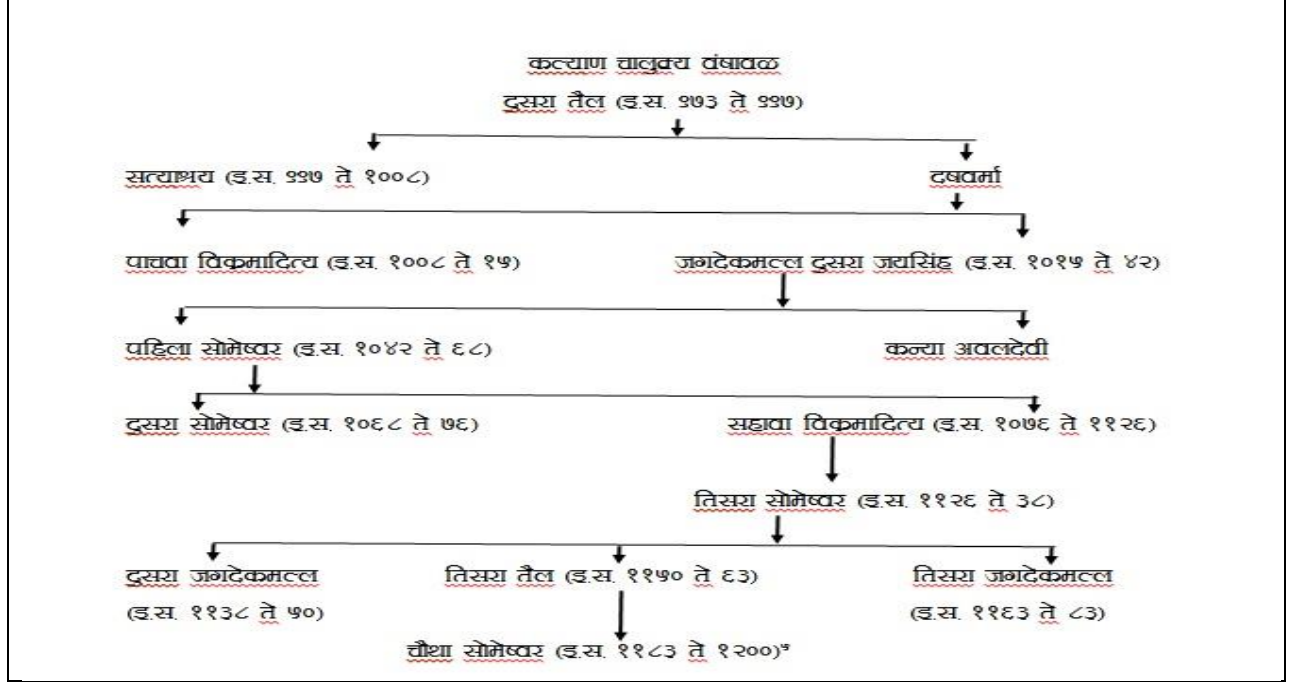
हा शिलालेख हळेकन्नड म्हणजेच जुन्या कन्नड लिपित कोरण्यात आला आहे. शिलालेखाच्या एकूण १७ ओळी आहेत. यातील काही अक्षरे पुसट झाली आहेत मात्र शिल्लक राहिलेल्या भागातील अक्षरे वाचता येतात.

शिलालेखाचा कालनिर्देश :

या शिलालेखात स्पष्ट कालोल्लेख नसला तरी चालुक्य राजा 'जगदेकमल्ल' याच्या नावाचा उल्लेख आहे कल्याण येथून राज्यकारभार करणाऱ्या 'जगदेकमल्ला' चा उल्लेख शिलालेखाच्या सातव्या ओळीत 'श्रीमतप्रताप चक्रवर्ती' असा आला आहे. हा 'जगदेकमल्ल' म्हणजे कल्याणीतून राज्यकारभार करणाऱ्या चालुक्य वंशाचा राजा होय. 'जगदेकमल्लाचा राज्यकाल सामान्यता शके १०६० ते १०७२ (इ.स. ११३८ ते ११५०) समजला जातो.^२ त्यासोबत या लेखात चालुक्यांचा मांडलिक असणाऱ्या व तत्कालिन करहाटक (कराड) प्रांताचा कारभार पहाणाऱ्या पेरमाडिदेवाचा (हेम्माडी) चा उल्लेख ९ व्या ओळीत येतो. 'पेरमाडिदेव हे बिज्जलाच्या पित्याचे नांव होय. हेम्माडिदेव असेही नाव उल्लेखिलेले आढळते.^३ 'चालुक्यनृपती तृतीय सोमेश्वर (इ.स. ११२६ ते ११३८) याला दोन पुत्र होते. एक जगदेकमल्ल व दुसरा तैलप. सोमेश्वराच्या मृत्यूनंतर जगदेकमल्ल गादीवर बसला. (इ.स. ११३८). त्याच्या उपलब्ध शिलालेखावरून तो

शके १०४७ (इ.स. ११५१) पर्यंत राज्य करीत होता असे निश्चित दिसते. तथापी, त्याचा धाकटा भाऊ तृतीय तैलप याच्या शिलालेखावरून शके १०७१ (इ.स. ११४९) पासून तैलप ही राज्य करू लागला होता. याचा अर्थ असा की, इ.स. ११४९ ते इ.स. ११५१ या वर्षात जगदेकमल्ल व तृतीय तैलप म्हणजेच त्रैलोक्यमल्ल हे दोघेही एकाच वेळी राज्य करीत होते. अशी उदाहरणे इतिहासात अणक आढळतात.^{१४}

चालुक्य वंश :



लेखाचा विषय :

सदर शिलालेख भग्न असल्यामुळे सुरवातीचे शब्द समजत नाहीत. मात्र उर्वरीत भागातील वाक्यांवरून शिलालेखाचे वाचन करता आले. सदर शिलालेखात सुरवातीच्या भागात जैन मुनी संघातील एका श्रेष्ठ मुनीचे वर्णन आले आहे. सदर मुनीचे वर्णन करताने ते पर्वतासारखे श्रेष्ठ कामदेवावर विजय मिळविलेले, कुलिन, विद्वान आणि जगदवद्व्य आहेत असे म्हंटले आहे. या शिलालेखात चालुक्य राजा जगदेकमल्ल याच्या नावाचा उल्लेख आहे. हा राजा इ.स. ११३८ ते ११५० या दरम्यान राज्य करीत होता. सदर राजाचा मांडलिक असणाऱ्या सामंताने (पेम्माडीदेव) सदर जैन मुनींना दान दिल्याचा उल्लेख या शिलालेखात आहे. सदर जगदेकमल्लाच्या काळातील त्याने दान दिलेले अन्य दोन शिलालेख सांगली जिल्ह्यात बोरगाव (ता. कवठेमहाकाळ) व सातारा जिल्ह्यात म्हसवड (ता. माण) येथे सापडले आहेत. 'बोरगाव येथील लेख हा ख्रिस्ती कालगणनेप्रमाणे इ.स. ११५० फेब्रुवारी, ता. २० शनिवार होता.^{१५} या लेखाचा उद्देश बोरगाव येथील पार्श्वनाथ देवाच्या बस्तीला, मुनींच्या अन्नदानासाठी व बस्तीच्या जिर्णोध्दारासाठी बिज्जलाच्या अधिकाऱ्यांनी दिलेल्या दानाची नोंद करणे हा होता.^{१६} बोरगाव व कोळदुर्ग लेखातील दोन महत्त्वाचे साम्य म्हणजे जगदेकमल्ल व त्याचा मांडलिक असणाऱ्या पेम्माडीदेवाचा दोन्ही लेखातील उल्लेख होय. हे दोन्ही लेख जैन बस्ती व मुनींसाठी दान दिलेले आहेत. या मुळे हे दोन्ही साम्य अभ्यासाच्या दृष्टीने व सांगली जिल्ह्यातील प्राचीन जैन परंपरेच्या दृष्टीने महत्त्वाचे ठरणारे आहेत. जगदेकमल्लाचा दुसरा महत्त्वाचा शिलालेख म्हसवड जि. सातारा येथील सिध्दनाथ मंदिरातील दान लेख आहे. 'चालुक्य जगदेकमल्ल हा ११३८ मध्ये सत्तेवर आला त्यानंतर दहा वर्ष म्हणजे ११४८ असा येतो. त्याशी समान शक वर्ष हा १०६९ असा आहे. म्हसवड - १२ येथील सिध्देश्वर देवास अंगभोग, चैत्र पैत्रासाठी म्हसवड येथील भूमी दान म्हणून दिली आहे.^{१७} असा उल्लेख या शिलालेखात आहे. बोरगाव व म्हसवड येथील जगदेकमल्लाचे दोन्ही शिलालेख हे हळकेकन्नड लिपीतच आहेत.

लेखाचे महत्त्व :

कोळदुर्गवर सापडलेल्या नव्या शिलालेखामुळे सांगली जिल्ह्यातील जैन धर्मीयांच्या प्राचीन इतिहासावर प्रकाश पडला आहे. खानापूर आटपाडी तालुक्यात अनेक वर्षे जैन धर्मीय आढळून येत नाहीत मात्र एकेकाळी या परिसरात जैनधर्मीयांचे वास्तव्य मोठ्या प्रमाणावर होते. हे या शिलालेखावरून स्पष्ट होते. या शिलालेखाच्या शोधामुळे सांगली जिल्ह्याच्या प्राचीन इतिहासावर भर पडला आहे.

लेखाचे वाचन :

१.द्विश्रुत मुलसंघ प्रथु माळोदभा.....
- २..... कारिनुमंनान्वयश्री माकंद (कुंज) विषय
- ३..... नग्र (अग्र) तनुजमा । आयातिपतीय सधर्म नमेयंगुणम
- ४..... डिसी कामनम कळलेबडीसिदम नोडे माकल
- ५..... नंदकरम । आ सत्तकुवळ्य अभ्याभासी । नित्योदय.....
- ६..... छदिन्द मुदेयमगौदम जगद्वंदीतम ।
- ७..... क्या भरणम श्रीमतप्रताप चक्रवर्ती जगदेकमल्ल
- ८ (सुखसंक) था विनोददिन्दम राज्यम गैयुत्तमइरे तत्तपाद पद्मोपजीवी.....
- ९..... वल्लवसंतम नगळदन विभुद श्रीपमाडीदवर्दी
- १० चंडपर माब्रुदीम्
- ११..... रसनदुम
- १२ झुपारळ पेंडारणा
- १३ छोल..... द कली.....
- १४..... संगर दोळान्तु हेट्टीसी जगुळी मन्येयरंम.....
- १५ तोळवर्दीम्नाळद संगरदो.....
- १६ चळीतन मर्दु पुट्टीदवि.....
- १७..... तैय्यदो.....

संदर्भ सुची :

१. प्रत्यक्ष पहाणी दि. २४/६/२०१८
२. डॉ. कोलते वि. भी., महाराष्ट्रातील काही ताम्रपट व शिलालेख., प्रथम आवृत्ती १९८७, पा. क्र. ३१६
३. उपरोक्त कोलते, पा. क्र. ३२०
४. उपरोक्त कोलते, पा. क्र. ३१७ ते ३१८
५. सातोस्कर बा. द., प्राचीन व मध्ययुगीन गोव्याचा इतिहास, प्रथम आवृत्ती १९८२, पा. क्र. २७५
६. उपरोक्त कोलते, पा. क्र. ३१६
७. उपरोक्त कोलते, पा. क्र. ३१७
८. डॉ. पाठक अरुणचंद शं. सातारा जिल्हा, गॅझेटिअर, दर्शनिका विभाग, महाराष्ट्र शासन, मुंबई, द्वितीय आवृत्ती, पा. क्र. ८५८, ८५९

भारताचे आण्विक धोरण: एक विश्लेषणात्मक अभ्यास

डॉ.अशोक रामसिंग वसावे

सहयोगी प्राध्यापक, राज्यशास्त्र विभाग, एच पी टी आर्ट्स अँड आर वाय के सायन्स कॉलेज, नाशिक

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गोषवारा:

ऑगस्ट 2019 मध्ये जेव्हा भारताचे संरक्षण मंत्री राजनाथ सिंह यांनी पोखरणला भेट दिली. तेव्हा त्या भेटीच्या दरम्यान ते असे म्हणाले की, "इंडियन अटेरन्स टू द प्रिन्सिपल ऑफ ' नो फर्स्ट युज' ऑफ न्यूक्लियस वेपन्स इज नॉट सॅक्रोसॅन्क्ट "असे त्यांनी म्हटले. भारताचे पंतप्रधान अटल बिहारी वाजपेयी यांनी 1998 मध्ये "आम्ही अण्वस्त्रांचा प्रथम वापर करणार नाही" या विधानाची आठवण राजनाथ सिंह यांनी करून दिली. अण्वस्त्रांचा प्रथम वापर आम्ही करणार नाही या तत्वाचे पालन केले परंतु यापुढे परिस्थितीवर अवलंबून राहिल असे ते म्हणाले. परिणामतः भारता शेजारील अण्वस्त्रधारी पाकचे पंतप्रधान इम्रान खान यांनी ऑगस्ट 2019 मध्येच म्हटले की, "आता यापुढे भारताशी वार्ता नाहीच, झाले तर अणुयुद्ध होईल" याचा परिणाम भारत आणि पाकिस्तानच्या संबंधात ताण - तणाव राहिला. त्याचप्रमाणे अण्वस्त्र संपन्न चीनची सतत होणारी साम्राज्यवादी भूमिका.यावरून भारताच्या अणु धोरणात बदल होणे सहाजिकच आहे. भारताचे आण्विक धोरण स्थितिशीलते पेक्षा परिस्थिती सापेक्षतेकडे सरकले आहे काय? याचे विश्लेषण करणे आवश्यक ठरते.

प्रमुख शब्द: अणु धोरण, अणु चाचणी

प्रस्तावना:

अमेरिकेने दुसरे महायुद्ध समाप्त होण्यासाठी जपानच्या नागासाकी व हिरोशिमा या शहरांवर अणु बॉम टाकला. व अणु युद्धाला एक प्रकारची सुरुवात झाली. त्यानंतर आजतागायत प्रत्येक राष्ट्राला वाटते की, आपल्याकडे अणुशक्ती असावी. म्हणून प्रत्येक राष्ट्र प्रयत्नशील राहिले. जगात अण्वस्त्र स्पर्धा सुरू झाली. अमेरिकेनंतर रशिया, इंग्लंड, फ्रान्स, चीन,भारत,पाकिस्तान, उत्तर कोरिया, इजरायल आदी राष्ट्रे अण्वस्त्र संपन्न झाली. राष्ट्रा राष्ट्रांमधील या अण्वस्त्रस्पर्धेमुळे जागतिक शांतता धोक्यात आली.त्यामुळे निश्चितीकरणानेचा प्रयोग आंतरराष्ट्रीय पातळीवर राबविला. एन पी टी, सीटीबीटी इत्यादी करार केले गेले आहेत. परंतु या करारांना भारतासहित अनेक राष्ट्रांना मान्य नाही. कारण अण्वस्त्रधारी, बड्या राष्ट्रांच्या हितसंबंध सुरक्षित ठेवण्यासाठी केले गेले. हे करार अण्वस्त्रहिन राष्ट्रांना अहिताचे होते. म्हणूनच भारताने आपले राष्ट्रीय हिताचे संरक्षण व संवर्धन करण्याच्या हेतूने अण्वस्त्र धोरण अधिक मजबूत करण्याचे प्रयत्न केले. सत्तरीच्या दशकात दक्षिण आशिया मध्ये मोठ्या प्रमाणात शांतता बिघडू लागली. अशा परिस्थितीत 1974 मध्ये पंतप्रधान इंदिरा गांधींनी राजस्थानच्या पोखरणच्या वाळवंटात अणुस्फोट घडवून आणले. त्यानंतर 1998 मध्ये पंतप्रधान अटल बिहारी वाजपेयींच्या काळात दुसऱ्यांदा अणुचाचणीचा विस्फोट केला गेला. परिणामी भारताचे आंतरराष्ट्रीय राजकारणात राष्ट्रीय सामर्थ्य वाढले. आंतरराष्ट्रीय संबंधातही वाढ झाली. पंतप्रधान मनमोहन सिंग यांनीदेखील अणुधोरण मजबूत केले. व सध्याच्या काळात प्रधानमंत्री नरेंद्र मोदींनी भारताचे अणु धोरण मजबूत करण्याच्या हेतूने पावले उचलली आहेत.

समस्या विधान:- भारताचे अणु धोरणात बदल झाला आहे काय? भारताच्या अणु धोरणाचे जागतिक पातळीवर विचार होतो आहे का? इत्यादी प्रमुख प्रश्नांचा अभ्यासा करण्या चा हेतूने सदर विषयाची संशोधकाने निवड केली आहे.

उद्दिष्टे: भारतीय परराष्ट्र धोरणातील पंचशील तत्वाचा अभ्यास करणे

भारतीय अनु धोरणाचे विश्लेषण करणे.

संशोधन पद्धती:- भारताचे अनु धोरण एक विश्लेषणात्मक अभ्यास या विषयाची संशोधकाने निवड केली आहे. सदर विषयाचा अभ्यास करण्याकरिता केवळ दुय्यम साधनांचा वापर केला आहे. विश्लेषणात्मक पद्धती आणि तुलनात्मक पद्धतीचाही वापर केला आहे. ही या संशोधनाची मर्यादा आहे.

भारताचे अणुधोरण दोन पातळ्यांवर: भारताचे अणु धोरण हे स्वातंत्र्यप्राप्तीनंतर डॉ. होमी भाभा यांच्या अध्यक्षतेखाली व पंतप्रधान पंडित जवाहरलाल नेहरू यांच्या नियंत्रणाखाली सुरू झाले. अणुधोरण दोन पातळींवर होते. एक अणुबाँब निर्मिती न करण्याचा निश्चय म्हणजेच जागतिक निशस्त्रीकरणाला संपूर्ण पाठिंबा देणे. आणि दोन, अणुशक्तीचा उपयोग शांततेसाठी व आर्थिक विकासासाठी करण्याच्या हेतूने अनुसंधान करित राहणे.

पंडित जवाहरलाल नेहरूंचा कालखंड:- 1945 मध्ये मुंबई इन्स्टिट्यूट ऑफ फंडामेंटल रिसर्च ची स्थापना झाली. यात पंडित जवाहरलाल नेहरू आणि डॉक्टर होमी भाभा यांचे प्रयत्न आणि त्याच बरोबर प्रसिद्ध उद्योगपती टाटा परिवारा मार्फत आर्थिक सहायता उपलब्ध केले गेले. तेव्हापासून भारतात अणु ऊर्जा कार्यक्रमाला सुरुवात झाली. दुसऱ्या महायुद्धा दरम्यानच्या काळात भारत परमाणु कार्यक्रमाच्या प्राथमिक अवस्थेत होता. जपानच्या हिरोशिमा आणि नागासाकी या शहरांवर अणुबाँब टाकला गेला. या घटनेची तीव्रता भारताच्या लक्षात होती. त्यामुळेच भारतीय संविधानाच्या कलम 51 मध्ये विदेश नीति ची प्रमुख तत्वे अंगीकारली. त्यात परराष्ट्र संबंध, जागतिक शांततेची प्रस्थापना व सुरक्षितता करणे, आंतरराष्ट्रीय सहकार्य व्हावे आणि आंतरराष्ट्रीय संघर्ष लढावा मार्फत मिटविले जावेत यासाठी भारत प्रयत्नशील राहिल. या तत्वांचे अंगीकार करित पंडित जवाहरलाल नेहरू यांनी आपले परराष्ट्र धोरण आखले. त्यानंतर पुढे आंतरराष्ट्रीय पातळीवर शीतयुद्ध सुरू झाले. भांडवलशाही प्रणित अमेरिका आणि साम्यवादी प्रणित सोव्हिएट रशिया या दोन महासत्तांमध्ये युद्ध सदृश्य परिस्थिती निर्माण झाली. त्यास शीतयुद्ध म्हटले गेले. या दोन गटांच्या प्रभावा पासून अलिप्त राहून पंडित जवाहरलाल नेहरूंनी अलिप्ततावादी चळवळ ची स्थापना केली. आणि त्यांनी पंचशील तत्वे मांडले. त्यात परस्परांवर आक्रमण न करणे, एकमेकांच्या प्रादेशिक अखंडता आणि सार्वभौमत्व या विषयी परस्पर आदरभाव, परस्परांच्या देशांतर्गत व्यवहारात हस्तक्षेप न करणे, समता आणि परस्पर लाभ, शांततामय सहअस्तित्व इत्यादि तत्वे होती. या तत्वांचा आधार घेत भारताने सातत्याने अण्वस्त्र विरोधी मोहीम आखली. आणि या मोहिमेतील एक महत्त्वाचा देश म्हणून जागतिक शांतता टिकविण्याचा प्रयत्न भारताने केला. त्यामुळेच पंडित नेहरूंच्या या काळात नाटो आणि इतर लष्करी गटांच्या राजकारणाला त्यांचा विरोध होता. 24 जुलै 1957 रोजी पंतप्रधान पंडित नेहरू लोकसभेत म्हणाले होते की, "आम्ही अगदी स्पष्टपणे घोषित केले आहे की आम्हाला अणुबाँब बनवण्यात स्वारस्य नाही जरी आमच्याकडे तसे करण्याची क्षमता असली आणि त्या प्रसंगी आम्ही , ... अणुऊर्जेचा विध्वंसक हेतूसाठी वापर करू! मला आशा आहे की, हे सर्व भविष्याचे सरकारचे धोरण असेल." नेहरूंच्या काळात भारताला अणु युद्धाचा धोका जवळपास नव्हताच. कारण दक्षिण आशियात एकही राष्ट्र अणु संपन्न नव्हते. परंतु 1962 मध्ये चिनने भारतावर आक्रमण केले. त्यावेळेस जर भारत अणुसंपन्न राष्ट्र असते तर चिनी आक्रमण झाले नसते. त्यानंतर 1964 मध्ये चीनने अणु परीक्षण केले. त्यामुळे भारताच्या राष्ट्रीय सुरक्षेला धोका पोहोचू शकतो असे जाणवले. 1965 मध्ये पाकिस्तानने भारतावर आक्रमण केले. परिणामतः भारताच्या राष्ट्रीय सुरक्षाच धोक्यात आली. असे असताना नेहरूंच्या नंतर लालबहादूर शास्त्रींच्या काळात देखील अणु धोरणात कोणत्याही प्रकारचा बदल झाला नाही. काही विचारवंतांच्या मते, लालबहादूर शास्त्री हे अणु उर्जेचा वापर सैनिकीकरणाचे समर्थक होते असे मानतात.

एन पी टी करार: पंतप्रधान इंदिरा गांधींच्या काळात अणु धोरणात व्यापक प्रमाणात बदल झाला. इंदिराजींनी निशस्त्रीकरणावर भर दिला परंतु परमाणु कार्यक्रम थांबविला नाही. भारताचा अणु कार्यक्रम उत्तरोत्तर वाढतच गेला. कोणत्याही प्रकारच्या आंतरराष्ट्रीय दबावाला भारत बळी पडला नाही. आंतरराष्ट्रीय पातळीवरील शास्त्रीकरण थांबवण्यासाठी निशस्त्रीकरण मार्गाचा अवलंब केला. 1968 मध्ये अण्वस्त्रसंपन्न असलेल्या राष्ट्रांनी अण्वस्त्र प्रसारबंदी करार सहीसाठी जगापुढे ठेवला. या करारावर सही केल्यानंतर यापुढे कोणत्याही राष्ट्राने अणुच्या संदर्भात प्रगती करू नये, अशा प्रकारचा उल्लेख त्यामध्ये असल्यामुळे आणि अण्वस्त्रधारी राष्ट्रांवर कोणत्याच प्रकारची बंधने नव्हती. दरम्यान पाच अण्वस्त्रधारी राष्ट्र होती त्यात वाढ होणार नाही. हा या कराराचा मूळ हेतू होता. अर्थात हा करार एकतर्फी होता त्यामुळे पंतप्रधान इंदिरा गांधींनी या करारावर सही करण्यास स्पष्ट नकार दिला. 1974 मध्ये भारताने पोखरण येथे पहिला अणुस्फोट घडवून आणला.

1974 चा पहिला अणुस्फोट: भारताला आंतरराष्ट्रीय पातळीवर एकटे पाडण्याच्या हेतूने पाकिस्तानने चीन-अमेरिका अशी युती घडवून आणली. आणि 1965 च्या युद्धात सोव्हिएट रशियाने समांतर बाजू घेतली होती. ती आता भारताच्या बाजूने राहिली. भारत रशिया यांच्यात वीस वर्षांचा लष्करी मैत्रीचा करार झाला. 1971च्या बांगलादेश मुक्ती संग्राम च्या वेळी अमेरिकेने आपली एंटरप्राइजेस ही विमानवाहू नौका पाकच्या मदतीसाठी पाठविली पण युद्धाची समाप्ती झाल्याने अमेरिकेला काही करता आले नाही. पण भविष्यात काहीही घडू शकते. परिणामतः भारताने आपले अणु विषयक धोरण बदलून अणु चाचणी घेण्याचा गुप्तपणे प्रयोग सुरू केला. आणि 18 मे 1974 या दिवशी पोखरण येथे अणुचाचणी घडवून आणली. या दिवशीच भगवान गौतम बुद्धांची जयंती होती म्हणून 'बुद्ध हसला' हे सांकेतिक चिन्ह दिले गेले. पाकिस्तान कॅनडा अमेरिका या राष्ट्रांनी भारताच्या या कृतीला विरोध केला. परंतु सोव्हिएट रशिया, युगोसलाविया, फ्रान्स आणि काही विकसनशील देशांनी याचे समर्थन केले. इंदिरा गांधींनी विरोधक राष्ट्रांना असे प्रत्युत्तर दिले की, अणु चाचणी घेणे म्हणजे अण्वस्त्र बनविणे नव्हे. एकोणिसशे ऐंशीच्या दशकात आंतरराष्ट्रीय राजकारणात अमुलाग्र बदल झाले. इंदिरा गांधी ची पुन्हा सत्तेत आल्या. त्यानंतर भारताच्या लक्षात आले की पाकिस्तान अणु कार्यक्रमाची जय्यद तयारी करीत आहे. भारताच्या अणुकार्यक्रमात बदल करणे सहाजिकच होते. परंतु 1984 मध्ये इंदिराजींची हत्या झाली. आणि संपूर्ण सत्तासूत्रे राजीव गांधींच्या हातात आली. राजीव गांधीजींनी अलिप्ततावादी चळवळ, निशस्त्रीकरण धोरणाचे अवलंबिले. सहाजिकच राजीव गांधींच्या काळात भारताचे अणु धोरण अलिप्ततावादी धोरणाच्या दबावाखाली होते. अफगाणिस्तानमध्ये सोव्हिएट रशियाचा सैनिकी हस्तक्षेप, तसेच अमेरिकेचा पाकिस्तानला सैनिकी सहाय्य इत्यादीं घटनांमुळे आंतरराष्ट्रीय राजकारणात मोठे बदल झाले. भारताची सुरक्षिततेस धोका निर्माण झाला.

सीटीबीटी आणि 1998 चा दुसरा अणुस्फोट: 1990 च्या दशकानंतर आंतरराष्ट्रीय राजकारणात अनेक मोठे बदल झाले. 1991 मध्ये सोव्हिएट रशियाचे विघटन झाले. मध्यपूर्व राष्ट्रांमधील साम्यवादी राज्य व्यवस्था संपुष्टात आल्या. शीतयुद्धाचा अंत झाला. अमेरिकेला एकमेव महासत्ता म्हणून संबोधले गेले. संपूर्ण जगात जागतिकीकरण, उदारीकरण आणि खाजगीकरणस प्रारंभ झाला. भारतानेही आपल्या धोरणात परिवर्तन केले. 1995 मध्ये भारताने जागतिक व्यापार संघटनेत सही केली. आणि जागतिकीकरणात प्रवेश केला. त्याच दरम्यान 1995 96 दरम्यान भारतास सर्वांकश अणुचाचणी बंदी करारावर सही करावी म्हणून अमेरिकेने दडपण आले. परंतु वॉशिंग्टन पोस्ट या अमेरिकन दैनिकाने पाकिस्तान कडे अणुबाँब असल्याची बातमी छापून आली. त्यामुळे मोठी खळबळ उडाली व भारताच्या सीबीआय या गुप्तचर संघटनेने या बातमीला दुजोरा दिला त्यामुळे भारताने या करारावर सही करण्यास स्पष्ट नकार दिला. 14 ऑक्टोबर 1996 ला अमेरिके पाठोपाठ ब्रिटन रशिया फ्रान्स जर्मनी चीन जपान इत्यादी सुमारे 71 राष्ट्रांनी सीटीबीटी वर सहाय्य केल्या म्हणून भारताने सही करावी असा दबाव आणला गेला. परंतु हा करार केवळ अण्वस्त्रधारी

राष्ट्रांच्या हितासाठी होता.व अण्वस्त्रहीन राष्ट्रांना अहिताचा होता. त्यामुळे भारताने या करारावर आजतागायत सही केलेली नाही. या उलट 1998 मध्ये दुसरा अणुस्पोट घडवून आणला. भारताचे पंतप्रधान अटल बिहारी वाजपेयी यांच्या नेतृत्वाखाली 11 व 13 मे 1998 रोजी एकूण पाच अणुचाचणी घेतल्या. सदर चाचण्या डॉक्टर एपीजे अब्दुल कलाम यांच्या देखरेखीखाली झाल्यात. भारताने आपले अण्वस्त्र धोरण मजबूत केले .यास ऑपरेशन शक्ती असेही म्हटले जाते.व भारत एक अण्वस्त्रधारी राष्ट्र बनले.

भारत आणि अमेरिका यांच्यातील न्यूक्लियर डील: भारताने केलेल्या अणुचाचणी यामुळे भारतावर इतर देशांकडून आणि सामग्री व तंत्रज्ञान मिळणे यावर निर्बंध लादले होते. परंतु 11 जून 2005 रोजी भारताचे पंतप्रधान डॉक्टर मनमोहन सिंग आणि अमेरिकेचे अध्यक्ष जॉर्ज बुश यांच्यातील नागरी अणुकरार झाले आणि त्यामुळे हे निर्बंध शिथिल झाले. त्यामुळे फ्रान्स ,अमेरिका, कजागीस्थान ,अर्जेन्टिना, रशिया ,नामबिया, मंगोलिया, इंग्लंड, कॅनडा व दक्षिण कोरिया इत्यादी देशांना भारताशी अणु सामग्री वापराचे मार्ग सुकर झाले. भारताकडे अण्वस्त्रे आणि विभक्त आण्विक सायकल क्षमता दोन्ही आहेतआणि आण्विक पुरवठादारांकडून (IAEA) भारताचा आंतरराष्ट्रीय अणुऊर्जा एजन्सी. जागतिक नागरी आण्विक तंत्रज्ञान वाणिज्य मध्ये भाग .विशिष्ट सुरक्षा उपाय करार आहेत-कर्जमाफीसह सुविधा घेण्याची परवानगीप्रामुख्याने त्याच्या अण्वस्त्रसज्ज ,गार आहेभारताकडे मोठे आणि वाढते आण्विक शस्त्रा. शेजाऱ्याशी अनेक दशकांच्या संघर्षांमुळे

भारताची आण्विक क्षमता:-

2019 SIPRI इयरबुकनुसार, भारतीय शस्त्रागारात 130 ते 140 वॉरहेडचा समावेश आहे.

अनुक्रम	देश /राष्ट्र	परमाणु बॉम्ब क्षमता
1	अमेरिका	6185
2	रशिया	6500
3	इंग्लंड	200
4	फ्रान्स	300
5	चीन	290
6	भारत	130-140
7	पाकिस्तान	130-140
8	इजरायल	80-90
9	उत्तर कोरिया	20-30
	एकूण	13875

उपरोक्त टेबल व आकडेवारीनुसार असे दिसून येते की, आंतरराष्ट्रीय पातळीवर एकूण नऊ राष्ट्रे अण्वस्त्र संपन्न असल्याचे दिसून येतात. या राष्ट्रांपैकी सर्वाधिक परमाणु बाम(6185)अमेरिका या देशाकडे असल्याचे दिसतात. तर सर्वात कमी उत्तर कोरिया (30) या देशाकडे आढळतात. तर भारताकडे 130 ते 140 अनु बॉम आहेत.यावरून आंतरराष्ट्रीय पातळीवर अण्वस्त्र निर्मितीची जणू स्पर्धाच निर्माण झालेली आढळून येते. दिवसेंदिवस प्रत्येक राष्ट्राला आपल्या राष्ट्रीय हितासाठी आणि सुरक्षेसाठी अण्वस्त्र निर्मितीत वाढ करीत असल्याचे दिसते. परिणामी जागतिक शांतते समोरील हे एक मोठे आव्हानच आहे, असे म्हणावे लागेल. अलीकडेच भारताला चार प्रमुख निर्यात नियंत्रण राजवटींपैकी तीन सदस्य म्हणून स्वीकारण्यात आले. त्यातील एक, 2016 मध्ये मिसाईल टेक्नॉलॉजी कंट्रोल रेजिमे (MTCR), दोन,2017 मध्ये वासेनार अरंजमेंट आणि तीन, 2018 मध्ये ऑस्ट्रेलिया ग्रुप मध्ये सदस्य म्हणून प्रवेश दिला गेला.भारत एनएसजीमध्ये सदस्यत्वासाठी सक्रियपणे पाठपुरावा करत आहे.यासह अनेक वर्तमान NSG

सदस्यांकडून त्याच्या सदस्यत्वासाठी स्पष्ट समर्थन प्राप्त झाले आहे. उदाहरणार्थ अमेरिका, रशियास्वित्झर्लंड आणि , जपान. मात्र चीनचा यास विरोध राहिलेला आहे. भारतीय वायुसेनेत राफेल विमान सामील झाले, सुखोई 30ए विमानांवर क्षेपणास्त्र बसवण्याची चाचणी, अरिहंत पाणबुडी (समुद्रातून अण्वस्त्रांचा मारा करण्याची क्षमता) ,जमिनीवरून मारा करण्यासाठी अण्वस्त्र वाहून नेणारी क्षेपणास्त्र प्रणाली (बेले स्टिक मिसाईल), ओपन रेल्वे कॅरेज आणि क्षेपणास्त्र वाहू 22 चाकी वाहनाद्वारे करू शकतो. भारताचे उपग्रह भेदक क्षेपणास्त्र प्रणाली 2019 मध्ये विकसित झाली.

निष्कर्ष: भारताच्या एकूण आणि धोरणाचा विचार करता भारताचे अणुविषयक धोरण शांतता व आर्थिक विकासासाठी चे राहिल्याचे दिसून आले. 'अण्वस्त्रांचा प्रथम वापर न करणे' हे भारताच्या परराष्ट्र धोरणाचे मूलाधार राहिल्याचे आढळते. भारतीय परराष्ट्र धोरणाचे शिल्पकार आणि भारताचे पहिले पंतप्रधान पंडित जवाहरलाल नेहरू यांच्यापासून तर भारताचे विद्यमान पंतप्रधान नरेंद्र मोदी पर्यंत प्रधानमंत्री यांचा कालखंडात पर्यंत अणु धोरणात फारसा बदल झाला नसल्याचे आढळते. भारतीय अणु धोरणाचा ज्याप्रमाणे दक्षिण आशियाई राजकारणाच्या पातळीवर विचार होतो, त्याप्रमाणे तो जागतिक पातळीवरही होत असल्याचे दिसून येते. कारण भारताची आण्विक क्षमता वाढली असल्याचे दिसते. अण्वस्त्रांचा वापर प्रथम न करणे या तत्त्वाचे पालन अद्याप झालेले आहे. परंतु 1947 मधील पाकिस्तानचे आक्रमण ,1962 मधील चीनचे आक्रमण ,1965 मधील पाकिस्तानचे आक्रमण ,1971 चा बांगलादेश मुक्ती संग्राम इत्यादी घटनांमुळे भारताने लष्करीदृष्ट्या सक्षम होण्याकरिता व आपली संरक्षण सिद्धता जगाला दाखविण्याकरिता 1974 मध्ये आणि 1998 मध्ये अणु चाचण्या केल्या. यानंतर देखील कारगिल संकट (1999), आणि भारतीय संसदेवरील दहशतवादी हल्ला, मुंबईवरील बॉम्ब स्फोट, यावरून इत्यादी घटना पाहता भारताला आपले संरक्षण धोरण मजबूत करणे आवश्यक आहे. भारत एक आंतरराष्ट्रीय पातळीवर महासत्ता उदय होऊ पाहत आहे! असेच म्हणावे लागेल

उपाययोजना: आंतरराष्ट्रीय पातळीवर भारताचे अणुधोरणात परिस्थितीनुसार बदल करणे आवश्यक ठरते. कारण अण्वस्त्रधारी पाकिस्तान च्या हालचाली, चीनचे वाढते साम्राज्यवादी धोरण, अमेरिकेचे राजकीय डावपेच पाहता भारताने आपले अणुधोरण मजबूत करणे आवश्यक आहे. आंतरराष्ट्रीय पातळीवर सत्ता समतोल राखण्यासाठी अणु धोरणात परिवर्तन करणे आवश्यक ठरते.

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9. देवळानकर शैलेंद्र (2010) भारत-अमेरिका नागरी अणुकरार -2, भारत आणि आंतरराष्ट्रीय भू राजकारण, निवडक समाज प्रबोधन पत्रिका खंड दोन, लोकवांगमय गृह पुणे.

महाराष्ट्रातून भारतातील इतर प्रमुख भागात जाणारे लोहमार्गांचा एक भौगोलिक अभ्यास

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सारांश –

राष्ट्राच्या आर्थिक विकासाच्या दृष्टीने आवश्यक मूलभूत घटकापेकी राष्ट्रीय लोहमार्ग हा प्रमुख आधार आहे. लोहमार्गाच्या एकूण लांबीबाबत महाराष्ट्राचा भारतात प्रथम क्रमांक लागतो. रेल्वे वाहतुकीचे जाळे हे महाराष्ट्रातून भारताच्या कानाकोपर्यात पसरलेले आहेत. यामध्ये रेल्वे वाहतूक सर्वात आघाडीवर आहे. गेल्या सुमारे २५ वर्षांच्या काळातील उपनगरांचा विकास हा वाहतुकीच्या जलद व स्वस्त सोयीनी शक्य झाले आहे. विकासाच्या इतर सोयीप्रमाणे वाहतुकीची साधने ही पश्चिम महाराष्ट्रातील तुलनेने अधिक मिळाली आहेत. महाराष्ट्रातील वन आणि खनिज उत्पादने सर्वांना रस्ते लोहमार्ग यांच्या विकासाने हातभार लावलेला आहे

बीजसंज्ञा- लोहमार्ग, वाहतूक, विनिमय.

प्रस्तावना –

मनुष्य जीवनात विनिमय काळापासून वाहतुकीला उच्च स्थान प्राप्त झाले आहे. एका ठिकाणापासून दुसऱ्या ठिकाणी झालेले वस्तूचे, व्यक्तीचे प्राण्याचे स्थलांतर म्हणजे वाहतूक होय. वाहतूक हे प्रत्येक गाव, खेडे, शहर, राज्य, जिल्हे आणि देश, जग इत्यादीच्या विकासासाठी आवश्यक आहे. वाहतुकीमुळे विशिष्टीकरणास मदत होते. उद्योगधंद्यांचे विकेंद्रीकरण सहज शक्य होते. या साधनामुळे देशाची किंवा कोणत्याही भूभागाची औद्योगिक प्रगती घडून येते. रेल्वे वाहतूक किंवा लोहमार्गांमुळे मानवी संस्कृतीतील उच्चतेची कड प्राप्त होते. मानवी जीवनस्तर, राहणीमान उंचावते. देशाच्या आर्थिक विकासांमध्ये वाहतूक सेवा महत्त्वाची असते. लोहमार्गांचे विविध जाळे जगभर पसरले आहे. लोहमार्गांमुळे देशाच्या आर्थिक व सामाजिक विकासाला चालना मिळते. नैसर्गिक साधनसंपत्ती, वस्तू निर्माण उद्योग आणि वस्तूच्या बाजारपेठ काही विशिष्ट ठिकाणीच स्थान झालेले पहावयास मिळते. लोहमार्ग संदेशवहन आणि व्यापार यामुळे वस्तू व सेवांची उत्पादक क्षेत्र उपभोगाच्या क्षेत्राशी जोडली जातात. आधुनिक काळात लोहमार्ग व संदेशवहन आणि व्यापार त्यामुळे वस्तू व सेवांची उत्पादक क्षेत्रे उपभोगाच्या क्षेत्राशी जोडली जातात. आधुनिक काळात लोहमार्ग व संदेशवहन सुविधामधील प्रगतीमुळे अंतर हा घटक कमी होऊ लागला आहे. विज्ञान आणि तंत्रज्ञान प्रगतीमुळे यामध्ये काही विशिष्ट बाबतीत विशेषीकरण घडून आलेला आहे.

अभ्यास क्षेत्र –

प्रस्तुत निबंधामध्ये महाराष्ट्राच्या उत्तरेस महाराष्ट्राचे क्षेत्रफळ ३,०७,६९० चौ.कि.मी व अक्षांश १५.८ अंश उत्तर ते २२.१ अंश उत्तर रेखांश, ७२.६ पूर्व ते ८०.९ अंश पूर्व महाराष्ट्राच्या उत्तरेस मध्यप्रदेश हे राज्य आहे. नंदुरबार, धुळे, जळगाव, बुलढाणा, अमरावती, नागपूर, भंडारा व गोंदिया या उत्तरेकडील जिल्ह्यांना लागून मध्यप्रदेशची हद्द आहे. तसेच गोंदिया व गडचिरोली या जिल्ह्याला लागून पूर्वेकडे छत्तीसगड राज्याची हद्द आहे. वेंगुर्ला या राज्यातील दक्षिणेकडील टोकापासून राज्याची सीमा सर्वसाधारणपणे ईशान्येस जाते. मात्र चंद्रपूर जिल्ह्याची दक्षिण सीमा आग्नेय झुकून गडचिरोली जिल्यातील सिरोंच्यापर्यंत जाते. राज्याच्या दक्षिणेस सिंधूदुर्ग जिल्ह्याला स्पर्श करून गोवा हे राज्य आहे.

उद्दिष्टे –

1. भारतातील इतर प्रमुख लोहमार्गांचा वेध घेणे.
 2. महाराष्ट्रातील लोहमार्गांच्या विकासातील गोष्टींचा अभ्यास करणे.
 3. महाराष्ट्रातून इतर राज्यात गेलेले लोहमार्गांचा वेध घेणे.
 4. कोकण रेल्वेचा सधय स्थितीची आढावा घेणे.
- १) मुंबई – दिल्ली – पश्चिम रेल्वेचा ब्रॉडगेज मार्ग पश्चिम किनाऱ्याने हा मार्ग गुजरात मधील सुरात- बडोद्यापासून पुढे रतलाल कोटा, मथुरामार्गे दिल्लीला जोडलेला आहे.
- अ) मुंबई – कोलकत्ता – मध्यरेल्वेचा ब्रॉडगेज मार्ग मुंबई – कल्याण – भुसावळ – वर्धा – नागपूर – गोंदिया येथून पुढे पूर्वेकडे मध्यप्रदेश – बिहार – झारखंड – पश्चिम बंगाल आशा राज्यामधून कोल्कात्याला जोडला आहे.

ब) मुंबई – चेन्नई – मध्यरेल्वेचं ब्रॉडगेज मार्ग मुंबई – कल्याण- पुणे – दौड – सोलापूर मार्गे पुढे कर्नाटक –आंध्रप्रदेश तमिळनाडू या राज्यामधून चेन्नई जोडला आहे.

क) मुंबई – मंगलोर – या कोकण रेल्वेचा दिवा ते सावंतवाडी व पुढे गोवा – मंगलोर असा ब्रॉडगेज किनारा मार्ग आहे

ड) चेन्नई-दिल्ली – हा ग्रन्ड ट्रंक दक्षिण – उत्तर ब्रोड्गेज मार्ग विदर्भातून जातो. महाराष्ट्रातील या मार्गावरती प्रमुख स्टेशने म्हणजे बाल्लाराशह, चंद्रपूर, वर्धा व नागपूर हा मार्ग दक्षिण व उत्तर भारत यांना जोडणारा आहे .

2) राज्यात बहुतेक महत्वाची व्यापारी केंद्रे लोहमार्गाने जोडली गेली आहेत. मात्र विदर्भा, मराठवाडा , कोकण या विभागांना लोहमार्ग सेवा तुलनेने कमी मिळाली आहे.

अ) सिंधुदुर्ग नगरी, गडचिरोली, अलिबाग, बीड व बुलढाणा ही जिल्हा प्रमुख ठिकाणे कोणत्याही लोहमार्गावर नाहीत .

ब) राज्यातील एकूण लोहमार्गापैकी सुमारे ४० % मार्गांचे विद्युतीकरण पूर्ण झाले आहे .

क) राज्यात ३२.५% लोहमार्गांचे दुपदरीकरण पूर्ण झाले आहे .

3) मध्य रेल्वे नवीन लोहमार्ग – अमरावती ते नरखेड

२) लोणद- फलटण, बारामती, अहमदनगर- परळी – वैज्यानाथ पुणे ते शिर्डी.

३) कुरुंदवाडी – लातूर , न्यारोगेज ते ब्रॉडगेज, कुरुडवाडी ते लातूर, नॉररोगेज ते कुरुदवाडी ते लातूर , पंढरपूर ते मिरज कोकण रेल्वे , पश्चिम रेल्वे

राज्यातील लोहमार्ग (कि.मी)

अनु. क.	रेल्वे विभाग	ब्रॉडगेज रुंद मापी	मीटर गेज मापी	नरोगेज अरुंद मापी	एकूण
१.	पश्चिम रेल्वे	३६६	३६६
२.	मध्य रेल्वे	२४९१	४८२	२,९७३
३.	दक्षिण मध्य रेल्वे	९३९	४५३	१,३९२
४.	दक्षिण पूर्व रेल्वे	४९४	...	२७२	७६६
	एकूण टक्केवारी	४,२९०(७८.०)	४५३ (८.२)	७५४(१३.८)	५४९७(१००.०)

(Source : Indian Railway Ministry Gov. Of India -2018)

राज्यातील लोहमार्गाच्या माहिती मध्ये रेल्वे विभाग दिलेले असून त्यामध्ये लोहमार्गांचे ब्रॉडगेज, मिटरगेज, मारोगेज, असे तीन प्रकार आहेत . त्यामध्ये सर्वात जास्त टक्के ब्रॉडगेज लोहमार्गांचे आहे. सर्वात कमी अरुंद मापी लोहमार्ग प्रकारचे आहे .

कोकण रेल्वे मुंबई मंगलोर पर्यंत ही रेल्वे एकूण ८४३ कि मी लांबीची एकूण महाराष्ट्रातील या रेल्वेची लांबी ३८२ कि मी आहे . त्यावर ३७ बोगदे व ८० पूल आहेत रत्नागिरीजवळ करबुडे येथील या रेल्वेवरील सर्वात मोठा म्हणजे ६.५ कि मी लांबीचा बोगदा आहे या रेल्वेवरील ६८ स्टेशन पैकी ३४ महाराष्ट्रात आहेत. कोकणातील मत्स्य व्यवसाय फळ लागवड पेट्रोल रसायने उद्योग, खनिजावर आधारित उद्योग वनउद्योग, उर्जा इंधन, वाहतूक सामग्री यांना यामुळे चालना मिळेल . कोकण रेल्वेच्या बांधकामात सुरक्षितता व प्रचंड क्षमता याचा संगम साधण्यात आला आहे . या मार्गावर गाडीची गती ताशी १६० कि मी पर्यंत नेता येणार आहे. रत्नागिरी जवळ पानवाल येथे सर्वात उंच म्हणजे ६५ मी उंचीचा पूल आहे.

कोकण रेल्वेमुळे होणारे फायदे

मार्ग	बचत	
	अंतराची	वेळेची
मुंबई – कोचीन	५१३ कि.मी	१२ तास
मुंबई – मंगलोर	११२७ कि.मी	२६ तास
मुंबई – गोवा	१८५ कि.मी	१० तास

(Source :Indian Railway Ministry Gov.Of India -2018)

कर्जत पनवेल लोहमार्ग टाकून पुणे- मुंबई अंतर ३१ कि.मी.ने कमी करण्याची योजनाहि कार्यान्वित झाली आहे . मुंबई शहरात कुलाबा –मोहीम –कुर्ला अशा भुयारी रेल्वे मार्गाची पाहणी सुरु झाली आहे. यासाठी रुपये ६५०० कोटी खर्च अपेक्षित आहे. मुंबई विकास महामंडळाची स्थापना १९९८ साली झाली आहे.

निष्कर्ष :

देशाच्या अर्थव्यवस्थेत हातभार लागतो.
पर्यटन व्यवसायात चालना मिळते
औद्योगिक करणावर प्रभाव पडतो
राज्याचे विकासात्मक स्वरूप लक्षात येते.

संदर्भ ग्रंथ :

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प्रा. सवदी व प्रा.कोळेकर – महाराष्ट्राचा भूगोल व निराली प्रकाशन.
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संगमेश्वर पब्लिक स्कूल मधील इयत्ता आठवीतील विद्यार्थ्यांना कोविड -१९ महामारी मध्ये ऑनलाईन अध्यापन करताना येणाऱ्या समस्यांचा शोध घेऊन त्यावर उपाययोजनाची परिणामकारकता अभ्यासणे

डॉ. सौ. रंगरेज आयेशा एम. सादिक¹ श्रीमती भाग्यश्री शाम राठोड²

¹मार्गदर्शिका कस्तुरबाई कॉलेज ऑफ एज्युकेशन, सोलापूर

²संशोधक कस्तुरबाई कॉलेज ऑफ एज्युकेशन, सोलापूर

प्रास्ताविक :-

सध्याच्या परिस्थितीचा विचार करता 'शाळा बंद असल्या तरी शिक्षण सुरू राहिले पाहिजे. राज्य शासनाच्या या धोरणानुसारच आज आपण ऑनलाईन एज्युकेशन पद्धतीने शिक्षण प्रक्रिया सुरू तर केली आहे, मात्र याबाबत शिक्षक, विद्यार्थी आणि पालक प्रचंड संभ्रमात आहेत. त्यामुळे खरोखरच ऑनलाईन शिक्षण पद्धती ही पारंपरिक शिक्षण पद्धतीला पर्याय ठरू शकते का यावर विचार करून त्याच्या सकारात्मक आणि नकारात्मक या दोन्ही बाजूंची चर्चा करणे खूपच आवश्यक आहे. झूम, गुगल मीट, क्लास रूम आणि काहीजण व्हॉट्स ऍपच्या माध्यमातून ऑफलाईन पद्धतीने शिकवण्याची ही प्रक्रिया राबवत आहेत. कदाचित शिक्षक-विद्यार्थी दोघांनाही ही वर्क फ्रॉम होमची ऑनलाईन एज्युकेशन पद्धत आवडली असेलही, पण हे डिजिटल शिक्षण कायमस्वरूपी इलाज होऊ शकते का की, आताच्या अडचणीच्या काळात एक पर्यायी उपलब्धता म्हणून स्वीकारलेली ती एक पद्धत आहे. विद्यार्थ्यांच्या सर्वांगीण विकासासाठी शैक्षणिक विकासाबरोबर शारीरिक व मानसिक विकासदेखील खूप महत्त्वाचा आहे. तो आपण ऑनलाईन शिक्षणामध्ये देऊ शकतो का? आणि शिक्षकांच्या दृष्टिकोनातून विचार केला तर प्रत्येक शिक्षकाने तंत्र स्नेही बनले पाहिजे ही काळाची गरज आहे. संगमेश्वर पब्लिक स्कूल येथील इयत्ता आठवीच्या विद्यार्थ्यांना कोविड-१९ महामारी मध्ये ऑनलाईन अध्यापन करत असताना येणाऱ्या समस्या व त्यावर उपाय योजना सुचवण्यासाठी संशोधकाने प्रस्तुत संशोधन हाती घेतले आहे.

महत्वाचे शब्द:- (key word)

१. इयत्ता आठवीचा विद्यार्थी

२. कोविड -१९

३. ऑनलाईन अध्यापन

संशोधनाची उद्दिष्टे :-

१. कोविड-१९ काळामध्ये ऑनलाईन अध्यापन करताना विद्यार्थ्यांना येणाऱ्या समस्या शोध घेणे.

२. कोविड-१९ काळामध्ये ऑनलाईन अध्यापन करताना विद्यार्थ्यांना येणाऱ्या समस्यांचा अभ्यास करणे.

३. कोविड काळामध्ये ऑनलाईन अध्यापन करताना विद्यार्थ्यांना येणाऱ्या समस्यावर उपाययोजना करणे.

४. कोविड काळामध्ये ऑनलाईन अध्यापन करताना विद्यार्थ्यांना येणाऱ्या समस्यावर उपाययोजनाची परिणामकारकता अभ्यासणे.

संशोधनाची परिकल्पना:-

संगमेश्वर पब्लिक स्कूल मधील इयत्ता आठवीतील विद्यार्थ्यांना कोविड -१९ महामारी मध्ये ऑनलाईन अध्यापन करताना येणाऱ्या समस्यांचा शोध घेतल्यास उपाय योजना करता येतील.

संशोधनाची व्याप्ती व मर्यादा :-

१. सदरील संशोधना मध्ये सोलापूर शहराचा विचार केला आहे .2. सदरील संशोधनामध्ये सोलापूर शहरातील संगमेश्वर पब्लिक स्कूलचा विचार केला आहे.

३. सदरील संशोधन मध्ये विनाअनुदानित इंग्रजी माध्यम शाळेचा विचार केला आहे .

४. कोविड काळामध्ये ऑनलाईन अध्यापन करताना विद्यार्थ्यांना येणाऱ्या समस्यांचा विचार केला आहे.
५. कोविड काळामध्ये ऑनलाईन अध्यापन करताना विद्यार्थ्यांना येणाऱ्या समस्यांचा विचार केला आहे इतर समस्यांचा विचार केला नाही .
६. सदर प्रकरणांमध्ये संशोधिकेने कृतीसंशोधनाची रूपरेषा मांडली आहे .यामध्ये संशोधिकेने सदरील संशोधन शैक्षणिक वर्ष २०२१- २०२२ पूरतेच मर्यादित आहे.

संशोधनाचे महत्व :-

१. ऑनलाईन अध्यापनात विद्यार्थ्यांना कोणत्या समस्या येत आहे याचा शोध घेण्यास मदत होईल .
२. विद्यार्थ्यांना कोणत्या समस्या येत आहेत या कारणाचा शोध घेण्यास हे सदर संशोधन महत्त्वपूर्ण आहे .
३. विद्यार्थ्यांना ऑनलाईन अध्यापनाचे महत्त्व पटवून देण्यासाठी हे संशोधन महत्त्वपूर्ण ठरेल.
४. विद्यार्थ्यांना ऑनलाईन अध्यापनामध्ये येणाऱ्या समस्या वर उपाययोजना करण्यासाठी हे संशोधन महत्त्वपूर्ण ठरेल.
५. विद्यार्थ्यांना ऑनलाईन अध्यापनामध्ये येणाऱ्या समस्या वर उपाय योजनांची परिणामकारकता पाहण्यासाठी हे संशोधन महत्त्वपूर्ण ठरेल.

संशोधन पद्धतीची निवड :-

सदर संशोधन संमेश्वर पब्लिक स्कूल सोलापूर येथील विद्यार्थ्यांच्या ऑनलाईन अध्यापनात येणाऱ्या समस्यांचा शोध घेऊन उपाययोजना करण्यासाठी संशोधिकेने प्रायोगिक संशोधन पद्धतीची निवड केलेली आहे.

प्रायोगिक संशोधन पद्धती :-

प्रयोगात संशोधकाला आपल्या इच्छेनुसार घटना घडीविता येतात.तीच परिस्थिती कायम ठेवून पुन्हा पुन्हा निरीक्षणे घेता येतात व विशिष्ट परिस्थितीत बदल करून फलातील बदलांची नोंद करता येते. योग्य पद्धतीने प्रयोग केल्यानंतर एखाद्या परिणामाचे निश्चित कारण कोणते याची निश्चिती या पद्धतीतून होते.ही पद्धती जास्तीत जास्त अचूकता आणण्याचा प्रयत्न केला जातो. कार्यपद्धती अचूक असल्याने त्यातून मिळणारे निष्कर्षही बिनचूक असतात. प्रयोगांमध्ये स्वाश्रयी व आश्रयी चल असे दोन घटक असतात. असतात.घटकाचे नियंत्रणकरून स्वाश्रयी चलाचा आश्रयी चलावर होणारा परिणाम अभ्यासणे हे या पद्धतीचे गमक असते.

प्रायोगिक अभिकल्प:-

ज्याप्रमाणे इमारत बांधण्यापूर्वी इमारतीचा नकाशा आवश्यक आहे.त्याचप्रमाणे प्रयोग करण्यापूर्वी कोणता अभिकल्प वापरायचा हे निश्चित करणे आवश्यक असते.प्रायोगिक अभिकल्प आणि प्रकारचे असतात. अभिकल्पाचे स्वरूप हे समस्या,संकलित माहिती,उपलब्ध सोयी,संशोधन कर्त्याची पात्रता इत्यादी बाबीवरून ठरते.कोणता अभिकल्प निवडायचा हे प्रयोगाचे पूर्णपणे विचार करून, परिस्थितीचा विचार करून, विविध चलचा विचार करून संशोधकांनी ठरवावे. (पंडित (१९८९).शिक्षणातील संशोधन अभिकल्प,पुणे:नित्यनूतन प्रकाशन) संशोधन पद्धतीची निवड झाल्यानंतर प्रत्यक्ष संशोधन कार्यवाहीत आणण्यासाठी संशोधन अभिकल्प निवडावा लागतो .या समस्या अनुसरून प्रयोगाची कार्यवाही करण्यासाठी योग्य अभिकल्पाची निवड केली जाते. शैक्षणिक संशोधनात सामान्यतःउपयोगात आणले जाणारे प्रायोगिक अभिकल्प पुढीलप्रमाणे.

प्रायोगिक अभिकल्प	
कार्यात्मक अभिकल्प	घटनात्मक अभिकल्प
1.एकल गट अभिकल्प	1.2 x 2 घटनात्मक अधिकार
2.समान गट अभिकल्प	2.3 x 2 घटनात्मक अभिकल्प
3.आवर्तन गट अभिकल्प	3.3 x 3 घटनात्मक अभिकल्प

4. बहुगट अभिकल्प

4. लॅटिन चौर अभिकल्प

5. K x L x M घटनात्मक

आकृती क्र. २ प्रायोगिक अभिकल्पाचे प्रकार

प्रस्तुत संशोधनासाठी संशोधकेने कार्यात्मक अभिकल्पातील एकलगत अभिकल्पाची निवड केली आहे.

संशोधन साधने व तंत्राची निवड -

प्रस्तुत संशोधनासाठी संशोधकाने संगमेश्वर पब्लिक स्कूल मधील इयत्ता आठवी तील विद्यार्थ्यांना कोविड -१९ महामारी मध्ये ऑनलाईन अध्यापन करताना येणाऱ्या समस्येचा शोध घेऊन त्यावर उपाययोजनाची परिणामकारता अभ्यासणे यासाठी खालील प्रमाणे संशोधनाचा वापर करण्यात आला आहे . १. संगमेश्वर पब्लिक स्कूल येथील इयत्ता आठवीच्या वर्गातील विद्यार्थ्यांना या संशोधनात घेण्यासाठी निरीक्षण या तंत्राचा वापर केलेला आहे. २. विद्यार्थ्यांच्या ऑनलाईन अध्यापनात येणाऱ्या समस्याचा शोध घेण्यासाठी मुलाखत या तंत्राचा वापर केलेला आहे .पालक मुलाखत परिशिष्ट अ मध्ये जोडलेली आहे.

प्रस्तुत संशोधनासाठी नमुना निवड :-

१. विद्यार्थ्यांची नमुना निवड :-

संगमेश्वर पब्लिक स्कूल येथील विद्यार्थ्यांच्या ऑनलाईन अध्यापनात येणाऱ्या समस्येचा शोध घेऊन उपाय योजना करण्यासाठी संशोधकेने इयत्ता आठवीच्या वर्गातील एकूण २५ विद्यार्थ्यांपैकी ऑनलाईन अध्यापनात ज्या विद्यार्थ्यांना समस्य येत आहे अशा १३ विद्यार्थ्यांची म्हणजेच ५२ टक्के विद्यार्थ्यांची निवड असंभाव्यता नमुना निवड पद्धती मधील सहेतुक नमुना निवड पद्धतीने विद्यार्थ्यांची संशोधनासाठी निवड केली आहे. विद्यार्थ्यांची यादी परिशिष्ट इ मध्ये जोडलेली आहे.

२. पालकांची नमुना निवड:-

सोलापूर शहरातील नमुना निवड म्हणून निवडलेल्या संगमेश्वर पब्लिक स्कूल मधील इयत्ता आठवीच्या विद्यार्थ्यांची एकूण १० पैकी १० पालकांचे म्हणजे १०० टक्के पालकांची निवड संभाव्यतेतील सुगम यादृच्छिक नमुना निवड पद्धतीतील लॉटरी पद्धतीने पालकांची निवड करण्यात आली. पालकांची यादी परिशिष्ट आ मध्ये जोडलेली आहे.

माहितीचे पृथक्करण व अर्थनिर्वचन:-

उद्दिष्टानुसार अर्थनिर्वचन :-

उद्दिष्ट:- कोविड-१९ काळांमध्ये ऑनलाईन अध्यापन करताना विद्यार्थ्यांना येणाऱ्या समस्या शोध घेणे.

कोष्टक क्र.४.१ ऑनलाईन अध्यापन करताना विद्यार्थ्यांना येणाऱ्या समस्या शोध

अ. क्र.	विद्यार्थ्यांचे नाव	प्रशिक्षण आहे	तांत्रिक अडचणी आहे	डाटा पॅकेज पुरेसा आहे	स्वातंत्र्य रूम आहे	लॅपटॉप/कंप्युटर आहे	अण्ड्रॉइड मोबाईल आहे	आरोग्याच्या तक्रारी आहे
१.	श्रेयाची संतोष भांडेकर		X		X	X		X
२.	रिद्धिशा पुरुषोत्तम बोबडे		X	X		X	X	
३.	साक्षी मल्लिनाथ पसारे	X			X		X	X
४.	अथर्व आनंत कुलकर्णी		X			X		

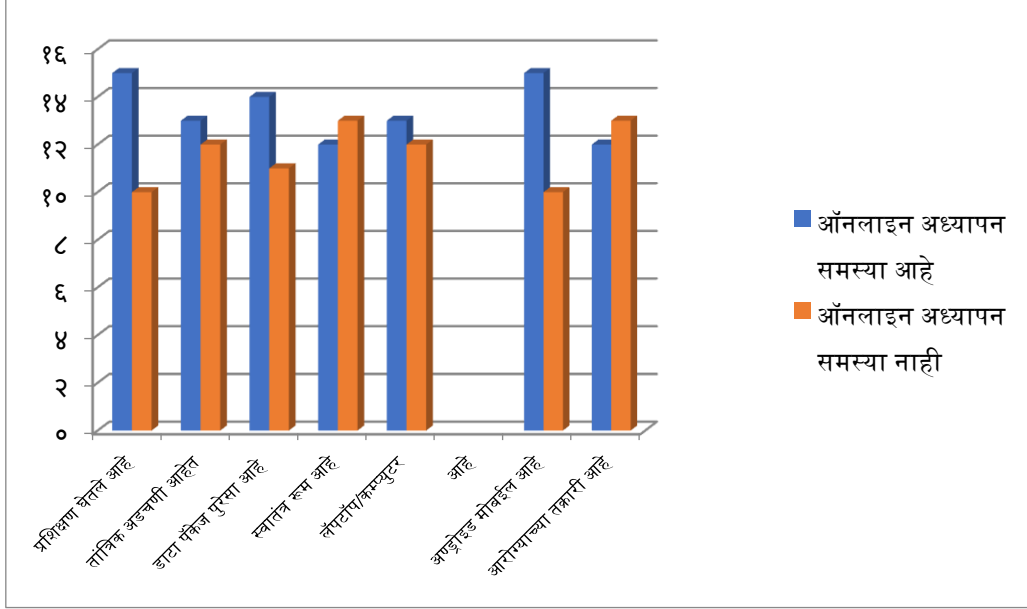
५.	शलिनी बसवेश्वर आरलीमार	X		X	X			X
६.	साक्षी सचिन संकद	X	X			X	X	
७.	अभिजित भास्कर सुरवसे			X			X	
८.	समर्थ नेताजी बिराजदार	X	X		X	X	X	X
९.	प्रगती संतोष शिरूर			X	X			X
१०.	जिशन अस्लाम पाटील	X	X			X	X	
११.	आर्य मोहन भोसले			X	X			X
१२.	अब्दुल मोहम्मद जावेद		X			X	X	
१३.	रायान रफीग शेख			X	X			X
१४.	हर्षदा सचिन कांबळे	X						
१५.	सिद्धेश सोमनाथ कानडे		X	X		X	X	
१६.	अनुष्का नंदकुमार पवार	X			X			X
१७.	शिवानी संतोषभाऊ शेटी			X				
१८.	समृद्धी श्रीनिवास जगताप	X	X			X	X	
१९.	पोर्णिमा बसवणणा गुजले				X			X
२०.	सुदिक्षा गणेश पटणे	X		X				
२१.	आइमान वाजिद इनामदार		X		X	X	X	X
२२.	सुयश दीपक रानशौन्य			X				
२३.	तनिष्का विनोद अभिवंत	X	X		X	X	X	X
२४.	रम्या देवेद्र जाने		X		X	X	X	X
२५.	शिवानी संतोष हवशेटी			X				

कोष्टक क्र.४.२

ऑनलाइन अध्यापन करताना समस्या येतात का नाही यासंदर्भात

अ.क्र.		ऑनलाइन अध्यापन समस्या आहेत म्हणणारे	ऑनलाइन अध्यापन समस्या नाही म्हणणारे
१.	प्रशिक्षण घेतले आहे	१५	१०

२.	तांत्रिक अडचणी आहेत	१३	१२
३.	डाटा पॅकेज पुरेसा आहे	१४	११
४.	स्वातंत्र रूम आहे	१२	१३
५.	लॅपटॉप/कम्प्युटर आहे	१३	१२
६.	अण्ड्रोइड मोबईल आहे	१५	१०
७.	आरोग्याच्या तक्रारी आहे	१२	१३



आलेख क्र.४.१

ऑनलाइन अध्यापन करताना समस्या येणाऱ्या विद्यार्थ्यांची संख्या दर्शवणारा आलेख

- विद्यार्थ्यांना ऑनलाइन अध्यापनात केलेल्या निरीक्षणाचे विश्लेषण:- संगमेश्वर पब्लिक स्कूल येथील इयत्ता आठवीतील ऑनलाईन अध्यापनात समस्या येणाऱ्या विद्यार्थ्यांचा शोध घेत असताना वरील निरीक्षण सूचीचा वापर करून विद्यार्थ्यांना कोणत्या प्रकारच्या समस्या येत आहेत याचा शोध घेतला.

कोष्टक ४.१ व आलेख क्रमांक ४.१ वरून विश्लेषण :-

१. एकूण २५ विद्यार्थ्यांपैकी प्रशिक्षण घेतले १५ विद्यार्थी होते तर प्रशिक्षण न घेतले १० विद्यार्थी होते.
२. एकूण २५ विद्यार्थ्यांपैकी तांत्रिक अडचणी असणारे १३ विद्यार्थी होते तर तांत्रिक अडचणींना नसणारे १२ विद्यार्थी होते.
३. एकूण २५ विद्यार्थ्यांपैकी डाटा पुरेसा आहे असे १४ विद्यार्थी तर डाटा पॅकेज पुरेसा नाही ११ असे विद्यार्थी होते .
४. एकूण २५ विद्यार्थ्यांपैकी स्वातंत्र रूम आहे असे १२ विद्यार्थी तर स्वातंत्र रूम नाही १३ असे विद्यार्थी होते .
५. एकूण २५ विद्यार्थ्यांपैकी लॅपटॉप / कम्प्युटर आहे असे १३ विद्यार्थी तर लॅपटॉप/कम्प्युटर नाही असे १२ विद्यार्थी होते .
६. एकूण २५ विद्यार्थ्यांपैकी अण्ड्रोइड मोबईल आहे असे १५ विद्यार्थी तर अण्ड्रोइड मोबईल नाही असे १० विद्यार्थी होते.
७. एकूण २५ विद्यार्थ्यांपैकी आरोग्याच्या तक्रारी आहे असे १३ विद्यार्थी तर आरोग्याच्या तक्रारी नाही असे १२ विद्यार्थी होते.

२५ विद्यार्थ्यांपैकी १३ विद्यार्थ्यांना ऑनलाइन अध्यापनात समस्या येताना आढळून आले व १३ विद्यार्थ्यांचा गट करून उपाययोजनाचा कार्यक्रम राबवला .

उद्दिष्ट :- कोविड-१९ काळात ऑनलाइन अध्यापन करताना विद्यार्थ्यांना येणाऱ्या समस्यांचा अभ्यास करणे.

ऑनलाईन अध्यापनात विद्यार्थ्यांना येणाऱ्या समस्यांचा अभ्यास करण्यासाठी समस्या येणाऱ्या विद्यार्थ्यांच्या १३ पालकांची मुलाखत घेण्यात आली .

४.३ पालक मुलाखतीवरून विश्लेषण :-

प्रश्न १ : तुमचे शिक्षण किती झाले आहे ?

शाळा शिकले नाही असे १५.३८ टक्के पालकांचे मत आहे .

दहावीपर्यंत शिक्षण झाले आहे असे ३०.७६ टक्के पालकांचे मत आहे .

पदवीपर्यंतचे शिक्षण झाले आहे असे सात पण ५३.८४ टक्के पालकांचे मत आहे

प्रश्न २ : मुलांना तुम्ही अँड्रॉइड मोबाईल उपलब्ध करून दिला आहे का ऑनलाईन अध्यापनासाठी ?

अँड्रॉइड मोबाईल उपलब्ध आहे असे ६१ टक्के मत आहे. अँड्रॉइड मोबाईल उपलब्ध नाही ३८ टक्के मत आहे .

प्रश्न ३ : मुलांना ऑनलाईन अध्यापनासाठी प्रोत्साहित करता का ?

मुलांना ऑनलाईन अध्यापनासाठी प्रोत्साहित करणारे ५३ टक्के मत आहे तसेच प्रोत्साहित न करणारे ४६.१५ टक्के मत आहे .

प्रश्न ४ : मुलांना ऑनलाईन अध्यापनासाठी स्वतंत्र रूम दिली आहे का ?

मुलांना ऑनलाईन अध्यापनासाठी स्वतंत्र रूम आहे असे ६१.५३ टक्के मत आहे तसेच स्वतंत्र रूम नाही असे ३८.४६ टक्के मत आहे .

प्रश्न 5. मुलांना ऑनलाईन अध्यापनासाठी मोबाईलचा किंवा कॉम्प्युटर ,

लॅपटॉप यापैकी कोणते वस्तू हाताळण्यास देत आहे ?

मुलांना ऑनलाईन अध्यापनासाठी मोबाईल , कॉम्प्युटर किंवा लॅपटॉप देणारे ५३.८४ टक्के आणि न देणारे ४६.१५ टक्के एवढे मत आहे .

प्रश्न ६: मुलांना ऑनलाईन अध्यापनासाठी वापरण्यात येणाऱ्या ॲप किंवा इतर

सॉफ्टवेअर यांच्या बद्दल तुम्ही माहिती मुलांना दिली आहे का ?

मुलांना सॉफ्टवेअर बद्दल माहिती आहे असे ६१.५३ टक्के पालक आहेत व मुलांना माहिती नाही ३८.४६ टक्के मत आहे .

प्रश्न ७ : तुम्ही शाळेत वापरण्यात येणारे सॉफ्टवेअरचे प्रशिक्षण घेतलेले आहे

का ?

६१ टक्के पालकांनी प्रशिक्षण घेतलेले आहे आणि ३८ टक्के पालकांनी प्रशिक्षण घेतलेले नाही.

प्रश्न ८ : मुलांच्या शिक्षणाकडे तुम्ही लक्ष देता का?

मुलांच्या शिक्षणाकडे लक्ष आहे असे ६९ टक्के पालक आहेत मुलांच्या शिक्षणाकडे लक्ष नाही असे ३० टक्के मत आहे.

प्रश्न ९ : मुलांना ऑनलाईन अध्यापन करत असताना काही आरोग्याच्या तक्रारी आहेत का ?

मुलांना ऑनलाईन अध्यापन करत असताना आरोग्याच्या तक्रारी असलेले ३८.४६ टक्के पालक पालकांचे मत आहे . ६१.५३ टक्के पालकांचे मत नाही.

प्रश्न १0. विद्यार्थ्यांना ऑनलाईन अध्यापन पद्धतीचे महत्त्व समजावून सांगितले आहे का ?

५३ टक्के पालकांनी विद्यार्थ्यांना ऑनलाईन पद्धत समजून सांगितलेली आहे व ४६ टक्के पालकांनी ऑनलाईन पद्धती समजून सांगितलेली नाही.

प्रश्न ११ : ऑनलाईन अध्यापन पद्धतीने विद्यार्थी व्यवस्थित एका ठिकाणी

बसून शिकतो का ?

३८ टक्के पालकांचे मत आहे की विद्यार्थी एका ठिकाणी बसून व्यवस्थित शिकत नाही व ६१ टक्के पालकांचे मत आहे की विद्यार्थी एका ठिकाणी बसून शिकू शकतो.

प्रश्न १२ : कोविड-१९ मध्येही अध्यापन पद्धती योग्य आहे तुमचे मत सांगा ?

कोविड-१९ मध्ये अध्यापन पद्धती योग्य आहे असे सांगणारे पालक ५३ टक्के आहेत आणि योग्य नसलेले ४६ टक्के पालक आहेत.

प्रश्न १३ : कोविड - १९ मध्ये तुम्ही सुरक्षितेचे नियम पाळून विद्यार्थ्यांना योग्य

मार्गदर्शन करता का?

सुरक्षितेचे नियम पाळून 100 टक्के मार्गदर्शन करतो .

उद्दिष्ट :- कोविड काळामध्ये ऑनलाइन अध्यापन करताना विद्यार्थ्यांना येणाऱ्या समस्यावर उपाययोजना करणे.

संशोधिकेने ऑनलाइन अध्यापन करताना विद्यार्थ्यांना येणाऱ्या समस्याचा शोध घेऊन त्याच्या करणांचा शोध घेतला .त्यानुसार संशोधिकेने कृती कार्यक्रम तयार केला. त्यानुसार दिनांक १० जुलै २०२१ रोजी पासून दिनांक ७ ऑगस्ट २०२१ या दरम्यान तो राबवला .यामध्ये खालील कार्यक्रमाचे आयोजन करण्यात आले.

- १) पालकांना सॉफ्टवेअर बदल प्रशिक्षण
- २) ऑनलाईन अध्यापन प्रशिक्षण
- ३) अँड्रॉइड स्मार्ट मोबाइल वापराचे महत्व
- ४) ऑनलाइन अध्यापनासाठी सॉफ्टवेअरचा वापर
- ५) आरोग्याची काळजी

उद्दिष्ट :- कोविड काळामध्ये ऑनलाइन अध्यापन करताना विद्यार्थ्यांना येणाऱ्या समस्यावर उपाय योजनाची परिणामकारकता अभ्यासणे.

दिनांक १५ऑगस्ट २०२१ रोजी पुन्हा निरीक्षण करून तयार केलेल्या उपक्रमाची परिणामकारकता आभ्यसण्यात आली.परिणामकारकता निरीक्षण द्वारे ऑनलाइन अध्यापन करताना समस्या येणाऱ्या विद्यार्थ्यांचा शोध घेतला.

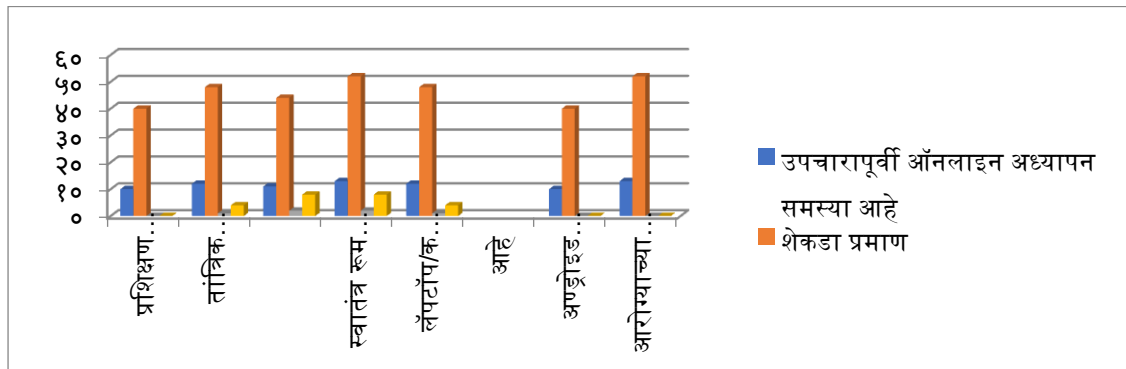
कोष्टक क्र.४.३

उपाय योजनाची परिणामकारकता अभ्यासणे

अ.क्र.	घटक	उपचारापूर्वी ऑनलाइन अध्यापन समस्या आहे	शेकडा प्रमाण	उपचारानंतर ऑनलाइन अध्यापन समस्या नाही	शेकडा प्रमाण
१.	प्रशिक्षण घेतले आहे	१०	४०	००	००
२.	तांत्रिक अडचणी आहेत	१३	५२	०१	४
३.	डाटा पॅकेज पुरेसा आहे	११	४४	०२	८
४.	स्वातंत्र रूम आहे	१३	५२	०२	८
५.	लॅपटॉप/कम्प्युटर आहे	१२	४८	०१	४
६.	अण्ड्रॉइड मोबाईल आहे	१०	४०	००	००
७.	आरोग्याच्या तक्रारी आहे	१३	५२	००	००

आलेख क्र.४.२

उपाय योजनाची परिणामकारकता दर्शवणारा आलेख



कोष्टक क्र.४.२ व आलेख क्र.४.२ वरून विश्लेषण,

उपचारापूर्वी प्रशिक्षण न घेतले असे विद्यार्थ्यां संख्या ४० टक्के होते तर उपचारानंतर प्रशिक्षण घेतले ०० टक्के विद्यार्थी होते.

उपचारापूर्वी तांत्रिक अडचणी असणारे ५२ टक्के विद्यार्थी होते तर उपचारानंतर तांत्रिक अडचणींना नसणारे ०४ टक्के विद्यार्थी होते.

उपचारापूर्वी डाटा पुरेसा नाही असे ४४ टक्के विद्यार्थी तर उपचारानंतर डाटा पॅकेज पुरेसा आहे ८ टक्के असे विद्यार्थी होते .

उपचारापूर्वी स्वातंत्र रूम नाही असे ५२ टक्के विद्यार्थी तर स्वातंत्र रूम आहे ०८ असे विद्यार्थी होते .

उपचारापूर्वी लॅपटॉप / कम्प्युटर नाही असे ४८ टक्के विद्यार्थी तर लॅपटॉप/कम्प्युटर आहे असे ०४ टक्के विद्यार्थी होते .

उपचारापूर्वी अण्ड्रोइड मोबाईल नाही असे ४० टक्के विद्यार्थी तर अण्ड्रोइड मोबाईल आहे असे ०० टक्के विद्यार्थी होते.

उपचारापूर्वी आरोग्याच्या तक्रारी आहे असे ५२ टक्के विद्यार्थी तर आरोग्याच्या तक्रारी नाही असे ०० टक्के विद्यार्थी होते.

संशोधन सारांश,निष्कर्ष:-

१. शाळा शिकले नाही असे १५.३८ टक्के पालकांचे मत आहे . दहावीपर्यंत शिक्षण झाले आहे असे ३०.७६ टक्के पालकांचे मत आहे . पदवीपर्यंतचे शिक्षण झाले आहे असे सात पण ५३.८४ टक्के पालकांचे मत आहे
२. अँड्रॉइड मोबाईल उपलब्ध आहे असे ६१ टक्के मत आहे.अँड्रॉइड मोबाईल उपलब्ध नाही ३८ टक्के मत आहे .
३. मुलांना ऑनलाइन अध्यापनासाठी प्रोत्साहित करणारे ५३ टक्के मत आहे तसेच प्रोत्साहित न करणारे ४६.१५ टक्के मत आहे .
४. मुलांना ऑनलाईन अध्यापनासाठी स्वतंत्र रूम आहे असे ६१.५३ टक्के मत आहे तसेच स्वतंत्र रूम नाही असे ३८.४६ टक्के मत आहे .
५. मुलांना ऑनलाइन अध्यापनासाठी मोबाईल ,कॉम्प्युटर किंवा लॅपटॉप देणारे ५३.८४ टक्के आणि न देणारे ४६.१५ टक्के एवढे मत आहे .
६. मुलांना सॉफ्टवेअर बदल माहिती आहे असे ६१.५३ टक्के पालक आहेत व मुलांना माहिती नाही ३८.४६ टक्के मत आहे .
७. ६१ टक्के पालकांनी प्रशिक्षण घेतलेले आहे आणि ३८ टक्के पालकांनी प्रशिक्षण घेतलेले नाही.
 - ८.मुलांच्या शिक्षणाकडे लक्ष आहे असे ६९ टक्के पालक आहेत मुलांच्या शिक्षणाकडे लक्ष नाही असे ३० टक्के मत आहे.
 ९. मुलांना ऑनलाईन अध्यापन करत असताना आरोग्याच्या तक्रारी असलेले ३८.४६ टक्के पालक पालकांचे मत आहे .६१.५३ टक्के पालकांचे मत नाही.
 १०. ५३ टक्के पालकांनी विद्यार्थ्यांना ऑनलाइन पद्धत समजून सांगितलेली आहे व ४६ टक्के पालकांनी ऑनलाईन पद्धती समजून सांगितलेली नाही.
 ११. ३८ टक्के पालकांचे मत आहे की विद्यार्थी एका ठिकाणी बसून व्यवस्थित शिकत नाही व ६१ टक्के पालकांचे मत आहे की विद्यार्थी एका ठिकाणी बसून शिकू शकतो.
 १२. कोविड-१९ मध्ये अध्यापन पद्धती योग्य आहे असे सांगणारे पालक ५३ टक्के आहेत आणि योग्य नसलेले ४६ टक्के पालक आहेत.
 १३. रक्षिततेचे नियम पाळून १०० टक्के मार्गदर्शन करतो . १४. उपचारापूर्वी प्रशिक्षण न घेतले असे विद्यार्थ्यां संख्या ४० टक्के होते तर उपचारानंतर प्रशिक्षण घेतले ०० टक्के विद्यार्थी होते.
 १५. उपचारापूर्वी तांत्रिक अडचणी असणारे ५२ टक्के विद्यार्थी होते तर उपचारानंतर तांत्रिक अडचणींना नसणारे ०४ टक्के विद्यार्थी होते.
 १६. उपचारापूर्वी डाटा पुरेसा नाही असे ४४ टक्के विद्यार्थी तर उपचारानंतर डाटा पॅकेज पुरेसा आहे ८ टक्के असे विद्यार्थी होते .
 १७. उपचारापूर्वी स्वातंत्र रूम नाही असे ५२ टक्के विद्यार्थी तर स्वातंत्र रूम आहे ०८ असे विद्यार्थी होते .

१८. उपचारापूर्वी लॅपटॉप / कम्प्युटर नाही असे ४८ टक्के विद्यार्थी तर लॅपटॉप/कम्प्युटर आहे असे ०४ टक्के विद्यार्थी होते .

१९. उपचारापूर्वी अण्ड्रोइड मोबईल नाही असे ४० टक्के विद्यार्थी तर अण्ड्रोइड मोबईल आहे असे ०० टक्के विद्यार्थी होते.

२०. उपचारापूर्वी आरोग्याच्या तक्रारी आहे असे ५२ टक्के विद्यार्थी तर आरोग्याच्या तक्रारी नाही असे ०० टक्के विद्यार्थी होते.

समारोप :-

संशोधनात ऑनलाइन अध्यापन या संकल्पनेचे संपूर्ण ओळख करून घेऊन वर्ग अध्यापनात त्याचा वापर कसा करावा विद्यार्थी शिक्षक तसेच पालकांनी विविध तंत्राचा व ऑनलाइन पद्धतीचा वापर कशा प्रकारे करावा व विद्यार्थ्यांची आंतरक्रिया ,विद्यार्थ्यांचा सहभाग,त्यांचा पुढाकार ,वैयक्तिक कृती ,शंका निरसन करून विद्यार्थी कृती न वाव द्यावा.

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उस्मानाबाद जिल्ह्यातील शासकीय आरोग्य सेवा सुविधांचे वितरण एक भौगोलिक अभ्यास निकेष प्रकाश दुधभाते

संशोधक, भूगोल विभाग, श्री.छत्रपती शिवाजी महाविद्यालय, उमरगा, जि, उस्मानाबाद

गोषवारा:

भूगोल अभ्यासक आरोग्याचा अभ्यास अभिक्षेत्रीय व पर्यावरणीय दृष्टीकोनांतून करतात. भौगोलिक दृष्टीकोनाचे मुख्य केंद्र आरोग्य निगा आहे. मानव व इतर प्राण्यांच्या शरीरावर भौगोलिक घटक प्रभाव करतात. पर्यावरणीय घटक मानवी आरोग्याच्या दृष्टीने उपयुक्त वातावरणाची निर्मिती करतात. भौतिक भूगोल, मानव भूगोल व जैविक भूगोल या शाखा वरील भौगोलिक घटकांचा अभ्यास करतात. प्रस्तुत शोध निबंधाचे मुख्य उद्दिष्ट उस्मानाबाद जिल्ह्यातील शासकीय आरोग्य सेवा सुविधांचे स्थल, काल, सापेक्ष अभ्यास करणे हे आहे. प्रस्तुत शोध निबंधात द्वितीयक स्वरूपातील

माहितीचा उपयोग करून विविध संगणकीय पध्दती, आलेख व सारणी यांच्या सहाय्याने त्या माहितीचे पृथक्करण केले आहे.

प्रस्तावना:

मानवी उपयोगाकरित उत्तम खाद्यान्नाची उपलब्धता आणि अन्नाचे उत्पादन हे आरोग्याचे निर्धारक आहेत. अन्नाचे कमरततेमुळे किंवा अपोषक अन्नामुळे कुपोषणाची समस्या निर्माण होते, अन्नासारख्या मुलभूत गरजा पूर्ण करण्यासाठी पुरेसे उत्पन्न असणे आवश्यक आहे. विकसनशील देशातील बहुतांश लोकांना या गरजा पूर्ण करता येत नाहीत, त्यामुळे त्यांचे आरोग्याच्या गंभीर समस्या आहेत, तसेच त्यांचा पुरस्कार करणारे भूमी, जल, वायू, स्थान व काळ यांचा अभ्यास केला जातो, मानवी भूगोलात अभ्यासल्या जाणा-या वंश, धर्म, सदाचार, परंपरा आणि समाज या सांस्कृतिक घटकांचे आरोग्यात महत्त्वपूर्ण स्थान आहे, हे घटक आरोग्य सुधार प्रणाली आणि औषधांच्या निवडीला प्रभावितकरतात, भौगोलिक दृष्टीकोनातून मानव आणि पर्यावरण यांच्यातील सुसंगत संतुलन आणि रोग म्हणजे मानवाचा पर्यावरणातील असंतुलन या अर्थाने घेतो, जॅवय मे या अमेरिकन वैद्यकीय भूगोल तज्ञांच्या मते, रोग म्हणजे कारक, धारक आणि पर्यावरण यांच्यातील क्रिया प्रक्रिया होय, जॉन स्नो यांनी १९९४ मध्ये आजार असलेले क्षेत्र दाखविण्यासाठी नकाशाचा वापर केला, लंडनमध्ये कॉलरा या संसर्गजन्य रोगाला कारणीभूत पाणीपंपाचा शोध नकाशाच्या आधारे लावला, यातून स्थान व रोग यांचा संबंध स्पष्ट होतो. त्यामुळे आरोग्याच्या समस्या व सुविधांचा अभ्यास या शोधनिबंधात करण्यात आला आहे.

बिजसंज्ञा: रुग्णालये, प्राथमिक आरोग्य केंद्र, प्राथमिक आरोग्य उपकेंद्रे.

उद्दिष्ट : उस्मानाबाद जिल्ह्यातील शासकीय आरोग्य सेवा सुविधांचे स्थल-काल सापेक्ष अभ्यास करणे.

अभ्यास क्षेत्र :

उस्मानाबाद जिल्हा महाराष्ट्र राज्याच्या दक्षिण भागात आहे. जिल्ह्याच्या बहुतांशी भाग सपाट व खडकाळ प्रारुपाचा आढळतो. समुद्रसपाटी पासून जिल्ह्याची उंची ६०० मी. इतकी आहे. जिल्ह्याचा बहुतांशी भाग बालाघाट डोंगर रांगानी व्याप्त आहे. तूळजापूर, उस्मानाबाद, भूम वाषी आणि कळंब हे तालुक बालाघाट रांगेत आहेत. तेरणा ही मुख्य नदी या जिल्ह्यात आहे. तर मांजरा, सीना या नद्या जिल्ह्याच्या सीमेवरून वाहतात व त्यांचा वापर कृषीसाठी होताना दिसत नाही. उस्मानाबाद जिल्ह्याचा अक्षावृत्तीय विस्तार १७° ३७' उत्तर ते १८° ४०' उत्तर अक्षावृत्त आणि ७७° १६' पूर्व ते ७६° ४०' पूर्व रेखावृत्त या दरम्यान आहे. उस्मानाबाद जिल्हाला दक्षिण - पश्चिम दिशेस सोलापूर जिल्हा तर अहमदनगर जिल्ह्याच्या सीमा उत्तर - पश्चिम दिशेस आहेत. उस्मानाबादच्या पूर्वेस लातूर जिल्हा आहे कर्नाटक राज्यातील बिदर व गुलबर्गा हे दोन दक्षिणेस आहेत. जिल्ह्याचे एकूण क्षेत्रफळ ७७१२.४ चौ.कि.मी. आहे. त्यापैकी शहरी भागाचे क्षेत्रफळ २४१.४ चौ.कि.मी. (एकूण क्षेत्रफळाच्या ३.१९

टवके) इतके आहे. उस्मानाबाद जिल्हयातची लोकसंख्या सन २०११ च्या जनगणनेनुसार १६,६०,३११ इतकी आहे.

संशोधन पध्दती :

प्रस्तुत संशोधन निबंधात व्दितीयक स्वरुपातील माहितीचा उपयोग करुन विविध संगणकीय पद्धती व आलेख, आकृत्या, सारणी त तवते यांच्या सहाय्याने त्या माहितीचे पृथक्करण केले आहे. अभ्यास क्षेत्रातील एकूण ८ तालुक्यांची निवड सर्वेक्षणासाठी केली आहे.

आरोग्य सेवा व सुविधा

भारतातील जनतेचा सर्वांगीण विकास व्हावा म्हणून भारतासारख्या लोक कल्याणकारी राज्यात षासनाने काही बाबतीत प्राधान्याने लक्ष घालण्यास सुरुवात केली. आज आपणास अन्न, वस्त्र, निवारा, शिक्षण व आरोग्य या मुलभुत गरजा आहेत. त्यामुळे लोकांच्या आरोग्याविषयी नियोजनास प्रारंभ झाला. सामाजिक आरोग्य चांगले असल्यास राज्यांच्या व देशांच्या दष्टीने महत्वाचे ठरते. म्हणून शासनाने प्रत्येक राज्यात प्रत्येक जिल्हयात तालुक्यात आरोग्य सेवा केंद्राची सुरुवात केली. उस्मानाबाद जिल्हयातील षासकीय सोयी सुविधा, शासकीय सोयी सुविधेमध्ये झालेला बदल, एकूण आरोग्य केंद्रे, उपकेंद्रे, रुग्णालये व दवाखाने यांचा अभ्यास करण्यात आला आहे..

उस्मानाबाद जिल्हयातील षासकीय आरोग्य सेवा सुविधांचे वितरण

अ. क्रं.	तालुका	रुग्णालये			दवाखाने			प्राथमिक आरोग्य केंद्र			प्राथमिक आरोग्य उपकेंद्रे		
		१९९०	२०११	२०११	१९९०	२०११	२०११	१९९०	२०११	२०११	१९९०	२०११	२०११
१	परंडा	०१	०१	०१	०१	०२	०२	०४	०४	०४	२५	१९	१९
२	भूम	०१	०१	०१	०१	०१	०२	०२	०५	०५	१३	१९	१९
३	वाषी	००	०१	०१	००	००	०२	०१	०२	०२	१८	१८	१८
४	कळंब	०१	०१	०१	०३	०२	०२	०६	०६	०६	२७	२७	२७
५	उस्मानाबाद	०१	०१	०२	०३	०४	०५	०९	१०	१०	४२	४२	४३
६	तुळजापूर	०१	०१	०१	०२	०२	०२	०७	०७	०७	३२	३२	३२
७	लोहारा	००	००	०१	००	००	०१	०३	०४	०४	१८	१८	१९
८	उमरगा	०२	०२	०२	०१	०३	०२	०४	०४	०४	२९	२९	२९
	एकूण	०७	०८	१०	११	१४	१८	३६	४२	४२	२०४	२०४	२०६

स्रोत सामाजिक आर्थिक समालोचन १९९०, २००१, २०११

उस्मानाबाद जिल्हयातील षासकीय आरोग्य सेवा सुविधांचे वितरण

रुग्णालये

सर्वत स्तरातील रुग्णांना प्रथम संदर्भ सेवा, व्दितीय संदर्भ सेवा देण्यासाठी जिल्हा रुग्णालयाची स्थापना करणे हा उद्देश षासनाचा असून या रुग्णालयात भाजलेले रुग्ण, अपघात, सर्व शस्त्रक्रिया, सोनोग्राफी, मनोविकृती हृदयषस्त्रक्रिया यासारख्या आजारांवर उपचार केले जातात.

सारणीवरून असे निदर्शनास येते की, १९९० मध्ये उस्मानाबाद जिल्हयात एकूण रुग्णालयाची संख्या ही ०७ होती सर्वात जास्त।। रुग्णालये उमरगा तालुक्यात होती व उर्वरीत उस्मानाबाद, परंडा, भूम, कळंब तुळजापूर हया तालुक्यात प्रत्येकी ०१ अषी होती. २००१ मध्ये रुग्णालयांची संख्या ही १९९० प्रमाणेच होती त्यामध्ये फक्त वाषी तालुक्यात एक रुग्णालय वाढल्याचे निदर्शनास येते. २०११ मध्ये रुग्णालयाच्या संख्येत वाढ होउन ती १० झाली. व २०११ मण्यो सर्वात जास्त। रुग्णालयाची संख्या ही उस्मानाबाद आणि उमरगा हया तालुक्यातच असलेली दिसून येते व ती प्रत्येकी ०२ अषी होती. उर्वरीत परंडा, भूम, कळंब, तुळजापूर, लोहारा व वाषी हया तालुक्यात प्रत्येकी ०१ असल्याची दिसून येते.

दवाखाने

दवाखान्यास सामुदायिक आरोग्य केंद्र असेही म्हणतात. येथे तालुक्यातील रुग्णांना मोफत उपचार केला जातो. ४ डॉक्टर, ७ परिचारिका, ३० खाटांची संख्या असते. येथे साधी प्रसुति, अर्धवट वैद्यकीय गर्भपात, न्यूमोनिया, अतिसार, नसबंदी, कुटूंबनियोजन यासारख्या आजारावरील उपचार व सोयी उपलब्ध असतात. सारणीवरून असे निदर्शनास येते की १९९० मध्ये उस्मानाबाद जिल्ह्यात एकूण दवाखान्याची संख्या ही ११ होती. त्यापैकी सर्वात जास्त दवाखाने उस्मानाबाद आणि कळंब ह्या दोन तालुक्यात प्रत्येकी ०३ असल्याचे दिसून येते. उर्वरीत तुळजापूर तालुक्यात ०२ व परंडा भूम आणि उमरगा तालुक्यात ०१ असल्याचे दिसून येते. २००१ मध्ये दवाखान्याच्या एकूण संख्येत वाढ होउन ती १४ झाली त्यापैकी सर्वात जास्त उस्मानाबाद तालुक्यात ०४ तर, उमरगा तालुक्यातील दवाखान्याच्या संख्येत वाढ होउन ती १ वरून ३ झाली व ह्या तालुक्यात ०२ दवाखान्याची वाढ झाल्याचे दिसून येते. परंडा, कळंब तुळजापूर ह्या तालुक्यात प्रत्येकी दोन दवाखाने आहेत. तर भूम ह्या तालुक्यात सर्वात कमी ०१ दवाखाने आहे. २०११ मध्ये परत दवाखान्याच्या संख्येत वाढ होउन ती १८ झाली त्यापैकी सर्वात जास्त दवाखाने उस्मानाबाद ह्या तालुक्यात असून त्याची संख्या ०९ आहे. तर सर्वात कमी दवाखान्याची संख्या लोहारा ह्या तालुक्यात असून ती एक आहे. उर्वरीत परंडा, भूम, वाषी कळंब, तुळजापूर, उमरगा ह्या तालुक्यात प्रत्येकी ०२ अशी आहे. नव्याने लोहारा व वाषी ह्या दोन तालुक्याची निर्मिती झाल्याने उमरगा तालुक्यातील दवाखान्याची संख्या ही ०१ ने कमी झाली आहे.

प्राथमिक आरोग्य केंद्रे

दक्षिण अषियामध्ये प्राथमिक आरोग्य केंद्रे ही आरोग्याची सेवा पुरविणारे मुलभूत एकके आहेत. सैध्दांतिक दृष्ट्या प्रत्येकी ३००००, लोकसंख्येसाठी ०१ प्राथमिक आरोग्य केंद्र आहे. आणि येथे एक किंवा दोन डॉक्टर, ०१ औषधनिर्माता, ०१ परिचारिका असते. सारणीवरून असे दिसून येते की उस्मानाबाद जिल्ह्यात १९९० मध्ये प्राथमिक आरोग्य केंद्राची एकूणे संख्या ही ३६ होती. त्यापैकी सर्वात जास्त प्राथमिक आरोग्य केंद्राची संख्या ही उस्मानाबाद तालुक्यात असून ती १० होती. तर सर्वात कमी प्राथमिक आरोग्य केंद्राची संख्या ही वाषी ह्या तालुक्यात असून ती १ इतकी होती. उर्वरीत तालुक्यात परंडा (४), भूम (२), कळंब (६), तुळजापूर (७), लोहारा (३), उमरगा (४) असल्याचे निदर्शनास

आले. २००१ मध्ये एकूण प्राथमिक आरोग्य केंद्राच्या संख्येत २ ने वाढ होऊन ती ४२ झाली. त्यापैकी सर्वात जास्त प्राथमिक आरोग्य केंद्रांची संख्या उस्मानाबाद तालुक्यात असून ती १० होती तर सर्वात कमी वाषी तालुक्यात असून ती २ होती. उर्वरीत तालुक्यात परंडा (४), भूम (७), कळंब (६), तुळजापूर (७), उमरगा (४) अशी असल्याचे निदर्शनास आले. २०११ मध्ये प्राथमिक आरोग्य केंद्राची एकूण संख्या ही ४२ व होती. परंतु लोहारा आणि वाषी या दोन तालुक्याची नव्याने निर्मिती झाल्यामुळे प्राथमिक आरोग्य केंद्राच्या वितरणामध्ये बदल झाल्याने दिसून येते. भूम तालुक्यात प्राथमिक आरोग्य केंद्राच्या संख्येत ०१ ने घट होऊन ती ०६ वरून ०९ झाली त्याचबरोबर कळंब ह्या तालुक्याच्या प्राथमिक आरोग्य केंद्रात सुध्दा ०१ ने घट होऊन ती ०७ वरून ०६ झाली. व भूम तालुक्यातील ०१ व कळंब तालुक्यातील ०१ प्राथमिक आरोग्य केंद्राचा समावेश नव्याने निर्माण झालेल्या वाषी ह्या तालुक्यात करण्यात आला. त्याचबरोबर उमरगा या तालुक्याची प्राथमिक आरोग्य केंद्रात ०४ ने घट होऊन ती ०८ वरून ०४ अशी झाली. ह्या ०४ प्राथमिक आरोग्य केंद्राचा समावेश लोहारा ह्या नव्याने झालेल्या तालुक्यात करण्यात आला.

उपकेंद्रे

आरोग्य उपकेंद्रे हे सर्वात लहान आरोग्य प्रणालीचे मुळे आहे भारतातील प्रत्येक गावाच्या परिघांमध्ये जी लोकसंख्या आहे. त्यांना प्राथमिक उपचार देण्याचे कार्य करते. प्रत्येक उपकेंद्रासाठी ०१ आरोग्य सेविका असते. या उपकेंद्राचा उद्देश म्हणजे ग्रामीण भागातील प्रत्येक व्यक्तीसाठी आरोग्य सेवा पुरविणे हा आहे. त्यामध्ये लसीकरण, बालमाता संगोपन इत्यादी सुविधा पुरविल्या जातात.

सारणीवरून असे निदर्शनास येते की उस्मानाबाद जिल्ह्यात एकूण उपकेंद्राची संख्या ही १९९० मध्ये २०४ होती. त्यापैकी सर्वात जास्त उपकेंद्रे ही उस्मानाबाद तालुक्यात असून त्यांची संख्या ४२

असल्याचे आढळून आले तर सर्वात कमी उपकेंद्राची संख्या भूम तालुक्यात १३ असल्याचे निदर्शनास आले. उर्वरीत तालुक्यात परंडा (२७), वाषी (१८), कळंब (२७), तुळजापुर (३२), लोहारा (१८), उमरगा (२९) असल्याचे निदर्शनास आले. तर २००१ मध्ये उस्मानाबाद जिल्ह्यात एकूण उपकेंद्राची संख्या ही १९९० सारखीच होती फक्त परंडा तालुक्याची संख्या २७ होती ती १९ झाली आणि भूम तालुक्यात १३ होती ती १९ झाल्याचे निदर्शनास आले.

२०११ मध्ये उस्मानाबाद जिल्ह्यात एकूण २०६ उपकेंद्रे होती सर्वाज जास्त। उपकेंद्राची संख्या उस्मानाबाद तालुक्यात असून ती ४३ इतकी होती. तर सर्वात कमी उपकेंद्राची संख्या ही वाषी ह्या तालुक्यात असून ही १६ इतकी होती. उर्वरीत परंडा तालुक्यात १९, भूम तालुक्यात २१, कळंब तालुक्यात २७, तुळजापुर तालुक्यात ३२, लोहारा तालुक्यात १८, उमरगा तालुक्यात ३०, इतकी होती असे निदर्शनास येते.

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बौद्ध धर्मांतर: एक रक्तहीन सामाजिक समतेची क्रांती

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प्रस्तावना:

हिंदू धर्मात सामाजिक समता निर्माण करण्यासाठी सामाजिक परिवर्तनाची आवश्यकता होती. पण एकंदरीतच हिंदू समाजरचना पाहता डॉ.बाबासाहेब आंबेडकर यांना व्यवस्था परिवर्तन अपेक्षित होते. कारण हिंदूधर्म हा मनुस्मृती सारख्या विषमतावादी ग्रंथावर आधारित होता. त्यामुळे २५ डिसेंबर, १८२७ रोजी महाड मुक्कामी डॉ. बाबासाहेब आंबेडकरांनी मनुस्मृती या विषमतावादी ग्रंथाचे सामुदायिकरीत्या दहन करून व्यवस्था परिवर्तनाच्या दिशेने पहिले पाऊल टाकले. ज्याची नोंद इतिहासात सुवर्णाक्षरांनी केली गेली.....पण एकंदरीतच हिंदू समाजरचना त्यामधील वर्णव्यवस्था, जन्माधिष्ठित जातीव्यवस्था आणि श्रमविभागणी बरोबरच उच्च-नीच, श्रेष्ठ-कनिष्ठ अशी सामाजिक उतरंड लक्षात घेता हिंदूधर्म सामाजिक समता प्रस्थापित करू शकेल असे डॉ. आंबेडकरांना न वाटल्याने त्यांनी १३ ऑक्टोबर, १९३५ रोजी येवला (नाशिक) येथे "मी हिंदू म्हणून जन्माला आलो असलो तरी, हिंदू म्हणून मरणार नाही" अशी ऐतिहासिक घोषणा केली.१ आणि धर्मांतराच्या दिशेने पाऊल टाकले. धर्मांतराच्या या घोषणेने संपूर्ण देशांमध्ये खळबळ माजली. पण धर्मांतराची ही घटना भारतास नवीन नव्हती. भारताच्या इतिहासावर नजर टाकली तर आपल्या लक्षात येईल की, भारतात यापूर्वी सुद्धा अनेक धर्मांतरे घडवून आली होती. इ. स. ७ व्या शतकानंतर भारतावर झालेली इस्लामी सत्तेची आक्रमणे आणि त्यातून हिंदूंचे झालेले मुस्लिम धर्मांतर असो, किंवा १९ शतकात ब्रिटिश सत्तेच्या काळात हिंदूंचे झालेले ख्रिश्चन धर्मांतर असो प्रत्येक वेळी धर्मांतराचा प्रवास हा हिंदू धर्मातून इतर धर्मात असाच राहिला आहे. या दोन्ही धर्मांतराच्या पाठीमागे राजकीय सत्ता, भय, लोभ अशी कारणे होती. त्यामुळे त्यास कोणतेही उज्वल भवितव्य नव्हते. मात्र १९५६ साली भारतामध्ये घडून आलेले बौद्ध धर्मांतर हे केवळ आणि केवळ विवेकाने झालेले धर्मांतर होते. या धर्मांतराच्या पाठीमागे डॉ. बाबासाहेब आंबेडकर यांची भूमिका ही जगातील प्रत्येक माणसास एकाच समान पातळीवर आणून सामाजिक समता प्रस्थापित करणे ही होती. त्यामुळे त्याची खास नोंद घ्यावी लागते. डॉ. बाबासाहेब आंबेडकर यांनी केलेली ही धम्मक्रांती अत्यंत शांततेने आणि विवेकाने केलेली क्रांती होती. या धम्मक्रांती पाठीमागे राजकीय प्रलोभन किंवा सूडाची भावना नव्हती. आणि म्हणून जगाच्या इतिहासातील सर्वात मोठी रक्तहीन धम्मक्रांती म्हणून तिचा उल्लेख करावा लागतो. माणसाला एका समान पातळीवर आणणारी ती एक समतेची क्रांती होती. प्रस्तुत संशोधनपर निबंधामध्ये अस्पृश्य समाजास असणारी धर्मांतराची आवश्यकता, हिंदूधर्मात संदर्भात बाबासाहेबांची भूमिका, इतर धर्मसंबंधीचे त्यांचे विचार, आणि बौद्ध धर्मच का? या अनुषंगाने डॉ. बाबासाहेब आंबेडकर यांच्या विचारांवर प्रकाश टाकण्याचा प्रयत्न करण्यात आला आहे.

हिंदू धर्मासंबंधी विचार:

डॉ.बाबासाहेब आंबेडकरांनी धर्मांतराची घोषणा केल्यानंतर हिंदूधर्मातून त्यांच्यावर मोठ्या प्रमाणात टीका होऊ लागली. डॉ. आंबेडकर यांना देशद्रोही,धर्मद्रोही ठरवून ते हिंदू धर्म उध्वस्त कराव्यास निघाले आहेत. अशीच समजूत करून घेतली होती. वेगवेगळी वर्तमानपत्रे बाबासाहेब आंबेडकर यांच्या विरोधात आग ओकत होती. बाबासाहेब आज अस्पृश्यांच्या अज्ञानाचा फायदा घेत आहेत. त्यांना बहकावण्याचा प्रयत्न करत आहेत.२ एवढेच नाही तर धर्मांतराने अस्पृश्यांचे अतोनात नुकसान होईल अशा कितीतरी प्रतिक्रिया येत होत्या. काही लोक तर हिंदू

धर्म व बौद्ध धर्म यात काहीच फरक नाही असे सुद्धा सांगत होते. त्यामुळे हिंदूधर्मा संदर्भात आपली भूमिका मांडताना ते म्हणतात की, हिंदू धर्मात खंडोगणती देवांचे अस्तित्व आहे. हिंदू धर्माचे देवाशिवाय पान हालत नाही. हिंदूधर्म हा जातिभेद मानतो या धर्माचा आधार विषमता हाच आहे. जगाच्या पाठीवर कोठेही नसेल इतकी असमानता या धर्मांमध्ये आहे. ही असमानता इतकी टोकाची आहे की, इथे एक माणूस दुसऱ्या माणसास शिकवण्यास पतित भावना समजतो. अशी व्यवस्था कोणत्याही धर्मात नाही. हा धर्म एकास सज्जन करतो तर दुसऱ्यास अज्ञानात ठेवतो. एकास श्रीमंत करतो तर दुसऱ्याच दारिद्र्यात ठेवतो. हा धर्म एकाच्या हाती शस्त्र देतो तर दुसऱ्यास निशस्त्र करतो. त्यामुळे हा धर्म, धर्म नसून दुसऱ्या व्यक्तींना गुलामगिरीत आणि पारतंत्र्यात ठेवण्याची शक्कल आहे. ३ हिंदूधर्मांमध्ये असणाऱ्या या वर्णवर्चस्वी व्यवस्थेसंदर्भात डॉ. बाबासाहेब आंबेडकर म्हणतात की, हिंदू धर्मात जर एकवर्ण व्यवस्था निर्माण केली नाही तर अस्पृश्यांना धर्मांतरास शिवाय पर्याय राहणार नाही.

इतर धर्मासंबंधी विचार :

१३ ऑक्टोबर, १९३५ साली डॉ. बाबासाहेब आंबेडकर यांनी येवला येथे धर्मांतराची घोषणा केली. या घोषणेनंतर संपूर्ण देशामध्ये प्रतिक्रियांचा महापूर आला. बाबासाहेबांना भेटण्यासाठी विविध धर्मांचे प्रतिनिधी व त्यांचे शिष्टमंडळ यायला लागले. डॉ. बाबासाहेब आंबेडकर कोणता धर्म स्वीकारणार याविषयी सर्वांनाच उत्सुकता होती. पण बाबासाहेबांनी धर्मांतराच्या अगोदर जवळ जवळ वीस एकवीस वर्षे विविध धर्मांचा आणि धर्मग्रंथांचा सखोल आणि सूक्ष्म अभ्यास केला. अभ्यासाअंती ते काही निष्कर्षपर्यंत येऊन पोहोचले. ख्रिस्ती आणि मुस्लिम या एक वर्णीय धर्मा मध्ये प्रवेश करण्याच्या दृष्टिकोनातून सुरुवातीस विचार करणारे बाबासाहेब नंतर मात्र या दोन्ही धर्मांच्या संदर्भात आपली भूमिका स्पष्ट करताना म्हणतात की, ख्रिस्ती धर्म हा ईश्वराचे अस्तित्व मान्य करून येशूला ईश्वर पुत्र मानतो. त्यामुळे जे लोक येशूला म्हणजेच जीजसला मानतात त्यांना तो ईश्वराकडे घेऊन जातो आणि जे लोक मानावयास तयार नसतात त्यांना ईश्वराकडे जाता येणार नाही असे हा धर्म सांगतो. ४ म्हणजेच हा धर्म व्यक्तीचे व्यक्तिस्वातंत्र्य नाकारतो. त्यामुळे या धर्मात व्यक्तीच्या विकासास संधी नाही असे ते म्हणतात. मुस्लिम धर्मासंदर्भात डॉ. बाबासाहेब आंबेडकर म्हणतात की, हा धर्म स्वीकारला तर भौतिक उन्नतीसाठी देशविदेशातून पैसा येईल. शिवाय राजकारणात बळ प्राप्त होईल. पण मुस्लिम धर्म सुद्धा ईश्वराचे अस्तित्व मान्य करतो. शिवाय या धर्माचे अनुयायी महंमद पैगंबरास ईश्वराचा प्रेषित मानतात व जे महंमद पैगंबरास मानतात तेच खरे मुस्लिम बाकीच्यांना ते काफिर समजतात. ५ त्यामुळे या धर्मात सुद्धा व्यक्ती स्वातंत्र्य नाही. शिवाय मोहम्मद पैगंबर नंतर पुढे काय याचे हा धर्म समर्पक उत्तर देऊ शकत नाही. त्यामुळे शेवटी विचारांती डॉ. बाबासाहेब आंबेडकरांनी बुद्धास शरण जाण्याचे ठरवले. बुद्धम् शरणम् गच्छामि....

धर्मांतराची आवश्यकता:

धर्मांतरा संदर्भात डॉ. बाबासाहेब आंबेडकर म्हणतात की, जितकी स्वराज्याची आवश्यकता हिंदुस्थानला आहे. तितकीच धर्मांतराची आवश्यकता अस्पृश्यांना आहे. स्वराज्याचे जितके महत्त्व देशाला आहे. तितकेच महत्त्व धर्मांतराचे अस्पृश्यांना आहे. धर्मांतर आणि स्वराज्य या दोन्हींचा हेतू एकच आहे. त्यांच्या अंतिम हेतूत कोणत्याही प्रकारचा भेद नाही. तो अंतिम हेतू म्हणजे स्वातंत्र्यप्राप्ती होय. आणि स्वातंत्र्य हे जर मनुष्याच्या जीवनाला आवश्यक असेल तर ज्या धर्मापासून अस्पृश्यांना स्वतंत्र जीवन प्राप्त होऊ शकते ते धर्मांतर निरर्थक आहे असे कोणास ही म्हणता येणार नाही. ६ व्यक्तीस्वातंत्र्य हा मनुष्याचा नैसर्गिक अधिकार आहे आणि तो त्यांना धर्मांतराने प्राप्त होणार आहे. धर्म माणसा करता आहे. माणूस धर्माकरिता नाही. त्यामुळे माणुसकी प्राप्त करून घ्याव्याची असेल तर धर्मांतर हेच त्यावरील औषध आहे. हिंदू धर्मात अस्पृश्यांचे मानवतेचे सर्व अधिकार नाकारले होते. त्यांचे जीवन पशूतुल्य होते. स्वतःचे जगण्याचे हक्क आणि अधिकार अबाधित ठेवण्यासाठी आणि माणूस म्हणून जगण्यासाठी धर्मांतराची नितांत आवश्यकता आहे. असे आंबेडकरांचे स्पष्ट मत होते. त्याशिवाय स्वातंत्र्य, समता प्राप्त होणार नाही. धर्मांतराने आर्थिक

उन्नती आणि भौतिक प्रगतीचे मार्ग मोकळे होतील. धर्मांतराने शिक्षणाची दारे खुली होतील आणि अस्पृश्यांना मनुष्यपण प्राप्त होईल यावर डॉ. बाबासाहेब आंबेडकरांचा ठाम विश्वास होता.७

बौद्ध धर्मच का?

जगातील तमाम धर्मांचा अभ्यास केल्यानंतर शेवटी डॉ. बाबासाहेब आंबेडकर एकाच निष्कर्षाप्रत आले होते की, जगातील प्रत्येक धर्मात विशेषता ख्रिस्ती, मुस्लिम, हिंदू हे धर्म अवतारवाद संकल्पना मानतात. ते ईश्वराचे अस्तित्व मान्य करतात. बुद्धाने मात्र अवतारवाद नाकारला आहे. शिवाय हा धर्म ईश्वराचे अस्तित्व अमान्य करतो. हा धर्म माणसाला केंद्रस्थानी ठेवतो. त्यामुळे बौद्ध धर्मच खरा मानवतावादी धर्म आहे तो मानवाच्या व्यक्तिस्वातंत्र्याचा पुरस्कार करतो व विकासाला चालना देतो.८ बौद्ध धर्मासंदर्भात दिनांक ६ जून, १९५० रोजी झालेल्या कोलंबो येथील भाषणात बाबासाहेब म्हणतात की, बौद्ध धर्माशिवाय अस्पृश्यांना दुसरा कोणताही मुक्तीचा मार्ग नाही. बौद्ध धर्मातच अस्पृश्यता निवारण्याचा चिरकलीन उपाय आहे. समतेचे तत्व आणि आर्थिक दास्यातून मुक्ततेसाठी बौद्ध धर्माशिवाय दुसरा कोणताही आश्रय नाही.९ बौद्ध धर्म शुद्ध तत्वावर आधारित आहे तो वर्णाश्रम नाकारतो शिवाय आपण सर्व एकच आहोत हे मान्य करतो. हा धर्म माणसामाणसात भेद करत नाही. म्हणून जातीयता नष्ट करावयाची असेल तर बौद्ध धर्माचा स्वीकार केला पाहिजे.१० याशिवाय, बौद्ध धर्म हा व्यक्तिस्वातंत्र्यास महत्त्व देतो. बुद्धाने कधीही मी सांगतो म्हणून हा धर्म स्वीकारा असे म्हटले नाही. तुमच्या बुद्धीला पटेल तरच हा धर्म स्वीकारावा असे म्हणून बुद्ध विवेक बुद्धीला आव्हान देतो. त्यामुळे हा धर्म म्हणजे रोगनिदानानंतर दिलेले औषध आहे.११ म्हणून शेवटी बाबासाहेबांनी बुद्दाला शरण जाणे पसंत केले. शिवाय बौद्ध धर्म स्वीकारत असताना त्यांनी जास्तीत जास्त देशाचे हित साधण्याचा प्रयत्न केला. कारण बौद्ध धर्म हा भारतीय संस्कृतीचा एक भाग होता. त्यामुळे या देशाच्या संस्कृतीला, इतिहासाला, परंपरेला धोका लागणार नाही याची सुद्धा काळजी डॉ. बाबासाहेब आंबेडकरांनी घेतलेली दिसून येते.

धर्मांतर आणि दीक्षाभूमी:

डॉ. बाबासाहेब आंबेडकर यांचे धर्मांतर आणि दीक्षाभूमी यापाठीमागे खूप मोठा इतिहास आहे. धर्मांतराचा निर्णय झाल्यानंतर डॉ. बाबासाहेब आंबेडकर यांच्या पाठीमागे अनेक धर्मांचे लोक सतत होते. इतकेच नाही तर काहीजण सात कोटी अस्पृश्यांच्यासाठी सात कोटी रुपये सुद्धा देण्यास तयार होते. मात्र डॉ. बाबासाहेब आंबेडकर आपल्या धर्मांतराच्या निर्णयाविषयी अत्यंत दक्ष असल्याचे दिसते ते म्हणतात की, जो धर्म माझ्या सदविवेक बुद्धीला पटेल व माझ्या मनाची पूर्ण खात्री होईल त्यावेळी मी करून ठेवलेल्या धर्मांतराच्या नावेत सात कोटी बांधवांना बसवून त्यांना अगदी सुरक्षितरित्या पैल तीराला घेऊन जाईन आणि त्यांचे जीवन स्थिरस्थावर करेन. धर्मांतरविषयी डॉ. बाबासाहेब यांची ही भूमिका म्हणजे ज्या लोकांनी त्यांच्यावर इतका विश्वास टाकला त्या सर्व सात कोटी लोकांच्या जीवनाचा त्यांनी इतक्या सूक्ष्मपणे विचार केलेला दिसतो. कारण त्यांना माहित होते की, त्यांच्या हातून सात कोटी लोकांचे उद्याचे भविष्य लिहिले जाणार होते.१२ त्यामुळे डॉ. बाबासाहेब आंबेडकरांच्या धर्मांतराकडे संपूर्ण जगाचे लक्ष लागून राहिले होते. शेवटी ते गौतम बुद्धाच्या सम्यकवादी धर्मास शरण गेले कारण त्यांना खात्रीच झाली होती की, बुद्धाचा धम्मच अस्पृश्यांचे नाही तर अखिल मानव जातीचे कल्याण करू शकेल. त्यांच्या या धर्मांतराने भारतात परत बुद्ध पुन्हा हसला. धर्मांतरसंदर्भात आणखीन एक सर्वात महत्वाची गोष्ट म्हणजे या देशाचे मूळनिवासी, या देशाची मूळ नागसंस्कृती पुन्हा जिवंत झाली. कारण बुद्ध हे नागवंशीय टोळीतच जन्माला आले होते. व त्यांच्या धर्माचा प्रचार आणि प्रसार नागवंशीय लोकांनीच केला होता. आंबेडकर त्याच नागवंशीय संस्कृतीतीलच होते. ज्यांनी २५०० वर्षांनंतर परत बुद्ध धर्माचे बीज या देशात रुजवले व त्यासाठी नागवंशी संस्कृतीचे केंद्र असलेले नागपूर हे ठिकाण धर्मांतरासाठी निवडले.१३ ज्यामुळे संपूर्ण जगामध्ये नागपूर ही बुद्धाची

भूमी म्हणून ओळखली जाऊ लागली आहे. धर्मांतरानंतर दीक्षाभूमी संपूर्ण जगाला शांतीचा, समतेचा, स्वातंत्र्याचा व लोकशाहीचा संदेश देणारी पवित्र भूमी झाली आणि डॉ. बाबासाहेब आंबेडकर हे बोधिसत्व झाले.

निष्कर्ष:

1. १८५६ च्या धर्मांतराच्या क्रांतीनंतर अस्पृश्यांच्या सामाजिक, राजकीय, शैक्षणिक, धार्मिक आणि सांस्कृतिक जीवनात बदल झाला.
2. धर्मांतराने अस्पृश्यांची नवी ओळख निर्माण केली.
3. धर्मांतराने अस्पृश्यांना स्वावलंबी आत्मनिर्भर बनवले.

संदर्भ:

1. डॉ. काळे एस. खंडेरावजी, आंबेडकरी चळवळीची वाटचाल-एक चिंतन, निर्मिती प्रकाशन, कोल्हापूर, २०१०, पृ. क्र. २५७.
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7. उपरोक्त, ५१८.
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आदिवासी गोंडयोद्धा बापूराव पुल्लीसुर शेडमाके

डॉ.शशिकांत गोकुळ साबळे

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घोषवारा

इतिहासलेखन प्रवाहामध्ये साबल्टन,इतिहास लेखनप्रवाहांपैकी साबल्टन इतिहास लेखन प्रवाह, म्हणजेच वंचितांचा इतिहास होय. साबल्टन या संकल्पनेची प्रथम मांडणी अन्तिनिओ ग्रामची यांनी केली त्यानंतर रणजीत गुहा यांनी २० व्या शतकात ही संकल्पना मांडली यात ऐतिहासिक घडामोडींमध्ये जनसामान्यांच्या कार्य कर्तृत्वाची नोंद घेणे? याच भूमिकेतून काळातील स्वातंत्रपूर्व विशेष करून गोंडवनातील आदिवासी गोंडयोद्धा बापूराव पुल्लीसुर शेडमाके यांच्या कार्याची, फलश्रुती व उपुक्तता जाणून घेणे.

महत्वाचे शब्द:- आदिवासी ,साबल्टन, गोंडवन, पुल्लीसुर.

प्रस्तावना

आधुनिक काळामध्ये १९ व्या शतकापर्यंत भारतात बहुतांशी भागात ब्रिटिशांची सत्ता स्थापन झाली होती. कंपनी सरकारच्या काळात, इंग्रज व सावकार मिळून जनतेचे मोठ्याप्रमाणावर शोषण केले,म्हणून त्यामुळे शेतकरी वर्गात, आदिवासी व वन्य जमातींनी इंग्रज सत्तेला १८५७ पर्यंत आव्हान दिले. चा असंब्रिटीश विरोधाचा ज्वालामुखी भारत भर पसरत जावून १८५७ चा उठाव झाला. १८५७ च्या स्वातंत्र्यलढ्यात चंद्रपूर जिल्ह्यानेही मोलाचे योगदान दिले आहे. आदिवासी जमातींच्या हक्कांच्या स्वातंत्र्यासाठी चंद्रपूरचा मातीपुत्र बापूराव पुल्लीसुर शेडमाके याने हसत हसत आपले प्राण अर्पण केले.त्यांच्या कार्याचा आढावा घेण्याच्या माध्यमातून सादर शोध निबंधाचे प्रयोजन केले आहे.

उद्दिष्टे:-

- १)बापूराव पुल्लीसुर शेडमाके यांच्या कार्याचे आढावा घेणे.
- २) बापूराव पुल्लीसुर शेडमाके कार्याची उपयोगिता जाणून मूल्यमापन करणे.

विषयाचे महत्व:-

स्वातंत्रपूर्व काळातील विशेष करून गोंडवनातील आदिवासी गोंडयोद्धा बापूराव पुल्लीसुर शेडमाके यांचे ब्रिटीशविरोधी योगदान

व्याप्ती:-

चंद्रपूर जिल्ह्याच्या आदिवासी स्वातंत्र्यलढ्याच्या बापूराव पुल्लीसुर शेडमाके यांचा कार्यकाळ.

संशोधनपद्धती:-

दुय्यम साधने आधारे इतिहासाच्या आधारे शोध निबंधाचे प्रयोजन.

गृहीतके:-

- १)आदिवासी क्रांतीकारीपैकी बापूराव पुल्लीसुर शेडमाके एक प्रेरणादायी क्रांतीकारक.
- २) बापूराव पुल्लीसुर शेडमाके यांच्या संघर्षाने कंपनी सरकारचे धावे दणाणले. .
- ३) आदिवासी समाजात संघटनात्मक कार्यास चालना मिळाली.

विषय विस्तार :-

भारतात ब्रिटिशांची सत्ता कंपनी सरकारच्या काळात इंग्रज व सावकार मिळून मोठ्याप्रमाणावर शोषण केले,म्हणून त्यामुळे शेतकरी वर्गात, आदिवासी व वन्य जमातींनीही इंग्रज सत्तेला १८५७ पर्यंत आव्हान दिले,यापैकी गोंडवनातील आदिवासी गोंडयोद्धा बापूराव पुल्लीसुर यांचे कार्य महत्वाचे आहे .

प्रथमिक जीवन:-

चंद्रपूर जिल्ह्याच्या स्वातंत्र्यलढ्याच्या इतिहासात अमर शहीद क्रांतिसुर्य बापूराव पुल्लीसुर शेडमाके यांचा जन्म 12 मार्च १८३३ रोजी झाला. वडिलांचे नाव पुल्लीसुर (सिहाप्रमाणे शक्तिमान आसुर) शेडमाके त्यांच्या आईचे नाव जुर्ज्याल (जुर्जाकुंवर) होते यांचा बापूराव मोठा मुलगा होता. पुलियार बापू हे घोटच्या मोल्लामपल्लीचे मोठे

जमींदार होते. गोंड परंपरेनुसार शेडमाके यांचे प्रारंभिक शिक्षण घोटुल संस्कार केंद्रात झाले, जिथे बापूरावास हिंदी, गोंडी आणि तेलगू तसेच संगीत आणि नृत्य , कुस्ती, तिरंदाजी, तलवार, भाले यांचे प्रशिक्षण मिळाले. बापूराव पुल्लिसुर शेडमाके त्याच्या साथीदारांसह जंगलात शिकार व शस्त्रास्त्रांचा सराव करत असे. ब्रिटिश एज्युकेशन सेंट्रल इंग्लिश मीडियम, येथे वडिलांनी त्यांना इंग्रजी शिकण्यासाठी छत्तीसगडमधील रायपूर येथे पाठविले. रायपूर येथून शिक्षण घेतल्यावर बापूराव पुल्लिसुर शेडमाके परत मोलापल्लीला आले, वयाच्या 18 व्या वर्षी राज कुंवरशी लग्न केले.

सावकारशाही विरोधी दंड धोपटले:-

गोंडवन विभागात इंग्रजी सत्तेचे वर्चस्व वाढू लागल्याने तत्कालीन ठेकेदार सावकार यांनी इंग्रजांशी संगणमत करून गोंडवनातील शेतकऱ्यांवर जुलूम जबरदस्ती करून शेतकरी, आदिवासी व वन्य जमातींचे शोषण चालू केले. शेतात आलेले आयते पीक हडप करणे, मनमानी कर वसूल करणे, शेत सारा न दिलेल्या कर्जाच्या मोबदल्यात जमिनी मालमत्ता हडप करणे, अनाठायी व्याज घेणे इत्यादी मार्गांनी इंग्रजांनी जनतेचे शोषण सुरू केले होते. या कामात सरकारी यंत्रणा व पोलिस यांचाही हात असे त्यामुळे लोक भयानक त्रस्त झाले होते. मेहनत आणि कष्ट जनतेचे व मौज, चैन आणि आराम राज्याकर्त्यांना असे चित्र होते. गोरगरीब जनतेच्या शोषणाबद्दल बापूरावांना चीड येऊ लागली क्षणाक्षणाला होणाऱ्या शोषणमुळे त्यांना असहाय्य होऊ लागले. स्वतःच्या घरात दयनीय परिस्थिती निर्माण झाली होती, जमिनी सावकारांनी गिळंकृत केल्या होत्या. एकदा झाडाखाली बापूराव व व्यंकटराव राजेश्वरराव व बापूराव शेडमाके सोबत दारू पान करत असताना त्याचवेळी त्यांचे घोटचे सावकार आले त्यांना पाहताच व्यंकटराव आदमीने उभे राहिले परंतु बापूराव पुल्लिसुर शेडमाके उभे राहिले नाहीत व त्यांनी सावकाराला नमस्कारही केला नाही. सावकाराला त्याचा फार राग आला व हा अपमान आहे असे त्याला वाटले. सावकाराने बापूराव पुल्लिसुर शेडमाकेची चौकशी केली त्यावेळी बापूरावच्या बापाकडे माझे पाचशे रुपये सावकारी आहे असे मोठ्या दिमाखाने सांगितले, बापूरावांनाही हा मोठा अपमान वाटला. सावकाराने उघड-उघड केलेला अपमान बापूरावांना सहन न झाल्याने त्यांनी सावकाराच्या डोक्यात दारूचा माठ घातला व ते तिथून निघून गेले. सावकारी बद्दल चीड आणि राग यामुळे बापूराव स्वस्थ बसणे शक्य नव्हते त्यामुळे तात्काळ देवलभरीच्या एका सावकाराच्या घरावर दरोडा घातला व त्या दरोड्यात मिळालेल्या रकमेतून घोटच्या सावकारचे पाचशे रुपये सावकाराला देऊन टाकले. एका सावकाराच्या ऋणातून मुक्त होण्यासाठी दुसऱ्या सावकाराला लुटावे हे कृत्य बापूराव पुल्लिसुर शेडमाकेच्या मनात रुजले. समाजाच्या मानेवरची सावकारीचे ही जोखड या ना त्या मार्गाने फेकून दिली पाहिजे व समाज बंधनमुक्त झाला पाहिजे या विचाराने वीर बापूरावांचे मन अस्वस्थ झाले, ही घटना त्यांच्या जीवनाला एक कलाटणी देणारी ठरली. सावकारीतून समाज कसा मुक्त होईल याच विचाराने वीर बापूराव शेडमाकेनिं कर्जाने व सावकाराच्या त्रासाने ग्रासले गेले तरुण एकत्र करून कर्जमुक्तीची चळवळ उभारली.

इंग्रज सत्तेविरोधी संघर्ष

चांदगड आणि त्याच्या आसपासच्या गोंड, परधान, हलबी, नागी, माडिया आदिवासी मोठ्या संख्येने असल्यामुळे वैष्णव, इस्लाम, ख्रिश्चन धर्मांचा प्रभाव अधिक होता. १८ डिसेंबर १८५४ रोजी चांदगड येथे आर.एस. एलिस यांना जिल्हा दंडाधिकारी म्हणून नियुक्त करण्यात आले आणि गरिबांवर ब्रिटीशांचा जुलूम सुरू झाला. ख्रिश्चन मिशनरी निष्पाप आदिवासींना विकासाच्या नावाखाली प्रलोभन व धर्मांतर करून फसवले. त्याच वेळी चांदगड भाग वन संपत्ती, खनिज संपत्तीने भरलेला होता आणि ब्रिटीशांचा व्यवसाय चालविण्यासाठी संसाधनांची आवश्यकता होती, म्हणूनच ब्रिटिश आदिवासींच्या जमीनींवर जबरदस्तीने कब्जा करित होते, बापूराव यांना हे अजिबात पटले नाही. जमीन हक्क आदिवासींचा आहे व तो त्यांना मिळायला हवा. बापूराव चा असा विश्वास होता की आदिवासींनी ज्या पद्धतीने सांस्कृतिक जीवनशैली जगतात त्याप्रमाणे त्यांनी ते जगले पाहिजे आणि धर्मांतर करून आदिवासींनी आपली खरी ओळख गमावू नये. अशा गोष्टींमुळे त्यांच्या मनातील बंडखोरीची ज्योत प्रज्वलित झाली आणि इंग्रजांशी लढा देऊन आपल्या लोकांचे रक्षण करण्याचा संकल्प केला. संकल्प पूर्ण करण्यासाठी त्यांनी 'जंगम सेना' स्थापन केली. सावकारांना व इंग्रज विरुद्ध प्रथम त्यांनी तरुणांना भरविले व संघटित केले. संघटनेच्या बळावर

दहशत निर्माण केली. आदिवासी आणि रोहिल यांची फौज तयार केली आणि त्यांना विधिवत शिक्षण दिले आणि त्यांनी ब्रिटीशांविरुद्ध युद्धाची घोषणा केली.

स्वतंत्र राज्य निर्मिती :-

इंग्रजांच्या विरोधात उभारलेल्या लढाईत वीर बापूराव शेडमाके याच्या हातून इंग्रज वारंवार पराभूत होत त्यामुळे इंग्रजांची झोपच उडाली. चंद्रपूरचा कलेक्टर कॅप्टन क्रीकटन बापूराव शेडमाके यांनी कोणतीही संधी ताबडसापडतच तोब सैन्याचा ताफा वीर बापूरावच्या रोखाने पाठविले त्यावेळी नांदगाव घोशारीच्या युद्धात अडपल्ली घोट्या व्यंकटराव राजेश्वरराव शेडमाके हा सैन्यासह बापूराव यांना घेऊन मिळाला व दोघांनी मिळून इंग्रजांशी १३ मार्च १९५८ रोजी मोठी झुंज दिली त्यात वीर बापूरावची सरशी झाली. नांदगावच्या युद्धात वीर बाबुराव शेडमाके यांच्या लढाऊ बाण्याची खरे दर्शन घडले. युद्ध चातुर्याचे दर्शन झाले त्यानंतर वीर बापूरावने व्यंकटराव राजेश्वररावच्या मदतीने गुढीसुली टेकडीवर वर्चस्व मिळविले. इंग्रजांना तेथून हटवून आपण या प्रदेशाचे राजे आहोत व स्वतंत्र राज्य असे जाहीर केले.

इंग्रज सत्तेविरुद्धी लढा व विजय:-

इंग्रजांना धडा शिकवण्यासाठी त्यांनी चांदगडला लागून असलेल्या राजगडची निवड केली, राजगड हा इंग्रजांच्या ताब्यात होता, ज्याची इंग्रजांनी रामशाह गेडाम यांच्याकडे राजगडची जबाबदारी सोपविली होती. ७ मार्च १८५८ रोजी बापूराव यांनी आपल्या साथीदारांसह राजगडवर हल्ला केला आणि संपूर्ण राजगड ताब्यात घेतला. राजगडचा जमींदार रामशाह गेडाम हा देखील या लढाईत मारला गेला, राजगडमधील पराभवापासून कॅप्टन डब्ल्यू. एच. क्रीकटन अस्वस्थ झाला आणि क्रीकटनने राजगड परत मिळवण्यासाठी १३ मार्च १८५८ ला सैन्य पाठविले. राजगड येथून ४ कि.मी. नांदगाव घोशारीजवळ बाबुराव आणि ब्रिटिश यांच्यात भयंकर युद्ध झाले. ब्रिटिशांचे बरेच लोक ठार झाले, या युद्धात बाबूराव शेडमाके विजयी झाले.

राजगडाच्या लढाईनंतर आडापल्ली-घोट्या जमींदार व्यंकटराव राजेश्वर राजगोंड देखील या बंडखोरीत बापूरावमध्ये सामील झाले. ज्यामुळे कॅप्टन क्रीकटन आणखीन अस्वस्थ झाला. बाबुराव आणि त्याच्या साथीदारांच्या मागे त्याने आपली सेना ठेवली, बाबुराव सतर्क होते, त्यांना इंग्रजांच्या कारवायांची कल्पना होती. त्यांना ठाऊक होते की क्रीकटन नक्कीच त्यांना शोधण्यासाठी आपली सैन्य पाठवेल, म्हणून ते गढीचुर्ला पर्वतावर तयारच राहिले. २० मार्च १८५८ रोजी पहाटे साडेचार वाजता ब्रिटीशांना ही खबर मिळताच सैन्याने संपूर्ण डोंगराला वेढा घातला आणि गोळीबार केला. बापूरावच्या जागरुक सैनिकांनी त्यांच्यावर दगडफेक करून प्रत्युत्तर दिले, ज्यामध्ये ब्रिटीशांच्या तोफांचा शेवट संपला पण दगडांचा पाऊस थांबला नाही, बरेच ब्रिटिश गंभीर जखमी झाले व पळून गेले. टेकडीवरून खाली आल्यावर बापूरावच्या सैन्याने बंदुका, जंगम मालमत्ता जप्त केल्या आणि धान्य दुकान सर्वसामान्यांसाठी खुले केले. अशा प्रकारे पुन्हा एकदा बाबूराव आणि त्याचे सैनिक विजयी झाले. १९ एप्रिल १८५८ रोजी वीर बापूराव यांच्यावर क्रीकटनने पुन्हा आपले सैन्य उभे केले. १९ एप्रिल १८५८ रोजी पुन्हा चाल केली परंतु बापूराव समोर क्रीकटन अपयशी ठरला. २७ एप्रिल १८५८ रोजी बामरपेठ येथे पुन्हा इंग्रज व वीर बापूराव यांच्यात लढाई झाली पुन इंग्रज अपयशी ठरले. २९ एप्रिल १८५८ रोजी चुचेगडीवर पुन्हा इंग्रज व वीर बापूराव यांच्यात लढाई झाली पुन इंग्रज अपयशी ठरले. अनेक इंग्रज सैनिक जखमी झाले, ब्रिटिशांच्या बापूराव पुल्लिसुर शेडमाके पकडण्याच्या सर्व योजना अपयशी ठरल्या, या घटनेची माहिती इंग्लंडच्या राणी व्हिक्टोरियाला समजताच बाबूराव मृत किंवा जिवंत पकडण्याचा हुकूम त्यांनी जारी केला आणि बाबुराव शेडमाके यांना पकडण्यासाठी नागपूरच्या कॅप्टन शेक्सपियरची नेमणूक केली.

जनकल्याणासाठी विचार व कार्य:-

एका सावकाराच्या ऋणातून मुक्त होण्यासाठी दुसऱ्या सावकाराला लुटावे हे कृत्य बापूराव पुल्लिसुर शेडमाकेच्या मनाला लागेले. समाजाच्या मानेवरची सावकारीची जोखड, या ना त्या मार्गाने फेकून दिलेली पाहिजे व समाज बंधनमुक्त झाला पाहिजे या विचाराने वीर बापूरावांचे मन अस्वस्थ होते. सावकारीतून समाज कसा मुक्त होईल याचा एक विचाराने वीर बापूराव शेडमाके यांनी ग्रासले गेले तरुण एकत्र करून कर्जमुक्तीची चळवळ त्यांनी उभारली.

व्यंकटरावची साथ व लढा:-

गोंडवनातील सर्व जमीनदारांना इंग्लंडच्या राणी व्हिक्टोरियाने खलिते पाठवून वीर बापूराव शेडमाके यास पकडून देण्याचे आवाहन केले. अन्यथा जमीनदारी खालसा करण्यात येतील अशी तंबी दिली. इंग्लंडच्या राणी व्हिक्टोरियाने खलित्यास न जुमानता घोटचा जमींदार व्यंकटराव राजेश्वर राजगोंड उघडउघड वीर बापूरावच्या सोबत होता. अहेराची जमीनदारी त्यावेळी गोंडराणी लक्ष्मीबाई बाईकडे होती. गोंडराणी लक्ष्मीबाई आपली जमीनदारी व सत्ता जाऊ नये म्हणून बापूराव पकडून देण्यासाठी तिने इंग्लंडच्या राणी व्हिक्टोरियाने खलित्यास होकार देऊन १० मे १८५८ रोजी व्यंकटराव शेडमाके यांच्यावर जबरदस्त हल्ला चढविला. व्यंकटरावची घोटची लढाई अंतिम लढाई होती त्यात व्यंकटराव व त्यांच्याबरोबर त्यांचे सहकारी पकडण्यात आले, त्यांची तुरुंगात रवानगी झाली. व्यंकटराव राजेश्वर राजगोंड यांची ६७ गावांची जमीनदारी जप्त करण्यात आली.

सारांश:-

इंग्रजांच्या विरोधी झालेले हे सर्व उठाव स्थानिक स्वरूपाचे व एकाकी असल्यामुळे इंग्रजांनी ते मोडून काढले हे खरे असले तरी लोकांतील असंतोष मात्र खदखदत होता. चंद्रपूर जिल्ह्याच्या स्वातंत्र्यलढ्याच्या आदिवासींच्या अधिकारासाठी, त्यांच्या अस्तित्वासाठी वीर बापूराव शेडमाके याने जो तत्कालीन परिस्थितीत संघर्ष केला. ब्रिटीश अक्षरशः हतबल झाले. फंदफितुरीमुळे, ब्रिटीशांच्या दडपशाही व प्रलोभना पाई व अहेरीची जमीनदार गोंड राणी लक्ष्मीबाई हिच्यामुळे वीर बाबुराव शेडमाके सप्टे.१८५८ ला पकडून दिले. २१ ऑक्टोबर १८५८ रोजी दुपारी साडेचारला चंद्रपूरच्या कारागृहात विशालकाय पिंपळ बोधी वृक्षावर वीर बापूराव शेडमाके यांना फाशी देण्यात आली. वीर बापूराव शेडमाके यांनी ग्रासले गेले तरुण यांना संघर्षास उभे करून कर्ममुक्तीची चळवळ उभारून व १८५७ च्या उठावात सहभागी होऊन वीर बापूराव शेडमाके शहीद झाले. आजही लोक शहीद वीर बापूराव शेडमाके यांच्या शौर्याचे गाणे व कथा चंद्रपूर जिल्ह्याच्या स्वातंत्र्यलढ्याच्या इतिहासात सांगतात.

निष्कर्ष :-

गोंडवनातील शेतकऱ्यांवर जुलूम जबरदस्ती करून शेतकरी, आदिवासी व वन्य जमातींचे शोषण करणाऱ्या दलाल जमीनदारांच्या व इंग्रजांच्या गुलामगिरीतून मुक्त करण्यासाठी. वीर बाबुराव शेडमाके, स्वतःची तलवार उपसून व आपल्या सहकाऱ्यांच्या मदतीने गडचिरोली क्षेत्राच्या इतिहासात आदिवासींच्या संघर्षाला अजरामर करून गौरव शाली इतिहास रचला, प्रतिकार युद्धाची मांडणी केली परिणामी तत्कालीन संघर्ष आजही वर्तमानातील शोषणा विरोधातील इथल्या संघर्षांना प्रेरणा देत आहे.

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सोशल मीडिया: समस्या और समाधान

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सारांश

कुछ दिन पूर्व संयुक्त राज्य अमेरिका में एक अफ्रीकी-अमेरिकी युवक की मृत्यु के बाद बड़े पैमाने पर हिंसक विरोध प्रदर्शन को दौर प्रारंभ हो गया। यह हिंसक विरोध प्रदर्शन स्वतः परंतु सोशल मीडिया द्वारा विनियोजित था। हमने पूर्व में अरब की सड़कों पर शुरू हुए प्रदर्शनों (जिसने कई तानाशाहों की सत्ता को चुनौती दी) में भी सोशल मीडिया के व्यापक प्रभाव का अनुभव किया है। सोशल मीडिया के माध्यम से लोग अपने विचारों को एक-दूसरे के साथ साझा कर एक नई बौद्धिक दुनिया का निर्माण कर रहे हैं।

प्रस्तावना

वाक् एवं अभिव्यक्ति की स्वतंत्रता लोकतंत्र का एक अहम पहलू है। इस अधिकार के उपयोग के लिये सोशल मीडिया ने जो अवसर नागरिकों को दिये हैं, एक दशक पूर्व उनकी कल्पना भी किसी ने नहीं की होगी। दरअसल, इस मंच के ज़रिये समाज में बदलाव की बयार लाई जा सकती है। लेकिन, चिंता का विषय है कि मौजूदा वक्त में सोशल मीडिया अपनी आलोचनाओं के लिये चर्चा में रहता है। दरअसल, सोशल मीडिया की भूमिका सामाजिक समरसता को बिगाड़ने और सकारात्मक सोच की जगह समाज को बाँटने वाली सोच को बढ़ावा देने वाली हो गई है। इस आलेख में सोशल मीडिया, उसके सकारात्मक और नकारात्मक प्रभाव, भारत में स्थिति, सोशल मीडिया व निजता के अधिकार में संतुलन और सोशल मीडिया के विनियमन पर विस्तृत चर्चा की जाएगी।

सोशल मीडिया से तात्पर्य

1. 'सामाजिक संजाल स्थल' (social networking sites) आज के इंटरनेट का एक अभिन्न अंग है जो दुनिया में एक अरब से अधिक लोगों द्वारा उपयोग किया जाता है। यह एक ऑनलाइन मंच है जो उपयोगकर्ता को एक सार्वजनिक प्रोफाइल बनाने एवं वेबसाइट पर अन्य उपयोगकर्ताओं के साथ सहभागिता करने की अनुमति देता है।
2. प्रोफाइल का उपयोग अपने विचारों को साझा करने, पहचान के लोगों या अजनबियों से बात करने में किया जाता है। उदाहरण - फेसबुक, ट्विटर आदि इस संपूर्ण प्रक्रिया में वेबसाइट पर उपलब्ध उपयोगकर्ता की निजी सूचनाएँ भी साझा हो जाती हैं।
3. यह पूरी प्रक्रिया सूचना प्रौद्योगिकी पर आधारित होती है, जहाँ विभिन्न प्रकार के सॉफ्टवेयर का उपयोग किया जाता है। उपयोग के बहु-विविध तरीके और तकनीकी निर्भरता ने 'सामाजिक संजाल स्थल' को विभिन्न प्रकार के खतरों के प्रति सुभेद्य किया है।

सोशल मीडिया के सकारात्मक प्रभाव

1. सोशल मीडिया दुनिया भर के लोगों से जुड़ने का एक महत्वपूर्ण साधन है और इसने विश्व में संचार को नया आयाम दिया है।
2. सोशल मीडिया उन लोगों की आवाज़ बन सकता है जो समाज की मुख्य धारा से अलग हैं और जिनकी आवाज़ को दबाया जाता रहा है।
3. वर्तमान में सोशल मीडिया कई व्यवसायियों के लिये व्यवसाय के एक अच्छे साधन के रूप में कार्य कर रहा है।
4. सोशल मीडिया के साथ ही कई प्रकार के रोज़गार भी पैदा हुए हैं।
5. वर्तमान में आम नागरिकों के बीच जागरूकता फैलाने के लिये सोशल मीडिया का प्रयोग काफी व्यापक स्तर पर किया जा रहा है।
6. कई शोधों में सामने आया है कि दुनिया भर में अधिकांश लोग रोज़मर्रा की सूचनाएँ सोशल मीडिया के माध्यम से ही प्राप्त करते हैं।

सोशल मीडिया के नकारात्मक प्रभाव

1. कई शोध बताते हैं कि यदि कोई सोशल मीडिया का आवश्यकता से अधिक प्रयोग किया जाए तो वह हमारे मस्तिष्क को नकारात्मक रूप से प्रभावित कर सकता है और हमें डिप्रेशन की ओर ले जा सकता है।
2. सोशल मीडिया साइबर-बुलिंग को बढ़ावा देता है।
3. यह फेक न्यूज़ और हेट स्पीच फैलाने में महत्वपूर्ण भूमिका निभाता है।
4. सोशल मीडिया पर गोपनीयता की कमी होती है और कई बार आपका निजी डेटा चोरी होने का खतरा रहता है।
5. साइबर अपराधों जैसे- हैकिंग और फिशिंग आदि का खतरा भी बढ़ जाता है।
6. आजकल सोशल मीडिया के माध्यम से धोखाधड़ी का चलन भी काफी बढ़ गया है, ये लोग ऐसे सोशल मीडिया उपयोगकर्ता की तलाश करते हैं जिन्हें आसानी से फँसाया जा सकता है।
7. सोशल मीडिया का अत्यधिक प्रयोग हमारे शारीरिक और मानसिक स्वास्थ्य को बड़े पैमाने पर प्रभावित कर सकता है।

सोशल मीडिया और भारत

1. सोशल मीडिया ने समाज के अंतिम छोर पर खड़े व्यक्ति को भी समाज की मुख्य धारा से जुड़ने और खुलकर अपने विचारों को अभिव्यक्त करने का अवसर दिया है।
2. आँकड़ों के अनुसार, वर्तमान में भारत में तकरीबन 350 मिलियन सोशल मीडिया यूज़र हैं और अनुमान के मुताबिक, वर्ष 2023 तक यह संख्या लगभग 447 मिलियन तक पहुँच जाएगी।
3. वर्ष 2019 में जारी एक रिपोर्ट के मुताबिक, भारतीय उपयोगकर्ता औसतन 2.4 घंटे सोशल मीडिया पर बिताते हैं।

4. इसी रिपोर्ट के मुताबिक फिलीपींस के उपयोगकर्ता सोशल मीडिया का सबसे अधिक (औसतन 4 घंटे) प्रयोग करते हैं, जबकि इस आधार पर जापान में सबसे कम (45 मिनट) सोशल मीडिया का प्रयोग होता है।
5. इसके अतिरिक्त सोशल मीडिया अपनी आलोचनाओं के कारण भी चर्चा में रहता है। दरअसल, सोशल मीडिया की भूमिका सामाजिक समरसता को बिगाड़ने और सकारात्मक सोच की जगह समाज को बाँटने वाली सोच को बढ़ावा देने वाली हो गई है।
6. भारत में नीति निर्माताओं के समक्ष सोशल मीडिया के दुरुपयोग को नियंत्रित करना एक बड़ी चुनौती बन चुकी है एवं लोगों द्वारा इस ओर गंभीरता से विचार भी किया जा रहा है।

सोशल मीडिया का दुरुपयोग

1. आँकड़ों के अनुसार, वर्ष 2018-19 में फेसबुक, ट्विटर समेत कई साइटों पर 3,245 आपत्तिजनक सामग्रियों के मिलने की शिकायत की गई थी जिनमें से जून 2019 तक 2,662 सामग्रियाँ हटा दी गई थीं।
2. उल्लेखनीय है कि इनमें ज़्यादातर वह सामग्री थी जो धार्मिक भावनाओं और राष्ट्रीय प्रतीकों के अपमान का निषेध करने वाले कानूनों का उल्लंघन कर रही थी। इस अल्पावधि में बड़ी संख्या में आपत्तिजनक सामग्री का पाया जाना यह दर्शाता है कि सोशल मीडिया का कितना ज़्यादा दुरुपयोग हो रहा है।
3. दूसरी ओर सोशल मीडिया के ज़रिये ऐतिहासिक तथ्यों को भी तोड़-मरोड़ कर पेश किया जा रहा है। न केवल ऐतिहासिक घटनाओं को अलग रूप में पेश करने की कोशिश हो रही है बल्कि आज़ादी के सूत्रधार रहे नेताओं के बारे में भी गलत जानकारी बड़े स्तर पर साझा की जा रही है।
4. विश्व आर्थिक मंच की रिपोर्ट के अनुसार, दुनिया में सोशल मीडिया के माध्यम से गलत सूचनाओं का प्रसार कुछ प्रमुख उभरते जोखिमों में से एक है।
5. यकीनन यह न केवल देश की प्रगति में रुकावट है, बल्कि भविष्य में इसके खतरनाक परिणाम भी सामने आ सकते हैं। अतः आवश्यक है कि देश की सरकार को इस विषय पर गंभीरता से विचार करते हुए इसे पूरी तरह रोकने का प्रयास करना चाहिये।

सोशल मीडिया और फेक न्यूज़ संबंधी नियम-कानून

1. भारत में सोशल मीडिया प्लेटफॉर्म पहले से ही सूचना प्रौद्योगिकी (IT) अधिनियम, 2008 के दायरे में आते हैं।
2. यदि सोशल मीडिया प्लेटफॉर्म को अदालत या कानून प्रवर्तन संस्थाओं द्वारा किसी सामग्री को हटाने का आदेश दिया जाता है तो उन्हें अनिवार्य रूप से ऐसा करना होगा।
3. सोशल मीडिया प्लेटफॉर्म पर रिपोर्टिंग तंत्र भी मौजूद हैं, जो यह पता लगाने का प्रयास करते हैं कि क्या कोई सामग्री सामुदायिक दिशा-निर्देशों का उल्लंघन कर रही है या नहीं और यदि वह ऐसा करते हुए पाई जाती है तो उसे प्लेटफॉर्म से हटा दिया जाता है।
4. भारत में फेक न्यूज़ को रोकने के लिये कोई विशेष कानून नहीं है। परंतु भारत में अनेक संस्थाएँ हैं जो इस संदर्भ में कार्य कर रही हैं-

5. **प्रेस काउंसिल ऑफ इंडिया:** एक ऐसी ही नियामक संस्था है जो समाचार पत्र, समाचार एजेंसी और उनके संपादकों को उस स्थिति में चेतावनी दे सकती है यदि यह पाया जाता है कि उन्होंने पत्रकारिता के सिद्धांतों का उल्लंघन किया है।
6. **न्यूज़ ब्रॉडकास्टर्स एसोसिएशन:** निजी टेलीविजन समाचार और करेंट अफेयर्स के प्रसारकों का प्रतिनिधित्व करता है एवं उनके विरुद्ध शिकायतों की जाँच करता है।
7. **ब्रॉडकास्टिंग कंटेंट कंसेंट काउंसिल:** टीवी ब्रॉडकास्टर्स के खिलाफ आपत्तिजनक टीवी कंटेंट और फर्जी खबरों की शिकायत स्वीकार करती है और उनकी जाँच करती है।

सोशल मीडिया और निजता का मुद्दा

1. वर्तमान परिदृश्य भारत को डिजिटल सेवाओं के लिये एक नवीन डिजाइन तैयार करने का एक अनूठा अवसर प्रदान करते हैं, जिसमें व्यक्तिगत और राष्ट्रीय सुरक्षा दोनों का समावेश हो।
2. निजता संरक्षण, डेटा संरक्षण से जुड़ा विषय है क्योंकि जब कोई व्यक्ति किसी डिजिटल पहचान द्वारा इंटरनेट माध्यम का प्रयोग करता है तो उस दौरान विभिन्न डाटाओं का संग्रह तैयार हो जाता है जिससे बड़ी आसानी से उपयोगकर्ता के निजी डाटा को प्राप्त किया जा सकता है।
3. अतः डेटा संरक्षण ढाँचे के डिज़ाइन में महत्वपूर्ण चुनौती डिजिटलीकरण के उपयोग से दीर्घकालिक रिकॉर्ड को सुरक्षित रखना तथा इसके साथ ही गोपनीयता को बनाए रखना भी है।
4. भारत में प्रभावी डेटा संरक्षण के लिये डेटा नियामकों के पदानुक्रम और एक मजबूत नियामक ढाँचे की आवश्यकता होगी, जो जटिल डिजिटल सेटअप और आम सहमति के अलावा हमारे मूल अधिकारों की रक्षा कर सके।

निष्कर्ष

1. पिछले वर्ष भारतीय पर्यटन एवं यात्रा प्रबंध संस्थान ग्वालियर के अध्ययन में बताया गया कि भारत आने वाले 89 फीसदी पर्यटक सोशल मीडिया के ज़रिये ही भारत के बारे में जानकारियाँ प्राप्त करते हैं। यहाँ तक कि इनमें से 18 फीसदी लोग तो भारत आने की योजना ही तब बनाते हैं जब सोशल मीडिया से प्राप्त सामग्री इनके मन में भारत की अच्छी तस्वीर पेश करती है।
2. सोशल मीडिया ने अभिव्यक्ति की स्वतंत्रता के अधिकार को नया आयाम दिया है, आज प्रत्येक व्यक्ति बिना किसी डर के सोशल मीडिया के माध्यम से अपने विचार रख सकता है और उसे हज़ारों लोगों तक पहुँचा सकता है, परंतु सोशल मीडिया के दुरुपयोग ने इसे एक खतरनाक उपकरण के रूप में भी स्थापित कर दिया है तथा इसके विनियमन की आवश्यकता लगातार महसूस की जा रही है। अतः आवश्यक है कि निजता के अधिकार का उल्लंघन किये बिना सोशल मीडिया के दुरुपयोग को रोकने के लिये सभी पक्षों के साथ विचार-विमर्श कर नए विकल्पों की खोज की जाए, ताकि भविष्य में इसके संभावित दुष्प्रभावों से बचा जा सके।

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समावेशी शिक्षा नीति के क्रियान्वयन में समस्याएँ 'शिक्षा नीति २०२० के संदर्भ में

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शोध सारांश

“अगर कोई बच्चा हमारे पढ़ाने के तरीके से नहीं सीख रहा है तो हमें उसके सीखने के तरीके से पढ़ाना चाहिए।” अधिगम संबंधी कठिनाईयों की वजह से जो बच्चे मुख्यधारा की शिक्षा की मांगों का सामना करने में असमर्थ हैं – उन बच्चों की मदद करने में इंग्लेसीओ एस्ट्रेडा के ये शब्द हमारा मार्गदर्शन करते हैं। इन बच्चों का स्तर अन्य सामान्य बच्चों से कम होता है, इसलिए वे अपने आपको अक्षम महसूस करते हैं, और उनमें आत्मसम्मान और आत्मविश्वास की कमी हो जाती है, तथा वे हीनभावना से ग्रसित हो जाते हैं। इन्हीं बच्चों की मदद के लिए तथा इन्हें मुख्यधारा में लाने के लिए समावेशन एक मददगार जरिया है। समावेशन को अमल में लाने लिए स्वीकरण या अपनाने का नजरिया जरूरी है। जो निःशक्तता अधिकारों के हिमायती हैं, उनको समावेशी शिक्षा से प्रोत्साहन मिलता है, क्योंकि जिन शैक्षिक और सामाजिक मान्यताओं के कारण अशक्त बच्चों को नहीं अपनाया जाता है, समावेशी शिक्षा के माध्यम से उन मान्यताओं को रोकने के प्रयास किए जाते हैं। जिसके परिणामस्वरूप विद्यार्थियों की योग्यताओं और शक्ति को प्रोत्साहन एवं अवसर प्राप्त होते हैं, अन्यथा ये क्षमताएं धुंधली पड़ जाती हैं। यह शिक्षा प्रणाली उन माता-पिता के लिए एक नई आशा की किरण है जो उनके पिछड़े, अशक्त बच्चों को सशक्त बनाती हैं क्योंकि इसमें स्कूल, कक्षा और सहपाठी उनके बच्चों को अपनाने लगते हैं।

समावेशन क्या है:-

समावेशन सभी नागरिकों की समानता के अधिकार को पहचानने और सभी बालकों को समान दृष्टि से देखने का प्रयास है। समावेशी शिक्षा से तात्पर्य है कि सभी बच्चों एवं युवकों को बिना किसी भेदभाव के स्कूलों, कॉलेजों एवं विश्वविद्यालयों एवं उचित संसाधनों के माध्यम से शिक्षा प्रदान करना है। यहाँ हमें ऐसे बच्चों की आवश्यकताओं एवं योग्यताओं को ध्यान में रखते हुए शिक्षा प्रणाली, शिक्षा संगठन व पाठ्यक्रम में बदलाव लाना होगा, जो बच्चे अक्षम हैं उन्हें मुख्यधारा में लाने के लिए तथा सक्षम बनाने के लिए आवश्यक बदलाव जरूरी हैं। यह एक सर्वमान्य तथ्य है कि जो बालक साथ-साथ पढ़ते हैं वे साथ-साथ रहना एक-दूसरे को जानना भी सीखते हैं। इस प्रकार सामान्य तथा विशिष्ट बालकों में एक-दूसरे के प्रति समरसता, सहयोग की भावना का संचार होगा। इस प्रकार के परिवेश में उत्तम शिक्षा प्रदान करना एक चुनौतीपूर्ण कार्य अवश्य हो सकता है लेकिन हम महत्वपूर्ण नहीं, क्योंकि यदि हम मानवीय संसाधनों की अनदेखी करते हैं तो ऐसी स्थिति में आर्थिक व अन्य संसाधन भी कोई महत्व नहीं रखेंगे। अतः आवश्यकता इस बात की है कि इस प्रकार के बच्चों की क्षमताओं एवं कमियों का आकलन किया जाए और इस बात का विश्लेषण किया जाए कि समावेशी शिक्षा-प्रणाली अपनायी जा सकती है अथवा नहीं ?

भारतीय संदर्भ में समावेशी शिक्षा

समावेश करना तथा बाहर रखना सर्वत्र एक समान श्रेणीया नहीं होती। हर स्थिति अपने खुद के ऐतिहासिक, सांस्कृतिक, वैश्विक तथा संदर्भगत प्रभावों के द्वारा निर्मित की जाती है। (बार्टन 2007) समावेश की प्रक्रिया को भारत में कुछ समय पहले ही मान्यता दी गई है। इस कारण से उसकी अवधारणा तथा विचारधारा दोनों के रूप में, एक सर्वमान्य परिभाषा प्रस्तुत करने तथा उसकी स्पष्ट समझ विकसित करने का कार्य बहुत कठिन रहा है। समावेश की बात एक ऐसी प्रक्रिया के रूप में किए जाने से है जिसका उद्भव पाश्चात्य सोच से हुआ है, उसकी उपेक्षा की गयी है और अक्सर उसे गलत समझा जा रहा है। सिंघल (2005) का कथन है कि समावेशी शिक्षा “..... एक ऐसी अवधारणा है जिसे अंतर्राष्ट्रीय विमर्श से ग्रहण किया गया है, पर जिसका भारतीय परिदृश्य से सामंजस्य नहीं बिठाया गया है।” (पृ. 9)। एक अन्य संदर्भ वे कहती हैं कि समावेशी शिक्षा शब्द का उपयोग अधिक आकर्षक और राजनीतिक दृष्टि से

सही प्रतीत हुआ और और इसलिए इसे, इसके पीछे की धारणा को आवश्यक रूप से समझे बिना ही, शिक्षा के क्षेत्र में कार्य करने वालों तथा नीति नियोजको द्वारा अपना लिया गया (सिंघल,2006)।

समावेशी शिक्षा के लिए नीतिगत सहयोग

पिछले दो दशकों में प्रारंभिक शिक्षा से जुड़े सभी प्रमुख संस्थानों द्वारा व्यापक तौर पर और विशेषकर अक्षमताओं से ग्रस्त बच्चों के संदर्भ में, समावेशी शिक्षा को आगे बढ़ने के मार्ग के रूप में सैद्धांतिक रूप में अपना लिया गया है। समावेशी शिक्षा का आरंभ विशेष जरूरतों वाले बच्चों की शिक्षा पर आयोजित सलामांका विश्व सम्मेलन (सलामांका वर्ल्ड कान्फ्रेंस ऑन स्पेशल नीड्स एडुकेशन -यूनेस्को 1994) में हुआ, जिसे एन्स्को व सीजर (2006) ने विशेष शिक्षा के क्षेत्र में अभी तक सामने आया सबसे महत्वपूर्ण अंतर्राष्ट्रीय दस्तावेज़ खा हैं (पृ. 231), और उसके बाद उसे पूरी दुनिया में व्यापक स्तर पर स्वीकार किया गया है। भारत में ऐसी योजनाओं - जैसे कि अक्षमता ग्रस्त बच्चों के लिए एकीकृत शिक्षा (इंटीग्रेटेड एडुकेशन फॉर डिसेबल चिल्ड्रेन) जो भारत सरकार द्वारा प्रारम्भ की गयी, और अक्षमता ग्रस्त बच्चों की एकीकृत शिक्षा परियोजना (प्रोजेक्ट इंटीग्रेटेड ऑफ डिसेबल चिल्ड्रेन :) जिसे छठवीं पंचवर्षीय योजना के दौरान प्रारम्भ किया गया - ने कम से कम सिद्धांत के रूप में समावेशी शिक्षा को अपनाए जाने की आधारशिला पहले ही रख दी थी। जिला प्राथमिक शिक्षा कार्यक्रम (डिस्ट्रिक्ट प्राइमरी प्रोग्राम :) ने समावेशी शिक्षा के दर्शन को 1997 में अपना लिया (संजीव व कुमार 2007)। अक्षमता ग्रस्त व्यक्तियों के लिए अधिनियम (समान अवसरों, अधिकारों की रक्षा तथा पूर्ण भागीदारी 1995) में अक्षमता से ग्रस्त व्यक्तियों के समान अवसरों के दिये जाने की जरूरत का ज़ोर देकर उल्लेख किया गया। समावेश की प्रक्रिया के लिए नीतिगत सहायता को दसवीं पंचवर्षीय योजना (2001) के दौरान सर्व शिक्षा अभियान - जैसे कार्यक्रमों के आरंभ किए जाने तथा शिक्षा के अधिकार अधिनियम 2009 से बल मिला। इस अधिनियम में जो निस्संदेह सभी के लिए शिक्षा के दुष्प्राप्य लक्ष्य को हासिल करने के भारत के संघर्ष में एक महत्वपूर्ण मील के पत्थर के समान हैं। इसने विशेष जरूरतों वाले बच्चों की शिक्षा के लिए भी बेहद जरूरी संरक्षण प्रदान किया (मदान एवं शर्मा, 2013) एन. सी. एफ. 2005 के अनुसार भी समावेशी शिक्षा के लिए कक्षा में सभी बच्चों के लिए समावेशी माहौल तैयार करने के लिए खा गया है विशेषकर उनके लिए जिनके हाशिये पर धकेले जाने का खतरा हो। (उदाहरण के लिए वे विद्यार्थी जिनके कुछ असमर्थताएं, निर्योग्यता, पिछड़ा हुआ, अनुसूचित जाति, अनुसूचित जनजाति आदि हैं।) इन बच्चों के भी अन्य बच्चों के समान अधिकार होते हैं। विद्यार्थियों के बीच मतभेदों को दूर कर शिक्षण के सहयोग संसाधन के रूप में देखा जाना चाहिए **नई शिक्षा नीति 2020 के अनुसार समावेशी शिक्षा** नई शिक्षा नीति में सामाजिक न्याय और समानता प्राप्त करने का एकमात्र प्रभावी साधन माना गया है। जिसमें प्रत्येक नागरिक को सपने सँजोने, विकास करने और राष्ट्रहित में योगदान करने का अवसर उपलब्ध हों, यह शिक्षा नीति ऐसे सभी लक्ष्यों को लेकर आगे बढ़ती है, जिससे भारत देश के सभी या किसी भी बच्चे के सीखने और आगे बढ़ने के अवसरों में उसकी जन्म या पृष्ठभूमि से संबंधित परिस्थितियाँ बाधक न बन पाये जैसे - प्रत्येक विद्यार्थी की उच्चतम क्षमताओं को पहचानने और उन्हें बढ़ावा देने के लिए शिक्षकों और अभिभावकों को संवेदनशील बनाना, शिक्षा को समवर्ती सूची का विषय मानते हुए सभी पाठ्यक्रम में स्थानीय संदर्भ में विविधता लाना, पिछड़ा वर्ग व अनुसूचित जातियों, जनजातियों की भागीदारी उनकी शिक्षा को मजबूत बनाना है। ट्रांसजेंडर व विशेष वर्ग के लिए सुरक्षा निधि की स्थापना, बेहतर शिक्षण परिणामों के लिए शिक्षक शिक्षा का उन्नयन, वैकल्पिक स्कूलों का विकास एवं पारंपरिक शिक्षाशास्त्र का संरक्षण आदि हैं।

समावेशन के क्रियान्वयन में समस्याएँ

वर्तमान समय में विश्व के सभी देश अपनी भावी पीढ़ी के सर्वांगीण विकास के लिए अनेक प्रयत्न कर रहे हैं। समाज के सभी वर्ग समुचित विकास के लिए प्रयासरत हैं, समाज कि सभी विशिष्टताओं का ध्यान रखते हुए समावेशी शिक्षा कि तरफ गंभीरता से ध्यान दिया जा रहा है। ऐसे में यह एक महत्वपूर्ण सामाजिक उत्तरदायित्व भी है कि हाशिये पीआर पड़े हुए उन बच्चों की शिक्षा पर ध्यान दिया जाए जो किन्हीं कारणों से वंचित हैं। इसके बावजूद समावेशी शिक्षा कि

नीति मित्रतापूर्ण, प्रभावशाली और अलग-अलग क्षमताओ वाले बच्चों कि विविध प्रकार कि जरूरतों का समाधान करने वाली प्रतीत होती है, परंतु इसका क्रियान्वयन जमीनी वास्तविकता कि चिंताजनक तस्वीर पेश करता हैं।

मुख्यधारा मे लाना या देना अलग समूहो मे सीमित कर -समावेशी शिक्षा का अभिप्राय अक्षमता ग्रस्त बच्चों को शिक्षा के दायरे में लाना और चाहे विशेष स्कूलो या फिर सामान्य स्कूलो में उन्हे उनकी जरूरतों के अनुसार सीखने का उपयुक्त वातावरण देना होता हैं।

शिक्षको कि शिक्षा के कार्यक्रम- कक्षाओ मे समावेशी वातावरण प्रदान करने के कम में शिक्षको कि शिक्षा एक कमजोर कडी बनी हुई है। शिक्षको कि शिक्षा कि डिग्री तथा डिप्लोमा कार्यक्रमों में विशेष जरूरतों वाले बच्चों कि शिक्षा में विशेषज्ञता हासिल करने का कोई प्रावधान नहीं हैं। यह ऐसे कार्यक्रमों तथा उनके द्वारा इस विशेष क्षेत्र में शिक्षको कि तैयारी के अत्यधिक महत्व को समझने में सरकार कि अक्षमता को दर्शाता हैं।

सेवाकाल के दौरान शिक्षको कि शिक्षा- शिक्षको का प्रशिक्षण समावेशी शिक्षा प्रति एक आवश्यक एवं चिंताजनक पहलू हैं। स्कूलो मे इस नीति को लागू करने क लिए शिक्षको का सकारात्मक दृष्टिकोण होना बेहद जरूरी है ,तथा बच्चों के सीखने के लिए अनुकूल वातावरण निर्मित करना तथा शिक्षको में आवश्यक कौशलों व आत्मविश्वास को विकसित करना एक बहुत बड़ा कम है। इसके लिए शिक्षको को प्रशिक्षण, विशेषज्ञो के सहयोग आदि संसाधनो के पर्याप्त सहारे कि आवश्यकता होती हैं।

अपर्याप्त स्रोत शिक्षक- स्रोत शिक्षको को अनुबंध पर नियुक्त करना अक्षमता ग्रस्त लोगो को सशक्त बनाने कि राह में एक बड़ी रुकावट है इन बच्चों को स्रोत शिक्षक से निरंतर शैक्षिक तथा भावनात्मक सहारे कि जरूरत होती हैं। जिसका अभाव सामाजिक तथा जीवनोपयोगी कौशलों को प्राप्त करने कि उनकी संभावनाओ को बाधित करता हैं।

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डॉ. सज्जन उध्दव पवार

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प्रस्तावना

सन १९६२ मध्ये जिल्हा परिषद व पंचायत समिती या स्थानिक स्वराज्य संस्थांची निर्मिती झाली. जिल्हा परिषद व पंचायत समितीमध्ये स्थानिक लोकांनी निवडून दिलेले लोकप्रतिनिधी घेण्यात आले. जिल्हा परिषद व पंचायत समितीत मोहोळ तालुक्यातील स्थानिक लोकप्रतिनिधी निवडून गेले. या जिल्हा परिषद व पंचायत समिती पदाधिकाऱ्यांनी विविध शासकीय योजना आणून तालुक्याच्या विकासाला हातभार लावला. त्यातून मोहोळ तालुक्याचा सामाजिक, सांस्कृतिक, आर्थिक व शैक्षणिक विकास घडून आला. त्यादृष्टीने या शोर्धनिबंधात स्थानिक स्वराज्य संस्थांच्या माध्यमातून मोहोळ तालुक्याच्या झालेल्या विकासाचा आढावा घेण्यात आला आहे.

मोहोळ तालुका विकासातील जिल्हा परिषद सदस्यांचे कार्य

सन १९६२ ते २०१० या काळात अनेक जि. प. सदस्यांनी मोहोळ तालुक्याचे जिल्हा परिषद सोलापूर मध्ये प्रतिनिधित्व केले. त्यातील अनेकांनी जिल्हा परिषदेच्या विविध समित्यांवर, पदावर प्रमुख पदाधिकारी म्हणून कार्य केलेले आहे. श्री. शहाजीराव शंकरराव पाटील, यांनी जि.प. अध्यक्ष व उपाध्यक्ष म्हणून काम पाहिले.^१ श्री. ए. आर. डी. शेख, जि. प. उपाध्यक्ष, श्री. दिपज चंद्रकांत गायकवाड जि.प. उपाध्यक्ष, जि.प., श्री. विक्रांत राजन पाटील, जि. प. उपाध्यक्ष जि. प., श्री. रामकृष्ण संभाजी व्हटकर, सभापती, समाजकल्याण समिती, श्री. निवृत्ती नामदेव बन्सोडे, सभापती, अर्थ व बांधकाम समिती, श्री. सुशांत ज्ञानोबा कादे, सभापती, शिक्षण व आरोग्य समिती, आणि श्री. जालिंदर लांडे, सभापती, कृषी व पशुसंवर्धन समिती यांनी पदाधिकारी म्हणून काम केले.^२

जि. प. सदस्यांनी आपल्या गटाचा, तालुक्याचा विकास करण्यासाठी जिल्हा परिषदेकडून अनेक योजना आणि त्यासाठी लागणारा निधी आणण्याचे प्रयत्न केले. त्यांच्या प्रयत्नातून मोहोळ तालुक्यात रस्ते, पाणी, आरोग्य यांसारख्या अनेक कामांना गती मिळाली आहे. आपल्या तालुक्याला जास्तीत जास्त निधी आणून स्थानिक भागाच्या विकासाला चालना दिली आहे. जि. प. सदस्यांनी विकास योजना लोकांपर्यंत पोहोचवून मोहोळ तालुक्याचा चेहरा बदलण्याचा प्रयत्न केला. जि. प. सदस्य व पदाधिकाऱ्यांनी रस्ते, पाणी पूरवठा योजना, शिक्षण, बांधकाम, आरोग्य सुविधा, जवाहर विहार योजना, इंदिरा आवास योजना इ. सारख्या योजनांची लोकांमध्ये जागृती करून त्यांना योजनांचा लाभ मिळवून देण्याचे कार्य केले. तालुक्यातील अनेक लोकांना शासकिय योजनांच्या माध्यमातून प्रगतीची संधी दिली आहे. विविध योजना व जि. प. सदस्यांच्या प्रयत्नातून मोहोळ तालुक्याचा आर्थिक, सामाजिक, शैक्षणिक विकास होण्यास हातभार लागला. स्थानिक लोकांचे प्रतिनिधी म्हणून जि. प. सदस्यांनी मोहोळ तालुक्याच्या विकासात महत्वपूर्ण योजदान दिले.

मोहोळ तालुका पंचायत समिती पदाधिकाऱ्यांची तालुक्याच्या विकासातील भूमिका

महाराष्ट्राच्या निर्मितीनंतर स्थानिक भागाच्या विकासासाठी जि.प. बरोबर तालुकास्तरावर सन १९६२ साली पंचायत समितीची स्थापना करण्यात आल्या. मोहोळ पंचायत समितीची स्थापना होऊन मोहोळ तालुक्याच्या ग्रामीण भागाच्या विकासाचे स्वरूप बदलण्यास सुरुवात झाली. पंचायत समितीत स्थानिक भागाचा विकास व्हावा यासाठी स्थानिक प्रश्नांची जाण असणाऱ्या लोकांमार्फत विकास करण्यास सुरुवात झाली. लोकांनी निवडून दिलेले प्रतिनिधी पंचायत समितीचे सदस्य झाले. पंचायत समितीच्या सदस्यांनी लोकप्रतिनिधी या नात्याने आपल्या पंचायत गणाच्या विजासावर भर दिल्याने, गावागावाच्या मुलभूत समस्या सुटण्यास मदत झाली. मोहोळ पंचायत समितीमध्ये सन १९६२ ते २०१० पर्यंत अनेक लोकांनी पंचायत समिती सदस्य म्हणून काम पाहिले. या सदस्यांनी जनतेचे लोकप्रतिनिधी म्हणून पंचायत समितीच्या विविध योजना तळागाळापर्यंत पोहोचवून लोकांना या योजनांचा लाभ मिळवून दिला. पंचायत समिती सदस्यांमधील काही सदस्यांनी पंचायत समितीचे सभापती व उपसभापती म्हणून कार्य केले.^३ सभापती व उपसभापती यांनी तालुक्याच्या स्थानिक स्वराज्य संस्थांचा प्रमुख या नात्याने शासकिय निधी मोठ्या प्रमाणावर उपलब्ध करून तालुक्याच्या सर्वांगीण विकासावर भर देण्याचा प्रयत्न केला. त्यांच्या प्रयत्नातून मोहोळ तालुक्याचा चेहरा बदलण्यास मदत झाली.

मोहोळ पंचायत समितीने स्थापनेपासून आजपर्यंत विविध योजना राबवून तालुक्याच्या विकासात महत्त्वाचे योगदान दिलेले आहे. पंचायत समितीने शेती, पशुसंवर्धन, शिक्षण, आरोग्य, समाज कल्याण, महिला व बालकल्याण, पाणीपुरवठा, इंदिरा आवास योजना, जवाहर विहार योजना अशा विविध योजना तालुक्यात राबवून तालुक्याचा चेहरा बदलण्याचा प्रयत्न केला आहे. शेती विभागामार्फत शेतकऱ्यांना सुधारीत अवजारे, किटकनाशके, औषधे, खते, बि-बियाणे, जिप्सम ५०% अनुदानावर, बायोगॅस योजना राबविणे. सिंचन योजना, पीक संरक्षण योजना, पीक कापणी प्रयोग, विद्युत पंप, पाईपलाईनसाठी अनुदान वाटप करणे इत्यादी अनेक कामे केलेली आहेत.^४

मोहोळ पंचायत समितीमार्फत शेतीबरोबर आरोग्याकडे लक्ष पुरविले जाते. सन २०१० पर्यंत तालुका पंचायत समिती कार्यक्षेत्रात ७ प्राथमिक आरोग्य केंद्रे, ३६ प्राथमिक आरोग्य उपकेंद्रे आहेत. आरोग्य केंद्रामार्फत कुटुंबकल्याण शस्त्रक्रिया, एक किंवा दोन मुलीवर शस्त्रक्रिया करणाऱ्यास सावित्रीबाई कन्या कल्याण योजना, दुर्धर जननी सुरक्षा योजना राबविल्या जातात.^५

मोहोळ तालुका पंचायत समिती कडून माणसाच्या आरोग्याबरोबर प्राण्यांच्या आरोग्याकडेही लक्ष दिले जाते. सन २०००-२००१ मध्ये एकुण ०३ पशुचिकित्सालय आणि १० पशु प्रथमोपचार केंद्र तालुका पंचायत समिती कार्यक्षेत्रात कार्यरत होती. आज सन २०१० मध्ये ४ पशुचिकित्सालय आणि ११ पशुप्रथमोपचार केंद्र अशी वाढ झालेली आहे.^६ पशु चिकित्सालय व पशु प्रथमोपचार केंद्रातून शेतकऱ्यांच्या पशूधनाची निगा राखण्याचे काम पंचायत समितीने आजतागायत केले आहे. त्याचबरोबर दारिद्र्यरेषेखालील कुटुंबांना हक्काची घरे मिळावीत म्हणून १९८० मध्ये केंद्र सरकारने ग्रामीण रोजगार कार्यक्रमातून इंदिरा आवास योजना सुरु केली. याअंतर्गत ग्रामपंचायतीने प्रस्तावित केलेल्या दारिद्र्यरेषेखालील कुटुंबाला घरकुल देणे याकामी पंचायत समितीचे कार्य अत्यंत चांगले आहे. सन २००९-२०१० मध्ये ६३७ घराचे वाटप करत ५०३.०४ हजार रुपये खर्च केलेला आहे. या योजनेबरोबर जवाहर विहीर योजनेच्या माध्यमातून अनेक शेतकऱ्यांना मोठ्या प्रमाणावर अनुदानाचे वाटप करुन पाणीपुरवठ्याची सुविधा उपलब्ध करुन दिलेली आहे. पाझर तलाव, गाव तलाव, सिमेंट बंधारे, कोल्हापूर पध्दतीचे बंधारे यांनाही अनुदान दिले जाते.

शेती, आरोग्य, पाणी पुरवठ्या बरोबर मोहोळ पंचायत समितीमार्फत शिक्षणाकडे चांगल्या प्रकारे लक्ष दिले जाते. सध्या मोहोळ पंचायत अधिपत्याखाली २५३ जि. प. प्राथमिक शाळा, ५६ माध्यमिक शाळा, २० खाजगी प्राथमिक शाळा कार्यरत आहेत. त्यादृष्टीने पंचायत समिती शिक्षण विभाग कार्यरत आहे.^७ तालुका पंचायत समिती शिक्षण विभागामार्फत प्राथमिक शिक्षण देणे, ६ ते १४ वयोगटातील पटनोंदणी करणे, विद्यार्थी उपस्थिती १००% टिकविणे, विद्यार्थ्यांचा सर्वांगीण विकास करजे. विद्यार्थ्यांना पूरज आहारांतर्गत शालेय पोषण आहार पुरविणे इ. कामे चांगल्या प्रकारे केली जातात. यातून मोहोळचा शैक्षणिक दर्जा चांगला राहण्यास मदत झाली आहे.

मोहोळ पंचायत समितीमार्फत एकात्मिक ग्रामिण विकास कार्यक्रम, कुटुंबकल्याण शस्त्रक्रिया, ग्रामीण स्वच्छता कार्यक्रम, सुधारीत चुलींची मांडणी, बायोगॅस संयंत्र मांडणी यासारख्या विविध योजना राबवून मदत केली जाते.^८ त्यातून मोहोळ तालुक्यातील लोकांचे जीवनमान उंचावण्यास मोठ्या प्रमाणावर हातभार लागला आहे.

आरोग्य विभागांतर्गत कुटुंब कल्याण शस्त्रक्रिया, सावित्रीबाई कन्या योजना, दुर्धर रुग्णांना आर्थिक मदत, जननी सुरक्षा योजना इ. योजना पुरविल्या आहेत. दारिद्र्य रेषेखाली बेघरांना इंदिरा आवास योजना, जलसिंचन योजना, रस्ते बांधणी यांसारख्या विविध योजना तळागाळापर्यंत पोहोचवून तालुक्यातील अनेक लोकांना मदतीचा हात देऊन विकासाची संधी दिली आहे.^९ त्यातून मोहोळ तालुक्याच्या ग्रामीण भागाचा विकास झाला. ग्रामीण भागाचा शहरांशी संपर्क वाढत गेल्यामुळे एकुणच मोहोळ तालुक्याच्या विकासाला गती प्राप्त झाली.

सन १९९२-९३ मध्ये पंचायत समिती मोहोळने आरोग्य विभागावर ८३२७४३ रुपये, शिक्षणावर ४१८९४ रुपये, सार्वजनिक बांधकामावर १४८८६२५ रुपये, लोककल्याणावर ५४५४०२ रुपये आणि शेती व पशूसंवर्धनावर १९७८७ रुपये निधी खर्च केला होता.^{१०} तर सन २००९-१० मध्ये पंचायत समितीने मोहोळ आरोग्यावर २०७२५१६८ रुपये, शिक्षणावर २६९७८३३०४ रुपये, सार्वजनिक बांधकामावर १७३१०९०६ रुपये, समाजकल्याण क्षेत्रात ४७८८८७५ रुपये, कृषिक्षेत्रावर १३२२००० रुपये आणि पशूसंवर्धनावर ५९७२४५७ रुपये एवढ्या मोठ्या प्रमाणात खर्च केल्याचे दिसून येते.^{११} सन १९९२-९३ च्या निधी खर्चाच्या तूलनेत सन २००९-१० मध्ये तिपटीने खर्चात वाढ केल्याचे दिसून येते. यातून आरोग्य, शिक्षण, शेती, रस्ते यासारख्या क्षेत्रात सुधारणा होऊन तालुक्याचा विकास घडून आला आहे. विविध योजनांचा लाभ तालुक्यातील लोकांना मिळवून देण्याच्या कामी पंचायत समिती पदाधिकाऱ्यांचे योगदान मोठे आहे. त्यातून मोहोळ पंचायत समितीची तालुक्याच्या विकासातील योगदानामध्ये महत्वपूर्ण भूमिका दिसून येते.

वरील जिल्हा परिषद व पंचायत समिती या स्थानिक स्वराज्य संस्था प्रमाणे ग्रामपंचायतीचा ही गावच्या विकासात महत्त्वपूर्ण वाटा आहे. तालुक्याती विविध गावातील सरपंच, उपसरपंच, ग्रामपंचायत सदस्य यांनी शासन, जिल्हा परिषद, पंचायत समिती व स्थानिक निधी उभारुन सामाजिक, आर्थिक, धार्मिक, शैक्षणिक व सांस्कृतिक विकास करुन गावचा चेहरा-मोहरा बदलेला आहे. त्यातून मोहोळ तालुक्याच्या विकासाला गती मिळाली आहे. अशा प्रकारे जिल्हा परिषद, पंचायत समिती व ग्रामपंचायत या स्थानिक स्वराज्य संस्थांचे तालुक्याच्या विकासात महत्त्वपूर्ण योजदान आहे.

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