

Peer reviewed Journal

Impact Factor: 7.265

ISSN-2230-9578

Journal of Research and Development

A Multidisciplinary International Level Referred Journal

January-2024 Volume-16 Issue-1

Chief Editor
Dr. R. V. Bhole



UGC Listed
Journal Listed No-64768
Up to-May, 2019
(Now Peer Review)



Publication Address

'Ravichandram' Survey No-101/1, Plot, No-23, Mundada Nagar, Jalgaon (M.S.) 425102

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Published by-Chief Editor, Dr. R. V. Bhole, (Maharashtra)

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'Ma Bonbibi': A Goddess in the Folk Culture of Sundarbans Region in India & Bangladesh

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DOI-10.5281/zenodo.10669452

Abstract:

Ma Bonbibi is the famous folk heroine of the Sundarbans region in Rural Bengal and some parts of Bangladesh. 'Bonbibi' literally translates as 'lady of the forest' because the Bengali word 'ban' means 'forest' and the Persian word 'bibi' means 'woman' or 'wife'. The Sundarbans region spread across at South and North 24 Parganas in West Bengal state in eastern India and south parts of Bangladesh. In this region, Ma Bonbibi's folk culture and practice that has given rise to a whole new forest religion and a variety of folk lores. "Bonbibi" has become 'Folk Heroine' besides bring the goddess to the culture of the Sundarbans people. The facts regarding the goddess, gave rise to their own rituals, social beliefs, life styles, entertaining means and the means to keep the ominous or evil powers away. The Folk culture, folk songs, stories, mythical stories have been developed regarding the goddess "Bonbibi". Thus, she became the 'heroine' or a significant figure to these people in and around the forest region. The idol of Bonbibi is built and worshipped both by the Hindu and Muslim people in different areas like Sojnekali, Nehadhopani, Patharpratima. Here the idol, is decorated with colossal crown, and different glittering ornaments just like that of the Goddess Swaraswati. Here, it is decorated with the colourful drawings of creeper, caps, hair in bun, clothes, shoes and socks. The worship takes place between 'Choitra' and 'Boishakh' or 'Aghrayan' or 'Poush' and 'Magh' in the Bengali months. Every year on January 14th, the Bonobibi festival is held in the Sundarbans to honour the goddess.

Keyword: Figure, Folk culture, Goddess, Heroine, Ma Bonbibi, Sundarbans region,

Introduction:

The Sundarbans are not just a place to experience wildlife; they are also a place with a rich cultural heritage that carries the legacy of an undivided Bengal. It is well rooted in Bonobibi mythology. Even individuals who practice other religions in the area revere Bonobibi, the guardian forest goddess of the Sundarbans. Numerous Bengali folk songs and dances honour the Sundarbans, frequently focusing on the folk heroes, deities, and gods unique to the Sunderbans (such Bonbibi and Dakshin Rai) and the Lower Gangetic Delta (like Manasa and Chand Sadagar). The Sundarbans, the biggest mangrove forest in the world and the natural habitat of the Bengal Tigers, are located in southern Bangladesh and west Bengal in eastern India, north of the Bay of Bengal.

Both Hindu and Muslim inhabitants venerate Bonbibi, a fabled woman of the forest. Before entering the forest, she is mostly consulted by beekeepers and woodcutters as a form of defence against tiger attacks. The demon king, Dakkhin Rai (or Dakshin Rai; meaning Lord of the South), a fierce foe of Banbibi, is thought to attack people while disguising himself as a tiger. The introduction of the Mughals, as well as the invasions of the Portuguese and Magh pirates from the Arakan coast, have left a particularly distinctive human settlement heritage in the Sundarbans, which has led to a mixed ethnic identity of Buddhists and Muslims (Chatterjee Sarkar 2010). The descriptions of Eaton (1990), who expounded on the influence of the

Mughal Empire in lower Bengal, particularly on the Muslim saints who increased the delta's arable land between 1204 and 1765, further investigate the history of settlements. A large collection of traditional literature from the time period suggests that the Sundarban forests contain paranormal abilities. The Johuranama, created by Abdur Rahim in the late nineteenth century through extensive revisions of an epic poem from 1686 named Ray-mangal by Krishnaram Das, is the most prominent piece of this literature (Jalais 2008: 7). The concept of Bonbibi as a forest goddess and the resulting "religion of the forest" are intimately reflected in day-to-day activities; it emphasizes regional ecological knowledge, customary rights, and a firmly held belief system.

Literature Review:

Rahman (2022) conducted research entitled as "**Banabibi: The Patron Goddess of the Sundarbans**". This studies examined that the origins of Banabini and several traditions about this deity obtained during fieldwork in Mangla (Bagerhat, Khulna) will be addressed in this article. Banabibi is a guardian deity who protects the innocent people of Sundarbans from the untamed elements of the jungle. She is a forest guardian deity revered by both Hindu and Muslim Sundarbans locals. She is also known as Bandevi, Bandurga and Byaghradevi. Before entering the forest, honey collectors and woodcutters pray to Banabibi to protect them from tiger attacks.

Nadimuddaula (2022) conducted research entitled as **"Invisible Influence of Deities on the Culture, Art, and Lifestyle in Mangrove Forest Settlements:**

The Curious Case of Bonbibi". This journal is discussed that Stories in paintings are frequently reflections of life rather than inventive fantasies. Because religion and culture are such important parts of human evolution, art and literature are inextricably linked to these two facets of life. Looking back in time, we can see how the Renaissance period brought and exalted religion and religious people in the arts. This paper investigates the deep convergence of art, life, religion, and culture in the settlements of Bangladesh's South Coastal strip. This work first demonstrates how religious beliefs and disbeliefs have affected regional culture and art. Second, the work examines the impact of culture and art on people's daily life.

The findings imply that people living in coastal areas have increased their confidence based on religious beliefs and mythical beliefs of Bonbibi (Forest Goddess), which is reflected in varied worship-artwork and societal cultural aesthetics. Religious beliefs also help people obey social standards, which leads to the development of a range of rules and regulations, cultural ideas, and adequate infrastructure for living in society. Belief in Bonbibi, on the other hand, gives coastal people the courage to go about their daily lives and helps to cultural growth.

Chakrabarty (2021) studies on **"The Cult of Bonbibi:**

A Folk Paradigm in Deltaic Sundarbans".

The researcher summarized that the tale of Bonbibi gave them the courage to face the challenges of the forest. As a result, the religion of Bonbibi arose in Sundarbans folklore. The myth serves as a pivot in their belief system, controlling their cognition of the ecology in which they live. They viewed the woodland through the myth's lens. The purpose of this discourse is to highlight this folk society's cognition of their local environment of forest, which serves as a vital source of subsistence for them, and how the myth of Bonbibi regulates their belief system around the forest through symbols.

The discourse is based on an ethnographic study of the Gosaba Block of the Sundarbans which is located at the farthest point on the eastern frontier, adjacent to the forest region, separated only by rivers, and where a major proportion of the population depends on forest resources. Gosaba, because of its remoteness, is less influenced by outsiders and thus retains most of its traditional beliefs and practises almost unchanged. Additionally, because it is cut off from the cities by rivers, it is less privileged with economic avenues, and thus poverty is a prevalent fact here.

Mukhopadhyay (2021) discussed on **"'Bonbibi' Could Wait Till Our Boss Decides:**

Looking at the Changing Face of the Indian Sundarbans". This essay will participate in this argument and show how migration from the Indian side of the Sundarbans to other parts of the country is not only affecting the population of the region, but also has a significant impact on local perception and attachment to the deltaic landscape. By incorporating ethnographic details from a village in the Indian Sundarbans that was previously primarily inhabited by the fishing community, this article will demonstrate how traditional occupations like fishing are gradually losing popularity in the face of the lure of out-migration, as the very identity of the 'indigenous' Sundarban fisher folks who were once rightfully considered to be the true conservators of the forests is changing. From there, this piece would engage in a broader argument about whether migration may be viewed as a positive indicator of growth in ecologically sensitive locations like the Sundarban deltas, which once had their own distinct economic, social, and cultural life.

Sen et al. (2020) discussed on **"Bonbibi:**

A Religion of the Forest in the Sundarbans". This article is about Bonbibi, the Sundarbans' forest goddess. It traces the practise of Bonbibi worship in the mangrove forests using Bonbibi Johuranama, oral history, and field reports. The essay delves into how and why Bonbibi worship has emerged as a "religion of the forest," blurring the lines between Hindus and Muslims, all of whom adore her before venturing into the forests to earn a living. Finally, the article contends that the Bonbibi cult provides an opportunity to reflect on place-based environmental framings in specific conservation settings where the dominant conservation ethic is entrenched in statist laws.

Uddin (2019) studied on **"Religion, Nature, and Life in the Sundarbans"**. This is summarized that the Sundarbans are home to a variety of wildlife as well as some of the world's poorest twelve million people. The Hindu and Muslim fisherfolk and honey collectors who live here respect the forest and worship Bonbibi (Forest Lady), whom they think rules over the forest and its residents. She provides protection for them. According to this article, these Muslims and Hindus see the Sundarbans as hallowed land in their rituals and ethical practises. It is sacred because it supplies them with all they require to live a sustainable life. This research combines textual analysis of the epic poem Jahuranama about Bonbibi with anthropological investigations and field trips.

Karmakar (2018) conducted as **"Ethnic Identity and Forest Preservation:**

A Sociological Enquiry on Sundarbans, West Bengal". This paper's main topic is the 'Bonbibi' tale is one example of how the Sundarbans

forest life is shown accurately. Strong ethnic sensitivities lead to the preservation of Sundarbans mangrove forests since these people believe they have nothing beyond this forest. They are now advocating tree planting through communal effort. Along with this, government activities have aided in the preservation of Sundarbans mangrove forests. Their lives are made susceptible by the environment, and this fragility links them together. They fight everyday problems together. This physical connection fosters cultural bonds. Their battle is aided by the mangrove forest. This inherent connection between humans and forests fosters a sense of preservation in humans. The current study made use of both secondary and primary data. The interview method was used to acquire primary data.

Chanda (2015) focus on "Bonobibir Johuranama: A Method for Reading Plural Cultures".

This journal is a reading of writings from the genre known as Johuranama. Texts from this genre are created and shared as literature and performances in the Sunderbans mangrove region, which straddles the border between India and Bangladesh. The paper begins with the premise that theoretical constructs that use 'borders,' 'nations,' and 'hybridity' as literary analysis categories divert the intent of literary expression, and then proceeds to locate texts from the genre in the Bangla literary system, despite the border. However, religious convictions and national 'identity' are widely regarded as distinguishing factors in language use.

As a result, in the history of Bangla literature, books whose form and language exemplify pre-partition Bengal's Islamicate culture are categorised as Islamic Bangla rather than merely as Bangla of a particular location. Language and literature are shaped by the prevailing conditions of human life and the literary tools available to express them in this location, as they are in others. The study is based on the fundamental assumption that each current subcontinental language, such as Bangla, has a historically multiple literary culture, as does its nesting culture. On this basis, the paper provides a way for a situated reading of texts created in this plural cultural field, while also attempting to define 'plurality' as an analytical category and a hermeneutic for researching sub continental cultures.

Emergence of the Problem/ Relevance of the Study:

Now a day discussions on 'Ma Bonbibi': A Goddess in The Folk Culture of Sundarbans Region in India & Bangladesh is the hotly debated topics. Along with this, Ma bonbibi and the Folk Culture are also important part in sundarban region. And

considering the Sundarban to be a folklore of such debates and Ma Bonbibi is a legendary Goddess of the forest, revered by both Hindu and Muslim residents of the Sundarbans (the world's largest mangrove forest, spread across Southern Bangladesh and West Bengal in eastern India north of the Bay of Bengal and home to the Bengal. In 20th First century, all over world folk culture is destroyed slowly as well as the folk culture being unfounded surrounding sundarban region. But day by day, the folk culture being spread the sundarban region for Goddess Ma bonbibi. So, to show 'Ma Bonbibi': A Goddess in The Folk Culture of Sundarbans Region in India & Bangladesh.

Objectives:

- (i) To know about the contribution of Ma Bonbibi for spreading folk culture in Sundarban region.
- (ii) To identify the various source of folk culture spreading through Ma Bonbibi.
- (iii) To analyse how Ma Bonbibi became a model of folk culture or heroine figure from goddess.

Research question:

- (i) **How much did folk culture influence or spread in Sundarban region by Ma Bonbibi?**
- (ii) **How** was folk culture developed centering around Ma Bonbibi?

Methodology:

The research is based on doctrinal methodology. This study included both primary and secondary data, although the main discussion was conducted via interview because secondary data procedures contained less information on the topic. The research first conceptualized concepts from interviews before analysing those pieces of data. The research approach is entirely qualitative, therefore it is based on printed and digital primary sources such as published works of fiction and secondary materials such as district handbooks, revenue reports, and so on. Archival data and scholarly articles were also used.

Geographical location of the Study Area:

A mangrove region known as Sundarbans can be found in the Bay of Bengal delta created by the Ganges, Brahmaputra, and Meghna Rivers. With a total area of 10,000 km² and a latitude and longitude of 21° 27' 30" and 22° 30' 00" North and 89° 02' 00" and 90° 00' 00" East, 60% of the property is in Bangladesh and the other 40% is in India. 414,259 ha (70%) of the total area is made up of land, including exposed sandbars, while 187,413 ha (30%) is made up of water bodies.



Location Map of the Sundarban Region

Discussion:

The Sundarbans' traditional society is primarily rural and agricultural in nature. People here, in comparison to other parts of our country, have to battle in a disadvantageous environment due to severe weather and other challenges. For a long time, this local folk society had a self-contained organisation. Because of their dependence on agriculture, water, and forests, the people were quite close to one another. As a result, communal harmony in the Sundarbans was preserved. Much of that remains today. People who depend on a hazardous and unpredictable natural environment to survive grow to feel interdependent. Because of their shared struggles and near proximity, the many religious communities in this area are able to relate to one another and participate in a variety of religious rituals. The average people here are deeply devout, but not rigid in their faith. These labouring people have rejected religious extremism and narrow-mindedness in their joint struggle to survive. Instead, they have occasionally gathered followers of other sects and faiths. For this reason, many Hindus hold Bonbibi in high regard even though she is a Muslim. However, a large portion of Dakshin Rai's followers are Muslims. There are numerous examples of how people are united in the Sundarbans region. Together with their respective religions, people here worship a wide variety of folk deities and Pir Gazis. Because of this, some of the religious practices of the people living in this region are based on folk religion rather than just the Puranas and Holy Scriptures. People who reside close to the Sundarbans in West Bengal and Bangladesh perform pujas and "sinnis" to a number of folk and supranatural Gods and Goddesses. Many "Bratas" and regulations are adhered to. Every God or Goddess has a collection of songs and legends that have been the source of many poems, "punthis," song-cycles, sagas, and other works over the ages.

In the beginning of the human civilization, people began to take shelter in many unearthly figures, i.e., God, Goddess who, they believed possessed divine power. They believed that these supernatural powers could save them from demonic forces. Actually, the appearance of these gods and goddess, is outside the classical mythology. Naturally, some god and goddess came into existence in and around the Sundarbans regions. One of these goddesses Ma Bonbibi is remarkable, who does have a tremendous influence in the lives, livelihood, society and culture irrespective of race and religion of this region. The people who earn their livelihood from the forest, worship the goddess before entering the forest and their women do the same, different rituals and determination at home. In the name of "Ma Bonbibi", hens are set free, couples refrain from sexual relation, and don't put sindur and keep the door open as long as their husbands stay in forest. They put amulet or Talisman also. Many dramas or jatras like 'Boner ma Bonbibi', 'Dukher Banabas'/'Dukher Yatra', cultural fairs, folk songs, Manuscript etc have been composed too which are the culture of Bonbibi. Different songs like that of a boat man, fisherman, Ballads etc are also heard. All these have enriched the folk literature. The narratives of Bonbibi are found in the texts named as Bonbibir keramoti and the Bonbibir johuranama. These texts comprise two major episodes, her battle with Dakkhin Rai and the narrative of dukkhey, a poor shepherd boy and from the theme of the folk drama, Bonbibir pala. The Bonbibi-r Palagaan performance tradition is associated with the worship of the cult deity Bonbibi. The mythic oral accounts were composed, written down, and printed as Johuranama. Here, the folk culture of Ma Bonbibi are torjaa gaan or kirtan and jatra and Bonbibi mela. For all these facts 'Ma Bonbibi' has become a heroic figure in the folk culture of Sundarbans region.

"Every year on the last Tuesday of the month of Baisakh
People collect together to come by boat to the forests' edge
They answer the call of Bonbibi

They promise ("manat") and pledge hens and cocks to Bonbibi

Such is the practice in Bonbibi's forest
The rustic folk of Sundarbans live like this
Bonbibi's forests are in the realm of Gangaridi
Perilous-green yet enchanting to the soul."
-Kavi Wajed Ali (*Bonbibi's Bon/Forest*)

The first of the Sundarbans' folk divinities to be mentioned is Goddess Bonbibi, who is revered as the forest's presiding deity. According to folklore, she takes on the appearance of a hen at times and a tiger at others. In contrast to other Gods/Goddesses, Bonbibi is neither harsh nor vindictive. Instead, she is charming, engaging, and sensitive to her commitment. She feels sorry for every creature and creation in the forest. She loves being around people. She is fond of the outdoors as well. The destitute people of the Sundarbans, including the agricultural labourer, farmer, baowali, honeygatherers, woodcutters, fishers, hunters, foresters, and all others, are captivated by Bonbibi's charisma. They think of their mother, Bonbibi, every day.

The blending of Muslim and Hindu civilizations is reflected in the name Bonbibi. In regions where Muslims predominate, Bonbibi's features—a cap on her head, her hair plaited, a "tikli" for her head, a garland of forest flowers around her neck, a variety of necklaces, a ghagra or thin veil, socks and shoes on her feet, and a baby on her lap—are akin to those of a Muslim woman. The child is called "Dukhey" (= troubled anguish) because he is scared of the tiger. Bonbibi takes on a different appearance in Hindu-dominated communities. Bonbibi's attire is similar to that of Hindu Goddesses, with a "mukut" (= crown) on her head and a plethora of jewellery.

Sometimes she rides a tiger or a hen with a child on her lap, sometimes without. Both religions have united around the symbol and person of Bonbibi. As a result, Bonbibi is the most important figure in the Sundarbans pantheon. Since ancient times, people who ventured deep into the forest have worshipped Bonbibi to protect themselves from deadly wild animals while harvesting resources or residing there. Even now, people still engage in that worship. The Sundarban people honour Bonbibi by going into the jungles and making a safe return home.

Ma Bonbibi is known as the goddess or divine being to both the Hindus and some Muslims also, living in and around the jungle. The people living in Sundarbans regions from the West Bengal and Bangladesh, worship "Bonbibi" before they go to fishing, wood cutting, or to collect honey. This is to be saved from the attack of the tigers, snakes. It is also heard that Lord Dakshin Ray's son Raymani attacks people in the disguise of tiger. According to the book "History Of Ysohor Khulna" by Satish Chandra Mitra, around 1500 century, Dakshin Ray, the merchant Dhanay, Manay, Gazi and the Arabian daughter Banbibi (controversially – Berahim), and her brother Jangali lived there. Bonbibi was shifted by the treachery of second wife Ibrahim, Gulal Bibi in the Sundarban. As a result Bonbibi and Saha Jangali were born there.



Ma Bonbibi

Dakshin Ray was the king of the Sundarban, known as Atharo Bhati, under the king Mukut Ray in Brahman Nagar. There were several battles between Dakshin Ray and Bonbibi. And they made a treaty after the defeat of the farmer. Then, Bonbibi came to be known as the "Goddess of War" in the Sundarban, or Atharo Bhati regions. Gradually she was transformed into the mother Goddess and many unfortunate stories were added

related to her. The defeat of Dakshin Ray was very significant. It means the defeat of the Tiger or demonic force. At the sometime, it declared a new area where patriarchy was ended giving birth to Matriarchy. Mother goddess began to be worshipped with the emancipation of woman power.

The story centres on Dukhe, a Sundarbans native living with his impoverished mother. The mother of Dukhe makes ends meet by helping out at

other people's homes. At this juncture, Dukhe unexpectedly runs into his uncle Dhona, a trader by trade. To alleviate their hardship, Dhona begs Dhukhe to assist him in his business. In the meantime, Dhona hears prophecies from Dakshin Rai, the football player who is also the Tiger, that he will only be able to obtain all of the honey from the forest after giving his life to him. In a predicament, Dhona accepts the offer and sets off for Kedokhali island with Dhukher and four other Moulis (Honey Collectors). When they arrived on the island, they collected all the honey and left Dhukhe to execute

his promise to Dakhshin Rai in the bush. As darkness fell, poor Dhukhe began fervently praying to Goddess Bonobibi to spare him from Dakhshin Rai's terrible hands. When the unfortunate youngster calls out, the goddess Bonobibi responds by sending her brother Sha Jangali to the child's aid. Sha Janagli and Dakhshin Rai in his Tiger shape engaged in a brutal combat before the sorcerer conceded defeat and Dukhe's life was spared. After going back to his mother, the destitute Dhukhe and his brother Sha Jangali began to worship the motherly goddess Bonobibi out of gratitude.



Ma Bonbibir Pala gaan

Bipod e poriya bon e jeijon e daak e, Ma
 boliya Bonbibi doya r maa take ... Uddhariye taro
 torey aponaro gun e, Maaer o hujura koto likhibo
 ekhane ...

[Facing any danger inside the forest, whoever prays to
 Her,
 Mother Bonbibi protects them all.]

—*Bonbibi Johuranama*

The book named “Bonbibi’s Jahuranama” is one of the important parts of the culture in this region. Though it was written in the style of “Mangle Kabya”, the messenger of Allah, Makka, pir – pirani is related to it. According to some experts, “she is the ‘Bandurga’ or ‘Banchandi’ or ‘Banshashti’ or ‘Bishalakkhi’”, who became known

as “Bonbibi” with the islamic influence in Bengal. However, diverse myths, beliefs have been developed regarding this goddess throughout the ages.

“Bonbibi” has become ‘Folk Heroine’ besides being the goddess to the culture of the Sundarbans people. The facts regarding the goddess, gave rise to their own rituals, social beliefs, life styles, entertaining means and the means to keep the ominous or evil powers away. All these carry their distinct nature. The Folk culture, folk songs, stories, mythical stories have been developed regarding the goddess “Bonbibi”. Thus she became the ‘heroine’ or a significant figures to these people in and around the forest region.



Ma Bonbibir Mela

The idol of Bonbibi is built and worshipped both by the Hindu and Muslim people in different areas like like Sojnekkali, Nehadhopani, Patharpratima. Here the idol, is decorated with colossal crown, and different glififferent ornaments

just like that of the Goddess Swaraswati. In Muakkali, diversity is seen. Here, it is decorated with the colourful drawings of creeper, caps, hair in bun, clothes, shoes and socks.



Ma Bonbibir's worshipped

The worship take place between 'Choitra' and 'Boishakh' or 'Agihayan' or 'Poush' and 'Magh' in the Bengali months. Although, there is no particular time for it. The people who earns their livelihood from the forest, worship the goddess before entering the forest and their women do the same, different rituals and determination at home. In the name of "Ma Bonbibir", hens are set free, couples refrain from sexual relation, and the river keep off, their don't put sindur and keep her door open as long as their husbands stay in forest. They put amulet and Talisman also.

There is a vast impacts of the goddess Bonbibir on the beliefs, works, religion. Life nature festivals and culture of the people in the Sundarban

surroundings like south and North 24 pgs of West Bengal, India and in some parts of Bangladesh. Many cultural fairs, dramatization like 'Boner ma Bonbibir', 'Dukher Banabas' have emerged on this goddess which have enriched the social life here.

A special prayer is chanted during the worship of 'Ma Bonbibir'. Many dramas, street plays, folk songs, Manuscript etc have been composed too which are the culture of Bonbibir. Different songs like that of a boat man, fisherman ,Ballads etc are also heard. All these have enriched the folk literature , folk culture of this very region. The drama 'Dukher Yatra' (Woeful Journey) is enacted also in the memory of Bonbibir's bravery.



Ma Bonbibir's thaan

Before entering the forest, the fishermen and beekeepers make offerings to the goddess in order to be shielded from the tigers and crocodiles that live in the mangrove forest. In order to promote cultural awareness among natives as well as visitors to the Sundarbans, local folk theatre known as Bonobibi Pala or Jatra (Dance Drama) is frequently performed in the villages.

Over time, Bonbibir has emerged as the Sundarbans' own folk deity, embedded in people's rituals and lives, particularly in the 'down' islands. Bonbibir translates as "Lady of the Forest." She is adored as the protector of the forest and all living things inside it. People from the communities surrounding the Bidya River and its tributaries are the ones who visit the forest on a regular basis. The majority of these villages in the South 24 Parganas district's Gosaba block are separated from the forest

by a big river or some of its narrower tributaries. This village-river-forest interaction is the Sundarbans' genius loci. Bonbibir's presence in various locations exemplifies such coexistence.

The appearance of the Bonbibir idol varies depending on where it is. Her deity seems to be an aristocratic Muslim lady in Muslim-dominated areas, and a typical Hindu goddess in Hindu-dominated areas. Puja takes place on many scales: at individual homes, in groups before travelling to the forest, and within communities with similar occupations. Bonbibir's annual devotion frequently coincides with key Hindu calendar festivals such as Makar Sankranti for Hindus and Muslims and Basant Panchami for tribals (Bera, Mukhopadhyay, & Sarkar, 2010). Bonbibir rituals are a syncretic tradition that exists outside of traditional Puranic practises. Anyone can pray to the goddess in

whatever way they see fit. Worshippers recite common verses rather than Sanskrit or any other 'divine' language. Although Muslims do not practise presenting prayers to idols, they do pray to Bonbibi in their own way before entering the jungle. The survival impulse, one could say, dominates conventional religious practises. Small Bonbibi temples can be seen at the woodland's edge, and red flags are tied by residents as they enter the forest to seek the goddess's protection.

At last, Bonbibi is the forest deity and all-protector. Bonbibi is unique in that both Hindus and Muslims believe in her divine qualities. Both religious communities adore her, although their practises differ. For Muslims, she is known as "Bonbibi," and for Hindus, she is known as "Bonodebi." Muslims make an idol of Bonbibi as a young Muslim girl and present her with red flags. Hindus venerate her as a mother goddess, putting offerings in front of clay representations of her. In both situations, the idol is adorned with wild flowers and creepers on her head and neck to represent her intimate connection to the natural forests. This common worship does not reflect a simple equation, but rather something else: a shared reliance on the forest and a very practical desire for protection. The people of the Sundarbans do not regard Bonbibi as a "elite deity" of a temple or a mosque. Instead, she is regarded as a part of their difficult existence, in which religious differences are minor and life's difficulties are significant.

Conclusion:

Banabibi worship may not have crossed the Sundarbans' local barriers to reach the domains of popular religious practises on the mainland towns. However, it promotes the benefits of forest protection. Because an isolated corpus of scientific conservation policies would be insufficient to solve the problems posed by the vulnerable environment, conservation rules protecting the world's biggest coastal mangrove forests must recognise place-based customary norms. Banabibi worship is important in emphasising place-based framings of environmental consciousness in conserved settings where the prevailing conservation ethic is founded in state-led legal regulations. The lives of the marginalized people in the heart of the water jungle, the life of the fishermen, the bowl, mother Bonbibi, the only hope, catching fish, the crab from the front of the Royal Bengal Tiger, respect for the forest goddess of family rearing, devotion, faith is still unshakable. In the Hindu dominated area of the modern society, Maa Ban Bibi idols are worshiped by making them like motherly Lakshmi idols. besides the Muslim society does not believe in idol worship. But here's what's strange. Hindu-Muslim tradition of worshiping Hajat by making idols of Banbibi, the mother of the forest. And mother and sister Bibi's figure is like a Muslim girl from the

Sundarban region. On the head, a hat with wild vine leaves painted, braided hair, and variously designed necklaces. So, the embodiment of harmony is the worldly or Lokayat gods and goddesses. Nearly 40-60 % of the Sundarban is stretched in Bangladesh and West Bangal in India. Bonbibi is equally popular for the people of these two regions. 'Bonbibi', an inseperable part of the south Bengal culture for ages, is worshipped as the 'woman power' by the inhabitants of Sundarbans, for which she is called the 'Guardian spriti' also. And it has its original narrative, that is built regarding 'Ma Bonbibi' irrespective of the caste, creed and religion. For all these facts 'Ma Bonbibi' has become a heroic figure in the folk culture of Sundarbans.

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Impact of World War II and Cold War on the Spy Thrillers of Alistair Maclean

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DOI- 10.5281/zenodo.10669729

Abstract:

This research paper is a study of how the war/spy thrillers of Alistair MacLean are directly connected with the events during World War II and the Cold War time period. Alistair MacLean is a 20th century Scottish novelist whose writings became popular during the 20th century. His spy thrillers written in the context of war atmosphere was appreciated by the audience of the time period. In this study, the two novels of MacLean, *HMS Ulysses* and *Ice Station Zebra* are taken into consideration to understand how the works influenced the events of geopolitical tension during the Cold War and the World War II context. *HMS Ulysses* is considered to be the first novel by the Scottish author Alistair MacLean in the context of World War II. As we know, many of the events during the World War II leads to the tension that aroused during the Cold War in the second half of the 20th century. *HMS Ulysses* was published in 1955 and later released by Fontana Books in 1960. This was the time period during which the geopolitical tension of Cold War began to take place between the United States and the Soviet Union with their respective allies, the Western Bloc and the Eastern Bloc. *Ice Station Zebra* is a thriller written by Scottish author Alistair Maclean in the year 1963. It marked a return to MacLean's classical Arctic setting. *HMS Ulysses* has the background of World War II where Russia was not a threat, but Cold War conflicts with the Eastern Bloc is directly depicted throughout the storyline of *Ice Station Zebra*, where the Western Bloc is directly in conflict with USSR. We also notice that the plotline parallels many real life events during the Cold War. When we read the novel with a communist perspective, it appears to be an indirect conflict between Capitalism and Communism where the capitalist ideology ultimately attains victory. This point becomes clearer when we analyse the storyline of the novel. So, the study elucidates how the period between World War II and the Cold War period act as a shaping tool for Maclean to create these novels.

Key Words: World War II, Cold War, Communism, Western Bloc, Eastern Bloc.

Introduction:

The objective of the research paper is to study the intensity with which the events during the World War II and Cold War influenced the thrillers of Alistair MacLean. The author is a Scottish novelist whose thrillers became popular during the 20th century and most of his popular novels portray his own real life experience in fighting for the Royal Navy during World War II. He was also largely successful in creating a new style of writing which heralded the onset of a new genre. Detective and War thrillers are often stigmatized as escapist literature and standardized commercial products meant for mere entertainment. It is arguably the most important literary development of the twentieth century, and has attracted many of the best writers at one time or another. Spy novels emerged during this time had many reflections of the Cold War time period. Soviet secret activities within the United States amid the Cold War was an extension of World War II atomic surveillance, with both sides utilizing and advancing methods and practices created at the time of World War II. Cold War surveillance has been fictionally portrayed in works like the James Bond and Matt Helm and books of Alistair Maclean.

Context of Research:

World War II was a global conflict that started from 1939 to 1945. Most of the world's nations, counting all the great powers, fought as part of two conflicting military pacts: Allies and Axis

powers. Many members put their financial, industrial and logical skills behind it, provoking wars and blurring the distinction between civilian and military assets. Fighter planes played a key role in enabling the transport of the two nuclear weapons used in the war. World War II changed the world's political system and social structure and laid the foundation for the international order of the countries during the Cold War to the present. The United Nations was established to promote global cooperation and to avoid future conflicts with victorious superpowers: China, France, USSR, United Kingdom, and United States getting to be the changeless individuals of its Security Board. The Soviet Union and the United States formed as equal superpowers, beginning a half-century Cold War. After Europe was destroyed, the influence of that incredible power disappeared and the decolonization of Africa and Asia was revitalized. In most countries, business is shifting to financial recovery and development. Political and financial integration, especially in Europe, began as an attempt to anticipate future dangers, end pre-war animosity, and establish a common sense of identity.

The Cold War was a time of geopolitical pressure between the United States and the Soviet Union and their respective allies, the Western and Eastern Bloc. The term Cold War is used because there was no major fighting between the two superpowers, but each supported the captive side in

a large-scale territorial dispute known as a proxy war. The struggle was based on the ideological and geopolitical struggle for the global influence of these two superpowers after a brief alliance and victory over Nazi Germany and the Imperial Japan in 1945. Cold War was carried out through indirect means such as spiritual warfare, propaganda campaigns, covert operations, drastic trade embargoes, competitions in sporting events, and technological challenges such as space races. The Western bloc was driven by the United States, as were many other developed nations that were largely liberal democracies but often bound by dictatorship arrangements. Most of them were former colonies. The Eastern Bloc was driven by the Soviet Union and its Communist Party. The Communist Party was influential beyond the Second World and was also linked to authoritarian organizations. The US government supported anti-communist right-wing governments and rebels around the world, while the Soviet government supported left-wing parties and reforms around the world. Just as almost all colonial states gained autonomy between 1945 and 1960, many countries became third world frontiers during the Cold War.

Examination of Selected Works:

The novel *HMS Ulysses* tells the story of the Arctic convoy heading to Murmansk during World War II. The ship is said to be quite extraordinary, but what has become apparent is that all of its engine power and armament is effectively a series of trap. We know that World War II atmosphere is there from the beginning, that the Arctic is very cold in the winter and as a result, the crew is very exhausted. Debilitated by chronic sleep deprivation, many contracted tuberculosis. MacLean aimed for an intense war atmosphere in the novel from the beginning. It doesn't break the ice as a novel, with very little characterization and not much plot. MacLean cuts corners by describing how his characters resemble each other and focuses on the atmosphere and the intensity of the events. The novel lasts only a few days, but is action-packed, as if something always happens or goes wrong. Since the protagonist of *HMS Ulysses* is the entire crew, it feels like there are many sub characters instead of one main character. The book revolves around the Arctic fleet of World War II. The HMS Ulysses convoy has been on duty in the Arctic for some time at the beginning of this book and the service has not been so easy. It is just a wild thing to put down a minor rebellion. Despite fatigue and declining morale, they set out again to escort ships with fuel, tanks and aircraft to the Soviet Union. During this journey they must contend with bad weather, the German surface and submarine fleet, and the Luftwaffe, together with the indifference and incompetence of the Royal Navy. There is rarely more than a minute or two of downtime between

crises. As such, it is a good novel for readers of fast-paced, action-packed stories. Many of his other novels have happy endings, but this one has a tragic ending. On the one hand, the work does a good job of giving the reader a taste of the trials and sacrifices common in such quests, giving a deeper understanding of what the Arctic fleet of World War II went through. Despite this, MacLean's realistic portrayal brings the story closer to reality. By portraying members of the Royal Navy in pain, he was able to effectively win sympathy from readers and make them hate their enemies.

Ice Station Zebra, thriller written in 1963 uses the accelerating space race between the United States and the Soviet Union as the backdrop, and have been directly inspired by news accounts from April 17, 1959, about a missing experimental Corona satellite capsule that inadvertently landed near Spitsbergen on 13th April and may have been recovered by Soviet agents. In the novel, a British meteorological station Ice Station Zebra built on an ice floe in the Arctic sea, has suffered a catastrophic oil fire. People working in the area died along with shelter and supplies being destroyed. The few survivors are holed up in one hut with little food and heat. If help does not reach them quickly, they will die. In order to rescue the survivors in the Ice Station Zebra, the American nuclear powered submarine USS Dolphin is dispatched. Just before it departs, the mysterious Dr. Carpenter, the narrator is sent to accompany it. Carpenter claims that he is necessary as an expert in dealing with frostbite and other deep cold medical conditions. At first, the submarine's Captain Swanson is suspicious of Carpenter; even though he receives an order from Chief of Naval Operations of the US Navy instructing him to obey Carpenter's every command except when crew and submarine is at risk. While reading the novel *Ice Station Zebra*, we should keep in mind that the plot line of this novel reflects many true-life happenings during the Cold War. The rise of communism was a threat to the US and other capitalist supportive nations. So, they tried to spread a negative attitude towards Communism among their citizens. Even in the novel, we are able to see that the Russian spies, Dr. Jolly and Kinniard spread some sort of anarchy and disorder in both the listening post and inside the submarine. They were found as the cause for oil fire in Ice Station Zebra and were also responsible for the attempt to destroy the whole submarine. During the Cold War period, the ideological conflict between the two groups began. When we re-examine the history, the Cold War is due to the relationship formed between the USA and the USSR after World War II. This book is a gripping suspense tale which offers good storytelling, mixing the spy genre so that the reader could be kept captivated for hours on end. In fact, the killer is revealed during the course of the book, as the author does drop a clue that would

reveal the guilty party. The clue, however, was so subtle that one misses it and this is the beauty of a successful plotline, when the author can leave a clue in plain sight and have readers overlook it. Having an exciting story, engaging characters and unexpected twists, the characters are pretty well-defined with distinctive personalities even though not many words are spent on their characterisation. The plot actually takes its time to build up from its internal logical and the prose can get quite beautiful when describing the Arctic landscapes. The Arctic almost comes alive and becomes a character in the book, being a more memorable antagonist than the Soviet spies.

Conclusion:

Thus in this research paper, Alistair MacLean's two novels *HMS Ulysses* and *Ice Station Zebra* are bought under study to understand the connections between events during the World War II and the Cold War time period. Apart from the real events during the war, Alistair MacLean is understood to be influencing the ideologies of the masses by imparting his own imaginations and ideas on World War II and Cold War. While analysing the capitalist motifs present in the novels, it is understood that the novels written in the background of World War II and the Cold War time period depicts anti-communist elements in a concealed format. The novels of Alistair MacLean indirectly attack communism and as a result, praises and glorifies Capitalist nations. Even though the anti-communist elements are not directly visible, the protagonists' mission in his spy thrillers are always to infiltrate into the territory of the Asian countries mostly the Eastern Bloc. The main characters in his novels are represented as fighting for 'good' cause, with minimum resources but with great intelligence and dedication destroy a whole enemy territory. The war torn atmosphere during the World War II and the accelerating weapon race between the superpowers, including the practice of spying each other during the Cold War; are reflected in his thriller written during the second half of the 20th century.

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Assessing the Socio-Cultural Impact of the Emergence of Nedumangad as a Commercial Centre in the Princely State of Travancore

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DOI- [10.5281/zenodo.10669777](https://doi.org/10.5281/zenodo.10669777)

Abstract:

Trade and commerce have been instrumental in driving the economic progress of nations throughout history. In the case of Travancore, an ancient princely state in India, its economic development and historical trajectory were greatly influenced by its robust trade relations with both domestic and international states. Since its inception, Travancore actively engaged in trade with various states within and outside India. From ancient times, the state cultivated both food crops and cash crops in its agricultural fields. However, during the colonial era, the demand for cash crops grew significantly, leading to a shift in the agricultural sector. The state government actively promoted the production of more cash crops rather than food crops. Nedumangad, an important agricultural region in the state, played a crucial role in producing cash crops such as pepper, spices, rubber, cotton and many more. Nedumangad emerged as a prominent trading hub within the state, serving as a central market for goods sourced from the inland regions, particularly the hilly areas. The rise of Nedumangad as a vital commercial center brought about significant socio-cultural transformations in the hilly regions, while also playing a pivotal role in the economic advancement of the princely state.

Key words: Trade, Commerce, Crops, Transport, Export, Development

Introduction:

Trade is widely regarded as the inherent consequence of industrial progress and serves as a gauge of a nation's economic well-being.¹ Historically, trade has played a pivotal role in facilitating cultural exchange. Kerala, in particular, fostered trade connections with numerous countries spanning both the eastern and western regions. As early as the first century, the Greeks and Romans established trade links with the coastal regions of Kerala. Subsequently, the Chinese and Arabs assumed the mantle of trade dominance in Kerala until the arrival of European powers. Eventually, European merchants gained control over the state's trade and commerce.

The princely state of Travancore was an agricultural state and agriculture was the main economic activity in the state. Approximately one-third of the state's population was involved in agricultural practices, and the state also housed several small-scale industries focused on agriculture. The favorable climatic conditions in Travancore facilitated the cultivation of a wide range of seasonal and perennial crops. Cash crops and food crops were the primary types of crops cultivated in the region. The unique geographical features of the state, including undulating plains, irregular hills, large fertile valleys, and navigable rivers, played a significant role in fostering agricultural development in Travancore.² Crops like rice, pulses, pepper, coconut and other palms and farinaceous roots, besides coffee and tea, which were cultivated by European planters, with the aid of native labor were the principle native agricultural products. Additionally, fruit trees were commonly grown by individuals and were often the first plants

to be cultivated when clearing an estate or wasteland.³

Travancore, known for its diverse agricultural practices, cultivates a wide range of crops. The main crops grown in this region include millets, pulses, edible roots, oil seeds, fiber crops, condiments and spices, garden products, vegetables, fruits, and plantations. Millets, such as Foxtail Millet, Little Millet, Finger Millet, Pearl Millet, Proso Millet, and Sorghum are abundantly produced in the state. Additionally, Travancore's agricultural fields yield various pulses, including Cow Pea, Horse Gram, Green Gram, and Black Gram. These crops contribute significantly to the agricultural landscape of Travancore. The state's soil was well-suited for cultivating a wide range of edible roots, including Tapioca, Elephant Yam, Colocasia, Yam, Sweet Potato, Arrowroot etc. Additionally, oil seeds such as Sesame, Castor, Lemon Grass, Laurel, Neem, Maravetti, and Karinnotta were grown in different parts of the state. The state also produced fiber crops like Sun Hemp, Cotton, and Agave.

Furthermore, the region was known for its production of condiments and spices, including Turmeric, Ginger, Pepper, Coriander, Cumin Seed, Mustard, Fenugreek, Cinnamon, Cardamom, Chilly, Cloves, and Nutmeg, which were cultivated in various locations. Garden products such as Coconut, Palmyra, Cycas, Sugar Cane, Cashew Nut, Tamarind, Cocoa, Areca Nut, and Betel Vines were also cultivated in the state.⁴ Lastly, the state boasted a diverse range of vegetables, including Gourds, Beans, Ladies Finger, Drum Stick, Brinjals, Amaranthus, Onion, Garlic, and European vegetables that thrived in the temperate climate of the region. Varieties of fruits like Mango, Banana, Jackfruit, Breadfruit, Pineapple, Limes, Pomegranate, Rose

Apple, Guava, Papaya, Custard Apple, Mangosteen, Black Plum, Soursopfruit etc were the main fruit products of the state. The plantation crops like Tea, Rubber and Coffee were flourished in the high ranges of Travancore.⁵ Travancore, during its early period, relied heavily on the export of pepper as one of its primary commodities. The pepper trade played a significant role in contributing to the state's wealth.⁶ Within the state, two types of pepper were produced: Karuvilachi pepper and ordinary pepper. Karuvilachi pepper, a local variety known for its high yield, was renowned for its exceptional quality and taste. It is worth noting that pepper holds a prominent place in the Hindu pharmacopoeia, being recognized as a highly beneficial medicinal ingredient.⁷

Travancore, being situated at the southernmost point of the subcontinent, possessed all the inherent benefits required for the growth of trade and commerce. The princely state's strategic location further enhanced its potential for economic development.⁸ It had a long uninterrupted coastal line with several ports that facilitates maritime trade with many of the foreign countries.⁹ The state's prosperity was greatly influenced by the abundance of backwaters, rivers, and canals, which facilitated both domestic and international trade. Initially, trade relations with the Portuguese and subsequently with other European powers, notably the British, led to the establishment of a global market for products from Travancore.¹⁰ The direct exportation of pepper, spices, ginger, and other goods from Malabar generated significant demand in Europe, thereby creating fresh opportunities for the state's products to thrive in new markets.¹¹

Tea, cultivated in the high-ranges of Travancore, was a prominent plantation product in the state and gained significant popularity and demand in European markets. Rubber also held great importance as a plantation product, with Kottayam serving as the primary hub for rubber trade during the colonial era.¹² The rise in cashew production and its increasing demand in foreign markets led to a surge in cashew nut exports from the state. Consequently, numerous cashew nut factories emerged in Kollam, establishing it as a center for cashew products. Additionally, pepper played a significant role as one of the major export items in Travancore. In the year 1927, the export quantity of pepper was exceptionally high, and its total export value surpassed lakhs during the years 1927, 1928, 1929, 1930, and 1931.¹³

Role of Nedumangad in the Trade and Commerce of Travancore:

Nedumangad, situated in the northeastern corner of the Southern Division of the princely state of Travancore, was renowned for its natural splendor and diverse agricultural produce. This inland taluk, covering an area of 360 square miles,

was located approximately eighteen kilometers away from Thiruvananthapuram, the capital city. According to the 1931 census, the population of Nedumangad taluk was recorded at 157312 individuals.¹⁴ To facilitate administrative convenience, the taluk was further divided into sixteen Pakuthies, namely Anadu, Aryanadu, Karakulam, Kulathummel, Manikkal, Mannurkara, Nallanadu, Nedumangad, Pullampara, Palodu, Perumkulam, Ulamakkal, Vamanapuram, Vellanad, Viranakavu, and Vempayam. Notable places within the taluk included Nedumangad, which served as the taluk headquarters, as well as Palodu, Vidura, Kallar, Ponnudi, Vamanapuram, and Kattakkada. During that era, a significant portion of the taluk, approximately 12,098 acres, was covered by forested land.

Nedumangad, renowned for its thriving trade in agricultural products, was known for its diverse range of cash crops and food crops. The region's topography encompassed various terrains such as hilly tracts, barren hills, forested areas, and river valleys. The Western Ghats, with their extensive forested regions, stretched across the length and breadth of Nedumangad. The origin of the name Nedumangad has sparked numerous debates and differing opinions. Throughout history, Nedumangad held significant importance as a bustling trade center, serving as a crucial trade route connecting Kerala and Tamil Nadu.¹⁵ T.K Velu Pillai and Nagam Aiya opined that the ancient name of Nedumangad was Ilavallornad.¹⁶ *Valloor* served as the abbreviated appellation for *Valluvar*, denoting a title bestowed upon the Pulaya community residing in Travancore. Historical accounts suggest that individuals belonging to the *Pulaya* community once inhabited the region encompassing the present-day Nedumangad.¹⁷

The inhabitants of Nedumangad primarily engaged in agriculture and trade as their main occupation. In Travancore, Nedumangad stood out as the region with the highest annual rainfall.¹⁸ Within the taluk, there was a strong emphasis on cultivating both cash crops and food crops. The people of Nedumangad focused on growing tapioca, paddy, and various vegetables and fruits as their primary food crops. Additionally, the taluk gained recognition for its production of cash crops such as pepper, tea, rubber, ginger, and areca nut. During the Second World War, Nedumangad emerged as a prominent hub for cash crops, particularly pepper. It also served as a thriving market for spices, rubber, and tea. This period witnessed a significant influx of migrants to Nedumangad, resulting in extensive cultivation of land.¹⁹ Paddy cultivation in Nedumangad has greatly benefited from its favorable geographical conditions. Various areas within Nedumangad, such as Poovachal, Nedumangad, Vellanad, Nandiyod, Vamanapuram,

Manickal, and Anad, have witnessed successful rice cultivation.²⁰ In order to further promote and enhance paddy cultivation, several irrigation projects were launched in the taluk. These initiatives have played a pivotal role in the advancement and growth of paddy cultivation in Nedumangad.

Edible root was the main cultivated crops of the Nedumangad taluk. The people of Nedumangad cultivate tapioca, elephant yam, colocasia, yam, cherukizhang, sweet potato etc. Farmers cultivated edible roots it was one of the main food item of the agriculturalists. Portuguese are introduced this cultivation. During the time of food scarcity in Travancore, tapioca and other edible roots were used as staple diet and the government prohibited the export of tapioca from Travancore.²¹ The cultivation of vegetables is a common practice in the rural areas of Nedumangad taluk. Eggplant, cucumber, lady's finger, and bitter guard are among the varieties that are grown by the local farmers. Moreover, the cultivation of different types of peas is also prevalent in this region.

The production of fruits items holds a prominent position in the agricultural activities of Nedumangad. The people of Nedumangad were actively involved in the extensive cultivation of bananas, leading to the proliferation of various banana species within the area. Since ancient times, bananas have held a prominent position as a valuable trade commodity in Nedumangad, being regularly exported to significant market hubs in Travancore. In the early days, mangoes held a crucial role as a cultivated fruit in Nedumangad. However, the advent of rubber plantations caused a decline in the cultivation of mangoes. During the initial period, the Nedumangad taluk experienced a substantial cultivation of mangoes, resulting in a large quantity of produce that was exported to foreign nations. The local community of Nedumangad predominantly carried out the cultivation of cashew nuts in the colonial period. During that time, the taluk of Nedumangad played a crucial role in the overall production of cashew nuts. The cashew nuts harvested from this region were subsequently exported to the cashew processing factories operating in Thiruvananthapuram and Kollam. Coconut trees are extensively cultivated across 700 hectares of land in the Nedumangad taluk. The taluk is known for its significant export of copra, which is derived from coconuts.

Cash crops formed a significant part of the agricultural practices of the natives in Nedumangad. The taluk was known for its cultivation of various cash crops, including Areca nut, rubber, pepper, tea, and lemon-grass oil. These cash crops were extensively grown in different parts of Nedumangad, taking advantage of the hilly areas and the favorable climatic conditions. This

conducive environment contributed to the substantial production of cash crops.

The cultivation of areca nut is a significant economic activity in Nedumangad. The practice of growing areca trees for supporting the growth of pepper vines dates back to ancient times. This symbiotic relationship between the two crops has led to a substantial increase in the production of both areca nut and pepper in Nedumangad, making them the primary commodities for trade in the region. Pepper cultivation in Nedumangad commenced during the early period, contributing significantly to the local agricultural landscape.²² The cultivation of pepper proved to be highly profitable for farmers, enabling them to maximize their profits. Notably, in 1928, the price of pepper experienced a significant increase, further bolstering the economic progress of Nedumangad taluk. Rubber cultivation thrived in Nedumangad taluk, serving as yet another lucrative cash crop. Prior to India's independence, the rubber produced in Travancore was widely exported to various regions within the country. The rubber harvested in Nedumangad played a vital role in supplying the rubber factories of Travancore, which were established during the 1940s.²³

The eastern areas of Nedumangad taluk, namely Nandiyod, Peringanmala, and Vithura, are known for their tea plantations. These areas were initially established by the Britishers for tea cultivation, with the practice commencing in 1840. Presently, there are five tea plantation estates situated in Ponmudi, Braimoor, Marchistan, Invarkode, and Bonakkad. The state government imposed an amount of twelve *Anna* per acre, as annual tax on tea and coffee estates with a view to increase state revenue in 1910.²⁴ The tea produced in Ponmudi is highly sought after, with the first and second quality tea being exported to foreign countries.²⁵ This export has significantly contributed to earning foreign currency. Moreover, these tea estates pay around five lakh rupees as duty to the central government. The favorable climatic and geographical conditions of Nedumangad taluk have played a crucial role in facilitating large-scale tea production.

The geographical location and climate of Nedumangad are highly conducive to agricultural production, making it an attractive destination for both foreigners and individuals from within and outside Nedumangad. Among the migrants who settled in the Nedumangad taluk, the Tamil Brahmins were the predominant group. They established their settlements in the present municipal area of Nedumangad. The presence of well-established routes facilitated the arrival of foreigners and other migrants to Nedumangad. Within the taluk, Pazhakutty and Kacheri emerged as prominent locations. Pazhakutty served as the

primary market center for hilly products, where commodities such as pepper, areca nut, copra, and ginger were extensively traded. Even today, the copra industry continues to thrive in this area, with members of the *Chetti* community actively engaged in this occupation. The term "chetti"²⁶ denotes trade. Muslims, seeking employment opportunities, migrated from Thakkala, Kaniyapuram, and Murukkumpuzha to Nedumangad. Initially, the market day was observed on Fridays and Tuesdays. However, due to the significance of Fridays as a day of worship for Muslims, the market day was subsequently shifted to Saturdays. Valikode, Pathamkallu, Perumala, and Azheekode are the main Muslim-majority areas within Nedumangad.

During the earliest period, transportation facilities in Nedumangad were extremely poor. In those days, people had to rely on traveling by foot as there were no other means of transportation available. The Aryanad path served as a convenient route to connect with the Thirunelveli district, although it was surrounded by dense forests. The Aryanad path played a crucial role in maintaining trade relations between Nedumangad and other regions. However, it is important to note that the Aryanad road is no longer operational. T.K Velu Pillai documented this trade route and mentioned that it was in good condition in the past but has now been closed off.²⁷ During that period, Aryanad served as the primary hub for trade and commerce and it maintained trade relations with its neighboring regions. The transportation history of Nedumangad began with the utilization of bullock carts, which were commonly used by people for travel. The road connecting Nedumangad to Sherlakode was extended all the way to Aruvamozhi or Aramboly, which marked the boundary of Thiruvithamcore. Traders from Tamil regions would travel through this route to reach Nedumangad and engage in the exchange of goods.

Hill products and agricultural goods were transported to Thenmala via Vithura from Nedumangad, and from Thenmala, they were further transported to British Indian ports using the railway.²⁸ The government constructed roads from Venjaramood and Attingal to Nedumangad to maintain communication with these areas. The MC Road played a crucial role in connecting Nedumangad with Pazhayakunnumel and Kottarakkara or Ilayidathu Swaroopam.²⁹ The favorable trading conditions in Nedumangad attracted traders from neighboring countries, particularly due to the abundance of spices and forest resources. The relationship between Travancore and Pandinadu became strained over the years. Consequently, the Travancore government decided to close the mountain pass that connected Nedumangad with Thirunelveli. The government constructed roads between Nedumangad and

Aryankavu, as well as Nedumangad and Neyyattinkara, to facilitate trade and promote economic welfare.

Foreign investors introduced rubber, tea, coffee, and other crops to the mountainous regions of Nedumangad. In order to facilitate the transportation of their goods from the inland areas, they constructed roads. British companies and individuals primarily led the plantation of rubber and tea. Notably, the Britishers established tea estates in Ponmudi and Brimoor and the Ponmudi tea is far famed one.³⁰ The transportation of tea produced in these estates relied on the hill roads, which were interconnected with the main trade routes in Travancore. The primary trade route was the path that connected Kollam to Shencottah, passing through Kottarakkara, Punalur, Thenmala, and the Aryankavu pass.³¹ The Englishers transported the tea to railway stations located in Thenmala, from where it was further transported to ports for exporting to foreign countries. The state government issued license for mining at Nedumangad to Morgan Crucible Company based at London by understanding the importance of natural resources deposited in the locality.³² The Morgan Crucible Company, operating within these mines, remunerates the Government with a nominal royalty of rupees four to six per ton, contingent upon the quality of the extracted plumbago.³³

The advancement of Nedumangad as a hub for commerce has resulted in significant transformations within the community. These changes are evident in various aspects such as society, economy, politics, and culture. The introduction of new religions can be attributed to the flourishing trade in the region. Muslim and Christian traders involved in the spice trade migrated to Nedumangad and eventually became permanent residents, integrating themselves into the local society. Furthermore, trade has also brought about economic growth, leading to the development of transportation facilities and the construction of new roads to facilitate trade activities.

During the earliest period, the primary inhabitants of Nedumangad were tribal people. Specifically, the *Kanikkar (Velanmar)* tribe constituted the main tribal population in Nedumangad.³⁴ Their primary activities revolved around hunting and gathering natural resources. Over time, their settlement areas were gradually occupied by migrant populations, which lead the tribal people to migrate towards dense forest regions. Notably, the Kottoor forest served as a significant migration area for these tribal communities. Additionally, during the reign of Umayamma Rani, Tamil people migrated to Nedumangad in response to her invitation to artisans for constructing the palace. Presently, the descendants of some Tamil families continue to live

in the town area of Nedumangad. The influence of Tamil culture can still be observed in the societal fabric of Nedumangad.

Vishwakarma, *Thattar*, *Vellala*, and Tamil Brahmins are ethnic groups originating from Tamil Nadu. Subsequently, *Chettiyar* and *Vellalar* migrated to Nedumangad. The *Chettiya* people primarily engaged in trade, while the *Vellalar* community predominantly pursued agriculture. These individuals migrated from both Tamil Nadu and Karnataka, settling in different regions based on their traditional occupations. The Tamil Brahmins, who were involved in temple-related activities, settled in Pazhavadi gramam, while the *Viswakarma* community, known for their expertise in ornament making and other artisan works, established themselves in Thattarpalayam. The area where the *Kollans* or blacksmiths resided later became known as Kollankavu. The *Kammala* people migrated from Tamil Nadu and were divided into various sections based on their occupations, including *Aashari*, *Moosari*, *Kollan*, and *Thattan*. Following the migration of the *Kammala* people to Nedumangad, the *Vaniya* community and *Chettiya* people also resided to the same area.³⁵ Many of the migrants established temples in different parts of Nedumangad to consecrate their deities with the aid of ruling dynasty.³⁶

Muslims from various regions have migrated to Nedumangad, showcasing their keen interest in trade. They actively engaged in trading a variety of goods, including hill products, meat, fish, cloth, timber, and more.³⁷ They lived in different parts of Nedumangad and maintained their own lifestyle. *Namboodiri* people and *Potties* are lived in different parts of the Nedumangad. They were migrated from the Tulunad. The *Ezhava* community resides in various locations such as Mallambrakonan, Koraliyad, Chellamod, Pariyaram, Kusharkod, Sannagar, Mukkola, Venkode, Arasuparamp, Chuidukattinmukal, Poovathoor, Mancha, Perumala, Vattavila etc.³⁸ Historically, the *Ezhava* community engaged in toddy tapping as their traditional occupation. The migration of *Ainkudi Kammalas* had a significant impact on the social life of the people in Nedumangad. The community continued to pursue their traditional occupations and made valuable contributions to the field of architecture in Nedumangad.

Conclusion:

Agriculture, industry and trade had a crucial role on shaping a state into a financially stable one. Agriculture formed the backbone of every commercial activity in early days. Travancore, the erstwhile princely state in British India gained a significant place in the trade and commerce of the colonial period due to the variety of products that produced in the state both in agricultural and industrial sector. From the establishment of the

modern state of Travancore, its administrators gave special attention in the progress of agriculture and trade activities. Trade and commerce helped the state achieve considerable economic growth and it made Travancore one of the wealthiest states in colonial India. Nedumangad, a fertile region in Travancore, situated northeast of Thiruvananthapuram, the capital city of Travancore.

The region is famous for the variety of agricultural goods that produced by the natives. Both food crops and cash crops were produced in the locality during the princely rule. The progress of agriculture and trade helped the all round progress of Nedumangad and its population. The emergence of Nedumangad as of the important commercial centers in Travancore helped the infrastructure development of the locality along with economic progress. The significance of Nedumangad in the trade and commerce of Travancore attracted people from various parts inside outside of the state. The migration to Nedumangad by various groups of people caused for a cultural veracity for the locality and gave birth to mixed culture in Nedumangad in later days.

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Customer Satisfaction Level with Respect to Core Banking Services offered by ICICI with Special Reference to Thane District

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DOI- [10.5281/zenodo.10669792](https://doi.org/10.5281/zenodo.10669792)

Abstract:

The primer of the new monetary policy has conveyed about momentous renovations in the Indian banking landscape, frolicking a pivotal protagonist in hastening pecuniary progression. This policy modification has sparked a speedy enlargement of economic activities, particularly in the domain of commercial transactions. Consequently, the role of banking has broadened, becoming fundamental for facilitating these transactions. Notably, the banking sector has endured extensive vicissitudes, owing much to the substantial encroachments in IT (Information Technology). This progress has empowered banks to uplift their services, transporting a supplementary efficient and technologically sophisticated experience to consumers. The primary goal of this study is to assess the satisfaction of customers concerning the core banking services provided by ICICI Bank. Core services may include account management, fund transfers, loans, and other fundamental banking activities. This encompasses scrutinizing numerous features of banking services beyond the scope of technical advancements, thus providing a more all-inclusive conception of customer satisfaction. The research methodology is qualitative, involving the collection of data through primary source comprising of a structured electronic questionnaire and secondary sources. The study's outcomes emphasises the consequence of indulging customer satisfaction levels, as this insight is crucial for banks to cultivate and tailor their services to gratify to the diverse and evolving needs of their clients and customers.

Keywords: Customer satisfactions, Banking services, Information technology.

Introduction

ICICI Bank, like any other commercial bank, provides a wide range of core banking services to the customers. These services are fundamental and very much essential for managing the smooth flow of transactions and banking activities:

Here are some of the core services typically offered by ICICI Bank:

Account Services: ICICI bank provides various account services. Various types of accounts offered by ICICI bank are Savings account and Current account. The concept of Recurring account unlike nationalized banks is not offered by ICICI.

1. Savings Account:

ICICI Bank offers savings accounts that allow customers to deposit money and get returns on the deposited amount in the form of interest. They can also withdraw funds whenever needed.

2. Current Account:

Current accounts are specifically designed for commercial needs of business men. Business firms and individuals carry out frequent transactions. Current accounts holders are delivered with contemporary features such as check books, gaining overdraft facilities.

Payment Services: ICICI bank provides a bandwidth of payment services to meet the dynamic

Loans and Credit Facilities: ICICI bank provides various categories of loan facilitates.

1. Home Loans: ICICI Bank provides home loan facilities to its customers. This facility assists

and ever changing requirements of the customers. These services include online banking, Mobile Banking, Internet Banking, etc. Such services ensure convenience to customers.

1. Online Banking: ICICI Bank provides internet banking services to the client. Such services allow the customers to access their accounts and manage them online using internet facility, payment of bills, transfer funds across banks, etc.

2. Mobile Banking: ICICI bank offers a wide range of services that can be accessed by the customers using mobile applications for smartphones, enabling customers to perform banking transactions on the go.

Wide Range of Cards: The cards offered by ICICI bank are Credit cards and Debit Cards. With help of such cards customers can travel cashless and risk free.

1. Credit Cards: ICICI Bank issues credit cards to the account holders. This card offers with various features, variety of rewards are offered to the customers based on their threshold limits.

2. Debit Cards: Customers can avail debit cards only when they hold an account in ICICI bank. Debit cards are availed to the customers for providing convenient access to their funds. Debit cards allow the card holders for making off line and online purchases.

them in purchasing properties. They can also refinancing residential properties.

2. Personal Loans: Personal loans are type of unsecured loans. Such loans are offered for satisfying several peculiar financial necessities.

Investment Services: Fixed deposits are short term maturity loans. Such investments are available for a year or less than a year. Mutual funds facilitate return on investments. Customers can diversify their risks on investments through mutual fund decision.

1. Fixed Deposits: ICICI Bank offers fixed-term deposit accounts which extend competitive interest rates in the form of return on investments.

2. Mutual Funds: ICICI bank offers many types of mutual funds to its customers. The ICICI bank facilitate invest decision in mutual funds to reduce risks through diversification of their portfolios.

Insurance facilities: Life insurance, General insurance products are offered to the clients.

1. Life insurance: ICICI Bank offers a large variety of life insurance products to the customers for individuals as well as families.

2. General Insurance: Several non-life insurance products, which include health insurance, motor insurance, fire insurance, etc. are offered.

Review Of Literature:

1. Dr.S, G., & Dr.C, I. (2020), aimed to raise awareness among customers and assess their satisfaction levels regarding internet banking in Coimbatore city. The analysis predominantly concentrated on demographic factors namely age, gender, education qualifications, and different income level of customers. The research tools employed for the purpose of research measured customer satisfaction with respect to banking facilities and gauge the awareness of customers regarding internet banking services provided by banks.

2. Vibha, Arora . et al (2011), delved into various facets of service quality and its impact on customer satisfaction within the Indian banking sector. A survey was conducted in Delhi and the National Capital Region to assess the dimensionality using construct validity and reliability tests. Furthermore, multivariate regression analysis was utilized to investigate how service quality dimensions affect customer satisfaction, revealing that reliability and service interaction emerged as significant variables contributing to customer satisfaction in the Indian context.

3. Quyet, T. V., Vinh, N. Q., & Chang, T. (2015), made a valuable contribution to existing literature by proposing a model to evaluate the quality of deposit services within the banking sector. The findings suggested that the five SERQUAL factors could effectively assess banking services. Moreover, the studies revealed a notable trend where satisfied customers might exhibit a high defection rate across various industries. Many customers encountered challenges in comprehending the intricate nature of financial products and, as a result, tended to prioritize brand names, often associated with the delivery of high-quality services.

4. Kim, L., & Jindabot, T. (2022), aimed to explore the formation of customer satisfaction by examining the effects of perceived risk and perceived value on customer satisfaction in the context of e-banking. The study targeted respondents currently utilizing mobile banking or internet banking services at commercial or retail banks in Cambodia. The findings indicated that perceived value was primarily influenced by performance risk, with no significant impact of financial risk on perceived value.

5. M. Anwarul Islam, K., Islam, S., Mobarak Karim, Md., Shariful Haque, Md., & Sultana, T. (2023), investigated on customers who were engaged in online banking. The primary objective was to understand how different facets of e-service quality contributed to the happiness of online banking customers. The study suggested that bank management could enhance customer satisfaction by utilizing e-service quality dimensions like perceived security risk, perceived ease of use, perceived website quality, and perceived responsiveness. The findings offered insights for bank management to formulate policies and strategies aimed at improving the satisfaction levels of online customers.

Objectives:

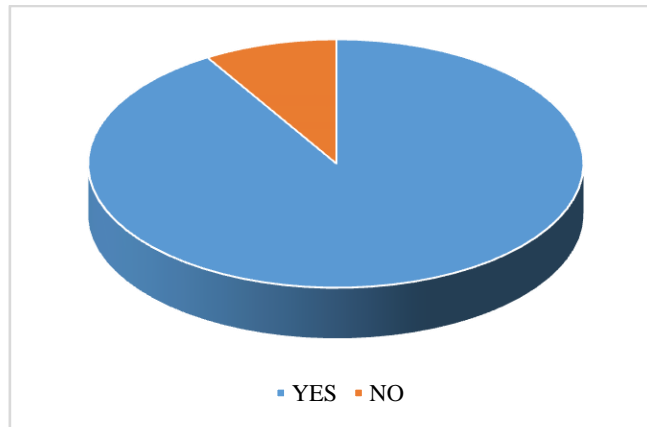
1. To highlight the services offered by ICICI bank.
2. To examine the extent of customer satisfaction towards ICICI bank services in Thane District.

Research Methodology:

Primary data was collected from total respondents 184, including males and females from Thane District through a structured electronic questionnaire. Secondary data is collected from already published records like websites, journals, etc.

Data Analysis and Interpretation:

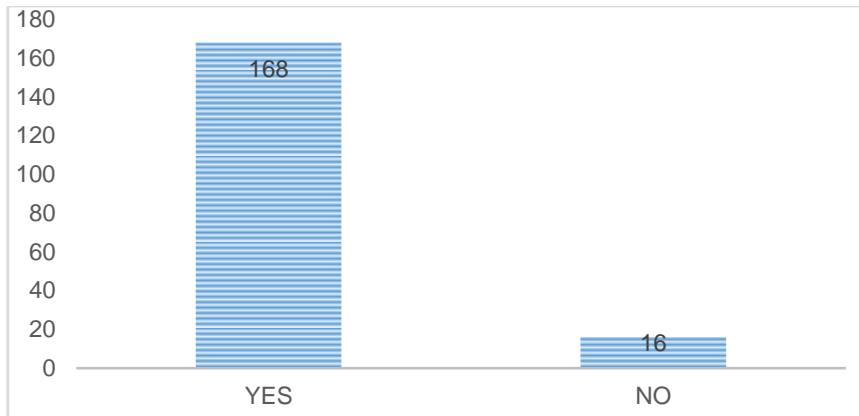
1. Are you satisfied with the present working hours of ICICI banking services?



168 respondents are satisfied with the services performed by ICICI bank, whereas 16

respondents still feel that ICICI bank has scope for betterment.

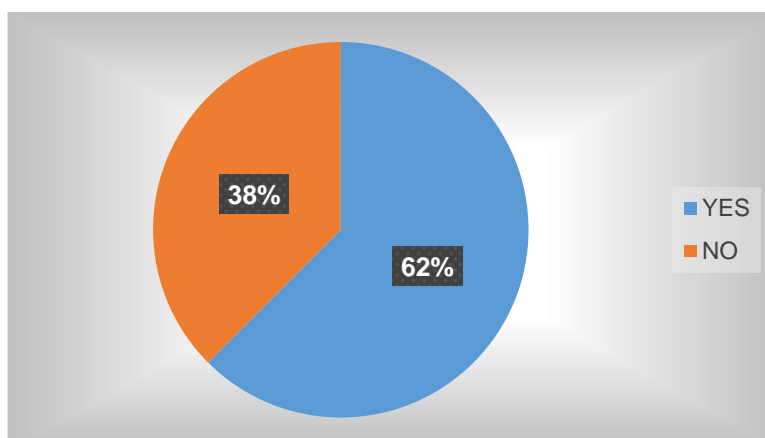
2. Do u want ICICI bank to have Sunday working?



77.71% of the customers demand or insist that Sunday must be working day for banks, may be because they are themselves employed throughout

the week. Remaining 22.28% of the customers are satisfied with the number of working days of ICICI bank in Thane district.

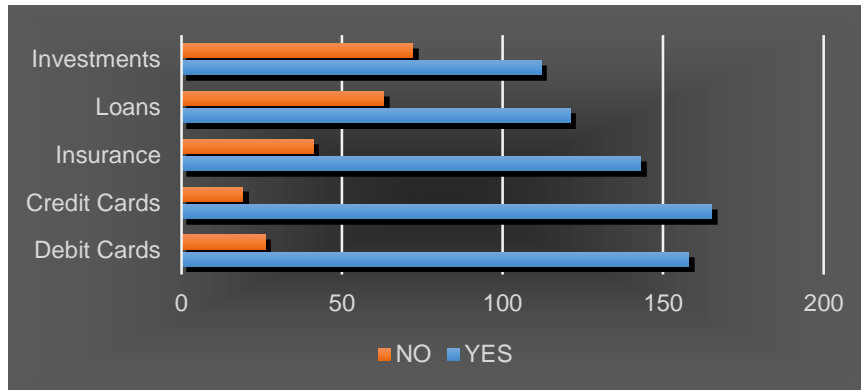
3. Require 24*7 banking services by ICICI bank?



115 respondents are in sheer need of 24*7 banking services and the remaining 69 respondents

do not use ICICI banking services throughout the day.

4. What are the various products offered by ICICI bank that you access?



Services	Yes	(%) round off	No
Debit Cards	158	85%	26
Credit Cards	165	89%	19
Insurance	143	77%	41
Loans	121	65%	63
Investments	112	60%	72

Conclusion:

Majority of the customers visit ICICI bank due to their improved services. Customers are happy and satisfied by the ICICI banking services as their services are of good quality. They find the branches of ICICI bank at convenient places and easily accessible. They are customers who have faced many problems which were not resolved by the ICICI bank. The research findings also reveal that the staff behavior during peak hours in the bank rude and ignorant. Still there is scope of banks to provide improved services to the customers for achieving customer loyalty.

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A Study on Digital Marketing: Consumer Behavior on Online and Offline Shopping

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DOI- 10.5281/zenodo.10669821

Abstract:

My research paper focus is on online v/s offline digital marketing and its impact on consumer behavior. The purpose of my research work is that from the responses I received the more responses were mostly in favor of online mode as it is a convenient source to buy any product from anywhere around the globe and so there is a need for encouragement towards offline marketing as well as buying. I have made a comparative study on both the modes. The ultimate objective of my research is to find which mode is frequently used and which one should be use more by creating awareness of it so that it will benefit to buyers/consumers who want to use both these modes effectively.

Keywords: Online v/s Offline Marketing, Consumer Behavior and Digital marketing.

Introduction:

Digital Marketing also called online marketing is the promotion of brands to connect with potential consumers using the internet and other form of digital communication. This includes not only email, social media and web-based advertising, but also text and multimedia messages as a marketing channel. Many customers go for purchasing offline so as to examine the product and hold the possession of the product just after the payment for the product. In this contemporary world customer's loyalty depends upon the consistent ability to deliver quality, value and satisfaction. Some go for offline shopping, some for online and many go for both kind of shopping. The focus of the study is on the consumer's choice to shop on internet and at the traditional stores at the information gaining period. However online shopping is easier for the people and less price than the offline shopping. While making any purchase decision consumer should know the medium to purchase whether online shopping or the offline shopping. Consumer should decide the channel for them which can best suit to their need and wants and which can satisfy them.

Review of Literature

(K.R. Mahalaxmi & P. Ranjith, 2016)

The aim of their study is to examine the implication of digital marketing in consumer purchase decisions and to find out that the consumers are aware of digital marketing and the digital Channels influence in their purchase decision.

(Anuj Bansal, Dr. Priyanka Srivastava, 2021)

A Comparative study of Consumer Buying Behavior in Internet Marketing with relation of Traditional Marketing focused on retailers in both online & offline marketing

(Dr. Omkar Dastane, 2020)

The study investigated the impact of digital marketing on the online purchase intention of e-

commerce consumers. The Mediating effect of customer relationship management (CRM) between digital marketing and online purchase intention was also accessed because previous researchers have not detailed the mediating effect.

(Barween Al Kurdi, 2022)

The study highlights the role of key various digital marketing channels. The study addressed the role of digital marketing Channels by using some applications (such as online Advertising, social media, emails marketing, and websites search engine) to be examined on the consumer buying decisions

5. (A Singh, 2023)

Advertising has been considered a popular management tool for dealing with the highly rapid technological changes and also marketing changes in today's competitive markets, and this management tool refers to the re-analysis and re-designs of tasks and also processes inside and outside the organization.

Statement of Problem:

After reviewing many research papers, journals and research projects it is understood that researchers have not taken into consideration that digital marketing has an impact on both online & offline mode which may in turn change the purchasing behavior of consumers.

So I had conducted a Questionnaire to know that what people like you and I feel about digital marketing and how it influence both modes of marketing(online/offline).

Objectives:

-To study the impact of digital marketing on consumer purchasing behavior.

-To compare online digital marketing with offline digital marketing in terms of consumer behavior.

-To suggest different ways to increase the use of digital marketing in both the modes.

Research Methodology:

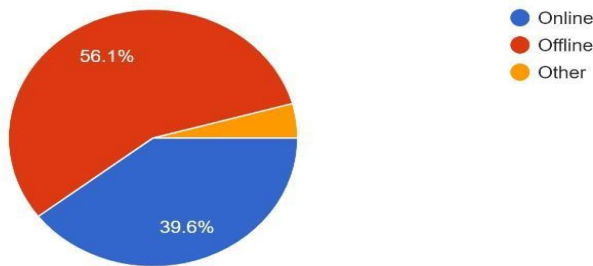
Research Universe	Navi Mumbai & Thane Region
C	Convenience Sampling
Sample Size	281 Respondents
Method of Collection	Primary & Secondary data
Method of Primary Data Collection	Pre-Structured Questionnaire
Method of Secondary Data Collection	Research Papers, Articles, Journal Projects
Data Analysis Techniques	Pie Graph

Questionnaire link:

<https://forms.gle/uEPZwV15U9pVQ7cQ7>

Data Analysis and Interpretation

1 Which mode will you prefer for shopping or buying a product
 278 responses



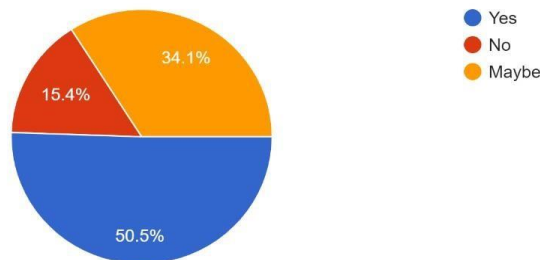
Data Analysis: As seen from the chart customer’s choice is still more towards offline shopping which is 56.1% rather than online shopping which is 39.6%.

Data Interpretation:

Customer’s loyalty is still for the offline shopping in spite of increased number of volumes in online shopping.

Data Analysis:

2. Does online shopping websites provides sufficient information ?
 279 responses

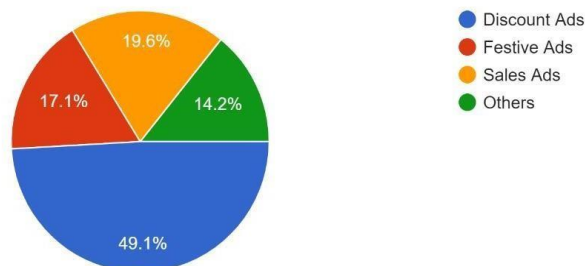


More than 50% of customers buying products online are getting sufficient information through websites of E-commerce.

Data Interpretation:

Still major portion of online buyers are still don’t agree or confused with the information provided by E-commerce websites.

3. What you like more in online shopping ?
 281 responses



Data Analysis:

The above data indicated that customers are shopping online because of Discount Ads shown via

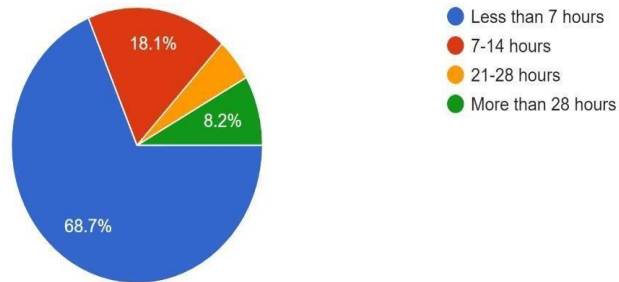
digital marketing i.e. 49.1% of online customers like Discount Ads., 19.6% of customers like Sales Ads, 17.1% customers buy during festive seasons etc.

Data Interpretation: From the above data we can interpret that Discount Ads attracts more customers

to buy products through online mode.

4. On average, how long do you spend persuing online store websites per week ?

281 responses



Data Analysis:

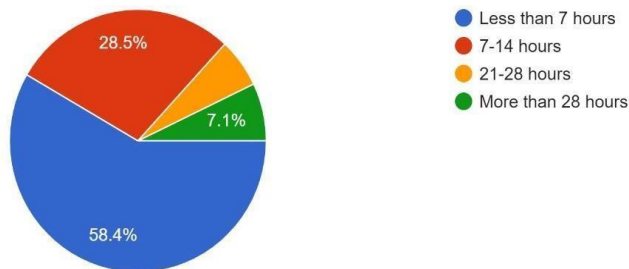
From the above chart we can see that customers spend less than 7 hours for buying product online is 68.7%, 18.1% customers spend 7-14 hours for buying product online and 8.2% customers spend more than 28 hours for buying products online.

Data Interpretation:

The above analysis shows that online customers spend very less time for shopping which may be because of time saving factor of online availability of product.

5. On average, how long do you spend in physical stores per week ?

281 responses



Data Analysis:

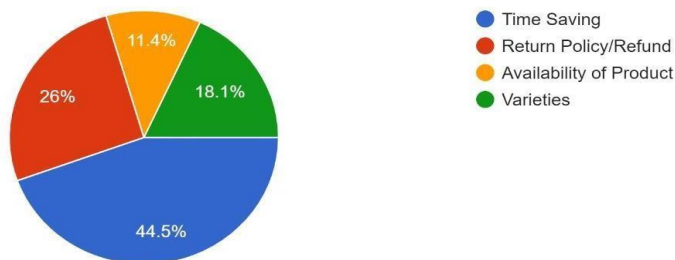
From the above chart we can see that customers spend less than 7 hours for buying product offline is 58.4%, 28.5% customers spend 7-14 hours for buying product offline and 7.1% customers spend more than 28 hours for buying products offline.

Data Interpretation:

The above analysis shows that offline customers spend very less time for shopping which may be because of loyalty or trust with the same vendors in physical shopping.

6. What attracts you more in online shopping ?

281 responses



Data Analysis:

From the above chart we can see that 44.5% customers are attracted more towards time saving factor in online shopping, 26% customers are

attracted towards return policy/refund, 11.4% customers are attracted towards availability of product and finally 18.1% customers likes different varities provided by online vendors.

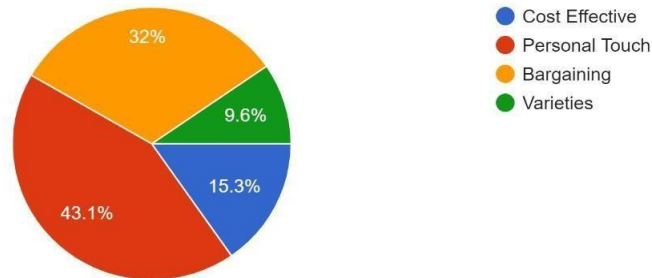
Data Interpretation:

The analysis shows that majority of customers are happy with the time saving factor in

online shopping which results in more number of volumes in online shopping.

7. What attracts you more in offline shopping ?

281 responses



Data Analysis:

The above data shows that 43.1% customers are attracted in personal touch while shopping in offline mode, 32% customers are attracted due to bargaining power of customer to buy product, 15.3% customers feels that they can spend less by purchasing product in offline mode whereas 9.6% customers still feels that there are more varieties in product in shopping through offline mode.

Data Interpretation:

The above analysis shows that still majority customers are of belief that they can buy in physical mode due to personal touch they get while shopping.

Findings:

From the responses, we came to understand that people feel the impact of digital marketing is more in modern methods and so we must try to use different systems like Knowledge management system, Management information system, etc. in offline mode so that traditional approaches will increase. And people are not aware that digital marketing can be done through both modes.

Limitations:

- The sample size is limited due to limited time.
- The data is collected from the Navi Mumbai and Thane region & it focuses mainly on youth.

Scope for Further Research:

Like how online has more scope in future, Offline marketing can also generate scope; if we make use of advanced technologies more in offline mode. Creating awareness of digital marketing through both the modes.

Conclusion:

Digital marketing is done to attain marketing objectives by using digital technology. Consumers are more likely to use online marketing but the digitalization in offline is less and so to increase it, we must use modern techniques like using Artificial Intelligence for marketing purposes. So the impact of it can be slowly seen in both mediums. The focus must be given more on Security Issues Resource allocation & automation Telecommunications, etc.

Recommendations:

- For online purchase factors such as bargaining variety checks options guarantee needs to be put in place to encourage online purchase.
- Improve Personalization with Data Insights.
- Offline marketing should also have importance as in some people are less educated and they won't be position to cope up with the earliest trends.
- Permit Online Activities to Happen Offline and Harness the Potential of Immersive Technology.

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Self-Efficacy of Secondary School Teachers In Relation To Their Gender and Job Satisfaction

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DOI- 10.5281/zenodo.10669845

Abstract

Teacher self-efficacy refers to teachers' belief in their ability to produce expected student outcomes. This belief has a powerful impact on students because it allows teachers to motivate even the most academically challenged students. Hence, the present investigation was carried out to study the self-efficacy of secondary school teachers in relation to their gender and job satisfaction. Descriptive Survey method of research was used for this study. A sample of 750 secondary school teachers was selected by employing incidental sampling technique. Data were collected by using standardized research tools i.e. Teacher's Self-Efficacy Scale by Sood and Sen and Teacher's Job Satisfaction Scale by Y. Mudgil, I.S. Muhar and P. Bhatia. Descriptive statistics and Analysis of variance were used to analyze the data. There was no significant difference in self-efficacy of secondary school teachers with respect to their gender. Secondary school teachers with different level of job satisfaction differed significantly from each other with regard to their self-efficacy. Gender and job satisfaction taken together have no significant interactional effect on self-efficacy of secondary school teachers.

Keywords: Self-Efficacy, Gender, Job Satisfaction.

Introduction

Teacher efficacy, as a belief, is expected to guide teachers' behaviour decisions and motivation in the classroom. As a belief, teacher efficacy is expected to guide teachers' behaviour decisions and motivation in the classroom. Teachers must not only be psychologically and physically comfortable in order to teach effectively, but they must also believe that they can make a difference in the lives of the children whom they are teaching and those who are learning. They must believe that their professional work is making a difference in the lives of their students. Teacher efficacy for teaching, in particular, influences their daily teaching decisions and willingness to employ specific strategies and techniques. Self-efficacy has a significant impact on how people think, feel, act, and motivate themselves.

A higher sense of self-efficacy leads people to view difficult situations as tasks to be completed rather than dangers to be avoided. They create tough goals and show a deeper sense of dedication to them, as well as higher intrinsic interest and attention in their work. Job is a vital component of human activity. A job is an effective way to satisfy many kinds of demands, including those for ego, security, and social requirements. The concept of 'job-satisfaction' has come from Industrial Psychology and it is now one of very extensively explored aspect of human efficiency at work. When there is satisfaction in job, work is done with great care and sincerity. Job-satisfaction is the whole matrix of job factors that make a person like work situation and be willing to lead for it without distaste at the beginning of this work day. Job satisfaction essentially implies one of the most pleasant and

keenly sought-after state of mind. It can be made a vehicle for the achievement of a higher end. High quality teaching staff is the foundation of any effective educational system. Since regular interactions between teachers and students are the core of the educational process, finding and keeping excellent teachers is the most important requirement for education. Understanding the elements that contribute to teaching quality is crucial for the development of high quality.

One of these elements is job satisfaction, which has received extensive study from organizational scholars and has been connected to both organizational commitment and performance. Job satisfaction requires taking into consideration variables like pay, supervision, stability of employment situation, prospects for progress, aspiration level of employers, and social position. It is the degree of agreement between one's expectations and their rewards. It directly affects how well an employee performs. An employee's attitude toward the workplace will be positive if they are properly compensated, given improved opportunities for advancement, given good working circumstances, and requested to work in a friendly setting. This optimistic outlook will result in improved performance and increased output in both quality and quantity. **Singh and Katlana (2015)** revealed from the study that mean score of self-efficacy of male teachers of universities (3.72) was less than self-efficacy of female teachers of universities (4.16) Hence it was concluded that self-efficacy of female teachers were higher than male teachers.

Kent and Giles (2017) revealed from the responses of the participants that 91% of participants

incorporated technology, whereas 95% of participants reported confident in their ability to utilize technology in teaching. It was further revealed that 90% of participants had confidence of incorporating technology in their curriculum.

Soto and Rojas (2019) inferred from the study that teacher self-efficacy job satisfaction, promoter citizenship behaviour, and organizational citizenship behaviour were positively and significantly related to each other.

Demir (2020) concluded from the study that self-efficacy beliefs had a positive effect on teachers 'motivation, organizational commitment, job satisfaction and job involvement. Further, the study showed that there was a positive relation between self-efficacy and organizational commitment whereas job satisfaction had direct and indirect impact on job involvement.

Hasan and Ibourk (2021) found a positive correlation between self-efficacy and job satisfaction whereas both dimensions of teacher burnout (emotional exhaustion and depersonalization) were negatively related to job satisfaction.

Medaille et al. (2022) concluded from the study that sense of confidence varied throughout thesis process, several factors was identified which intervened self-efficacy of students.

It has been observed on the basis of the thorough review of the literature that very few studies are on self-efficacy of secondary school teachers with respect to job satisfaction. Hence, it was decided to see the impact of gender and job satisfaction on self-efficacy of secondary school teachers.

Objectives of the Study

1. To study the gender-wise difference in self-efficacy of secondary school teachers.
2. To study the difference in self-efficacy of secondary school teachers with respect to their level of job satisfaction.
3. To study the interactional effect of gender and job satisfaction on self-efficacy of secondary school teachers.

Hypotheses of the Study

1. There exists no significant difference in self-efficacy of secondary school teachers with respect to their gender.
2. There exists no significant difference in self-efficacy of secondary school teachers with respect to their level of job satisfaction.
3. There exists no significant interaction between gender and job satisfaction with respect to self-efficacy of secondary school teachers.

Methodology

In the present investigation, descriptive method of research was used to achieve the objectives of the study.

Sampling

A representative sample of 750 secondary school teachers were selected from schools of Shimla, Solan and Sirmour districts of Himachal Pradesh by employing incidental sampling technique.

Research Tools Used

In the present study, following research tools were used:

1. Teachers' Self-Efficacy Scale by Sood and Sen (2017)
2. Teacher's Job Satisfaction Scale by Y. Mudgil, I.S. Muhar and P. Bhatia (2012).

Analysis of Data

For analysis and interpretation of data, descriptive statistics and analysis of variance (ANOVA) were used, details of which is given below:

In order to study the main and interactional effects of gender and level of job satisfaction on self-efficacy of secondary school teachers, Analysis of Variance (2x3 factor design) having two types of gender i.e. male and female and three levels of job satisfaction i.e. high, moderate and low, was applied on the mean scores of self-efficacy of secondary school teachers. The means and standard deviations of self-efficacy scores with respect to gender and level of job satisfaction are given in Table 1.

Table 1:
Means and Standard Deviations Of Self Efficacy Scores With Regard To Gender And Job Satisfaction

Sr. No.	Level of Job Satisfaction (B) Gender (A)		Mean Self-Efficacy Scores			
			High Level	Moderate Level	Low Level	Total
I	Male	Mean	235.50	227.93	225.35	228.76
		S.D.	37.359	35.359	23.855	34.649
		N	64	325	48	437
II	Female	Mean	236.14	237.39	220.16	234.80
		S.D.	31.299	28.040	23.969	28.521
		N	43	226	44	313
III	Total	Mean	235.76	231.81	222.87	231.28
		S.D.	34.897	32.862	23.921	32.352
		N	107	551	92	750

From the mean scores of self-efficacy of secondary school teachers with regard to gender and job

satisfaction, F-values were calculated. The results are given in the Table 2 as follows:

Table 2
Summary Of The Results Of Analysis Of Variance For Self-Efficacy Of Secondary School Teachers With Respect To Gender And Job Satisfaction

Sr. No.	Source of Variation	Sum of Squares	df	Mean Squares (Variance)	F-Ratio
I	Gender (A)	268.415	1	268.415	0.262 ^{NS}
II	Job Satisfaction (B)	9567.309	2	4783.655	4.667*
III	Interaction (AxB)	5195.26	2	2597.63	2.534 ^{NS}
IV	Error Variance	762533.56	744	1024.911	
V	Total	783924.759	749		

NS-Non Significant

*** Even at 0.05 level of significance**

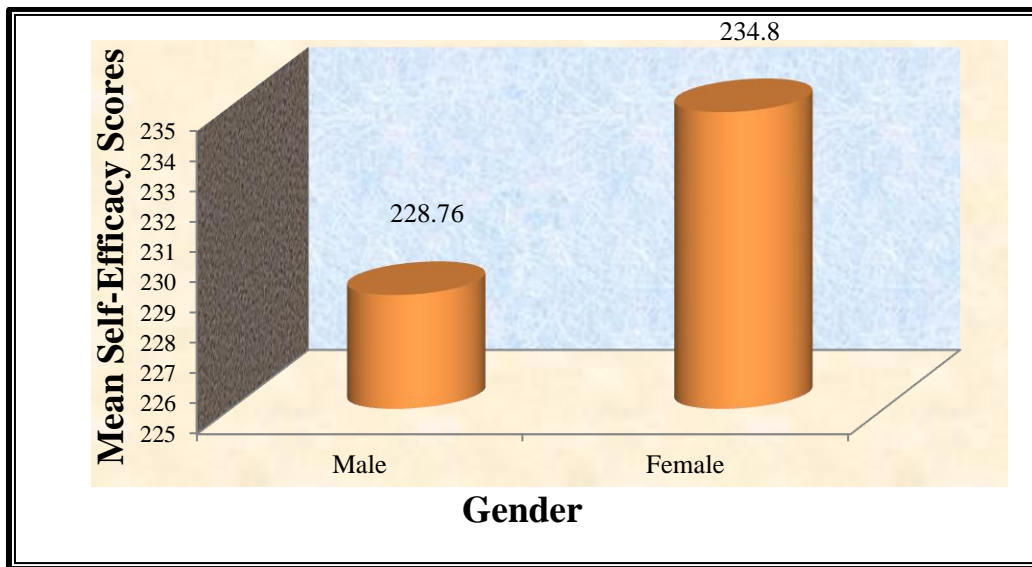
(i) Main Effects

(a) Gender (A)

The calculated value of 'F-Ratio' for the main effect of gender on the self-efficacy of secondary school teachers, for a degree of freedom 1 and 744, was found to be 0.262 which is below the F-table value 3.85 even at 0.05 level of significance. Hence, the Hypothesis no. 1 that, "There exists no significant difference in self-efficacy of secondary school teachers with respect to their gender" was

retained. Thus, it is interpreted that there is no significant difference in self-efficacy of secondary school teachers with respect to their gender. However, on the basis of mean values, it is clear that female secondary school teachers possessed high level of self-efficacy (Mean-234.80) as compared to male secondary school teachers (Mean-228.76). The mean self-efficacy scores of male and female secondary school teachers were shown in Figure 1 as follows:

Figure 1
Mean Self-Efficacy Scores of Male and Female Secondary School Teachers

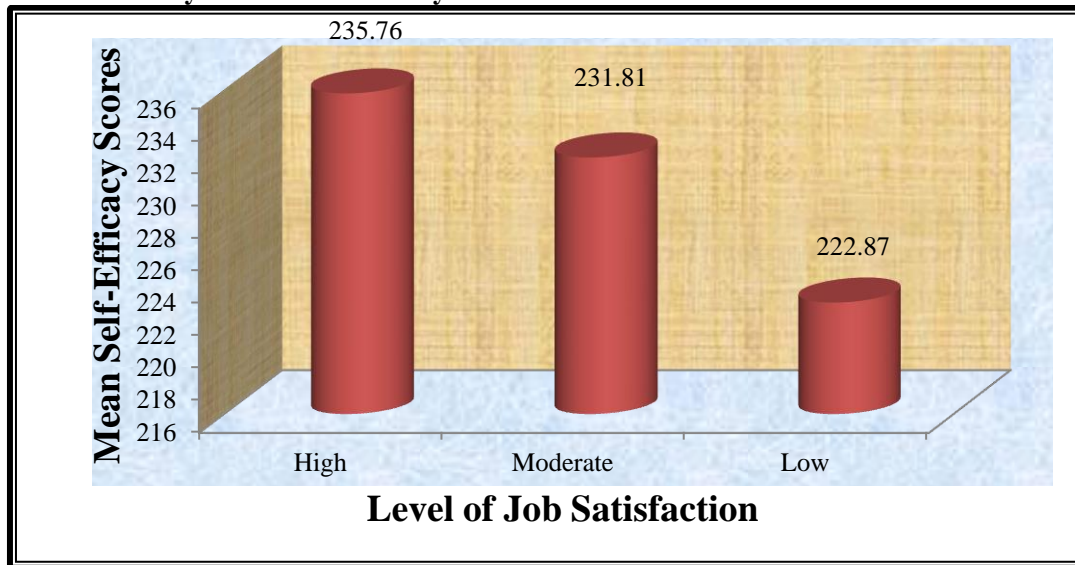


(B) Job Satisfaction (B)

The calculated value of 'F' for finding the main effect of job satisfaction on self-efficacy of secondary school teachers, for degrees of freedom 2 and 744, came out to be 4.667 which is greater than the F-table value 4.63 at 0.01 level of significance. Hence, the Hypothesis no. 2 that, "There exists no significant difference in self-efficacy of secondary

school teachers with respect to their level of job satisfaction," was not retained. Hence, it can be concluded that secondary school teachers with different level of job satisfaction differed significantly from each other with regard to their self-efficacy. The Figure 2 shows the mean self-efficacy scores of secondary school teachers with respect to level of job satisfaction.

Figure 2
Mean Self-Efficacy Scores of Secondary School Teachers with Different Level of Job Satisfaction



In order to locate the significant difference in self-efficacy of secondary school teachers with regard to different level of job satisfaction, statistical technique 't' test was applied, details of which are given below:

(i) Self-Efficacy of Secondary School Teachers with respect to High Job

Satisfaction and Moderate Job Satisfaction

Table 3 shows the value of means, standard deviations, standard error of difference between means and t-value.

Table 3

'T' value showing the significance of difference in mean self-efficacy scores of secondary school teachers in relation to High and Moderate level of Job Satisfaction

Sr. No.	Comparison Groups	N	Mean	SD	df	SED	t-Value
1	High Job Satisfaction	107	235.76	34.897	656	3.51	1.124 ^{NS}
2	Moderate Job Satisfaction	551	231.81	32.862			

NS-Non Significant

The observed value of 't' for testing the significant difference in mean self-efficacy scores of secondary school teachers with high job satisfaction and secondary school teachers having moderate level of job satisfaction, came out to be 1.124 which is not significant even at 0.05 level of significance, for df 656. It means that there exists no significant difference in self-efficacy of secondary school teachers having high and moderate level of change proneness. However, on the basis of mean values,

secondary school teachers with high job satisfaction possessed high self-efficacy as compared to teachers with moderate level of job satisfaction.

(ii) Self-Efficacy of Secondary School Teachers with respect to High Job Satisfaction and Low Job Satisfaction

Table 4 shows the value of means, standard deviations, standard error of difference between means and t-value.

Table 4

't' Value Showing the Significance of Difference in Mean Self-Efficacy Scores of Secondary School Teachers in Relation to High and Moderate level of Job Satisfaction

Sr. No.	Comparison Groups	N	Mean	SD	df	SED	t-Value
1	High Job Satisfaction	107	235.76	34.897	197	4.31	2.989**
2	Low Job Satisfaction	92	222.87	23.921			

****Significant at 0.01 Level of Significance.**

Table 4 shows the computed 't' value for finding the significance of difference in the mean self-efficacy scores of secondary school teachers having high level of job satisfaction and low level of job satisfaction, which is 2.989. This value is significant at 0.01 level of significance, for df 197. Hence, it may be said that there exists a significant difference in the self-efficacy of secondary school teachers with high and low level of job satisfaction. Further, secondary school teachers having high level

of job satisfaction (Mean-235.76) possessed high self-efficacy as compared to secondary school teachers having low level of job satisfaction (mean-222.87).

(iii) Self-Efficacy of Secondary School Teachers with respect to Moderate Job Satisfaction and Low Job Satisfaction

The value of means, standard deviations, standard error of difference between means and t- value are given in Table 5 as follows:

Table 5

't' Value Showing the Significance of Difference in Mean Self-Efficacy Scores of Secondary School Teachers in Relation to Moderate and Low level of Job Satisfaction

Sr. No.	Comparison Groups	N	Mean	SD	df	SED	t-Value
1	Moderate Job Satisfaction	551	231.81	32.862	641	3.58	2.501**
2	Low Job Satisfaction	92	222.87	23.921			

****Significant at 0.01 Level of Significance.**

The calculated value of 't' for testing the significance of mean scores of self-efficacy of secondary school teachers with moderate level of job satisfaction and secondary school teachers having low level of job satisfaction, came out to be 2.501 which is significant at 0.05 level of significance, for df 641. Hence, it may be said that secondary school teachers having moderate level of job satisfaction differed significantly from secondary school teachers having low level of job satisfaction with respect to their self-efficacy. Further, from the mean scores, it is clear that secondary school teachers having moderate level of job satisfaction (231.81) possessed high self-efficacy as compared to secondary school teachers having low level of job satisfaction (222.87).

(ii) Interactional Effect (AXB)

The obtained value of 'F' for the interactional effect of gender and job satisfaction on self-efficacy of secondary school teachers, came out to be 2.534 for a degree of freedom 2 and 744 . This value is below the F-table value 4.63 at 0.01 level of significance. Hence, the Hypothesis no. 3 that, "There exists no significant interaction between gender and job satisfaction with respect to self-efficacy of secondary school teachers" was retained. Therefore, it may be interpreted that the gender and job satisfaction taken together have no significant interactional effect on self-efficacy of secondary school teachers.

Conclusions:

1. There was no significant difference in self-efficacy of secondary school teachers with respect to their gender. However, on the basis of mean values, it is clear that female secondary school teachers possessed high level of self-

efficacy (Mean-234.80) as compared to male secondary school teachers (Mean-228.76).

2. Secondary school teachers with different level of job satisfaction differed significantly from each other with regard to their self-efficacy. There existed no significant difference in self-efficacy of secondary school teachers having high and moderate level of change proneness. However, on the basis of mean values, secondary school teachers with high job satisfaction possessed high self-efficacy as compared to teachers with moderate level of job satisfaction. Secondary School teachers having high level of job satisfaction (Mean-235.76) possessed high self-efficacy as compared to secondary school teachers having low level of job satisfaction (mean-222.87). Secondary school teachers having moderate level of job satisfaction differed significantly from secondary school teachers having low level of job satisfaction with respect to their self-efficacy. Further, from the mean scores, it is clear that secondary school teachers having moderate level of job satisfaction (231.81) possessed high self-efficacy as compared to secondary school teachers having low level of job satisfaction (222.87).
3. There existed no significant interaction between gender and job satisfaction with respect to self-efficacy of secondary school teachers. Therefore, it may be interpreted that the gender and job satisfaction taken together have no significant interactional effect on self-efficacy of secondary school teachers.

Implications:

The present research was done to investigate the self-efficacy of secondary school

teachers in relation to their gender and job satisfaction. The findings of the study revealed that there was no significant difference in self-efficacy of secondary school teachers with respect to their gender. However, on the basis of mean values, it is clear that female secondary school teachers possessed high level of self-efficacy as compared to male secondary school teachers. Hence, there is a great need to increase the self-efficacy of both gender especially male secondary school teachers. It was further revealed that Secondary school teachers with different level of job satisfaction differed significantly from each other with regard to their self-efficacy. Secondary School teachers having high level of job satisfaction possessed high self-efficacy as compared to secondary school teachers having low level of job satisfaction. Further, it was found that secondary school teachers having moderate level of job satisfaction possessed high self-efficacy as compared to secondary school teachers having low level of job satisfaction. Unless a teacher is satisfied with his/her job, he/she cannot deliver his/her best and he/she will be a loss not to himself/herself only but also to the whole education system. For improving the level of job satisfaction in teachers; principals, school management and head of institutions should provide them with creative and meaningful tasks because repetitive routine work often leads to dissatisfaction to the job. Highly qualified teachers at low grade posts feel job dissatisfaction, so performance based promotion avenues should be made available for the teachers. There should be regular exchange of teachers working in rural and urban schools. The teacher should be provided opportunity to self-pace themselves. The frequent and non-critical feedback of teacher can improve their level of job satisfaction. Social security and special allowances should be provided. Activities such as celebration of teacher's day, cultural events etc. can enhance their level of job satisfaction and professional commitment which ultimately affect their self-efficacy significantly.

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Navigating Diverse Realms: A Holistic Review of Mumbai's Tourism, Employment, Banking, Transportation, and Education Landscapes

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DOI- [10.5281/zenodo.10669882](https://doi.org/10.5281/zenodo.10669882)

Abstract

This review paper explores various aspects of Mumbai, including tourism, education, transportation, banking, and employment, by examining the challenges and dynamics associated with each. This article explores the complexities of various sectors through empirical studies, providing insights into the factors that influence tourists of different age groups, the criteria that guide students' organizational choices, user satisfaction in banking, and the intricacies of traditional taxi services. In addition, the collection examines the urgent problem of decreasing student attendance in commerce colleges, measures passenger satisfaction in the Mumbai Metro Corridor, evaluates the demand for air-conditioned buses in Kalyan-Dombivli, and examines the educational environment for female students in higher education institutions. The findings collectively offer a comprehensive understanding of Mumbai's socio-economic landscape, providing practical insights to improve various aspects of the city's infrastructure and services.

Keywords: Mumbai; social science; socio-economic landscape; satisfaction

Introduction

Mumbai is a vibrant and diverse city that represents India's economic and cultural variety. Mumbai, being the economic hub of the nation, is a vast city that encompasses a wide range of industries and sectors, all of which contribute to its dynamic fabric. This extensive review explores five crucial domains that influence the core of Mumbai: tourism, employment, banking, transport, and education. These domains are vital to the city, each with its own distinct rhythm and contributing a unique color to Mumbai's cultural landscape. Together, these domains reflect the difficulties, successes, and intricacies involved in managing the delicate equilibrium of a constantly active city.

Discussion:

Kakkad, P., Sharma, K., & Bhamare, A. (2021), in their article on "An Empirical Study on Employer Branding to Attract and Retain Future Talents," aimed to ascertain the criteria that graduating students consider when selecting an organisation, as well as to investigate the predominant factor that students from private institutes prioritise in their organisation selection process. This study identified 'Growth and Opportunities' and 'Company Brand' as the primary factors that final-year students consider when choosing an organisation. The study uncovered a significant discrepancy in the influence of the organisational characteristic 'Salary and Perks' among participants from various types of institutions. More precisely, participants from private institutions considered it to be a vital influential factor, in contrast to those from government institutions. The study provides employers with valuable insights to optimise their strategies for improving employer branding, with the aim of more effectively attracting on-campus talent. A sample of 253 individuals participated in the study, which involved the administration of a structured questionnaire. The collected data was analysed using

statistical methods such as mean scores and ANOVA tests.

Makrani, F., & Sharma, K. (2023), in their article on "A Study on Customer Satisfaction Towards Traditional Taxis in South Mumbai," analyse the socio-economic characteristics of customers who utilise traditional taxi services and assess their level of satisfaction with these taxis. This study aims to assess the satisfaction levels pertaining to cleanliness, luggage space, fare charges, safety and security, comfort, driving ability, driver assistance, driver's appearance, driver's attitude, driver's knowledge of routes and destinations, lighting and ventilation, functionality of the booking app, vehicle speed, and travel time in comparison to traditional taxis in metropolitan and urban areas of India. The study focuses on the target population, which consists of customers who use traditional taxi services. A sample of 140 respondents was selected using the non-probability convenience sampling method. The researchers employed the independent sample t-test and one-way ANOVA for statistical analysis to accomplish this. The study found a strong correlation between demographic factors, such as gender and occupation, and the level of satisfaction.

Nayak, K. M., & Sharma, K. (2019), in their article on "Measuring Innovative Banking User's Satisfaction Scale," evaluate the reliability and validity of an innovative user satisfaction scale for banking in the Indian banking sector. Researchers collected the data using a survey methodology and evaluated the reliability and accuracy of the data and scale through confirmatory factor analysis with the assistance of IBM SPSS and AMOS software. The study has identified a comprehensive and precise multidimensional scale that includes seven dimensions—perceived usefulness, convenience, security, web design, internet charges, speed, and employees—for evaluating user satisfaction in the

banking sector. The study did not investigate the role of demographic variables as mediators or moderators. The researchers primarily collected data from four distinct regions within the Valsad District of Gujarat State in India, with the aid of commercial banks. After eliminating atypical instances, a grand total of 250 logical responses were acquired. The study utilised convenience sampling as the sampling methodology. The study's novelty lies in the identification of a reliable multidimensional scale for evaluating the satisfaction experience of users of innovative banking services.

Sarkar, P., & Sharma, K. (2021), in their article on "A Study on the Persistent Issues of the Tourism Sector Faced by the Indian Tourists," analyse the persistent obstacles faced by the Indian tourism industry using data gathered from an online survey and secondary sources. Attributes such as Lack of Supportive Infrastructure & Facilities, Issues of Basic Health & Hygiene, Issues of Safety & Security, Issues of Reliability, Non-Standardisation of Rates & Fares, Government Policies, Lack of Tourism Marketing Promotion Strategies, Language & Communication Barrier, Issues regarding Cuisine & Food Habits, and Natural Calamities & Terror Attacks were considered regarding the issues of the Indian tourism sector faced by the tourists. The study employed a non-probability sampling technique to gather 110 responses from a diverse group of participants. The researchers tested the hypothesis using the Kruskal-Wallis non-parametric technique and found evidence to reject the null hypothesis. The study revealed that tourists belonging to diverse age groups hold distinct viewpoints regarding the present challenges faced by the Indian tourism industry. The study's findings indicate that various age groups of tourists encounter specific obstacles and anxieties while engaging in travel within the Indian tourism industry. Younger generations commonly excel at adapting to and negotiating challenges pertaining to cuisines, food, language, and communication. The older generations place a higher importance on ensuring safety and security, maintaining good health, and preventing natural disasters and terrorist attacks. Hence, the difficulties faced by tourists differ based on their age and level of maturity.

Sharma, K. (2015), in his article on "Travel Demand for Air-Conditioner Buses in Kalyan-Dombivali Region," examines the need for air-conditioned buses in the Kalyan-Dombivali region, acknowledging the growing significance of bus services because of improving living standards. The study seeks to evaluate the practicality of implementing air-conditioned buses and analyse the financial accessibility for passengers. The researchers analyse a sample of 9,985 Kalyan-Dombivli Municipal Transport (KDMT) commuters and use a Chi-Square test to examine the correlation between passenger income and the desire for air-conditioned buses. The

findings indicate that most bus commuters are young, between the ages of 19 and 34. Additionally, 39.10% of these commuters have an income between 1 and 5 lakhs. The study revealed that a significant proportion of commuters belonged to lower and middle-income brackets, thereby prompting concerns regarding the financial feasibility of air-conditioned buses for this demographic. The study reveals that although the demand for AC buses is generally low, there is a specific group of potential commuters who show interest in using them. This indicates that there is a chance to strategically introduce AC buses on certain routes, considering the specific needs of commuters and their ability to afford the service.

Sharma, K., & Poddar, S. (2018), in their article on "An Empirical Study on Service Quality at Mumbai Metro-One Corridor," evaluate the level of service quality and passenger satisfaction in the Mumbai Metro Corridor, a vital transportation system in India. The study employed a standardised questionnaire and gathered data from a randomly selected sample of 50 participants. The researchers examined the factors that impact the quality of rail transport service in metropolitan areas, conducted an analysis of customer satisfaction with railway services, and identified demographic variables that affect the quality of railway passenger service. The study revealed that passengers generally express satisfaction with the services provided by the rail system. However, there is room for improvement in several areas, including sanitation facilities, train infrastructure, porter behaviour, responsiveness of railway doctors, and the staff's ability to address queries and meet the needs of passengers. Conclusion suggests enhancements in multiple areas, including augmenting ticket counters, improving parking facilities, and offering superior services for individuals with disabilities. This study highlights the significance of customer satisfaction in the service industry, specifically in railway transportation, and proposes practical measures to improve the quality of services provided by the Mumbai Metro Corridor.

Vora, K., & Sharma, K. (2018), in their article on "Factors Influencing Participation of Female Students in Higher Education w.r.t Commerce Colleges in Mumbai," specifically examine the educational setting for female students in Mumbai's higher education institutions, which are renowned for their economic progress. The objective of the study is to examine the determinants that impact the decision of female students to pursue higher education, particularly in undergraduate commerce colleges. A total of 161 female students were surveyed using questionnaires to gather data on their profiles, motivations for pursuing or not pursuing higher education, and the factors that influenced their decisions. A systematic sampling method is employed to gather the data. The findings highlight the significant desire among female students to seek higher

education to achieve financial independence, fulfil parental expectations, and gain societal acknowledgement. The primary factors that deterred individuals from pursuing further education were either the unavailability of funds, a lack of guidance, or already had jobs without higher studies degrees or certificates. Respondents have received significant support from their family and friends, as well as encouragement from their college and teachers, to pursue professional programmes or master's degrees after their graduation. The study suggests that providing early career guidance and promoting greater involvement in extracurricular activities can effectively enhance the participation of female students in higher education.

Vora, K., Sharma, K., & Kakkad, P. (2020), in their article on "Factors Responsible for Poor Attendance of Students in Higher Education with Respect to Undergraduate Commerce Colleges in Mumbai," examine the widespread problem of decreasing student attendance in undergraduate commerce colleges in Mumbai. The study seeks to identify the factors contributing to low attendance and suggest strategies to improve student engagement, acknowledging the significant impact of active participation on academic achievement. The primary data collection employed the self-structured questionnaire method, while a sample of 343 respondents was selected using the convenient non-probability sampling method. The researchers conducted exploratory factor analysis on 33 variables and identified eight factors that contribute to low attendance: students' approach, quality of teaching, college environment, career orientation, family and health, social influences, curriculum, and miscellaneous factors. The analysis highlights the importance of variables such as the quality of teaching, family and health-related considerations, and students' individual approach. The paper highlights the difficulties encountered by educators when trying to implement innovative teaching methods in the presence of low attendance. The study's findings provide valuable insights for universities, colleges, educators, and parents to understand the underlying factors contributing to low attendance rates. This knowledge can facilitate the development of effective strategies to enhance students' engagement and academic achievement in higher education.

Conclusion

As Mumbai navigates through these diverse realms, this article collectively offers valuable insights for policymakers, businesses, educators, and urban planners. Addressing the identified challenges and leveraging the opportunities presented in these sectors will contribute to Mumbai's continued growth and resilience. This comprehensive exploration reinforces the notion that a city as dynamic as Mumbai requires multifaceted solutions and collaborative efforts to

ensure sustainable development across its various sectors.

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Revolutionizing Rural Life: The Power of E-Commerce and Digital Transformation

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DOI- 10.5281/zenodo.10669949

Abstract:

In recent years, digital transformation has become a driving force in reshaping societies and economies globally. This transformation has not only been limited to urban areas but has also penetrated rural landscapes, bringing about significant changes in governance and commerce. This abstract provides an overview of the transformative impact of e-governance and e-commerce in rural development, highlighting the benefits, challenges, and the potential for a more inclusive and sustainable future. The digital landscape is reshaping rural development, introducing unprecedented opportunities and challenges. This study aims to delve deeply into the transformative potential of e-governance and e-commerce in rural life, focusing on the specific objectives that will guide our exploration. In a world where connectivity and digitalization are becoming synonymous with progress, understanding the intricacies of this great digital transformation is paramount. The objectives of this study are crafted to offer comprehensive insights into the impact, challenges, and opportunities presented by the integration of e-governance and e-commerce in rural development.

Key word: digital transformation, rural life, e-commerce

Introduction:

E-governance in rural areas involves the use of digital technologies to enhance government services, communication, and accessibility for rural communities. The integration of digital platforms in governance facilitates efficient service delivery, transparency, and citizen engagement. This abstract explores the various facets of e-governance in rural development. Digital platforms enable rural residents to access essential services such as healthcare, education, and agricultural support, overcoming geographical barriers and improving overall quality of life. E-governance fosters transparency in government operations, reducing corruption and ensuring accountability. Real-time data tracking and reporting mechanisms empower citizens to actively participate in the decision-making process. Digital payment systems and financial services reach remote areas, promoting financial inclusion and empowering rural communities economically.

E-Commerce in Rural Life:

The Dawn of Digital Transformation In the era of digital transformation, E-commerce has emerged as a game-changer. Previously, the notion of shopping moved around brick-and-mortar stores. Now, it has shifted to online platforms. E-commerce has particularly shown immense potential in rural areas. In rural life, E-commerce has brought a paradigm shift. It has not only changed the way people shop but also how businesses operate. By embracing digital transformation, businesses can reach a wider audience. They can also provide better customer services. The Rise of E-commerce in Rural Areas E-commerce has risen significantly in rural areas. It has given the rural population access to a variety of products. Previously, they had to travel to

cities for shopping. Now, they can shop from the comfort of their homes. E-commerce has been a boon for rural businesses too. It has given them a platform to showcase their products. They can now reach customers beyond their local area. This has led to increased sales and better business growth.

The integration of e-commerce in rural areas holds immense promise for economic growth, job creation, and enhanced market access. However, this transformation is not without its challenges. This exploration delves into the multifaceted hurdles and complexities involved in implementing e-commerce in rural areas, despite the undeniable benefits it brings.

Digital Literacy and Awareness:

Despite the widespread adoption of digital technologies, a significant challenge in rural areas is the lack of digital literacy and awareness. Many residents may not be familiar with online transactions, digital marketing, or the nuances of e-commerce platforms. Bridging this knowledge gap is essential to ensure that the rural population can fully participate in and benefit from the digital marketplace.

Infrastructure Limitations:

Rural areas often grapple with infrastructure limitations, including unreliable internet connectivity and sporadic electricity supply. The seamless operation of e-commerce platforms requires a robust digital infrastructure, and the absence of such facilities can impede the adoption of e-commerce in rural regions. Overcoming these limitations demands strategic investments in infrastructure development.

Access to Digital Devices:

The availability and affordability of digital devices pose another challenge in rural areas. Many residents may not have access to smartphones, computers, or other devices necessary for engaging with e-commerce platforms. Initiatives to make these devices more accessible and affordable are crucial for broadening the reach of e-commerce in rural communities.

Logistical Constraints:

E-commerce involves the physical movement of goods, and rural areas often face logistical challenges such as inadequate transportation networks and storage facilities. Timely and reliable delivery becomes a critical concern, impacting customer satisfaction and the overall efficiency of e-commerce operations in rural settings.

Resistance to Change:

Cultural and social factors contribute to resistance against the adoption of new technologies in rural areas. Traditional methods of conducting businesses and transactions may be deeply ingrained in the local culture, making it challenging to introduce and implement e-commerce practices. Overcoming this resistance requires targeted community engagement and awareness campaigns.

Regulatory and Policy Challenges:

The regulatory landscape for e-commerce is continually evolving, and rural areas may face challenges in adapting to and complying with new regulations. Lack of clarity, cumbersome bureaucratic processes, and a mismatch between existing policies and the dynamic nature of e-commerce can hinder its effective implementation in rural contexts.

Security and Privacy:

E-commerce transactions involve the exchange of sensitive information, and concerns about cybersecurity and privacy may deter potential users. Rural residents, who may have limited exposure to digital security practices, could be particularly vulnerable to online threats. Addressing these concerns is crucial to building trust in e-commerce platforms.

Limited Product Diversity:

The scope of e-commerce in rural areas may be limited by the types of products traditionally produced in these regions. A lack of product diversity can restrict the attractiveness of e-commerce platforms to both sellers and buyers. Strategies to encourage the diversification of local products are essential for maximizing the potential of e-commerce in rural economies.

Dependency on Intermediaries:

In some cases, rural producers may still find themselves dependent on intermediaries even in the digital marketplace. This dependency can negate some of the benefits of e-commerce, as

intermediaries may still control aspects of market access and pricing, reducing the direct impact on the income of rural producers.

Sustainability and Environmental Concerns:

The environmental impact of increased transportation and packaging associated with e-commerce can be a concern, especially in rural areas where sustainable practices are integral to community values. Balancing the economic benefits of e-commerce with environmental sustainability is a challenge that needs careful consideration.

Challenges and Opportunities:

While the digital transformation in rural areas presents numerous opportunities, it also comes with challenges such as digital literacy, infrastructure limitations, and cybersecurity concerns. This abstract addresses these challenges and emphasizes the need for collaborative efforts from governments, private sectors, and non-profit organizations to create an enabling environment for sustainable digital transformation in rural development.

Digital Literacy and Awareness:

Rural populations often lack the necessary digital literacy and awareness to fully leverage e-governance and participate in e-commerce activities. Bridging this gap requires comprehensive educational initiatives to empower individuals with the skills needed to navigate the digital landscape.

Infrastructure Limitations:

Rural areas frequently face challenges related to inadequate technological infrastructure, including limited internet connectivity and unreliable power supply. The absence of robust infrastructure hinders the seamless implementation of e-governance services and inhibits the growth of e-commerce activities.

Access to Technology:

The availability and affordability of digital devices pose a challenge in rural areas. Many residents may not have access to smartphones or computers, hindering their ability to engage with digital platforms for governance or commerce.

Security and Privacy Concerns:

The digital transformation brings forth concerns about cybersecurity and the privacy of user data. Rural communities may be particularly vulnerable to cyber threats due to limited awareness and inadequate security measures.

Resistance to Change:

Cultural and social factors may contribute to resistance against the adoption of digital practices in rural areas. Traditional methods of governance and commerce may be deeply ingrained, requiring careful consideration and community engagement to overcome resistance.

Economic Disparities:

Economic disparities within rural communities can impact the equitable distribution of

benefits from e-governance and e-commerce initiatives. Ensuring that all segments of the population have access to and can benefit from digital transformations remains a persistent challenge.

Opportunities:

Community Empowerment:

E-governance and e-commerce present unique opportunities for empowering rural communities. By providing access to information, services, and markets, these digital transformations can enhance the socio-economic status of residents, fostering a sense of empowerment and self-reliance.

Inclusive Economic Growth and Job Creation and Skill Development:

E-commerce platforms create avenues for rural entrepreneurs and producers to reach a wider market, thereby contributing to inclusive economic growth. The direct connection between producers and consumers promotes fair trade practices and reduces dependency on intermediaries. The digital economy opens up new avenues for job creation in rural areas. E-commerce platforms and the need for digital services create opportunities for skill development and entrepreneurship, leading to a more diversified and resilient local economy.

Government Efficiency and Transparency:

E-governance enhances government efficiency by streamlining processes, reducing bureaucracy, and ensuring transparent service delivery. The digitalization of administrative tasks can lead to better resource utilization and improved public service outcomes.

The adoption of digital technologies can contribute to environmental sustainability by reducing the need for physical paperwork, travel, and resource-intensive processes. E-governance and e-commerce initiatives can promote eco-friendly practices in rural development.

Navigating the challenges and seizing the opportunities presented by the digital transformation in rural areas requires a collaborative effort involving government entities, private sector stakeholders, and local communities. By addressing these challenges strategically, rural development can harness the full potential of e-governance and e-commerce for a sustainable and inclusive future.

Assess the Current State of E-Governance in Rural Areas:

The first objective is to conduct a thorough assessment of the current state of e-governance initiatives in rural areas. This involves understanding the range of services provided, the level of accessibility for rural populations, and the overall effectiveness in improving governance. By examining the existing e-governance landscape, we aim to identify successful models and areas that require further enhancement. This assessment will provide a foundation for understanding the baseline

conditions of digital governance in rural settings.

Conclusion:

In conclusion, while the benefits of implementing e-commerce in rural areas are substantial, the challenges are equally diverse and intricate. Addressing these challenges requires a holistic and collaborative approach involving government bodies, private sector stakeholders, and local communities. Efforts in digital literacy, infrastructure development, regulatory frameworks, and community engagement are paramount to ensuring that the transformative potential of e-commerce is realized in rural areas. Despite the hurdles, the journey towards integrating e-commerce into rural life holds the promise of fostering inclusive economic growth and empowering communities in the digital era.

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A Study of Social skills of Secondary School Students in Relation to happiness

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DOI- 10.5281/zenodo.10673177

Abstract

The aim of the present study was to compare and relation between the happiness and social skills of secondary schools students. In this study collect the data 100 students random sampling from private and government schools for secondary schools students in the Haryana district of Sonapat. The tool used life Social skills was developed adaptation by Sharma (1997) & happiness was developed by D.D. Pandey Hardwar (2010). The mean, SD, t"-test and co-relation were used to analyze the data. According to study's finding, there is no effect of social skills by Gender and no relationship between social skills and happiness of secondary school students.

Keywords: Social Skills, happiness, Secondary School students

Introduction

Social Skills

Social skills are learned by the brain like any other skills. Some children spontaneously pick it up, that may be not true for children with learning Disorders this skills involve the ability of the brain to understand social conventions .it is significantly affected in these children .they are unable to pick up enlivenment cues like other children of their age. They may get over friendly with strangers, and are often unable to think of the consequence of their actions, they may not understand facial expressions. These children are deficient in assertive skills and many of them become loners as they lack the skills to mix with peers. Often they are seen with children to younger (they merge because of their behavior). These sub types of learning problems described have been delineated for theoretical purpose. However, in practice, it is found that this type of compartmentalization is not valid. Almost all children with one learning Disorder May have some difficulty with another learning skill.

Happiness

Coming up with a formal definition of happiness can be tricky. After all, shouldn't we just know it when we feel it? In fact, we often use the term to describe a range of positive emotions, including amusement, joy, pride, and contentment. But to understand the causes and effects of happiness, researchers first need to define it. For most, the term happiness is interchangeable with "subjective well-being," which is typically measured by asking people about how satisfied they feel with their lives (evaluative), how much positive and negative emotion they tend to feel (affective), and their sense of meaning and purpose (eudemonic). In her 2007 book *The How of Happiness*, positive psychology researcher Sonja Lyubomirsky elaborates, describing happiness as "the experience of joy, contentment, or positive well- being, combined with a sense that one's

life is good, meaningful, and worthwhile."

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However, it's important to note that social and cultural factors also influence how we think about happiness. For example, studies by William Tom and others have found that people from cultures that embrace more collectivist ideals think about happiness more in terms of harmony and contentment, while more individualistic-minded people connect it to feelings of exuberance and joy. Happiness levels are also shaped by social groups, like families; happier people increase the happiness of people around them. Though people around the world have different ways of thinking about happiness and perhaps even experience it in different ways, most involve feeling positive generally and about life overall.

Review of related literature

The effect of happiness on student achievement at SMA Almaarif Singosari Malang by Mustofa Rifki (2008). The purpose of this study was to determine how the level of happiness and student achievement and the effect of happiness on student achievement. This research is a quantitative research

that seeks to find out how the influence of happiness on student achievement by taking a sample of 80 respondents. Data collection techniques, namely the method of questionnaires, interviews and documentation are used as complementary data.

Jovarini, et al. (2018) conducted a study to examined the influence of social skills and perception of school stressors of students on academic achievement of 6th grade students. A sample of 214 students (aged 11 to 17 years) was selected for the study. Social Skills Inventory for Adolescent and the Inventory of School Stressors were used to collect data. The predictive model showed that the social skills of assertiveness, empathy, emotional approach and school stressors related to stress and related to the student's role predicted 18% of the academic achievement.

Neitola (2018) examined the effects of parental support on children's social competence. The main objective of the study is focused on parents' assessments of their children's social skills. It analyzed the methods; parents use to teach social skills and their direct influence on social-emotional competence. For this study the data was collected from 55 parents living in Finland. The results showed that there were differences in perceptions of children's social abilities, just as parental instructing and direction techniques, between parent gatherings. All parents demonstrated that their children's prosaically and emotional skills should be developed more, but children with friend relationship issues also had wider social skill deficits. Social skills these children's were less guided by their guardians than children without friend relationship issues.

Justification of the study

It is generally considered that students who have better social skills have a successful career as well as personal life. Here in this article, we" discuss what the importance of social skills for students is &

Sample Used.

A sample of 100 secondary school students was selected by multi-stage random sampling techniques.

how it benefits them. Good social skills ensure better peer relationships when children grow older. As students develop social skills in school, hence it becomes a part of their behavior, which helps them in interaction with people with different sectors. Developing social skills in students prepare them for future life as it makes them prepare for a lifetime for healthier interactions in every aspect of life.

People who succeed have unlocked and understood the importance of happiness and have used it for their benefit. It does not matter if the task is small or big, it requires confidence in a person to achieve the task successfully and beautifully. As good as happiness, it is important to learn and practice to be happy in our life and improve as a person.

Statement of the Problem

“A Study of Happiness of Secondary School Students In Relation To Social Skills”

Objective of the Study

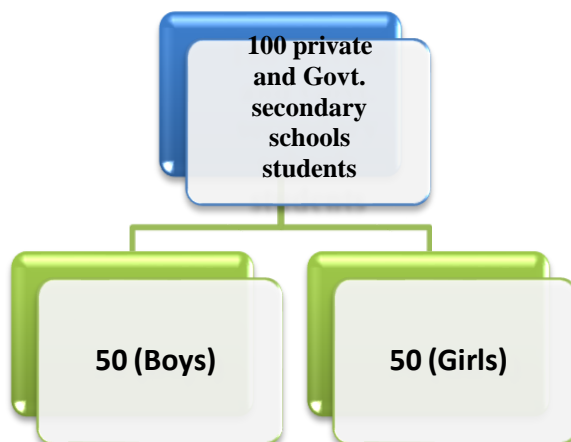
1. To compare the happiness to girls and boys secondary school students.
2. To compare the social skills of girls and boys secondary school students.
3. To find out relationship between happiness and social skills of secondary school students

Hypotheses of the Study

1. There will be no significant differences in happiness to girls and boys of secondary school students.
2. There will be no significant in social skills to girls and boys of secondary school students.
3. There will be no significant relationship between happiness and social skills of secondary schoolstudents.

Research Methodology

Descriptive survey method of research will be used in the present paper.



Variable of the Study

In these study two variables i.e. **Happiness** and **Social Skills** scale will be used.

Statistical Techniques:-

S.D, Mean, t -test & co-relation was used for

Results and Discussion

analysis the data.

Tool To Be Used.

Social skills was developed adaptation by sharma(1997) Happiness was developed by D.D. Pandey Hardwar(2010)

Group	N	Mean	SD	„t“- value	Level of significance
Boys	50	72.04	16.51	0.189	0.05
Girls	50	66.44	12.56		

Objective 1:- To compare the happiness to girls and boys secondary school students.

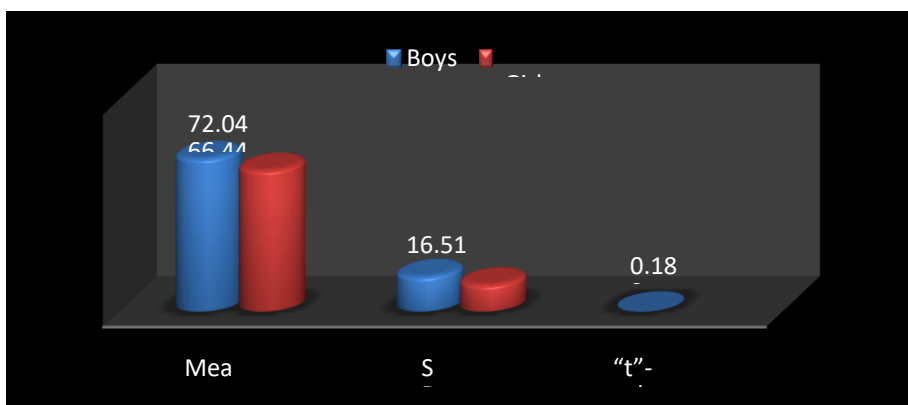


Fig.-1

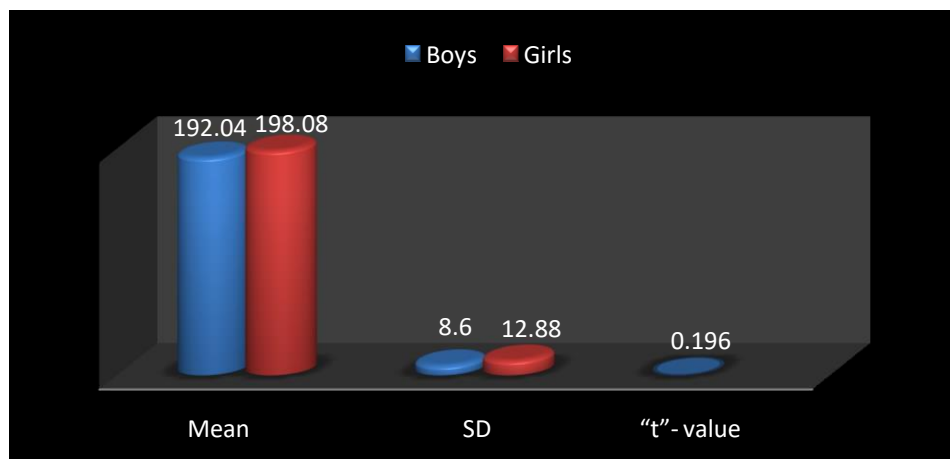
It can be seen from table 1 & fig. 1 that the „t“-value is 0.189 with 98 degree of freedom was observed significant at 0.05 , Therefore, the null hypothesis „There will be no significant differences

in happiness to girls and boys of secondary school students“ is accepted. In terms of mean scores it can be concluded that boys and girls are 72.04 & 66.44 respectively.

Objective: - 2 to compare the social skills of girls and boys of secondary school students.

Table -2

Groups	N	Mean	SD	“t“- value	Level of significant
Boys	50	192.04	8.6	0.196	0.05
Girls	50	198.08	12.88		



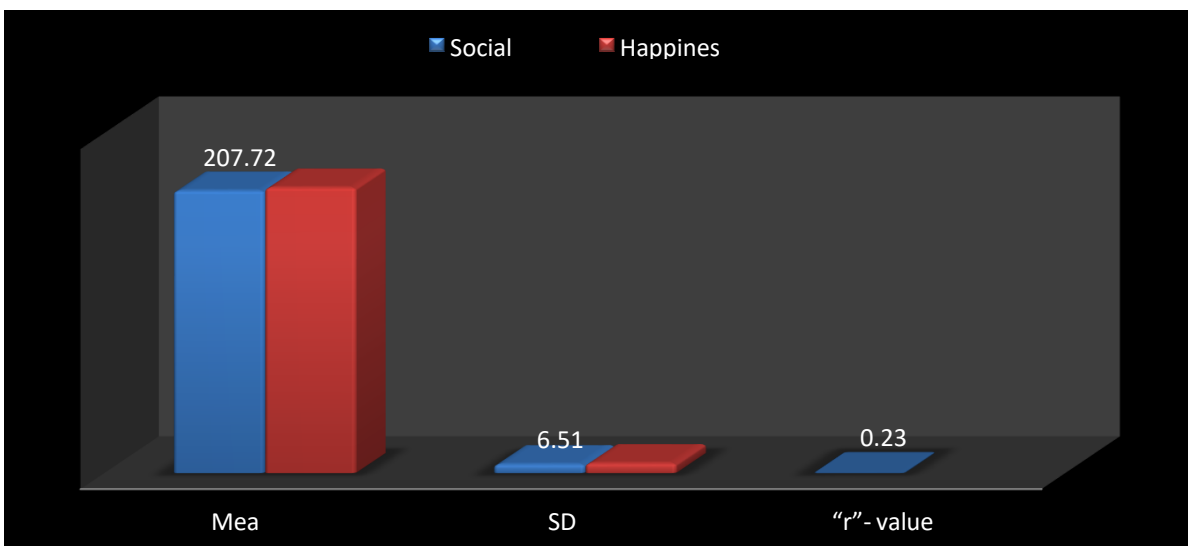
The table 2 & fig. 2 shows that the mean scores of social skills of boys and girls of secondary

school students are 192.05 & 198.08 respectively. The t“-values come out to be 0.196 which is

significant at 0.05. Therefore the null hypothesis, „therefore will be no significant differences the Objective:- 3 to find out relationship between happiness and social skills of secondary school students.

social skills of boys and girls of secondary school students“ is accepted.

Variables	N	Mean	SD	“r”- value	Level of significant differences
Social Skills	100	207.72	6.51	0.239	0.01
Happiness	100	209.96	7.24		



The table-3& fig.-3show that the mean score social skills and happiness of secondary school students 207.72and 209.96 respectively. The „r“-value come out to be 0.239 which is not significant at.0.01 therefore null of hypotheses „there will be no significant relationship between boys and girl secondary school students“ is rejected.

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Climate Change: Planet Awakening Call

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DOI- [10.5281/zenodo.10673200](https://doi.org/10.5281/zenodo.10673200)

Abstract:

This article explores the multi-layered elements of environmental change, investigating its authentic setting, present situations, mindful variables, and unfavorable effects across different fields. The study emphasizes the urgency of collective action to address the growing global climate crisis based on a comprehensive literature review and synthesis of existing information. The verifiable excursion from early logical perceptions to contemporary understandings highlights the persistent development of environmental change mindfulness. The accelerated impact of anthropogenic activities, notably the burning of fossil fuels, is highlighted through vivid depictions of current global temperature trends, extreme weather events, and rising sea levels.

The responsible factors section emphasizes the alarming impact of human-caused greenhouse gas emissions, citing the IPCC's assertion that reducing dependence on non-renewable energy sources is crucial for reducing climate change. Even though they are considered minor players, it acknowledges the crucial role that nature's elements, like lava flows and sunspots, play in the phenomenon. The scholarly investigation is focused on examining the detrimental effects of global warming on biodiversity, ecosystems, geographical regions, human well-being, and the evolutionary processes that govern evolution. Practical techniques for mitigating climate change are presented at the individual, community, and non-governmental organization levels. These tactics emphasize eco-friendly routines, lobbying for regulations, and empowering local groups.

Key Words: Climate change, environmental impacts, biodiversity, sustainable practices, mitigation strategies, community resilience, IPCC.

Introduction to Climate Change:

"Climate change" describes the long-term, gradual alteration of Earth's atmospheric conditions and climate patterns. The entire world is being affected by this phenomenon. This phenomenon, which affects ecosystems, biodiversity, and human civilizations profoundly, encompasses temperature, precipitation, and meteorological changes. According to the Intergovernmental Panel on Climate Change (IPCC, 2021), the most significant component of climate change is the observable changes that occur over an extended period and are primarily caused by human activity. There are numerous reasons why greenhouse gases are released into the atmosphere. Other factors are at play, including the burning of fossil fuels, deforestation, and industrial activities. Methane and carbon dioxide are a couple of these gases. Together with other gases, they intensify Earth's inherent greenhouse effect, which results in a detectable degree of global warming. (IPCC, 2021).

The effects of climate change are not limited to an increase in temperature; they also include a variety of difficulties. Increasing water levels, extreme weather events, and ecosystem disruptions are a few of the hard truths we face. Writers such as Naomi Klein (2014) explore the complex relationships between climate change and more extensive social institutions, highlighting how it alters political, economic, and cultural environments. Recognizing the multifaceted nature of climate change, examining its historical background, and appreciating the need for coordinated action as stipulated in international

agreements such as the Paris Agreement are all necessary to comprehend its meaning (UNFCCC, 2015).

Statement of Problem:

The effects of climate change are widespread and cut across national borders, making it a major global problem. According to a study to be released in 2021 by the Intergovernmental Panel on Climate Change (IPCC), the Earth is warming at an unprecedented rate, with severe impacts on biodiversity, leading to severe climate change density and rising sea levels. are just a few of the consequences of climate change. This complex terrain threatens vulnerable individuals and global stability, security, and economic growth. Everyone needs to be aware of climate change because it greatly impacts our collective environment. Unchecked climate change poses an existential threat that requires unprecedented collective action. Unless serious efforts are made to slow and adapt to these changes, future generations will have a planet with dramatically altered human activity. In this context, developing a sense of responsibility and supporting large-scale international efforts is necessary, and this pressing issue has been addressed depending on the individual, especially Understanding and action.

Background of the Study:

The awareness of climate change has a long history, going back millennia, with the first observations providing the groundwork for our current comprehension. Scientists noticed little changes in climate trends in the 19th century, which laid the groundwork for the widespread

conversation we see today. In her ground-breaking research in 1856, Eunice Newton Foote examined the capacity of several gases to absorb heat, suggesting that elevated carbon dioxide concentrations might affect Earth's temperature (Hansen et al., 2016). Still, Swedish physicist Svante Arrhenius was the one who measured the connection between human activity and the greenhouse effect in 1896 and predicted that burning fossil fuels may raise global temperatures (Hansen et al., 2016).

Over the twentieth century, increasing research contributed to our recognition of anthropogenic climate change. Charles David Keeling's Keeling Curve, which he developed in the late 1950s, gave rise to a measurable indicator of rising atmospheric carbon dioxide levels and exposed the irrefutable impact of human activity on the planet's chemistry (Hawkins & Fricker, 2021). In the 1980s, the Intergovernmental Panel on Climate Change (IPCC) was established, a critical partnership between scientists and decision-makers that formalized the international conversation on climate change and synthesized scientific knowledge in assessment reports (IPCC, 2021).

Today, the context of climate change is one of urgency and interconnected challenges. A rise of around 1.1 degrees Celsius in the average temperature of the Earth has occurred since the late 1800s. (IPCC, 2021), signaling the acceleration of anthropogenic impacts. Unprecedented extreme weather events, melting ice caps, and ecosystem disruptions underscore the dire consequences of a warming planet. Historical landmarks serve as an essential backdrop for us as we traverse the intricacies of climate change in the 21st century. They help remind us of the ongoing growth of our Understanding and the urgent need for cooperation.

Objectives of the study:

The following are the objectives of this study

1. To identify the present climate change scenario.
2. To identify the factors responsible for climate change.
3. To determine the adverse effects that climate change is having on a variety of diverse fields.
4. To suggest possible measures to minimize the adverse effects of climate change.

Research Questions:

The research questions of this study are created according to the prescribed objectives. Two research questions follow each objective to make it easy for further study, and then the whole research process runs under their periphery.

Objective 1: To identify the present climate change scenario.

What are the current global temperature trends, and how do they compare to historical data?

How are the current climate conditions characterized by various factors, including the prevalence of extreme weather phenomena and rising sea levels?

Objective 2: To identify the factors responsible for climate change.

What role do human activities, specifically the burning of fossil fuels, play in contributing to greenhouse gas emissions and climate change?

How do natural factors, Volcanic eruptions, and solar activity are two examples of factors that contribute to the intricate web of factors that drive climate change?

Objective 3: To identify several sectors negatively impacted by climate change.

How does climate change specifically impact ecosystems and global biodiversity?

How does climate change contribute to water scarcity and extreme weather events, affecting agriculture and food security?

Objective 4: To suggest possible measures to minimize the adverse effects of climate change.

What sustainable practices and policies can be implemented individually to mitigate climate change?

How can international collaborations and policy frameworks, like the Paris Agreement, be enhanced to address and minimize the adverse effects of climate change effectively?

Methodology:

This study adopts a review paper approach, synthesizing existing secondary data to examine climate change comprehensively. An extensive literature review encompassing journals, books, research papers, and related literature aims to identify key themes, patterns, and gaps in current knowledge. The review method involves meticulous scrutiny to distill information and discern emerging patterns. This approach emphasizes collaborative knowledge and contributes to a deeper understanding of the complexities of climate change.

This methodological decision highlights the value of combining current ideas to deepen our Understanding of this pressing global issue and recognizes the joint character of knowledge development in the field.

Presentation and Analysis:

Present Scenario of Climate Change:

The worrying upward trend in land warming is revealed by the norms of analyzing trends in global temperature readings by the Intergovernmental Panel on Climate Change (IPCC, 2021). The past few decades have seen significant warming records, which have been very pronounced. We have seen both of these things. The Intergovernmental Panel on Climate Change (IPCC) has yet to report progress over two thousand years of historical data. Human activities, especially the

increased burning of fossil fuels, are known to be the leading cause of this warming trend. The combination of historical and current warming data illustrates the severity of the problem. It requires implementing appropriate mitigation strategies and increased attention to anthropogenic contributions to global warming as the situation grows.

The World Meteorological Organization's "State of Global Climate 2021" report explains how the increasing number of extreme weather events in the modern world directly reflects climate change (WMO, 2022). , maximum temperatures have risen, negatively affecting agriculture, ecosystems, and public health. Furthermore, storms and rainfall are becoming more frequent, increasing the frequency and severity of floods affecting vulnerable communities worldwide.

Furthermore, the paper highlights the real risk of rising sea levels due to saltwater expansion and the melting of polar ice caps due to warming. Sea level rise puts coastal areas at increased risk due to increasing storms, increasing coastal erosion, and saltwater intrusion into freshwater resources and adaptation strategies for early mitigation Emphasize critical needs.

Burning fossil fuels is the leading human-made source of greenhouse gases into the atmosphere and contributes to climate change; according to the Intergovernmental Panel on Climate Change (IPCC) published in 2014, warming helps warm the Earth. Rising sea levels, heat waves, and increased frequency and intensity of droughts and floods are just a few of the negative impacts that could follow (IPCC, 2014).

Causes of climate change:

Human activities, especially fuel combustion, are an essential and worrying factor in greenhouse gas emissions and subsequent climate change. This is of concern because such activities have a significant impact. When fossil fuels like coal, oil, and gas, greenhouse gases like carbon dioxide (CO₂), and others are released into the atmosphere in large quantities, and because of these gases, the planet is warming. The Intergovernmental Panel on Climate Change (IPCC) emphasizes in its 2021 report that these emissions increase natural weather. This process worsens Earth's atmosphere, eventually causing temperatures to rise sharply. One of the main reasons for the dramatic increase in CO₂ levels in the atmosphere since the beginning of the Industrial Revolution is the burning of fossil fuels. These human influences are responsible for a significant portion of climate change. It has been identified as the primary cause of the observed rise in Earth's temperature over the past century.

In addition to global warming, human-induced greenhouse gas emissions impact the climate, ocean waters, and ecosystems. According to the IPCC report, reducing reliance on fossil fuels is critical to

mitigating climate change and its impacts. Transition to renewable energy for energy efficiency improvement, reducing the continued impact of human activities on greenhouse gas emissions, and adoption of sustainable practices are becoming crucial for accommodating to climate change.

Volcanic eruptions and solar activity are just two of many natural forces responsible for the complex effects of climate change. However, these biological variables operate on specific timescales and pathways. As a result of volcanic eruptions, significant amounts, including sulfur dioxide, are released into the atmosphere. These aerosols can reflect sunlight into space, temporarily cooling the Earth's surface. In contrast, the effect of a volcanic eruption is short-lived because radiation eventually settles and loses energy. Although volcanic activity can influence climate change in the short term, it is not a significant driver of long-term climate change (IPCC, 2021).

Solar activity is one of many complex drivers of climate change and, in particular, changes in solar output. In the long term, changes in sunlight can affect Earth's climate. However, changes in solar activity cannot be the only explanation for the observed warming in recent decades. The Intergovernmental Panel on Climate Change (IPCC, 2021) emphasizes that natural factors may not be the sole cause of this rapid and unique warming process in the 20th and 21st centuries. Factors that make this Understanding important.

Adverse effects of climate change in sectors: Impacts of climate change on biodiversity and the world's ecosystems:

Climate change poses severe threats to biodiversity and ecosystems. The Intergovernmental Panel on Climate Change (IPCC, 2021) states that changes in temperature and precipitation patterns can potentially evolve ecosystems, which can then affect the distribution and behavior of many species of plants and animals. Just two extreme climate events that accelerate habitat degradation and place additional stress on ecosystems, undermining the resilience of many species, are hurricanes and wildfires Díaz et al. (2019); the negative impacts of climate change on ecosystems have a domino effect that can disrupt all ecosystem networks.

Effects of Climate Variation on Geography:

Around the world, the complicated impacts of climate change manifest in various ways. This has many intricate and varied effects. Changes in precipitation patterns and the average global temperature impact the global distribution of various climates and ecosystems. Sea levels threaten low-lying coastal areas because of polar ice melting and warm saltwater expansion. This may result in communities moving to different coasts.

Moreover, cities may have to relocate due to rising sea levels. In certain places, shifting precipitation

patterns may play a role in desertification. This may impact both the fertility of the soil and agricultural productivity. Desertification can also influence the environment. Numerous examples demonstrate that climate change profoundly affects Earth's geography. According to Hansen et al. (2016), two instances of this are the restructuring of ecosystems and the global relocation of species.

Effects of Climate Variation on Human Beings:

Climate change has an impact on human civilizations both directly and indirectly. According to the IPCC (2021), climate change jeopardizes people's security, way of life, and lives. Natural disasters, including floods, storm surges, and altered rainfall patterns, are displacing an increasing number of people and endangering infrastructure. The effects of climate change on agriculture could exacerbate food insecurity and economic hardship in areas that already face difficulties. Given these effects' social and economic ramifications, adaptive solutions and mitigation activities are desperately needed to protect human welfare. (IPCC, 2021).

Effects of Climate Variation on Temperature:

Climate change's most significant effect on temperature is the observed global warming trend. Since the late 1800s, the Earth's average surface temperature has increased by around 1.1 degrees Celsius, according to the Intergovernmental Panel on Climate Change (2021). In addition, the last four decades have all been warmer than the decades before them. Widespread effects of this warming trend include altered weather patterns, heightened heat waves, and increased polar ice loss. The impact of temperature variations on ecosystems and species distribution highlights the complex interplay between climate change and worldwide temperatures (IPCC, 2021).

The Effects of Changing Climate on Evolution:

Climate change can affect evolutionary processes by exerting selective forces on species. Rapid climate change can affect ecosystem processes such as flowering and migration patterns. Some species may have gone extinct faster than others because of their inability to move or adapt to an ever-changing environment. The ability of many species to adapt to rapid climate change due primarily to human activity is being challenged. The relationship between conservation efforts, biodiversity conservation, and changing responses of ecosystems to climate change is clear. (2016)Hansen et al.

Effect of Climate Change and Water Scarcity:

Water scarcity due to climate change is exacerbated by several mechanisms that affect the distribution and quantity of available water resources. Changes in rainfall and more evapotranspiration caused by warming temperatures are significant drivers of regional changes in water availability, According to the United Nations

Climate Change Task Force (IPCC, 2021). , some areas will face prolonged and severe droughts. Freshwater resources are affected internally in areas dependent on snow-covered water. These changes in water availability have significant impacts on ecosystems and populations, causing severe water stress and creating obstacles to the development of sustainable water management strategies.

Effect of climate change on global Warming and Severe Weather Affecting Agriculture and Food Security:

Significant impacts on agriculture and food security are due to climate change, which increases the frequency and intensity of extreme weather events such as heat waves, storms, droughts, and floods. These events disrupt agricultural activities and affect crop yields and food production, as emphasized by the author of the IPCC (2021). Floods cause soil erosion and runoff, losing crops and reducing the productivity of arable land. On the other hand, water deficit caused by drought can hinder crop growth and irrigation. The frequency and intensity of hurricanes and typhoons can physically damage crops and transportation systems, disrupt supply chains and cause food shortages. Widespread effects from these extreme events seriously threaten global food security, especially in areas where climate change is prone to violence.

Strategies to Mitigate Climate Change Impact:

Climate change is a severe problem not only in a particular region or country. We all are responsible for it and should be aware of it .it can be mitigated through our joint efforts. The following are some of the efforts that we can make jointly.

Individual Level:

We, as individuals, are the root causes of climate change. Our knowing or unknowing personal activities can lead to it. Thus, we should be aware of it.

1. **Decreasing and reducing energy and materials:** We can decrease the amount of energy that individuals consume by adopting energy-efficient behaviors such as utilizing LED bulbs, reducing the number of household appliances used, and turning off lights when they are not required. (Sovacool et al., 2017).
2. **Focus on public transport:** In order to minimize the amount of carbon emissions that are caused by personal travel, it is essential to encourage sustainable transportation options such as public transit, carpooling, bicycling, and walking.
3. **Reduce Your Water Use:** Repairing leaks, using water-saving gadgets, and exercising responsible water usage help preserve the environment.
4. **Make Sustainable Dietary Choices:** Producing a large amount of carbon can affect the environment. To reduce the carbon footprint

connected with food production, it is essential to select plant-based meals produced locally and reduce the amount of meat consumed.

5. **Recycling and reusing use of single-use plastics.** It is possible to contribute to reducing trash and conserving the environment by implementing recycling, composting, and decreasing single-use plastics.
6. **Be an advocate for change:** Participating in community activities, engaging in climate activism, and lobbying for sustainable legislation are all ways to raise awareness and urge others to take action.

Community Level:

Numerous community and social activities can promote the natural beauty of the Earth and the climatic atmosphere. Some of the major activities are suggested below.

1. **Community Gardens:** Establishing community gardens promotes local, sustainable food production and fosters a sense of community resilience, bringing the place under a good climate
2. **Renewable Energy Projects:** We can support and implement community-based projects that use renewable energy sources, such as solar or wind initiatives, to help spread the acceptance of clean energy.
3. **Green Building Practices:** Encouraging environmentally friendly green building practices, such as energy-efficient construction and green infrastructure, enhances community sustainability.
4. **Educational Initiatives:** Different communities, clubs, and organizations can take

educational initiatives like Hosting workshops, seminars, and educational programs on climate change awareness, which empowers communities to make informed decisions.

5. **Local Policies:** Local and province-level governments should make climate-friendly plans and policies. They can Advocate for and implement local policies prioritizing environmental conservation, sustainable development, and resilience to climate impacts.

NGO Level:

NGOs play a vital role in different parts of the rural and urban areas in education, human rights, poverty, and other areas. They can take responsibility to act against climate change. The following are some of the steps that NGO addresses:

1. **Climate Advocacy:** NGOs can play a crucial role in advocating for solid Policies about climate change at the municipal, national, and international levels.
2. **Research and Innovation:** It can work in research and innovation by Supporting research on climate change impacts and innovative solutions to help develop effective strategies for mitigation.
3. **Community Empowerment:** NGOs can empower communities through education, capacity-building, and facilitating community-led initiatives.
4. **Collaboration and Partnerships:** Collaborating with governments, businesses, and other NGOs enhances the impact of climate change mitigation efforts.

Role in national, international and INGO level

National Policies	International Policies	INGO Policies
Implement Comprehensive Climate Action Plans	1 Strengthen and Implement International Agreements	Advocate for Climate-conscious Policies
Transition to Renewable Energy Sources	Enhance Global Cooperation on Emission Reduction	Support Community-led Climate Initiatives
Enhance Energy Efficiency Measures	- Promote Technology Transfer to Developing Nations	- Conduct Research on Climate Change Impacts
Promote Sustainable Land-use Practices	Facilitate Climate Finance for Vulnerable Countries	Engage in Climate Advocacy and Awareness
Integrate Climate Considerations Across Sectors (Energy, Transportation, Agriculture)	Establish Mechanisms for Adaptation and Resilience	Collaborate with Governments and International Partners
Set Emission Reduction Targets and Regulations	Encourage Research and Development of Green Technologies	Support Capacity-building in Climate-vulnerable Regions

Conclusion:

The present review prepared by Dr. Benuprasad Sitaula has tried to clarify its various aspects by studying and researching the issue of

climate change in depth. Climate change has emerged as a significant global challenge, persisting as a substantial concern throughout history since the term became known to us. Every dimension of

development is directly affected by climate change, and this heaven-like planet of ours is making the earth like a desert due to the negative effects of climate change and is adding infinite pain to every aspect of life and the world. Climate change itself is becoming a bad thing. It is found that climate change has been promoted by our individual and collective actions, the actions related to the development of the state as well.

If we analyze the impact of climate change, it is found that it has a direct negative impact on biodiversity aspects from general agricultural production. Today, regardless of whether they are developing or developed countries in the world, they are not able to avoid the effects of climate change. On the one hand, there is an increase in the temperature of the environment every year, on the other hand, the geographically productive land is turning into a desert. In order to minimize this, various meetings and conferences have been organized at the national and international levels. We ourselves can play an important role in eliminating such negative aspects by our words and actions.

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An Overview of the Competence of the Physical Studies in India

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DOI- 10.5281/zenodo.10673217

Abstract:

This examination paper looks at the present status of actual training and its quality in India. The review means to survey the different variables that impact the viability of actual education programs in instructive foundations the nation over. By utilizing a blended techniques approach, consolidating both quantitative information examination and subjective criticism from understudies, teachers, and policymakers, the exploration gives important experiences into the difficulties and valuable open doors for working on the nature of actual training in India. The discoveries shed light on the significance of upgrading framework, educational program, teacher capability, and strategy backing to advance a complete and great actual instruction experience for understudies.

Keywords: Actual Education, Quality, India, Instructive Establishments, Framework, Educational program, Teacher Ability, Strategy Backing.

Introduction:

Actual education assumes a vital part in encouraging actual wellness, mental prosperity, and all encompassing improvement among understudies. In India, as the training scene advances, it becomes basic to assess the nature of actual education programs in instructive foundations. This examination paper expects to investigate the situation with actual education and its quality in India, distinguishing the elements that add to compelling actual training and regions that require improvement. Understanding these elements can support forming approaches and procedures to advance an excellent actual education experience for understudies the nation over.

Objectives:

- To study the current situation of physical education in India
- To perceive the competence of physical education

Research Approach Exploration Plan:

This study utilizes a blended techniques research configuration, joining both quantitative and subjective methodologies. Quantitative information will be gathered through reviews and polls, while subjective information will be assembled through meetings and center gathering conversations.

Participants:

The examination will include understudies, actual training teachers, and policymakers from different instructive organizations in various districts of India.

Information Assortment:

Quantitative information will be gathered to evaluate factors, for example, the accessibility of sports offices, extracurricular open doors, educational plan content, and educator capabilities. Subjective information will be gotten to acquire bits of knowledge into understudies' insights, challenges looked by teachers, and strategy support for actual training.

Information Investigation:

Quantitative information will be examined utilizing measurable strategies to recognize patterns and examples. Subjective reactions will be exposed to topical investigation to remove significant subjects and viewpoints.

Results and Discoveries

- **Accessibility of Sports Foundation:** The exploration uncovered critical differences in the accessibility of sports framework across instructive establishments in India. While certain colleges and schools bragged express the-workmanship sports offices, others coming up short on fundamental conveniences for actual instruction. This error in framework prevents the nature of actual education programs, especially in establishments with restricted assets. Absence of appropriate games offices restricts understudies' admittance to proactive tasks as well as influences their general excitement and commitment to actual education.
- **Educational program Content and Execution:** The review tracked down varieties in the substance and execution of actual training educational programs. A few organizations followed a very much organized educational program, covering many exercises, for example, group activities, individual games, and wellness works out. Conversely, others needed variety and exhaustive preparation, bringing about dull and repetitive actual education classes. A normalized and very much executed educational plan is fundamental to guarantee steady and excellent actual education the nation over. It ought to include a reasonable blend of proactive tasks, underlining expertise improvement, wellness, and sportsmanship.
- **Educator Capability and Preparing:** Teacher skill arose as a basic variable influencing the nature of actual education. Thoroughly prepared and spurred teachers exhibited a positive effect

on understudies' commitment and learning results. They successfully imparted guidelines, encouraged a positive learning climate, and gave productive input to understudies. In any case, a few organizations confronted difficulties in enrolling qualified actual education teachers, prompting disappointing guidance quality. Instructive foundations must put resources into educator preparing and consistent expert advancement to guarantee that actual training teachers have the vital abilities and information to direct understudies in their actual excursion really.

- **Extracurricular Open doors:** The examination featured the significance of extracurricular open doors in advancing actual wellness and generally prosperity among understudies. Foundations that offered a different scope of extracurricular proactive tasks saw higher understudy interest and excitement for actual schooling. Extracurricular exercises, for example, between school sports rivalries, wellbeing and health occasions, and local area sports drives assume a huge part in improving understudies' actual abilities, cooperation, and authority characteristics. Empowering and supporting extracurricular open doors can add to a more comprehensive and satisfying actual training experience.
- **Strategy Backing and Subsidizing:** Strategy backing and financing for actual training changed among instructive establishments. Organizations with strong arrangement systems and sufficient financing showed better actual schooling quality and understudy commitment. These approaches ought to zero in on setting clear goals, characterizing principles for actual schooling programs, and distributing adequate assets to help the execution of value actual training. Policymakers assume a basic part in pushing for actual schooling, guaranteeing it is perceived as a fundamental part of the school system, and getting vital subsidizing for its turn of events and improvement.

Conclusion:

The discoveries of this exploration shed light on the present status of actual training and its quality in India. It is obvious that different elements influence the adequacy of actual training programs in instructive establishments the nation over. To advance great actual training, instructive policymakers, organizations, and partners should team up and execute vital measures.

Suggestions:

To improve actual training quality in India, a few key suggestions can be thought of:

- **Interest in Sports Framework:** There is a requirement for expanded interest in sports offices and gear across instructive

organizations. Making and keeping up with legitimate framework will empower understudies' dynamic cooperation and give a helpful climate to proactive tasks.

- **Normalized and Very much Carried out Educational program:** A normalized and complete actual training educational plan ought to be created and executed reliably across every instructive foundation. It ought to consolidate many proactive tasks to take special care of understudies' different advantages and capacities.
- **Proficient Advancement for Teachers:** Instructive organizations ought to focus on educator preparing and proficient improvement programs. Customary studios, affirmations, and openness to best practices in actual education will furnish educators with the fundamental abilities to convey drawing in and successful actual training classes.
- **Advancement of Extracurricular Exercises:** Empowering and supporting extracurricular proactive tasks will give understudies more chances to investigate their actual capacities, encourage collaboration, and foster authority characteristics.
- **Strategy System and Financing:** Policymakers need to lay out clear arrangement structures that perceive the significance of actual training in generally speaking understudy improvement. Sufficient financing ought to be dispensed to help actual instruction projects and drives.

By tending to these suggestions, India can draw nearer to giving great actual education in instructive establishments, advancing understudies' actual prosperity, and sustaining an age of better and more dynamic people.

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A Scrutiny on the Present Situation and Potential for the Sports and Physical Education

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DOI- [10.5281/zenodo.10673239](https://doi.org/10.5281/zenodo.10673239)

Abstract:

Active work and solid games are fundamental for our wellbeing furthermore, prosperity. Fitting actual work and sports for everybody comprise one of the significant parts of a sound existence of a person and solid eating routine, liquor and tobacco and different medications free life and evasion of different substances hurtful to wellbeing. Advancement all over the planet has made Actual Training and Sports a significant piece of human existence and exceptionally for education of everybody. Thus as of late due significance to actual training educating and sports is being genuinely focused on legitimate consideration in our school system. Sports individual are viewed as the best ministers of the nation and the equivalent is likewise valid for an educator in actual training in Schools and Universities. In present framework our general public is dealing with an exceptionally huge issue connected with wellbeing. The current situation doesn't appear to be empowering as there is diminished interest for actual education rather than expanded endanger of life for an ordinary citizens. In the current examination paper the ongoing situation of actual training and sports in our country. The concentrate additionally noticed the current status of actual Education and sports advancement in the country.

Keywords: Actual Education, Sports Preparing, Endurance, Actual Development, Actual Wellness and Job of Actual Training and sports.

Introduction:

Accessible data and logical proof show that the customary act of suitable active work and sports gives individuals, male and female, of any age and conditions, incorporating people with incapacity with extensive variety of physical, social and psychological well-being benefits. Active work is for a singular one, a deep-seated implies for counteraction of sicknesses for countries a practical techniques to work on general wellbeing across the populace. Actual Instruction and Sports is one of the significant basis and furthermore necessary piece of training for any country anytime of time. Government ought to attempt to set out an edge work of activity place for special improvement of Actual Training and sports. In Right now sports is seeing a dynamite blast in the media spotlight all around the world including India. In our country it is truly ignored inside the school system. It present in the event that we look at actual education in training, it has been observed that actual training is declining everyday in school system. At present contrast with prior years and presently we might run over the downfall of actual education in training contrast with present is one requirements to conquer the obstacles and fights to work on the design and foundation status in around to foster the general discipline is actual education and sports.

Objectives:

- To study the ongoing situation of sports & physical education
- To understand the future potentiality of sports & physical education

Research Methodology:

There is a specific framework associated with this study report. In this paper, we give greater

consideration to the accessible sources. Draft proposals, inspection logs, books authored by eminent scholars, and supporting documentation are consulted.

Actual Training:

The Actual Training and Sports protects the crucial sign that exist between actual Education and Sports. The Actual Training and Sports as a natural piece of education in all schools and universities in a nation and thus sports and Actual Education ought to be mandatory right from primary school level to work school level. In the current situation when our nation has begun Yoga and Yoga Day is being praised on 21st June consistently since year 2015. So presently in present setting Yoga should be incorporated as a piece of Actual training and sports from grade school level till school level.

Sports and actual instruction got a ton of progress because of the collaboration of the world level, alongside this, to foster this, subsequent to fostering the games board and sports strategy at the state level, the individuals and other office carriers were chosen. Nonstop endeavors are being made by the Public authority of India for the upliftment of actual training and sports. Whose impact should be visible all around the country. The normal resident of the world, alongside monitoring his wellbeing, is likewise longing for building a sound future.

Sports Preparing;

Actual training and sports are an essential region of the planet education system, as well as remembered for the educational program of the world, despite the fact that it might not have gotten significance previously, however as of now, without sports and proactive tasks, no fantasy can be acknowledged from here on out. It is difficult to do.

It is being treated exceptionally in a serious way by educationists, social residents and the more youthful age. Indeed, even in the past training strategies it couldn't get legitimate space. Actual instruction is the main calling where you talk as well as play. Abraham Lincoln cited in one of his location, "Athlete is the best Diplomat of the Country." Genuine point of Actual Training is all over advancement of individual one's physical, mental, social and moral qualities. In the Indian setting, Actual Training is maybe the main part of education which has not been offered due consideration. in any case, from the standard point that instructive experience will be considerably more significant assuming The central matter of any games exercises is to keep up with the strength of the adolescent in the review focus of various level of our general public and alongside this it likewise turns into the ethical obligation of the education spots to guarantee that every one of the understudies get the best wellbeing. By doing this, we can push ahead in the approach to building our brilliant future. been seen through different explores that a youngster learns more straightforward and better when he is in a condition of good wellbeing. Training and wellbeing and clinical specialists have hence, long perceived the requirement for a program of Chief, Actual Instruction exercises in school educational plan. For the reason unique preparation programs should be coordinated for the educator and understudies. Unique preparation projects might be enlisted during instructor preparing programs.

Endurance:

Over half of the adolescent in the entire world are not associated with proactive tasks because of which they need to experience the ill effects of different kinds of sicknesses. Assuming we take a gander at the wellbeing review of right now, our young age between the age of 35 to 40 years is experiencing different illnesses. The World Wellbeing Association prescribes all residents to practice for something like 30 minutes every day. It has been seen that ladies and the old are viewed as exceptionally cognizant about wellbeing. On the off chance that speed and endurance are kept up with in the body, an individual can finish every one of his exercises in an exceptionally simple manner. The central matter of any games exercises is to keep up with the strength of the adolescent in the review focal point of various level of our general public and alongside this it additionally turns into the ethical obligation of the education spots to guarantee that every one of the understudies get the best wellbeing. By doing this, we can push ahead in the approach to building our splendid future. been seen through different explores that a kid learns more straightforward and better when he is in a condition of good wellbeing. Training and wellbeing and clinical specialists have hence, long perceived the

requirement for a program of Chief, Actual Education exercises in school educational plan. For the reason extraordinary preparation programs should be coordinated for the educator and understudies. Exceptional preparation projects might be drafted during instructor preparing programs.

Actual Training and Sports:

The Actual Training and Sports saves the imperative hint that exists between actual Education and sports. Zeigler (1989) in his review "Actual training and Sports in Current Times" has given a thorough however brief record of the different authentic steps which actual education and sports has made structure old societies to the current culture, implying the powers which have prompted the development of the cutting edge logical actual education and sports, additionally the significance and significance which has come to hidden in advanced life. The Reports of the Service of Training and Social Government assistance (1977-78) contained remarkable highlights of the actual instruction and sports strategy in the nation by making actual education and sports necessary at the school level; giving actual offices like play grounds, sports related types of gear, arena and so on where such offices don't exists.

Alongside this multitude of offices report likewise centered around laying out country sports focuses open spaces in metropolitan regions, giving inclination to promising games people such games and sports that are well known in a specific region and are costly and expanding the number and worth of grants under the Games Ability Search Grant conspire. Different exploration proof is found as far as kids' improvement in various following areas viz. way of life, physical, social, emotional and mental. The explores recommend that actual education and sports can possibly make huge and particular commitment to advancement in every one of these spaces. It is recommended that actual training and sports can possibly make particular commitments to the advancement of youngsters' central development abilities and actual capabilities, which are vital antecedents of support in later way of life and wearing proactive tasks.

Recommendations:

Ordinary Proactive tasks help individuals in following setting and in regards to wellbeing uncommonly.

- Regular proactive tasks diminishes the gamble of creating coronary illness. The coronary illness are answerable for 33% of all passings.
- Regular proactive tasks decreases hypertension, which influences around 20% of the world's grown-up populace.
- Regular physical forestall or control dangerous way of behaving, particularly among kids and youngsters, as tobacco, liquor or other

substance use, undesirable eating regimen or viciousness.

- Regular proactive tasks assists with building and keep up with sound bones, muscles, and joints and makes individuals with ongoing, handicapping conditions work on their endurance.
- Regular proactive tasks diminishes the gamble of creating lower back agony can assist in the administration of agonizing circumstances, similar to back torment or knee with pain.
- The scholastic investigation of actual Training and sports might be asstimulating and fun as experience as one's real support in sports.
- Once the standard, topic, and 'soul' of the two games are perceived, they might similarly compensate. General Training in for the general population, so likewise Actual Education

Conclusion:

Youngsters are the foundation of any general public or any country. They are the resources of any country on the planet. India has the world's biggest youthful populace on the planet. The nation has the greatest work force on the planet as a human asset, accessible as of now. Presently safeguarding the Human Asset and keep up with the life span of these youthful ones is a test to India, which is likewise the quickest non-industrial country of the world. To keep individuals of the general public wellbeing it is fundamental for all individuals to do ordinary an activities of some kind or another. The individual from the general public ought to consistently participate in games and sports and different activity projects to guarantee advancement of actual wellness and acquire abilities in sports and games.

The general public then again ought to give an adequate number of chances to its individuals with the goal that they might draw in themselves in exercises voluntarily and accordingly create or keep up with the degree of actual wellness. Except if there is improvement in the overall norm of wellbeing, greatness is sports can't move along. Actual Education and Sports exercises in instructive organizations ought to focus on wellbeing related and execution related regions to guarantee improvement of execution in aggressive games, similar to Asian Games and Olympic Games, where our nation is lingering and remained a long ways behind the nation like USA, Russia, China, Japan and U.K. Actual Education subsequently comprises in advancing a precise all-round improvement of person. Thus any association of Actual Training ought to begin with fostering an uplifting perspective and self-assurance among actual Teachers themselves and cause them to feel, Actual Instruction need not exist in that frame of mind of the schools/universities yet ought to stretch out itself to the study halls and become the concentration or

essential issue of Education system. Thusly we will actually want to satisfy the quintessence of following line which is actually quite significant for person that is "In a sound body there carries on with a solid psyche."

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Vital Strategies and Recommendations to the Educational Challenges of Students with Autism Spectrum Disorder (ASD)

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DOI- [10.5281/zenodo.10673242](https://doi.org/10.5281/zenodo.10673242)

Abstract:

Autism Spectrum Disorder (ASD) defined as a neurodevelopmental disorder associated with symptoms that include persistent deficits in social communication and social interaction across multiple contexts and restricted repetitive patterns of behavior, interests or activities. Being autistic does not mean you have an illness or disease. Autism is a spectrum which means everybody with autism is different. It means your brain works in a different way from other people. In recent decades, many children who are attending school have been diagnosed with autism spectrum disorder. The effects of this disorder typically prevent these individuals from accessing education in that these symptoms interfere with the learning process. Some autistic people need little or no support. Others may need help from a parent or care taker every day. This paper is an overview of autism spectrum disorder is presented from a psychosocial perspective, an attempt to circumvent disparate psychological and social viewpoints and offer a broader, more integrated view of ASD. Therefore, this paper covers vital strategies and recommendations to the educational challenges of students with autism spectrum disorder within the classroom by first educating themselves on the disorder and then exploring alternatives to behavior modification that provide the most conducive learning environment.

Keywords: Autism Spectrum Disorder, Strategies, Recommendations And Educational Challenges.

Introduction:

Autistic Spectrum Disorder (ASD) is a neurological and developmental disorder that affects how people interact with others, communicate, learn and behave. Autism spectrum disorder is generally defined as “a developmental disability caused by differences in the brain”. Individuals with Autistic spectrum disorders face different challenges that can affect their learning abilities and motivation in education. Students with autism spectrum disorders may demonstrate different symptoms and needs. Although autism can be diagnosed at any age, it is described as a “developmental disorder” because symptoms generally appear in the first 2 years of life. Autism is known as a “spectrum” disorder because there is wide variation in the type and severity of symptoms people experience. People of all genders, races, ethnicities and economic backgrounds can be diagnosed with autistic spectrum disorder. Although this can be a lifelong disorder, treatments and services can improve a person’s symptoms and daily functioning. People with autistic spectrum disorder often have difficulty with communication and interaction with other people, restricted interests and repetitive behaviors symptoms that affect their ability to function in school, work and other areas of life. This presentation will review the main educational challenges of the students with autistic spectrum disorders face, as well as strategies and recommendations to overcome it.

Background:

Autism Spectrum Disorder (ASD) are a diverse group of conditions. They are characterized by some degree of difficulty with social interaction and communication. Other characteristics are typical

patterns of activities and behaviours, such as difficulty with transition from one activity to another, a focus on details and unusual reactions to sensations. The abilities and needs of autistic people vary and can evolve over time. While some people with autism can live independently, others have severe disabilities and require life-long care and support. Just like neuro typical individuals, the future of people with ASD depends on their strengths, passions and skill sets. Autism often has an impact on education and employment opportunities. People with autism often have co-occurring conditions, including epilepsy, depression, anxiety and attention deficit hyperactivity disorder as well as challenging behaviours such as difficulty sleeping and self-injury. The level of intellectual functioning among autistic people varies widely extending from profound impairment to superior levels. However, there are general behaviors that educators are recommended to be aware of since these types of concerns may be seen in the majority of autistic spectrum disorder students. In severe cases, an autistic child may never learn to speak or make eye contact. But many children with autism and other autism spectrum disorders are able to live relatively normal lives. Some children with autism become more engaged with the world and show fewer disturbances in their behavior as they mature. In fact, those with the least severe problems eventually might lead normal or near-normal lives. Many parents are told autism is a behavioral disorder based on challenges in behavior. While children with autism do display behaviors that can be confusing, concerning and even disruptive. On the basis of these behaviors we can define it as a neuro-developmental difference. However, clinical

practice and research are creating a paradigm shift towards understanding autism from a neuro-developmental perspective rather than simply behaviorally. Researchers don't know the primary causes of ASD, but studies suggest that a person's genes can act together with aspects of their environment to affect development in ways that lead to ASD. Some factors that are associated with an increased likelihood of developing ASD include: Having a sibling with ASD; having older parents; having certain genetic conditions (such as Down syndrome or Fragile X syndrome); having a very low birth weight.

Symptoms of Autism Spectrum Disorder (ASD):

The list below gives some examples of common types of behaviors in people diagnosed with ASD. These symptoms result from underlying challenges in a child's ability to take in the world through their senses and to use their body and thoughts to respond to it. When these challenges are significant they interfere with a child's ability to grow and learn, may lead to a diagnosis of autism. Not all people with ASD will have all behaviors, but most will have several of the behaviors listed below.

Social communication / interaction behaviors may include:

- ❖ Making little or inconsistent eye contact.
- ❖ Appearing not to look at or listen to people who are talking.
- ❖ Infrequently sharing interest, emotions, enjoyment of objects or activities.
- ❖ Not responding or being slow to respond to one's name or to other verbal bids for attention.
- ❖ Having difficulties with the back and forth of conversation.
- ❖ Often talking at length about a favorite subject without noticing that others are not interested or without giving others a chance to respond.
- ❖ Displaying facial expressions, movements, and gestures that do not match what is being said.
- ❖ Having an unusual tone of voice that may sound sing-song or flat and robot-like.
- ❖ Having trouble in understanding another person's point of view or being unable to predict or understand other people's actions.
- ❖ Difficulties adjusting in behaviors to social situations.
- ❖ Difficulties sharing in imaginative play or in making friends.

Restricted / repetitive patterns of behavior may include:

- ❖ Repetitive movements like rocking, flapping their arms, spinning or running back and forth.
- ❖ Lining objects like toys, up in strict order and getting upset when that order is disturbed.
- ❖ Attachment to strict routines like those around bedtime or getting to school.
- ❖ Repeating words or phrases they hear someone say over and over again.

- ❖ Getting upset over minor changes and obsessive interests.
- ❖ Focusing intently on parts of objects like the wheel of a toy truck or the hair of a doll.
- ❖ Unusual reactions to sensory input like sounds, smells and tastes.
- ❖ Exceptional abilities like musical talent or memory capabilities.

Other characteristic behaviors may include:

Some autistic people might experience additional symptoms including:

- ❖ Delayed movement, language or cognitive skills.
- ❖ Seizures, unusual eating habits or preferences and unusual sleep patterns.
- ❖ Gastrointestinal symptoms like constipation or diarrhea.
- ❖ Excessive worry or stress and unexpected emotional reactions.
- ❖ Unusual levels of fear (either higher or lower than expected).
- ❖ Hyperactive, inattentive or impulsive behaviors.

Causes for Autism Spectrum Disorder (ASD):

Autism spectrum disorder has no single known cause. Given the complexity of the disorder and the fact that symptoms and severity vary, there are probably many causes. Both genetics and environment may play a role. The cause of ASD is not known. Scientists believe it is caused by both genetic and environmental factors. Autism is for the most part, an inherited disorder: scientists estimate that up to 80 percent of a child's risk of developing autism is determined by DNA. We know that there's no one cause of autism. Scientists believe there could be many different causes of ASD that act together to change the ways people develop. Research suggests that autism develops from a combination of genetic or non-genetic and environmental influences.

However, it's important to keep in mind that increased risk is not the same as cause. Autism symptoms range from mild to severely disabling, and every person is different. You should consider the following signs of autism as possible indicators that your child may be at risk for the condition. For example some gene changes associated with autism can also be found in people who don't have the disorder. Similarly not everyone exposed to an environmental risk factor for autism will develop the disorder. In fact, most will not. Some suspected risk factors for ASD include: having an immediate family member who's autistic; certain genetic mutations; fragile X syndrome and other genetic disorders; being born to older parents; low birth weight; metabolic imbalances; exposure to heavy metals and environmental toxins; a maternal history of viral infections; fetal exposure to the medications valproic acid or thalidomide (Thalomid).

Curative Measures:

Current treatments for autism spectrum disorder seek to reduce symptoms that interfere with daily functioning and quality of life. It affects each person differently, meaning that people with ASD not have unique strengths and challenges and different treatment needs. Therefore, treatment plans usually involve multiple professionals and are catered toward the individual. Treatments can be given in education, health, community and home settings or a combination of settings. It is important that providers communicate with each other and the person with ASD and their family to ensure that treatment goals and progress are meeting expectations.

Behavioral Approaches: It focuses on changing behaviors by understanding what happens before and after the behavior. Behavioral approaches have the most evidence for treating symptoms of ASD. A notable behavioral treatment for people with ASD is called Applied Behavior Analysis (ABA). It encourages desired behaviors and discourages undesired behaviors to improve a variety of skills. Progress is tracked and measured.

Social-Relational Approaches: It focuses on improving social skills and building emotional bonds. Some social-relational approaches involve parents or peer mentors.

Pharmacological Approaches: There are no medications that treat the core symptoms of ASD. Some medications treat co-occurring symptoms that can help people with ASD function better. Medication can also help manage co-occurring psychological conditions such as anxiety or depression, in addition to medical conditions such as seizures, sleep problems, stomach or other gastrointestinal problems.

Psychological Approaches: It can help people with ASD cope with anxiety, depression and other mental health issues. Cognitive-Behavior Therapy (CBT) is one psychological approach that focuses on learning the connections between thoughts, feelings and behaviors.

Complementary and Alternative Approaches: Some individuals and parents use treatments that do not fit into any of the other categories. These treatments are known as complementary and alternative treatments.

Complementary and alternative treatments are often used to supplement more traditional approaches. They might include special diets, herbal supplements, chiropractic care, animal therapy, arts therapy and mindfulness or relaxation therapies.

Educational Challenges of Students with Asd:

Educational challenges of students with ASDs can be divided into cognitive processing delays, sensory perception issues, social skill deficits, and expression and motor skill challenges.

- The term 'cognitive processing delays' refers to a condition of students whose ability to intellectually function, translating facts and ideas from language to thoughts is below the expected average.
- Sensory perception issues refer to extreme sensitivity to certain sounds, tastes, odors, textures, etc. In addition students with sensory perception issues might lack depth perception and a sense of balance.
- Social skill deficits manifest in the inability to communicate with peers or teachers effectively. Students with social skill deficits often demonstrate poor eye contact, odd speech patterns, as well an inability or difficulty to both begin and maintain the conversation.
- Expression challenges refer to the students' difficulties in demonstrating their feelings or explaining thoughts, as well as responding to others' emotions or attempts to interact. An extreme example of this challenge can also be the inability to recognize people's faces or tell the difference between them.
- Finally, motor skill challenges refer to the difficulties such as mastering handwriting or participating in physical activities that involve motor coordination.

Strategies:

The combination of communicative, social and behavioral impairments directly affects the chances of students with ASD excelling academically. Numerous social, behavioral and academic strategies can be implemented within both mainstream and special education classrooms in order to assist students with ASD and contribute to creating positive experiences for them at school.

Social Strategies: Educators can initiate strategies within their classrooms to cultivate the social skills of autistic students. Because many children with autism have limited imitation skills and are unable to pick up on social cues, social interactions literally need to be taught to them. Social skills are most effective for students with autism when they are taught within the natural environment in which their demonstration is expected. Teaching social skills that are appropriate within school will be most effective when taught within a school environment.

Behavioral Strategies: Children with ASD sometimes exhibit problematic behaviour that can inhibit their own learning and disrupt other students in the classroom. Possible examples of problematic behaviour can be difficulty in listening and following instructions, difficulty in abiding by classroom rules and displays of repetitive behaviours that can be disruptive. In some cases introduced situations that are meant to limit their repetitive behaviour can be stressful for individuals with autism and can instead lead to severe irritability, aggression, self-injury or other repetitive

and problem behaviours. For students who experience these types of behaviours, instructional and behavioral supports are usually implemented to encourage participation in academic studies.

Academic Strategies: Educators can also implement formal academic strategies to accommodate students with ASD in reaching their academic potential. Some strategies are as simple as using technology to present learning material in a different way. Because individuals with ASD are visual learners, they typically respond well to using computers and iPods. Along with the integration of technology, adapted shared reading programs, detailed instruction and structured learning environments are just a few strategies that can be used in the classroom. Using technology as a learning tool, implementing adapted shared reading activities, applying detailed differentiated instruction and creating structured learning environments are strategies that can improve the academic performance of students with ASD.

Recommendations:

Autism Spectrum Disorders (ASD) are characterized by impairments in social interaction, social communication and social imagination. Due to the pervasiveness of these difficulties, children with ASD face challenges and encounter many barriers to learning when educated within mainstream settings. Educational practitioners require considerable knowledge and specialist skills in order to respond to the needs of these children providing individual and targeted support so that they may achieve their full educational potential. To help students overcome these challenges, educators can be recommended to implement a number of strategies.

- First, when students are struggling to process ideas, it is essential for the teacher to provide them with enough time to process a fact or a question. Students may also be taught different methods to buy the time needed and improve their thinking process.
- Second, teachers need to talk with students about challenging environmental distracters. Having identified these distracters, teachers can take measures to alleviate them. To mitigate the social skill deficits of students with ASDs, educators need to encourage tolerance and involvement in the classroom.
- In turn, expression challenges can be addressed using different strategies to teach students to moderate their speech.
- Finally, encouraging ASD students to participate in physical activities in a PE class or during recess will allow them to improve their motor coordination.
- When the challenges of autism are understood and appropriately addressed and the autistic individual is accepted for who they are, their potential is no

less than a neuro typical person. Too many professionals look at autism as something that needs to be controlled and contained.

Conclusion:

Autism also referred to as autism spectrum disorder constitutes a diverse group of conditions related to development of the brain. About 1 in 100 children has autism. Characteristics may be detected in early childhood, but autism is often not diagnosed until much later. The abilities and needs of autistic people vary and can evolve over time. While some people with autism can live independently, others have severe disabilities and require life-long care and support. Evidence-based psychosocial interventions can improve communication and social skills with a positive impact on the well-being and quality of life of both autistic people and their caregivers. Care for people with autism needs to be accompanied by actions at community and societal levels for greater accessibility, inclusivity and support. As teachers, it is our responsibility to educate our students so as to help them become contributing citizens of society. By providing educational environments that meet the needs of students with autism, we can help them to succeed in learning social, behavioral and academic skills that will positively influence their current and future lives. Incorporating strategies that are individualized to meet each student's needs translates to building opportunities for every student to excel academically.

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An Overview of the Competence of the Physical Studies in India

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DOI- 10.5281/zenodo.10673247

Abstract:

This examination paper looks at the present status of actual training and its quality in India. The review means to survey the different variables that impact the viability of actual education programs in instructive foundations the nation over. By utilizing a blended techniques approach, consolidating both quantitative information examination and subjective criticism from understudies, teachers, and policymakers, the exploration gives important experiences into the difficulties and valuable open doors for working on the nature of actual training in India. The discoveries shed light on the significance of upgrading framework, educational program, teacher capability, and strategy backing to advance a complete and great actual instruction experience for understudies.

Keywords: Actual Education, Quality, India, Instructive Establishments, Framework, Educational program, Teacher Ability, Strategy Backing.

Introduction:

Actual education assumes a vital part in encouraging actual wellness, mental prosperity, and all encompassing improvement among understudies. In India, as the training scene advances, it becomes basic to assess the nature of actual education programs in instructive foundations. This examination paper expects to investigate the situation with actual education and its quality in India, distinguishing the elements that add to compelling actual training and regions that require improvement. Understanding these elements can support forming approaches and procedures to advance an excellent actual education experience for understudies the nation over.

Objectives:

- To study the current situation of physical education in India
- To perceive the competence of physical education

Research Approach Exploration Plan:

This study utilizes a blended techniques research configuration, joining both quantitative and subjective methodologies. Quantitative information will be gathered through reviews and polls, while subjective information will be assembled through meetings and center gathering conversations.

Participants:

The examination will include understudies, actual training teachers, and policymakers from different instructive organizations in various districts of India.

Information Assortment:

Quantitative information will be gathered to evaluate factors, for example, the accessibility of sports offices, extracurricular open doors, educational plan content, and educator capabilities. Subjective information will be gotten to acquire bits of knowledge into understudies' insights, challenges looked by teachers, and strategy support for actual training.

Information Investigation:

Quantitative information will be examined utilizing measurable strategies to recognize patterns and examples. Subjective reactions will be exposed to topical investigation to remove significant subjects and viewpoints.

Results and Discoveries

- **Accessibility of Sports Foundation:** The exploration uncovered critical differences in the accessibility of sports framework across instructive establishments in India. While certain colleges and schools bragged express the-workmanship sports offices, others coming up short on fundamental conveniences for actual instruction. This error in framework prevents the nature of actual education programs, especially in establishments with restricted assets. Absence of appropriate games offices restricts understudies' admittance to proactive tasks as well as influences their general excitement and commitment to actual education.

- **Educational program Content and Execution:** The review tracked down varieties in the substance and execution of actual training educational programs. A few organizations followed a very much organized educational program, covering many exercises, for example, group activities, individual games, and wellness works out. Conversely, others needed variety and exhaustive preparation, bringing about dull and repetitive actual education classes. A normalized and very much executed educational plan is fundamental to guarantee steady and excellent actual education the nation over. It ought to include a reasonable blend of proactive tasks, underlining expertise improvement, wellness, and sportsmanship.

- **Educator Capability and Preparing:** Teacher skill arose as a basic variable influencing the nature of actual education. Thoroughly prepared and spurred teachers exhibited a positive effect on understudies' commitment and learning results. They successfully imparted guidelines, encouraged a positive learning climate, and gave productive

input to understudies. In any case, a few organizations confronted difficulties in enrolling qualified actual education teachers, prompting disappointing guidance quality. Instructive foundations must put resources into educator preparing and consistent expert advancement to guarantee that actual training teachers have the vital abilities and information to direct understudies in their actual excursion really.

- **Extracurricular Open doors:** The examination featured the significance of extracurricular open doors in advancing actual wellness and generally prosperity among understudies. Foundations that offered a different scope of extracurricular proactive tasks saw higher understudy interest and excitement for actual schooling. Extracurricular exercises, for example, between school sports rivalries, wellbeing and health occasions, and local area sports drives assume a huge part in improving understudies' actual abilities, cooperation, and authority characteristics. Empowering and supporting extracurricular open doors can add to a more comprehensive and satisfying actual training experience.

- **Strategy Backing and Subsidizing:** Strategy backing and financing for actual training changed among instructive establishments. Organizations with strong arrangement systems and sufficient financing showed better actual schooling quality and understudy commitment. These approaches ought to zero in on setting clear goals, characterizing principles for actual schooling programs, and distributing adequate assets to help the execution of value actual training. Policymakers assume a basic part in pushing for actual schooling, guaranteeing it is perceived as a fundamental part of the school system, and getting vital subsidizing for its turn of events and improvement.

Conclusion:

The discoveries of this exploration shed light on the present status of actual training and its quality in India. It is obvious that different elements influence the adequacy of actual training programs in instructive establishments the nation over. To advance great actual training, instructive policymakers, organizations, and partners should team up and execute vital measures.

Suggestions:

To improve actual training quality in India, a few key suggestions can be thought of:

- **Interest in Sports Framework:** There is a requirement for expanded interest in sports offices and gear across instructive organizations. Making and keeping up with legitimate framework will empower understudies' dynamic cooperation and give a helpful climate to proactive tasks.
- **Normalized and Very much Carried out Educational program:** A normalized and complete

actual training educational plan ought to be created and executed reliably across every instructive foundation. It ought to consolidate many proactive tasks to take special care of understudies' different advantages and capacities.

- **Proficient Advancement for Teachers:** Instructive organizations ought to focus on educator preparing and proficient improvement programs. Customary studios, affirmations, and openness to best practices in actual education will furnish educators with the fundamental abilities to convey drawing in and successful actual training classes.
- **Advancement of Extracurricular Exercises:** Empowering and supporting extracurricular proactive tasks will give understudies more chances to investigate their actual capacities, encourage collaboration, and foster authority characteristics.
- **Strategy System and Financing:** Policymakers need to lay out clear arrangement structures that perceive the significance of actual training in generally speaking understudy improvement. Sufficient financing ought to be dispensed to help actual instruction projects and drives.

By tending to these suggestions, India can draw nearer to giving great actual education in instructive establishments, advancing understudies' actual prosperity, and sustaining an age of better and more dynamic people.

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Employee Productivity analysis of Regional Rural Banks in Karnataka- a Comparative Study of KGB and KVGB

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DOI- 10.5281/zenodo.10673262

Abstract:

Regional Rural Banks (RRBs) are hybrid financial institutions established to cater the financial needs of rural exodus. According to the preamble of the RRBs Act of 1976, the objectives were "to develop the rural economy by providing financial assistance for the purpose of development of agriculture, trade commerce, industry, and other productive activities in rural areas, particularly to small and marginal farmers, agricultural laborers, artisans, and small entrepreneurs, and for matter connected therewith and incidental thereto". Following India's financial sector reforms, several changes have occurred in the focus and operation of Regional Rural Banks, and numerous efforts have been taken by the government to strengthen the commercial sustainability of RRBs. The present study focuses on employee productivity analysis of RRBs operating in Karnataka for a period of 5 years from 2018-19 to 2022-23.

Key words: Commercial Sustainability, Marginal farmers and Rural Exodus.

Introduction:

India is basically an agrarian and rural based economy where major chunk of the population depends on agriculture and located in rural folk. RRBs play a vital part in rural and agricultural development by providing enough credit and financial facilities to uplift the weaker sectors of society such as small, marginal, and medium farmers, agricultural laborers, craftsmen, and small entrepreneurs, among others. As a result, RRBs serve as an alternate channel for transforming institutional credits for rural and agricultural segments in order to uplift their dependents by developing, extending, and ensuring an adequate supply of financial facilities during the economic development process. The Banking Commission first proposed the establishment of RRBs in 1972, with a clear recommendation to establish "Rural Banks" in addition to commercial banks. Thus, the Regional Rural Banks were found in October 1975 under the aegis of the then Prime Minister Late Mrs. Indira Gandhi to knockout the dreams and ambitions of Mahatma Gandhi on rural and agriculture development of India. Besides, the developing countries are prioritizing the rural and agriculture segments with a prominence to explore economic

potentiality. Banking institutions play critical roles in the growth of the economy, serving as a yardstick to assess rural and agricultural development by providing a variety of banking services and amenities such as credit extension. They also aid in the accumulation of savings and investments for the purpose of channelling funds to the needy sectors, and they play an important role in decreasing or eliminating regional imbalances and inequities through the provision of new financial products and services.

Objective of the Study:

- To evaluate the employee productivity performance of Karnataka Gramin Bank (KGB) and Karnataka Vikasa Grameena Bank (KVGB).

Research Methodology:

The present study is based on secondary data sourced from journals, magazines, articles and annual reports of respective banks. The present study analyzed the employee productivity performance of two RRBs i.e, Karnataka Gramin Bank (KGB) and Karnataka Vikas Grameena Bank (KVGB). The present study covers the period of 5 financial years from 2018-19 to 2022-23.

Statement of Hypothesis:

Hypotheses

- H₀₁**- There is no significant difference in Net Profit per Employee Ratio between KGB and KVGB during the study period.
- H₀₂**- There is no significant difference in Income per Employee Ratio between KGB and KVGB during the study period.
- H₀₃**- There is no significant difference in Expenses per Employee Ratio between KGB and KVGB during the study period.
- H₀₄**- There is no significant difference in Deposits per Employee Ratio between KGB and KVGB during the study period.

H₀₅- There is no significant difference in terms of Advances per Employee Ratio between KGB and KVGB during the study period.
H₀₆- There is no significant difference in Business per Employee Ratio between KGB and KVGB during the study period.

Results and Discussions:

The Productivity is the cornerstone of banking growth and economic and effectiveness of services. In order to survive in the present competitive environment, banks should be strengthened adequately and would attain competitiveness through the use of its existing resources and managing business in effective manner.

Employee Productivity

To find out the employee level productivity, the following formulas have been applied

- 1) Net Profit per employee = Net Profit after interest and tax / No of Bank employees
- 2) Income per employee = Total income per branch / No of Bank employees
- 3) Expenditure per employee = Total expenditure / No of Bank employees
- 4) Deposit per employee = Total deposits / No of Bank employees
- 5) Advances per employee = Total Advances / No of Bank employees
- 6) Business per employee = Total business / No of Bank employees

Table-1
Employee Productivity of Karnataka Gramin Bank and Karnataka Vikas Grameena Bank

Year	N/P per E		Inc per E		Exp per E		Dep per E		Adv per E		B per E	
	KG B	KVGB	KGB	KV GB	KGB	KVG B	KGB	KVGB	KGB	KVGB	KGB	KVGB
2018-19	2.08	1.42	58.22	42.91	55.40	41.50	474.44	394.40	380.56	310.84	855.01	705.24
2019-20	0.34	-17.27	60.39	42.62	58.03	59.90	531.10	433.42	383.98	295.07	915.08	728.49
2020-21	0.28	0.19	69.41	47.36	54.98	47.17	620.00	479.73	446.32	332.74	1066.32	828.90
2021-22	1.00	0.98	77.25	61.42	59.11	60.43	670.91	544.32	477.92	389.19	1207.00	948.42
2022-23	0.16	1.22	78.78	58.08	61.69	56.86	717.26	568.87	577.48	439.05	1294.74	1008.00
Average	0.77	-2.69	68.81	50.47	57.84	53.17	602.74	484.15	453.25	353.38	1067.63	843.81
SD	0.80	8.16	9.41	8.75	2.77	8.42	99.57	73.22	80.89	59.70	186.74	132.88
t-value	0.944		3.190		1.177		2.145		2.221		2.183	
p-value	0.372		0.01		0.272		0.064		0.057		0.06	
Decision	H₀₁- Accepted		H₀₂-Rejected		H₀₃-Accepted		H₀₄-Accepted		H₀₅-Accepted		H₀₆-Accepted	

Source: Computed from Annual Reports of KGB and KVGB

Table-1 shows the Employee Productivity Ratios of KGB and KVGB. The result of hypothesis testing of Net profit per Employee ratio reveals that there is no significant difference between banks as its significance value (0.372) is higher than at 5% level of significance. Hence, there is no refusal of null hypothesis. The outcome of hypothesis testing of Income per Employee ratio discloses that there is a significant difference between banks as its significance value (0.01) is less than at 5% level of significance. Hence, there is a refusal of null hypothesis. The result of hypothesis testing of Expenses per Employee ratio reveals that there is no significant difference between banks as its significance value (0.272) is higher than at 5% level of significance. Hence, there is no denial of null hypothesis. The result of hypothesis testing of Deposits per Employee ratio shows that there is no significant difference between banks as its significance value (0.064) is greater than at 5% level of significance. Hence, there is no refusal of null hypothesis. The result of hypothesis testing of Advances per Employee ratio reveals that there is no significant difference between banks as its significance value (0.057) is higher than at 5% level

of significance. Hence, there is no denial of null hypothesis. The result of hypothesis testing of Business per Employee ratio reveals that there is no significant difference between banks as its significance value (0.06) is higher than at 5% level of significance. Hence, there is no refusal of null hypothesis.

Findings:

1. It is evident from the present study that, the average ratio of KGB in connection with Net profit per Employee ratio is Rs.0.77 lakh which is higher than the average ratio of KVGB which is (-2.69) lakh per employee. It shows high efficiency of bank's management in utilizing the employees in generating maximum profit and efficiency of employees in generating profits. The outcome of hypothesis testing reveals that there is no significant difference between KGB and KVGB in terms of Net profit per employee as its p-value (i.e, 0.372) is higher than 0.05.
2. It is noticed that, the KGB has maintained higher average ratio of Income per Employee, it indicates higher efficiency of bank's management to utilize the employees in generating more business. The results of the t-

- test indicated that, there is a significant difference between banks in terms of Income per Employee ratio as its p-value (i.e, 0.01) is less than 0.05.
3. It is observed that, the KGB has maintained low Expenses per employee ratio (i.e., 50.48 lakh) compared to KVGB (i.e.57.84 lakh). It shows high efficiency of bank's management in utilizing the employees in effective utilization of Resources. The outcome of t-test adopted to verify the hypothesis styled as there is no significant difference between KGB and KVGB in terms of Expenses per employee ratio has favoured the acceptance of null hypothesis as its p-value (i.e, 0.272) is higher than 0.05.
 4. It is noticed that, the higher average ratio of KGB indicates management's ability to collect the deposits from customers. The results of t-test indicated that, there is no significant difference between banks in terms of Deposits per Employee ratio as its p-value (i.e, 0.064) is higher than 0.05.
 5. It is found that, the average ratio of KGB is higher than KVGB, it indicates that the bank lends more funds and generates more income. The ascertained p-value of t test in relation to Advances per employee ratio reveals that there is no significant difference between KGB and KVGB as its p-value (i.e, 0.057) is higher than 0.05.
 6. It is noticed that, the KGB has maintained higher average ratio of Business per Employee, it indicates higher efficiency of bank's management to utilize the employees in generating more business. The results of the t-test indicated that, there is no significant difference between banks in terms of Business per Employee ratio as its p-value (i.e, 0.06) is more than 0.05.
3. Annual Reports of Kaveri Grameen Bank from 2018-19 to 2022-23.
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Conclusion:

Regional Rural Banks are playing a crucial role in the economic development of rural areas in order to remove the economic inequalities in the regions. In the present study, an attempt has been made to evaluate the employee productivity of KGB and KVGB. Thus, it is a proven fact from the research results, discussion and analysis that KGB is comparatively performing better in maintaining consistency in employee productivity. It is suggested to KVGB, to maintain stability in employee productivity ratios by adopting innovative strategies to improve the performance of the bank.

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Necessity of Developing Self-Confidence

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DOI- 10.5281/zenodo.10673274

Abstract –

Focus on growth: They are aware of their limitations, but prefer to concentrate on the opportunities for improvement rather than their shortcomings. We could say that balance and rationality in attitude are characteristics of self-confidence. A confident person is willing and courageous to take on new challenges and works so hard to achieve his goals. This accomplishment gives him even more confidence. But a lack of confidence can keep someone stuck in a vicious cycle where it makes them feel even more incompetent and keeps them from succeeding because they are too nervous and unprepared.

Keyword - confidence, attitude, social factor, community.

Defination -

The definition of self-confidence is having faith in oneself and one's skills. It includes our inner state, beliefs, thoughts and feelings. This state of mind keeps changing according to the situations we face in our life. Therefore, we frequently say, "I am confident, I can do this," or, "I am neither sure nor confident about dealing with this," depending on the situation. Self-confidence is influenced by many factors which are discussed in below section.

Major Factors That Build Self-Confidence:

1. Factors that help in building of self-confidence are as follows:

Social factors: Self-confidence in an individual is influenced by social interactions. Their relationships and interactions with family and social environment are important. How an individual interacts with family members, relatives, friends, community members, teachers and media play a major role. An individual's self-image develops over time and is influenced by their experiences. For example, a child may try to climb a very high ladder, when he fails; his cousins or friends make fun of him. That sense of being mocked in public may stay deep within a person's memory whenever he or she has another opportunity to climb a high ladder in public. That memory will reappear. He may lack the confidence to perform the task often. He may think, "I can't do it, I can never climb up a high ladder" similarly, if a child grows up in a loving environment, that child grows up to be self-confident. He will have more self-confidence if he is supported or encouraged rather than criticized for failure. Societal pressure can have an impact on an individual's level of self-confidence.

2. Cultural factors:

Values, beliefs, and rituals practised in the family or religious community have a direct impact on developing self-confidence. When a person conforms to the norms, i.e., respects his community's cultural ideals, he is valued and welcomed. This boosts his self-confidence. If someone violates cultural ideals, he/she is frequently punished,

ignored, or humiliated. This damages the person's mind and leads to losing trust in him/her. He does not do what he wants. Cultural and social expectations place pressure on him to perform in a certain way.

3. Physical factors:

Our physical looks/appearance, fitness, agility, and ability are all examples of physical factors. These have a direct impact on developing self-confidence. When you dress well, you feel good and confident about yourself. You are accepted and valued by family and friends. A good example is how people dress for an interview. Clean, well-ironed clothes make you appear clean and well-dressed. The interviewer's first impression of you is based on your looks. Dressing professionally gives you the confidence to face the interview. Similarly, you may wear a fashionable dress. However, it may not suit your appearance and you may appear out of place in it if a friend jokes about it, you tend to lose your confidence.

Some areas to start working on are listed below

Locus of control:

Locus of control is the degree to which you perceive control over a situation being Internal or external. It refers to the set of beliefs you hold about being controlled by yourself (internal locus) or by others or the situation (external locus).

Self-efficacy:

It refers to a belief about your own ability to deal with events and challenges. High self-efficacy results in the ability to be happy with less and to have better confidence in dealing with a variety of situations of all levels of difficulty. It has also been noted that earlier achievement may lead to increased self-efficacy for current and future challenges. Self-esteem: it is your feeling of self-worth. Individuals with high self-esteem have positive feelings about themselves while those with low self-esteem are strongly affected by what others think of them, and may see themselves negatively when criticized by others.

Self-monitoring:

it refers to how much of your behaviour is influenced by gestures from other people and situations. Individuals with high self-monitoring pay attention to what behaviour is suitable in certain situations, such as staying clean and hygienic, spending time with positive people, and complying with high ethical standards, whereas those with low self-monitoring prefer that their behaviour reflects their attitudes and are less adaptable to situational factors.

Positive thinking:

People show attitudes regarding situations in either a positive or negative manner. Positive thinking is the tendency to emphasise the positive aspects of situations, while negative thinking is the tendency to emphasise the less desirable aspects. People who frequently engage in physical exercise tend to be physically fit and have optimistic outlooks.

Staying happy with small things:

We all have goals and desires, regardless of how big or small. Some of us want to be astronauts, while others want to own a motorcycle or car. We are all aware that we may exert effort and work towards achieving our goals. However, we must not forget that we have already been blessed with something. Even though we may not have a car, but we may have a cycle or scooter. We have a house to live in, food to eat, a bed to sleep in and books to study. We can order food online and eat. Many poor families are not even having proper meals or a house to live in. They live and sleep on the roadside. We must be thankful for the small blessings we do have.

Staying smart, intelligent and hygienic:

We feel more confident when we are well-groomed and presentable. Personal hygiene must always be maintained. A clean appearance and a confident personality require well washed and combed hair, trimmed nails, clean teeth and clean skin.

Talking with positive people:

Positive thoughts are important to build and maintain high self-confidence. Having positive people around you is one method to do this. We've encountered a lot of elderly persons who are bedridden or specially-abled persons. We may feel that their lives are miserable. However, we are surprised by their positive attitude and optimistic view of life. This keeps them smiling. They inspire us to be happy and positive about our future. If these positive people can be happy, why not us? Talking to them will surely boost our confidence and inspire us to become positive thinkers.

Remove negative thoughts:

Negative thoughts can arise from occurrence of any prior events, unnamed fear, anger, hatred, bitterness, etc. Always have a positive attitude towards life and handle all the situations with

confidence. When you feel negative thoughts start to creep in, remember that you can always combat them with your positive thoughts.

Rious Characteristics of People with High And Low Confidence Level

Will learn about a number of characteristics that both persons with high and low levels of confidence est in this section racteristics of people with low confidence level are:

Scared and fearful: They are worried about the possibility of failure.

Value other people's opinions: They depend on others' support and acceptance to feel confident in their views.

Extremely critical: They usually draw attention to their shortcomings, such as their poor knowledge or overall appearance

- **Unpreparedness:** They struggle to set their priorities and concentrate on tasks. Since they don't think they'll succeed, they don't put in the necessary effort, which leaves them unprepared.

Lack of initiative: They lack motivation to innovate or bring about change

- **Negative outlook:** They concentrate on past failures rather than learning from them.

- **Reluctant to deal with others:** Such people make excuses and try to avoid confronting others.

Characteristics of people with high confidence level are

Positive mindset: They have a positive outlook on both their personal situation and the world around them

Self-aware: Confident people are capable of recognizing their strengths and accepting their weaknesses at the same time.

Trust their thoughts: They also believe in their own ideas and beliefs rather than those of others.

Handle mistakes: Self-confident people accept their mistakes rather than trying to justify or deny them additionally, they are ready to learn something from it.

Focus on growth: They are aware of their limitations, but prefer to concentrate on the opportunities for improvement rather than their shortcomings

Conclusion -

We could say that balance and rationality in attitude are characteristics of self-confidence. A confident person is willing and courageous to take on new challenges and works so hard to achieve his goals. This accomplishment gives him even more confidence but a lack of confidence can keep someone stuck in a vicious cycle where it makes them feel even more incompetent and keeps them from succeeding because they are too nervous and unprepared.

A mother- initiated preacher: Sant Ramdas

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DOI- 10.5281/zenodo.10673337

Abstract

Samarth Ramadas is a Lokshikshak. He is a reformer. Whatever he has written is Atmaprachiti. Samarth helped Hindu at that time who was wandering for quest for self identity. In those times he established temples of Maroti in every village.

Introduction -

Samartha's kirtan was going on in Paithan's Nath temple. The Patil of Jamb village was sitting far ahead in the audience. Seeing the furrow on Samarth's forehead, he felt like Narayan Toshar. After Kirtan, he met Samarth and when he realized that Samarth Ramdas is Jambetla Naroba, Patil folded his hands and said – "Swami Maharaj, the knowledge you have acquired by doing penance for the last two years is not bad. When will we get to see it?"

After twenty four years, Samarth got the news about his mother. Tears began to flow from his eyes. As soon as the program in Paithan was over, his footsteps started falling towards Jamb. There was no difference between villages. Everything as it is and as it is. He had darshan of Marutiraya at Hanumanta's temple outside the village and left for his home. Standing in the courtyard he shouted Om Bhavati Bhiksam Dehi" His sister- in- law Parvatibai came out with alms. His nephews Ramji and Shamji were begging their mother. They were looking at the bearded Gosavad in fear. Then Samarth said, "I am not a stranger to go away satisfied with so much alms". But Ranubai, who was sitting in Deoghar chanting Ramnaam by twisting her body, heard this sentence and asked with all her curiosity. "Why my Naroba? "Who?"

He had asked this question a thousand times till date. Today, for the first time, he got a satisfactory answer. Ranubai got up. With a beating heart, twinkling eyes, She came to the house, supporting the wall with her eyes and trembling hands. Here Samarth also pushed aside the sisters- in- law and reached Majghar. He hugged his mother tightly. Ranubai had lost her sight. Touching with her hands, she was trying to store Narayana's form in her eyes. But Narayan does not fit anywhere in the mathematics of his feelings and the yardstick of

history. Because on the day of the wedding, they had bathed Narayana in the morning, rubbed perfumes all over his body, his then tiny mouth and head were now lost in the forest of beards and jats. His young punishments of that time had taken the form of steel. Ranubai will not be satisfied with mere touch without seeing with her eyes. Tears were also flowing from Samarth's eyes. It was a heart-breaking episode in India's spiritual history.

Samartha remembered Rama Raya and touched the mother's eyes with the fingers of his right hand. Ranubai immediately began to see. He couldn't believe his hand with me. Now he could not believe his own eyes. For a moment they thought, this boy has done penance for so many years and has not pleased any demon instead of Ram Raya? His motherly love awakened and he asked – Narayana! What ghost did you subdue, father?

Samarth satisfied Matushree. He was not only given vision but divine vision. Not just the skin eye, but the knowledge eye. He stayed at Jambes for four months. He read and explained the Kapil Gita to his mother. Mother had the darshan of Ram Raya. Made revelation of Vedanta. Samarth ran away from the marriage but blessed Ranubai's cunt.

He made a statement to His mother and Shrestha Gangadharaswami about the untold atrocities he had seen during his visit to India. Samarth said to his mother, "Mother, a mother greater than you is calling me. Many compatriots are waiting for me like Shrestha. Do not tie me up in this small mayapasha. Give me a farewell of love for the upliftment of the nation. The sacrifice of thousands of such youths is needed in this national freedom struggle." Ranubai immediately got up and went into the house. Samarth did not know why they went. She came with flowers in her hands and poured water on the boy and said,

‘O Narayana, I have released water on you. Sacrifice your life for a happy nation. There is only one condition, come to my end. I will bid farewell to the world only by taking water from your hand.’”

Samarth promised his mother. Baisakh ended and Samarth took loving blessings of mother and elders. The entire Jamb village had gathered outside the village near the gate to bid farewell to Samarth. Villagers felicitated him by garlanding him. Ranubai’s eyes were happy.

Conclusion -

Considering the seriousness of the country’s situation, a mother threw her son into the arms of the nation. To wipe the tears of the common man, the Mother sent a preacher.

Importance of Art in Education

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DOI- 10.5281/zenodo.10673345

Abstract -

It has been many years now since the beginning of art education for classes 1st to 8th. We have been seeing the importance and necessity of art education for more than a decade. It is now widely accepted that the arts are vital to the all-round development a student can achieve. Therefore, the necessity of art education should not be felt, indeed, to be repeated; But like all parts of life, the work done in the field of study and teaching also needs to be reviewed. Improvements are to be made where necessary. Changing lifestyles, new and continuously developing technologies, new problems and new challenges arising from it are all inevitable to affect the education sector. Even today, why do we consider arts education important for development, we need to find an answer to this question. If there are any shortcomings in the previous curriculum, they should be removed and new vigor should be overcome to overcome the difficulties and provide a set of curriculum and activities conducive to the overall development of the students, is the stand behind the book. We teachers are aware of the responsibility that teachers have to shoulder. There is also awareness of the geographical and social and cultural diversity of Maharashtra. It is also noted that the students studying in the school come from different economic backgrounds from West Maharashtra, Konkan, Madhya Maharashtra, Marathwada, Vidarbha, Khandesh and other geographical areas. Hence, the book advises teachers to use a more flexible approach while teaching art. Art expression is not possible without cultural context. It is important to keep in mind that the culture and environment in which the process of education takes place is the culture in which our expression and creativity takes place. It is right that the art of urban, tribal or forest dwellers, tribals and vimuktas automatically reflects their lives. It is wrong to expect students to have ideal or standard art form or expression.

Keyword - culture, creativity, tribal, diversity.

Introduction -

We consider three groups or pairs of arts. It includes painting-sculpture, dance-drama and singing-instrument. Vis or view means to see Art and Shravya are groups of listening arts. Paintings are to be seen, music is to be heard. Dance is to be heard and seen. In ancient times all these arts were combined. These days these arts are presented to people as different. A picture is drawn on some surface, so it is finite. Sculptures are made or formed from clay, clay, stone or metals. A sculpture is a three-dimensional shape with density. There are separate programs for singing and playing, while exhibitions of paintings or sculptures are separate. Music is used in dance and drama, and costumes and props are also required. Singing, playing, dancing, drama are experimented with, programs are conducted, hence they are called 'experimental arts'. Art shows the emotions and thoughts of a person.

Art provides an opportunity to present your ideas, thoughts, feelings in front of people in a beautiful way. The medium of art can be of great help to the development of children. If you have something to say, kids can find a new and beautiful way to say it. Education comes through the arts. Studying art provides an opportunity for mental, emotional development and art itself can be an achievement of education. In short, we can put into practice the triad of art education, education through the arts, and education through the arts. Free invention is important in art. If children want to draw a picture, say a song or poem, act something,

there is no rule to do it in a certain way, that is, there is no or should not be a restriction on the picture or thought they want to draw. We call such disclosure 'muktaviskar'. Children can have a fear-free, independent, new experience through the expression of arts. Art is an invention of cultural and social values. Arts work to inculcate moral and cultural values in the society.

We get knowledge of the world through the sensations we get from our senses. Even if our surroundings seem to be the same, the reality that appears to us depends on how we perceive it, how we perceive it. Emotions, pleasures, disappointments are not the same for everyone, they are not the same. Narration of experiences too Individuals do it differently. This is what we call the expression of art. The purpose of arts is to convey experiences, ideas, thoughts in a beautiful way. Sometimes children cannot understand their own feelings. There is a state where we do not understand what we feel, what hurts, what is happiness. They do not have the means to express their thoughts.

Language seems inadequate. At such times, their state of mind is revealed through pictures, colors, tones and behavior. It is an artless invention. The things expressed by such pictures, therefore, cannot be judged as right or wrong. Children's drawings—pictures of the world they perceive, scenes, or feelings—we, the teacher or parent, need to understand. They contain symbols. They are suggested to the children, found, they find accurate

in their own language. They are made to suit their own mind without imitating anyone. Children's ability to make such symbols and signs themselves should continue to grow. This is an important issue in art education. A self-made, independent, non-imitation image is an identity-building and confidence-building tool. Children have the power of expression. The purpose of art education should be to encourage children to be creative, to pursue independent thinking, and therefore not to engage in imitation, but to inspire children to explore at their own pace.

Observing, listening, tasting are also essential steps in art education. We get knowledge of the world through the ears, eyes, nose, tongue, skin, i.e. through the five senses. We need language very much for understanding. Language education is important, along with that in the world of art we can know and say things like colour-line, shape, tone, rhythm, body posture, acting through language. Feelings and ideas often transcend language, the world of art, the world of language and beyond language, makes available to us. Therefore, we consider it necessary to introduce it at an early age, if personality development is to be holistic, art should be included in education. In fact, intellectual, mental, emotional, social, physical development is achieved through the learning of arts and through the process of art appreciation. An attempt has been made in this handbook to bring together the triad of art education, art education and art itself education.

There are a few things to keep in mind while giving art education to eight to ten year old boys and girls. While the arts are introduced through the school curriculum, many kinds of culture are imparted on the child's mind through the media available in the society. Earlier it was mainly experienced in civil society and now in rural areas as well. Arts such as singing, playing, painting, sculpture and dance are widely broadcast through television, on television and on tapes, V.C.D. Or D.V.D. The promotion and dissemination of visual and experimental arts through such means is a modern reality. The messages, cues or rituals that children of 8-10 years of age (adolescent age group) receive from it is a matter of concern for many. The spread of this medium, which is a commercialized form of art, engages children in fascination. Many people want us to imitate such arts.

Keeping in mind the purpose of art education, we believe that if we emphasize on presenting art independent of this type of imitation, it will be worthwhile. It is better for children to participate independently in various arts performances rather than watching or imitating them as mere spectators or listeners. The goal of art education should be to give children the opportunity to express themselves with the necessary guidance from the teacher. Participating in the art making and

tasting process is important. In the first second, the children will be introduced to some fundamental things. We think that the need to guide in plain, simple language will be felt in third-fourth. This guidance should not be 'prescriptive'. As we say, a teacher should not order or command that a certain thing should be done in a certain way. Acting only on orders, presenting art should be avoided.

Conclusion -

There are many options in the expression of art, being aware of it.

It is important to be able to independently choose which artistic option is appropriate. Imitation is a step. It needs to be explained that the goal is to be able to make informed decisions beyond that. Singing, dancing has to be in one tone and rhythm; But a painting, a sculpture or an act should not be monotonous, it should have a variety of experiences and expression.

भंगलेले अखंड भारताचे स्वप्न: एक वास्तव

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DOI- 10.5281/zenodo.10682418

सारांश -

भारतवर्षाच्या भूमीवर पहिले पाऊल ठेवणाऱ्या अलेक्झांडर या पहिल्या विदेशी आक्रमकाला अवघ्या ३ वर्षांत लज्जास्पद व पळपुटा पराभव स्वीकारावा लागला; त्याच्या सैन्याचे नैतिक खच्चीकरण झाले आणि सर्व काही धुळीला मिळाले. त्यानंतरच्या ७ वर्षांत तर चाणक्य आणि चंद्रगुप्ताच्या दूरदृष्टीमुळे व पराक्रमामुळे त्या जगज्जेत्याची पुसटशी पदचिन्हेही भारतवर्षाच्या भूमीवर शिल्लक राहिली नाहीत. त्यानंतर मध्य आशियातून आली ती कुशाणांची टोळी. (इ. स. नंतर पहिले शतक) पण त्यांचा पराभव होत गेला आणि ते इथल्या मुख्य राष्ट्रीय जीवनप्रवाहात विलीन होत गेले. कुशाणांचा राजा कनिष्क तर बुद्धाचा निष्ठावंत अनुयायी बनला आणि बुद्धाचे तत्त्वज्ञान सर्वदूर पसरवणारा तो दुसरा सम्राट अशोक मानला जाऊ लागला. त्यापाठोपाठ आलेल्या शकांच्या (इसवीसनोत्तर पहिले शतक) आणि हूणांच्या (इसवीसनोत्तर पाचवे शतक) आसुरी सत्तेने हिंदुस्थानावर खोल जखम केली आणि संपूर्ण उत्तर भारत काही काळ मिहिर्गुला आणि तोर्मनच्या टाचेखाली भरडला गेला. परंतु पुन्हा एकदा भारत- वर्षाच्या उदरातून हर्षवर्धन, यशोधर्म, विक्रमादित्य आणि शालिवाहनासारखे काही निष्णात योद्धे, राजनीतिज्ञ जन्माला आले आणि त्यांनी पराभूत गुलामगिरी प्रवृत्तीने ग्रस्त झालेल्या भारतवर्षाच्या स्वातंत्र्याचा, राष्ट्रीय सन्मानाचा ध्वज उंच फडकत ठेवला. कालांतराने हे आक्रमक आपोआप या भूमीच्या प्रेमाने आकर्षिले गेले आणि येथील भूपूत्रांच्या जीवनाशी समरस झाले.

Keyword - मातृभूमी, फाळणी, पूर्वेतिहास, स्वातंत्र्यसमर

प्रस्तावना -

ख्रिस्तोत्तर ७ व्या शतकात सुरू झालेल्या मुस्लिम टोळ्यांच्या आक्रमणांना महमद गझनी (११ वे शतक) आणि महमद घोरी (१२ वे शतक) यांच्या कारकीर्दीत अधिक गती मिळाली. तुर्की, अरब, इराणी, मोगल आणि अफगाण आक्रमकांच्या टोळ्या टोळधाडीसारख्या भारतवर्षावर धडकल्या आणि त्यांच्या पंजाखाली मृत्यु, विध्वंस आणि भ्रष्टेची एक क्रूर कहाणी आकार घेऊ लागली. सुमारे ८०० वर्षे हिंदुस्थानाने या आक्रमकांविरुद्ध एक अथक संघर्ष उभा केला. जगाच्या पाठीवर राष्ट्रीय स्वातंत्र्यासाठी झालेल्या लढयात एवढा दीर्घ आणि रोमांचक लढा खचितच दुसऱ्या देशाला द्यावा लागला असेल. राजस्थानात महाराणा कुंभापासून महाराणा प्रतापसह व राजसिंहापर्यंत, दक्षिणेस हक्क आणि बुबकापासून कृष्णदेवरायापर्यंत, महाराष्ट्रात छत्रपती शिवरायांपासून पेशव्यांपर्यंत, पंजाबात गुरु गोविंदसिंग ते बंदा बैरागी आणि रणजितसिंगांसारख्या अनेकविध हुतात्म्यांपर्यंत - शीख गुरूंपर्यंत, बुंदेलखंडातल्या छत्रसालापासून आसाममधल्या लाचित बारफुकनपर्यंत असंख्य कप्तानांनी स्वातंत्र्यलढयाचे हे तारू महाभयंकर लाटांच्या तडाख्यांतून आणि वादळांतून सुखरूपपणे पुढे नेले.

त्यांच्या अथक परिश्रमांमुळे आणि योजनाबद्ध चढाईमुळे अखेर इस्लामची विजयी तलवार धुळीला मिळाली, तिचे पार तुकडे तुकडे झाले. शोकविह्वल मौलाना हलीने म्हटल्याप्रमाणे, "सात समुद्र पार करून आलेल्या इस्लामच्या विजयी आरमाराला हिंदुस्थानात आल्यावर मात्र गंगेच्या पाण्यात जिवंत जलसमाधी घ्यावी लागली.

"इतिहासातील पराभवांपासून आणि विजयापासून धडा घेऊन आपली शक्ती जागी करण्याची संधी राष्ट्रवादी शक्तींना मिळते न मिळते तोच भारत पुन्हा एकदा एका कावेबाज, धूर्त आणि संघटित आक्रमकांच्या, इंग्रजांच्या विळख्यात अडकला. परंतु भारतवर्षाच्या सुपुत्रांनी या नव्या शत्रूच्या विळख्यातूनही भारतमातेची मान अलगादपणे सोडवली. १८५७ च्या राष्ट्रीय उठावाने ब्रिटिश साम्राज्याला मुळापासून हादरा बसला. त्या हादऱ्यातून दैवयोगाने सुटका होताच ब्रिटिशांनी सुटकेचा निःश्वास टाकला खरा, पण त्या एकाच प्रसंगाने त्यांना उभ्या भारताच्या अंतःकरणात पेटलेल्या राष्ट्रप्रेमाच्या ज्वालांची महाभयंकर आठवण उरी बाळगावी लागली. त्यांच्या काटेरी सिंहासनाखाली असलेल्या सुप्त ज्वालामुखीची अंधुकशी कल्पना त्यांना आली.

राष्ट्रीय पुनरुज्जीवनः

नेमक्या याच क्षणी राष्ट्रीय जागृतीच्या, संघर्षाच्या एका नव्या पर्वाचा उदय झाला आणि देशभर त्याची लाट पसरली. पंजाबात स्वामी दयानंदांनी आर्यसमाजाद्वारे लोकमानसातील राष्ट्रप्रेमाच्या व स्वाभिमानाच्या निखाऱ्यावर जशी फुंकर घातली, तसाच आपल्या सांस्कृतिक चारित्र्याचा अमर आत्मा जनमनात रुजविण्याचे महान् कार्य श्री रामकृष्ण परमहंस, स्वामी रामतीर्थ, रमण महर्षी, योगी अरविंद यांच्यासारख्या आध्यात्मिक पुरुषांनी केले. स्वामी विवेकानंदांच्या पाश्चात्य देशातील विजयी दौऱ्यामुळे आणि नंतरच्या भारतातील झंझावाती प्रवासामुळे जनमनातील निद्रिस्त पुरुषार्थ जागा झाला. युवकांच्या हृदयांत राष्ट्रीय जीवनकर्तव्याची महान् ज्योत प्रज्वलित झाली. बंकिमचंद्र चटर्जीच्या 'वंदे मातरम्' या बंगाली गीताने बंगालच्या सीमा ओलांडल्या, एवढेच नव्हे तर राष्ट्रीय स्वातंत्र्यलढ्याचे हे युद्ध- गीत ठरले. राजा राममोहन रॉय यांनी सुरू केलेल्या सामाजिक बदलांच्या चळवळी केशवचंद्र सेन यांनी ब्राह्मोसमाजाद्वारे, महादेव गोविंद रानडे यांनी प्रार्थनासमाजाद्वारे, आणि महात्मा फुलेंसारख्या अनेकांनी आपापल्या परीने विकसित केल्या. राष्ट्रासमोर उभ्या ठाकलेल्या आव्हानांना सामोरे जाण्यासाठी या चळवळींचा उपयोग झाला आणि त्यांतून समाजमनातील इच्छाशक्तीला, आत्मविश्वासाला बळ प्राप्त झाले.

देशाच्या अपकर्षाला आणि ऱ्हासाला कारणीभूत असलेल्या गोष्टींचा समूळ नायनाट करण्यासाठी अनेक दिशांनी प्रयत्न केले जात होते. त्यातूनच प्रांत, भाषा, लिंग, जात आदी शेंकडो कृत्रिम भेद दूर सारून समान आणि संयुक्त राष्ट्रीय संकल्प उभा करण्याच्या चळवळीला वेग आणि गती देण्याचा प्रयत्न सुरू झाला. ब्रिटिश साम्राज्याला निष्ठा वाहणाऱ्या मवाळांनी केलेले प्रयत्नही दुर्लक्षणीय नव्हते. सुरेंद्रनाथ बॅनर्जींनी केलेल्या देशव्यापी निदर्शनाच्याविषयी १८७८ मध्ये बंगालचे मुख्य सचिव सर हेन्री कॉटन यांनी जे लिहून ठेवले आहे ते लक्षात घेण्याजोगे आहे. "पाव शतकापूर्वी एखाद्या बंगाली माणसाचा पंजाबवर प्रभाव पडेल यावर कुणाचाच विश्वास बसणे शक्य नव्हते. परंतु गेल्या वर्षभरात एका बंगाली प्राध्यापकाने, इंग्रजीतून अस्खलित भाषणे देत उत्तर भारतात एक विजयसूचक मोहीम चालवली आहे. यातील उगवत्या पिढीसमोर मूलतानाने जो अदम्य उत्साह उभा केला आहे तसाच

काहीसा प्रकार या बंगाली प्राध्यापकाच्या सुरेंद्रनाथ बॅनर्जींच्या मोहिमेने सध्या देशभर घडतो आहे. हा प्रसंग काँग्रेसच्या स्थापनेपूर्वीचा आहे ही गोष्ट येथे लक्षात घेतली पाहिजे.

असंख्य कांतिकारकांच्या, मृत्यूला बेधडकपणे सामोरे जाण्याच्या धाडशी प्रवृत्तीने, त्यांच्या सर्वोच्च त्यागाने आणि हौतात्म्याने राष्ट्रजीवनाचा आत्मा घुसळून निघाला. स्वातंत्र्यासाठी सर्वस्व झोकून देण्याचा तो घनगंभीर संदेश तरुणांच्या नसानसांतून खेळू लागला. आजवर अशा एका गोष्टीने तरुणाईला एवढ्या मोठ्या प्रमाणावर कधीच आकृष्ट केलेले नव्हते. देशभर उठू लागलेल्या क्रांतिकारी गडगडाटाने परकीय सत्ता हादरून गेली. मातृभूमीसाठी सर्वस्वाचा त्याग करावयाच्या आणि पडेल ते सर्व कष्ट हसतमुखाने झेलायच्या पंजाबच्या रामसिंग कुका, महाराष्ट्रातील वासुदेव बळवंत फडके ते वीर सावरकर, चंद्रशेखर आझाद, भगतसिंग, रासबिहारी बोस आणि व्ही. व्ही. एम्. अय्यर यांच्या उत्तुंग आदर्शाने तरुणांच्या हृदयांत कायमचे घर केले. तरुण पिढीने यांचेपासून प्रेरणा घेतली आणि त्या प्रेरणेतूनच पुढे लोकमान्य टिळक आणि महात्मा गांधींनी चालवलेल्या जनसंघर्षात मोलाची भूमिका बजावली.

राष्ट्रजीवनाची नाडी अचूक ओळखणाऱ्या लोकमान्य टिळकांनी समाजातील सर्वसामान्यांना – तेल्यातांबोळ्यांना – स्वातंत्र्यलढ्यात सहभागी करून घेतले आणि या लढ्याला निर्णायक वळण दिले; आगळेवेगळे परिमाण दिले. व्हॅलेटिन चिरोल या ब्रिटिशाने टिळकांना 'भारतीय असंतोषाचा जनक' असे संबोधिले, ते यामुळेच. स्वातंत्र्याचे ते खरेखुरे महान स्वप्न राष्ट्रमनावर प्रतिबिंबित करण्याचे काम प्रथम लाल-बाल-पाल या त्रयीने (लाल लजपतराय, बाळ गंगाधर टिळक आणि विपिनचंद्र पाल) आणि नंतर अरविंद घोष व अनी बेझंट यांनी केले. अरविंद घोष आणि बंकिमचंद्र चटर्जींनी राष्ट्रवादाला मातेच्या पूजेतील आध्यात्मिक साधनेचे रूप दिले, तर लोकमान्य टिळकांनी 'स्वराज्य हा माझा जन्मसिद्ध अधिकार आहे आणि मी तो मिळवीनच 'अशा घनगंभीर घोषणेने राष्ट्रवादाला कर्मयोगाची जोड दिली. अशा वातावरणातच स्वातंत्र्य लढयातील अखेरचा आणि सर्वोच्च नेता म्हणून महात्मा गांधींसाठी युद्धभूमी तयार होत होती. त्या महात्म्याच्या हातातील चरख्यासारखे हेच उपकरण

देशातील लक्षावधी नागरिकांना स्वराज्याचे आवाहन करण्यास पुरेसे ठरले. सागरातील भीड आणि जंगलातील गवत ही राष्ट्रीय विद्रोहाची प्रतीके बनली. केवळ राजकारणाद्वारेच नव्हे, तर राष्ट्रजीवनाच्या विविध अंगांद्वारे गांधीजींनी एकात्मतेची आणि देशप्रेमाची भावना जनमानसात उत्तम प्रकारे रुजवली, त्यांच्या साध्या परंतु कठोर राहणीतून, पोषाखातून, वागण्यातून, चालण्या-बोलण्यातून एखाद्या प्राचीन ऋषीमुनीची प्रतीमा डोळ्यासमोर उभी रहात असे. आपल्या देशातील वैविध्यपूर्ण जनमानसात करारीपणा आणि निधडेपणा, शिस्त आणि सेवाभाव उत्पन्न करण्यात त्यांना जे यश मिळाले ते अतुलनीय आहे. ब्रिटिशांच्या लाठ्या काठ्या आणि बंदुकीच्या गोळ्या ही झेलणाऱ्या निधड्या तरुणांच्या 'भारत माता की जय "वंदे मातरम्" आणि 'महात्मा गांधी की जय' ह्या घोषणा युद्धघोषणा ठरल्या. अभूतपूर्व असा क्रांतिकारी उठाव करीत स्वातंत्र्याची ज्योत पेटती ठेवण्यात सुभाषचंद्र बोसांच्या आज्ञाद हिंद सेनेनेही पुढाकार घेतला आणि वरील घोषणांत 'जयहिंद' ही घोषणाही समाविष्ट झाली. त्या अखेरच्या धक्क्याने स्वातंत्र्यलढा अखेरच्या टप्प्यात पोहोचला असल्याची ग्वाही दिली.

एकीकडे हा स्वातंत्र्यलढा मजबूत होत असतानाच दुसरीकडे दुसऱ्या जागतिक युद्धामुळे ब्रिटिश सैन्याची शक्ती खच्ची होऊ लागली होती. स्वातंत्र्याच्या ध्येयाने भारतीय लष्कर, नौदल, पोलिस आणि नागरी सुरक्षा दलात विलक्षण चेतना निर्माण होऊ लागली होती. आपला काळ संपत आला आहे याची जाणीव ब्रिटिशांना होऊ लागली होती. एका सुप्रभाती त्यांनी भारतीयांकडे सत्ता सुपूर्द करण्याची व भारतावरील साम्राज्याचो पकड ढिली करण्याची भूमिका मोकळेपणाने प्रकट केली. स्वातंत्र्याचे हस्तांतरण करण्यासाठी १४ व १५ ऑगस्ट १९४७ ची मध्यरात्र त्या ऐतिहासिक क्षणासाठी निश्चित करण्यात आली. १४-१५ ऑगस्ट १९४७ च्या त्या ऐतिहासिक महत्त्वाच्या मध्यरात्री १२ वाजण्यास काही मिनिटे असतानाच, भारताचे पहिले पंतप्रधान काव्यात्म भावनेने उचंबळून राष्ट्राला उद्देशून म्हणाले होते, "वर्षानुवर्षापूर्वी आपल्या प्रारब्धात ही वेळ लिहून ठेवलेली होती. मध्यरात्रीचा ठोका पडत असताना सारे जन निद्रेच्या आधीन झाले आहे आणि भारत स्वतंत्र, चिरायु होतो आहे. इतिहासात क्वचितच असा एखादा क्षण येतो, जेव्हा आपण जुने त्यागून नव्यात पदार्पण करीत

असतो, एखादे युग संपत असते आणि जेव्हा अनंतकाळ दबून राहिलेला देशाचा आत्मा मुक्त होत असतो. " ती अमावास्येची काळरात्र संपल्यानंतर काही क्षणांतच स्वतंत्र भारताची पहाट ३१ तोफांच्या सलामीने उजाडली. भारतावर गर्वाने फडकणारा युनियन जॅक खाली उतरवण्यात आला आणि स्वतंत्र भारताचा तिरंगा ध्वज आकाशात दिमाखाने फडकू लागला. परंतु इतिहासाला ही नाट्यपूर्ण कलाटणी मिळत असतानाच दुसरीकडे त्याला भयानक संकटात पडावे लागले होते. भारताच्याच स्वतंत्र भूमीवर दुसऱ्या एका स्वतंत्र राष्ट्राचा - पाकिस्तानचा जन्म होत होता.

भारताचे विभाजन झाले होते....

आपल्या असंख्य नेत्यांनी पाहून ठेवलेला हा प्रारब्धातला क्षण इतिहासाला असे वळण मिळेल हे गृहीत धरून चालला असेल का ? पंडित जवाहरलाल नेहरूंसकट साऱ्या स्वातंत्र्यसैनिकांनी अशा विभाजित भारताचे स्वप्न पाहिले असेल का? स्वातंत्र्याच्या सोनेरी स्वप्नांच्या उडालेल्या चिंधड्या आणि एका धीर-गंभीर प्रतिज्ञेचा झालेला अवमान या स्वरूपाला हा स्वातंत्र्याच्या शोकांतिकेचा अंतिम क्षण आपल्या नेत्यांनी उच्चारलेल्या वक्तव्यांचे पाश्र्वभूमीवर तपासून पाहण्यासारखा आहे.

पं. जवाहरलाल नेहरूंच्या अध्यक्षतेखाली १९२९-३० साली लाहोर येथे भारतीय राष्ट्रीय काँग्रेसचे अधिवेशन भरले होते. त्या अधिवेशनात ३१ डिसेंबरच्या मध्यरात्री नेहरूंनी भारतीयांना संपूर्ण स्वातंत्र्याची ऐतिहासिक शपथ देवविली होती. राष्ट्रीय स्वातंत्र्याचे लक्ष्य पूर्ण करण्याच्या त्या पवित्र शपथेला रावी नदीचे पाणी साक्षी होते. पण आता स्वतंत्र भारतात, पंडित नेहरूंच्या स्वातंत्र्यसमरातील त्या पवित्र रावीला जागाच उरलेली नाही. त्या राष्ट्रीय प्रतिज्ञेवर शिक्कामोर्तब करणारी ती लाहोर नगरी आता तिच्या पुत्रांना मुकली आहे. स्वातंत्र्य खंडित मिळाले आहे. स्वतंत्र भारताचे स्वप्न अपयशी ठरले आहे. तो पवित्र क्षण चुकला आहे. पूर्वी मुस्लिम लीग जेव्हा-जेव्हा पाकिस्तानच्या निर्मितीची भाषा करीत असे तेव्हा पंडितजी त्या उद्दारांची धर्मांध , खुळचट कल्पना अशी हेटाळणी करीत असत. पण आता तीच खुळचट कल्पना एका कटु सत्यात उतरली आहे.

आणि महात्मा गांधींनी तरी उरी-अंतर्दामी बाळगलेले स्वप्न अखेरी कशाचे होते ? त्यात अधू-अपंग अशा मातृभूमीला स्थान होते काय ? १९४० मध्ये मुस्लिम लीगने

पाकिस्तानच्या निर्मितीची मागणी करणारा ठराव संमत केला होता. त्या मागणीचा खरपूस समाचार घेताना गांधींनी 'हरिजन' मध्ये लिहिले होते..." द्विराष्ट्रवादाची कल्पना असत्यावर आधारित आहे. ज्यांना देवानेच एक बनवले आहे, त्यांना माणूस कसा विभाजित करेल ? फाळणी हे एक उघड असत्य आहे. माझा आत्मा त्या कल्पनेनेच थरारला आहे. अशा एखाद्या मागणीला, मताला दुजोरा देणे म्हणजे माझ्या दृष्टीने देव या कल्पनेलाच अव्हेरण्यासारखे आहे. फाळणी रोखण्यासाठी मी सर्व त्या अहिंसक मार्गाचा अवलंब करीन. एक राष्ट्र म्हणून नांदण्यासाठी शतकानुशतके हिंदूंनी व मुस्लिमांनी केलेल्या एकत्रित प्रयत्नांना हरताळ फासण्यासारखे आहे. "

"भारताचे विभाजन करणे म्हणजे अराजकतेपेक्षाही भीषण कृत्य करण्यासारखे आहे. हे व्यवच्छेदन सहन करणे अशक्य आहे. भारताचे व्यवच्छेदन करण्यापूर्वी तुम्ही माझ्या शरीराचे व्यवच्छेदन करा. दोन शतकांहून अधिक काळ भारतावर राज्य केलेल्या मोगलांना जे जमले नाही ते तुम्हाला जमेल असे मला वाटत नाही. "

"मला या फाळणीत भविष्यातील आणखी काही संघर्षांची पाळेमुळे दिसत आहेत. "

गांधीजींच्या या अशा आवेगपूर्ण शब्दांशिवाय आणखी कोणती शक्तिशाली जोरदार प्रतिक्रिया असू शकते ? खरे तर, फाळणीच्या त्या निर्णायक क्षणापर्यंत त्यांचा हा कणखर विरोध प्रत्येक शब्दाशब्दातून प्रतिध्वनित होत होता. परंतु तरीही अखेर त्यांच्या डोळ्यांदेखत भारताचे विभाजन होत असल्याची दुःखद घटना त्यांना पहावी लागली.

काँग्रेसचे तत्कालीन ज्येष्ठ नेते डॉ. राजेंद्रप्रसाद यांनी ४५ साली तुरुंगात असतानाच 'इंडिया डिव्हायडेड' हे अभ्यासपूर्ण पुस्तक लिहून हातावेगळे केलेले होते. पाकिस्तानच्या निर्मितीची मागणी भौगोलिक, ऐतिहासिक, सामाजिक, आर्थिक वा संरक्षणात्मक (सामरिक) यांपैकी कोणत्याही अंगाने तपासली तरी ती कशी अव्यवहार्य व अनावश्यक आहे याचे मुद्देसूद व दृढचित्त विवेचन त्यांनी त्या पुस्तकात केले आहे. परंतु त्यांच्या लेखणीतील शाई वाळण्यापूर्वीच ती अव्यवहार्य व अशक्य कोटीतील घटना घडून गेली होती. दुर्दैवाची गोष्ट अशी की, हे विवेचन करणाऱ्या डॉ. राजेंद्रप्रसादांनाच त्या विभाजित प्रजासत्ताक भारताचे राष्ट्राध्यक्षपद स्वीकारावे लागले होते. 'भारतीय

राष्ट्रीय काँग्रेसने फाळणीशी संबंधित संमत केलेले ठराव लक्षात घेण्याजोगे आहेत. मुस्लिम लीगने पाकिस्तानच्या मागणीचा ठराव संमत केल्यानंतर काँग्रेसला त्या विषयावरील आपली भूमिका स्पष्ट करणे अपरिहार्य बनले. लीगच्या ठरावाने जनतेच्या मनात उद्भवलेल्या आशंका, गैरसमजांना दूर करण्यासाठी काही स्पष्टपणे म्हटले पाहिजे असे पं. मदन मोहन मालवीयांना वाटू लागल्याने त्यांनी गांधीजींची भेट घेतली व आपले विचार त्यांचेजवळ व्यक्त केले. कोणत्याही परिस्थितीत आपण फाळणी होऊ देणार नाही असे स्पष्ट आश्वासन गांधीजींनी मालवीयजींना दिले खरे, पण काँग्रेसने देखील एका ठरावाद्वारे आपला हा निग्रह स्पष्टपणे घोषित करावा अशी मालवीयजींची इच्छा होती. नेमक्या त्याच पार्श्वभूमीवर १९४२ च्या अलाहाबाद अधिवेशनात उत्तरप्रदेशच्या पंडित जगत् नारायण यांनी मांडलेला 'अखंड हिंदुस्थानचा ' ठराव काँग्रेसने संमत केला. राष्ट्राच्या अखंडतेविषयीची श्रद्धा काँग्रेसने या ठरावात परखडपणे व्यक्त केली होती व कोणत्याही स्वरूपात वा पद्धतीत फाळणी स्वीकारली जाणार नाही असा इशाराही दिला होता.

जानेवारी १९४६ मध्ये झालेल्या सार्वत्रिक निवडणुकांना आगळे महत्त्व प्राप्त झाले होते. देशाचे भविष्यातील राजकीय चित्र ठरवण्यास या निवडणुकींच्या निकालांचा हातभार लागणार होता याची कल्पना प्रत्येकाला होती. ब्रिटिशांनी देश सोडून जाण्याचे मनाशी निश्चितपणे ठरवले आहे हे त्या सुमारास स्पष्ट झाले होते. ब्रिटिश निघून गेल्यानंतर हा देश एकात्म, अखंड राहिल की विभाजित होईल हा प्रश्न प्रत्येक विचारवंत भारतीयाच्या मनात डोकावत होता. काँग्रेस आणि मुस्लिम लीग हे दोनच महत्त्वाचे पक्ष ठरले होते. पाकिस्तानची मागणी पुढे करून लीग मुस्लिम मतदारांपुढे गेली होती, तर दुसऱ्या बाजूस काँग्रेसने देशाच्या अखंडतेच्या संरक्षणासाठी जनमनाचा कौल मागितला होता. मुस्लिम लीगला मुस्लिम बहुमताच्या जागांवर नेत्रदीपक विजय मिळाला, तर हिंदू मतदारांनी काँग्रेसला मते दिली. हिंदू जनतेने कोणताही आडपडदा न ठेवता काँग्रेसच्या, देशाची अखंडता अबाधित ठेवण्याच्या शपथेस साथ दिल्यानेच काँग्रेसला विजय मिळाल्यानंतर हिंदूंना निःश्वास टाकता आला. परंतु नवनियुक्त व्हाईसरॉय लॉर्ड माऊंटबॅटन यांनी ३ जून १९४७ रोजी केलेल्या सत्तेच्या हस्तांतरणाच्या घोषणेने मात्र जनतेवर मोठाच

आघात झाला. माऊंटबॅटन यांनी बनवलेल्या आणि नेहरू-पटेलानी मान्य केलेल्या त्या योजनेने भारताचे विभाजन होणार होते आणि पाकिस्तानला जन्म मिळणार होता.

काँग्रेस या योजनेला संमती देईल यावर लोकांचा विश्वासच बसत नव्हता. पण अखेरिस १५ ऑगस्टला तीही आशा मालवली. अ. भा. काँग्रेस समितीने अखेर त्या दिवशी विभाजनाच्या योजनेला संमती दिली. काँग्रेसच्या साऱ्या महान् नेत्यांनी अखेरी त्या दिवशी जनतेला दिलेल्या शपथांकडे पाठ फिरवली, आश्वासनांवर पाणी फिरवले.

१४-१५ ऑगस्ट १९४७ च्या मध्यरात्री जे काही घडले त्याने राष्ट्रीय आशाआकांक्षा पार धुळीस मिळवल्या, अखंड भारताचे स्वप्न उराशी बाळगून ज्या हजारो स्वातंत्र्यसैनिकांनी, क्रांतिकारकांनी हौतात्म्य पत्करले त्यांच्या स्वप्नांच्या चिंधड्या उडाल्या. लक्षावधी भारतीयांचा विश्वासघात झाला. गांधीजींनी पश्चात्तापदग्ध अंतःकरणाने हा विश्वासघात स्वीकारला. भारताचे राजदूत म्हणून कराचीला जात असताना श्रीप्रकाशांनी गांधीजीची भेट घेतली. जड अंतःकरणाने, भारावलेल्या आवाजात आणि आसवांनी दाटलेल्या नयनांनी गांधीजी त्यांना म्हणाले, “ माझे जीवनस्वप्न उद्ध्वस्त झाले आहे, माझे जीवन-लक्ष्य पार धुळीस मिळाले आहे.” त्या आधी, जेव्हा सर्व संबंधित पक्षांनी फाळणीची योजना स्वीकारल्याचे घोषित झाले होते, तेव्हा ते म्हणाले होते, “अर्ध्या शतकाच्या प्रयत्नांवर पाणी फिरले आहे. सारे कार्य मातीमोल ठरले आहे. आगीच्या ज्वाळात लपेटलेला आणि रक्ताच्या नद्यांनी माखलेला भारत पाहाण्याचे माझ्या नशिबी येणार आहे. हा अखेर सर्वनाशच ठरावा. “

परंतु फाळणीने केवळ गांधीजीचे जीवनकार्य वा असंख्य क्रांतिकारकांचे – हुतात्म्यांचे स्वप्न उद्ध्वस्त झाले नव्हते, तिने एका पवित्र आणि शाश्वत अशा विश्वासाला – श्रद्धेला तडा पडला होता, राष्ट्राच्या नसानसांत खोल जखम झाली होती. वेदकाळापासून आधुनिक युगापर्यंत असंख्य ऋषीमुनींनी, संतांनी, कवींनी आणि ज्योतिष्यांनी राष्ट्राच्या अंतःकरणात भारतमातेचे एकात्म आणि अखंड चित्र रंगवले होते. भारत ही त्यांच्या कल्पनेत केवळ मातीची मूर्ती नव्हती, मातृभूमी – पुण्यभूमी – धर्मभूमी – देवभूमी – कर्मभूमी अशा विविध रूपांत एकवटलेली ती भारतमाता होती. बंकिमचंद्राना ती सरस्वती-लक्ष्मी आणि दुर्गेचे एकवटलेले रूप भासे, तर रवींद्रनाथ टागोरांना देवी भुवन-

मनमोहिनी (जगन्माता) वाटे. स्वामी विवेकानंदांना ती ३३ कोटी देव – देवतांची माता वाटे तर गोळवलकर गुरुजींना ती माता-पिता आणि गुरुच्या (माता – प्रेमळ माता, पिता – संरक्षक पिता आणि गुरु – आध्यात्मिक मार्गदर्शक) त्रिमूर्तीचे स्वरूपात भासे. भारताची एकात्मता ही निसर्गतःच इतकी शास्त्रशुद्ध आहे, उन्नत आहे, राष्ट्रीय आत्म्याची अभिन्न बाब आहे की, राजकीय गरजेपोटी तिची अदला- बदल करणे, तिचा सौदा करणे घातक ठरते. १४ – १५ ऑगस्टच्या मध्यरात्री भग्न पावले ते हे राष्ट्राचे कालातीत स्वप्न आणि मातृत्वाचे महत्संगल चित्र. ब्रिटनचे भूतपूर्व पंतप्रधान जे. रॅम्से मॅकडोनाल्ड यांनी एके ठिकाणी लिहून ठेवले आहे:

“ हिंदू परंपरेने आणि धर्माने भारताचा विचार, एका सार्वभौम प्रजासत्ताकाचे राजकीय अंग एवढाच करीत नसून त्याच्या आध्यात्मिक संस्कृतीच्या रूपाने मातृदेवतेसमान, मंदिरासमान विचार करीत असतो. भारत आणि हिंदुत्व हे शरीर आणि आत्म्याप्रमाणेच एकवटलेले आहेत. राष्ट्रीयत्वाची व्याख्या करणे, त्याची परीक्षा पाहणे आणि ते उभे करणे तसे अवघड आहे. परंतु आर्यांनी भारताच्या आणि त्यांच्या संबंधापुरता तो विषय संपवून टाकला आहे. त्यांनी भारत हे त्यांचे आध्यात्मिक प्रतीक बनवून त्यात आपल्या आत्म्याला पक्के बसवून टाकले आहे. “ १४ – १५ ऑगस्टच्या काळ रात्री हे मंदिर, ही पवित्र माता, हा राष्ट्रपुरुषाचा आत्मा अपवित्र बनला. मुस्लिम सत्तेचे काळातही अनुभवावयास न आलेली अतिक्रूर शोककथा असे स्वरूप फाळणीने उभे केले.

निष्कर्ष -

भारतवर्षाचे लक्षावधी लाडके सुपुत्र एका रात्रीत हिंदुविरोधी धर्मवेड्या राज्याचे बळी बनले. सिंधू नदी एका रात्रीत तिच्या असंख्य अपत्यांना परकी ठरली, तर वेदांचे जन्मस्थान शत्रुवत् बनले. दोन राष्ट्रांना स्पष्ट करणाऱ्या सरहद्दीवरच्या कोट्यवधी बंधु-भगिनी एका रात्रीत परस्परांना परकीय ठरल्या. लक्षावधींचा वंशच्छेद झाला. मुले, स्त्रिया, पुरुषांवर असहनीय असे अत्याचार झाले. मंदिरे, तीर्थक्षेत्रे आणि पवित्र स्थाने जमीनदोस्त करण्यात आली. सारा मानवतेचा सागर मंथण्यात आला आणि असहाय्य निरपराध बनलेल्या मानवांचे लोंढे अज्ञात ठिकाणी रवाना झाले. १५ ऑगस्ट १९४७ या दिवसाने मानवी इतिहासात अतुलनीय ठरेल आणि अघोर पातक

समजले जाईल अशा घटनांना जन्म दिला हे यावरून पुरेसे स्पष्ट होते. या संहाराचे साक्षीदार असणा-या पंडित नेहरूंनी यानंतर बोलताना म्हटले आहे, “मला या नरसंहाराची पुसटशी कल्पना जरी आधी आली असती तरी मी फाळणीला संमती दिली नसती.”

वर्षानुवर्षापासून देशाने मनाशी योजलेल्या या प्रारब्धाला अखेर असे शोकांतिक वळण मिळेल असे कुणाला स्वप्नात तरी वाटले होते का ? दीर्घकाळ दडपणाखाली वावरणाऱ्या देशाला असे दिवस पहावे लागतील अशी कुणाला कल्पना तरी होती का ?

असे एखादे राष्ट्रीय अस्मानी सुलतानी संकट अचानक येणे संभवनीय नव्हते. इतिहासाला मिळणारी ही अशी घातक वळणे फक्त काळाच्या उदरात मिळणाऱ्या सततच्या अनुकूल परिस्थितीजन्य घटनांच्या जोडीनेच मिळत असतात. मग ही विषारी बीजे पेरली तरी कुठे जातात ? ती फळे पिकवणारे प्रमुख कोण-कोण होते ? त्यांच्या प्रत्येकी भूमिका काय होत्या ?

१४-१५ ऑगस्ट १९४७ च्या काळ्या रात्रीतील फाळणीने उपस्थित केलेले प्रश्न हे असे आहेत ...

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भारताची क्रांतिकडे वाटचाल....

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DOI- 10.5281/zenodo.10682431

गोषवारा -

आज देश एका क्रांतीच्या दिशेने वाटचाल करतो आहे. स्वातंत्र्याच्या शंभरीपूर्वीच उज्वल व विशाल अशी क्रांती होऊन नवा भारत निर्माण होईल. मग तो खऱ्या अर्थाने जगावर राज्य करेल. भारतीय संस्कृतीची कवणे गायिली जाऊन देशाला गतवैभव प्राप्त होईल. मी याचा स्वाक्षीदार असेल. मातृभूमीचे कल्याण झालेले पाहून मग सुखाने व आनंदाने मरणाला प्रेमाने कवटाळता येईल.

Keyword - क्रांती, समाजवादी समाजरचना

प्रस्तावना:

क्रांती -

भारताने जगावर विजय संपादन केलाच पाहिजे असे आपले ध्येय असले पाहिजे. हे ध्येय फार विशाल असेल ही व त्यामुळे अनेकांना आश्चर्याचा धक्काही बसेल, पण तरीही हेच आपले ध्येय असले पाहिजे. आपण जगावर विजय मिळवलाच पाहिजे किंवा विनाश तरी पत्करला पाहिजे. याहून अन्य पर्याय नाही. विस्तार पावणे हे जीवनाचे लक्षण आहे. आपण आपल्या सिमेबाहेर पडलेच पाहिजे. आपला विस्तार केलाच पाहिजे. आपला जिवंतपणा दाखवलाच पाहिजे. याहून दुसरा पर्याय नाही. या दोहोंपैकी कोणतातरी एक पर्याय निवडा. जिवंत राहा किंवा मरा. हे विवेकानंद यांचे स्वातंत्र्यापूर्वीचे विचार स्वातंत्र्यप्राप्तीनंतर ही किती प्रासंगिक वाटतात. स्वाभिमानाने जगणे यालाच जिवंतपणा म्हणतात.

लाचारीचे जगणे किंवा कुणाच्या भिकेवर गुजराण करणे म्हणजे जिवंत असून ही मेल्याचे लक्षण आहे. स्वामी विवेकानंदांनी जिवंत रहा किंवा मरा हे दोनच पर्याय सांगितले आहेत. त्यावेळी भारत इंग्रजांच्या गुलामगिरीत होता, त्यांना ती गुलामगिरी मान्य नव्हती, चार पैशाच्या आमिषाने आपलेच भारतीय लोक त्यांची चाकरी इमानेइतबारे करीत होते. निष्ठापूर्वक काम करणे हा भारतीयांचा फार चांगला गुण आहे. सर्व जगाला हा गुण पटतो. पण निष्ठावान कुणाशी असावे, सर्वस्व कुणाला अर्पण करावे, कोठे संपूर्ण शरण जावे हे ज्यांना कळल नाही, त्यांच्यासाठी विवेकानंद हा उपदेश करतात. आजची भारतीय जनतेची परिस्थिती काही वेगळी नाही. तात्कालीन

परिस्थितीत व प्राप्त परिस्थितीत ही भारतीय जनतेची कमीजास्त तीच अवस्था आहे. इंग्रजांनी देश व देशाची अस्मिताही लुटली आहे. पण भारतात जातीयवादाची मूळे खोलवर रुजवून मने विषारी करून टाकली आहेत. संविधानाने समनतेचा, बंधुत्वाचा, भाषणाचा, मत मांडण्याचा अधिकार दिला आहे पण भाषण करतांना, मत मांडतांना लोक खूप खालच्या पातळीवर जाऊन आपल्याच बांधवांची मने दुखावतात, बहुसंख्येने असणाऱ्या समाजाने अल्पसंख्य असणाऱ्या जाती, धर्म, पंथातील सामान्य नागरीकांना भयभीत जीवन जगण्यापासून परावृत्त केले पाहिजे. सुरक्षिततेची चादर दिली पाहिजे. पण राजकारणाने सिमा ओलांडून शह -काटशह देण्याच्या राजकारणावरून जातीजातीत विष पेरणी करणे चालू आहे. एकीकडे बुद्धीवादी तरुण विकसित व स्वावलंबी भारताची पायाभरणी गरीब व मध्यमवर्ग यांच्या जीवावरच करत असतांना पुन्हा अशा भयग्रस्त वातावरणात व दुष्काळी परिस्थितीत जनता जनार्दन पिसला जात आहे.

कशी परिस्थिती समोर येईल व काय होईल असा सर्वसामान्यांना पडलेला प्रश्न आहे. राजकारण हे देशहितासाठी असावे, राजकारणी देशभक्त असतातच असा शिक्का पडलेलाच आहे. पण वैयक्तिक स्वार्थासाठी दिविकालीन योजना ते एका मिनिटात पास करून मोकळे होतात पण सर्वसामान्य जनतेच्या प्रश्नांवर मात्र ते वेगवेगळ्या भूमिका मांडतात. कोणता ही एक प्रश्न घेऊन तो हातावेगळा करतांना लगेच दुसरा प्रश्न तयार करतात. याने जनता भांबावली आहे. एकात एक प्रश्न गुंतवून, आयोग नेमून, शिफारशी मागवून, पुन्हा मुदतवाढ देऊन एकही प्रश्न

मित्त नाही. आज दहा बारा वर्षांपासून नोकरभरती नाही, असे जातीय व राजकारणी मुद्दे पुढे आणून आपलीच जनता जेरीस आणणे हे पातक होय. लोकशाही असणाऱ्या देशात बहुमत दिलेल्या पक्षांनी सरकार बनवणे अपेक्षित असतांना ज्यांची विचारधारा जुळत नाही असे पक्ष एकत्र येऊन महाराष्ट्रात पहिले व दुसरे ही सरकार तसेच तयार झाले आहे. कोणता आपत धर्म, शाश्वत धर्म, आध्यात्मिक धर्म राजकारणाला नसतो. जनतेने अजून तरी लक्षात घ्यायला हवे की कोणत्याही पक्षाचे राजकारणी असू द्या, ते स्टेजवर परस्पर विरोधी भूमिका मांडतात व आपल्या लेकरांच्या सोयरीकी एकमेकांच्या घराण्यात करतात. बाप एका पक्षाचा तर लेकर एका पक्षाचा तर सून तिसऱ्या पक्षाची. एकाच घरात अनेक पक्षांची पदे आहेत. ती घरात गुण्यागोविंदाने राहतात आणि आपण मात्र पाझळून बेजार आहोत. सर्व राजकारणी लोक आतून एकच असतात कारण त्यांना विकास करायचा असतो....?

सरकार कोणत्याही पक्षाचे असू द्या, विरोधी पक्षातील नेत्यांची कामे कधीच अडवली जात नाहीत कारण त्यांना माहित आहे हा सारिपाटाचा डाव आहे. आज सत्तेत आपण आहोत तर उद्या सत्तेत विरोधी सुद्धा येऊ शकतात. त्यामुळे एकमेकांची कामे अडवून धरली तर आपला विकास कसा होणार..? या व्यापक विचाराने ते एकमेकांची कामे आनंदाने करतात. आर्थिकदृष्ट्या तुल्यबळ असल्यास सोयरीकी ही होतात. लग्नात सर्वपक्षीय नेते खुर्चीस खुर्ची लावून जेवण करतात. आनंदाने लग्न होते. करोडाचा खर्च होतो. इनकम टॅक्स किंवा ईडीच्या धाडी मात्र कधीच त्यांच्या घरावर पडत नाही. राजकारणी लोकांना कर लागत नाही. सर्व रेल्वे, विमान प्रवास मोफत असतो. दवाखाण्याचा खर्चही सरकारच करते. परदेशात ही दवाखाण्याचा खर्च जनता जनार्दनाच्या पैशातूनच केला जातो. अशा या उदात्त व मोठ्या मनाच्या राजकारण्यांना नोकरदार वर्गांना पेंशन व पगार व शेतकऱ्यांचा मालाला हमीभाव देतांना खूपच अडचणी व दुःख झाल्याचे जाणवते.

अशाच प्रसंगी सरकारची तिजोरी खाली असते. पाच वर्षे सत्ता उपभोगून लगेच पेंशन घेणारांनी ३५ वर्षे सेवा करणाऱ्यांना पेंशन देता येत नाही असे म्हणणे संयुक्तिक व न्यायाला धरून वाटत नाही. पेंशन ही भीक किंवा इनाम नसून घटनेने दिलेला मूलभूत अधिकार आहे, हे माहित

असून ही पेंशन मागणी करणाऱ्यांचे व हमीभाव मागणाऱ्यांचे आंदोलने चिरडली जातात. तरीही मध्यमवर्ग, नोकरदार वर्ग व गरीब शेतकरी व शेतमजूर वर्ग आनंदाचा टिका भाळी लावून कसे तरी धडपडत जगण्याचा प्रयत्न करतो.

राजकारणी किंवा सरकारला हे कळत नाही असे नाही. पण जोपर्यंत दाबून, धमकून ह्या वर्गाला गप्प बसवून त्यांना आचारसंहितेची आठवण करून दिली जाते. 'भिक नको पण कुत्रा आवर' अशी सामान्य जनतेची अवस्था झाली आहे. म्हणूनच विवेकानंदीचे विचार तात्कालीन व प्राप्त परिस्थितीत ही खरेच आहेत. आपल्या न्याय्य हक्कासाठी सनदशीर मार्गाने, लोकशाही मार्गाने व निवेदने व शांततामय आंदोलने हा मार्ग गांधीजींनी सांगितला आहे. म्हणून स्वाभीमानाने जगणे हेच जीवंत असल्याचे लक्षण आहे तर निमूटपणे अन्याय सहन करणे म्हणजे जीवंत असून मेल्यासारखे आहे. म्हणून मेल्यासारखे जीवन जगण्यापेक्षा मरणच बरे! गांधीजी सांगतात की न्यायासाठी सनदशीर मार्गाने जिंकू किंवा मरू. अशी क्रांतीची ठिणगी पडून देशात एक क्रांती होऊन रशियन राज्यक्रांती, फ्रेंच राज्यक्रांती, अमेरिकन राज्यक्रांती इ. क्रांती जशी यशस्वी होऊन ते देश राष्ट्रप्रेमाने वेडे होऊन त्यांनी सर्व देशाची व समाजाची प्रगती केली.

तेथे सर्व भेदभाव, वर्णभेद, जातीभेद नष्ट झाले व मानव ही एकच जात आहे व मानवता हा एकच धर्म आहे, अशा उदात्त हेतूने हे देश पुढे गेले आहेत. भारत ही लवकरच उत्क्रांत होईल. कारण ज्या ज्या वेळी भांडवलदार व श्रीमंत आणि पिंजलेला मध्यमवर्ग व गरीब यांच्यात खोल दरी निर्माण होते त्या त्या वेळी क्रांतीची ठिणगी पेटून संघर्षातून किंवा सनदशीर मार्गातून राज्यक्रांती होते. तेव्हा देश खऱ्या अर्थाने उजळून निघतो. देशभक्ती रोमारोमांत संचरते व अन्यायाला वाचा फुटते. भांडवलदारी व्यवस्था नष्ट होऊन समाजवादी समाजरचना तयार होते. पंडीत नेहरूंनी पाहिलेले लोकशाहीतील समाजवादी समाजरचनेने ध्येय जर पूर्ण झाले असते तर एवढी दरी निर्माण झाली नसती.

निष्कर्ष -

आज देश एका क्रांतीच्या दिशेने वाटचाल करतो आहे. स्वातंत्र्याच्या शंभरीपूर्वीच उज्वल व विशाल अशी क्रांती होऊन नवा भारत निर्माण होईल. मग तो खऱ्या अर्थाने जगावर राज्य करेल. भारतीय संस्कृतीची कवणे

गायीली जाऊन देशाला गतवैभव प्राप्त होईल. मी याचा
स्वाक्षीदार असेल. मातृभूमीचे कल्याण झालेले पाहून मग
सुखाने व आनंदाने मरणाला प्रेमाने कवटाळता येईल.

“एक इच्छा मनी बाळगतो,
आनंदाने सामोरे जाता यावे ,
हसऱ्या ओठांनी माझ्या,
गीत मरणाचे गाता यावे.”

ग्रामीण क्षेत्र के किशोर विद्यार्थियों के मानसिक स्वास्थ्य और शैक्षणिक उपलब्धि का तुलनात्मक अध्ययन

प्रतिभा सिंह बघेल^१, डॉ. ब्रजेश कुमार शर्मा^२

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DOI- 10.5281/zenodo.10682446

सारांश

प्रस्तुत शोधपत्र स्कूल—व्यापी मानसिक स्वास्थ्य प्रचारों के कार्यान्वयन की गुणवत्ता पर स्पष्ट ध्यान देने का तर्क देता है और एक प्रमुख भारतीय मानसिक स्वास्थ्य पहल में शैक्षणिक प्रदर्शन पर कार्यान्वयन गुणवत्ता के प्रभाव की जांच करता है। इस शोध पत्र में, अन्वेषक किशोर विद्यार्थियों (बालक एवं बालिकाओं) की शैक्षणिक उपलब्धि हासिल करने में मानसिक स्वास्थ्य की तुलना और प्रभाव की जांच करती है। अध्ययन के नमूने के रूप में भोपाल ग्रामीण क्षेत्र के १०० विद्यार्थियों को लिया गया। डेटा एकत्र करने के लिए, डॉ (श्रीमती) कमलेश शर्मा के "मेटल हेल्थ स्केल" का उपयोग किया गया था और पिछले साल के वार्षिक परीक्षा के अंकों को शैक्षणिक उपलब्धि के रूप में माना गया था, फिर टी टेस्ट और सहसंबंध द्वारा डेटा का विश्लेषण किया गया। अध्ययन के निष्कर्ष से पता चलता है कि मानसिक स्वास्थ्य में ग्रामीण किशोर बालकों एवं बालिकाओं के बीच महत्वपूर्ण अंतर पाया गया है। परन्तु शैक्षणिक उपलब्धि में कोई सार्थक अंतर नहीं पाया गया। इसका तात्पर्य यह है कि ग्रामीण किशोर बालकों का मानसिक स्वास्थ्य ग्रामीण किशोर बालिकाओं की तुलना में बेहतर पाया गया। लेकिन ग्रामीण किशोर बालक की शैक्षणिक उपलब्धि किशोर बालिकाओं के समान पायी गयी। और यह भी पाया गया है कि दोनों के मूल्यों में मानसिक स्वास्थ्य का शैक्षणिक उपलब्धि से सकारात्मक सहसंबंध है।

मुख्यशब्द: मानसिक स्वास्थ्य, शैक्षणिक उपलब्धि, किशोर बालक एवं बालिकाएं

परिचय

छात्रों के परिणामों को बढ़ाने के लिए स्कूलों की क्षमताओं में सुधार भारत और अंतरराष्ट्रीय स्तर पर सरकारों का एक केंद्रीय बिंदु बना हुआ है, जिन्हें स्कूलों में महत्वपूर्ण के रूप में भी पहचाना जाता है, छात्रों के मानसिक स्वास्थ्य और भलाई के विकास को अभिन्न माना जाता है। संबंधित शोध इंगित करता है कि 'स्कूल अपने शैक्षणिक मिशन में सबसे अधिक सफल होंगे जब वे बच्चों की शैक्षणिक, सामाजिक और भावनात्मक शिक्षा को बढ़ावा देने के प्रयासों को एकीकृत करेंगे' और 'छात्रों के व्यवहार, प्राप्ति और सीखने और उनके सामाजिक और भावनात्मक विकास के बीच मजबूत बंधन' केंद्रीय हैं। छात्रों के मानसिक स्वास्थ्य और कल्याण को संबोधित करने के लिए राष्ट्रव्यापी पहलों के हाल के विकास से सरकारों की रुचि का स्तर दिखाया गया है। हालांकि, बड़ी संख्या में स्कूल—आधारित कार्यक्रमों के उभरने के बावजूद, जो सकारात्मक मानसिक स्वास्थ्य को बढ़ावा देते हैं, ऐसे कार्यक्रमों के प्रभावी कार्यान्वयन के बारे में चिंता बढ़ रही है। यह याद रखना महत्वपूर्ण है कि शैक्षणिक सफलता के कारक सांख्यिकीय रूप से आधारित होते हैं, जिसका अर्थ है कि कुछ बच्चे शैक्षणिक विफलता के उच्च जोखिम के बावजूद शैक्षणिक रूप से सफल होंगे। हम सभी ने उन लोगों की उत्तेजक और प्रेरक कहानियां सुनी हैं जो गरीबी, दुर्व्यवहार, हिंसा की संस्कृतियों और अन्य भयानक परिस्थितियों से निरंतर प्रयास और तर्क—वितर्क के माध्यम से महान ऊंचाइयों तक पहुंचे। ऐसे स्व—प्रेरित व्यक्तियों को रास्ते में शिक्षकों द्वारा मदद की जा सकती है, शायद कुछ मामलों में, उनके सपनों को प्राप्त करने का एकमात्र संसाधन है। सफल होने वाले ये बच्चे अद्भुत हैं, लेकिन आत्म—प्रेरित करने की क्षमता में असाधारण होते हैं, कुछ ऐसा जो समान परिस्थितियों में अन्य बच्चों से छीन लिया जा सकता है।

मानसिक स्वास्थ्य की डब्ल्यूएचओ की परिभाषा में शामिल मानसिक कल्याण घटक से प्रत्यक्ष या अप्रत्यक्ष रूप से संबंधित गतिविधियों की एक विस्तृत श्रृंखला को संदर्भित करता

है: "पूर्ण शारीरिक, मानसिक और सामाजिक कल्याण की स्थिति, न कि केवल बीमारी की अनुपस्थिति" यह भलाई को बढ़ावा देने, मानसिक विकारों की रोकथाम और मानसिक विकारों से प्रभावित लोगों के उपचार और पुनर्वास से संबंधित है।

शैक्षणिक उपलब्धि के संबंध में कारक के रूप में मानसिक स्वास्थ्य पर कई अध्ययन किए गए हैं। देसाई (१९७१) ने ३१ स्कूलों में उपलब्धि और शैक्षणिक प्रदर्शन के बीच महत्वपूर्ण सकारात्मक संबंध पाया है। वर्मा (१९६६) ने माध्यमिक विद्यालय परीक्षा में खराब परिणामों के लिए जिम्मेदार कारकों की पहचान करने और विद्यालय की सफलता पर उनके सीखने का आकलन करने का प्रयास किया है। अध्ययन की आदत और अहंकार की भागीदारी का समायोजन के साथ सकारात्मक और महत्वपूर्ण संबंध है। १९८१ में ब्रिटिश लाइब्रेरी रिसर्च एंड डेवलपमेंट स्कूल काउंसिल द्वारा अध्ययन कौशल को बढ़ावा देने पर विचार करने के लिए अनुभवी शिक्षक और शोधकर्ता के एक समूह को एक साथ लाया गया।

अध्ययन का उद्देश्य

१. ग्रामीण क्षेत्र के किशोर विद्यार्थियों (बालक एवं बालिकाओं) के मानसिक स्वास्थ्य की तुलना करना।
२. ग्रामीण क्षेत्र के किशोर विद्यार्थियों (बालक एवं बालिकाओं) की शैक्षणिक उपलब्धि की तुलना करना।
३. ग्रामीण क्षेत्र के किशोर बालकों के मानसिक स्वास्थ्य एवं शैक्षणिक उपलब्धि के सम्बन्ध का अध्ययन करना।
४. ग्रामीण क्षेत्र की किशोरियों के मानसिक स्वास्थ्य एवं शैक्षणिक उपलब्धि के सम्बन्ध का अध्ययन करना।

अध्ययन की परिकल्पनाएं

अध्ययन के उद्देश्यों के आधार पर परिकल्पनाएँ निम्नलिखित हैं।

१. ग्रामीण क्षेत्र के किशोर बालक एवं बालिकाओं के मानसिक स्वास्थ्य में कोई सार्थक अंतर नहीं है।
२. ग्रामीण क्षेत्र के किशोर बालक एवं बालिकाओं की शैक्षणिक उपलब्धि में कोई सार्थक अंतर नहीं है।

३. ग्रामीण क्षेत्र के किशोर बालकों के मानसिक स्वास्थ्य और शैक्षणिक उपलब्धि का कोई सार्थक संबंध नहीं है।

४. ग्रामीण क्षेत्र की किशोरियों के मानसिक स्वास्थ्य और शैक्षणिक उपलब्धि का कोई सार्थक संबंध नहीं है।

अध्ययन का प्रारूप प्रतिदर्श

वर्तमान अध्ययन के लिए सर्वेक्षण पद्धति को अपनाया गया तथा भोपाल के ग्रामीण अंचल के ग्यारहवीं कक्षा में अध्ययनरत १०० किशोर विद्यार्थियों तथा उनके दसवीं कक्षा का परिणाम लिया गया।

उपकरण

मानसिक स्वास्थ्य शोधकर्ता को मापने के लिए डॉ. (श्रीमती) कमलेश शर्मा द्वारा "मानसिक स्वास्थ्य स्केल" का उपयोग किया गया। इस सूची में कुल ६० आइटम वाले दो क्षेत्र शामिल हैं, प्रत्येक आइटम में हां/नहीं/अनिश्चित है, उनमें से ३० सकारात्मक थे और ३० नकारात्मक थे।

सांख्यिकीय तकनीक

डेटा के विश्लेषण के लिए सहसंबंध और 'टी' परीक्षण का उपयोग किया गया था।

व्याख्या

तालिका क्र. १

ग्रामीण क्षेत्र के किशोर बालक एवं बालिकाओं के मानसिक स्वास्थ्य का तुलनात्मक परिणाम

विद्यार्थी	संख्या	मध्यमान	मानक विचलन	क्रात्रिक अनुपात मान	सार्थकता स्तर
बालक	५०	७६.०३	११.८९	१.९९	सार्थक अंतर
बालिकाएं	५०	६९.०९	१४.६९		

स्वतंत्रता का स्तर ९८ सार्थकता के स्तर .०५ पर तालिका मूल्य १.९८

तालिका क्र १ के अध्ययन से पता चलता है कि ग्रामीण किशोर बालकों का मानसिक स्वास्थ्य औसत ७६.०३ है और बालिकाओं का ६९.०९ है, तालिका से पता चलता है कि गणना का औसत अंतर ६.९४ है और यह सार्थक है क्योंकि इसका क्रात्रिक अनुपात मान १.९९ है, जो स्वतंत्रता के स्तर ९८ पर तालिका मूल्य ०.०५ स्तर के १.९८ से अधिक है। इससे पता चलता है कि ग्रामीण क्षेत्र की किशोरियों की तुलना में किशोर बालकों का मानसिक स्वास्थ्य बेहतर है।

निष्कर्ष

परिणाम बताते हैं कि मानसिक स्वास्थ्य में ग्रामीण किशोर बालक एवं बालिकाओं के बीच सार्थक अंतर पाया गया है। इसका तात्पर्य यह है कि ग्रामीण किशोर बालक एवं बालिकाएं अपने मानसिक स्वास्थ्य में भिन्न होते हैं। अंत शून्य परिकल्पना संख्या १ अस्वीकृत की जाती है।

तालिका क्र. २

ग्रामीण क्षेत्र के किशोर बालक एवं बालिकाओं की शैक्षणिक उपलब्धि का तुलनात्मक परिणाम

विद्यार्थी	संख्या	मध्यमान	मानक विचलन	क्रात्रिक अनुपात मान	सार्थकता स्तर
बालक	५०	६०.८८	८.३९	०.१५	सार्थक अंतर नहीं
बालिकाएं	५०	६०.०९	८.११		

स्वतंत्रता का स्तर ९८ सार्थकता के स्तर .०५ पर तालिका मूल्य १.९८

तालिका क्र २ के अध्ययन से पता चलता है कि ग्रामीण किशोर बालकों का मानसिक स्वास्थ्य औसत ६०.८८ है और बालिकाओं का ६०.०९ है, तालिका से पता चलता है कि गणना का औसत अंतर ०.७९ है और यह सार्थक नहीं है क्योंकि इसका क्रात्रिक अनुपात मान ०.१५ है, जो स्वतंत्रता के स्तर ९८ पर तालिका मूल्य ०.०५ स्तर के १.९८ से कम है। इससे पता चलता है कि ग्रामीण क्षेत्र की किशोरियों एवं किशोर बालकों की शैक्षणिक उपलब्धि एकसमान है।

निष्कर्ष

परिणाम बताते हैं कि मानसिक स्वास्थ्य में ग्रामीण किशोर बालक एवं बालिकाओं के बीच सार्थक अंतर नहीं पाया गया है। इसका तात्पर्य यह है कि ग्रामीण किशोर बालक एवं बालिकाएं शैक्षणिक उपलब्धि में एकसमान हो सकते हैं। अंत शून्य परिकल्पना संख्या २ स्वीकृत की जाती है।

तालिका क्र. ३

ग्रामीण क्षेत्र के किशोर बालकों के मानसिक स्वास्थ्य एवं शैक्षणिक उपलब्धि के बीच सहसंबंधता के परिणाम

चर	संख्या	मध्यमान	मानक विचलन	सहसंबंध
मानसिक स्वास्थ्य	५०	७६.०३	११.८९	०.९७
शैक्षणिक उपलब्धि	५०	६०.८८	८.३९	

तालिका संख्या ३ से पता चलता है कि ग्रामीण किशोर बालकों का मानसिक स्वास्थ्य औसत स्कोर ७६.०३ और शैक्षणिक उपलब्धि औसत स्कोर ६०.०९ है। तालिका संख्या से ३ यह देखा जा सकता है कि प्राप्त 'आर' ०.९७, सार्थक सकारात्मक सहसंबंध है। इसलिए यह निष्कर्ष निकाला गया है कि ग्रामीण किशोर बालकों के मानसिक स्वास्थ्य और शैक्षणिक

उपलब्धि के बीच सार्थक संबंध है। अंत शून्य परिकल्पना संख्या ३ अस्वीकृत की जाती है।

व्याख्या-

परिणाम बताते हैं कि सहसंबंध का मान ०.९७ है जो कि ग्रामीण क्षेत्र के किशोर बालकों के मानसिक स्वास्थ्य और शैक्षणिक उपलब्धि के बीच एक सार्थक सकारात्मक संबंध

दिखाता है। अर्थात मानसिक स्वास्थ्य का शैक्षणिक उपलब्धि पर प्रभाव पड़ता है।

तालिका क्र. ४

ग्रामीण क्षेत्र के किशोर बालिकाओं के मानसिक स्वास्थ्य एवं शैक्षणिक उपलब्धि के बीच सहसंबंधता के परिणाम

चर	संख्या	मध्यमान	मानक विचलन	सहसंबंध
मानसिक स्वास्थ्य	५०	६९.०९	१४.६९	०.९६
शैक्षणिक उपलब्धि	५०	६०.०९	८.११	

तालिका संख्या ३ से पता चलता है कि ग्रामीण किशोर बालकों का मानसिक स्वास्थ्य औसत स्कोर ६९.०९ और शैक्षणिक उपलब्धि औसत स्कोर ६०.०९ है। तालिका संख्या ४ से यह देखा जा सकता है कि प्राप्त 'सहसंबंध' ०.९६, मजबूत सकारात्मक सहसंबंध है। इसलिए यह निष्कर्ष निकाला गया है कि ग्रामीण किशोर बालिकाओं के मानसिक स्वास्थ्य और शैक्षणिक उपलब्धि के बीच सार्थक संबंध है। अंत शून्य परिकल्पना संख्या ४ अस्वीकृत की जाती है।

व्याख्या—

परिणाम बताते हैं कि सहसंबंध का मान ०.९७ है जो कि ग्रामीण क्षेत्र के किशोर बालिकाओं के मानसिक स्वास्थ्य और शैक्षणिक उपलब्धि के बीच एक सार्थक सकारात्मक संबंध दिखाता है। अर्थात मानसिक स्वास्थ्य का शैक्षणिक उपलब्धि पर प्रभाव पड़ता है।

परिणाम और चर्चा

हम यह निष्कर्ष निकाल सकते हैं कि.....

१. परिणाम बताते हैं कि मानसिक स्वास्थ्य में ग्रामीण किशोर बालक एवं बालिकाओं के बीच सार्थक अंतर पाया गया है। इसका तात्पर्य यह है कि ग्रामीण किशोर बालक एवं बालिकाएं अपने मानसिक स्वास्थ्य में भिन्न होते हैं। इससे पता चलता है कि ग्रामीण क्षेत्र की किशोरियों की तुलना में किशोर बालकों का मानसिक स्वास्थ्य बेहतर है।
२. परिणाम बताते हैं कि मानसिक स्वास्थ्य में ग्रामीण किशोर बालक एवं बालिकाओं के बीच सार्थक अंतर नहीं पाया गया है। इसका तात्पर्य यह है कि ग्रामीण किशोर बालक एवं बालिकाएं शैक्षणिक उपलब्धि में एकसमान हो सकते हैं।
३. परिणाम बताते हैं कि सहसंबंध का मान ०.९७ है जो कि ग्रामीण क्षेत्र के किशोर बालकों के मानसिक स्वास्थ्य और शैक्षणिक उपलब्धि के बीच एक सार्थक सकारात्मक संबंध दिखाता है। अर्थात मानसिक स्वास्थ्य का शैक्षणिक उपलब्धि पर प्रभाव पड़ता है।
४. परिणाम बताते हैं कि सहसंबंध का मान ०.९७ है जो कि ग्रामीण क्षेत्र के किशोर बालिकाओं के मानसिक स्वास्थ्य और शैक्षणिक उपलब्धि के बीच एक सार्थक सकारात्मक संबंध दिखाता है। अर्थात मानसिक स्वास्थ्य का शैक्षणिक उपलब्धि पर प्रभाव पड़ता है।

सुझाव

१. निःशक्तता को रोकने के लिए आलोचना और दंड के स्थान पर प्रशंसा और प्रोत्साहन का प्रयोग किया जाना चाहिए। विभिन्न मनोवैज्ञानिक अध्ययनों में पाया गया है कि सुस्त छात्रों को लाभ मिलता है यदि उनकी कम उपलब्धि के लिए उनकी प्रशंसा की जाती है।

२. छात्रों की अनावश्यक रूप से तुलना नहीं की जानी चाहिए। बच्चों के अंकों को उनके पिछले अंकों के साथ जोड़ा जाना चाहिए, अन्य छात्रों के अंकों के साथ नहीं।
३. व्यक्तिगत ध्यान देने के लिए, सामान्य निर्देशों को व्यक्तिगत पालन करना चाहिए।
४. शिक्षकों को पक्षपात नहीं करना चाहिए और किसी भी छात्र के खिलाफ व्यंग्यात्मक टिप्पणी नहीं करनी चाहिए।

संदर्भ ग्रंथ सूची

१. चौहान एस.एस. (१९७८) "मेटल हाइजीन" आर.एन. एलाइड प्रकाशक प्रा के लिए सचदेव। लिमिटेड नई दिल्ली।
२. देसाई (१९७१) ३१ स्कूलों में उपलब्धि और अकादमिक प्रदर्शन के बीच संबंध
३. डॉ. शर्मा कमलेश "मेटल हेल्थ स्केल"
४. मेहता पी. (१९६९) हाई स्कूल बॉयज में अचीवमेंट मोटिवेशन, नई दिल्ली एनसीईआरटी।
५. शिक्षा पर राष्ट्रीय नीति (१९८६) नई दिल्ली सरकार ऑफ इंडिया पब्लिकेशन। मानव संसाधन विकास मंत्रालय, नई दिल्ली
६. शिक्षा आयोग की रिपोर्ट (१९९७) सिफारिशों का सारांश (१९६४-६६)। नई दिल्ली: प्रकाशन इकार्ट, एनसीईआरटी
७. शंकर, यू. (१९९७) "मानसिक स्वच्छता" नई दिल्ली: आत्मा राम एंड संस.
८. वर्मा (१९६६) माध्यमिक विद्यालय परीक्षा में खराब परिणामों के लिए जिम्मेदार कारकों की पहचान करने और विद्यालय की सफलता पर उनके सीखने का आकलन करने का प्रयास किया।

भोपाल जिले के शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग विद्यार्थियों में समायोजन का तुलनात्मक अध्ययन

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DOI-10.5281/zenodo.10682458

सारांश

यह शोध पत्र भोपाल जिले के शासकीय एवं अशासकीय विद्यालयों में नामांकित दिव्यांग विद्यार्थियों के समायोजन अनुभवों पर तुलनात्मक अध्ययन करता है। प्राथमिक उद्देश्य इन विशिष्ट शैक्षिक क्षेत्र में दिव्यांग विद्यार्थियों के गृह, स्वास्थ्य, सामाजिक, संवेगात्मक एवं विद्यालयीन समायोजन की जांच और तुलना करना है। सर्वेक्षण के माध्यम अध्ययन प्रत्येक संदर्भ में समायोजन को प्रभावित करने वाली अद्वितीय चुनौतियों और सुविधाकर्ताओं की पहचान करना चाहता है। निष्कर्षों का उद्देश्य दिव्यांग विद्यार्थियों के बीच समायोजन की गतिशीलता में सूक्ष्म अंतर्दृष्टि प्रदान करना है, लक्षित हस्तक्षेपों और नीतियों के विकास में योगदान देना है जो भोपाल जिले के भीतर विविध शैक्षिक परिदृश्यों में समावेशी शिक्षा को बढ़ावा देते हैं। परिणाम बताते हैं कि गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन सहित विभिन्न आयामों में शासकीय एवं अशासकीय विद्यालयों में पढ़ने वाले दिव्यांग विद्यार्थियों के समायोजन अनुभवों में आंशिक अंतर का पता चलता है। विशेष रूप से, महत्वपूर्ण अनुपात मान आंशिक महत्व दर्शाते हैं, जो दो शैक्षिक संदर्भ के बीच सूक्ष्म भिन्नताओं को रेखांकित करते हैं। यह आंशिक महत्व स्वास्थ्य, संवेगात्मक, एवं विद्यालयीन समायोजन के क्षेत्रों में विशेष रूप से स्पष्ट है, जो दोनों प्रकार के विद्यालयों में दिव्यांग विद्यार्थियों के लिए इन आयामों के भीतर विशिष्ट चुनौतियों का समाधान करने के लिए लक्षित हस्तक्षेप की आवश्यकता पर प्रकाश डालता है। इसके अतिरिक्त, जब दिव्यांग छात्रों की जांच की जाती है, तो आंशिक महत्व का एक समान पैटर्न सामने आता है, जो विशेष रूप से गृह और सामाजिक समायोजन के क्षेत्रों में उन्हें आत्मनिर्भर होने के महत्व पर जोर देता है।

मुख्य शब्द तुलनात्मक अध्ययन, दिव्यांग विद्यार्थी, शासकीय एवं अशासकीय विद्यालय, समायोजन, भोपाल जिला।

प्रस्तावना

समान शिक्षा की खोज में, दिव्यांग विद्यार्थियों को शामिल करना एक सर्वोपरि चिंता का विषय है, जिसके लिए विविध शैक्षिक प्रक्रियाओं में उनके समायोजन अनुभवों की सूक्ष्म समझ की आवश्यकता होती है। यह शोध भोपाल जिले के शासकीय एवं अशासकीय विद्यालयों में दिव्यांग विद्यार्थियों के समायोजन पर केंद्रित एक तुलनात्मक अध्ययन पर आधारित है। जैसे-जैसे शैक्षिक परिदृश्य विकसित होते जा रहे हैं, समावेशी प्रथाओं को बढ़ावा देने के लिए दिव्यांग विद्यार्थियों के समायोजन को प्रभावित करने वाली अनूठी चुनौतियों और सुविधाकर्ताओं की जांच अनिवार्य हो जाती है। भोपाल जिला, जो अपनी समृद्ध सांस्कृतिक और शैक्षिक चित्रयवनिका की विशेषता है, इस अन्वेषण के लिए पृष्ठभूमि के रूप में कार्य करता है। एक तुलनात्मक लेंस के माध्यम से, अनुसंधान अशासकीय एवं अशासकीय विद्यालयों में दिव्यांग विद्यार्थियों के समायोजन अनुभवों में पैटर्न और अंतर को उजागर करना चाहता है।

ऐसा करके, अध्ययन उन रणनीतियों और दृष्टिकोणों में अंतर्दृष्टि प्रदान करने की इच्छा रखता है जो विभिन्न शैक्षिक संदर्भों में दिव्यांग विद्यार्थियों के सफल समायोजन में योगदान करते हैं या बाधा डालते हैं। यह शोध न केवल भोपाल जिले के भीतर समावेशी शिक्षा की गतिशीलता की एक स्थानीय जांच है, बल्कि सभी छात्रों की विविध आवश्यकताओं को पूरा करने वाले सीखने के माहौल बनाने पर व्यापक चर्चा में योगदान भी है। साक्ष्य-आधारित निष्कर्षों और सिफारिशों के माध्यम से, इस अध्ययन का उद्देश्य उन नीतियों और प्रथाओं को सूचित करना है जो शासकीय एवं अशासकीय विद्यालय प्रणालियों की सीमाओं को पार करते हुए शैक्षिक समावेशिता को बढ़ावा देते हैं। पूर्ववर्ती शोधों में, माध्यमिक विद्यालय के विद्यार्थियों की सीखने, सोचने और समायोजन शैलियों पर प्रभाकर एसबी के अध्ययन में, कई

उद्देश्यों का पता लगाया गया। शोध का उद्देश्य अध्ययन भागीदारी और समायोजन के बीच संबंधों की जांच करना, हाई स्कूल के विद्यार्थियों के बीच मतभेदों की जांच करना, सीखने और सोच के विभिन्न स्तरों से संबंधित अध्ययन भागीदारी में भिन्नता का विश्लेषण करना और अध्ययन भागीदारी पर लिंग और स्कूल के प्रकारों के मुख्य और अंतःक्रियात्मक प्रभावों का आकलन करना है। निष्कर्षों ने अध्ययन भागीदारी और समायोजन के बीच एक सकारात्मक संबंध का संकेत दिया, जिसमें समायोजन के निम्न और उच्च स्तर के बीच महत्वपूर्ण अंतर देखा गया। हालाँकि कोई महत्वपूर्ण लिंग प्रभाव नहीं देखा गया, स्कूल के प्रकारों ने अध्ययन भागीदारी को महत्वपूर्ण रूप से प्रभावित किया। गुप्ता तृप्ति (२०१८) ने सरकारी और निजी स्कूलों में किशोर विद्यार्थियों के बीच व्यक्तित्व और समायोजन पर जीवनशैली के प्रभाव का पता लगाया, जिससे दोनों समूहों के बीच स्वास्थ्य के प्रति जागरूक जीवन शैली में असमानताएं सामने आईं। कृष्णानी, मधु (२०१७) ने ग्रामीण और शहरी माध्यमिक विद्यार्थियों में रचनात्मकता और समायोजन पर एक तुलनात्मक अध्ययन किया, जिससे विभिन्न जनसांख्यिकी में समायोजन में महत्वपूर्ण संबंधों का पता चला। कुल मिलाकर, ये अध्ययन माध्यमिक विद्यालय के छात्रों के बीच सीखने की शैली, समायोजन और जीवनशैली कारकों की जटिल परस्पर क्रिया में मूल्यवान अंतर्दृष्टि प्रदान करते हैं।

समस्या कथन

भोपाल जिले के शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग विद्यार्थियों में समायोजन का तुलनात्मक अध्ययन

अध्ययन के उद्देश्य

१. शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग विद्यार्थियों में समायोजन का अध्ययन करना

२. शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्रों में समायोजन का अध्ययन करना

३. शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्राओं में समायोजन का अध्ययन करना

शोध की परिकल्पनाएं

परि.१ शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग विद्यार्थियों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन में सार्थक अंतर नहीं पाया जाता है।

परि.२ शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्रों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन में सार्थक अंतर नहीं पाया जाता है।

परि.३ शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्राओं के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन में सार्थक अंतर नहीं पाया जाता है।

परि.१ शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग विद्यार्थियों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन में सार्थक अंतर नहीं पाया जाता है।

सारणी क्रमांक १

शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग विद्यार्थियों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन संबंधी परिणाम

समायोजन का आयाम	विद्यालय के प्रकार	संख्या	मध्यमान	मानक विचलन	क्रांतिक अनुपात का मान	सार्थक स्तर
गृह	शासकीय	१००	२०.९१	९.३६	०.५९	०.०५ के स्तर पर सार्थक अंतर नहीं
	अशासकीय	१००	२०.१२	९.४८		
स्वास्थ्य	शासकीय	१००	१७.६८	७.७५	३.८	०.०१ के स्तर पर सार्थक अंतर
	अशासकीय	१००	२२.८३	११.१०		
सामाजिक	शासकीय	१००	२२.११	८.२२	१.४४	०.०५ के स्तर पर सार्थक अंतर नहीं
	अशासकीय	१००	२०.६१	६.३५		
संवेगात्मक	शासकीय	१००	१७.४७	७.६२	४.४३	०.०१ के स्तर पर सार्थक अंतर
	अशासकीय	१००	२२.९९	९.८४		
विद्यालयीन	शासकीय	१००	२४.९३	९.५६	५.८९	०.०१ के स्तर पर सार्थक अंतर
	अशासकीय	१००	१८.४	५.६		
कुल समायोजन	शासकीय	१००	१०३.१	१९.८७	०.६	०.०५ के स्तर पर सार्थक अंतर नहीं
	अशासकीय	१००	१०४.९५	२३.७२		

स्वतंत्रता के अंश — $1 - 1980.05 / 0.01$ स्तर के लिये निर्धारित न्यूनतम मान $1.65 / 2.35$

उपरोक्त सारणी में प्रदर्शित परिणामों से स्पष्ट होता है कि शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग विद्यार्थियों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन के मध्य सांख्यिक दृष्टि से आंशिक अंतर पाया गया है, क्योंकि प्राप्त क्रांतिक अनुपात का मान गृह, सामाजिक एवं कुल समायोजन हेतु क्रमशः ०.५९, १.४४ एवं ०.६, स्वतंत्रता के अंश १९८ पर सार्थकता के ०.०५ स्तर के लिये निर्धारित न्यूनतम मान १.६५ से कम एवं स्वास्थ्य, संवेगात्मक, एवं विद्यालयीन हेतु क्रमशः ३.८, ४.४३, ५.८९ स्वतंत्रता के अंश १९८ पर सार्थकता के ०.०१ स्तर के लिये

परि.२ शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्रों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन में सार्थक अंतर नहीं पाया जाता है।

प्रदत्तों का संकलन, प्रयुक्त उपकरण एवं प्रयुक्त सांख्यिकीय विधि

इस शोध प्रयास में, शोधकर्ता ने समायोजन पर डेटा एकत्र किया, विशेष रूप से १०वीं कक्षा के दिव्यांग विद्यार्थियों पर ध्यान केंद्रित किया। ए.के. सिंह और अल्पना सेन गुप्ता की हाई स्कूल समायोजन सूची को उनके समायोजन का आकलन करने के लिए नियोजित किया गया था। अध्ययन में भोपाल जिले के शासकीय एवं अशासकीय विद्यालयों से २०० विद्यार्थियों को शामिल किया गया, जिसमें १०० छात्र और १०० छात्राओं का समान वितरण शामिल था। इस विविध नमूने ने विभिन्न पृष्ठभूमियों का प्रतिनिधित्व किया और शैक्षणिक प्रदर्शनों का एक वर्णक्रम प्रदर्शित किया। मात्रात्मक डेटा संग्रह में मानकीकृत मनोवैज्ञानिक मूल्यांकन, स्क्रीनिंग टूल और समायोजन पैमानों का प्रशासन शामिल था। एकत्रित डेटा के बाद के विश्लेषण में टी-परीक्षणों का उपयोग किया गया, जिसके विस्तृत परिणाम निम्नलिखित तालिकाओं में दिए गए हैं।

निर्धारित न्यूनतम मान २.३५ से अधिक है, अतः यह आंशिक रूप से सार्थक है।

अतः निष्कर्षतः कह सकते हैं कि शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग विद्यार्थियों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन के मध्य आंशिक अंतर पाया गया। अर्थात् शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग विद्यार्थियों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन में मिला जुला अंतर देखने को मिला।

सारणी क्रमांक २

शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्रों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन संबंधी परिणाम

समायोजन का आयाम	विद्यालय के प्रकार	संख्या	मध्यमान	मानक विचलन	क्रात्रिक अनुपात का मान	सार्थक स्तर
गृह	शासकीय	५०	१७.१२	६.१९	१.९५	०.०५ के स्तर पर सार्थक अंतर
	अशासकीय	५०	१४.१२	५.८३		
स्वास्थ्य	शासकीय	५०	१७.६	६.९६	०.८१	०.०५ के स्तर पर सार्थक अंतर नहीं
	अशासकीय	५०	१६.४४	७.३२		
सामाजिक	शासकीय	५०	२१.९	७.६९	३.२	०.०५ के स्तर पर सार्थक अंतर
	अशासकीय	५०	१७.९२	४.२७		
संवेगात्मक	शासकीय	५०	२०.१	८.५३	०.८९	०.०५ के स्तर पर सार्थक अंतर नहीं
	अशासकीय	५०	१८.७	७.१३		
विद्यालयीन	शासकीय	५०	२१.१८	८.५१	०.९	०.०५ के स्तर पर सार्थक अंतर नहीं
	अशासकीय	५०	१९.७६	७.१२		
कुल समायोजन	शासकीय	५०	१७.९	१९.१४	३.०१	०.०५ के स्तर पर सार्थक अंतर
	अशासकीय	५०	८७.६	१४.८४		

स्वतंत्रता के अंश - ९८०.०५ स्तर के लिये निर्धारित न्यूनतम मान १.६६

उपरोक्त सारणी में प्रदर्शित परिणामों से स्पष्ट होता है कि शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्रों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन के मध्य सांख्यिकीय दृष्टि से आंशिक अंतर पाया गया है, क्योंकि प्राप्त क्रात्रिक अनुपात का मान स्वास्थ्य, संवेगात्मक, एवं विद्यालयीन हेतु क्रमशः ०.८१, ०.८९ एवं ०.९, स्वतंत्रता के अंश ९८ पर सार्थकता के ०.०५ स्तर के लिये निर्धारित न्यूनतम मान १.६६ से कम एवं गृह, सामाजिक एवं कुल समायोजन हेतु क्रमशः १.९५, ३.२, ३.०१ स्वतंत्रता के

अंश ९८ पर सार्थकता के ०.०५ स्तर के लिये निर्धारित न्यूनतम मान १.६६ से अधिक है, अतः यह आंशिक रूप से सार्थक है।

अतः निष्कर्षतः कह सकते हैं कि शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्रों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन के मध्य आंशिक अंतर पाया गया। अर्थात् शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्रों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन में मिला जुला अंतर देखने को मिला।

परि.३ शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्रों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन में सार्थक अंतर नहीं पाया जाता है।

सारणी क्रमांक ३

शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्रों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन संबंधी परिणाम

समायोजन का आयाम	विद्यालय के प्रकार	संख्या	मध्यमान	मानक विचलन	क्रात्रिक अनुपात का मान	सार्थक स्तर
गृह	शासकीय	५०	२४.७	१०.४६	०.३८	०.०५ के स्तर पर सार्थक अंतर नहीं
	अशासकीय	५०	२५.४६	९.४५		
स्वास्थ्य	शासकीय	५०	१७.७६	८.५४	५.९६	०.०१ के स्तर पर सार्थक अंतर
	अशासकीय	५०	२९.२२	१०.५९		
सामाजिक	शासकीय	५०	२२.३२	८.७९	०.६२	०.०५ के स्तर पर सार्थक अंतर नहीं
	अशासकीय	५०	२३.३	६.९७		
संवेगात्मक	शासकीय	५०	१४.८४	५.५३	७.४९	०.०१ के स्तर पर सार्थक अंतर
	अशासकीय	५०	२७.८८	१०.३६		
विद्यालयीन	शासकीय	५०	२८.६८	९.१४	८.५६	०.०१ के स्तर पर सार्थक अंतर
	अशासकीय	५०	१७.०४	२.९८		
कुल समायोजन	शासकीय	५०	१०८.३	१९.४०	३.८	०.०१ के स्तर पर सार्थक अंतर
	अशासकीय	५०	१२२.३	१७.३७		

स्वतंत्रता के अंश - ९८ ०.०५/०.०१ स्तर के लिये निर्धारित न्यूनतम मान १.६६/२.३७

उपरोक्त सारणी में प्रदर्शित परिणामों से स्पष्ट होता है कि शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्रों के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन के मध्य सांख्यिकीय दृष्टि से आंशिक अंतर पाया गया है, क्योंकि प्राप्त क्रात्रिक अनुपात का मान गृह, एवं सामाजिक समायोजन हेतु क्रमशः ०.३८, एवं ०.

६२, स्वतंत्रता के अंश ९८ पर सार्थकता के ०.०५ स्तर के लिये निर्धारित न्यूनतम मान १.६६ से कम एवं स्वास्थ्य, संवेगात्मक, विद्यालयीन, एवं कुल समायोजन हेतु क्रमशः ५.९६, ७.४९, ८.५६ एवं ३.८ स्वतंत्रता के अंश ९८ पर सार्थकता के ०.०१ स्तर के लिये निर्धारित न्यूनतम मान २.३७ से अधिक है, अतः यह आंशिक रूप से सार्थक है।

अतः निष्कर्षतः कह सकते हैं कि शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्राओं के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन के मध्य आंशिक अंतर पाया गया। अर्थात् शासकीय एवं अशासकीय विद्यालयों में अध्ययनरत दिव्यांग छात्राओं के मध्य गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन में मिला जुला अंतर देखने को मिला।

अध्ययन के निष्कर्ष

निष्कर्ष में, सांख्यिकीय विश्लेषण से गृह, स्वास्थ्य, सामाजिक, संवेगात्मक, विद्यालयीन एवं कुल समायोजन सहित विभिन्न आयामों में शासकीय एवं अशासकीय विद्यालयों में पढ़ने वाले दिव्यांग विद्यार्थियों के समायोजन अनुभवों में आंशिक अंतर का पता चलता है। विशेष रूप से, महत्वपूर्ण अनुपात मान आंशिक महत्व दर्शाते हैं, जो दो शैक्षिक संदर्भ के बीच सूक्ष्म भिन्नताओं को रेखांकित करते हैं। यह आंशिक महत्व स्वास्थ्य, संवेगात्मक, एवं विद्यालयीन समायोजन के क्षेत्रों में विशेष रूप से स्पष्ट है, जो दोनों प्रकार के विद्यालयों में दिव्यांग विद्यार्थियों के लिए इन आयामों के भीतर विशिष्ट चुनौतियों का समाधान करने के लिए लक्षित हस्तक्षेप की आवश्यकता पर प्रकाश डालता है। इसके अतिरिक्त, जब दिव्यांग छात्राओं की जांच की जाती है, तो आंशिक महत्व का एक समान पैटर्न सामने आता है, जो विशेष रूप से गृह और सामाजिक समायोजन के क्षेत्रों में उन्हें आत्मनिर्भर होने के महत्व पर जोर देता है। ये निष्कर्ष समावेशी प्रथाओं और लक्षित समर्थन तंत्र के विकास के लिए मूल्यवान अंतर्दृष्टि प्रदान करते हैं, एक अधिक समावेशी शैक्षिक वातावरण को बढ़ावा देते हैं जो दिव्यांग विद्यार्थियों की विविध समायोजन आवश्यकताओं को समायोजित करता है।

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महाराष्ट्र राज्यातील ग्रामपंचायत निवडणुकीत महिलांना ५०% आरक्षण एक सामाजिक न्याय २०२३

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DOI-10.5281/zenodo.10682488

प्रस्तावना :-

भारतात प्राचीन काळापासून शासन व्यवस्था चालत आलेली आहे. ग्रामीण भागातील जमिनीचा महसूल शेतसारा गोळा करण्यासाठी एक अधिकारी कार्यरत असे. विविध कालखंडात अशा अधिकाऱ्यांना विविध नावाने संबोधले जात होते. मौर्य काळात यजुका गुप्त काळात विसयापती आणि मोगलकाळात अंमलगुजार या नावाने संबोधत. या शासन व्यवस्थेत महिलांना नगण्य स्थान होते. ग्रामीण सत्तेत महिलांचा सहभाग नव्हता. भारतात १९ व्या शतकात राजा राममोहन रॉय, महात्मा फुले, पंडिता रमाबाई, डॉ.बाबासाहेब आंबेडकर इत्यादी समाजसुधारकांनी महिलांच्या उत्थानासाठी खऱ्या अर्थाने प्रयत्न केले. लॉर्ड रिपनने १८८२ साली पंचायत राज संबंधीचा कायदा केला. २६ जानेवारी १९५० पासून भारत हे सार्वभौम प्रजासत्ताक घोषित करण्यात आले. बलवंतराय मेहता, वसंतराव नाईक समिती, पी.बी.पाटील समिती अशा विविध समित्या पंचायत राजसंबंधी स्थापन करण्यात आल्या होत्या. भारतीय राज्यघटनेच्या अकराव्या व बाराव्या परिशिष्टात समावेश केला आहे. आज आपण २१ व्या शतकात आहोत, भारताचा विचार करता देशाची लोकसंख्या १४० कोटीपर्यंत आहे. या एकूण लोकसंख्येपैकी ७० कोटी लोकसंख्या ही स्त्रियांची आहे. १९९३ च्या ७३ व्या घटनादुरुस्तीने ३३% जागा महिलांसाठी राखीव ठेवण्यात आल्या होत्या. सत्तेच्या विकेंद्रीकरणाचे हे मोठे पाऊल होते. २०११ साली स्थानिक स्वराज्य संस्थांमध्ये ५०% आरक्षणाची महिलांसाठी तरतूद करण्यात आली. अनुसूचित जाती व अनुसूचित जमातींसाठी लोकसंख्येच्या प्रमाणात आरक्षणाची तरतूद करण्यात आली आहे.

अभ्यास क्षेत्र :-

प्रस्तुत शोध निबंधाच्या अभ्यासाकरिता अभ्यास क्षेत्र म्हणून संपूर्ण महाराष्ट्र राज्याचा विचार करण्यात आला आहे. महाराष्ट्र राज्यात ऑक्टोबर २०२३ मध्ये ग्रामपंचायतीच्या निवडणुका घेण्यात आल्या. यात किती महिलांचा सहभाग आहे याचा अभ्यास यात करण्यात आला आहे.

संशोधनाची उद्दिष्टे :-

- १) वर्तमान स्थितीमध्ये पंचायत राजमध्ये (ग्रामपंचायत) महिलांचा सहभाग किती आहे.
- २) ग्रामपंचायतीत महिलांची भूमिका समजून घेणे.
- ३) महिलांचा स्थानिक नेतृत्वाचा अभ्यास करणे.

माहिती स्रोत व संशोधन पध्दती :-

प्रस्तुत शोध निबंधामध्ये प्राथमिक व दुय्यम साधन सामग्रीवर आधारित माहिती संकलित केलेली आहे. दुय्यम साधन सामग्रीमध्ये प्रकाशित अहवाल, संदर्भ पुस्तके, विविध लेख, नियतकालिके व दर्जेदार मासिकात प्रसिध्द झालेले लेख, वेब जाळे इत्यादी संदर्भ साहित्याचा वापर केलेला आहे.

चर्चा व विश्लेषण :-

महाराष्ट्र राज्यात त्रिस्तरीय पंचायत राज व्यवस्था कार्यरत आहे. ग्रामस्तरावर ग्रामपंचायत. भारताच्या राज्य घटनाकारांनी सामाजिक, आर्थिक आणि धार्मिक

परिस्थितीचा विचार करून नागरिकांना हक्क बहाल केले आहेत. जनतेला लोकशाहीचे शिक्षण देण्याकरिता पंचायत राज महत्त्वाची भूमिका बजावते. ग्रामपंचायत ही खेड्यातील जनतेने चालविलेली प्रारंभिक लोकशाही संस्था होय. महाराष्ट्र १९५८ च्या कायदानुसार व त्यानंतर १९६२ च्या जिल्हा परिषद व पंचायत समिती अधिनियमानुसार पाचशेपेक्षा जास्त लोकसंख्येसाठी ग्रामपंचायतीची निर्मिती केली आहे. पंचायत राज पध्दतीमध्ये सामाजिक व आर्थिक न्याय प्राप्त होतो.

वर्ष २०२३ ऑक्टोबरमध्ये महाराष्ट्र राज्यात ग्रामपंचायतीच्या निवडणुका झाल्या. एकूण ग्रामपंचायत सदस्यांपैकी ५०% जागा ह्या महिला सदस्यांकरिता राखीव होत्या. सध्याच्या परिस्थितीत सरपंच पदाची निवड ही गावातील सर्व नागरिक मतदान करून सरपंच निवडतात. अनुसूचित जाती, अनुसूचित जमाती, सर्वसाधारण गटातील महिलांना ५०% जागा राखीव आहेत. पंचायत राजमध्ये ५०% महिलांमध्ये लोकसंख्येच्या प्रमाणात सर्वोच्च न्यायालयाने इतर मागासवर्गीयांसाठी आरक्षणाच्या तरतुदीला स्थगिती दिली आहे.

महाराष्ट्र राज्यातील एकूण ३७ जिल्ह्यांपैकी ३५ जिल्ह्यांमध्ये ऑक्टोबर २०२३ मध्ये पंचायतीच्या निवडणूक घेण्यात आली. या जिल्ह्यांमधील एकूण पंचायतींपैकी २३५९ पंचायतीच्या निवडणुका घेण्यात आल्या.

वर्ष २०२३-२४ मध्ये झालेल्या ग्रामपंचायतीच्या निवडणुकीची माहिती वर्ष ऑक्टोबर २०२३

अ.क्र.	एकूण ग्रामपंचायत निवडणूक	महिलांना आरक्षित असलेली सरपंच पदे
१	२३५९	११८०

अ.क्र.	एकूण ग्रामपंचायती महिला राखीव	अनु. जाती महिला	अनु. जमाती महिला	सर्वसाधारण महिला
१	११८०	१४३	७७	९६०

अ.क्र.	एकूण ग्रामपंचायती	अनु. जाती सरपंच पुरुष	अनु. जमाती सरपंच पुरुष	सर्वसाधारण सरपंच पुरुष
१	११७९	१४३	७७	९५९

वरील तक्त्यांवरून खालील निष्कर्ष काढता येतात.

- १) ग्रामीण विकासाच्या प्रक्रियेत महिलांना योग्य प्रतिनिधित्व मिळाले आहे.
- २) ग्रामस्तरावरील निर्णय प्रक्रियेत महिलांचा सहभाग वाढला आहे.
- ३) नेतृत्वाची संधी विविध घटकाला मिळाली आहे.
- ४) केंद्र व राज्य सरकारच्या योजनांमध्ये लोकसहभाग वाढला आहे.
- ५) सर्व लोकप्रतिनिधींना प्रशिक्षण दिले पाहिजे.
- ६) महिलांना संधी, हक्क, सत्तेत सहभाग वाढला आहे.
- ७) राज्यघटनेने दिलेल्या मार्गदर्शक तत्वात समान संधी देण्याची प्रक्रिया सुरु झाली आहे.

वरील ऑक्टोबर २०२३ च्या ग्रामपंचायत निवडणुकीच्या आकडेवारीवरून असे दिसून येते की, आपल्या ग्रामीण सामाजिक रचनेत अनुसूचित जाती, अनुसूचित जमाती यांना त्यांच्या लोकसंख्येच्या प्रमाणात

वरील शोधनिबंधाकरिता खालील ग्रंथांची मदत झाली :-

- | | |
|---------------------------|---|
| १) डॉ. वा. भा. पाटील | :- महाराष्ट्र प्रशासन, प्रशांत पब्लिकेशन |
| २) मनोज आवळे | :- पंचायत राज कार्य कायदा |
| ३) मानवी हक्क | :- तुकाराम जाधव, महेश शिरपूरकर, युनिक अँकेडमी |
| ४) डॉ. आनंद पाटील | :- सामान्य क्षमता चाचणी |
| ५) कपिल होडे, राहुल पाटील | :- अत्यावश्यक राज्यशास्त्र, नागरिकशास्त्र व अर्थशास्त्र |
| ६) वेबसाईट | :- www.maharashtraelectioncommission |

(स्थानिक स्वराज्य संस्था) ग्रामपंचायतीत प्रतिनिधित्व मिळालेले आहे. महिलांना त्यांच्या लोकसंख्येच्या प्रमाणात प्रतिनिधित्व मिळाले आहे. ग्रामपंचायतीची निवडणूक ही पक्षीय पातळीवर लढविली जात नाही.

वरील तक्त्यांवरून खालील माहिती लिहिता येते.

- १) ११८० पदे ही महिला सरपंच पदाकरिता राखीव आहेत.
- २) १४३ सरपंच पदे अनुसूचित जाती व ७७ सरपंच पदे ही अनुसूचित जमातीच्या महिलांकरिता राखीव आहेत.
- ३) ग्रामपंचायतीचे सरपंच पद हे सर्वसाधारण गटातील महिलांकरिता राखीव आहे.

समाजातील अनुसूचित जातीतील महिला, अनुसूचित जमातीतील महिला, इतर मागासवर्गीय गटातील महिला व सर्वसाधारण गटातील महिलांना संधी दिली आहे.

शिक्षा के क्षेत्र में पंचायती राज की भूमिका

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DOI-10.5281/zenodo.10682496

अमूर्त

शिक्षा लोगों के सर्वांगीण विकास का एक महत्वपूर्ण साधन है यह एक ऐसा साधन है जो समग्र रूप से समाज और राष्ट्र का विकास करता है शिक्षा के द्वारा लोगों का बौद्धिक सामाजिक आर्थिक आध्यात्मिक आदि विकास संभव है यह विकास मनुष्य और पर्यावरण के बीच बेहतर समायोजन के द्वारा लोगों में मानवता की भावना और समायोजन की भावना विकसित होती है शिक्षा समस्त की एक महत्वपूर्ण प्रक्रिया है इसके द्वारा राष्ट्र का सामाजिक आर्थिक औद्योगिक और कृषि विकास संभव है शिक्षा लोगों को चुनौतियों का सामना करने के लिए कैसे चेक करती है शिक्षा के माध्यम से मनुष्य अपने जीवन को बेहतर और विलासिता पूर्ण बनाता है शिक्षा एक महत्व हथियार है जो ग्रामीण विकास के प्रति नागरिकों को जिम्मेदारी की भावना विकसित कराता है पंचायती राज प्रणाली के माध्यम से ग्रामीण विकास व सतत विकास को बनाए रखा जा सकता है पंचायती राज संस्थाएं ग्रामीण विकास में महत्वपूर्ण भूमिका निभाते हैं जैसे प्राथमिक शिक्षा स्वास्थ्य कृषि विकास महिला एवं बाल विकास आदि पंचायती राज संस्थाएं गांव एवं ग्रामीण विकास की रीढ़ है जो ग्रामीण विकास और ग्रामीणों में देखभाल की भावना पैदा करती है यह संस्था ग्रामीणों के सतत विकास के लिए विभिन्न प्रकार की बुनियादी कार्यक्रम आयोजित करती है जैसे प्राथमिक शिक्षा स्वास्थ्य केंद्र कुटीर उद्योग कृषि विकास और कृषि विपणन परिवहन और अन्य ग्रामीण विकास योजनाएं पंचायती राज प्रणाली के अंतर्गत चलाए जाते हैं पंचायती राज संस्थाएं ग्रामीण विकास और पर्यावरण संरक्षण के लिए भी कार्य करती हैं शिक्षा के विकास में पंचायती राज महत्वपूर्ण भूमिका निभाती हैं क्योंकि यह छात्रों और लोगों के बीच जिम्मेदारियां और देखभाल की भावना पैदा करता है पंचायती राज संस्थाओं शिक्षा के विकास का प्रमुख स्रोत इसके द्वारा सर्व शिक्षा अभियान को सफलतापूर्वक लागू किया गया है

कीवर्ड :- पंचायती राज, ग्राम पंचायत, शिक्षा, लोकतांत्रिक विकेंद्रीकरण, संविधान

परिचय

इतिहास की शुरुआत से ही पंचायते भारतीय गांव की रीढ़ रही है राष्ट्रपिता गांधी जी ने 1946 में टिप्पणी की भारतीय स्वतंत्रता यहीं से शुरू होनी चाहिए और प्रत्येक गांव को भी गणतंत्र किया पंचायत होनी चाहिए जिसके पास शक्तियां हो गांधीजी कि सपने को साकार रूप देने के लिए त्रिस्तरीय पंचायती राज प्रणाली की शुरुआत की गई जिसमें ग्रामीण पुनर्निर्माण में लोगों की भागीदारी रही पंचायती राज गांव के साथ ग्रामीण क्षेत्र के विकास के लिए प्रशासन की एक त्रिस्तरीय प्रणाली है जिसमें ग्राम स्तर पर पंचायत ब्लॉक स्तर पर पंचायत समिति और जिले में जिला परिषद इसे शरवानी विकास के लिए एक साहसी और कल्पनाशील नेतृत्व प्रदान करने के लिए पेश किया गया क्योंकि समुदाय के आर्थिक उत्थान का दायित्व किसी अन्य को नहीं सोप जा सकता था स्वयं गांव के लोगों द्वारा

प्रतिनिधित्व किए जाने वाले संगठनों की तुलना में ग्रामीण भारत के पुनर्निर्माण में पंचायती राज संस्था एक महत्वपूर्ण इकाई है पंचायती राज आंदोलन राज्य में 2 अक्टूबर 1961 को लांच किया गया था शिक्षा राष्ट्र की सामाजिक आर्थिक औद्योगिक सामाजिक से पूर्व विकास की एक महत्वपूर्ण प्रक्रिया है शिक्षा लोगों को चुनौतियों का सामना करने और जीवन को बेहतर बनाने के लिए प्रशिक्षित करती है यह है छात्रों और लोगों के बीच नागरिकता की जिम्मेदारियां की भावना विकसित करती है शिक्षा एक ऐसा हथियार है जिसके द्वारा संपूर्ण विकास संभव है

ग्राम पंचायत की अवधारणा

भारतीय रीति रिवाज परंपराओं का एक हिस्सा बनते हुए भी गांव में ग्राम पंचायत की एक संस्था है पंचायत व्यवस्था भारतीयों के मन मस्तिष्क में बसी हुई है भारतीय ग्रामीण समुदाय का सामान्य सिद्धांत पंच परमेश्वर है

ग्रामीण जीवन की सामाजिक आर्थिक और राजनीतिक विकास में महत्वपूर्ण भूमिका निभाते हैं यह है पूर्ण विकसित लघु स्वायत्त नाम मात्र गणराज्य थे कामकाज का वितरण मुख्य रूप से ग्राम पंचायती की संभालती थी लेकिन जिले में गांव में पंचायत ने पर्याप्त राजस्व न्यायिक और नगर पालिका का प्रयोग किया गया

पंचायती राज संस्थाएं शासन की एक प्रणाली है जिसमें ग्राम पंचायत की मूल इकाई प्रशासन है इसके मुख्यता तीन स्तर है ग्राम स्तर पर ग्राम पंचायत ब्लॉक स्तर पर पंचायत समिति जिला स्तर पर जिला परिषद

शिक्षा की अवधारणा

शिक्षा व्यक्ति की अंतर्निहित क्षमता तथा उसके व्यक्तित्व को विकसित करने वाली एक गतिशील प्रक्रिया है। इस प्रक्रिया के द्वारा उसे समाज में एक वयस्क की भूमिका निभाने के लिए तथा सामाजिक मानकों, नियमों मान्यताओं की समझ विकसित कर समाज में समायोजित होने के लिए तैयार करती है तथा समाज के सदस्य एवं एक जिम्मेदार नागरिक बनने के लिए व्यक्ति को आवश्यक ज्ञान तथा कौशल उपलब्ध कराती है।

महात्मा गाँधी के अनुसार "शिक्षा से मेरा तात्पर्य बालक और मनुष्य के शरीर, मन तथा आत्मा के सर्वांगीण एवं सर्वोत्कृष्ट विकास से है" स्वामी विवेकानंद के अनुसार मनुष्य की अन्तर्निहित पूर्णता को अभिव्यक्त करना ही शिक्षा है। ॐ शिक्षा व्यक्ति के समन्वित विकास की प्रक्रिया है - जे. कृष्णमूर्ति जान डीवी के अनुसार - शिक्षा व्यक्ति की उन सभी आंतरिक शक्तियों का विकास है जिससे वह अपने वातावरण पर नियंत्रण रखकर अपने उत्तरदायित्वों का निर्वाह कर सके

लोकतांत्रिक विकेंद्रीकरण

ग्राम स्तरीय पंचायत के ग्राम स्तर पर पंचायत का जाता है यह है गांव की भलाई के लिए कार्य करने वाली एक स्थानीय संस्था है इसमें सदस्यों की संख्या सामान्यता 7 से 31 तक होती है कभी-कभी बड़े समूह होते हैं ब्लॉक स्तरीय संस्था को पंचायत समिति का जाता है जिला स्तरीय संस्था को जिला कहा जाता है

पंचायत समिति के विभाग

*सामान्य प्रशासन, *वित्त, *सार्वजनिक कार्य, *कृषि, *स्वास्थ्य, *शिक्षा, *समाज कल्याण, *सूचना प्रौद्योगिकी और अन्य पंचायत के प्रत्येक विभाग का एक अधिकारी होता है जो की सरकार द्वारा नियुक्त किया जाता

है इसको खंड विकास अधिकारी कहा जाता है विभिन्न योजन और कार्यक्रम को अधिकारी द्वारा लागू किया जाता है

पंचायती राज संस्थाओं के कार्य

- प्राथमिक स्वास्थ्य केन्द्र एवं प्राथमिक विद्यालयों की स्थापना
- पेय जल आपूर्ति जल निकासी सड़कों का निर्माण मरम्मत
- कुटीर एवं लघु उद्योग का विकास एवं सहकारी समितियां खोलना
- युवा संगठनों की स्थापना

शिक्षा को सशक्त बनाना:

प्राथमिक शिक्षा विकास में पंचायती राज व्यवस्था की महत्वपूर्ण भूमिका भारत में पंचायती राज प्रणाली ग्रामीण क्षेत्रों में प्राथमिक शिक्षा के परिदृश्य को आकार देने और बढ़ाने में महत्वपूर्ण भूमिका निभाती है। यह विकेंद्रीकृत शासन मॉडल स्थानीय समुदायों को शिक्षा पहल की जिम्मेदारी लेने का अधिकार देता है, जिससे जमीनी स्तर पर बच्चों के लिए गुणवत्तापूर्ण शिक्षा और आवश्यक सुविधाओं की उपलब्धता सुनिश्चित होती है। प्राथमिक शिक्षा का स्थानीय प्रशासन पंचायती राज व्यवस्था शिक्षा प्रबंधन को ग्रामीण स्तर के करीब लाती है। ग्राम पंचायतें, इस प्रणाली की बुनियादी इकाइयों के रूप में, प्राथमिक शिक्षा के प्रशासन की कुशलतापूर्वक निगरानी कर सकती हैं। वे संसाधन आवंटित कर सकते हैं, शिक्षकों की नियुक्ति कर सकते हैं और स्कूल सुविधाओं का प्रबंधन कर सकते हैं। उदाहरण के लिए, एक ग्राम पंचायत एक अनुकूल शिक्षण माहौल बनाने के लिए एक जर्जर स्कूल भवन के नवीनीकरण के लिए धन आवंटित करने का निर्णय ले सकती है।

विकास योजनाएँ और नीतियाँ पंचायतों को अपने समुदायों की विशिष्ट आवश्यकताओं के अनुरूप विकास योजनाएँ बनाने और लागू करने का अधिकार है। वे प्राथमिक शिक्षा को बढ़ाने के लिए योजनाएँ बना सकते हैं, जैसे नामांकन दर बढ़ाने के लिए जागरूकता अभियान शुरू करना, स्कूल के बाद के कार्यक्रम स्थापित करना, या आर्थिक रूप से वंचित पृष्ठभूमि के छात्रों को शिक्षण सामग्री वितरित करना।

बुनियादी ढांचे में वृद्धि :

प्राथमिक शिक्षा के बुनियादी ढांचे में सुधार के लिए पंचायतें सक्रिय कदम उठा सकती हैं। इसमें बढ़ती

आबादी को पूरा करने के लिए नए स्कूलों का निर्माण, कक्षाओं, पुस्तकालयों और कंप्यूटर प्रयोगशालाओं जैसी आधुनिक सुविधाओं के साथ मौजूदा सुविधाओं को उन्नत करना और यह सुनिश्चित करना शामिल है कि छात्रों के लिए स्वच्छ पेयजल और स्वच्छता सुविधाएं जैसी बुनियादी सुविधाएं उपलब्ध हों।

नामांकन और गुणवत्तापूर्ण शिक्षा को बढ़ावा देना पंचायतें सामुदायिक बैठकें और जागरूकता कार्यक्रम आयोजित करके नामांकन दर बढ़ाने की दिशा में काम कर सकती हैं। वे शिक्षकों के लिए प्रशिक्षण कार्यक्रमों और नवीन शिक्षण विधियों को शुरू करके शिक्षण की गुणवत्ता बढ़ाने के लिए स्थानीय गैर सरकारी संगठनों और शैक्षणिक संस्थानों के साथ सहयोग कर सकते हैं।

धन आवंटन : पंचायती राज प्रणाली ग्राम पंचायतों को प्राथमिक शिक्षा विकास के लिए अपने बजट से धन आवंटित करने का अधिकार देती है। यह वित्तीय स्वायत्तता उन्हें शिक्षा-संबंधित परियोजनाओं को प्राथमिकता देने और तत्काल जरूरतों को पूरा करने की अनुमति देती है। उदाहरण के लिए, एक ग्राम पंचायत आर्थिक रूप से वंचित छात्रों को छात्रवृत्ति प्रदान करने या ई-लर्निंग के लिए डिजिटल संसाधनों में निवेश करने के लिए धन आवंटित कर सकती है।

नीति कार्यान्वयन और समन्वय पंचायतें राज्य और केंद्र सरकारों और स्थानीय समुदाय के बीच मध्यस्थ के रूप में कार्य करती हैं। वे जमीनी स्तर पर शिक्षा नीतियों और योजनाओं को लागू करने में महत्वपूर्ण भूमिका निभाते हैं, यह सुनिश्चित करते हुए कि प्राथमिक शिक्षा में सुधार लाने के उद्देश्य से सरकारी पहलों को प्रभावी ढंग से क्रियान्वित और मॉनिटर किया जाता है।

समावेशी शिक्षा पंचायतें विशेष आवश्यकता वाले बच्चों सहित सभी बच्चों के लिए समावेशी शिक्षा सुनिश्चित करने के लिए कदम उठा सकती हैं। वे ऐसे कार्यक्रम बना सकते हैं जो विविध शिक्षण आवश्यकताओं को पूरा करते हैं और विकलांग बच्चों के लिए सहायता प्रदान करते हैं, एक अधिक समावेशी और न्यायसंगत शैक्षिक वातावरण को बढ़ावा देते हैं।

निष्कर्षतः

पंचायती राज प्रणाली ग्रामीण भारत में प्राथमिक शिक्षा के विकास में आधारशिला के रूप में कार्य करती है।

स्थानीय समुदायों को शिक्षा प्रबंधन की जिम्मेदारी सौंपकर, यह प्रणाली समग्र विकास को बढ़ावा देती है और बच्चों को गुणवत्तापूर्ण सीखने के अवसर प्रदान करती है, जिससे राष्ट्र की समग्र प्रगति में योगदान होता है।

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DOI- 10.5281/zenodo.10682545

प्रस्तावना:

ज्या -ज्यावेळी भारतावर परकीय अक्रमणे झाली त्या-त्यावेळी आदिवासी जमातीनी त्यांना अत्यंत प्रखरपणे विरोध केला. आदिवासी स्त्री पुरुषांचे योगदान खूप मोठे आहे. भारतीय स्वातंत्र्यलढ्यात आदिवासीचा सुवर्णअक्षरानी लिहून ठेवावा असा गौरवशाली इतिहास आहे. आदिवासी क्रांतीकारकांचा उपेक्षित इतिहास समाजासमोर मांडण्याचे कार्य आदिवासी लेखकांनी केले आहे. मराठी वाङ्मयात आदिवासी साहित्याने मोलाचे असे स्थान निर्माण केलेले आहे. भारतीय स्वातंत्र्यलढ्यात अनेक वीर पुरुष, वीर स्त्रिया, क्रांतिकारक पुरुष, संत आणि आदिवासी समाज बांधवांचे भारतीय स्वातंत्र्यलढ्यातील योगदान हे समाजबांधवांसाठी महत्वाचे आहे. इस्लामच्या आक्रमणाविरुद्ध लढताना राणी दुर्गावतीपासून ते पुंजा भिल्लापर्यंत अनेक आदिवासी शूरवीरांनी आपल्या प्राणाचे बलिदानही दिले. आदिवासींनी जे संघर्ष केले, त्या संघर्षामध्ये आदिवासी वीरांनी या संघर्षात आपल्या प्राणाची आहुती दिली आहे. शूरवीर आदिवासींच्या रक्ताने लिहिलेल्या या इतिहासाची तेजस्वी पाने मात्र भारतीय इतिहासात उपेक्षित राहिली. आदिवासी स्त्रियांनीही रणभूमीवर आपले कर्तृत्व गाजवले आहे. अशीच एक आदिवासी उपेक्षित विरंगणा राणी झलकारीचे उपेक्षित व्यक्तिमत्व या लेखात मांडले आहे.

लेखक मारोती उईके यांनी 'इतिहासात गाडलेले आदिवासी क्रांतिकारक' या पुस्तकात झलकारीबाईची व्यक्तिरेखा चित्रित केली आहे. २२ नोव्हेंबर १८३० रोजी वीरांगना झलकारीचा जन्म झाला. आदिवासी कोरी समाजात जन्म झालेल्या या वीरांगनेने १८५७ चे रण गाजविले. झांसीजवळ बालाजी मार्गावर असलेल्या भोजला हे तिचे जन्मगाव होय. मूलचंद नावाच्या सर्वसाधारण कष्टकऱ्याची झलकारी ही एकुलती एक मुलगी. झलकारी ही उठावदार बांध्याची, घारे डोळे, सरळ नाक आणि करारी व्यक्तिमत्त्वाची. बालपणापासूनच धाडसी वृत्तीची ! देशरक्षणासाठी सैनिक होण्याचे तिचे स्वप्न होते.

१८५७ च्या युद्धात राष्ट्रीय भावनेने प्रेरित होऊन ज्या झलकारीने आपल्या प्राणाची आहुती दिली. ती आदिवासी कोरी समाजातील झलकारी मात्र ऐतिहासिकदृष्ट्या उपेक्षित राहिली. जे रणमर्द रणात मेले, ज्या रणमर्दिन्यांनी रणात प्राणाच्या आहुत्या दिल्या त्यांचा इतिहास जाणीवपूर्ण काळ्या कभिन्न कोठडीत कोंबून ठेवला. इंग्रजांनी देशात शिक्षणप्रसार केला आणि बहुजन समाजात इतिहास संशोधक निर्माण झाले. त्याचाच परिपाक म्हणून झलकारीने इतिहासात पुनर्जन्म घेतला. झलकारी बारा वर्षांची असतानाच कुन्हाड घेऊन इंधन गोळा करण्यासाठी जंगलात गेली. इंधन जमा करत असताना एक चित्ता आक्रमकरीत्या तिच्या दिशेने धावून आला. झलकारीने न घाबरता, तेवढ्याच आक्रमकतेने त्या चित्त्यावर कुन्हाडीं सपासप वार केले. वार करताना तिच्या हातून कुन्हाड

निसटली तरीही न घाबरता झलकारीने त्या चित्त्याशी मल्लयुद्ध केले. त्या चित्त्याला जबड्यातून फाडत नेले. चित्त्याचा तेथेच अंत झाला. जेव्हा झलकारी घरी परतली तेव्हा तिचे आईवडिल तिला बघून घाबरले, तेव्हा झलकारीने झालेल्या घटनेची इत्यंभूत माहिती दिली. झलकारीच्या साहसाची कथा सर्वत्र पसरली. झासी शहरात राहणारा पुरन कोरी या सैनिकास झलकारीची साहसी कथा पटली.

त्यामुळे तिला पाहणे व तिच्याविषयीची अधिक माहिती जाणून घेण्याची जिज्ञासा पुरनच्या मनात जागली. तो झासी संस्थानात शिपाई असल्याने मल्लखांब, कुस्ती, बंदूक चालविणे, दांडपट्टा, तलवार चालविणे इ. गोपीत प्रवीण होता. परण कोरीने वलकारीच्या मामाची कथा त्याच्या आईला, ऐकविली. आजूबाजूच्या खेड्यातील लोकांच्या मध्यस्थीने झलकारीशी विवाह करण्याची इच्छा प्रकट केली. झलकारीच्या आई-वडिलांनी राजीखुशीने या विवाहास मान्यता दिली. विवाहानंतर गृहिणीसारखे जीवन जगण्यापेक्षा, मातृभूमीसाठी काहीतरी करून मरावे अशी तिची मनोमन इच्छा होती. त्यामुळे पतीच्या सहकायनि युद्धकलेत अधिकाधिक प्रगल्भ होऊन झासी सैन्यात भरती होण्याची इच्छा तिने सासरकडील मंडळींना बोलून दाखविली. सुनेवर पराकोटीचा गर्व असलेल्या सासऱ्यांनी तिला चुटकीसरशी परवानगी दिली. तिचे पती पुरन कोरी हे उत्कृष्ट योद्धा असल्याने सर्वप्रथम त्यांनाच आपला गुरू मानून तिने युद्धकला हस्तगत केली. उरला प्रश्न झासी

सैन्यातील प्रवेशाचा. सन १८४३ ला गंगाधर राव यांना झासी संस्थान मिळाले. राणी लक्ष्मीचे पोटी पुत्र होत नसल्याने गंगाधररावांनी दामोदरराव यास दत्तक घेतले. लगेचच गंगाधररावांचा मृत्यू झाला. गंगाधररावांच्या मृत्यूने झासीचे संस्थान लक्ष्मीबाईने हाती घेतले. संस्थान एका बाईच्या हाती आल्याने इंग्रजांनी हळूहळू पाय पसरविणे सुरू केले. सन १८५३ मध्ये गंगाधररावांचा झालेला अकस्मात मृत्यू म्हणजे इंग्रजांना पर्वणीच ठरून गेला. त्यांनी दामोदररावांचे दत्तक विधान नामंजूर ठरवून झासी खाली करण्याच्या हालचाली सुरू केल्या.

१८५४ मध्ये भारतात गव्हर्नर जनरल म्हणून आलेल्या लॉर्ड डलहौसीने एका पाठोपाठ एक अशी संस्थाने खालसा करायला सुरुवात केली. मेरठ, नागपूर. ग्वाल्हेर, कानपूर, हैद्राबाद अशी एकामागून एक संस्थाने लॉर्ड डलहौसीने खालसा केली. एलीस आणि माल्कम या इंग्रज अधिकाऱ्यांनी ही संस्थाने खालसा करण्यात महत्त्वाचा हातभार लावला. राणी लक्ष्मीचे राज्य कायदेशीरदृष्ट्या अस्ताला गेले. हातचे राज्य गेल्याने राणी पुरती नाराज झाली. झासीचा कारभार तूर्तास तिच्याच हाती असल्याने स्वतःच्या रक्षणासाठी तिने महिला सैन्य उभे करण्यास इंग्रजांची परवानगी घेतली. बारीशन, मोतीबाई, जूही, सुंदर, मुदरी, काशिबाई आणि झलकारी यांच्या नेतृत्वात फौजफाटा उभा केला. १० मे १८५७ ला मेरठ छावणीत युद्धाची ठिणगी पडली. राणी लक्ष्मीबाईचा सल्लागार याने युद्धात भाग घेण्याचा सल्ला दिला. ६ जून १८५७ ला राणी लक्ष्मीने युद्धात अप्रत्यक्षपणे उतरण्याचा निर्णय घेतला. मात्र मेजर ह्यूसनचा राणीवर विश्वासच नव्हता. त्याने झासी काबीज करून विद्रोह दडपण्याचा प्रयत्न केला. १

झलकारी ही राणीची खास रक्षक होती. त्याचप्रमाणे तिची काया शरीरयष्टी हुबेहुब राणी लक्ष्मीसारखीच होती. झलकारी साक्षात राणी लक्ष्मीबाई वाटत असल्याने राणीचा सल्लागार नाना भोपटकर याने छुप्या मार्गाने राणीला पळून जाण्याचा सल्ला दिला. राणीने तो कृतीत उतरवून आपल्या जागी झलकारीला उभे केले आणि राणी छुप्या मार्गाने पळाली. राणी पळताच स्वतःच झलकारीने राणी लक्ष्मीबाई म्हणून घोषित करून इंग्रजांचा संहार करण्यास प्रत्यक्ष युद्धात उतरली. इंग्रजांना थोपवून धरण्याचे महत्त्वपूर्ण काम झलकारीने केले. इंग्रजांशी लढताना झलकारीचे पती शहीद झाले. ही दुःखद बातमी झलकारीच्या कानावर पडली, परंतु भावविवश न होता एखाद्या घायाळ सिंहीणीसारखी इंग्रजांवर तुटून पडली.

अचानक एक सनसनाटी गोळी झलकारीच्या छातीत घुसली. झलकारी घायाळ होऊन लढतच राहिली. एका मागून एक अशा अनेक गोळ्या तिच्या शरीरात सोडल्या. ४ जून १८५८ ला झलकारीला एखाद्या सिंहासारखे वीरमरण आले, परंतु मेजर ह्यूसन तिला राणी लक्ष्मीबाईच समजत होता. झलकारीची बहादुरी आणि निर्भयता बघून मेजर ह्यूसन म्हणाला, "अर्थात भारतातल्या फक्त १% मुली जरी भारतीय स्वातंत्र्यासाठी दिवाण्या झाल्या असत्या, तर इंग्रजांना केव्हाच भारत सोडून जावे लागले असते. २

१८५७ च्या राष्ट्रीय भावनेतून लढणारी वीरांगना झलकारी देवी ही एकमेवच असावी. झलकारीच्या रणमर्दानीचा फायदा उठवून तिचा इतिहास राणी लक्ष्मीच्या नावे नोंदला गेला. भा. मा. देशमुख यांनी असे म्हटले आहे की, "राणी तटावरून घोडा उडविणे तर दूरच, पण तिला घोड्यावर बसविण्यासाठीही साथीदार मदत करीत होते. झासीवालीच्या चारित्र्याबद्दलचे पुरावे भटांनी नष्ट केले असले, तरी तिचे चारित्र्य अनेकांना संशयास्पद वाटते. म्हणून जाणकार मराठा आपल्या कर्तबगार मुलीला 'मर्दानी झासीवाली' म्हणू देत नाही. "३ अशा प्रकारे वीरांगना झलकारीचा इतिहास जाणीवपूर्वक लपवून तेथे लक्ष्मीबाईचा इतिहास पुढे आणला. ज्या ठिकाणी झलकारी लढली, लढता लढता वीरगती प्राप्त झाली तेथे ब्राह्मणांनी आदिवासी स्त्रिला लपवून ठेवून तिच्या नावावरचा इतिहास लक्ष्मीबाईच्या नावे लिहिला.

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DOI- 10.5281/zenodo.10682552

प्रस्तावना:-

आहार शिक्षण:-

आहार शिक्षणामुळे आहाराबाबत येणाऱ्या समस्या मुळापासून दूर करू शकतो. कुपोषणाचे एक प्रमुख कारण आहे ते म्हणजे अन्नविषयक अज्ञान आहारविषयक माहिती नसल्याने, पैसा असूनही योग्य आहार घेतला जात नाही म्हणून आज लहान मोठे, गरीब श्रीमंती, स्त्री-पुरुष अशा सर्वांनाच आहार शिक्षण देण्याची गरज आहे. नितांत आवश्यकता आहे. भारतात आहार विषयी जागरूकता कमी आहे हे फक्त अशिक्षित लोकांना मध्ये आहे असे नाही तर शिकलेल्या लोकांना आहाराच्या महत्त्वाची जाणीव नाही त्यांचेच कुपोषण हे लक्षण आहे. भारतात भारतीयांच्या राहणीचा दर्जा, शिक्षणाचा दर्जा वाढविण्याचे प्रयत्न सरकार तर्फे व अन्य संस्थांतर्फे केले जात आहे. त्यासाठी आहार विषयक कार्यक्रम, पूरक आहार कार्यक्रम वेगवेगळे कार्यक्रम हाती घेतले जातात.

वाढ आणि विकास:-

वाढ आणि विकास सर्वसामान्यपणे होण्यासाठी सुयोग्य पोषण आवश्यक असते. कुपोषणामुळे केवळ शारीरिक वाढ व विकास नव्हे तर व्यक्तिच्या बौद्धिक क्षमतेवर तसेच आकलन शक्ती व वर्तनावर विपरीत परिणाम होतात. गरोदरपणात स्त्रीमध्ये कुपोषण आढळल्यास गर्भावर त्याचे वाईट परिणाम होतात. जसे की मृत अपत्याचा जन्म अपु-या दिवसाचे मूल, पूर्ण दिवसाचे पण अपरीपक्व वाढीचे मुल इ. बालपणीच्या पूर्वार्धात कुपोषणामुळे शारीरिक व मानसिक वाढ मंद होते. अशी बालके फार हळुहळु वाढतात. ठराविक कालावधीत बालकांच्या शारीरिक व मानसिक वाढ व विकासाने थांबलेली आढळते. अशी मुले शाळेतल्या अभ्यासातही मागे पडतात. प्रौढामध्ये देखील सुयोग्य आरोग्य आणि कार्यक्षमता टिकवण्यासाठी चांगल्या पोषणाची आवश्यकता असते. थोडक्यात आपणास असे म्हणता येईल की पोषणाचे बरे वाईट परिणाम माणसाच्या आयुष्यावर जन्मापासून मृत्यु पर्यंत होत असतात.

प्राचीन काळामध्ये स्त्रियांना पुरुषांच्या बरोबरीने स्थान नव्हते, या उलट त्यांच्यावर इतके बंधने असल्याने त्यांची स्थिती अत्यंत दयनीय होती. सहाजिकच स्त्रियांचा दर्जा पुरुषांच्या बरोबरीने नव्हता तर तो पुरुषांपेक्षा दुय्यम किंवा गौण होता असे दिसून येत होते. स्त्रिया केवळ जननी म्हणजेच पुत्र जन्मासाठी असतात म्हणून त्या उपभोग्य वस्तू होत असे मनुस्मित म्हटले होते. केवळ जन्मापासून नव्हे तर जन्मा आधी सुद्धा स्त्रियांना हिन लेखण्याची प्रवृत्ती भारतीय समाजामध्ये दिसून येते. अष्टपुत्र सौभाग्यवती असा आशीर्वाद केवळ पुत्र प्राप्त व्हावी अशी इच्छा दिसते.

आर्थिक बाबतीतही स्त्रियांची स्थिती फारशी चांगली नव्हती. स्त्री ही संपत्ती मानली गेल्याने तिची विक्री खरेदी होत असे उदाहरणार्थ युदिस्ठीराने द्रौपदीला पणाला

लावले होते. राजा हरिश्चंद्राने आपली पटराणी तारामतीला विकले होते. आर्ष व आसुर विवाह प्रकारात मुलींची विक्री होत असते. त्यामुळे त्यांच्या संपत्तीवर अधिकार नव्हते. स्त्रियांच्या दर्जात सुधारणा करण्याच्या उद्देशाने भारतातील सामाजिक चळवळी आणि समाजसुधारकांनी केलेले विशेष प्रयत्न यांचे योगदान देखील तेवढेच महत्त्वपूर्ण ठरले. भारतीय समाजात स्त्रियांच्या बाबतीत अनेक अनिष्ट रूढी परंपरा प्रथा अस्तित्वात होत्या सहाजिकच स्त्रियांचा दर्जा खालावलेला होता तत्कालीन समाज व्यवस्थेत बालविवाह विधवा पुनर्विवाह बंदी सती प्रथा केशवपण स्त्री शिक्षणावर बंदी या सारख्या बाबी प्रचलित होत्या या अनिष्ट रूढी तथा परंपरेविरुद्ध एकोणिसाव्या शतकामध्ये अनेक समाजसुधारकांना आवाज उठविला व चळवळी उभारून जनजागृती केली.

महिलांचे आरोग्य सामान्य आहाराच्या सेवनावर अवलंबून असते आणि शारीरिक, सामाजिक आणि मानसिक वाढ आणि विकासासाठी पुरेशी ऊर्जा आणि पोषक तत्वे असलेल्या अन्नाची तरतूद आवश्यक आहे. महिलांच्या वयाच्या विविध टप्प्यावर, प्रथिनांची जास्तीत जास्त आवश्यकता असते. वाढलेली शारीरिक हालचाल, खाण्यापिण्याच्या चुकीच्या सवयी उदाहरणार्थ मासिक पाळी, गर्भनिरोधक गोळ्या वापरणे आणि गर्भधारणेमुळे अपर्याप्त पोषणाचा संभाव्य धोका वाढतो.

आहार शिक्षण सुरुवात-

शाळेपासूनच आहार शिक्षण देण्यास सुरुवात करावी. आहाराचे कार्य अन्नघटक प्राप्तीची साधने याबद्दल थोडक्यात माहिती द्यावी. प्रत्यक्ष ज्ञान हे केव्हाही दीर्घकाळ टिकणारे असते त्यामुळे त्यावर भर द्यावा उदाहरणार्थ कृती डबा खाणे डब्यात कोणता पदार्थ व किती आणला आहे. यावरून त्यात कोणते अन्नघटक आहेत, किती कॅलरी मिळतील, डबा खाण्याचे फायदे अशी चर्चा करून प्रत्यक्ष

ज्ञान देता येईल. महिला घरातील सर्वांसाठी आहार बनविते त्यामुळे तिला जर आहार शिक्षण दिले तर त्याचा लाभ संपूर्ण कुटुंबाला होईल. ती स्वतः स्वतःची गर्भावस्थेत दुग्धसृजन काळात मुलांचे संगोपन करताना आहार विषयक काळजी घेऊ शकेल. आणि होणाऱ्या बदल स्थायी स्वरूपाचा असतो त्यामुळे त्याला जास्त महत्त्व आहे अर्थिक दृष्ट्या विकसित राष्ट्रातील जनतेचे आरोग्य सुधारायला शिक्षण हे फार महत्त्वाचे आहे. मातांना मुलांचा आहार व आरोग्याचे महत्त्व काय व ते कसे राखायचे हे कळायला लागले. म्हणजे अर्ध युद्ध जिंकल्यासारखे आहे. ग्रामीण भागात मातांना शिक्षण देणे नवीन अन्नपदार्थांचे उत्पादन, पदार्थ टिकवणे याची मातांना माहिती देणे. सजीवांनी अन्न व पाणी घेऊन त्यांच्या वाढ व इतर सर्व कामासाठी वापर करणे या प्रक्रियेला पोषण म्हणतात आणि या कामासाठी उपयोगी पडणा-या अन्न घटकांना पोषकतत्वे म्हणतात. आपण खातो त्या विविध अन्नपदार्थांमध्ये ही पोषक तत्वे वेगवेगळ्या प्रमाणात असतात. आपल्या अन्नातील पोषकतत्वे खालीलप्रमाणे आहेत.

पोषक अन्न घटक

- 1 उष्मांक
- 2 प्रथिने.
- 3 जीवनसत्त्वे
- 4 क्षार
- 5 पाणी

संशोधन पध्दती:- प्रश्नावली व्दारे यवतमाळ शहारातील माळीपुरामधील 50 महिलांची माहिती गोळा करणे.

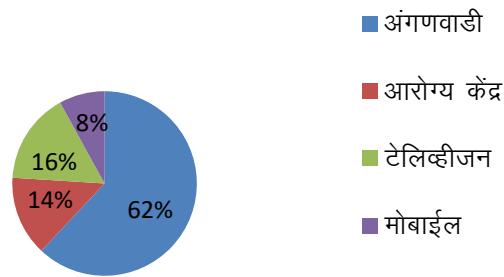
उद्देश:-

- 1 या संशोधनाचा उद्देश महिलांना पोषक आहार विषयक जागृती निर्माण करणे.
- 2 महिलांच्या आहारविषयक सवयी तपासणे.
- 3 महिलांचे आरोग्यविषयक माहिती गोळा.
- 4 यवतमाळमधील माळीपुरा येथील 50 महिलांच्या घेण्यात येणा-या आहारविषयक पोषक घटकांची माहिती प्राप्त करणे.

1 आपणास पोषण शिक्षण कसे प्राप्त झाले.

अनु क्र.	माहिती प्राप्त	महिला संख्या
1	अंगणवाडी	31
2	आरोग्य केंद्र	07
3	टेलिव्हीजन	08
4	मोबाईल	04
		एकुण 50

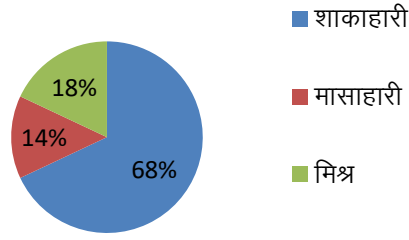
आपणास पोषण शिक्षण कसे प्राप्त झाले.



2 आपण कशा प्रकारचे आहार घेता

अनु क्र.	आहाराचा प्रकार	महिला संख्या
1	शाकाहारी	34
2	मासाहारी	07
3	मिश्र	09
		एकुण 50

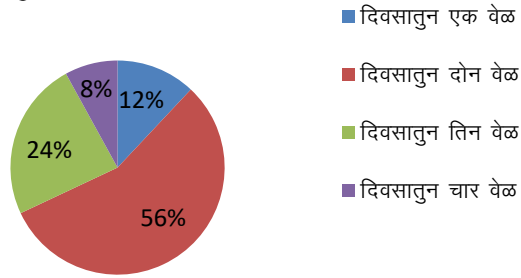
आहाराचा प्रकार



3 आहार दिवासातुन किती वेळ घेता.

अनु क्र.	आहार दिवासातुन किती वेळ घेता	महिला संख्या
1	दिवसातुन एक वेळ	06
2	दिवसातुन दोन वेळ	28
3	दिवसातुन तिन वेळ	12
4	दिवसातुन चार वेळ	04
	एकुण	50

आहार दिवासातुन किती वेळ घेता



निष्कर्ष:-

यवतमाळ येथील माळीपुरामधील 50 महिलांना पौष्टिक आहार शिक्षण दिल्यानंतर त्यांच्या पोषक आहारामध्ये अनुकूल बदल दिसून आला. 50 महिलांपैकी 34 महिला शाकाहारी आहार घेतात. तसेच 7 महिला मासाहारी आहार घेतात व तसेच 9 महिला मिश्र आहार घेतात. सर्वेक्षणात असे आढळून आले कि 8 टक्के महिला केवळ दिवसातुन एक वेळा जेवण करीत असल्यामुळे त्यांचे स्वास्थ्य सुदृढ नाही. ज्या महिलांना पोषण शिक्षण अंगणवाडी मार्फत देण्यात आले त्या महिला सुदृढ आढळून आल्या. आहाराच्या सवयी सुधारल्या गेल्या कारण पोषण शिक्षण दिल्यानंतर जेवण वगळण्याची प्रथा लक्षणीयरीत्या कमी झाल्याचे दिसून आले. अशाप्रकारे, महिलांच्या पोषक आहारामध्ये अनुकूल आणि लक्षणीय बदल घडवून आणण्यासाठी पोषण शिक्षण हे एक प्रभावी उपाय आहे.

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चिपळूणमधील बांधण मासेमारीचा चिकित्सक अभ्यास

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DOI- 10.5281/zenodo.10682603

प्रस्तावना :

चिपळूण तालुक्यातील वाशिष्ठी नदी ही मुख्य नदी आहे . तिला सती नदी, शिव नदी या उपनद्या येऊन मिळतात. वाशिष्ठी नदी व तिच्या उपनद्यांवर आदिवासी कातकरी समाजाद्वारे बांधण मासेमारी केली जाते.हा त्यांचा पारंपारिक व्यवसाय आहे. नदीपात्रात टाकला जाणारा कचरा, होणारी मृदाधूप, प्लॅस्टिक यामुळे या बांधण मासेमारीस धोका निर्माण झाला आहे.या बांधण मासेमारीची उपयुक्तता त्यांतून प्राप्त होणारे उत्पन्न तसेच बांधणास असणारे धोके या सर्वांचा सर्वकष अभ्यास या शोधनिबंधाद्वारे करणार आहोत. त्याकरिता वाशिष्ठी नदीच्या शिरगाव बांधण परिसराची निवड केली आहे.

उदीष्टे:

- 1) बांधण पद्धतीतून मिळणाऱ्या हंगामी उत्पादनाचा आणि उत्पन्नाचा संख्यात्मक अभ्यास करणे.
- 2) बांधण मासेमारीकरिता लागणारे अर्थकारण तपासणे .
- 3) बांधण मासेमारी पद्धतीला निर्माण झालेले धोके आणि त्याचा कातकरी आदिवासी समाजावरील झालेला परिणाम अभ्यासणे.

कार्यपद्धती:

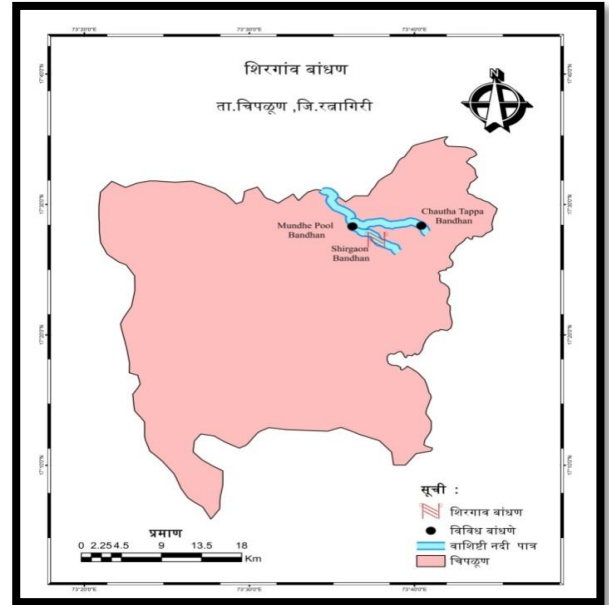
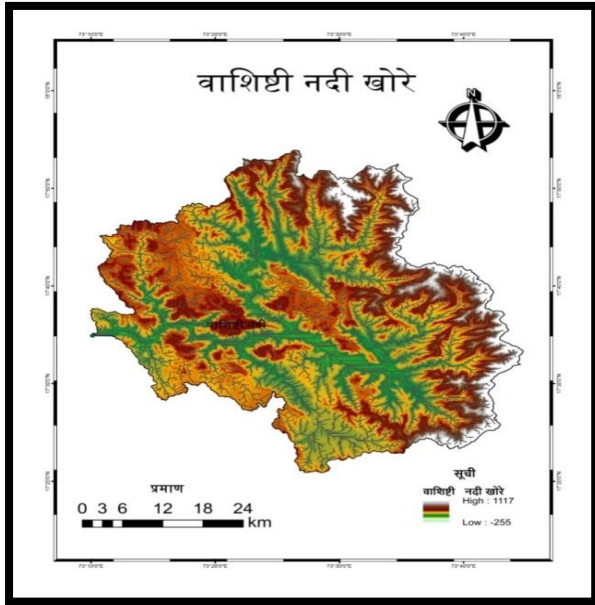
1. चिपळूणमधील कातकरी समाजातर्फे शिरंगाव येथे बांधलेल्या बांधणाच्या परिसराची निवड.
2. बांधणाची रचना व बांधण मासेमारी करण्याची पद्धत अभ्यासण्याकरिता मुलाखत .
3. बांधण मासेमारीकरिता लागणारा खर्च व आवश्यक मनुष्यबळ तपासणे.

4. कातकरी आदिवासी समाजाकडून अनुसूची प्राप्त करणे आणि शोधनिबंध लेखन करणे.

व्याप्ती आणि मर्यादा :

वाशिष्ठी नदीपात्रात आदिवासी कातकरी समाजातर्फे बांधण मासेमारी केली बांधण मासेमारीचे स्वरूप आणि प्राप्त होणाऱ्या माशांची नोंद, बांधण मासेमारीची उपयुक्तता आणि त्यांना असणारे धोके हे बांधण मासेमारीचे स्वरूप हंगामी आहे हे मुद्दे मांडले आहेत. त्यामुळे जून ते ऑगस्ट यानंतर बांधण मासेमारीतून प्राप्त होणाऱ्या माशांचे प्रमाण कमी होते, यामुळे आदिवासी कातकरी समाज इतर व्यवसायात कार्यरत होतात की, उसतोड, शेतीमजूर, मोलमजुरी हे व्यवसायामुळे हा समाज स्थलांतरित झाल्यामुळे प्राप्त होणाऱ्या नमुन्यांची प्राप्ती फारच कमी झाली आहे.

अभ्यासक्षेत्र :



बांधणाची रचना:

बांधण बांधण्याकरिता प्रथम नदीपात्रात जेथे थोडे नदीपात्र उतरते असते तिथे बांधण बांधले जाते, सखल भागात बांधण बांधले जात नाही .बांधणास मजबूती

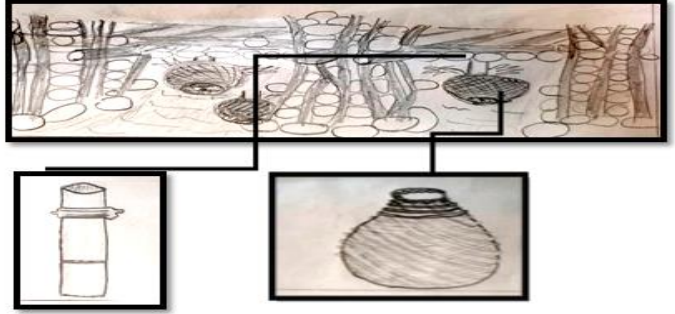
देण्याकरिता ८ ते १० जाड काठ्या गोलाकार उभ्याकरून त्या धासरच्या वेलीने घट्ट बांधल्या जातात. त्यात अर्ध्यापर्यंत नदीपात्रात प्राप्त होणारे मोठे दगड भरले जातात. या बांधणात अर्ध्यापर्यंत दगड गोटे भरून झाल्यावर

त्यामध्ये एक मोठा अखंड वासा टाकला जातो. मग त्यावर पुन्हा भक्कमपणासाठी दगडगोटे टाकले जातात. आणि त्यावर अजून एक वासा टाकला जातो. नंतर आडवे वासे टाकून ते ही धासरच्या वेलीने बांधतात. ऐनाचे ढाळे आणि शेरणीची झुडपे सहज उपलब्ध होत असल्याने ते बांधण बांधण्याकरिता वापरले जातात. धासरीची वेल पाण्यात कुजत नाही तसेच ती मजबूत असल्याने बांधण बांधण्याकरिता ती वापरली जाते. या आडव्या वास्यांवर

बांधणास आवश्यक असणारे साहित्य:

शेरणीची झुडपे
धासरची वेल
लहान व मोठे वासे
ताडपत्री
बारीक वाळू

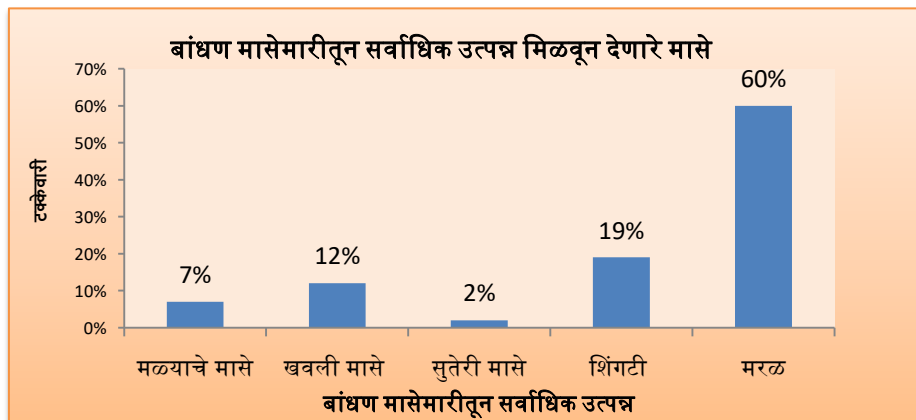
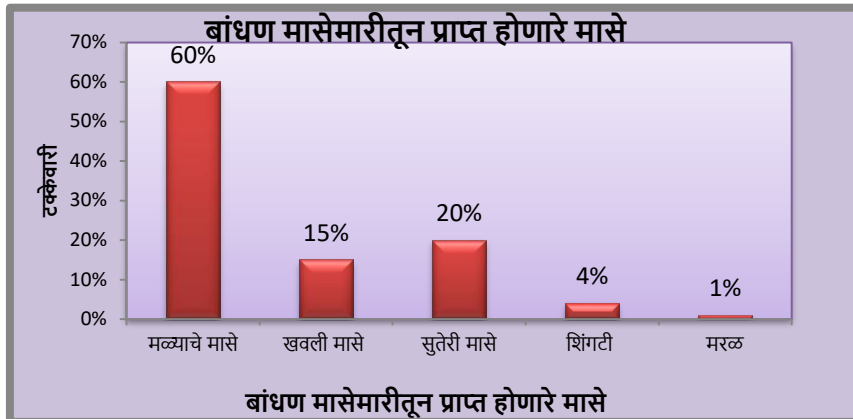
ऐनाचे ढाळे पसरले जातात. मग त्यावर ताडपत्री घालून बारीक वाळू टाकली जाते मग त्यावर जडपणासाठी दगड गोटे टाकले जातात. त्याखाली ३ फुटाचा पोकळ बांबू असलेला सक लावला जातो. हा सक टोक्यात अडकेल अशा पद्धतीने कापला जातो त्याखाली टोके जोडले जाते. ही टोके विशिष्ट पद्धतीने विणली जातात. १ ते १.५ सेमी.चे लहान मासे निघून जावेत याकरिता लहान लहान फटी ठेवूनच ही टोके बनवली जातात.



बांधण मासेमारीचे स्वरूप :

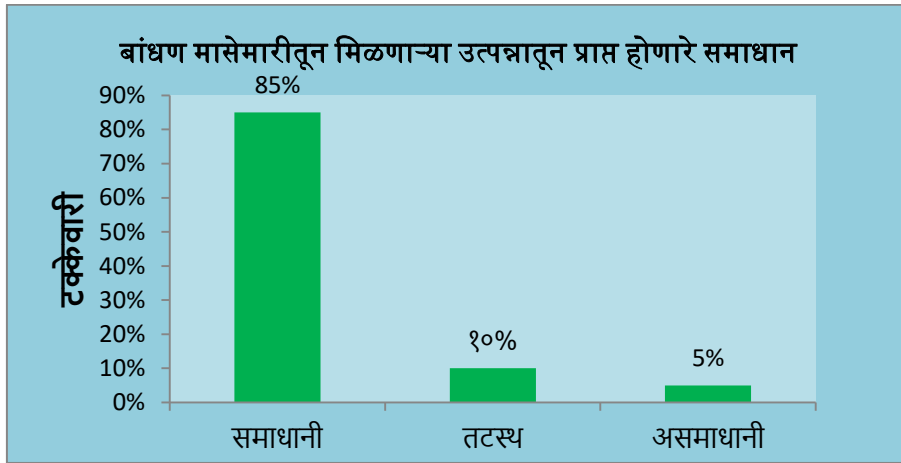
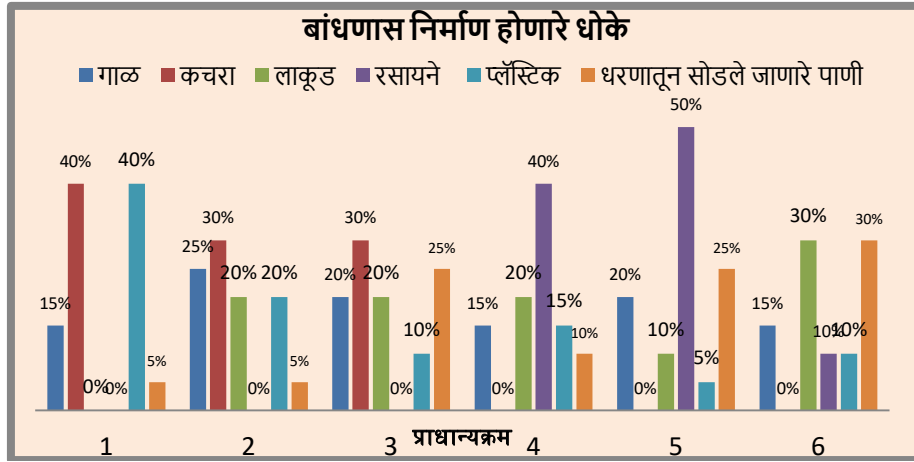
पावसाळ्यात सुरुवातीच्या काळात (जून -जुलै) मध्ये कमी- मध्यम स्वरूपाचा पर्जन्यमान असेल, तर ते बांधण मासेमारीस उपयुक्त ठरते. या काळात २० ते २५ किलो असे प्रतिदिवसाला मासे प्राप्त होतात. वर्षभरातील जून महिन्यात ही मासेमारी मोठ्याप्रमाणात चालते. जुलै- ऑगस्ट या दरम्यान पावसाचे प्रमाण वाढल्याने या काळात बांधण मासेमारी बंद ठेवली जाते.

त्यानंतर ही मासेमारी (ऑगस्टनंतर) बांधणाच्या डागडुजीनंतर पुन्हा सुरु केली जाते. परंतु, मासे प्राप्त होण्याचे प्रमाण कमी होते. हिवाळ्यानंतर पुन्हा या मासेमारीतून मासे मिळण्याचे प्रमाण कमी होते. हिवाळ्यानंतर पुन्हा मासेमारी ठप्प होते. बांधण मासेमारीचे स्वरूप हंगामी असल्याने, हे लोक आर्थिक प्राप्तीसाठी इतरत्र स्थलांतरित होतात.



आम्ही केलेल्या सर्वेदरम्यान बांधण मासेमारीतून मिळणाऱ्या माशांचे प्रमाण जाणून घेण्याचा प्रयत्न केला त्यात असे आढळले की, त्यात मळ्याचे मासेसर्वाधिक प्राप्त ही 60 % मासेमारी करणाऱ्यांचे असे मत होते. त्याचबरोबर 20 % मच्छिमारांचे मत होते की, तर सर्वात कमी मरळ मासे केवळ 1 % प्राप्त होतात. एकंदरीत मळ्याचे मासे सर्वाधिक बांधणातील टोकात जमा होतात. असे बांधण मासेमारी करणाऱ्या आदिवासी लोकांचे मत होते. मरळ हा मासा तसा क्वचित बांधणातील टोकात जमा होत असलेले आढळतात. मरळ मासा लांब व बारीक अंगकाठीचा असल्याने लहान मासे बाहेर जाण्यासाठी ठेवलेल्या छिद्रातून तो बऱ्याचदा सुटतो असे कातकरी मच्छिमारांचे मत होते.

बांधण मासेमारीतून मरळ माश्यामधून 60 % उत्पन्न प्राप्त होते. मरळ मासा हा अत्यंत अल्प प्रमाणात मिळत असल्याने त्याची किंमत सर्वाधिक असल्याचे आढळले. याउलट मळ्याचे मासे मोठ्या प्रमाणात प्राप्त होत असल्याने व बाजारात तिचा पुरवठा जास्त होत असल्याने तसेच मागणी कमी त्यातून प्राप्त होणारे उत्पन्न कमी असल्याचे आढळते. मळ्याचे मासे अधिक प्रमाणात विकल्या नंतर उत्पन्न मिळते असे 7 % लोकांचे मत होते. मरळ मासा अतिशय चपळ असल्याने सहजासहजी तो पकडला जात नाही. परंतु खवयांच्या मतानुसार मरळ चविष्ट आणि दुर्मिळ असल्याने त्यातून या माश्याला मिळणारी किंमत अधिक आहे. त्यामुळे इतर माश्यांच्या तुलनेत मरळ माश्यातून मिळणारे आर्थिक उत्पन्न अधिक आहे.



(संशोधकाने स्वतः संकलित केलेल्या माहिती नुसार)

बांधण मासेमारीला असलेला धोका अभ्यासण्याचा आम्ही प्रयत्न केला गाळ, कचरा, लाकूड, रसायने, प्लॅस्टिक आणि धरणातून सोडलेले पाणी हे बांधण आणि बांधण मासेमारीला सर्वाधिक धोके असलेले आम्हाला आढळले. यातही आम्ही मच्छिमारांना बांधणाला असलेल्या धोक्यांचे प्राधान्य क्रम विचारले त्यात आमच्या असे लक्षात आले की, 40% लोकांनी कचरा आणि 40% लोकांनी प्लास्टिकचा धोका पहिल्या प्राधान्यक्रमवार असल्याचे लोकांनी सांगितले. म्हणजेच बांधण मासेमारीला

सर्वाधिक धोका लोकांकडून केला जाणारा कचरा आणि नदी पात्रात टाकले जाणारा कचरा या पासून आहे. बांधण मासेमारी ही वाशिष्ठी नदीच्या वरच्या पात्रात होत असल्याने रसायनांचा धोका सर्वात कमी आहे. रसायनांचा धोका प्रथम व द्वितीय क्रमांकाला असल्याचे 0% लोकांनी सांगितले. 40% लोकांनी चौथ्या तर 50% लोकांनी पाचव्या क्रमांकाचा सर्वात जास्त धोका रसायने असल्याचे सांगितले. सर्वेदरम्यान असे दिसून आले की, बांधण मासेमारीतून प्राप्त होणाऱ्या उत्पन्नातून समाधानी असण्याचे प्रमाण सर्वात जास्त म्हणजे 85 % असल्याचे आढळते. तर

बांधण मासेमारीतून प्राप्त होणाऱ्या उत्पन्नातून तटस्थ भूमिका असणाऱ्या आदिवासी कातकरी समाजाचे प्रमाण 10 % आहे. तर बांधण मासेमारीतून प्राप्त होणाऱ्या उत्पन्नातून असमाधानी असण्याचे प्रमाण केवळ 5 % एवढे अल्प आढळते. कातकरी आदिवासी मासेमारी करणारे लोक साधीजीवन पद्धती जगत असून मासेमारी करून मिळालेल्या उत्पन्नात ते आपली उपजीविका पूर्ण करू शकतात याच्यात ते समाधानी आहेत. हा समाज महत्वाकांक्षी नसून अल्प उत्पन्नावर अल्पसंतुष्ट असल्याचे आढळून आले. बांधण मासेमारीतून कुटुंबास आवश्यक पोषण मिळते.परंतू काही प्रमाणात असमाधानी असण्यामागील कारण म्हणजे ही मासेमारी हंगामी स्वरूपाची असल्यामुळे हा समाज आर्थिक प्राप्तीसाठी इतरत्र स्थलांतरित होतात.

निष्कर्ष :

- 1) 25% कातकरी आदिवासी केवळ बांधणमासेमारीवर अवलंबून आहेत.
- 2) 60% कातकरी आदिवासी बांधण मासेमारी बरोबर मोलमजुरी करताना आढळून येतात.
- 3) बांधण मासेमारी करणाऱ्या 60% लोकांनी सांगितले की बांधणात मळ्याचे मासे हे सर्वाधिक सापडतात.
- 4) 60% लोकांनी मरळ माश्यामुळे अधिक आर्थिक उत्पन्न मिळत असल्याचे सांगितले.
- 5) 75% कातकरी आदिवासी बांधण मासेमारी उदरनिवाहाचे साधन म्हणून वापरतात.
- 6) बांधणामुळे नदीच्या वरच्या भागात होणारी मृदाधूप रोखली जाते. तसेच या टोका मध्ये सर्व मासे (लहान मासे व मोठे मासे) अडकत नाहीत.

- 7) टोकाला असणाऱ्या फटीतून १ ते १.५ सें. मी चे मासे निघून जातात.
- 8) समाधानाच्या पातळीसाठी 15% लोकांनी चार, 35% लोकांनी पाच 30% लोकांनी सहा असे गुण दिले.

उपाययोजना:

- 1) वाशिष्ठी नदीखोरे विकसित करून पाठबंधारे बांधावे ज्याने वाशिष्ठीतील प्रवाह नियंत्रित राहिल. त्यामुळे जास्त पूराच्या वेळी होणारे बांधणाचे नुकसान कमी होईल.
- 2) कचरा नदी पात्रात टाकू नये म्हणून कठोर कारवाई करावी.
- 3) कातकरी आदिवासींच्या पुढील पिढीला शिक्षणाच्या प्रवाहात आणणे.
- 4) उपजीविकेची बांधण मासेमारीचे रुपांतर व्यावसायिक मासेमारीत होण्यासाठी संशोधन करावे.
- 5) बाजार पेटेतील ग्राहकांनी बांधण मासेमारी करणाऱ्या मच्छिमार व विक्रेत्यासोबत सौजन्याने वागावे.ग्राहकांनी बांधणातून मिळालेल्या माशांना योग्य भाव द्यावा.विनाकारण घासाघीस करून दर पडू नये.

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- 1) प्रा.रा.ज. लोटे. -सामाजिक मानवशास्त्र -पिंपळापुरे आणि कं. पब्लिशर्स, नागपूर. १५०:९००१:२००८
- 2) प्रा. डॉ. विठ्ठल धारपुरे -भारताचा भूगोल - पिंपळापुरे आणि कं. पब्लिशर्स, नागपूर.
- 3) <http://www.shodhganga.com>



अमरावती विभागातील सार्वजनिक आरोग्याची स्थिती

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DOI- 10.5281/zenodo.10682617

सारांश :-

आरोग्य सुरक्षा हा मानवी विकासाचा महत्त्वाचा घटक आहे. चांगले आरोग्य ही विकासाचा शेवट नाही, तर आर्थिक विकासाची महत्त्वपूर्ण अट आहे. आरोग्यातील सुधारणेमुळेच दीर्घकाळात आर्थिक वृद्धी आणि गरिबीमध्ये घट शक्य होते. मानवी कल्याणासाठी, आर्थिक आणि सामाजिक विकासासाठी आरोग्यामध्ये सुधारणा आणि त्याचे संरक्षण करणे आवश्यक आहे. आरोग्य हे सर्व मूलभूत मानवी अधिकाराच्या वरती आहे. प्रगतीच्या विविध अंगी प्रकारांमध्ये एक नवीन जागृती ही आर्थिक प्रगती पेक्षा खूप व्यापक प्रक्रिया आहे, आणि त्यामध्ये आरोग्य हा निर्णायक घटक आहे, तसेच नवीन जागृतीमुळे मानवी विकास निर्देशांक, लिंग गुणोत्तर, विकास निर्देशांक, मानवी दारिद्र्य निर्देशांक इत्यादी बाबीला महत्त्व प्राप्त झाले आहे. जगाचा आर्थिक इतिहास बघितल्यास ज्या देशांनी सार्वजनिक आरोग्य आजारावरील नियंत्रण आणि पौष्टिक आहार यांना महत्त्व दिले. त्या देशाची आर्थिक वृद्धी होण्यास मदत झाल्याचे दिसते.

त्यामध्ये ब्रिटनने औद्योगिक क्रांतीमध्ये वेगवान वाढ केली. विसाव्या शतकाच्या सुरुवातीला जपानने वेगवान वृद्धी केली. १९५० आणि १९६० मध्ये दक्षिण युरोप आणि पूर्व आशियामध्ये वेगवान वृद्धीला सुरुवात झाली. सार्वजनिक आरोग्य व्यवस्थेचे उद्दिष्ट संसर्गजन्य रोगातून लोकांचे संरक्षण करणे, लोकांनी स्वतःच्या आरोग्याची काळजी घेण्यासाठी आरोग्य शिक्षण देणे. आरोग्य विषयक सुधारणा आयुर्मानात वाढ करणे. जीवनमानाचा दर्जा सुधारणे. आरोग्यपूर्ण आर्थिक उत्पादक जीवनमान ठेवणे. हे उद्दिष्ट सामाजिक आरोग्य व्यवस्थित असतात. जगामध्ये २०१० या वर्षी आरोग्यावरील एकूण खर्च ६.५ ट्रिलियन यु एस डॉलर एवढा होता. जगामध्ये आरोग्यावर एवढ्या मोठ्या प्रमाणात खर्च होत असला तरी, त्यामध्ये असमानता पहावयास मिळते. आरोग्यावरील खर्च हा कुठल्याही देशासाठी आवश्यक सामाजिक खर्च आहे. कारण त्यामुळे चांगल्या आरोग्य विषयक सेवा पुरवल्या जातात आणि ठरवलेली ध्येय साध्य करता येतात. भारतीय राज्यघटनेनुसार आरोग्य विषयक सुविधा पुरवण्याचे मुख्य जबाबदारी राज्य सरकारची आहे.

बीजशब्द :- सार्वजनिक आरोग्य, कुटुंबनियोजन, संसर्गजन्य रोग

प्रस्तावना:-

सुदृढ चांगले आरोग्य मानवासाठी सर्वाधिक महत्त्वाचे आहे. चांगल्या मानसिक व शारीरिक विकास घडवण्याबरोबरच नागरिकांना समाजामध्ये आनंदाने राहण्यासाठी चांगले आरोग्य महत्त्वाचे ठरते. म्हणून मानवी कल्याण आणि आनंद विशेषता उपेक्षित सामाजिक गट आणि महिला यांच्या विकासाचे उद्दिष्ट साध्य करणे. हे सर्व समावेशक आर्थिक विकासासमोरील प्रमुख आव्हान असते. चांगले आरोग्य ही आयुष्य आनंदित घालवण्यासाठी सर्वात आवश्यक असते आणि त्यामुळेच व्यक्तीचा मूलभूत हक्क म्हणून त्याकडे पाहिले जाते. जागतिक आरोग्य संघटनेच्या सन १९७८ मधील जाहीरनामानुसार सर्वांसाठी आरोग्य आहे. हे उद्दिष्ट भारत सरकारने इसवी सन २००० मध्ये पूर्ण करण्याचे ठरवले होते. आणि तसे प्रयत्न करून ती यशस्वी सुद्धा केली.

आरोग्य सेवांमधील विकासांमध्ये महाराष्ट्र देशात अग्रेसर आहे. किमान गरजा कार्यक्रमांतर्गत प्राथमिक आरोग्य केंद्र, उपकेंद्र आणि ग्रामीण रुग्णालय यांच्याकरिता निश्चित करण्यात आलेली मानके सर्वप्रथम साध्य करणाऱ्या राज्यांपैकी महाराष्ट्र एक राज्य आहे. तसेच महाराष्ट्रातील निवडक आठ जिल्हातील राजीव गांधी जीवनदायी आरोग्य योजना सुरू करण्यात आली अशा प्रकारे चांगली आरोग्य सेवा महाराष्ट्रात दिल्या जाते. सर्व लोकांना आरोग्याच्या

सुविधा पुरवण्यासाठी मोठ्या प्रमाणात आरोग्य विषयक पायाभूत सुविधांची आवश्यकता असते. भारतामध्ये लोकसंख्येचे निकषाच्या आधारे आरोग्याच्या पायाभूत सुविधांची निर्मिती केली जाते. लोकांच्या आरोग्य विषयक सुधारणा व संरक्षणासाठी सार्वजनिक आरोग्य व्यवस्थेअंतर्गत ग्रामीण रुग्णालय, प्राथमिक आरोग्य केंद्र, उपकेंद्र इत्यादींची स्थापना केली जाते. त्यांच्या स्थापनेसाठी व त्यातील सुविधा संदर्भात भारतीय सार्वजनिक आरोग्य नामांकन यामध्ये काही निकष आहेत. राज्यामध्ये ती स्तरीय सार्वजनिक आरोग्य पायाभूत सुविधा अस्तित्वात आहे. प्राथमिक स्तरावर उपकेंद्र, प्राथमिक आरोग्य केंद्र व सामायिक आरोग्य केंद्र या तीन प्रकारच्या आरोग्य सेवा संस्थांचा समावेश आहे.

दुय्यम स्तरावर जिल्हा रुग्णालय तर तृतीय स्तरावर आरोग्य सेवा पुरवण्याचे काम नागरी भागातील निदान व तपासणी तंत्रज्ञान उपलब्ध असलेल्या रुग्णालयामार्फत होते. महाराष्ट्रात सार्वजनिक क्षेत्राने आरोग्यावर केलेल्या खर्चाची जीएसडीपी मधील प्रमाण ०.५५ % हे इतर राज्यांच्या तुलनेमध्ये सर्वात कमी होते. तर महाराष्ट्रामधील अर्भक मृत्यू दर हजारी २८, केरळमधील १३ व बिहार मधील ४८ होता व तसेच महाराष्ट्रातील जन्माच्या वेळीची आयुर्मर्यादा ६७ वर्ष, केरळ

७४ व ओरिसा ५९.६ वर्ष होती. महाराष्ट्रात २०२१ च्या आकडेवारी वरून अर्भक मृतू दर १६ होता रुग्णालय ५८६ तर १०२४ दवाखाने होती. हे एकूण लोकसंख्या पाहता कमी आहेत. यात सुधारणा करून जिल्हा पातळीवर या सुधारणाचा अभ्यास होणे आवश्यक आहे.

शोध निबंधाची उद्दिष्ट्ये :-

- अमरावती विभागातील सार्वजनिक आरोग्याची स्थिती अभ्यासणे.

- अमरावती विभागातील सार्वजनिक आरोग्यात सुधारणा होण्यासाठी उपाय सुचविणे.

संशोधन पध्दती :-

प्रस्तुत शोधप्रबंधासाठी उपयोगात आणलेली संशोधन पध्दती ही प्रामुख्याने दुय्यम स्वरूपाची आहे. विविध प्रकारची ग्रंथे, शासकीय अहवाल यांच्या आधारे प्रस्तुत शोधप्रबंधासाठी तथ्ये गोळा केली आहेत.

अमरावती विभागातील सार्वजनिक आरोग्य

अ. क्र.	बाब/ तपशील	१९८४-८५	१९९१-९२	२००१-०२	२०१०-११	२०२०-२०२१
१	रुग्णालये	१५४	१०९	१११	७८	७४
२	दवाखाने	९४१	११३	--	२५६	२६५
३	दर लाख लोकसंख्या मागे खाटा	१३४	१४७	७४	३४५	१८०२
४	प्राथमिक आरोग्य केंद्र	१९०	२१६	२४०	२२६	२३३
५	प्राथमिक आरोग्य उपकेंद्र	उ. ना.	उ. ना.	उ. ना.	१३८०	१३९३
६	प्राथमिक आरोग्य पथके	१९	१२	--	१५	उ. ना.

आधार-

१ आरोग्य सेवा, संचालनालय, महाराष्ट्र शासन, पुणे १९९१-९२.

२. महाराष्ट्र राज्य सांख्यिकी गोषवारा १९८४-८५, १९८५-८६, १९९१-९२.

३ दृष्टिक्षेपात अमरावती विभाग २००१-०२, २०१०-११, २०२०-२१ अर्थ व सांख्यिकी संचालनालय, प्रादेशिक कार्यालय, महाराष्ट्र शासन, अमरावती.

वरील तक्त्यामध्ये अमरावती विभागातील सार्वजनिक आरोग्य संबंधित आकडेवारी दर्शवण्यात आली आहे. १९८४-८५ मध्ये अमरावती विभागात १५४ रुग्णालय होती. १९९१-९२ मध्ये ४५ रुग्णालय बंद पडली. २००१-०२ मध्ये त्यात दोन रुग्णालय भर पडून १११ संख्या झाली. पण २०१०-११ मध्ये त्यामधील ३३ रुग्णालय बंद पडली. ७८ रुग्णालय चांगल्या अवस्थेत होती. २०२०-२१ मध्ये त्यामधील ०२ रुग्णालय बंद पडली. ७४ रुग्णालय चांगल्या अवस्थेत सुरू होती. दवाखान्याच्या संख्येत सुद्धा मोठ्या प्रमाणात घट झाल्याची दिसून येते. १९८४-८५ मध्ये ९४१ दवाखाने होते ते १९९१-९२ मध्ये ११३ दवाखाने चांगल्या अवस्थेत होती. २०१०-११ मध्ये त्यात थोडी सुधारणा होऊन २५६ रुग्णालय चालू होती.

२०२०-२१ मध्ये त्यात थोडी सुधारणा होऊन त्यात ०९ रुग्णालये वाढून २६५ रुग्णालय चालू होती. दर लाख लोकसंख्येमागे खाटाचा विचार करता १९८४-८५ मध्ये १३४ खाटा होत्या. १९९१-९२ मध्ये त्यात काही अंशी वाढ होऊन १४७ पर्यंत जाऊन पोहचले, पण लगेच २००१-०२ मध्ये दर लाख लोकसंख्येमागे ७३ खाटा कमी होऊन ७४ खाटा शिल्लक होत्या. २०१०-११ या कालावधीत मात्र अभ्यास कालावधीतील सर्वात जास्त दर लाख लोकसंख्येमध्ये खाटाची संख्या गणल्या गेली. तो आकडा ३४५ पर्यंत जाऊन पोहचला. २०२०-२१ मध्ये मात्र यात मोठी वाढ होऊन दर लाख लोकसंख्येमागे खाटा ची संख्या

१८०२ झाली या कोविड- १९ मुळे या संखेत वाढ झाल्याचे दिसून येते.

विभागात प्राथमिक आरोग्य केंद्र १९८४-८५ मध्ये १९० होती. १९९१-९२ मध्ये ते २१६ झाले. त्यात २००१-०२ मध्ये २४ ने वाढ होऊन २४० प्राथमिक आरोग्य केंद्र झाली. २०१०-११ मध्ये प्राथमिक आरोग्य केंद्रात १४ ने घट होऊन २२६ केंद्रे राहिली. २०२०-२१ मध्ये प्राथमिक आरोग्य केंद्रात ०७ ने वाढ होऊन २३३ केंद्रे झाली. विभागात प्राथमिक आरोग्य उपकेंद्र २०१०-११ मध्ये प्राथमिक आरोग्य उपकेंद्र १३८० होते. ते २०२०-२१ मध्ये प्राथमिक आरोग्य उपकेंद्र १३ ने वाढ होऊन १३९३ झाली. प्राथमिक आरोग्य पथक १९८४-८५ मध्ये १९ होते ते २०१०-११ मध्ये १५ राहिले आहेत. १९८१ ते २०११ या कालावधीतील अमरावती विभागाची लोकसंख्या ४३.३२ लाखांने वाढली. याच काळात म्हणजे १९८४ ते २०११ या काळात रुग्णालयाची संख्या १५४ वरून ७८ पर्यंत कमी झाली.

एकीकडे लोकसंख्या वाढत असताना रुग्णालयाची संख्या वाढण्याऐवजी कमी होत असेल तर निश्चितच लोकांना चांगला उपचार मिळणार नाही. कारण त्या रुग्णालयावर अतिरिक्त ताण येईल व योग्य उपचार न झाल्याने लोकांना चांगले जीवनमान जगता येणार नाही. निश्चितच लोकसंख्या वाढीचा परिणाम या आरोग्य सुविधेवर झाल्याचे दिसून येते. ही बाब विभागाच्या प्रादेशिक विकासावर विपरीत परिणाम करताना दिसते १९८४ ते २०२१ या कालावधीत ६७६ दवाखाने बंद पडले. लोकसंख्या वाढत असताना दवाखान्याची संख्या वाढणे गरजेचे असताना त्यात जर घट होत असेल तर त्याचे खूप वाईट व दुर्गामी परिणाम विभागाच्या विकासावर झाल्याचे दिसून येते. प्राथमिक आरोग्य केंद्रात १९८४ ते २०२१ या कालावधीत ४३ केंद्राने वाढ झाली पण ही वाढ सुद्धा समाधानकारक वाटत नाही. प्राथमिक आरोग्य पथके सुद्धा कमी झाली.

एकूणच रुग्णालये, दवाखाने, प्राथमिक आरोग्य केंद्रे, प्राथमिक आरोग्य पथके, दर लाख लोकसंख्या मागे खाटा यांची अभ्यास कालावधीतील अवस्था पाहता या वाढीव लोकसंख्येसाठी चिंतेचीच बाब आहे. कारण वर उल्लेखल्याप्रमाणे चांगले आयुष्य जगण्यासाठी चांगल्या आरोग्य सुविधांची आवश्यकता असते. पण लोकसंख्या वाढीबरोबर जर त्यात घट होत असेल तर लोक कार्यक्षमतेने उत्पादक कार्यात सहभाग घेऊ शकणार नाही व कार्यक्षमता घटल्याने उत्पादकता कमी होईल व त्याचा विभागाच्या विकासावर वाईट व दुर्गामी परिणाम झाल्या वाचून राहणार नाही. म्हणून विभागाच्या प्रादेशिक विकास साधण्यासाठी सार्वजनिक आरोग्य सुविधात लोकसंख्या वाढीच्या प्रमाणात वाढ करावी लागेल तरच सेवाक्षेत्रात वाढ होऊन विभागाच्या आर्थिक व सामाजिक विकास होण्यास मदत होईल.

शिफारशी:-

अमरावती विभागातील सार्वजनिक आरोग्य सुविधांचा अभ्यास करताना असे निर्देशात आले की, सर्वांना आरोग्य प्राप्तीसाठी सार्वजनिक आरोग्य सुविधांमध्ये मोठ्या प्रमाणात सुधारणा करण्याची गरज आहे. त्यासाठी खालील शिफारशी महत्त्वाच्या ठरतील, आरोग्य सुविधांच्या विस्तारासाठी सार्वजनिक आरोग्यावरील खर्चात वाढ करणे आवश्यक आहे, भारतीय सार्वजनिक आरोग्य नामांकन यांच्या शिफारशीनुसार राज्यात ग्रामीण रुग्णालय, प्राथमिक आरोग्य केंद्र व उपकेंद्र यांची संख्या वाढवावी, आरोग्य सुविधांच्या स्थापनेसाठी केवळ जनगणना वर्षाची लोकसंख्या गृहीत न धरता लोकसंख्येची वार्षिक वृद्धीचा देखील विचार करण्यात यावा, एकाच वेळेस जास्त लोकांना आरोग्य सुविधांचा लाभ घेता यावा यासाठी खाटांची व व्हेटिलेशनची संख्या वाढवणे गरजेचे आहे, साथीच्या विकारांच्या नियंत्रणासाठी ग्रामीण भागातील लहान वस्ती पासून शहरी भागातील झोपडपट्टी वस्ती पर्यंत सर्वांसाठी स्वच्छ पिण्याचे पाणी व सांडपाण्याची व्यवस्था करण्यात यावी, लोकांनी स्वतःच्या आरोग्याची स्वतः काळजी घ्यावी यासाठी आरोग्य शिक्षण देण्यात यावे.

निष्कर्ष :-

अमरावती विभागातील लोकसंख्या वाढत असताना रुग्णालये व दवाखाने सातत्याने कमी होत आहेत. त्यात वाढ करून जिल्हा, तालुका व ग्रामीण भागातील प्राथमिक आरोग्य केंद्र व उपकेंद्रात वाढ करावी "सर्वांसाठी आरोग्य" या उद्दिष्टाचा पाठपुरावा करताना किमान गरजा कार्यक्रमाची अंमलबजावणी करणे, आरोग्य व्यवस्था व कुटुंबनियोजन यांचे एकत्रिकरण करून गर्भनिरोधक साधने, प्रवर्तक, उपचारात्मक आणि पुनर्वसनात्मक, आरोग्य सेवाविषयक सुविधांचे जाळे विभागात निर्माण करणे आवश्यक आहे. तरच वाढत्या लोकसंख्येला आळा घालून अमरावती विभागाचा आर्थिक विकास साधता येईल.

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मराठा साम्राज्य में पेशवा बालाजी विश्वनाथ का योगदान

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DOI-10.5281/zenodo.10682826

प्रस्तावना:

पेशवा बालाजी विश्वनाथ एक कुशल कूटनीतिज्ञ एवं प्रशासक थे। उन्होंने मराठा राज्य को सुदृढ़ बनाने में महत्वपूर्ण योगदान दिया साथ ही मुगलों से संधि कर मराठों की प्रतिष्ठा एवं शक्ति को बढ़ाया।

पेशवा बालाजी विश्वनाथ का प्रारंभिक परिचय –

बालाजी विश्वनाथ भट्ट का जन्म एक मराठी कोंकण चितपावन परिवार में हुआ था..1,2,3 उनकी जन्म तिथि 1 जनवरी 1622 ई. है। उनका जन्म श्रीवर्धन बीजापुर सल्तनत के अधीन आधुनिक महाराष्ट्र में हुआ था। उनके पिता का नाम विश्वनाथ पंत भट्ट था तथा उनकी पत्नी का नाम राधाबाई था। बाजीराव प्रथम इन्हीं के पुत्र थे। उनका परिवार महाराष्ट्र के तटीय कोंकण क्षेत्र से था और जंजीरा के सिद्धि के तहत श्रीवर्धन के वंशानुगत देशमुख थे..4

बालाजी द्वारा रोजगार हेतु प्रयास - प्रारंभ में बालाजी ने मराठा जनरल के अधीन भाड़े के सैनिक के रूप में काम किया।

किनकैड और पारसनिस के अनुसार –

बालाजी विश्वनाथ ने संभाजी या उनके भाई राजाराम के शासनकाल के दौरान मराठा प्रशासन में प्रवेश किया था बाद में उन्होंने जंजीरा में मराठा जनरल धनाजी के लिए अकाउंटेंट के रूप में कार्य किया..5 1699 और 1702 के बीच उन्हें पुणे में सूबेदार और 1704 से 1707 ई. तक दौलताबाद में सूबेदार के रूप में कार्य किया।

धनाजी की मृत्यु के पश्चात बालाजी विश्वनाथ शाहू के पास चले गए उन्होंने बालाजी को अपना सहायक नियुक्त किया..6,7

मराठा गृह युद्ध में बालाजी विश्वनाथ की भूमिका –

शिवाजी के दो पुत्र थे संभाजी और राजाराम, औरंगजेब ने संभाजी की हत्या करवा कर उसके पुत्र शाहू को कैद कर लिया था कुछ समय बाद जब शिवाजी के छोटे पुत्र राजाराम की मृत्यु हो जाती है तब उनकी विधवा ताराबाई अपने पुत्र शिवाजी द्वितीय का संरक्षक बनकर संपूर्ण मराठा

साम्राज्य का सर्वे सर्वा बन जाती है 1707 में औरंगजेब की मृत्यु के बाद शाहू को मुगल सम्राट बहादुर शाह प्रथम द्वारा रिहा कर दिया जाता है शाहू ने रिहा होने के बाद ताराबाई को चुनौती दी तथा सिंहासन का वास्तविक उत्तराधिकारी अपने आप को बताया। इस तरह शाहू और ताराबाई में सिंहासन की प्राप्ति हेतु संघर्ष शुरू हो गया। बालाजी विश्वनाथ ने इस गृह युद्ध में संभाजी के पुत्र शाहू का साथ दिया। शाहू के लिए सेना इकट्ठा करने का कार्य बालाजी ने किया जिससे खुश होकर शाहू जी ने बालाजी को सेनाकर्ता (20 अगस्त 1711)की उपाधि से सम्मानित किया..8

1712 ईस्वी में बालाजी विश्वनाथ ने कोल्हापुर में ताराबाई के विरुद्ध साजिश कर राजाराम की द्वितीय पत्नी राजसबाई के पुत्र को ताराबाई के पुत्र शिवाजी द्वितीय के खिलाफ तख्ता पलट करवा कर कोल्हापुर के शासक घराना को शाहू की अधीनता में लाकर मराठा साम्राज्य में शाहू की शक्ति को सर्वोच्च बना दिया।

बालाजी विश्वनाथ की पेशवा के रूप में नियुक्ति –

तुको जी का लड़का कान्हो जी आंग्रे जो मराठा नौसेना का एडमिरल था ने शाहू के विरुद्ध विद्रोह कर कल्याण के प्रभाव केंद्र ## और लोहागढ़ के किले को कब्जे में कर लिया, शाहू जी ने पेशवा बहिरोजी पिंगले को कान्हो जी ने हरा कर कैद कर लिया। कान्हो जी आंग्रे को वश में करने के लिए शाहू ने बालाजी को भेजा। बालाजी ने आंग्रे से लड़ने के बजाय शाहू के पक्ष में समझौता कर उसे शाहू की अधीनता में कर दिया बालाजी की इस सफलता से खुश होकर शाहू ने उसे 16 नवंबर 1713 को अपना पेशवा नियुक्त किया।..9,10

शाहू को मुगल सम्राट से छत्रपति शिवाजी के उत्तराधिकारी के रूप में मान्यता दिलाना –

सन 1718 ईस्वी में मुगल सम्राट फरूखसियर ने हुसैन अली खान को दक्षिण में मराठा सेना ने बहुत अधिक परेशान किया अंत में हुसैन अली खान ने मराठों से जुलाई 1718 ईस्वी में बालाजी विश्वनाथ के साथ मिलकर मुगल मराठा संधि कर ली इस संधि के माध्यम से दक्षिण में मराठों को चौथ एवं सरदेशमुखी का अधिकार के रूप में शिवाजी के विजय की बहाली को जोड़ा बदले में शाहू मुगल सम्राट की नाम मात्र की अधीनता और मराठा मुगल साम्राज्य को 15000 की एक सेना प्रदान करेंगे। फरूखसियर ने इस संधि को मानने से इनकार किया अतः सितंबर 1718 ईस्वी में पेशवा बालाजी और परसों जी भोंसले के कमान में एक 16000 की सेना दिल्ली भेजी गई, फरूखसियर को गद्दी से उतार दिया गया नए सम्राट रफीउदराज ने मराठा संधि को स्वीकार कर शिवाजी का असली उत्तराधिकारी शाहू को माना। यह पेशवा बालाजी विश्वनाथ की बहुत बड़ी उपलब्धि थी।..11

कुशल प्रबंधन के रूप में –

बालाजी एक कुशल प्रशासक थे। बालाजी ने राजस्व के क्षेत्र में अहमदनगर के मलिक अंबर द्वारा अपनाए गए कर निर्धारण को आधार के रूप में स्वीकार किया उन्होंने राज्य में अराजकता को समाप्त किया उन्होंने स्वराज के बाहर मराठा सरदारों को चौथ एवं सरदेशमुख वसूलने का अधिकार दिया।

उपसंहार –

छत्रपति शिवाजी के बाद मराठा साम्राज्य को शक्तिशाली बनाने एवं छत्रपति शाहू की स्थिति को मजबूत बनाने में बालाजी विश्वनाथ ने महत्वपूर्ण भूमिका निभाई। उन्होंने मराठा गृह युद्ध में ताराबाई की शक्ति का पतन किया उन्होंने शाहू के विरुद्ध विद्रोह करने वाले कान्हो जी आंग्रे को शाहू के पक्ष में किया। दक्षिण के मुगल सूबेदार से 1718 ईस्वी में मुगल - मराठा संधि कर मराठों की स्थिति को मजबूत । उसने दिल्ली अभियान कर मुगलों से सुविधा प्राप्त की मुगल बादशाह फरूखसियर को अपदस्थ करने में महत्वपूर्ण भूमिका निभाई। शाहू की मां येसुबाई और पत्नी सावित्री बाई को मुगलों के चंगुल से छुड़ाया, मराठा प्रशासनिक और आर्थिक व्यवस्था को चुस्त दुरुस्त किया।

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একবংশ শতাব্দীতে স্যানিটেশন প্রসঙ্গে ময়েদের দৃষ্টিভঙ্গির পর্যালোচনা

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DOI-10.5281/zenodo.10682844

সারাংশ:

বর্তমান যুগে পুরুষ ও নারী উভয়েই জীবনে উন্নত স্যানিটেশন জরুরী। মহিলাদের দৈনন্দিন জীবনে স্বাস্থ্য, নিরাপত্তা এবং সামাজিক ও অর্থনৈতিক উন্নয়নের ক্ষেত্রে স্যানিটেশন গুরুত্বপূর্ণ ভূমিকা পালন করে। উন্নত স্যানিটেশন যখন ময়েদের জীবনকে উন্নত করতে পারে তখনই দুর্বল স্যানিটেশন ময়েদের ক্ষমতায়নের ক্ষেত্রে বাধা হয়ে দাঁড়ায়। তাই স্কুল, কলেজ, কর্মক্ষেত্রে ও পরিবারে উভয় ক্ষেত্রেই উন্নত স্যানিটেশন ও স্বাস্থ্যবধি অত্যাৱশ্যক।

সাংকতিক: একবংশ শতাব্দী, স্যানিটেশন, খাতুস্রাব, নারীর সামাজিক ও অর্থনৈতিক ক্ষমতায়ন, মাসিকের স্বাস্থ্যবধি, যৌন নপীড়ন, লিঙ্গগত বৈষম্য।

শরীর সুস্থ রাখা, ধর্ম ও কর্ম সাধনের সর্বপ্রধান অঙ্গ। “শরীরমাদ্যং খলু ধর্মসাধনম্”। বর্তমান যুগে একমাত্র ভারতবর্ষ ভিন্ন প্রায় সকল দেশেই নরনারী দশকাল অনুযায়ী স্বাস্থ্য রক্ষার বিষয়ে বিশেষরূপে যত্ন নিয়ে থাকেন। আমাদের দেশে পুরুষের বাইরে কাজকর্মের সাথে জড়িত থাকায় ইচ্ছা-অনিচ্ছায় কিছু না কিছু ব্যায়ামচর্চা করে কতকটা সুস্থ থাকলেও এদেশে নারীসমাজের অবস্থা শোচনীয়। পরিবারের মধ্যে নারী পুরুষের অসম অবস্থান শুধু গৃহস্থের ব্যাপারেই সীমাবদ্ধ নয়। খাদ্যগ্রহণ, পুষ্টিকার, চিকিৎসার ব্যাপারেও এই অসাম্য লক্ষ্যিত হয়। সনাতন ঐতিহ্য অনুযায়ী নারীর গৃহস্থালির একটি অত্যাৱশ্যক অঙ্গ হল আগে পুরুষদের পরিতোষ সহকারে খাওয়ানোর পর অবশিষ্টাংশ দিয়ে নিজেরে ক্ষুধা মটোনো। এর ফলে উচ্চবর্গের পরিবারে নারীদের মধ্যে কোন সমস্যা দেখা না দলেও পুষ্টিকার খাদ্য কম পড়াই স্বাভাবিক। নোবলে পুরস্কার বজিয়ারী অমর্ত্য সনে যথার্থই লিখেছেন “পরিবারের সদস্যদের স্বার্থহীনতার ... ধারণাটা অনপনয়েভাবে মিলে যায় পরিবারের মহিলাদের কাছে অসম অসাধারণ ত্যাগ আদায় করে নেওয়ার সঙ্গে। এইভাবে তরী হয়েছো মহিলাদের জন্য ভীষণ অসম অবস্থান। সাবকৌ পরিবার একদিকে নবিড়ি মমতা, অন্যদিকে শোষণের এক বরাট

মশ্রিণা” পরিবারের মধ্যে খাদ্যগ্রহণ এবং পুষ্টিতে নারী-পুরুষের অসমতা ঘটে শিকাল থেকেই। কোনো-বিশেষে দুর্বপিক, বা অনটনের সময় ময়েরোই খাদ্যগ্রহণের ব্যাপারে বেশি বর্ধতি হয়। উদাহরণস্বরূপ, অমর্ত্য সনে দেখিয়েছেন যে, ১৯৭৮ সালে বন্যার পর পশ্চিমবঙ্গে পাঁচ বছরের কম শিশুদের মধ্যে ছেলেদের তুলনায় ময়েদের খাদ্যের তীব্র অপুষ্টিকার প্রকোপ ছিল ৬০ শতাংশ বেশি অর্থাৎ সংকটের সময় ময়েদের খাদ্যের ব্যাপারটিই বেশি অবহেলিত থাকে।

একটি সমীক্ষা অনুসারে ভারতে ১৯৭৬-৭৮ সালে ২০ থেকে ৩৫ বছর বয়সের কম ময়েদের মধরে মৃত্যুহার ছিল সমবয়সী ছেলেদের তুলনায় অনেক বেশি। এই বয়সের ময়েদের মধ্যই মা হওয়ার হার থাকে বেশি। তাই এই বয়সেই তাদের পুষাটির প্রয়োজনই বেশি হয়। কিন্তু সহজেই অনুময়ে যে গর্ভবতী মহিলা, বিশেষত নমিনবর্গের গর্ভবতী মহিলা অনেক সময়ই উপযুক্ত পুষ্টিকার খাদ্য পান না। ইন্টারন্যাশনাল ফডোরশেন অফ গাইনোকোলজিস্ট অ্যান্ড অবস্ট্রিটেরিক্স এর মতে ‘আনুমানিক আট শতাংশ থেকে পনেরো শতাংশ গর্ভবতী সন্তান জন্ম দবার সময় নমিন ও মধ্যবর্তিত আয়রে দেশেগলিতে অস্বাস্থ্যকর পরিবেশে বা অবস্থার জন্য মাতৃ মৃত্যু

ঘাটো' মহিলাদের জন্ম দূষণমুক্ত জল এবং স্বাস্থ্যবর্ধী শিশু ও মায়দের সংক্রমণে বা মৃত্যুর ঝুঁকি ২৫ শতাংশ পর্যন্ত কমাতে পারে। এর ফলে মায়দের এবং তাদের শিশুদের মৃত্যু ব্যাপকভাবে হ্রাস পাবে। একটি সমীক্ষা অনুসারে ১৯৯০ থেকে ১৯৯৪ সাল পর্যন্ত প্রতি বছর যে সব নারী গর্ভধারণ ও সন্তান প্রসবের সময় মারা গিয়েছেন, তাদের মধ্যে ১৯-২০ শতাংশেও বেশি মৃত্যুর কারণ ছিল রক্তাল্পতা বা বলা যতে পারে অপুষ্টি, অস্বাস্থ্যকর পরিবেশ ও দূষণ জন্মে কারণে।

চিকিৎসার ব্যাপারেও নারীরা পরিবারের মধ্যে বেশি অবহেলাই থাকেন। নারীদের তুলনায় পুরুষদের চিকিৎসা পাওয়ার অনুপাত আগে যত বেশি ছিল, গত দুই বা তিন দশকে তা অনেকটা কমলেও পুরুষের ক্ষেত্রে এই অনুপাত এখনও নিম্নমতি ভাবেই নারীদের চয়ে বেশি। অনেকে সময় নারীরা যে অসুস্থ বা তাদের যে শরীর ভালো নায়ে, এই উপলব্ধিই তাদের নিজস্ব থাকে না। অথচ পুরুষরা নিজদের শরীর-স্বাস্থ্য বিষয়ে থাকেনে অতিরিক্ত সচেতন। বাড়ির কাজে অসুবিধা হলে বলাও অনেকে সময় নারীদের চিকিৎসা হয় না। কারণ চিকিৎসার একটি আবশ্যিক অঙ্ক হল বিশ্রাম, কিন্তু সংসারে জোয়াল টেনে বিশ্রাম নেওয়া তাদের পক্ষে প্রায় অসম্ভব। এই পরিস্থিতিতে ১৯০১ থেকে ১৯৯১ সাল পর্যন্ত এদেশে নারী এবং পুরুষের অনুপাত যে ৯৭.২ শতাংশ থেকে কমে ৯২.৭ শতাংশে দাঁড়িয়েছে, যদিও তাতে আশ্চর্যের কিছু নেই। অমর্ত্য সনে তার গবেষণার পর যথার্থই বলেছেন, “আধুনিক চিকিৎসা পদ্ধতি এবং জনস্বাস্থ্যের প্রতি মনোযোগ যত বেড়েছে তার বেশিরভাগ সুযোগ নিয়েছে পুরুষ...। নারী পুরুষের অবস্থার ফারাক বেড়েছে আরও।”... অভিজাত সমাজে অবশ্য এমনটা ঘটেনি। কিন্তু নিচু তলার মানুষের মধ্যে পুরুষ ও নারীর মৃত্যুর হার এই বচিত্র অসাম্য উঁচু তলার ঘুম কাড়েনি।

নিম্ন ও মধ্যম আয়ের দেশগুলিতে প্রতি বছর প্রায় ৮২৯,০০০ মানুষ অপরিষাপ্ত জল, স্যানিটেশন এবং স্বাস্থ্যবর্ধির ফলে মারা যায়। যার মধ্যে ডায়রিয়াজনিত মৃত্যুর হার ৬০ শতাংশ। পুণ্ডর স্যানিটেশন এর ফলে মৃত্যু হয় প্রায় ৪৩২,০০০ এর কাছাকাছি। পুণ্ডর স্যানিটেশনও অপুষ্টিতে ভূমিকা রাখেনি।

ওয়াটার ও স্যানিটেশন সেক্টরে (WSS) নারীরা বিশেষ করে লিঙ্গ সম্পর্কিত পার্থক্যের কারণে অপরিষাপ্ত স্যানিটেশন এর দ্বারা প্রভাবিত হয়। লিঙ্গ বলতে পুরুষ এবং মহিলাদের মধ্যে সামাজিক পার্থক্য বা সম্পর্ককে বোঝায় যা শো এবং প্রায়শই তৈরি করা হয় এবং যা বিভিন্ন সমাজে আলাদা এবং সময়ের সাথে সাথে পরিবর্তিত হতে পারে। স্যানিটেশনে সাধারণত নারী ও পুরুষদের আলাদা ভূমিকা থাকে। বেশিরভাগ সমাজে, পরিবারের জল সরবরাহ, স্যানিটেশন এবং স্বাস্থ্য ব্যবস্থাপনার জন্য মহিলাদের প্রাথমিক দায়িত্ব রয়েছে। শারীরবৃত্তীয় বা জৈবিক কারণের ফলে মহিলারা – বিশেষত অপরিষাপ্ত স্যানিটেশনের দ্বারা প্রভাবিত হয়। এর মধ্যে খাতুস্রাব এবং প্রজনন সংক্রান্ত স্বাস্থ্য সমস্যা রয়েছে। যার জন্য একটি নির্দিষ্ট স্যানিটেশনের প্রয়োজনীয়তা আরও বেশি গুরুত্বপূর্ণ হয়ে ওঠে। একই সাথে টয়লেটে এড়িয়ে যাওয়া ডিহাইড্রেশন একটি বিশেষ স্বাস্থ্য সমস্যার সৃষ্টি করে। নারীর এই খাতুচক্র – এটাই কন্যার নারীত্বের প্রথম অভিজ্ঞতা। কিন্তু কন্যা কী জানে কনে তার এই খাতুচক্র।

আধুনিক মনস্ক মায়েরা ছাড়া অর্ধশিক্ষিত ও যৌন অশিক্ষিত প্রাপ্ত মা ও বয়স্ক নারীরা তাকে বোঝায় খাতুচক্র নারী হয়ে জন্মাবার এক দুঃসহ অভিশাপ। প্রতি মাসে সে যখন আসবে তখন তার জীবনের এই চারটি ‘কালো দিনে’ সে অশুচি হয়ে থাকবে। কোনো শুবকাজে তার যোগদান নিষিদ্ধ। এমনকি পূজার ফুলও সে তুলতে পারবে না। খাতুস্রাব এমনই একটা ‘অশ্লীল’ ব্যাপার যে কোনো পুরুষকে বলা যাবে না। খাতুমতী নারী বা মায়েরা অনেকে সংস্কৃততিই কলঙ্কিত, নোংরা, অপবিত্র এবং দূষণ হিসাবে বিবেচিত হয়। নীতি নির্ধারণ থেকে শুরু করে পরিবারের বাজারে সন্ধানিত পর্যন্ত মাসিকের স্বাস্থ্যবর্ধি কম অগ্রাধিকারের কারণে অনেকে মহিলা এবং মায়েরা তাদের খাতুস্রাব পরিচালনা করতে খুব ব্যবহারিক সমস্যার সম্মুখীন হয়। তারা দুর্গন্ধ বা দাগ পড়ার ভয় পেয়ে স্কুল, কলেজ বা কাজের জন্য বাইরে যতে পারে না। যমেন - ‘চৌপদী’ প্রথা বা পরিষ্কারে সময় একজন নারীকে গোয়াল ঘরে আটকে রাখা হত। নেপালের সুপ্রিম কোর্টে ২০০৫ সালে বেআইনি বলে ঘোষণা

করার পরও গভীর অন্ধবিশ্বাস এখনও কিছু কিছু জায়গায় টকি আছে। বর্ষিব্যাপী কমপক্ষে ৫০০ মলিফিন মহিলা এবং ময়োরো মাসকি স্বাস্থ্যবর্ধি ব্য়বস্থাপনার (MHM) জন্য় পর্য়াপ্ত সুবর্ধার অভাব রয়ছে। বর্শিদ্ধ জল, স্থানটিশেন এবং স্বাস্থ্যবর্ধি সুবর্ধা বর্শিষে করে পাবলকি প্লসে যমেন – স্কুল-কলজে-কর্মক্ষেত্রে স্বাস্থ্যকনেদ্রে নারীদরে জন্য় একর্টি বড় বাধা হয়। দাঁড়াই। দরজাসহ পৃথক টয়লটে বা বাথরুমরে অভাব যা নরিাপদে বন্ধ করা যতে পারে, স্থানটিরি প্য়াদ এবং হাত ধোয়ার জন্য় জল খুবই পর্য়োজনীয়।

মহিলারা তাদরে খাতুসরাবরে স্বাস্থ্যবর্ধি একর্টি ব্য়ক্টিগিত, নরিাপদ এবং মর্য়দা পূরণভাবে বজায় রাখার ক্ষেত্রে ঐগুলরি অভাবে চলঞ্জে মুখোমুখি হন। খাতুসরাব হওয়া মহিলাদরে 'অশুভ' বললে মনে করা হয় সমাজে তার ফলে তাদরে পর্তিদিনরে কর্মকাণ্ড যমেন – শক্িষা, কর্মসংস্থান এবং সাংস্কৃকি ও ধর্মীয় অনুশীলনে অংশগ্রহণ থেকে নিয়মতিভাবে বাদ দেওয়া হয়। কিছুদিন আগে বলউডরে জনপ্য়ি অভনিতেরী জয়া বচ্চন তার নাতনী নাব্য়াকে একথা স্বীকার করেছেন যে, তাদরে সময়ে খাতুসরাবরে সময় অভনয় কার্য় চালানো অনকে সমস্য়ার সম্মুখীন হতে হত তাদরে। তাদরে জন্য় আলাদা কনো টয়লটে বা বাথরুম দরজাওয়ালা ছিল না। ভনে-এর মধ্যই তাদরে স্থানটিরি প্য়াদ পরবির্তন করে ব্য়বহার করা প্য়াদর্টি ব্য়াগরে মধ্যে বহন করে পরে ডাস্টবনে কথোথাও হোক ফলেতে হত।

পরচ্ছিনতা, ব্য়ক্টিগিতভাবে, বর্শিদ্ধ জল এবং স্থানটিশেন এর সুবর্ধার অভাবরে কারণে মহিলারা ব্য়ক্টিগিত স্থানটিরি স্বাস্থ্যবর্ধি অনুশীলন করতে অক্ষমা যমেন খাতুসরাবরে সময় প্য়াদ নিয়মতিভাবে পরবির্তন করা, কাপড়রে প্য়াদ ধোয়া এবং সর্ঠকিভাবে জীবগুমুক্ত করার জন্য় সূর্য়রে আলোতে শুকানো ইত্যাদি বর্শিষে করে গ্রামীঞ্জে স্থানটিরি প্য়াদরে পরবির্তে মহিলাদরে কাপড়রে প্য়াদ ব্য়বহার করতে অনকে বর্শে দেখা যায়। তাই নয় তারা সেই কাপড়রে প্য়াদ ধোয়ার জন্য় অন্ধকার নামার অপক্ষা করে এবং সর্ঠকি ভাগোভাবে সাবান দিয়ে পরস্কার না করে অন্ধকারে কনো স্ঠাস্ঠাত জায়গায় শুকাতো দেয়

যাতে পরবাররে পুরুষদরে কথো সর্ঠে না পড়ে। অনকে সময় প্য়াদরে অভাবরে কারণে, বাথরুম ব্য়বহার কমানোর জন্য় জল খাওয়া সীমতি করা তাদরে যাতো বার বার প্য়াদ পরবির্তন না করতে হয় এই অভ্য়াসগুলি দীর্ঘময়াদে গুরুতর স্বাস্থ্য সমস্য়া হতে দেখা দেয়। যার ফলে মূত্রনালীতে সংক্রমণ দীর্ঘস্থায়ী কনো সর্ঠকি এবং অন্যান্য় গ্য়াস্ট্রকি ব্য়ধিও লক্ষ্য করা যায়। বর্শিষে করে শশি ও বৃদ্ধরা ডায়রিয়ায় ভোগে।

নারীত্বরে সাংস্কৃকি নিয়মগুলি তাদরে নজিব দাবি চাপিয়ে দেয়। উদাহরণস্বরূপ কিছু সমাজে গর্ভবতী মহিলাদরে জানসমক্ষে দেখা উচতি নয় এবং গর্ভবতী মহিলাদরে পাবলকি সুবর্ধাগুলি ব্য়বহার করা নিষিদ্ধ। অন্যান্য় সাংস্কৃকি পরবিশে কন্যারা তাদরে পতি বা শ্বশুরবাড়রি মতো একই ল্য়ট্রনি ব্য়বহার করতে পারে না। অনকে সমাজে নারীদরে আরোপতি সামাজকি বচ্ছিনতা তাদরে জনসাধারণরে এবং সাম্প্রদায়কি সুযোগ সুবর্ধা পতে বাধা দেয় (কনোটস ১৯৯৯)।

বর্শিদ্ধ জল, বাথরুম বা টয়লটেরে উপর মনোযোগ দেওয়ার কারণে, জনস্বাস্থ্য এবং লিঙগ সমতার জন্য় গুরুত্বপূর্ণ হাত ধোয়া এবং মাসকি স্বাস্থ্যবর্ধি ব্য়বস্থাপনা সহ প্য়চার MDG কাঠামোতে পরতফিলতি হয়নি। (জাতসিংঘ ২০১৪a)। SDG এর সতরোটি গলেরে আওতায় নতুন প্য়স্তাবকি লক্ষ্যমাত্রাগুলো MDG-এর কর্মসূচরি অনকে ঘাটর্টি পূরণ করেছে। ২০১৫ সালরে সেপ্টেম্বর মাসে ২০৩০ সালকে নরিধারণ করে লক্ষ্যমাত্রা অর্জনের জন্য় SDG গৃহীত হয়। এর ১৭র্টি প্য়ধান লক্্ষ্যরে মধ্যে ৬নং লক্্ষ্যর্টি হল – Clean Water and Sanitation অর্থাৎ সকলরে জন্য় বর্শিদ্ধ জল ও প্য়ঃনষ্িকাশনের টেকেসই ব্য়বস্থাপনা ও প্য়াপ্য়তা নশ্চতি করা। SDG এর প্য়থম কাজই ছিল সরানটিশেনরে জন্য় কনোমালো মলত্য়াগ বন্ধ করা। পরবর্তী পদক্ষপের্টি হল পানীয় বর্শিদ্ধ জল। স্থানটিশেন এবং স্বাস্থ্যবর্ধিতে সর্বজনীন অ্য়াক্সেসে অর্জনের জন্য় প্য়চেষ্টা করা। মলকি এই পরবিশেগুলতি অ্য়াক্সেসে অর্জনের পর এমন লোকরে সংখ্য়া বৃদ্ধি করা যাদরে দ্বারা ঐগুলি নরিাপদে

পরচালিত হতে পারে (জাতসিংঘ ২০১৪b)। ২০১০ সালে জাতসিংঘ সাধারণ পরষিদ নরিাপদ এবং বশিুদ্ধ পানীয় জল এবং স্যানিটেশন অ্যাক্সেসকে মানবাধিকার হিসাবে স্বীকৃতি দিয়ে শুধু তাই নয় পরসিকার, অ্যাক্সেসযোগ্য, স্যানিটেশন সরবরাহ করতে দেশেগুলিকে সহায়তা করার জন্য আন্তর্জাতিক প্রচেষ্টার আহ্বান জানায়া। জনস্বাস্থ্যের আন্তর্জাতিক কর্তৃপক্ষ হিসাবে WHOও রোগের সংক্রমণ রোধে বশিব্যাপি প্রচেষ্টার নতৃত্ব দিয়ে, সরকারকে স্বাস্থ্য ভিত্তিক নিয়ন্ত্রণ এবং পরষিবো সরবরাহের পরামর্শ দিয়ে। ইউনিসেফে ১০০টিরও বেশি দেশে বশিুদ্ধ জল এবং নিরভরযোগ্য স্যানিটেশন অ্যাক্সেস প্রদানে সহায়তা করতে এবং গ্রামীণ ও শহরাঞ্চলে জরুরী পরিস্থিতিতে সহ মৌলিক স্বাস্থ্যবর্ধি অনুশীলনের প্রচারের জন্য কাজ করে।

পরবার পরকিল্পনা নীতি অনুযায়ী গ্রামাঞ্চলে নারী-পুরুষ এবং বশিষেত শশিুদ্ধের স্বাস্থ্যরক্ষা, শশিমুতযুহার রোধ করা, প্রসূতি মায়দের স্বাস্থ্য ও পুষ্টির দিকে লক্ষ্য রাখা যে সব অসুখ বশি তা পরতিকারের ব্যবস্থা করা, পানীয় জল সরবরাহ করা, জলনিকাশি ব্যবস্থা, মলমূত্র ত্যাগের স্বাস্থ্যসম্মত ব্যবস্থা ও ধোঁয়াহীন চুলার প্রবর্তন করা প্রভৃতি সব কছির সঙ্গে যুক্ত থাকে গ্রাম পঞ্চেয়তে। শশি বকিাশ কর্মসূচিতে আই.সি.ডি.এস গর্ভবতী নারী, প্রসূতি মা এবং ৬ মাস থেকে ৬ বছর বয়স পর্যন্ত শশির পরপিরক পুষ্টি, পরতষিধেক টকিা, স্বাস্থ্য পরীক্ষা প্রভৃতি বশিয়ের দিকে লক্ষ রাখা। সরবোপরি জন্ম নিয়ন্ত্রণ বশিয়ে তত্বাবধান করাও তাদের কাজের মধ্যে পড়ে। এসবের ফলে গ্রামের নারীরা কছিটা হলো সচতেন হয়ছেনো।

পরবারের স্বাস্থ্যরক্ষার সাথে বশিষেভাবে জড়িত আছে উপযুক্ত শোচাগারের ব্যবস্থা। পরবারের স্বাস্থ্যের দিকে নজর রেখে দরদির পরবারের স্বাস্থ্যসম্মত শোচাগার ও ধোঁয়াহীন চুলা বসানোর কর্মসূচি রয়েছে। কনিতু গ্রামাঞ্চলে মানুষের মধ্যে স্বাস্থ্য সম্বন্ধে সচতেনতার অভাব এখনও প্রকটি। তারা এর অর্থ ও প্রয়োজনীয়তা বোঝে না। তাই দেখা যায় যে সব শোচাগারগুলি তাদের দেওয়া হয় সগেলি তারা নষ্ট করে দিয়ে। আবার অনেকে সময় এই

শোচাগারগুলিকে স্টোর রুম হিসাবে ব্যবহার করে সথোনে তারা শুকানো জ্বালানি কাঠ, তাদের খাতুস্রাবে ব্যবহৃত কাপড়ের প্যাডগুলি শুকাতে দেওয়া, সগেলিকে সথোনে রাখা ইত্যাদি কাজে ব্যবহৃত করে থাকে।

জাতসিংঘের মতে ২.৫ বলিয়ন লোক তাদের বাড়িতে বশিক্তগিত শোচাগার থাকা সত্ত্ববেও যথায়ত স্যানিটেশন এর অ্যাক্সেস নেই। পুরুষরা শোচাগারের বাইরে থোলা জায়গায় সাবধানে মলমূত্র ত্যাগ করতে সক্ষম। কনিতু সাংস্কৃতিক নিয়মাবলী ও শারীরবৃত্তীয় পার্থক্যের কারণে মহিলারা তা করতে অক্ষম। তার জন্য তাদের অন্ধকার নামে আসার অপেক্ষা করতে হয়। উগান্ডায় ইন্টারন্যাশনাল ওয়ার্ল্ড প্রোগ্রামে অফসির লর্জি ম্যাকরে গারভনি বলছেনো “সারা বশিবে নারীরা মৌলিক স্যানিটেশন এবং নিরিাপদ শোচাগার ও দূষণমুক্ত পর্যাপ্ত জলের অ্যাক্সেস ছাড়াই নজিদেরে পরসিকার রাখতে সংগ্রাম করে, বশিষে করে খাতুস্রাবের সময়। এই খাতুস্রাবের জন্য বহু সংখ্যক ময়েদেরে শকিয়ার সমাপ্তি হতে পারে কারণ তাদের বদিয়ালয়ে প্রাথমিক মহিলা স্বাস্থ্যবর্ধি বা স্যানিটেশন সংস্থান নেই।” গ্রামের মহিলাদেরে জন্য গারভনি বলছেনো, “পরস্রাব করার সময় বা মল ত্যাগ করার সময় গোপনীয়তার অভাব রয়েছে।

তাই বহু সংখ্যক গ্রামের মহিলারা শোচাগার ছাড়াই বাইরে অন্ধকার হওয়া পর্যন্ত অপেক্ষা করে যা তাদের আক্রমণের সম্মুখীন করে।” আবার পুরুষদেরে সাথে পাবলিক টয়লেটে বা শোচাগার ভাগ করে নেওয়ার মহিলাদেরে হিংস্রতার এবং যৌন নপীড়নের বড় ঝুঁকি রয়েছে। বড়ো বড়ো শহর থেকে শুরু করে এমনকি বলা যতে পারে শ্রীলঙ্কার সুনামি শরণার্থী শিবির থেকে শুরু করে যে কোনো দেশেরে বসতি পর্যন্ত বশেরিভাগ উন্নয়নশীল বশিবরে প্রতি দিনেরে পরতবিদেনগুলি সাধারণ এবং ঘন ঘন মহিলাদেরে ধর্ষণ বা লাঞ্ছিত হওয়ার ঘটনা ঘটে যখন তারা পাবলিক সুবিধাগুলি ব্যবহার করতে যায় অর্থাৎ সেই পাবলিক সুবিধাগুলি যে সুরক্ষিত নয় সগেলো তুলে ধরা। থোলা মলত্যাগ যে বপিদ ডেকে আনে ভারত, ব্রাজিল, শ্রীলঙ্কা, কনোয়া, ফলিপিাইন এবং দক্ষিণ আফ্রিকা সহ বহু দেশে স্যানিটেশন ব্যবহারেরে কষেত্রে মহিলাদেরে বরিুদ্ধে ব্যাপক হিংস্রতা নথিত্ত করা

হয়ছে। পরশিয়ে বলা যায় ২০২০ সালে বর্ষি জনসংখ্যার ৫৪ শতাংশ মানুষ নিরাপদে পরিচালিত স্থানটিশন পরষিবো ব্যবহার করলেও বর্ষিব্যাপী অর্ধেকেরও বেশি জনসংখ্যার বর্ষি করে মহিলাদের নিরাপদ স্থানটিশন অ্যাক্সেসে নহে। তনি বলিগিনরে বর্ষি সংখ্যক মহিলা হাত ধোয়ার সময় কোনো সাবান ব্যবহার করে না। গ্রামাঞ্চলে মহিলারা তো মাটির মধ্যে হাত ঘষে হাত ধুয়ে ফলে কোনো সাবান ব্যবহার না করে বর্ষি করে মলত্যাগ, খাতুস্রাবের কাপড়ের প্যাডগুলিও তারা সাবান দিয়ে ধুয়ে ঠিক মতো পরিস্কার করে সুর্যরে আলোতে শুকাতো দিয়ে না। এরজন্য মহিলাদের বর্ষি করে গ্রামাঞ্চলে মহিলাদের মাসিক হাইজনি ম্যানজমেন্ট (MHM) প্রশিক্ষণ দিতে হবে। মহিলাদের জন্য নিরাপদ শৌচাগার ব্যবস্থা করতে হবে। এমনকি পাবলিক স্পর্শেও দেখা যায় ট্রনে বা বাসস্ট্যাণ্ড বা বাজারে কর্মকর্তেরে, স্কুল কলেজে যে সব শৌচাগারগুলি থাকে সেগুলিতে বর্ষিরাভাগ ক্তেরেই দেখা যায় দরজা থাকলেও দরজা ঠিকভাবে লাগানো যায় না।

আবার অনেক সময় জলও থাকে না তার ফলে বর্ষিরাভাগ মহিলারা সেগুলো ব্যবহার করতে পারে না। এমনকি খাতুস্রাবের সময় নগ্নিমাতি সম্মুখীন হতে হয়। তাই প্রথমত এই সমস্ত শৌচাগারগুলিকে মহিলারা যাতো নগ্নিমাতি ব্যবহার করতে পারে নিরাপদে সেই ভাবে স্থানটিশনযুক্ত সুবিধা প্রদান করতে হবে। সেখানে স্থানটিশন প্যাড ব্যবহৃত, আবার ব্যবহৃত প্যাড ফলের নিরিদম্টি ডাস্টবনি, পর্যাপ্ত জল, সাবান ইত্যাদি ব্যবস্থা প্রধানত থাকতে হবে। কারণ স্থানটিশনেরে জন্য বর্ষি জল অত্যাাবশ্যক। এটি ছাড়া শৌচাগার, হাত, জামাকাপড় ইত্যাদি সঠিকভাবে পরিস্কার করা যায় না। MHM প্রশিক্ষণও মহিলাদের ক্তেরে গুরুত্বপূর্ণ ভূমিকা পালন করে। খাতুস্রাব চক্রেরে জন্য লজ্জার সম্মুখীন হওয়া মহিলা বা যারা তাদের পরিগ্নিডেরে সময় কীভাবে নিজেরে যত্ন নেওয়া যায় সে সম্পর্কে জানেন না তারা বড় সমস্যার সম্মুখীন হয়। সর্বত্র মহিলাদের জন্য স্থানটিশন সংকট সমাধানেরে অর্থ হল মাসিক বা খাতুচক্র সম্পর্কে আখ্যান পরিবর্তন করা। ২০১৮ সালে ভারত সরকার তার 'উজ্জ্বলা স্থানটিশন ন্যাপকনি' উদ্যোগ

চালু করেছিলিনো যার অধীনে মহিলারা কম দামের স্থানটিশন প্যাডেরে অ্যাক্সেসে পতেনো। স্কুলগামী ময়েদেরে বনিমূল্যে স্থানটিশন প্যাড দেওয়ার জন্য স্কুলে ভন্ডিং মেশিন বসানো হয়ছিলি। কনিতু দেশব্যাপী লকডাউনেরে জন্য এই জাতীয় বদি্যালয়গুলি ক্রমাগত বন্ধ থাকার ফলে সেই মেশিনগুলির সুবিধাও বন্ধ হয়ে গেছে। এই স্কুলগুলিতে আর সেই সুবিধা না থাকার কারণে স্কুলগুলিতে খাতুস্রাবের সময় ময়েদেরে অনুপস্থিতির হার বেশি লক্ষ্য করা যায়। এর ফলে পুওর স্থানটিশন সামাজিক ও অর্থনৈতিক উন্নয়নকে হ্রাস করে। পুওর স্থানটিশন কলরো এবং আমাশয়, টাইফয়েড, অন্তরে ক্রম সংক্রমণ, ডায়রিয়াজনিত রোগেরে সংক্রমেরে সাথে যুক্ত। তাই স্থানটিশন ব্যবস্থাকে উন্নত করতে হবে। ময়েদেরে স্কুলে উপস্থিতি বর্ষি করে আলাদা স্থানটিশন সুবিধার ব্যবস্থার দ্বারা বর্ধি পায়। শুধু তাই নয় শহর ও গ্রামাঞ্চলে প্রতি শৌচাগারে স্থানটিশন প্যাডেরে ভন্ডিং মেশিন বসানো উচিত বর্ষি করে পাবলিক স্পর্শেগুলিতে যাতো করে হঠাৎ কোনো মহিলা বা ময়েরে খাতুস্রাব হলে তারা যাতো সেগুলি ব্যবহার করতে পারে নিরাপদে। একই সাথে এইসব বর্ধি স্থানটিশন প্যাডগুলির দাম কমানো উচিত যাতো নগ্নি ও মধ্যমবর্তিত পরিবারেরে ময়েরো সেগুলি ক্রয় করতে পারে। বর্ষি করে গ্রামাঞ্চলে মহিলারা চল্লিশ টাকা দিয়ে প্যাড কনোর পরিবর্তে কাপড়ের প্যাড ব্যবহার করাটাকেই বেশি গুরুত্ব দিয়ে থাকে।

WSS এ লিডিং মূলধারার একটি ইচ্ছাকৃত কৌশলেরে আর্থসামাজিক সুবিধা রয়েছে। WSS এর সিদ্ধান্ত গ্রহণে নারীরা খুব কম জড়িত। জল এবং স্থানটিশন বনিয়োগ সংক্রান্ত পরিকল্পনা এবং সিদ্ধান্ত গ্রহণেরে ক্তেরে পুরুষদেরে প্রাধান্য বেশি লক্ষ্য করা যায়। যার থেকে বোঝা যাচ্ছে যে মহিলাদেরে ব্যবহারিক ও কৌশলগত চাহিদাগুলিকে সুরাহা করা হয় না। স্থানটিশন সুবিধার বর্ধি, নকশা এবং অবস্থানে মহিলাদেরে প্রয়োজনগুলি খুব কমই সমাধান করা হয়, কারণ সামাজিক বাধা এবং বৈষম্যমূলক অনুশীলন অথবা আইনগুলি প্রায়শই স্থানটিশন সুবিধা, স্থানটিশন প্রোগ্রাম এবং প্রকল্পগুলির পরিকল্পনা সংক্রান্ত সিদ্ধান্ত গ্রহণে

মহিলাদের অংশগ্রহণকে সীমাবদ্ধ করে (GWA ২০০৬) স্ব্যানটিশেন সেক্টরের ব্যবস্থাপনাকে সাধারণত একটি প্রযুক্তির ডোমেন হিসাবে দেখা হয় যা এই সেক্টরে পুরুষের আধিপত্যের একটি মূল কারণ প্রযুক্তিবিদ, নরিমাণকর্মী এবং প্রকৌশলীরা প্রধানত পুরুষ। তাই স্ব্যানটিশেন কর্মসূচিতে পুরুষ ও মহিলা উভয়কেই সম্পূর্ণভাবে অংশগ্রহণ করতে হবে এটা খুবই গুরুত্বপূর্ণ। বর্তমানে প্যাডম্যান, টয়লেটে প্রভৃতি সনিমোতে যদিও খাতুস্রাব ময়েদের কাপড়ের প্যাড ব্যবহারে দাগ লগে যাওয়ার সমস্যা ইত্যাদি ময়েদের বাইরে মলত্যাগ করতে যৌন নরিযাতনের যৌন শিকার হতে হয় সগেলি দেখানো হয়েছে। ঠিকই তবে এই সব সনিমোগুলি বা সপরিবারে কতজন দেখেছেন? দেখে তাদের মধ্যে কী কোন সচেতনতার সৃষ্টি হয়েছে? এ আর্কে প্রশ্ন হলও সদর্খক দিক থেকে বলা যতে পারে যদি কয়কেটি গ্রামেরে কিছু সংখ্যক ব্যক্তির মনেও এই সনিমোগুলি দাগ কটে থাকে তবুও হয়তো বলা যতে পারে কিছুটা হলও লিঙ্গ সচেতনতা এবং স্ব্যানটিশেন ব্যাপারে যে উদ্যোগ নিয়ে সনিমোগুলি করা হয়েছে তা সফল হয়েছে।

মাসিকের স্বাস্থ্যবর্ধি শিক্ষা ভারতে একটি নরিদিধা গ্রামাঞ্চলে মহিলাদের স্ব্যানটির প্যাড এর জন্ম হয় পুরুষদের বা বয়স্ক মহিলাদের উপর নরিভর করতে হয়। এমনকি দোকানে গিয়েও প্যাডের কথা সরাসরি লোকজন থাকলে লিখে দিয়ে সটো কনিত হয় অনেক সময়। আবার অনেক সময় পুরুষরা কনিতও সটো চায় না। দোকানদার আবার প্যাড এর প্যাকেটটি কাগজে প্যাক করে দেন। যতে অন্য কটে তা দেখতে না পায়। এই ধারণা পরিবর্তন করা প্রথম প্রয়োজন। খাতুস্রাব কনো লজ্জাদায়ক বা অশুভের সংকতে নয়। নারীত্বের প্রথম অভিজ্ঞতা। তাই স্কুলে ময়েদের জন্ম খাতুস্রাব হাইজনি ম্যানজেনেন্ট ট্রেনিং, স্কুলে যতে মহিলা হাইজনি প্রোডাক্ট পাওয়া যায় এবং কমউনিটিতে মহিলাদের জন্ম মাসিক হাইজনি ম্যানজেনেন্টের পাঠের মাধ্যমে মহিলাদের জীবনের এই খুব স্বাভাবিক, স্বাস্থ্যকর অংশটি পরিচালনা করতে আত্মবিশ্বাসী এবং সক্ষম হয়ে ওঠে। একই সাথে পুরুষদের খাতুস্রাব সম্পর্কে অর্থাৎ সমস্ত জায়গাতে এই বিষয়ে নানান সচেতনতা প্রদান করার জন্ম,

স্ব্যানটির সচেতনতা ক্যাম্পেরে ব্যবস্থা করতে হবে। পরিবারে এই সমস্ত বিষয়গুলি খোলাখুলি আলোচনা ছলেময়েদের মধ্যে খাতুস্রাব নিয়ে কুসংস্কার ধারণা পালটে দেবে এবং পরবর্তীকালে শহর ও গ্রামাঞ্চলে, স্ত্রী পুরুষ নরিবিশেষে সর্বত্র সরানটিশেন জনিত সমস্যার সমাধান ঘটবে। প্রত্যেকেই বিশেষ করে নারীরা তাদের স্বাস্থ্য, পুষ্টি প্রভৃতি সম্পর্কে সচেতনতা লাভ করবে এই আশাই করা যায়।

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DOI-10.5281/zenodo.10682945

સારાંશ

વિશ્વના ઘણા દેશોમાં સામુદાયિક અને સ્વૈચ્છિક ક્ષેત્રે નાગરિક સમાજ, કચેરીઓ, એનજીઓ અને નાગરિકોના સામુદાયિક વિકાસ હેતુ માટે પ્રસારણ ઉપરાંત વાહક તરીકે સામુદાયિક રેડિયો કાર્ય કરે છે. કોમ્યુનીટી રેડિયો ભારતીય મિડિયામાં એક મૂલ્યવાન અને મહત્વપૂર્ણ ઉમેરો છે. કોમ્યુનીટી રેડિયો એ સમુદાયની સંપત્તિ છે. તે વિવિધ જૂથોનું પ્રતિનિધિત્વ કરે છે. તે સંવેદનશીલ અને સીમાંત જૂથ વિકાસ અને સામાજિક પરિવર્તનને પ્રોત્સાહિત કરે છે. કોમ્યુનીટી રેડિયો સ્ટેશનનું સંચાલન, માલિકી અને પ્રભાવ સેવા આપતા સમુદાયથી પ્રભાવિત હોય છે. તેઓ સામાન્ય રીતે બિનનફાકારક હોય છે. વ્યક્તિઓ, જૂથો અને સમુદાયોને તેમની પોતાની વાતો કહેવા માટે, અનુભવોની આપ-લે કરવા માટે જણાવવામાં આવે છે. માધ્યમ સમૃદ્ધ કરવા સર્જકો અને ડાળો આપનારાઓને સક્ષમ કરવા માટે એક રીત પૂરી પાડે છે. ભારતનું પ્રથમ સમુદાય સંચાલિત રેડિયો સ્ટેશન સંઘમ રેડિયોની સ્થાપનાથી શરૂઆત થઈ હતી. પ્રસ્તુત શોધપત્રનો હેતુ ભારતમાં કોમ્યુનીટી રેડિયોનો વિકાસ અને તેની અસરો જાણવાનો છે. કોમ્યુનીટી રેડિયો તેના પ્રસારણમાં બે વિશિષ્ટ અભિગમો અપનાવે છે. એક, સ્ટેશન સમુદાય માટે શું કરી શકે છે તે મોટાભાગે માહિતી આધારિત હોય છે. બીજા અભિગમમાં શ્રોતાઓની ભાગીદારી સામેલ છે. કોમ્યુનીટી રેડિયો દ્વારા સ્થાનિક વિસ્તાર તરફ ધ્યાન કેન્દ્રિત કરતા સમાચાર અને માહિતીને લગતા કાર્યક્રમો પ્રસારીત કરવામાં આવે છે. સાચા અર્થમાં સાચા સહભાગી માધ્યમ તરીકે કોમ્યુનીટી રેડિયો અવાજવિહીન લોકોને અવાજ આપવામાં મદદ કરે છે.

યાવીરૂપ શબ્દો: કોમ્યુનીટી, રેડિયો, કોમ્યુનીટી રેડિયો

પ્રસ્તાવના:

કોમ્યુનીટી રેડિયોને સામુદાયિક પહોંચ અને ભાગીદારીના આદર્શોની આસપાસ બનાવવામાં આવ્યો છે. જેમાં સ્થાનિકો દ્વારા સ્ટેશન ચલાવવામાં આવે છે અને તે પણ ખાસ કરીને સ્થાનિક પ્રેક્ષકોને સેવા આપવા માટે. તેમ છતાં ઈન્ટરનેટની ઉપલબ્ધતા અને વૈશ્વિક સ્તરે ઉપલબ્ધ બનાવવા માટે પ્રોત્સાહિત કર્યા છે. કોમ્યુનીટી રેડિયોને બીજા શબ્દોમાં ગ્રામીણ રેડિયો, સહકારી રેડિયો, વિકાસ રેડિયો, વૈકલ્પિક રેડિયો, નાગરિક રેડિયો વગેરે જેવા નામથી પણ ઓળખવામાં આવે છે. ખાસ કરીને, વિકાસશીલ દેશોમાં જ્યાં અન્ય માધ્યમો પહોંચી શકતા નથી ત્યાં સંચારના અસરકારક માધ્યમ તરીકે રેડિયોનું મહત્વ સારી રીતે સ્થાપિત થયું છે. તેઓ ખાસ કરીને સમાજના હાંસિયામાં ધકેલાયેલા વર્ગને અવાજ આપવા માટે અસરકારક છે. વર્લ્ડ ડેવલપમેન્ટ અહેવાલ જણાવે છે કે ગ્રામીણ વિકાસમાં સમુદાય મીડિયાનું ખૂબ જ મહત્વ છે (વિશ્વબંક, 2001).

સંદેશાવ્યવહારના વિકસીત માધ્યમના રૂપમાં કોમ્યુનીટી રેડિયો એ પાયાના સ્તરે સંદેશાવ્યવહારનું શ્રેષ્ઠ માધ્યમ બનવાની સંભાવના ધરાવે છે. કારણ કે વિકાસ નિષ્ણાંતો ગ્રામીણ ભારતને

રાષ્ટ્રીય મુખ્ય પ્રવાહમાં એકીકૃત કરવાનો પ્રયત્ન કરે છે. એક અભ્યાસ અનુસાર ભારતમાં રેડિયો સંભવિત 98.5 ટકા વસ્તી સુધી પહોંચી શકે છે.

ભારતમાં કોમ્યુનીટી રેડિયો અવાજવિહીન લોકો માટેની ચળવળ બની ચૂકી છે. તેમની ચિંતાઓ, પ્રશ્નો અને સમસ્યાઓને રાજ્યના ધ્યાન પર લાવવા માટે એક માધ્યમ તરીકે ઊભરી રહ્યું છે. લોકશાહી પ્રક્રિયાનો એક ભાગ બનવા માટે કોમ્યુનીટી રેડિયો એક મહત્વપૂર્ણ માધ્યમ છે.

હકીકતમાં કોમ્યુનીટી રેડિયો લોકો માટે મહત્વપૂર્ણ અને સંબંધિત મુદ્દાઓ પર ચર્ચા કરવા માટે સમુદાય આધારિત જાહેર ક્ષેત્ર બનવા સક્ષમ માધ્યમ છે. જ્યારે ભારતમાં સરકારી માલિકીના રેડિયો મોટાભાગના ભાગોમાં એકમાર્ગી સંચાર માધ્યમ છે ત્યારે કોમ્યુનીટી રેડિયો દ્વિમાર્ગી સંચાર માધ્યમ છે. જેમાં લોકો ભાગ લઈ શકે છે. સમુદાયના મુદ્દાઓ અને ચિંતાઓ અંગે પોતે વ્યક્ત થઈ શકે છે. વર્તમાનમાં કોમ્યુનીટી રેડિયોએ જળ્યા બનાવી છે. તેમના અધિકાર ક્ષેત્રના વિસ્તારોમાં મૌન ક્રાંતિ લાવી રહ્યું છે. જેથી લોકોને તેમના મંતવ્યો વ્યક્ત કરીને લોકશાહી પ્રક્રિયામાં ભાગ લેવા માટે સક્ષમ બનાવી શકાય. સ્થાનિક સમસ્યાઓ હલ

કરવા માટે, સક્રિય સહભાગી બનવા માટે સકારાત્મક એજન્ડા સેટ કરી રહ્યા છે. ઘણી મર્યાદાઓ હોવા છતાં કોમ્યુનીટી રેડિયો ભારતમાં લોકશાહી માટે સકારાત્મક ભૂમિકા ભજવી રહ્યું છે.

કોમ્યુનીટી રેડિયો જેવા વૈકલ્પિક માધ્યમોનો ઉદય ચોક્કસપણે ભારતીય લોકશાહી માટે સારો સંકેત આપે છે. એવા સમયે કે જ્યારે ભારતીય મીડિયાના કેટલાક વર્ગો પક્ષપાતી હોવાનો આરોપ લગાવે છે ત્યારે પૈસા માટે મૂળ મૂલ્યો સાથે સમાધાન કરવા તૈયાર છે ત્યારે.

એફ.એમ. રેડિયો અને બહુવિધ ટીવી ચેનલની સ્પર્ધા વચ્ચે કોમ્યુનીટી રેડિયો ગ્રામીણ વિસ્તારોમાં મુખ્ય પ્રવાહના માધ્યમ તરીકે એક મજબૂત અને વિશ્વાસપાત્ર વિકલ્પ તરીકે ઊભરી આવ્યો છે. આગામી વર્ષોમાં તે એક મહત્વપૂર્ણ સાધન સાબિત થશે. જેનો ઉપયોગ સરકાર સામાજિક ઉત્થાનના કામો માટે કરશે.

ચાવીરૂપ શબ્દો

કોમ્યુનીટી:

કોમ્યુનીટી રેડિયોના સંદર્ભમાં સમુદાય એટલે તરંગની શક્તિ પહોંચની આસપાસના ભૌગોલિક સમુદાયનો સંદર્ભ લેવાનો વિચાર કરવામાં આવે છે. એટલે કે સંદેશો પ્રાપ્ત કરી શકે તેવા લોકો અને તેમના આવા સંદેશોની રચનામાં ભાગ લેવાની સંભાવના.

સમાજશાસ્ત્રમાં સમુદાય એટલે એક ચોક્કસ ભૂભાગ પર રહેતા અને પરસ્પર આંતરક્રિયા કરતા જૂથ તરીકે વ્યાખ્યાયિત કરવામાં આવે છે. સમુદાય પ્રાદેશિક અથવા ભૌગોલિક હોઈ શકે છે અથવા સામાન્ય હિતો ધરાવતા લોકોનું જૂથ પણ હોઈ શકે છે.

કોમ્યુનીટી રેડિયો :

કોમ્યુનીટી રેડિયો એ એક રેડિયો સેવા છે જે વાણિજ્યિક અને જાહેર પ્રસારણ ઉપરાંત રેડિયો પ્રસારણના ત્રીજા મોડલની ઓફર કરે છે. કોમ્યુનીટી રેડિયો સ્ટેશનો ભૌગોલિક સમુદાયો અને રસ ધરાવતા સમુદાયોને સેવા આપે છે. તેઓ એવી સામગ્રીનું પ્રસારણ કરે છે કે જે સ્થાનિક અને વિશિષ્ટ પ્રેક્ષકો માટે લોકપ્રિય અને સંબંધિત છે. પરંતુ તેને વાણિજ્યિક અથવા સમૂહ માધ્યમ બ્રોડકાસ્ટર્સ દ્વારા હંમેશા અવગણવામાં આવે છે.

રોકફેલર ફાઉન્ડેશન (1999, 15) ના અહેવાલમાં જણાવાયું હતું કે કોમ્યુનીટી રેડિયો એ જાહેર અને ખાનગી વાતચીતની પ્રક્રિયા છે. જેના દ્વારા લોકો નિર્ધારિત કરે છે કે તેઓ એને કેવી રીતે મેળવી શકે છે. કોમ્યુનીટી રેડિયો એ જાહેર અને ખાનગી રેડિયો પ્રસારણની સાથે ત્રીજા સ્તરનું પ્રસારણ છે. કોમ્યુનીટી રેડિયો એ સમુદાયના હિત માટે, સમુદાય દ્વારા

સંચાલિત, અંકુશિત અને માલિકીનું છે. જે સમુદાયની જરૂરિયાતો, હિતો અને આકાંક્ષાલક્ષી સેવાઓ આપે છે. યુનેસ્કો કોમ્યુનીટી રેડિયોને બ્રોડકાસ્ટ સ્ટેશન તરીકે વ્યાખ્યાયિત કરે છે. જે સમુદાયમાં સમુદાય માટે સમુદાય વિશે અને સમુદાય દ્વારા સંચાલિત થાય છે.

તે એક માન્ય સમુદાયને સેવા આપે છે. તે સહભાગી લોકશાહીને પ્રોત્સાહન આપે છે. તે સમુદાયના કોઈપણ સભ્યને સંદેશા વ્યવહાર શરૂ કરવાની અને સ્ટેશનના કાર્યક્રમ નિર્માણ, સંચાલન અને માલિકીમાં ભાગ લેવાની તક આપે છે. તે લોકોની આર્થિક ક્ષમતા માટે યોગ્ય તકનીકનો ઉપયોગ કરે છે. વાણિજ્યિક સ્ત્રોતો પર નિર્ભરતા તરફ દોરી જાય છે. વાણિજ્યિક દ્રષ્ટિએ નહીં, પરંતુ સમુદાય પ્રેરિત છે. સમસ્યાના ઉકેલને પ્રોત્સાહન અને સુધાર કરે છે.

AMARC ના મતે, કોમ્યુનીટી રેડિયો અને ટેલિવિઝનને જાહેર ઉદ્દેશો સાથેની ખાનગી સંસ્થાઓ તરીકે વ્યાખ્યાયિત કરે છે. તે વિવિધ પ્રકારની બિનનફાકારક સંસ્થાઓ દ્વારા સંચાલિત થાય છે. સમુદાયની ભાગીદારી, માલિકીપણા તેમજ કાર્યક્રમમાં વ્યવસ્થાપન તેમજ સંચાલન, નાણા અને મૂલ્યાંકન તેની મૂળભૂત લાક્ષણિકતા છે. તેઓ સ્વતંત્ર અને બિનસરકારી મીડિયા છે, જે રાજકીય પક્ષો અથવા ખાનગી કંપનીઓ પર આધારિત નથી અથવા ભાગ નથી.

ભારતના માહિતી અને પ્રસારણ મંત્રાલયે કોમ્યુનીટી રેડિયોની વ્યાખ્યા આ પ્રમાણે આપી છે કે જરૂરી ઓછા પાવરના રેડિયો સ્ટેશન કે જે સ્થાનિક સમુદાય દ્વારા સ્થાપિત કરવાનો અને સંચાલિત કરવાનો છે. તે એક માધ્યમ તરીકે અવાજ વગરના અવાજને તક આપે છે. તે સમુદાયને તેમના જીવનના લગતા મુદ્દાઓ વિશે વ્યક્ત કરવાની તક આપે છે. કોમ્યુનીટી રેડિયોને ઘણીવાર પહોંચ અને ભાગીદારીની વિભાવનાની આસપાસ બાંધવામાં આવે છે. કોમ્યુનીટી રેડિયોને બિનનફાકારક એજન્ડા તરીકે પણ વ્યાખ્યાયિત કરવામાં આવે છે. ચોક્કસ સ્થાનિક સમુદાયોની સેવા માટે માનવામાં આવે છે. ત્યાં સમુદાયને સુસંગત અને સંગઠનાત્મક બંધારણ સાથેના કાર્યક્રમો અને પ્રસારણ કરવું. જે સમુદાયનું પ્રતિનિધિત્વ કરે છે અને રેડિયો સ્ટેશનનું પણ કાર્ય કરે છે (ફ્લેમિંગ, 2002).

કોમ્યુનીટી રેડિયો એ એક સામાજિક પ્રક્રિયા અને ઘટના છે. જેમાં સમુદાયના સભ્યો કાર્યક્રમ રચના કરવા, પ્રસ્તુત કરવા અને પ્રસારિત કરવા માટે એકસાથે જોડાતા હોય છે. પોતાની આવડત અનુસાર અભિનેતાની પ્રાથમિક ભૂમિકા પણ નિભાવતા હોય છે (કાર્લોસ એ આર્નાલ્ડો). સમુદાયની ભાગીદારી એ

કોમ્યુનીટી રેડિયોનો સૌથી અગત્યનો મુદ્દો છે. કારણ કે તે ભાગીદારી ધરાવે છે, નિયંત્રણ કરે છે, તેમાં સમુદાયના હિતનું પ્રતિબિંબ જોવા મળે છે. જેમ કે, બોર્ડના સભ્યોની ચૂંટણી, નીતિ બનાવવી, સ્ટેશનનું સંચાલન, વિષયવસ્તુની પસંદગી, કાર્યક્રમો વગેરે.

હેતુ અને પદ્ધતિશાસ્ત્ર :

પ્રસ્તુત શોધપત્રનો હેતુ ભારતમાં કોમ્યુનીટી રેડિયોનો વિકાસ અને તેની અસરો જાણવાનો છે. આ માટે પ્રસ્તુત શોધપત્રમાં કોમ્યુનીટી રેડિયો એટલે શું ?, વિશ્વ અને ભારતમાં કોમ્યુનીટી રેડિયોનો ઇતિહાસ, કોમ્યુનીટી રેડિયોની લાક્ષણિકતાઓ, કોમ્યુનીટી રેડિયોની કામગીરી, કોમ્યુનીટી રેડિયોની અસરો અને ભલામણો વિષે વિશદ ચર્ચા કરવામાં આવી છે. આ માટે સંશોધન અભ્યાસો, લેખો, સરકારી અહેવાલો, વસ્તી ગણતરીના અહેવાલો વગેરેને ગૌણ માહિતીના સ્ત્રોત તરીકે લઈને માહિતીની રજૂઆત કરવામાં આવી છે.

વિશ્વ અને ભારતમાં કોમ્યુનીટી રેડિયોનો ઇતિહાસ:

વિશ્વના ઘણા દેશોમાં સામુદાયિક અને સ્વૈચ્છિક ક્ષેત્રે નાગરિક સમાજ, ક્યેરીઓ, એનજીઓ અને નાગરિકોના સામુદાયિક વિકાસ હેતુ માટે પ્રસારણ ઉપરાંત વાહક તરીકે સામુદાયિક રેડિયો કાર્ય કરે છે. વિશ્વના ઘણા દેશોમાં કોમ્યુનીટી રેડિયો એક વિશિષ્ટ પ્રસારણ ક્ષેત્ર તરીકે કાયદેસર રીતે વ્યાખ્યાયિત કરવામાં આવેલ છે. કોમ્યુનીટી રેડિયો વિશ્વના વિવિધ દેશોમાં જુદી જુદી રીતે વિકાસ પામેલ છે. આધુનિક કોમ્યુનીટી રેડિયો સ્ટેશનો વિવિધ સામગ્રી રજૂ કરી તેમના શ્રોતાઓની સેવા કરે છે. જે મોટા વાણિજ્યિક રેડિયો સ્ટેશનો દ્વારા જરૂરિયાતો પૂરી કરવામાં આવતી નથી.

લોકશાહી સંચાર માધ્યમ તરીકે કોમ્યુનીટી રેડિયો એ 1940 થી વિશ્વભરના લોકોના જીવનમાં નોંધપાત્ર ભૂમિકા ભજવી છે. કોમ્યુનીટી રેડિયોનો ઇતિહાસ 1947નો છે. લેટિન અમેરિકામાં બે રેડિયો સ્ટેશન અસ્તિત્વમાં આવ્યા. પ્રથમ રેડિયો સ્ટેશન બોલિવિયામાં ખાણીયાઓનો રેડિયો (Miners Radio) અને બીજો કોલંબિયામાં રેડિયો સુટાતેન્ઝા. ખાણ કામદારોની માલિકી ન હોવા છતાં આ બંને રેડિયો વધુ સારી કામ કરવાની પરિસ્થિતિઓ માટે ખાણીયાઓના સમુદાયને જોડવાનું હતું (Frasesa and E strada, 2001, 6). ભારતમાં કોમ્યુનીટી રેડિયો રાજ્યની માલિકીના જાહેર રેડિયો અને ખાનગી માલિકીના વાણિજ્યિક રેડિયોની સાથે બ્રોડકાસ્ટિંગ ત્રીજો સ્તર રચે છે. ગ્રામીણ વિસ્તારોમાં કોમ્યુનીટી રેડિયોના પ્રારંભિક પ્રણેતા યુનિવર્સિટી ચેનલો હતી. જેમણે ગ્રામીણ સમુદાયોને તેમના

વિવિધ ગ્રામીણલક્ષી કાર્યક્રમો દ્વારા સંગઠિત બનાવવામાં મહત્વપૂર્ણ ભૂમિકા ભજવી હતી.

ભારતમાં ખાનગી સંસ્થાઓ દ્વારા રેડિયો પ્રસારણી શરૂઆત કરવામાં આવી હતી. 1924 માં મદ્રાસ પ્રેસીડિન્સી ક્લબ દ્વારા શરૂ કરાયેલી પાયોનિયર રેડિયો બ્રોડકાસ્ટ સેવાઓ 1927 માં બંધ થઈ ગઈ. તે વર્ષે કેટલાક ઉદ્યોગ સાહસિકોએ બોમ્બે અને કલકત્તામાં રેડિયો સ્ટેશનો સાથે ઇન્ડિયન બ્રોડકાસ્ટીંગ કંપની શરૂ કરી. એ પણ નાણાકીય સમસ્યાઓના કારણે કામગીરી બંધ કરી દીધી ત્યારે ભારત સરકારે 1932 માં ભારતીય પ્રસારણ સેવા શરૂ કરીને આ ક્ષેત્રમાં પ્રવેશ કર્યો. ત્યારથી 1995 સુધી રેડિયો પ્રસારણ ભારત સરકારના નિયંત્રણમાં હતું. ભારતમાં કોમ્યુનીટી રેડિયોને કાયદેસર બનાવવાની ઝુંબેશની શરૂઆત 1990ના દાયકાના મધ્યમાં શરૂ થઈ. ઘણાં બિનસરકારી સંગઠનો અને મીડિયા કાર્યકર્તા જૂથોએ તેમના સમુદાયના પ્રશ્નોને મદદ કરવા માટે તેમની જરૂરિયાતો, હિતો અને આકાંક્ષાઓ પૂરી કરવા માટે સ્થાનિક રેડિયો પ્રસારણ સેવાઓ સ્થાપવા માટે સંઘર્ષ કર્યો અને અભિયાન ચલાવ્યું. ત્યારબાદ ભારતની સુપ્રિમ કોર્ટે ફેબ્રુઆરી, 1995માં ચુકાદો આપ્યો કે એર વેલ્ડ એ જાહેર બાબત છે. કોર્ટનો ચુકાદો જે સમુદાયની સેવા અને જરૂરિયાતોને પ્રતિબિંબિત કરવા માટે અનુકૂળ થાય છે. સામાજિક, રાજકીય અને સાંસ્કૃતિક રૂપે વ્યક્ત કરવાની તક આપે છે. આ ચુકાદા પછી તરત જ ભારતમાં કોમ્યુનીટી શરૂઆત થઈ ન હતી.

1995 માં ભારતની સુપ્રિમ કોર્ટના ચુકાદાએ રેડિયાને સરકારી નિયંત્રણમાંથી મુક્ત કરી સીમાચિહ્ન રૂપ ચુકાદો આપતા જણાવેલ કે, એરવેલ્ડ જાહેર સંપત્તિ છે, તેનો ઉપયોગ જાહેર ભલાઈને આગળ વધારવા માટે થવો જોઈએ (માહિતી અને પ્રસારણ મંત્રાલય, 2016). એ અનુસાર સરકારી વ્યાપારી સંચાલકોને 1999 થી પરવાના આપવાની શરૂઆત કરી. જો કે રાજ્યોને કોમ્યુનીટી રેડિયો અંગેની નીતિ બનાવવામાં વધુ ત્રણ વર્ષ લાગ્યા. પ્રથમ નીતિ 2002 માં આવી હતી. તે અનુસાર માત્ર શૈક્ષણિક સંસ્થાઓને કોમ્યુનીટી રેડિયો સ્થાપિત કરવાની મંજૂરી આપવામાં આવી હતી. જે વાસ્તવમાં કેમ્પસ રેડિયો હતો. આવી ભેદભાવપૂર્ણ નીતિનો સામુદાયિક રેડિયો કાર્યકરો દ્વારા વિરોધ કરવામાં આવ્યો હતો. જેમણે વધુ સમાવેશી અને સંકલિત નીતિની માંગણી કરી હતી.

2003 માં શૈક્ષણિક સંસ્થાઓને તેમના કેમ્પસમાંથી પ્રસારણ કરવાની મંજૂરી આપવા માટે આદેશને વિસ્તૃત કરવામાં આવ્યો. 2006 માં ભારત સરકારે સમુદાય આધારીત સંસ્થાઓ અને બિનસરકારી સંસ્થાઓને તેમના પોતાના રેડિયો સ્ટેશનની

માલિકી અને સંચાલન કરવાની મંજૂરી આપતા એક કોમ્યુનીટી રેડિયો નીતિની જાહેરાત કરી. 2006 ની નીતિએ એવા સમુદાયો માટે રેડિયો પ્રસારણના દરવાજા ખોલ્યા. ભારતનું પ્રથમ સમુદાય સંચાલિત રેડિયો સ્ટેશન સંઘમ રેડિયોની સ્થાપનાથી શરૂઆત થઈ હતી. 2008 માં 90.4 ડટ્ઝ પર પ્રસારણ શરૂ કર્યું હતું. તેનું સંચાલન જનરલ નરસમ્મા અને અલ્ગોલે નરસમ્મા દ્વારા કરવામાં આવતું હતું. જે આંધ્રપ્રદેશના મચનૂર ગામમાં સ્થિત છે અને આ ક્ષેત્રની દલિત મહિલાઓ દ્વારા સંચાલિત છે. આ સ્ટેશન ડેક્કન ડેવલપમેન્ટ સોસાયટી દ્વારા સ્થાપિત કરવામાં આવ્યું હતું. જે એશિયાનું સૌ પ્રથમ સંપૂર્ણ રીતે મહિલાઓ દ્વારા સંચાલિત કોમ્યુનીટી રેડિયો સ્ટેશન છે. તેણે ખાદ્ય ઉત્પાદન, કૃષિ, બિયારણ, કુદરતી સંસાધન વ્યવસ્થાપન, બજાર, આરોગ્ય જેવા ક્ષેત્રે કામ કર્યું.

વર્ષ 2002 માં કોમ્યુનીટી રેડિયો માટેની પ્રથમ નીતિ અંગેની સૂચના પછી ભારતમાં કોમ્યુનીટી સંસ્થાઓને જ કોમ્યુનીટી રેડિયો સ્થાપવાની મંજૂરી આપવામાં આવી હતી. 2006 માં આ નીતિ વ્યાપક બનાવવામાં આવી. જે અનુસાર એનજીઓ, કૃષિ વિજ્ઞાન કેન્દ્રો અને અન્ય બિનનફાકારક સંસ્થાઓને, ભારતમાં કોમ્યુનીટી રેડિયો સ્થાપવાની મંજૂરી આપવામાં આવી. આજે ભારતમાં 290 કોમ્યુનીટી રેડિયો સ્ટેશનો કાર્યરત છે. જેમાં 130 શૈક્ષણિક સંસ્થાઓ, 143 NGO, 17 કૃષિ વિજ્ઞાન કેન્દ્રો દ્વારા ચલાવવામાં આવે છે. કોમ્યુનીટી રેડિયો દેશના લગભગ 90 મિલિયન લોકોને આવરી લે છે. જ્યાં અન્ય માધ્યમોની હાજરી ખૂબ મર્યાદિત છે (PIB, 22 મે, 2020). 2007 માં ભારતના સૂચના અને માહિતી પ્રસારણ મંત્રાલયે જાહેરાત કરી હતી કે સરકાર આગામી કેટલાક વર્ષોમાં દેશમાં 4000 કોમ્યુનીટી રેડિયો સ્થાપવા માટે સુવિધા ઊભી કરવાની ઈચ્છા ધરાવે છે. કોમ્યુનીટી રેડિયો સ્ટેશનની સ્થાપના દરમ્યાન 75 ટકા ખર્ચ સૂચના અને પ્રસારણ મંત્રાલય દ્વારા ઉઠાવવામાં આવે છે. હાલમાં કોમ્યુનીટી રેડિયો જાહેરાતો માટે પ્રતિ કલમ 7 મીનિટ હવાઈ સમયની ફાળવણી કરવામાં આવે છે. કોમ્યુનીટીરેડિયોને સ્થાપિત કરવા માટે સરકાર દ્વારા સહાય આપવામાં આવે છે. આ યોજનાનું નામ છે 'ભારતમાં કોમ્યુનીટી રેડિયો ચળવળને સમર્થન'. જે અંતર્ગત 25 કરોડની ફાળવણી કરવામાં આવી છે.

ભારતમાં કોમ્યુનીટી રેડિયો સ્ટેશનો સ્થાપવા માટેની નીતિ-માર્ગદર્શિકા શૈક્ષણિક સંસ્થાઓ, એનજીઓ અને સમુદાય આધારીત સંસ્થાઓ દ્વારા કોમ્યુનીટી રેડિયો સ્ટેશન તેમના સમુદાયોમાં ભજવી શકે તે ભૂમિકાને નિર્ધારીત કરે છે. ભારતમાં

કોમ્યુનીટી રેડિયો સ્ટેશનોની પ્રસારણ શ્રેણી 5 થી 10 કિમી હોય છે, આ સામાન્ય રીતે નિર્ધારીત આવરી લેવામાં આવેલ ક્ષેત્રના સમુદાયને મળે છે. માર્ગદર્શિકામાં ફરજિયાત છે કે કોમ્યુનીટી રેડિયો સ્ટેશનોના કાર્યક્રમોમાં સ્થાનિક સમુદાયની વિશેષ રુચિ અને જરૂરિયાતોને પ્રતિબિંબિત કરવામાં આવે. માટે કૂલ સામગ્રીના ઓછામાં ઓછા 50 ટકા સ્થાનિક સમુદાયની ભાગીદારીથી પેદા થાય છે. કાર્યક્રમો સ્થાનિક ભાષા અને બોલીમાં હોવા જોઈએ. રેડિયો સ્ટેશનો એવા કોઈ કાર્યક્રમનું પ્રસારણ કરશે નહીં કે જે સમાચાર વર્તમાન બાબતોને લગતા હોય કે પછી રાષ્ટ્રીય સ્વરૂપના હોય.

કોમ્યુનીટી રેડિયોની વિશેષતાઓ

1. તેની માલિકી સમુદાયની હોય છે.
2. તેમાં સમુદાય નિર્માતા છે. આ માધ્યમના પ્રેક્ષકો પણ સમુદાય છે.
3. તેનું ધ્યેય સ્થાનિક સમુદાયની જરૂરિયાતો પૂરી કરવાનો છે.
4. તેની માલિકી અને નિયંત્રણ બિનનફાકારક સંસ્થા દ્વારા કરવામાં આવે છે.
5. કોમ્યુનીટી રેડિયો જાહેરાતકર્તાઓના બદલે સમુદાયની સેવા કરે છે.
6. કોમ્યુનીટી રેડિયો સમુદાયના સભ્યોને માહિતીની પહોંચ પૂરી પાડે છે. તેમને સંદેશાવ્યવહારના માધ્યમોની પહોંચ આપે છે.
7. તેમાં મહત્વપૂર્ણ સ્થાનિક મુદ્દાઓ પ્રસારિત થાય છે.
8. તે લોકોને સામાજિક, રાજકીય અને સાંસ્કૃતિક રીતે પોતાને પ્રભાવિત કરવાની તક આપે છે.
9. તેમાં ખૂબ જ સુસંગત, શૈક્ષણિક અને વિકાસલક્ષી માહિતી પ્રસારીત થાય છે.
10. કોમ્યુનીટી રેડિયો સમુદાયના સભ્યોને તેમના કામકાજની જવાબદારી સોંપવામાં મદદ કરે છે.
11. કોમ્યુનીટી રેડિયો એ સમુદાયની મલિકીનું અને સંચાલિત રેડિયો પ્રસારણ માધ્યમ છે.

કોમ્યુનીટી રેડિયોની કામગીરી

કોમ્યુનીટી રેડિયો દ્વારા સ્થાનિક વિસ્તાર તરફ ધ્યાન કેન્દ્રિત કરતા સમાચાર અને માહિતીને લગતા કાર્યક્રમો પ્રસારીત કરવામાં આવે છે. જેવા કે સરકારી યોજનાઓ અને કાર્યક્રમો, કૃષિ, ગ્રામવિકાસ, સ્ત્રી આરોગ્ય, મહિલા સશક્તિકરણ, આરોગ્યની સમસ્યાઓનું સમાધાન, ડોક્ટરો સાથેનો સંવાદ, જીવંત કાર્યક્રમ, બાળ કલ્યાણ, બાળ કાર્યક્રમો, પશુપાલન, સ્થાનિક સમસ્યાઓ, પાણી, દવાખાનું, રોજગારીની તકો, કૌશલ્યવર્ધન, નવી માહિતી અને જ્ઞાન, લોકશિક્ષક, લોકમત ઘડતર વગેરે.

સરકારની માર્ગદર્શિકા અનુસાર ભારતમાં કોમ્યુનીટી રેડિયો 100 વોટ્સ ટ્રાન્સમીટરની ક્ષમતા પર એન્ટેનાની મહત્તમ 30 મીટરની ઊંચાઈથી પ્રસાર કરશે. આવી ગોઠવણી સાથે ક્વરેજ વિસ્તાર 15 થી 20 કિમી વચ્ચે હશે (માહિતી અને પ્રસારણ મંત્રાલય, 2006). કોમ્યુનીટી રેડિયો સંચાલનના સિદ્ધાંતોમાં (1) પહોંચ, (2) ભાગીદારી, (3) સ્વયં વ્યવસ્થાપન, (4) જવાબદેહિતા, (5) સમુદાય આદેશ છે.

કોમ્યુનીટી રેડિયોની અસરો

કોમ્યુનીટી રેડિયામાં સમુદાયને સંગઠિત કરવાની ઘણી સંભાવના રહેલી છે. તે ગ્રામીણ વિકાસને લગતા વિવિધ મુદ્દાઓને ગતિ આપવામાં મદદ કરી શકે છે. ગ્રામવિકાસ અને કલ્યાણ માટેની વિવિધ સરકારી પહેલ અંગે જાગૃતિ વધારવા માટે તેનો અસરકારક ઉપયોગ કરી શકાય છે. કોમ્યુનીટી રેડિયો ગ્રામીણ ભારતને રાષ્ટ્રીય મુખ્ય પ્રવાહની નજીક લાવવામાં ગ્રામીણ ભારતમાં વાણી અને અભિવ્યક્તિના અધિકારને મજબૂત બનાવવા માટે એક મહત્વપૂર્ણ સાધન તરીકે સેવા આપવા માટે એક ઉત્પ્રેરક ભૂમિકા ભજવી રહ્યું છે.

તે ગ્રામીણ ભારતના વિવિધ સમુદાયોને જોડી સ્થાનિક સમાચાર અને મનોરંજન ઉપરાંત ઘણી બધી બાબતોને આવરી લે છે તે એક એવું માધ્યમ છે. જેણે ગ્રામીણ ભારતના દૂરદૂરના ગામડામાં દરરોજ આપણી બોલીઓ, સંસ્કૃતિ અને પરંપરાને જીવંત રાખવાનું કાર્ય કર્યું છે. કોમ્યુનીટી રેડિયો એક સામાન્ય કડી છે. જે ગ્રામવિકાસના તમામ પરિબલોને એક સામાન્ય સંચાર ચેનલ પર બાંધે છે. કોમ્યુનીટી રેડિયો પ્રસારણો, મૂલ્યો અને નૈતિકતાને પ્રોત્સાહન આપવા, શિક્ષણની પહોંચ વધારવા અને ભેદભાવને દૂર કરવામાં મદદ કરે છે. તે અસરકારક રીતે ગ્રામીણ વિસ્તારોમાં શાસનની પારદર્શિતા લાવવા માટે સરકારની નીતિઓ અને કાર્યક્રમોની વાતચીત કરવાની નવીન રીત છે. કોમ્યુનીટી રેડિયો પ્રસારણ સામગ્રી અત્યંત સ્થાનિક છે.

કટોકટીના સમયે કોમ્યુનીટી રેડિયો એ લોકોને માહિતી પૂરી પાડવામાં મહત્વપૂર્ણ ભૂમિકા ભજવેલ. જેમ કે કોવિડ-19 ની સ્થિતિમાં લોકડાઉન દરમિયાન લોકો ઘરમાં હતા ત્યારે કોમ્યુનીટી રેડિયોએ સામાજિક અંતર, સેનિટાઈઝેશન અને ખોટી માહિતી સામે જાગૃતિ ફેલાવવામાં અને હિમાયત કરવામાં મહત્વપૂર્ણ ભૂમિકા ભજવેલ. વિવિધ આપત્તિઓ અને કટોકટીની સ્થિતિમાં માહિતીની પહોંચ મર્યાદિત થતા આવા સમયમાં નિર્ણાયક માહિતીને વહેંચવા માટે કોમ્યુનીટી રેડિયો એ એક કાર્યક્ષમ અને અસરકારક માધ્યમ છે.

કોમ્યુનીટી રેડિયો હાંસિયામાં ધકેલાઈ ગયેલા સમુદાયના અવાજને, મંતવ્યોને વ્યક્ત કરવાની તક આપે છે. મુખ્ય પ્રવાહના માધ્યમોમાં આવા અવાજોને કોઈ જગ્યા અથવા સમય આપવામાં આવતો નથી. તેઓ પોતાના લાભ માટે કાર્યક્રમોનું નિર્માણ કરી, માહિતી પૂરી પાડી શિક્ષણ પૂરું પાડવાનું કાર્ય કરે છે. એકંદરે તે સામાજિક, સાંસ્કૃતિક, રાજકીય, આર્થિક, વિકાસને પ્રોત્સાહન આપે છે. ઘણાં અભ્યાસોએ સાબિત કર્યું છે કે કોમ્યુનીટી રેડિયો એ જીવનને બદલવામાં શક્તિનું સાધન છે.

કોમ્યુનીટી રેડિયો સ્ટેશન સ્થાનિક પ્રતિભાઓને પ્રોત્સાહન આપવાનું કાર્ય કરે છે. હકીકતમાં લોક સંગીત, થીએટર, રેડિયો નાટક અને રોજીંદી કથાઓએ કોમ્યુનીટી રેડિયોનો મુખ્ય આધાર છે. જે હાંસિયામાં ધકેલાઈ ગયેલ સર્જનાત્મક પ્રતિભાઓને અભિવ્યક્ત કરવાનો પ્રયત્ન કરે છે. સ્થાનિક ભાષા અને સાંસ્કૃતિક પરંપરાઓને જાળવવા અને પ્રોત્સાહન આપવા માટે કોમ્યુનીટી રેડિયો અગત્યની ભૂમિકા ભજવે છે. આત્મઅભિવ્યક્તિની આ સુવિધાએ સ્થાનિક ભાષાઓ અને સાંસ્કૃતિક પરંપરાઓને પ્રોત્સાહન અને જાળવણીમાં ફાળો આપ્યો છે. પોતાના ક્ષેત્રના વિસ્તારોમાં સમુદાયને લગતી માહિતી પ્રસારીત કરે છે. તાત્કાલિક – ત્વરિત પોતાના સમુદાયને માહિતગાર કરે છે. સુલભ પ્લેટફોર્મ પૂરું પાડે છે. કોમ્યુનીટી રેડિયો પાસે એક ચાવી છે કે જે ભારતની ભાષાકીય અને વંશીય વિવિધતાને એક કરવાનું અને આર્થિક અસમાનતા અને વિશાળ ગ્રામીણ - શહેરી વિભાજનને સુધારવાનું કામ કરે છે. કોમ્યુનીટી રેડિયો સ્ટેશન દ્વારા થતું પ્રસારણ સ્થાનિક ભાષા અને બોલીમાં છે, તેથી તેની સમુદાય પર વધુ અસર થાય છે. કોમ્યુનીટી રેડિયો સમુદાયના લોકોની જરૂરિયાત મુજબ માહિતી, શિક્ષણ અને મનોરંજનની સેવા પૂરી પાડે છે.

કોમ્યુનીટી રેડિયો એ ગ્રામીણ, વંચિત, સંવેદનશીલ વસ્તીને મુખ્ય પ્રવાહની વસ્તી સુધી પહોંચવા માટેનું ગ્રામીણ લોકોના વિચારો, સમસ્યાઓ, અનુભવોની આપ-લે કરવાનું એક માધ્યમ છે. વંચિત વિસ્તારના લોકોના માધ્યમ તરીકે કોમ્યુનીટી રેડિયો તાજેતરના વર્ષોમાં લોકપ્રિય માધ્યમ બન્યું છે. તેણે નીતિ નિર્માતાઓ તેમના ધરાતલના લોકો બંનેની વિકાસ પ્રક્રિયામાં સામેલ થવા માટે એક નવું ક્ષેત્ર શરૂ કર્યું છે.

કોમ્યુનીટી રેડિયો સામાજિક, આર્થિક, સાંસ્કૃતિક, શૈક્ષણિક, આરોગ્ય, પાણી અને સ્વચ્છતા, આપત્તિ સંબંધિત મુદ્દાઓને વધુ અસરકારક અને વ્યૂહાત્મક રીતે સંબોધવામાં સહાયરૂપ બને છે. કોમ્યુનીટી રેડિયોએ દેશના સંદેશાવ્યવહારમાં મહત્વપૂર્ણ ભૂમિકા ભજવી છે. તે મુખ્યત્વે નિષ્ચિત સમુદાયને

સેવા પૂરી પાડે છે. તે જાહેર સેવા પ્રસારણનું એક માધ્યમ છે. ગ્રામીણ વસ્તીને સરકાર સાથે જોડવાનું કામ કરે છે. વૃદ્ધો, મહિલાઓ, બાળકો જેવા ચોક્કસ જૂથનાં વિકાસ માટે ઉપયોગી છે. કોમ્યુનીટી રેડિયો વિકાસ પ્રક્રિયામાં ધરાતલ લોકોના અવાજ અને વિચારોને વ્યક્ત કરીને લોકોને માહિતી અને સમુદાયની ભાગીદારીના હક્કની ખાતરી કરવામાં મદદ કરે છે. કોમ્યુનીટી રેડિયો દેશના વંચિત અને નબળા જૂથોને તેમના અવાજને વધારીને, તેમની સમસ્યાઓ પરત્વે ધ્યાન કેન્દ્રિત કરીને, તેમના આધુનિક વિચારોને વ્યક્ત કરીને સમગ્ર રાષ્ટ્રનાં વિકાસ માટે વિચારણા દ્વારા સુવિધા આપે છે. કોમ્યુનીટી રેડિયો ગ્રામીણ વિકાસ માટે મહત્વપૂર્ણ ભૂમિકા ભજવી શકે છે. કોમ્યુનીટી રેડિયો સમુદાયની માલિકીનું, નિયંત્રણમાં, સમુદાયના હિત સાથે સંબંધિત એવા કાર્યક્રમો હંમેશા પ્રસારિત કરે છે. કોમ્યુનીટી રેડિયો વાણિજ્યિક અને જાહેર સેવા પ્રસારણથી અલગ સ્થાનિક સ્તરના નાના સમુદાયોને એક સાથે લાવવાનું કામ કે છે. સામાન્ય લોકોના દિન-પ્રતિદિનની સમસ્યાઓ પરત્વે ધ્યાન કેન્દ્રિત કરે છે.

સ્થાનિક માંગણીઓ અને આકાંક્ષાઓને સાકાર કરવામાં મદદ કરે છે. આ અર્થમાં તેનો હેતુ લોકો દ્વારા અને સમુદાયના લોકો માટે બનાવવામાં આવેલી સામગ્રી દ્વારા સ્થાનિક લોકોની આજીવિકાને સમૃદ્ધ બનાવવાનો છે. (વાડિયા, 2007) કોમ્યુનીટી રેડિયો ગામડાના વિશિષ્ટ સમુદાય માટે કાર્યક્રમ તૈયાર કરે છે અને પ્રસારણ કરે છે. તેથી તે લક્ષિત વસ્તીને નિર્દેશ કરે છે. કોમ્યુનીટી રેડિયોનું ઐતિહાસિક દર્શન એ વંચિત જૂથના અવાજ, શોષિત લોકોના પ્રતિનિધિત્વ અને સામાન્ય રીતે પ્રગતિ અને સુધારણાના સાધન તરીકે પ્રયોજવામાં આવે છે. કોમ્યુનીટી રેડિયો ગ્રામીણ સમુદાય માટે સૌથી સુલભ માધ્યમ છે. તેને ચલાવવાનું અને જાળવવાનું ખૂબ જ સરળ છે. તે એક સમયે વધુ લોકો સુધી પહોંચી શકે છે. તે ઓછા ખર્ચે વિકાસ અને લોકશાહી મૂલ્યોના જતનમાં મહત્વપૂર્ણ ભૂમિકા ભજવી શકે છે. તેમાં સમુદાયના લોકો પોતાના વિચારો, કોઠાસૂઝનું આદાન-પ્રદાન અને વિવેચનાત્મક સમીક્ષા કરે છે. જેથી વિકાસની પહેલ અને વ્યૂહરચનાઓનું સમુદાયને જ્ઞાન આપવાથી જીવન વધુ સારું બને છે.

કોમ્યુનીટી રેડિયોને વિકાસ કાર્યક્રમોના એક માધ્યમ તરીકે જોવામાં આવે છે. તેને વિકાસ સંદેશના વાહક તરીકે જોવામાં આવે છે, તેમાં સંદેશાવ્યવહારનું લોકશાહીકરણ થયેલ છે. તેમાં સમુદાયની ભાગીદારી સર્વોચ્ચ સ્થાન ધરાવે છે. તે લોકોને અસર કરતી સમસ્યાઓ પર લોકોને શિક્ષિત કરવામાં મદદ કરે છે. તે સામાજિક સમન્વય અને એકીકરણમાં મદદ કરે છે. તે લોકોનું

સામાન્ય મુદ્દાઓની ચર્ચા અને ઘટનાઓ પર ચર્ચા કરવી અને સામાન્ય બાબતો નક્કી કરવાની તક આપે છે. તે સામૂહિક ક્રિયાને સરળ બનાવે છે અને વાસ્તવિક મુક્તિની સંભાવના પૂરી પાડે છે. તે પ્રભાવી જાહેર ક્ષેત્રોમાંથી બાકાત અને હાંસિયામાં ધકેલાયેલા લોકો માટે મીડિયા ટેકનોલોજીના નિયંત્રણને સ્થાનાંતરીત કરવાની પ્રક્રિયા વિસ્તૃત કરવામાં મદદ કરે છે.

ભલામણો

સંદેશાવ્યવહારના સમૂહ માધ્યમ તરીકે રેડિયો રસપ્રદ છે. મુદ્રિત અને દ્રશ્ય સંદેશાવ્યવહારના માધ્યમોની સ્પર્ધા વચ્ચે લોકો પર તેની પકડ મજબૂત બનાવવી એ સૌથી મોટો પડકાર છે. સંદેશાવ્યવહારના આધારસ્તંભ તરીકે કોમ્યુનીટી રેડિયો મહત્વનો છે. વાણિજ્યિક અને જાહેર પ્રસારણ રેડિયો સેવા દ્વારા સમુદાયની જરૂરિયાતો અને રૂચિઓને અવગણવામાં આવે છે. નિયમિત સેવાઓ પૂરી પાડવામાં આવતી નથી. સ્થાનિક ભાષાની સંદેશાવ્યવહારની જરૂરિયાતોને નજરઅંદાજ કરે છે. એવી સ્થિતિમાં કોમ્યુનીટી રેડિયો તેમના પડકારો અને ચિંતાઓને પ્રસારિત કરીને વંચિતોને જોડવામાં મદદ કરે છે.

1. કોમ્યુનીટી રેડિયોમાં 10 ટકા રેડિયો અને 90 ટકા સમુદાય હોવો જોઈએ.
2. કોમ્યુનીટી રેડિયો એ સમુદાયની વાત કરવા પર ધ્યાન કેન્દ્રિત કરવું જોઈએ. ફક્ત રેડિયા પર નહીં, કારણ કે તે તકનીકી પ્રક્રિયા છે.
3. પરવાનાની નીતિ આકર્ષક અને સરળ બનાવવામાં આવે તથા અંકુશો હળવા બનાવવામાં આવે.
4. નિયમનકારી પ્રક્રિયાનું વિકેન્દ્રીકરણ કરી લોકો સાથે વાતચીતના આ મહત્વપૂર્ણ માધ્યમને વધુ લોકપ્રિય બનાવવા માટે સશક્ત બનાવવું જરૂરી છે.
5. પૂરતી ચકાસણી અને સંતુલન સાથે યોગ્ય કેન્દ્રિય નિયમનકારી સત્તા દ્વારા યોગ્ય મિકેનીઝમ વિકસીત કરવું.
6. કોમ્યુનીટી રેડિયો સ્ટેશન ચલાવવા માટે પૂરતા પ્રમાણમાં ટેકનિકલ સુવિધાઓ ઊભી કરવી અને પૂરતું નાણાકીય ભંડોળ ફાળવવું.
7. તાલીમની જોગવાઈ કરવી.

સમાપન

કોમ્યુનીટી રેડિયો વિકાસનો ગ્રામીણ ક્ષેત્રે ઘણો અવકાશ રહેલો છે. જે ગ્રામીણ વિકાસમાં કોમ્યુનીટી રેડિયોને વધુ વેગવંતો બનાવી શકે છે. વિકાસની દ્રષ્ટિએ ગ્રામીણ ભારતમાં અસરકારક સંચાર કડીનો ઉપયોગ આરોગ્ય, સાક્ષરતા અને આવકના સ્ત્રોતમાં વધારો લાવવા માટે થઈ શકે છે. કોમ્યુનીટી રેડિયો સંદર્ભિત

સ્થાનિક માહિતીની પહોંચને વધારવામાં ઉપયોગી થઈ શકે છે. જેનો ઉપયોગ કૌશલ્ય વિકાસ, ક્ષમતા નિર્માણ અને રોજગારી સર્જન માટે થઈ શકે છે. કોમ્યુનીટી રેડિયોની માલિકી અને નિયંત્રણ સામાન્ય રીતે સમુદાય પાસે હોય છે. જે સૌથી નિર્ણયાત્મક અને મહત્વપૂર્ણ પાસુ છે. તેનો હેતુ સ્થાનિક સ્તરના સમુદાયના લોકોની સુખાકારી છે. સાચા અર્થમાં સાચા સહભાગી માધ્યમ તરીકે કોમ્યુનીટી રેડિયો અવાજવિહીન લોકોને અવાજ આપવામાં મદદ કરે છે. સશક્તિકરણના મોટા લક્ષ્યમાં આ પ્રક્રિયા લોકશાહી માટે ખૂબ જ મદદરૂપ અને છે. હકીકતમાં જો વ્યાપકપણે આ માધ્યમનો પ્રચાર કરવામાં આવે તો લોકશાહીને વધુ જીવંત બનાવી શકાય.

કોમ્યુનીટી રેડિયો પાસે સમુદાય આધારીત જાહેર ક્ષેત્ર બનવાની ક્ષમતા રહેલી છે. તે લોકો માટે જગ્યા બનાવે છે, પૂરી પાડે છે. સામાન્ય જનતાના વિવિધ અવાજોને ભેગા કરવા સક્ષમ છે. તેનું ધ્યાન મુખ્ય સ્થાનિક મુદ્દાઓ છે. સ્થાનિક નાગરિક સમસ્યાઓના સંદર્ભમાં નોંધપાત્ર તફાવત લાવવા સક્ષમ છે. તેના અભિગમમાં ખરેખર લોકશાહી જોવા મળે છે.

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- 1969 ರ ಬ್ಯಾಂಕುಗಳ ರಾಷ್ಟ್ರೀಕರಣ ಮತ್ತು ಕರ್ನಾಟಕದ ಮೇಲಾದ ಪರಿಣಾಮ

ಡಾ. ಪ್ರತಿಮಾ ಎಂ. ಬಿದರಿಮಠ

ಸಹ ಪ್ರಾಧ್ಯಾಪಕರು, ಇತಿಹಾಸ ವಿಭಾಗ, ಸರ್ಕಾರಿ ಪ್ರಥಮ ದರ್ಜೆ ಕಾಲೇಜು, ಮಲ್ಲೇಶ್ವರಂ, ಬೆಂಗಳೂರು

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DOI- 10.5281/zenodo.10682969

ಪ್ರಧಾನಮಂತ್ರಿ ಇಂದಿರಾಗಾಂಧಿಯವರು ಜುಲೈ 19, 1969 ರಂದು ರಾಷ್ಟ್ರದ ಪ್ರಮುಖ 14 ವಾಣಿಜ್ಯ ಬ್ಯಾಂಕುಗಳನ್ನು ರಾಷ್ಟ್ರೀಕರಣಗೊಳಿಸಿದರು. ಆ 14 ರಾಷ್ಟ್ರೀಕತ ಬ್ಯಾಂಕುಗಳೆಂದರೆ - ಅಲಹಬಾದ್ ಬ್ಯಾಂಕ್, ಕೆನರಾ ಬ್ಯಾಂಕ್, ಯುನೈಟೆಡ್ ಬ್ಯಾಂಕ್ ಆಫ್ ಇಂಡಿಯಾ, ಯುಕೋ ಬ್ಯಾಂಕ್, ಸಿಂಡಿಕೇಟ್ ಬ್ಯಾಂಕ್, ಇಂಡಿಯನ್ ಓವರ್ಸೀಸ್ ಬ್ಯಾಂಕ್, ಬ್ಯಾಂಕ್ ಆಫ್ ಬರೋಡ, ಪಂಜಾಬ್ ನ್ಯಾಷನಲ್ ಬ್ಯಾಂಕ್, ಬ್ಯಾಂಕ್ ಆಫ್ ಇಂಡಿಯಾ, ಬ್ಯಾಂಕ್ ಆಫ್ ಮಹಾರಾಷ್ಟ್ರ, ಸೆಂಟ್ರಲ್ ಬ್ಯಾಂಕ್ ಆಫ್ ಇಂಡಿಯಾ, ಇಂಡಿಯನ್ ಬ್ಯಾಂಕ್, ದೀನ ಬ್ಯಾಂಕ್ ಅಂಡ್ ಯೂನಿಯನ್ ಬ್ಯಾಂಕುಗಳಾಗಿದ್ದವು. ಬ್ಯಾಂಕುಗಳನ್ನು ರಾಷ್ಟ್ರೀಕರಣ ಗೊಳಿಸಿದಾಗ ಬ್ಯಾಂಕಿಂಗ್ ಉದ್ಯಮದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಕಾರ್ಯವಿಧಾನಗಳಲ್ಲಿ ಗಮನಾರ್ಹ ಬದಲಾವಣೆಗಳಾದವು ರಾಷ್ಟ್ರೀಕರಣದಿಂದ ಬ್ಯಾಂಕಿಂಗ್ ಉದ್ಯಮವು ವಿಸ್ತಾರವಾಗಿ ಬೆಳೆದು ಎಲ್ಲಾ ವಲಯದಲ್ಲಿ ಸಾಮಾಜಿಕ ಮತ್ತು ಆರ್ಥಿಕ ಬದಲಾವಣೆಯನ್ನು ತರುವಲ್ಲಿ ಪ್ರಧಾನ ಪಾತ್ರ ವಹಿಸುವುದರ ಜೊತೆಗೆ ಆರ್ಥಿಕ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಉತ್ತಮವಾಗಿ ಕಾರ್ಯನಿರ್ವಹಿಸಿತು. ಒಂದು ಕಾಲದಲ್ಲಿ ಕ್ಲಾಸ್ ಬ್ಯಾಂಕಿಂಗ್ ಎಂದು ಕರೆಸಿಕೊಂಡಿದ್ದ ಬ್ಯಾಂಕುಗಳು ಬಳಿಕ ಮಾಸ ಬ್ಯಾಂಕಿಂಗ್‌ಗಳಾಗಿ ಪರಿವರ್ತನೆಗೊಂಡವು. ಕೇವಲ ಮೇಲ್ವರ್ಗದ ನೌಕರರಿಂದಲೇ ಕಾರ್ಯ ನಿರ್ವಹಿಸಿದ ಬ್ಯಾಂಕುಗಳಲ್ಲಿ, ಬ್ಯಾಂಕ್ ರಾಷ್ಟ್ರೀಕರಣದ ನಂತರ, ಹಿಂದುಳಿದ, ಬಡ, ಅಲ್ಪ ಸಂಖ್ಯಾತ ವರ್ಗದಿಂದಲೂ ಅಭ್ಯರ್ಥಿಗಳನ್ನು ಪ್ರತೀ ಜಿಲ್ಲಾ ಉದ್ಯೋಗ ಕೇಂದ್ರಗಳಿಂದ ಆಯ್ಕೆ ಪ್ರಾರಂಭವಾಯಿತು.

ಬ್ಯಾಂಕುಗಳ ರಾಷ್ಟ್ರೀಕರಣಕ್ಕೆ ಕಾರಣಗಳು:

ಕೆಲವರ ಕೈಯಲ್ಲಿದ್ದ ಬ್ಯಾಂಕಿಂಗ್ ವ್ಯವಸ್ಥೆ: ಐವತ್ತು ವರ್ಷಗಳ ಹಿಂದೆ ಭಾರತದ ಬ್ಯಾಂಕಿಂಗ್ ವಲಯದಲ್ಲಿ ಖಾಸಗಿ ಬ್ಯಾಂಕುಗಳದ್ದೇ ಪ್ರಾಬಲ್ಯವಿತ್ತು.

- ಬ್ಯಾಂಕ್ ಯಾವ ವಲಯಕ್ಕೆ ಹಣಕಾಸು ನೀಡಲು ಆದ್ಯತೆ ಕೊಡಬೇಕು, ಎಲ್ಲಿ ಹೂಡಬೇಕು ಎಂಬ ನಿರ್ಧಾರ ಸೀಮಿತವಾಗಿತ್ತು.
- ಉದ್ಯಮಿಗಳು, ದಿಗ್ಗಜರ ವಶದಲ್ಲಿ ಸಂಪತ್ತು: ಬ್ಯಾಂಕುಗಳು ಕಾರ್ಪೊರೇಟ್ ವಲಯದ ದೊಡ್ಡಕುಳಗಳ ನಿಯಂತ್ರಣದಲ್ಲಿದ್ದವು. ಕೆಲವೇ ಮಂದಿ ಉದ್ಯಮಿಗಳು ಬ್ಯಾಂಕ್ ಫಂಡ್ ಅನ್ನು ತಮ್ಮ ಕೈಗಾರಿಕಾ ಸಾಮ್ರಾಜ್ಯ ವಿಸ್ತರಣೆಗೆ ಬಳಸುವ ಭೀತಿ ಇತ್ತು.
- ವಿಸ್ತರಣೆಯಾಗದ ಬ್ಯಾಂಕಿಂಗ್ ಚಾಲ : ಖಾಸಗಿ ಬ್ಯಾಂಕುಗಳು ಸಣ್ಣಪಟ್ಟಣ ಹಾಗೂ ಗ್ರಾಮಗಳಲ್ಲಿ ವಿಸ್ತರಣೆಯಾಗಿರಲಿಲ್ಲ. ಹೀಗಾಗಿ ಗ್ರಾಮಾಂತರ ಪ್ರದೇಶಗಳಲ್ಲಿ ಜನರಿಗೆ ಬ್ಯಾಂಕ್ ಸೇವೆ ಲಭಿಸಿರಲಿಲ್ಲ.
- ಒಂದು ರಾಜ್ಯಗಳಲ್ಲಿನ ಉಳಿತಾಯ ಮತ್ತೊಂದು ಕಡೆ ಹೂಡಿಕೆಯಾಗಿ ಪ್ರಾದೇಶಿಕ ಅಸಮತೋಲನದ ಆತಂಕ ಉಂಟಾಗಿತ್ತು.
- ಸಣ್ಣ ಉದ್ಯಮಿಗೆ ಸಿಗದ ಆದ್ಯತೆ: ಖಾಸಗಿ ಬ್ಯಾಂಕುಗಳು ಸಣ್ಣಉದ್ಯಮಿಗೆ ಸಾಕಷ್ಟು ಪ್ರಮಾಣದಲ್ಲಿ ಸಾಲಕೊಡುವಲ್ಲಿ ವಿಫಲವಾಗಿದ್ದವು. ಜತೆಗೆ ಜಾಗತಿಕವಲಯದಲ್ಲೂ ಬ್ಯಾಂಕುಗಳ ರಾಷ್ಟ್ರೀಕರಣದ ಟ್ರೆಂಡ್ ಇತ್ತು.

ರಾಷ್ಟ್ರೀಕರಣಗೊಂಡ 14 ಬ್ಯಾಂಕುಗಳಲ್ಲಿ ಕರ್ನಾಟಕದ ಕೆನರಾ ಬ್ಯಾಂಕ್ ಮತ್ತು ಸಿಂಡಿಕೇಟ್ ಬ್ಯಾಂಕುಗಳು ಸೇರಿವೆ. ರಾಷ್ಟ್ರೀಕರಣದ ನಂತರದ ಕರ್ನಾಟಕದಲ್ಲಿ ಬ್ಯಾಂಕುಗಳ ಶಾಖಾ

ವಿಸ್ತರಣೆ ಹೆಚ್ಚು ತೀವ್ರಗತಿಯನ್ನು ಪಡೆಯಿತು. ಬ್ಯಾಂಕು ಎಂಬುದನ್ನು ಏನು ಎಂದು ಅರಿಯದ ಗ್ರಾಮ ನಿವಾಸಿಗಳು ಬ್ಯಾಂಕ್ ನ್ನು ನೋಡುವ ಹಾಗಾಯಿತು. ಈ ಸಮಯದಲ್ಲಿ ಮೈಸೂರು ಬ್ಯಾಂಕ್ ಮೊತ್ತ ಮೊದಲ ಏಕಾಧಿಕಾರಿ ಶಾಖೆಯನ್ನು ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆಯ ಆನಂದ್‌ಪುರದಲ್ಲಿ ಸ್ಥಾಪಿಸಿ ಹೊಸ ಬಗೆಯ ಬ್ಯಾಂಕ್‌ಗೆ ಚಾಲನೆಯನ್ನು ನೀಡಿತು. ವಾಣಿಜ್ಯೋದ್ಯಮಗಳಿಗೆ ಮಾತ್ರ ಮೀಸಲಾದ ಬ್ಯಾಂಕುಗಳಿಗೆ ಇನ್ನೂ ವಿಸ್ತಾರವಾದ ಕಾರ್ಯಕ್ಷೇತ್ರವನ್ನು ನಿಗದಿ ಮಾಡಲಾಯಿತು. ಕೃಷಿ, ಗುಡಿ ಕೈಗಾರಿಕೆ, ನಿರುದ್ಯೋಗ ನಿವಾರಣೆ, ಸಾಮಾಜಿಕ ಸಮೂಹ ಯೋಜನೆಗಳು, ವಿದ್ಯಾ ಸಂಸ್ಥೆಗಳ ಬೆಳವಣಿಗೆ, ಆರ್ಥಿಕವಾಗಿ ದುರ್ಬಲರಾದವರ ಅಭಿವೃದ್ಧಿ, ಮಹಿಳಾ ಸಂಘಟನೆ, ತೋಟಗಾರಿಕೆ ನೂರಾರು ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಬ್ಯಾಂಕುಗಳ ಪ್ರವೇಶ ಅನಿವಾರ್ಯವಾಯಿತು. ಬ್ಯಾಂಕುಗಳನ್ನು

ರಾಷ್ಟ್ರೀಕರಣಗೊಳಿಸಿದಾಗ ಕೇಂದ್ರ ಸರ್ಕಾರವು ಸಾಮಾನ್ಯನಿಗೂ ಸಾಲದ ನೆರವು ದೊರಕಬೇಕೆನ್ನುವ ಉದ್ದೇಶದಿಂದ ಹಲವು ಆಧ್ಯತೆರಂಗಗಳನ್ನು ಗುರುತಿಸಿ ಅವುಗಳಿಗೆ ದೊರಕಬೇಕಾದ ಸಾಲದ ಮಿತಿಯ ಗುರಿಗಳನ್ನು ತಲುಪುವಂತೆ ಆದೇಶ ನೀಡಲಾಗಿತ್ತು. 1956 ರಲ್ಲಿ ಕರ್ನಾಟಕದಲ್ಲಿ 30 ಬ್ಯಾಂಕುಗಳ ಹಲವಾರು ಶಾಖೆಗಳಿದ್ದರೆ, 1969 ರಲ್ಲಿ ಒಟ್ಟು 8,262 ವಾಣಿಜ್ಯ ಬ್ಯಾಂಕುಗಳ ಶಾಖೆಗಳು ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿದ್ದವು. ಇವುಗಳಲ್ಲಿ ಗ್ರಾಮೀಣ ಶಾಖೆಗಳು 22.4 % ರಷ್ಟಿದ್ದವು ರಾಜ್ಯದಲ್ಲಿ ವಾಣಿಜ್ಯ ಬ್ಯಾಂಕುಗಳು 1982 ರ ಜೂನ್ ಹೊತ್ತಿಗೆ ನೀಡಿದ ಮುಂಗಡಗಳ ಮೊತ್ತವು 1,764 ಕೋಟಿ ರೂಪಾಯಿಗಳಾಗಿದ್ದರೆ, ಸಂಗ್ರಹಿಸಿದ ಠೇವಣಿ 2.305

ಕೋಟಿ ರೂಪಾಯಿಗಳಷ್ಟಾಗಿತ್ತು. ರಾಷ್ಟ್ರೀಯ ಮಟ್ಟದಲ್ಲಿ ಗ್ರಾಮಾಂತರ ಪ್ರದೇಶದ ಮುಂಗಡ ಮತ್ತು ಠೇವಣಿಗಳ ನಿಷ್ಪತ್ತಿಯು 66.9 ರಷ್ಟಿದ್ದರೆ ಕರ್ನಾಟಕದಲ್ಲಿ ಅದು 77.8 ಆಗಿತ್ತು. ಕೇಂದ್ರ ಸರ್ಕಾರ ಬ್ಯಾಂಕಿಂಗ್ ಸೌಲಭ್ಯ ದೇಶದ ಎಲ್ಲಾ ಜಿಲ್ಲೆಗಳಿಗೂ ತಲುಪಬೇಕೆಂಬ ಮತ್ತು ಪ್ರತಿ ಜಿಲ್ಲೆಗೂ ಸಮಾನವಾದ ಆರ್ಥಿಕ ನೆರವು ದೊರೆಯಬೇಕೆನ್ನುವ ಉದ್ದೇಶದಿಂದ 1969 ರಲ್ಲಿ ಮಾರ್ಗದರ್ಶಿ ಬ್ಯಾಂಕ್ ಯೋಜನೆಯನ್ನು ಪ್ರಾರಂಭಿಸಿತು.

ಬ್ಯಾಂಕುಗಳ ರಾಷ್ಟ್ರೀಕರಣದ ಬಳಿಕ ಮೂರು ವರ್ಷಗಳಲ್ಲಿ (1969 ರಿಂದ 1972 ರವರೆಗೆ) ರಾಜ್ಯದಲ್ಲಿ ಬ್ಯಾಂಕುಗಳು ಆರ್ಥಿಕವಲಯದಲ್ಲಿ ಪ್ರಮುಖ ಪಾತ್ರವನ್ನು ವಹಿಸಿದವು. ಕರ್ನಾಟಕದಲ್ಲಿ ಬ್ಯಾಂಕುಗಳಿಂದ ಆದ್ಯತಾರಂಗಗಳಿಗೆ ಪೂರೈಸಿದ ಸಾಲದ ಮೊತ್ತವು 35.72 ಕೋಟಿ ರೂಪಾಯಿಯಿಂದ 102.44 ಕೋಟಿ ರೂಪಾಯಿಗೆ ಏರಿತು. ಬ್ಯಾಂಕುಗಳಿಂದ ಸಾಲ ಪಡೆದ ರೈತರ ಸಂಖ್ಯೆ 1.25 ಲಕ್ಷ ದಾಟಿತು. ರೈತರಿಗೆ ದೊರೆತ ಸಾಲ ಸವಲತ್ತುಗಳು ರೂಪಾಯಿ 5.82 ಕೋಟಿಯಿಂದ, ರೂಪಾಯಿ 33.42 ಕೋಟಿಗೆ ಹೆಚ್ಚಿದವು. ಸಣ್ಣ ಕೈಗಾರಿಕೆಗಳಿಗೆ ದೊರೆತ ಸಾಲಗಳು ಇಮ್ಮಡಿಯಾದವು. ಸಣ್ಣ ಕೈಗಾರಿಕೆಗಳಿಗೆ ರೂ. 15.44 ಕೋಟಿಯಿಂದ ರೂ. 32.07 ಕೋಟಿಗೆ ಅಂತೆಯೇ ಈ ಕ್ಷೇತ್ರದ ಸಾಲಗಾರರ ಸಂಖ್ಯೆಯು 4338 ರಿಂದ 9033 ರ ಮಟ್ಟಕ್ಕೆ ಏರಿತು. ಸಾರಿಗೆ ಕ್ಷೇತ್ರಕ್ಕೆ ಒದಗಿಸಿದ ಸಾಲದ ಮೊತ್ತವು ರೂಪಾಯಿ 1.39 ಕೋಟಿಯಿಂದ ರೂಪಾಯಿ 3.96 ಕೋಟಿಯತ್ತ ಧಾವಿಸಿತು. ಸಣ್ಣವ್ಯಾಪಾರಿಗಳಿಗೆ ದೊರೆತ ಸಾಲದ ಮೊತ್ತವು ರೂಪಾಯಿ 3.67 ಕೋಟಿಯಿಂದ ರೂ. 12.82 ಕೋಟಿಗೆ ಏರಿತು. ಇದರಿಂದ ಸಾವಿರಾರು ಜಿಲ್ಲೆ ವ್ಯಾಪಾರಿಗಳಿಗೆ ತುಂಬಾ ಅನುಕೂಲವಾಯಿತು. ಇದರಿಂದ ಚಿಕ್ಕ ವ್ಯಾಪಾರಸ್ಥರಿಗೆ ಅನುಕೂಲವಾಯಿತು. ಸ್ವಂತ ಉದ್ಯೋಗದಲ್ಲಿರುವವರೂ, ವೃತ್ತಿ ನಿರತರೂ ಬ್ಯಾಂಕುಗಳಿಂದ ರೂ. 3.11 ಕೋಟಿಗಳಷ್ಟು ಸಾಲವನ್ನು ಪಡೆದರು. ಈ ತರಹದ ಗ್ರಾಹಕರ ಸಂಖ್ಯೆ 3641 ರಿಂದ 16040 ರಷ್ಟಕ್ಕೆ ಬೆಳೆಯಿತು. ವಿದ್ಯಾರ್ಹತೆಗೆ ವಿಧ್ಯಾರ್ಥಿಗಳಿಗೆ ಅತಿ ಸಣ್ಣ ಪ್ರಮಾಣದಲ್ಲಿ ಸಾಲ ದೊರಕಲಾರಂಭವಾಯಿತು. ಸುಮಾರು 3133 ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ರೂ. 48.80 ಲಕ್ಷ ಸಾಲವನ್ನು ಬ್ಯಾಂಕುಗಳು ಒದಗಿಸಿದವು. ಅದರಲ್ಲಿ ಸಿಂಡಿಕೇಟ್ ಬ್ಯಾಂಕ್ ಪ್ರಮುಖ ಪಾತ್ರವನ್ನು ವಹಿಸಿತು.

ಹಳ್ಳಿಯ ಸಮಸ್ಥ ಜನಸಮುದಾಯಕ್ಕೆ ಬ್ಯಾಂಕುಗಳ ಸವಲತ್ತುಗಳನ್ನು ಒದಗಿಸುವ ಉದ್ದೇಶದಿಂದ ಕೇಂದ್ರ ಸರ್ಕಾರವು ರಾಜ್ಯ ಸರ್ಕಾರ ಹಾಗೂ ರಾಷ್ಟ್ರೀಕೃತ ಬ್ಯಾಂಕುಗಳ ಸಹಭಾಗಿತ್ವದಲ್ಲಿ ಗ್ರಾಮೀಣ ಬ್ಯಾಂಕುಗಳನ್ನು 1975-ಅಕ್ಟೋಬರ್-2 ರಂದು ಪ್ರಾದೇಶಿಕ ಗ್ರಾಮೀಣ ಬ್ಯಾಂಕು (Regional Rural Banks)ಗಳನ್ನು ಸ್ಥಾಪಿಸಿತು. ರಾಷ್ಟ್ರದಲ್ಲಿ

196 ಗ್ರಾಮೀಣ ಬ್ಯಾಂಕುಗಳನ್ನು ಸ್ಥಾಪಿಸಲಾಗಿತ್ತು. ರಾಜ್ಯದಲ್ಲಿ 12 ಗ್ರಾಮೀಣ ಬ್ಯಾಂಕುಗಳ ಶಾಖೆಗಳು ಹರಡಿದ್ದವು. ಇದರಲ್ಲಿ ಕರ್ನಾಟಕದಲ್ಲಿ ಪ್ರಮುಖ 04 ಗ್ರಾಮೀಣ ಬ್ಯಾಂಕುಗಳಿಗೆ ಕರ್ನಾಟಕದ ಪ್ರಮುಖ ನದಿಗಳ ಹೆಸರನ್ನು ಇಡಲಾಯಿತು. ಕರ್ನಾಟಕದಲ್ಲಿ ಸ್ಥಾಪನೆಯಾದ ಮೊದಲ ಗ್ರಾಮೀಣ ಬ್ಯಾಂಕ್ ಅಂದರೆ ತುಂಗಭದ್ರಾ ಗ್ರಾಮೀಣ ಬ್ಯಾಂಕ್. ಈ ತುಂಗಭದ್ರಾ ಗ್ರಾಮೀಣ ಬ್ಯಾಂಕನ್ನು 25.01.1976 ರಂದು ಸ್ಥಾಪಿಸಲಾಗಿತ್ತು. ಈ ಬ್ಯಾಂಕಿನ ಪ್ರವರ್ತಕರು ಕೆನರಾ ಬ್ಯಾಂಕ್ ಆಗಿತ್ತು. ಮಲಪ್ರಭಾ ಗ್ರಾಮೀಣ ಬ್ಯಾಂಕನ್ನು 16.08.1976 ರಂದು ಸ್ಥಾಪಿಸಲಾಗಿತ್ತು. ಈ ಬ್ಯಾಂಕಿನ ಪ್ರವರ್ತಕರು ಸಿಂಡಿಕೇಟ್ ಬ್ಯಾಂಕ್ ಆಗಿತ್ತು, ಕಾವೇರಿ ಗ್ರಾಮೀಣ ಬ್ಯಾಂಕನ್ನು 02.10.1976 ರಂದು ಸ್ಥಾಪಿಸಲಾಗಿತ್ತು. ಈ ಬ್ಯಾಂಕಿನ ಪ್ರವರ್ತಕರು ಸ್ಟೇಟ್ ಬ್ಯಾಂಕ್ ಆಫ್ ಮೈಸೂರು ಆಗಿತ್ತು. ಮತ್ತು ಕೃಷ್ಣಾ ಗ್ರಾಮೀಣ ಬ್ಯಾಂಕನ್ನು 01.02.1978 ಸ್ಥಾಪಿಸಲಾಗಿತ್ತು. ಈ ಬ್ಯಾಂಕಿನ ಪ್ರವರ್ತಕರು ಭಾರತೀಯ ಸ್ಟೇಟ್ ಬ್ಯಾಂಕ್ ಆಗಿತ್ತು.

1980 ರ ಏಪ್ರಿಲ್ 15 ರಂದು ಎರಡನೇಯ ಕಂತಿನ ರಾಷ್ಟ್ರೀಕರಣದ ಕ್ರಮದಿಂದಾಗಿ ಆರು ಬ್ಯಾಂಕುಗಳಲ್ಲಿ ಅಂಧ ಬ್ಯಾಂಕ್, ಪಂಜಾಬ್ ಅಂಡ್ ಸಿಂಧ ಬ್ಯಾಂಕ್, ನ್ಯೂ ಬ್ಯಾಂಕ್ ಆಫ್ ಇಂಡಿಯಾ, ಓರಿಯಂಟಲ್ ಬ್ಯಾಂಕ್ ಹಾಗೂ ಕರ್ನಾಟಕದ ವಿಜಯಾ ಬ್ಯಾಂಕ್ ಮತ್ತು ಕಾರ್ಪೊರೇಷನ್ ಬ್ಯಾಂಕ್‌ಗಳಾಗಿದ್ದವು. ರಾಜ್ಯದ ನಾಲ್ಕು ರಾಷ್ಟ್ರೀಕೃತ ಬ್ಯಾಂಕುಗಳ 1981 ನೇ ಸಾಲಿನ ಪ್ರಗತಿಯ ವಿವರದಲ್ಲಿ ವಿಜಯಾ ಬ್ಯಾಂಕ್ ರಾಜ್ಯದಲ್ಲಿ 155.60 ರಷ್ಟು ಠೇವಣಿಯನ್ನು ಸಂಗ್ರಹಿಸಿದ್ದು 86.20 ರೂ. ಕೋಟಿಯಷ್ಟು ಮುಂಗಡವನ್ನು ನೀಡಿದ್ದವು. ಕಾರ್ಪೊರೇಷನ್ ಬ್ಯಾಂಕ್ 122.81 ರಷ್ಟು ಠೇವಣಿಯನ್ನು ಸಂಗ್ರಹಿಸಿದ್ದರೆ, 67.21 ರೂ ಕೋಟಿಯಷ್ಟು ಹಣವನ್ನು ನೀಡಿದ್ದವು ಬ್ಯಾಂಕ್‌ಗಳ ರಾಷ್ಟ್ರೀಕರಣದಿಂದಾಗಿ ರಾಜ್ಯದ ನಾನಾ ಊರುಗಳಲ್ಲಿ ಬ್ಯಾಂಕ್ ಶಾಖೆಗಳು ತೆರೆಯಲ್ಪಟ್ಟವು. ಹಳ್ಳಿಗಳನ್ನು ನೋಡದ ಬ್ಯಾಂಕ್ ಪ್ರಬಂಧಕರು ರಾಜ್ಯದ ಹಳ್ಳಿಗಳತ್ತ ಪ್ರಯಾಣ ಬೆಳೆಸಿದರು. ಸಾಲದ ಗುರಿಯನ್ನು ಮುಟ್ಟಲು ಬ್ಯಾಂಕುಗಳು ನಾನಾ ಪ್ರಯತ್ನವನ್ನು ಮಾಡಿದವು.

ಬ್ಯಾಂಕುಗಳ ರಾಷ್ಟ್ರೀಕರಣದಿಂದಾದ ಪರಿಣಾಮಗಳು :

- ಬ್ಯಾಂಕುಗಳ ರಾಷ್ಟ್ರೀಕರಣದಿಂದಾಗಿ, ಭಾರತದಲ್ಲಿ ಬ್ಯಾಂಕಿಂಗ್ ವ್ಯವಸ್ಥೆಯ ದಕ್ಷತೆಯು ಸುಧಾರಿಸಿತು. ಇದರಿಂದ ಸಾರ್ವಜನಿಕರಲ್ಲಿ ಬ್ಯಾಂಕುಗಳ ಮೇಲಿನ ವಿಶ್ವಾಸವೂ ಹೆಚ್ಚಿತು.
- ಸಣ್ಣಕೈಗಾರಿಕೆಗಳು ಮತ್ತು ಕೃಷಿಯಂತಹ ಹಿಂದುಳಿದ ವಲಯಗಳಿಗೆ ಉತ್ತೇಜನ ಸಿಕ್ಕಿತು. ಇದು ನಿಧಿಯ ಹೆಚ್ಚಳಕ್ಕೆ

ಕಾರಣವಾಯಿತು ಮತ್ತು ಇದರಿಂದಾಗಿ ಭಾರತದ ಆರ್ಥಿಕ ಬೆಳವಣಿಗೆಯಲ್ಲಿ ಹೆಚ್ಚಳವಾಯಿತು.

- ಬ್ಯಾಂಕುಗಳ ರಾಷ್ಟ್ರೀಕರಣವು ಭಾರತದ ಗ್ರಾಮೀಣ ಪ್ರದೇಶಗಳಲ್ಲಿ ಆರ್ಥಿಕ ಸ್ಥಿತಿಯನ್ನು ಹೆಚ್ಚಿಸಿತು.
- ಇದು ಜನರಿಗೆ ದೊಡ್ಡ ಉದ್ಯೋಗಾವಕಾಶವನ್ನು ತೆರೆಯಿತು.
- ಬ್ಯಾಂಕ್‌ಗಳು ಗಳಿಸಿದ ಲಾಭವನ್ನು ಸರ್ಕಾರ ಜನರ ಒಳಿತಿಗಾಗಿ ಬಳಸಿಕೊಂಡಿತು.
- ಸ್ವಾತಂತ್ರ್ಯದ ನಂತರದ ಈ ಹಂತವು ಭಾರತದ ಬ್ಯಾಂಕಿಂಗ್ ಕ್ಷೇತ್ರದಲ್ಲಿ ಮತ್ತು ಬ್ಯಾಂಕಿಂಗ್ ಕ್ಷೇತ್ರದ ವಿಕಾಸದಲ್ಲಿ ಪ್ರಮುಖ ಬೆಳವಣಿಗೆಗಳಿಗೆ ಕಾರಣವಾಯಿತು. ಭಾರತದಲ್ಲಿ ಬ್ಯಾಂಕಿಂಗ್ ವ್ಯವಸ್ಥೆಯ ದಕ್ಷತೆಯು ಸುಧಾರಿಸಿತು. ಇದರಿಂದ ಸಾರ್ವಜನಿಕರಲ್ಲಿ ಬ್ಯಾಂಕ್‌ಗಳ ಮೇಲಿನ ವಿಶ್ವಾಸವೂ ಹೆಚ್ಚಿತು.
- ಸಣ್ಣಪಟ್ಟಣ, ಗ್ರಾಮಾಂತರ ಪ್ರದೇಶಗಳಲ್ಲೂ ಸಾರ್ವಜನಿಕ ಬ್ಯಾಂಕಿಂಗ್ ಜಾಲದ ವಿಸ್ತರಣೆ ಯಾಯಿತು.
- ಕೃಷಿ, ಸಣ್ಣ ಉದ್ಯಮ ಇತ್ಯಾದಿ ಆದ್ಯತಾವಲಯಗಳಿಗೆ ಸಾಲಸೌಲಭ್ಯ ಹೆಚ್ಚಳವಾಯಿತು. ಆದ್ಯತಾ ಕ್ಷೇತ್ರಗಳಿಗೆ 1969 ರಲ್ಲಿ ಶೇ.15 ಸಾಲಸಿಗುತ್ತಿದ್ದರೆ, 1980 ರ ವೇಳೆಗೆ ಶೇ.34 ಕ್ಕೆ ಏರಿಕೆಯಾಯಿತು.
- 1969 ರಲ್ಲಿ 4,665 ಕೋಟಿ ರೂ. ಠೇವಣಿ ಸಂಗ್ರಹವಾಗಿದ್ದರೆ, 1981 ರ ವೇಳೆಗೆ ಬರೋಬ್ಬರಿ 40,000 ಕೋಟಿ ರೂ. ಗೆ ಹೆಚ್ಚಿತು ಬ್ಯಾಂಕ್ ಠೇವಣಿಗಳ ಜಾಲವಿಸ್ತರಣೆ ಫಲಕೊಟ್ಟಿತ್ತು.
- ಸಣ್ಣ ಕೈಗಾರಿಕೆಗಳು ಮತ್ತು ಕೃಷಿಯಂತಹ ಹಿಂದುಳಿದ ವಲಯಗಳಿಗೆ ಉತ್ತೇಜನ ಸಿಕ್ಕಿತು. ಇದು ನಿಧಿಯ ಹೆಚ್ಚಳಕ್ಕೆ ಕಾರಣವಾಯಿತು ಮತ್ತು ಇದರಿಂದಾಗಿ ಭಾರತದ ಆರ್ಥಿಕ ಬೆಳವಣಿಗೆಯಲ್ಲಿ ಹೆಚ್ಚಳವಾಯಿತು.

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