

## Effect of Fines on Shear Strength of Dry Saloni River Sands

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### Abstract:

In this technical note, an attempt has been made to understand the effect of plastic fines on the shear strength of sand. Two type of sands (Poorly graded sand and Well graded sand) have been selected for the present study. Cohesion of mixed sand was observed to be increasing with increase in percentage of fines. It also needs to be noted that angle of shearing resistance  $\phi$  depends upon the percentage of fines. Although angle of shearing resistance  $\phi$  of mixed sand initially increases with the fine content up to a certain limit but then it gradually reduces with further increase in percentage of fines. The addition of fines is more effective in poorly graded sand as compared to well graded sand.

**Keywords:** Poorly graded sand, Well graded sand, fine content, angle of friction

### 1. Introduction

Shear strength is one of the most important engineering properties of soil. Its determination is essentially required for solving several geotechnical problems including the stability of natural and man-made slopes, the bearing capacity of foundations, and the lateral earth pressure on retaining structures from soil backfills. For such geotechnical problems associated to sandy soils, the shear strength is greatly governed by the amount of fines, that is silty and clayey size particles having particle size smaller than 75  $\mu\text{m}$ . It is an acceptable notion that if the fines in a soil mix are plastic (plasticity index PI above A-line) then the physicochemical interactions among finer grains may influence the soil behaviour whereas if they are non-plastic (plasticity index PI below A-line) then inter-granular friction may influence the behaviour. The traditional thinking has been rather conveniently laid that if the fines content exceeds 50% of the “soil mix” then the anticipated behaviour resembles that of the finer grain soil, in general, and vice versa if it is less than 50% (Thevanayagam, 1999). Studies have been conducted to understand the effects of fines on the characteristic of sands. It includes undrained shear strength (Salgado et al., 2000; Bloomfield and Ware, 2004), liquefaction resistance and pore pressure generation (Polito and Martin, 2001; Naeini and Baziar, 2004; Sadek and Saleh, 2007; Derakhshandi et al., 2008), compressive strength (Ni et al., 2004), stress attenuation during dynamic compaction (Chen and Lin, 2002). Bloomfield and Ware (2004) carried out heavy compaction tests on coastal dune sands with varying amount of plastic fines. It has been observed that at lower moisture content the addition of 10% fines greatly increases the maximum dry density of the soil; this indicate that presence of fines in sand can increase the shear strength. The study conducted by Thevanayagam (1998) indicated that if void ratio is maintained constant, the addition of silty fines to dry sand decreases its shear strength. The contradictory results on the effects of fines (silts and/or clays) can be expected depending on the true characteristics of the fines. In this paper, an attempt is

made to investigate the effects of plastic fines on shear strength of poorly graded and well graded sands.

## 2. Experimental Programme

### 2.1. Materials

In the present investigation Saloni River sand is selected. Sand was oven dried and all the tests are carried out as per specifications in the relevant Indian Standards. Sand samples were prepared by collecting particles in the size range 4.75mm to .075 mm through sieving. Initial sieve analysis conducted on sand samples indicated that it is a poorly graded sand. Particle size distribution curve for the same is presented in Fig. 1. By adjusting the weight proportions on different sieve, the same sand is transformed to well graded sand. Specific gravity test was performed on both type of sand samples. Properties of two sand samples are summarized in Table 1.

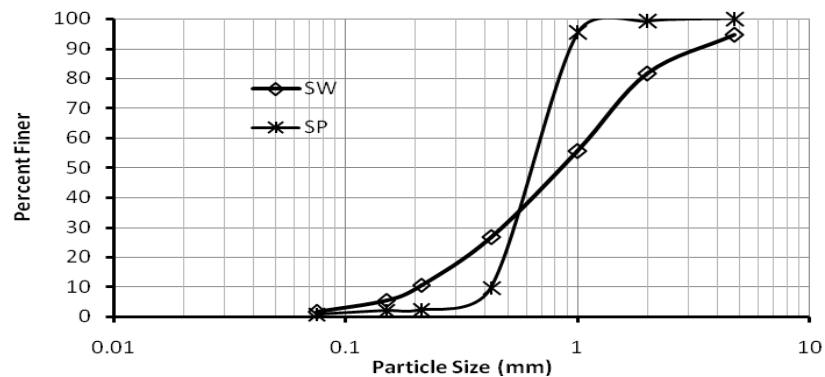


Fig. 1 Particle size distribution curve for SW and SP

**Table 1 Properties of sands and fines**

Properties	Soils		
	Well Graded Sand	Poorly Graded Sands	Fines
Specific Gravity	2.632	2.54	2.52
Uniformity coefficient $C_u$	6.000	1.667	
Coefficient of curvature $C_c$	1.004	0.920	
Liquid Limit (%)			41.7
Plastic Limit (%)			17.2
Plasticity Index (%)			24.5
% silt content			68
% clay content			32
Classification	SW	SP	CI

Fines were collected from local area near I.I.T. Roorkee Geotechnical Engineering laboratory, which have been sieved through 0.075 mm sieve and oven dried. For fines liquid limit, plastic limit, and hydrometer analysis were carried out. Resulting particle size distribution curve from hydrometer analysis is presented in Fig. 2. Other properties of fines are summarized in Table 1. As per Indian soil classifications systems, poorly graded sand, well graded sand and plastic fines used in the present study are denoted as SP, SW

and CI, respectively.

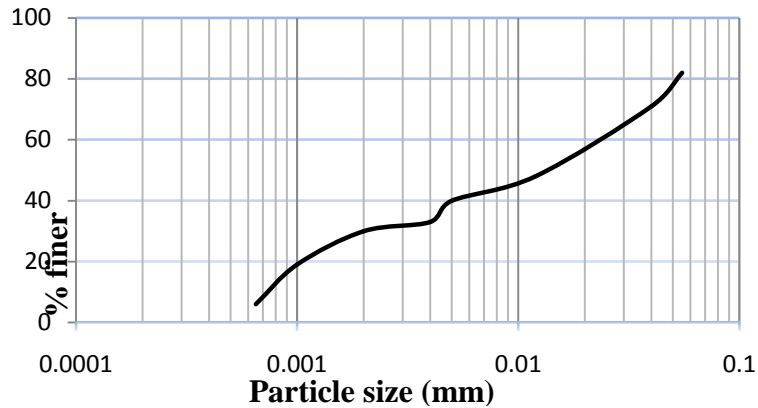


Fig. 2 Particle size distribution curve for fines

**2.2 Test Description**

To determine shear strength parameters, direct shear test have been conducted on oven dried samples as per IS: 2720 (Part 13) – 1986. In order to evaluate effects of fines, tests were conducted with different fines contents 0, 10, 15, 20, 25, 30 and 40% by weight. These tests were carried out for the both sand samples by adding fines. For each case, direct shear tests was performed for three different normal stress (100, 200 and 300 kPa). Maximum shear stress observed in each case is selected from shear stress versus displacement curve.

**3. Test Results and Discussion**

The results of direct shear tests on poorly graded sands are presented in the Fig. 3 for different percentage of fines. It is observed that for a given normal stress, the maximum shear stress is increasing initially with increase in fines up to 15 % and then it start decreasing with the further increase in fine contents. It can be concluded that 15 % fine is the optimum fine content for this poorly graded sand sample. Similar results well graded sands are presented in the Fig. 4 for different percentage of fines. In this case also similar trend is noticed with the optimum fine content as 10 % fine.

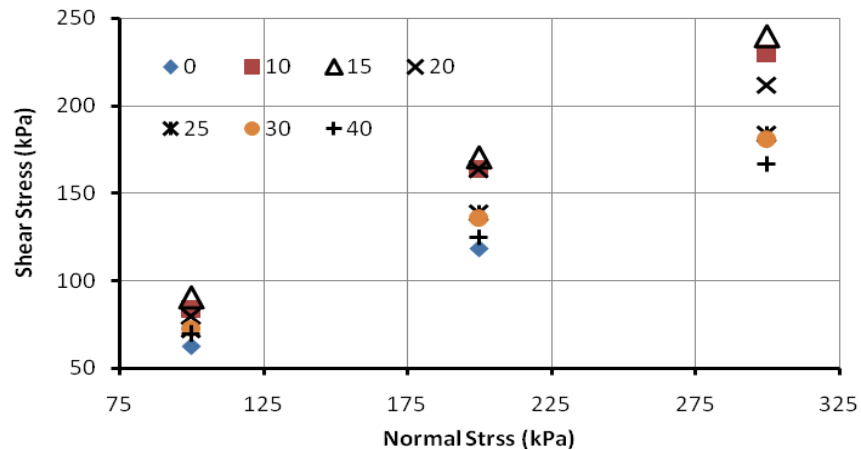


Fig. 3 Normal Stress vs. Shear Stress Plot for SP Mixed With Fines

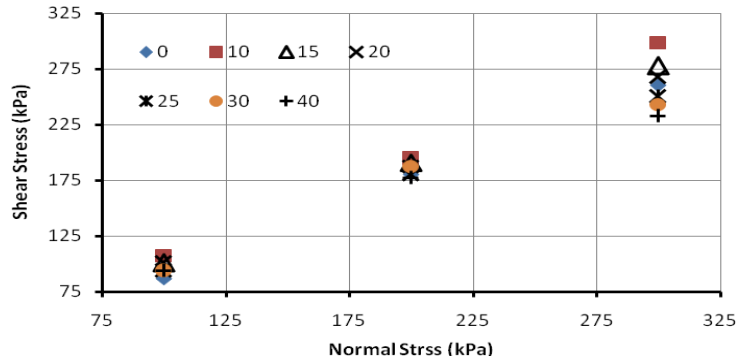


Fig. 4 Normal Stress vs. Shear Stress Plot for SW Mixed With Fines

Values of cohesion intercept and angle of frictions obtained from these tests are summarized in Table 2. Percentage change in the angle of friction with respect to zero fines, are also reported for both type of sands. The variations in cohesion  $c$  and angle of friction  $\phi$  value with percentage of fines are presented in Figs. 5 and 6.

**Table 2: Variations in shear parameter with fines**

% fine	Poorly Graded Sand			Well Graded Sand		
	$c$ (kPa)	$\phi$	% change ( $\phi$ )	$c$ (kPa)	$\phi$	% change ( $\phi$ )
0	2.31	30.54		2.31	40.96	
10	12.73	36.09	18.18	9.26	43.65	6.58
15	17.36	36.72	20.24	12.73	41.51	1.34
20	19.67	33.38	9.31	16.20	39.79	-2.84
25	20.83	29.03	-4.95	20.83	37.99	-7.25
30	21.99	28.28	-7.40	25.46	36.72	-10.34
40	23.14	25.92	-15.13	28.93	34.76	-15.13

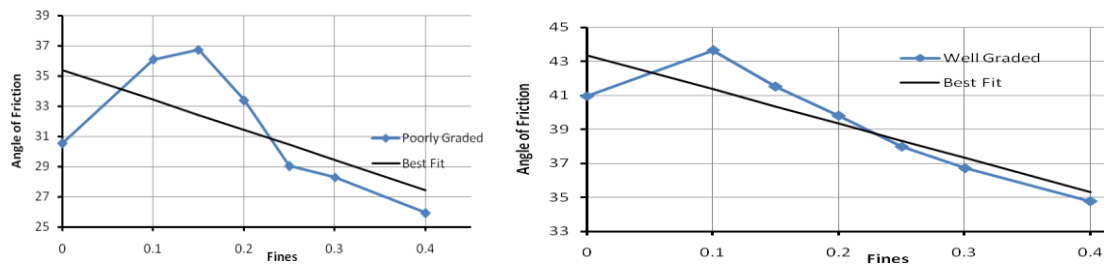


Fig. 5 Effect of fines on angle of internal friction

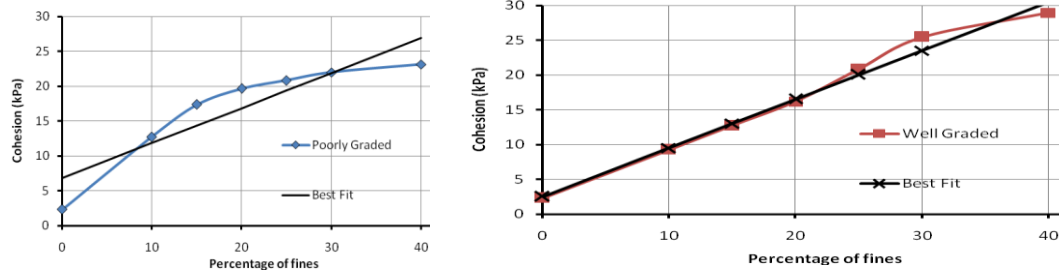


Fig. 6 Effect of fines on cohesion intercept

Cohesion of poorly graded sand was observed to be increasing with increase in percentage of fines. It also needs to be noted that angle of shearing resistance  $\phi$  depends upon the percentage of fines. Although angle of shearing resistance  $\phi$  of poorly graded sand increases with the fine content up to a limit of 15% but then it gradually reduces with further increase in percentage of fines. The addition of 15% fines increases the angle of shearing resistance  $\phi$  about 20.24% for poorly graded sand. For well graded sand, the peak value of  $\phi$  has been attained around 10% fines. Beyond 10%, it tends to decrease with further addition of fines.

Best fit to the obtained values of angle of friction and cohesion intercept for mixed soil was attempted considering following mathematical relation based on principle of weighted average.

$$C_{av} = p C_F + (1 - p) C_S \quad \dots(1)$$

$$\phi_{av} = p \phi_F + (1 - p) \phi_S \quad \dots(2)$$

In which,  $p$  is fraction of fines and suffices  $F$  and  $S$  denote the individual parameters for fine and sand respectively. Cohesion intercept nearly follows the above expression indicating almost linear increase in cohesion with percentage of fines. Average trend of angle of friction is reduction with percentage of fines. But in the case of angle of friction, considerable increase in angle of friction is observed till an optimum value in the initial portion of the curve. This increase in angle of friction may be attributed to increase in the density of soil.

#### 4. Conclusion

Following conclusions can be summarized from the present study.

1. The cohesion of sandy soil will increase with increase in percentage fines.
2. For poorly graded sand peak value of  $\phi$  (20% increase) has been achieved at around 15% fine content.
3. For well graded sand peak value of  $\phi$  has been achieved at around 10% fine content with increase of 6.5%.
4. Addition of fines increases  $\phi$  for poorly graded sand is greater than in well graded sand. The addition of fines is more effective in poorly graded sand as compared to well graded sand.

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## **An Overview of E-Collection in College Libraries of Mumbai**

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### **Abstract:**

Digital information has become an important aspect since last few years. It became an essential criterion for NAAC, AICTE etc. It was observed that the digital collection development is in a nascent stage in college libraries in Mumbai. Almost all librarians are willing to join the bandwagon of digital libraries but found themselves handicapped due to lack of clear guidelines, expertise, lack of adequate funds and management support.

**Keywords:** Collection Development, College Libraries, Digital Libraries.

### **Introduction:**

Since times immemorial libraries are considered as repositories of knowledge. Information, be it in the form of clay tablets, silk, vellum or paper, was collected and preserved in libraries. The paper format covers major chunks of information in libraries even today, as it began long long ago, in the 8th century and has continued since then. From mid-20th century, with the introduction of computers and internet, a new format of information came into picture – i.e. Digital information.

In the case of college libraries of India, since last few years, Digital information has become an important aspect. It became an essential criterion for NAAC (National Assessment and Accreditation Council) best practices. Regulation bodies like AICTE are insisting that professional course colleges should subscribe to E-journals for their libraries. Organizations like UGC (University Grant Commission) and INFLIBNET (Information and Library Network) started offering internet connections and e-resources like NLIST (National Library and Information Services Infrastructure for Scholarly Content) on a marginal or no-fee basis to college libraries. As a result, today every single library has Digital Information at least in the form of computerized catalogue or CDs accompanying books.

It is this scenario that has inspired the present study about the status of Digital collection in various college libraries in Mumbai. The researchers surveyed and interviewed around 40 librarians in Mumbai and collected data on Collection development and Management strategies for Digital collection.

### **Current Scenario:**

The rapid advances in digital technologies have provided not only vast amount of information available to users but also an increasing variety of formats to package that information. The college libraries have to cope with this new paradigm of ongoing explosion of information that touched the very core of the mission of academic libraries. These changes have forced the college librarians to deliver new services and perform new functions. The study tried to gauge the modes adopted by college libraries in dealing with the Digital collection.

**Significance of Digital collection:**

There is no doubt in the minds of librarians or users about the importance and usefulness of the Digital collection. When asked about the usefulness of Digital collection and services, over 80.56% of respondents said that e- resources were moderately or crucially important to their users. Over 88.89% said that it saved time and resources. About 94.44% considered that it enhanced the reputation of the library. About 5.56% said that Digital collection and services lead to resource generation.

**Digital collection Policy:**

To ensure a systematic Digital collection development a well defined Digital collection Policy is essential. A written Digital collection Policy is a valuable tool for better management of Digital collection. It should guide as to how to negotiate for the requirements of libraries and their users. It should also take care of various aspects of Collection development in detail. During the survey it was observed that no college library has any such defined policy for Digital collection.

**Budgetary Issues:**

The first and foremost aspect of library services is the Budget allocation. There is no separate mention of allocated funds for Digital collection in the UGC guidelines. This ambiguity confuses some librarians and makes them hesitant to spend on e- resources. As a result, cent-percent interviewees responded that they do not allot any separate funds for Digital collection. However, almost all spend 5 to 30% of their total budget on Digital collection. They expected to spend the same or more on this in the next few years. Nearly 58.33% of respondents indicated a willingness to redirect some of their existing funds in order to digitize the collection.

**Acquisition, Access and Preservation (AAP) of digital collection:**

While subscribing to the digital collection, it was observed that the librarians were concerned about the authenticity and reliability of the information providers. They gave preference to information providers with a **proven track record** such as INDEST-AICTE Consortium or INFLIBNET's UGC-Infonet Digital Library Consortium.. The interviewees responded that dependence on such standard information providers helps to get quality products at best deals. They experienced that the customization of products and services and troubleshooting become more feasible in such cases due to the availability of homogeneous user groups.

Librarians also make use of free information available via internet on various topics of interest. About 25% of surveyed libraries provide links to free e- resources. More than 88.89% of respondents indicated that they download content to a local PC and consider it as part of their collection.

The librarians process the Non-book materials viz CD ROMs, DVDs by classifying, cataloguing and assigning keywords. Almost no librarian tries to provide metadata to download WebPages due to their complex nature.

As regards to preservation, about 11.11% of respondents indicated that they bought the same content in duplicate formats. Special storage units and change of formats are adopted by very few as preservation measures. Though aware of Intellectual Property Rights, 86.11% librarians are not clear about the same and try to collect copyright free material only.



It was observed that librarians monitor the use of Digital collection and services with the help of feedback, number of queries received and number of hits. Librarians educate the users to use Digital collection and services with the help of various methods like Hands -on Training, Orientations, PowerPoint presentations, Brochures, Help Desk, Ask a Librarian Service, etc.

**Problems faced:**

Reasons for hesitation in developing e-collection were scarcity of adequate funds, lack of expertise, manpower, and unacceptable terms in the license agreement of the publisher. Concerns involve access versus ownership, Preservation, Inter- library loan issues, password requirements of the publisher and/or provider inability to support IP authentication, etc. Almost all agreed that clear guidelines and trained staff is a must.

When asked about problems faced during accessing Digital collection and services the common complaints were that there were too many places to search, broken e-links, changed or nonworking URLs, slow pace of download, etc.

**Future Plans:**

About 22.22% of respondents said they have unique collections that would benefit their users if digitized. When asked about the type of in-house digital collection the Library should begin to collect and preserve they mentioned multimedia materials, dissertations, scholarly papers, lecture notes, syllabi, college magazines, prospectus, handbooks, question papers, etc.

**Conclusion:**

It was observed that the digital collection development is in a nascent stage in college libraries in Mumbai. Almost all librarians are willing to join the bandwagon of digital libraries but found themselves handicapped due to lack of clear guidelines, expertise, lack of adequate funds and management support. An in-depth knowledge of creating ICT infrastructure and collection development will enable the librarians to disseminate information effectively to their user community in a digital environment.

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## **Relative Importance of Height Explosive Power and Strength Endurance on Badminton Playing Ability**

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### **Abstract**

The purpose of the study was to find out the relationship between height, explosive power and strength endurance on badminton playing ability of college men volleyball players. To achieve the purpose of the study ,fifteen college Badminton players who participated in the inter-university level Badminton tournament were selected as subjects at random. For the study playing ability was selected as dependent variable for the study. And also the following variables such as height, explosive power and strength endurance were selected as independent variable for the study. The selected variables like height was measured by using stadiometer, explosive power by sergeant jump and strength endurance by sit ups. The selected performance related variable such as playing ability was measured with the help of three judges. The pearsons product moment correlation was used to find out the relationship between the selected independent variables and playing ability of college men Badminton players. The results of the study showed that there is a significant relationship at .05 level of selected height, explosive power and strength endurance.

Key words: Badminton , Playing Ability, Explosive Power, Strength Endurance

### **Introduction**

The identification of physical characteristics in a sport modality contributes to its success and enables to spot differences among athletes of different modalities, which is of great interest for both sport coaches and scientists. Sports performance is based in a complex and intricate diversity of variables, which include physical (general and specific conditions), psychological (personality and motivation) and body (body morphology, anthropometry and body composition) factors. The relationship between morphological variables and sports performance is the object of study of anthropometry and is an important element to be analyzed. Studies have pointed out the importance of physical characteristics for different sports such as volleyball (Duncan et al, 2006; Malousarisa et al, 2007), rugby (Gabbett, 2002), and basketball (Neto e César, 2005). Successful sporting performance at elite levels of competition often depends heavily on the explosive leg power of the athletes involved. In many individual sports such as Track and Field events, Gymnastics and Diving the ability to use high levels of strength as quickly and as explosively as possible is essential to perform at elite levels. Many team sports also require high levels of explosive power, such as Basketball, Volleyball, Netball and the Rugby and Football codes for success at elite levels of competition.

Assessment is most often thought of as the portion of the training program that

occurs after an athlete has been trained. But if you want to know where you're going, you first need to determine where you're coming from. Assessment before and during a badminton training program allows for testing of various athletic abilities to determine strengths and weaknesses. Many movements in sports tend to be repetitive. Constant repetition can cause incorrect muscular movement patterns. These athletic weaknesses will more than likely influence your tests results. Understanding common movement patterns is helpful in determining appropriate assessment tests for your badminton training. Skills test batteries have been used in physical education and in sport to assess various components of the skills of players. These assessments served the teacher and coach to determine a player's level of ability, or their progress, weaknesses and strengths. These test batteries for sports performance usually dealt with the physical fitness components like strength and endurance, or the motor skills components, like speed, agility, power, or accuracy. Testing helps athletes and coaches assess athletic talent and identify physical abilities and areas in need of improvement.

Data has been produced for many elite individual and team sport athletes for physical and physiological characteristics, including standing vertical jump scores, related to specific sports performance (Black. & Roundy, 1994; Coutts, 1976; Latin, et al., 1994; Sawula, 1991). Greater the general quality of speed, strength, power, endurance, flexibility and agility the more quickly will be the specific skill he learned and once learned the better will be the performance (Belay, 1987). Participation requires expertise in many physical skills and performance is often dependent on an individual's fitness level. However, few studies in the literature have investigated physical and physiological characteristics of badminton (Faude et al, 2007; Chint et al, 1995; Cabello e González-Badillo, 2003).

## **Methodology**

### **Subjects and Variables**

Fifteen male Badminton players from various universities in the inter university tournament were randomly selected to take part in the study. The following criterion variables playing ability and independent variables (standing height, explosive power and strength endurance) were considered in the study. The selected variables were assessed by using standard testing procedures. The selected variables like height was measured by using stadiometer, explosive power by sergeant jump and strength endurance by sit ups. The selected performance related variable such as playing ability was measured with the help of three judges in the inter university tournament. In order to study the relationship between the criterion and determinant variables and inter relationship between determinant variables were computed, using the method of Pearson's product moment correlation. The level of significance was accepted at  $P < 0.05$ .

## **Results**

The mean and standard deviation values among the criterion and the selected independent variables were presented in table-I

### **TABLE-**

#### **The Mean And Standard Deviation Of Height , Explosive Power ,Strength**

**Endurance And Playing Ability Of Badminton Players**

Variables	M	S. D	N
Height	177.66	2.87	15
Explosive Power	54.80	4.26	15
Strength Endurance	47.66	2.46	15
Playing Ability	18.06	1.53	15

The correlation coefficient values on height, explosive power and strength endurance on playing ability of badminton players were presented in table-II

**Table-II**  
**Correlation Coefficient Values on Height, Explosive Power and Strength Endurance on Playing Ability of University Male Badminton Players**

Variables		Height	Explosive Power	Strength Endurance
Height	Pearson Correlation	1		
Explosive power	Pearson Correlation	.847(**)	1	
Strength endurance	Pearson Correlation	.769(**)	.774(**)	1
Playing ability	Pearson Correlation	.747(**)	.854(**)	.780(**)

Significant at .05 level is .641

The correlation coefficient of badminton playing ability with height, explosive power and strength endurance was significant at 0.05 level, since the obtained value of 0.747, 0.854 and 0.780 respectively was greater than the required value of 0.641 for 13 degrees of freedom. The results of the study indicate that the selected variables were highly correlated with badminton playing ability.

**Discussion**

In the physical fitness, mental and skill of relationship of badminton study, Whetnall and Morris (1981) presented: "badminton is a game of skill, speed, power and control. Chi (1996) studied a specific badminton physical fitness testing on badminton singles players. The results showed that elite badminton male players must be muscle strength, muscle endurance and agility, and elite badminton female players must be footwork, cardiorespiratory function, power and agility. Chin etc., (1995) investigated sport specific fitness testing of elite badminton players. The subjects are twelve Hong Kong national badminton team players. A low correlation ( $r = 0.65$ ) was found between the physiological assessment and subjective ranking. This may be explained by the requirements of other factors besides physical fitness, which contribute to success in elite

level badminton competition. Based on the results of the present study, we highlight anthropometric and motor test characteristics of young badminton athletes. In endurance sports, body morphology together with physical, technical, tactics, and psychological variables need to be taken into account as they are important factors for selecting athletes.

### **Conclusion**

From the results obtained after analyzing the data, it was concluded that height, explosive power and strength endurance have a significant relationship with badminton playing ability among university players.

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## **A Comparative Study on Biceps Muscle Girth, Calf Muscle Girth and Thigh Muscle Girth of High and Low Performance Badminton Players of India**

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### **Abstract**

This study was conducted to compare the biceps muscle girth, calf muscle girth and thigh muscle girth of high and low performance male Badminton players of India. High performance Badminton players were selected from Indian open grand prix Badminton tournament 2008, Badminton academy Lal Bahadur indoor stadium Hyderabad and Tata open All India senior ranking Badminton tournament 2008 held at gymkhana club Mumbai. Low performance Badminton players were selected from north zone Badminton tournament 2009 and open district Badminton tournament held at Aligarh 2009. The Z- test was used to test the significant difference between mean biceps, calf and thigh muscle girth. Statistical analysis revealed that mean biceps muscle girth and calf muscle girth of high performance Badminton players were significantly greater than the mean biceps muscle girth and calf muscle girth of low performance Badminton players. Where as insignificant differences were observed in the mean thigh muscle girth of the two groups.

### **Introduction**

The physical activity and athletic training can also change body composition. Under activity, the proportion as well as absolute amount of lean body mass increase at the expense of fat (Parizkova 1968).

Fundamental skills of Badminton like servicing (low serve, drive serve, high serves and flick serves), lifts, smashing and blocking, requires a specific type of physique having specific musculature.

The purpose of this research work was to compare biceps muscle girth, calf muscle girth and thigh muscle girth of high and low performance Badminton players of India.

Keeping in view the objectives of our study 50 subjects each from high and low performance Badminton players of our country were selected.

### **High performance Badminton players were selected from:-**

1. 20 subjects were selected from **Indian open grand prix Badminton tournament 2008** held at Gachibowli stadium Hyderabad from 1<sup>st</sup> to 6<sup>th</sup> April 2008.
2. 10 subjects were selected from **Dronacharya Awardee Mr.S.M.Arif's( Ex. Chief national coach) Badminton academy at Lal Bahadur indoor stadium Hyderabad** from 1<sup>st</sup> to 6<sup>th</sup> April.
3. 20 subjects were selected from **Tata Open all India Senior ranking Badminton tournament 2008** held at gymkhana club Mumbai from July 27<sup>th</sup> to 31<sup>st</sup> 2008.

### **Low performance Badminton players**

1. 20 subjects were selected from **Open district Badminton tournament** held at Aligarh 2009.

### Collection of Data

The Badminton players of the two categories were approached through coaches and managers of the teams participating in the above mentioned tournaments. The anthropometrical and physiological measurements were taken in the way described below.

#### 1) Biceps muscle girth

The subject was made to raise his right arm to the horizontal position in the sagittal plane with the fully supinated forearm flexed at the elbow to an angle of 45°. The subject was encouraged to 'Make a muscle' by fully tensing his biceps. The measurement was taken with the help of measuring tape wrapped at right angles to the long axis of the upper arm where the maximum girth was affected.

#### 2) Calf muscle girth

The subject was made to stand erect with body weight equally supported on both legs. The measuring tape was wrapped around the right lower leg and measurement was taken at right angles to the axis of lower leg where it was maximum.

#### 3) Thigh muscle girth:

The Subject stood erect with arms by sides. The tape was positioned horizontally just below the gluteal furrow about 2/3 of the distance from the mid-knee to the crotch. The measurement was taken with help of measuring tape.

### Statistical Procedure

Reiterating the objective of the study we have to point out that we intend to investigate the anthropometrical and physiological differentials between high and low performance Badminton players. Thus, Z test is used to test the significance of difference between physiological and anthropometrical parameters of high and low performance Badminton players. Z test is based on normal probability distribution and is used for judging the significance of several statistical measures, particularly the mean. It is the most frequently used test in research and is generally used for judging the significance of difference between means of two independent samples, when sample size is more than 30 (C.R. Kothari, 1998).

### Level of significance

The differences in various variables of high and low performance Badminton players were tested at 0.05 level of significance.

**Table – 1 : Biceps muscle girth**

Biceps muscle girth	High performance Badminton players	Low performance Badminton players
Mean	29.68	27.8
Standard Deviation	2.40	2.56
Obtained value $ Z $	3.79	
The mean biceps muscle girth of high performers is greater than the mean biceps muscle girth of low performers by 6.76%.		

\* Significantly at 0.05 level.

\* Z value for one tail test to be significant at 0.05 level 1.68

Table -1 Shows significant obtained Z -value for one tail test, which leads us to conclude that the mean biceps muscle girth of high performance Badminton players is significantly greater (6.76%), than the mean biceps muscle girth of low performance

Badminton players.

**Figure -1**

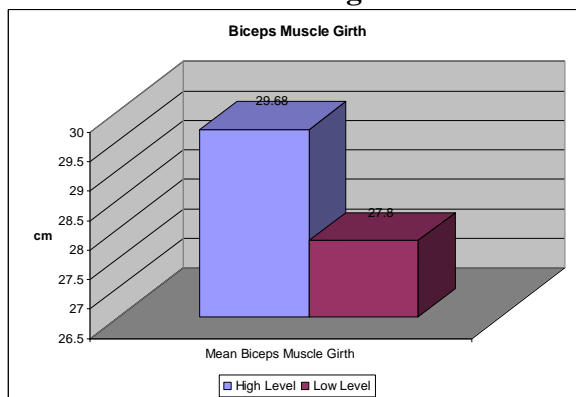


Figure -1 Mean biceps muscle girth of high performer and low performer Badminton players.

**Table - 2 : Calf muscle girth**

Calf muscle girth	High performance Badminton players	Low performance Badminton players
Mean	34.88	33.30
Standard Deviation	1.93	2.38
Obtained value $ Z $	3.65	
The mean calf muscle girth of high performers is greater than the mean calf muscle girth of Low performers by 4.74%.		

\* Significantly at 0.05 level.

\* Z- value for one tail test to be significant at 0.05 level 1.68

Table -2 Shows significant obtained Z -value for one tail test, which leads us to conclude that the mean calf muscle girth of high performance Badminton players is significantly greater (4.74%), than the mean calf muscle girth of low performance Badminton players.

**Figure-2**

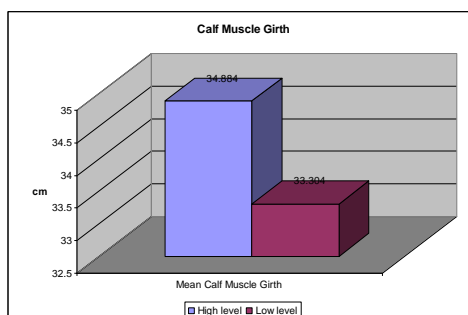


Figure -2 Mean calf muscle girth of high performer and low performer Badminton



players.

**Table -3 : Thigh muscle girth**

Thigh muscle girth	High performance Badminton players	Low performance Badminton players
Mean	49.55	49.81
Standard Deviation	3.44	4.04
Obtained value $ Z $	0.34	

\* Z- value for one tail test to be significant at 0.05 level 1.68

Table -3 Shows insignificant obtained Z- value for one tail test, which leads us to conclude that the mean thigh muscle girth of high performance Badminton players is insignificantly lesser than the mean thigh muscle girth of low performance Badminton players.

**Figure-3**



Figure - 3 Mean thigh muscle girth of high performer and low performer Badminton players.

**Discussion of Findings**

Statistical analysis had revealed that the mean biceps muscle girth of high performance Badminton players is significantly greater (6.76%), than the mean biceps muscle girth of low performance Badminton players. Further the mean calf muscle girth of high performance Badminton players is significantly greater (4.74%), than the mean calf muscle girth of low performance Badminton players. Also the mean thigh muscle girth of high performance Badminton players is insignificantly lesser than the mean thigh muscle girth of low performance Badminton players.

Zhdanova (1962) studied athletes under training of different intensities in order to determine the relationship between changes in body composition and oxygen consumption, and creatinine excretion, at rest under basal conditions. Besides providing further evidence of changes in body composition in relation to intensity of physical activity she demonstrated a positive relationship between creatinine excretion and oxygen consumption at rest and proportion of LBM.

In 1964, Kuta and associates examined men in their 7<sup>th</sup> decade of life and found greater proportion of LBM. Because of continuity in sports throughout life, they were more proficient in a number of sports than non-sporting men of equal age.

By factoring body composition and several motor aptitude items **Ismael and associates (1963)** concluded that muscular fitness is more closely related to the proportion of LBM than to the total LBM. Similarly **Leesy and colleagues (1965)** found that physical performances in which the whole body must move are dependent primarily on the proportion of LBM. They found statistically non-significant relationship between LBM or proportion of LBM and the rate of response of heart to exercise in adults. They developed regression equations for calculating body composition from performance in various tests ( Pull-ups, standing broad jump,etc ). **Christian (1964)** found a relationship between body composition and motor aptitude in pre-adolescent boys.

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## **Role of Age and Environment in Second Language Acquisition**

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### **Abstract :**

Age plays a significant role in language learning. From the age of one, we naturally begin language learning, as we listen to the conversations of our parents and people in our surrounding. This method is also known as the audio-visual and structure-global method. This article discusses how age effects the learning of a foreign language and its pronunciation, and the 'golden age' when a person is most susceptible to grasping completely a second language without relying on the mother tongue. It is therefore, the duty of parents, and the moral responsibility of teachers, to help children to benefit from this opportunity their age gives them to become acquainted with languages other than their own. It would be unforgivable if we neglected or ignored the exceptional linguistic potential of our children.

### **Role of Age and Environment in Second Language Acquisition**

Language learning is a complex process involving linguistic, paralinguistic and situational factors. It involves hearing, sight and the body as a whole, it is a Biological phenomenon

According to Bialystok "The correspondence between language structures in the first and the second language is the most important factor affecting the acquisition." It is obvious that, once students have learned their mother tongue, the task of learning a second language is made easier by the intellectual maturity they gain, partly as a result of their acquisition of the first language, and partly by their acquired hearing ability and experience with first language. Structures, although the extent of this influence varies and it may fail to touch some age groups entirely, on the whole, it is an important factor in determining a student's progress in the new language. Thus the age influence on the ability to learn a second language. According to Bialystok "young learners acquire second language with greater success than adult learners", but he attributes this success not to the existence of critical period but to other factors such as the time one dedicates to language learning and motivation.

### **The audio-visual and structure-global (AVSG) method**

The AVSG method, perceiving language as an overall entity, makes use of all elements of total language environment:

- a) situations
- b) intonation, rhythm, sentence tempo, pauses
- c) gestures and mimicry, body language
- d) feelings and emotions.

By placing particular emphasis on the spoken language, AVSG encourages students to absorb these elements by using audio-visual equipments in simulated communication situations. Particularly in the first lessons, repetitions are used as means of teaching proper pronunciation and the meaning of a certain number of words and grammatical structures found in situations in which these words, grammatical forms and, later on, syntactical structures are used.

Rather than learning vocabulary by rote, the student learns thorough the repeated

use of words and grammatical structures in a variety of contexts. As the student improves, this variety is increased. Some repetition is, however, used, especially in the early stages, because it helps to establish good pronunciation, board vocabulary and an awareness of grammatical and syntactical structures. Repetition plays a major role in the verb tonal system.

#### **A Golden Age :**

David Singleton: "The one interpretation of the evidence which does not appear to run into contradictory data is that in naturalistic situations those whose exposure to a second language begins in childhood in general eventually surpass those whose exposure begins in adulthood, even though the latter usually show some initial advantage over the former."

The best age of children for learning a foreign language is under 5 or 6 years. Social conditions permitting, at this age, the brain of the average child is able to handle the mother tongue spontaneously and almost completely. Once the child is 6 or 7 years old, age becomes a limiting factor in the quick and spontaneous acquisition of a second language. This conclusion is based on an examination of the positive and negative aspects of a child's use of phonemes. Children over 6 years of age begin to perceive the phonemes of the second language in terms of their mother tongue and they therefore make corresponding language transfers. In human terms, this is a positive as well as a negative element, because the child demonstrates his or her high level of intelligence and skill in his or her mother tongue by making these language transfer mistakes.

Children under 6 are best able to learn a second language because, at this stage of their development, the phonetic and phonological system is not yet completely dependent on the psycholinguistic structures of their mother tongue.

#### **Pronunciation Difficulties :**

Davis and Kelly whose experiments examined the vocabulary component of language and did not find sensitive period effects. They add that although "one's ability to learn the phonology and syntax of a new language later in life would be compromised, vocabulary acquisition is much more open-ended as new words are encountered throughout life."

Once beyond the golden age for second language learning, the child begins to stumble over the pronunciation and grammar of the second language, the mother tongue begins to interfere to some extent in the phonetic, phonological and grammatical area particularly syntactical structures of that language. However, such mistakes are quickly corrected and, in most cases, will disappear after the child has listened to the model a second or third time. Since the mother tongue does not cause any systematic language transfer, such mistakes are not deeply rooted and the psycholinguistic influence of the mother tongue may be counteracted by simple exposure to the correct sound.

#### **Intellectual Learning :**

Around the ages of 9 or 10, the child begins to perceive the phonetic and phonological system of the second language in terms of the linguistic system of his mother tongue. Because of the role the mother tongue plays in the child's internal language, in the development and expression of his or her intelligence, emotions and behaviour. It may be said that, from the age of 9, psycholinguistic as well as linguistic and

phonological forces have a permanent impact on the brains selective processes whereby it reacts to sound stimuli produced by the phonemes of the second language and transmitted to the brain in the form of nerve impulses.

Children within the upper and lower limits of this age group are capable of correctly imitating a second language model either after hearing it for the first time, or else they are able to correct themselves very quickly. They almost always imitate the rhythm and intonation of this second language as soon as they hear the correct mode. In this age group, however, the child is controlled by the psycholinguistic forces of his or her mother tongue and reacts according to a system of substitution that is based on that language. This happens when the brain is no longer able to make the right perceptive selection and the child is unable to repeat a group of second language phonemes correctly.

This characteristic is the hallmark of the adult period when the ability to hear the second language is totally conditioned by the linguistic system of the mother tongue. It is, therefore, at this stage that the acquisition of a second language demands relentless application and first class teaching methods.

#### **Bilingual Environments : .**

Marcotte and Morere showed that “environmental deprivation leads to a typical brain organization as regards language functions.” The need to communicate is of great importance for language acquisition, it is a big incentive to the learner. This need is the pressure that Hurford refers to when he argues that the capacity to acquire language “was helped to happen by selective pressure resulting from the enormous usefulness of language.”

Essentially, there are two types of bilingual environments in which children may learn a second language.

The first is found in children whose parents each speak different mother tongues or in children who are born in a foreign country and remain in permanent contact with the children of that country.

When the parents speak different language, their children become bilingual more easily if both adults always speak to their child in their respective mother tongue. Since language is a biological phenomenon, the child will learn to speak to each of his parents in the appropriate language. Such children will not even realize they are jumping from one language to the other because they do so unconsciously. Since young children use language mainly for practical purposes, they quickly pick up practical expressions in the appropriate language. Such children become perfectly bilingual because both languages are being acquired while the brain is in a period of intense growth and developing a broad variety of neurological connections. The languages are absorbed by the growing brain which categorizes the different linguistic structures so that the child learns to speak both language in a spontaneous and natural manner. The same phenomenon occurs in children born in foreign countries, although the sources of stimulation are different. In the first case, those sources were the two parents, in the second, the child's environment in the foreign country provides the source for one language and the parents the source for the other.

According to Karshen “a mental block, caused by affective factors that prevents input from reaching language acquisition device.” The filter rise when students have

stress, lack of confidence and motivation. If students have good motivate and feel themselves relax, the filter decrease. For example, though all students level and conditions are the same , some students get high grades, some get low.

**Conclusion :**

Thus,the ideal age for second language learning and the need for specially favorable teaching conditions to achieve it, if not perfect bilingualism, then, at least, is linguistic excellence in a second language. It is, therefore the duty of interested and concerned people, and especially the duty of teachers, to allow children to exploit the unique opportunity their age gives them to become if bilingual in the appropriate way. It would be unforgivable if we neglected or ignored the exceptional linguistic potential of our children.

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## Comparison on Some Selected Psychological Variables among the Chhau, Manipuri and Santhali Dancers

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### Introduction:

Dance is an art form that generally refers to movement of the body, usually rhythmic and to music, used as a form of expression, social interaction or presented in a spiritual or performance setting. Dance may also be regarded as a form of nonverbal communication between humans. Motion in ordinarily inanimate objects may also be described as dances.

Definitions of what constitutes dance are dependent on social, cultural, artistic and moral constraints and range from functional movement (such as folk dance) to virtuoso techniques such as ballet. Dance can be participatory, social or performed for an audience. It can also be ceremonial, competitive or erotic. Gymnastics, figure skating and synchronized swimming are sports that incorporate dance, while material arts kata are often compared to dances. Dance movements may be without significance in them, such as in ballet or European folk dance, or have a gestural vocabulary/symbolic system as in many Asian dances. Dance can embody or express ideas, emotions or tell a story. Dancing has evolved many styles and every dance, no matter what style, has something in common. It not only involves physical fitness with special reference to flexibility and body movement, but also physics. If the proper physics is not taken into consideration, injuries may occur.

During the first millennium BCE in India, many texts were composed which attempted to codify aspects of daily life. In the matter of dance, Bharata Muni's Natyashastra is one of the earlier texts. Though the main theme of Natyashastra deals with drama, dance is also widely featured, and indeed the two concepts have ever since been linked in Indian culture. The text elaborates various hand-gestures or mudras and classifies movements of the various limbs of the body, gait, and so on. The Natyashastra categorized dance into four groups and into four regional varieties, naming the groups: secular, ritual, abstract, and interpretive. However, concepts of regional geography have altered and so have regional varieties of Indian dances. Dances like Chhau, Manipuri, and Santhali, which after decades long debate, have been considered as the folk dances in the present day Indian culture. Peoples at different regions in India are retaining these folk dances as a culture and practiced vigorously till today.

The etymological root of the word Chhau is traced to the Sanskrit 'Chhaya' or shade, referring to the mask used by the dancers. Chhau dance is evidently a war dance and it is very popular in some parts of West Bengal and Orissa. The steps and movements, the attack and defense, the performers are each holding a sword and shield during dance. Chhau is based on mythology, everyday life, aspects of nature or just a mood or emotion. Rituals connected with Chhau spread throughout the year beginning from Dussehra. Actual training of the Chhau starts from the day of Sri 'Panchami'. A number of rituals are performed primarily to call upon the divine blessing. Music is based on Hindustani

Ragas. The accompaniment is with a Nagra, a huge kettledrum, Dhol, a cylindrical drum, and Shenaris or reed pipes. It is a type of dance which takes utmost care in expressing emotion and feeling-anger, fear, laughter,

wonder or sorrow. Chhau dance follows certain fundamental traditions of the classical modes as detailed in the ancient treatises. The solo dancers were simply displaying stylized vigorous movements with sword and shield in hands.

Manipuri, an indigenous dance is performed still in temples and religious occasions, inextricably woven into the lives of the people of Manipur, the north eastern part of India. This dance form is a very much living tradition. A genuine Manipuri dance performance offers a glimpse of a rare and ancient civilization still extant. This style is multifaceted, ranging from the softest feminine to the obviously vigorous masculine. Dignified grace is to be found in every aspect and the range it offers in technique, rhythmic and tempo makes a Manipuri recital an absorbing and exhilarating experience. Manipuri dance is a generic name and covers all the dance forms of this land. According to legend, Lord Shiva and his consort Parvati danced in the valleys of Manipur to the accompaniment of the Ghandharvas to the celestial light of Mani (jewel) from the head of the Atishesha, a serpent and that is how it has come to be called Manipuri.

Santhal is one of the most abundantly found tribes in India. The Santhal are the largest group of Munda people, who live in Bihar, Orissa, West Bengal, and Jharkhand. Santhal tribe has a rich cultural lineage and immense solidarity. They move to the beats of music, to celebrate the glory of nature, raise a message and offer prayers to the presiding deity of their tribe, through a dance known as Santhal dance. Santhal dance is considered to be one of the best tribal folk dances of India which offers immense vibrancy and cheerfulness. This dance is supposed to be a replica of the folk dance of Madhya Pradesh. Santhal dance is generally performed by the men and women of the Santhali tribe. It often covers issues related to gender and land rights. While performing, the male Santhali dancers are dressed up in dhoti and make use accessories, like turban, tree leaves, flowers and bushes, during the dance. The dance is basically performed on special occasions. During the spring festival, it is performed to the glory of nature. Santhali dance is accompanied with folk music instruments like flutes, pipes, drums and cymb.

Dancers can develop their physical fitness through regular dance practice. As a physical activity and a creative art form, it is believed that dance can make a significant contribution to the healthy-living agenda. Anecdotally it is known that dance has the potential to motivate and excite young people. It provides an active, non-competitive form of exercise that has potential positive effects for physical health as well as mental and emotional wellbeing. Dance can be a way of engaging young people, especially girls, in physical activity.

Research in the field of Physical Education and Sport suggests that physical activity can have a positive effect on physical fitness and general psychological wellbeing. For example, studies have shown that physical activity increases lung function capacity, flexibility, and aerobic capacity. In addition, various psychological benefits, such as self-esteem, have also been enhanced.

To evaluate and to compare the effects of 3 different types of music therapy interventions on levels of depression, stress, anxiety, and anger of female clients in



substance abuse rehabilitation Cevalco AM et.al (2005) conducted a study on ten females and stated that individuals reported a decrease in depression, stress, anxiety, and anger immediately following the music therapy sessions.

McKinley P et.al (2008) conducted an experimental study on 30 older adult persons aged between 62-91 who had undergone through 10 weeks of tango class and walking group to find out the effect of a community-based Argentine tango dance program on functional balance and confidence. Using two way analysis of co-variance of pre, post and one month intervention of selected parameters they concluded that although both interventions are effective activities for increasing strength and walk speed, tango might result in greater improvements than walking in balance skills and in walking speed in the 10-wk intervention.

To determine upto what extent female physical fitness and self-concept are affected by dance team participation in high school, Blackman L et.al (1988) conducted a research experimentally on the effects of dance team's participation on physical fitness and self-concept of female adolescent. Eight dancers were tested once prior to and once four months after dance team participation and eight participants from physical education classes, matched for age, weight, height, grade, and race, were tested once at the same time as the second dance team tested. It was found that dance subjects increased maximum oxygen uptake and one-repetition maximum bench press in addition to improving their body composition as evidenced by a significant decrease in total skinfolds and a near significant decrease in percent body fat. They also had a significantly higher maximum oxygen uptake than did controls. Dance team participants significantly improved physical self and social self on the Tennessee Self-Concept Scale.

Chhau, Manipuri and Santhali, the three types of dances, provide people with the opportunity to make individual responses to their world and because of its expressive and creative nature, apart from other physical activities, may also impact positively on physical fitness, health and psychological wellbeing. Anxiety, aggression, self-concept and team effectiveness are some of the important psychological factors highly related with Physical Education and Sports activities which needs to be developed.

#### **Objective of the study:**

1. To compare the anxiety of Chhau dancers, Manipuri dancers and Santhali dancers.
2. To compare the aggression of Chhau dancers, Manipuri dancers and Santhali dancers
3. To compare the self-concept of Chhau dancers, Manipuri dancers and Santhali dancers
4. To compare the team effectiveness of Chhau dancers, Manipuri dancers and Santhali dancers

#### **Metghods and Meterials :**

Three hundred (N=300) male dancers were selected randomly from three dance groups (Chhau, Manipuri and Santhali dancers), 100 males from each group, as the subjects of this study. Chhau dancer were selected from Purulia district, West Bengal; Manipuri dancers were selected from Manipur; and for Santhali dancer subjects were selected form Birbhum district in West Bengal. Selected subjects of all three groups were the outstanding performer in their respective dance and participated in various

competitions and festivals. The maximum and minimum educational qualifications of the selected subjects were Graduation level and Higher Secondary level respectively. Psychological parameters i.e. Anxiety, Aggression, Self-Concept, and Team Effectiveness were measured using standard questionnaires.

**Anxiety Test :** The Questionnaire was constructed with ninety statements. Each statement had two options i.e. Yes or No and the candidates were asked to put a cross mark (X) against the right answer what the subjects feel so.

**Aggression test:** - The questionnaire was prepared with fifty-five statements having five point scales for each statement. The five alternative responses were strongly agree, agree undecided, disagree, and strongly disagree. The candidates were asked to read every question and put their own views by making a tick mark(√).

**Self concept test:** - The questionnaire contained forty-eight questions having following six dimensions (physical, social, intellectual, moral, educational, and temperamental). Each statement had five alternative responses i.e. strongly agree, agree undecided, disagree, and strongly disagree. Subjects were instructed to read carefully the statements and respond to it by making a tick mark (√) on any one of the five responses given against that item.

**Team effectiveness test:** - The Questionnaire was constructed with twenty statements having five alternate responses i.e. always, often, sometime, seldom, or never. Instructions were given to the subjects to read every statement and put their own views by making a tick mark (√).

## RESULTS AND DISCUSSIONS:

Group – 1 = Chhau Dancers, Group – 2 = Manipuri Dancers, Group – 3 = Santhali Dancers

**TABLE- 1**

mean and standard deviation of the **anxiety** of three dance groups (chhau dancers, Manipuri dancers and santhali dancers):

GROUP	N	MEAN	SD
1	100	28.770	5.63
2	100	31.070	7.67
3	100	31.550	7.02

**TABLE-2**

SIGNIFICANCE OF DIFFERENCES between MEANS IN ANXIETY OF three dance groups

Source	Sum of squares	df	Variance	F	Level of Significance
Between Groups	441.627	2	220.813	4.737	.009
Within Groups	13844.970	297	46.616		

Total	14286.597	299			
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**TABLE - 3**

PAIRWISE MEAN DIFFERENCES IN ANXIETY OF three dance groups

(I) GROUP	(J) GROUP	Mean Difference (I-J)	SE <sub>D</sub>	Level of Significance
1	2	-2.300*	.966	.018
1	3	-2.780*	.966	.004
2	3	-.480	.966	.619

**INTERPRETAION:-**

To compare the effects of dance on the Anxiety level among the groups, using F-test, it was observed from Table - 2 that the 'F' value was significant at the .01 level. The result indicated that there was a significant impact of dance on the Anxiety between the dance groups.

To find out the significance of mean differences in anxiety between the groups t-tests were used. It was observed from the Table – 3 that Chhau dancers were significantly lesser in their anxiety level in comparison to the Manipuri and Santhali dancers whereas Manipuri and Santhali dancers did not differ significantly in anxiety. The result leads to conclude that the Chhau dancers were established superiority over the Manipuri and Santhali dancers in case of their average Anxiety scores.

**TABLE - 4**

mean and standard deviation of the **aggression** of three dance groups (chhau dancers, Manipuri dancers and santhali dancers):

Group	N	MEAN	SD
1	100	167.080	8.45
2	100	165.540	6.48
3	100	163.660	9.48

**TABLE – 5**

SIGNIFICANCE OF DIFFERENCES between MEANS IN **AGGRESSION** OF three dance groups

Source	Sum of squares	df	Variance	F	Level of Significance
Between Groups	586.747	2	293.373	4.332	.014
Within Groups	20112.640	297	67.719		

Total	20699.387	299			
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**TABLE – 6**  
PAIRWISE MEAN DIFFERENCES IN AGGRESSION OF three dance groups

(I) GROUP	(J) GROUP	Mean Difference (I-J)	SE <sub>D</sub>	Level of Significance
1	2	1.540	1.164	.187
1	3	3.420*	1.164	.004
2	3	1.880	1.164	.107

#### INTERPRETAION:-

Table - 5 indicated that as the F value (4.332) was significant at the .05 level, therefore, the three dance groups differed significantly among themselves in aggression.

The Chhau dancers possessed significantly ( $p < .01$ ) higher aggression level in comparison to Santhali and Manipuri dancers obtained from the Table-6. The other two pare-wise comparisons i.e. between Chhau & Manipuri, and Manipuri & Santhali dancers did not establish any significant differences ( $p > .05$ ) in aggression. The result leads to conclude that the Chhau dancers were established superiority over the Santhali dancers in case of their aggression.

**TABLE- 7**  
mean and standard deviation of the **self- concept** of three dance groups (chhau dancers, Manipuri dancers and santhali dancers).

GROUP	N	MEAN	SD
1	100	161.440	12.31
2	100	166.290	13.52
3	100	143.890	8.44

**TABLE –8**  
SIGNIFICANCE OF DIFFERENCES between MEANS IN **SELF-CONCEPT** OF three dance groups

Source	Sum of squares	df	Variance	F	Level of Significance
Between Groups	27776.167	2	13888.083	102.762	.000
Within Groups	40139.020	297	135.148		

Total	67915.187	299			
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**TABLE – 9**PAIRWISE MEAN DIFFERENCES IN **SELF-CONCEPT** OF three dance groups

(I) GROUP	(J) GROUP	Mean Difference (I-J)	SE <sub>D</sub>	Level of Significance
1	2	-4.850*	1.644	.003
1	3	17.550*	1.644	.000
2	3	22.400*	1.644	.000

**INTERPRETATION:-**

In case of Self-concept it was evident from the Table- 8 that the F-value (102.762) was found significant at the .01 level that indicated a significant impact of dance on the Self-concept among the three dance groups.

In pair- wise comparison, using t-tests (Table-9), it was revealed that the Self-concept of the Manipuri dancers were significantly higher than that of the Chhau and Santhali dancers, on the other hand Chhau dancers were significantly better than the Santhali dancers in Self-concept.

**TABLE- 10**

mean and standard deviation of the **team effectiveness** of three dance groups (chhau dancers, Manipuri dancers and santhali dancers).

Group	N	MEAN	SD
1	100	71.760	8.02
2	100	67.370	8.89
3	100	60.770	7.43

**TABLE –11**

SIGNIFICANCE OF DIFFERENCES between MEANS IN **team effectiveness** OF three dance groups

Source	Sum of squares	df	Variance	F	Level of Significance
Between Groups	6120.407	2	3060.203	46.236	.000
Within Groups	19657.260	297	66.186		

Total	25777.667	299			
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**TABLE – 12**  
PAIRWISE MEAN DIFFERENCES IN **team effectiveness** OF three dance groups

(I) Group	(J) Group	Mean Difference (I-J)	SE <sub>D</sub>	Level of Significance
1	2	4.390*	1.151	.000
1	3	10.990*	1.151	.000
2	3	6.600*	1.151	.000

**INTERPRETATION:-**

It was also found from the Table-11 that the three dance groups differ significantly in Team Effectiveness as the F-value (46.236) was found significant at the .01 level. Using t-tests it was evident from the Table-12 that Chhau dancers had significantly better Team Effectiveness quality than that of the Manipuri and Santhali dancers but when compared between Manipuri and Santhali dancers, the Manipuri dancers showed significantly better in Team Effectiveness.

**CONCLUSIONS:**

On the basis of the results it may be concluded that –

1. Chhau dance may be an effective means to control anxiety level and at the same time play an important role in enhancing team effectiveness.
2. Santhali dance may be considered in practice to control or to reduce the aggression level.
3. Manipuri dance may play an important role in enhancing self-concept.

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## Women Entrepreneurs in Raigad District as Self-Employment

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### Abstract

This article investigates the role of women entrepreneurs on economic growth of Raigad district, using data for 30 women entrepreneurs working in the Raigad district of Maharashtra state. The researcher tries to investigate the impact of growth depends on socio-demographic diversity in entrepreneurship (in terms of age, education and gender). In various researches, we find that in less developed countries older and higher educated entrepreneurs are particularly important for stimulating economic growth, while in developed countries younger entrepreneurs are more important.

During the last two decades, Indian women have entered the field of entrepreneurship in increasing numbers. With the emergence and growth of their businesses, they have contributed to the Indian economy & society. These women entrepreneurs have entered many industries and sectors. Many of the earlier obstacles to their success have removed, yet some remain. Further, there has been much progress in the training and development of women entrepreneurs within public policy and academic programs.

**Keywords-** Women's employment, economic growth, strategic growth, women entrepreneurs

### Introduction

The process of economic development is a complex one. Both economic and non-economic factors play important role in this process. Economic factors evidently include land, labour and capital resources. All the same, availability merely of these resources would not be enough. An entrepreneur needed to activate these resources and direct them to appropriate activities to enhance the productivity of the economy. As an organizer and coordinator of other factors of production, an entrepreneur can regarded as of crucial importance in the shaping of the economy of a country. In a sense, entrepreneurship is a harbinger of economic progress, and as such, it has to play a major role in economic development.

The process of economic growth would be incomplete and lopsided, unless women are fully involved in it. The orientation of society as a whole, regarding desirability that women should play an equal part in the country's development, is a very important prediction for the advancement not only of women, but also of the country as a whole. The highest national priority must be for the unleashing of women power, which is the single most important source of societal energy. Women entrepreneurs are regard as individuals who take up roles in which they would like to adjust their family and society, economic performance and personal requirements. "Emancipation of women is an essential prerequisite for economic development and social progress of the nations."

In the closing years of the 21<sup>st</sup> century, multi-skilled, productive and innovative women entrepreneurs are inextricable production and economic interdependence has become the torchbearers for all international co-operations. In the dynamic world that is

experiencing the effects of globalization, privatization and liberalization, women entrepreneurs are likely to become an even more important part of the global quest for sustained economic growth and social development. The economic status of women accepted as an indication of the society's stage of development. Women (especially rural women) are vital development agents who can play a significant role in the economic development of a nation, but they should have an equal access to productive resources, opportunities and public services.

#### **Sample Selection and Methodology**

From the Register of District Industry Center (DIC), Alibag, Raigad 30 Women Entrepreneurs of different fields selected by way of Purposive Sample Selection Method. Entire data collected through personal interview schedule in depth. In the present paper, the details of beginning field, type ownership of enterprise, the source training, motivational factors, capital for the venture, its place, management and their problems etc have discussed. This paper based on survey of the present progress made in the field of Women Entrepreneurship in Raigad District of Maharashtra.

#### **A. The primary background of Respondents:**

Nearly 80% of the respondents are residents of Urban or Metro Cities and they are born and brought up in the urban environment. The respondents follow Hindu Religion 80% and 40% are in the age group of 25-40 years, 50% are in the age group of 41-60 years, and the rest are of advanced age group. The 30% respondents are graduates and above and 90% are married. Out of married respondents, husband of 70% are highly educated and 50% of them are in upper class of economic strata where as the rest are middle class. It is observe that 60% of the respondents have nuclear family and 50% - married respondents have 01 or 02 children, while rests have more than 03 children.

#### **B. Beginning of an enterprise by a Women Entrepreneur:**

##### **1. Area and Type of Enterprise:**

While examining their areas of operations, it was observe that most of (70%) the women entrepreneurs were engaged in traditional areas of enterprise like handy craft, readymade garments, eatable items, health care and small business on retail basis whereas 30% were in the large scale business, industrial machineries and it's accessories, entertainment and nursery etc. While examining their type of operations, it was observe that majority of them (60%) were engaged in manufacturing and sale, while 20% were in purchase, sales, and remaining 20% were in service areas only. Thus, most of them preferred to select known area of operation as their own enterprise.

##### **2. Ownership of Enterprise:**

As far as ownership is concern, 70% of the total respondents owned their enterprise. Rest were engaged as active partners with their family members (like husband, father, brother, children). Widow respondents have taken over business of their husbands while all remaining 90% respondents have begun enterprise by themselves.

##### **3. Economic activities before Starting Enterprise:**

All respondents were engaged in business-oriented activities before starting their own enterprises. Out of total respondents, 60% had having such experience of 01 to 05 years. Other 30% had having such experience of 06 to 10 years and rest had more than 10 years of such business experience. In short, Women Entrepreneurs get the correct



direction of the chosen field after getting experience of business tactics.

**4. Motivation:**

A woman beginning her own enterprise shows change in our society. In the beginning stage, motivation plays an important role. Parents of 40% respondents had motivated her to become an entrepreneur. Whereas 60% were of self-motivated with their own deep inspiration. Thus, for a beginner woman entrepreneur's motivation and her own inspiration plays a vital role.

**5. Early factors of the Entrepreneurship:**

On examining the responsible factors to become an entrepreneur, as much as (50%) had deep personal interest, while 20% had to create their own identity and 30% had to satisfy economic demands. Thus, joint effects of Pull and Push factors are visible.

**6. Entrepreneurial Training:**

Most of the entrepreneurs (70%) have availed business related training from one or the other sources. Most of them (50%) have availed it from private institutions or primary groups in formal or informal way and 20% have availed training from Governmental institutions. No doubt, as most of the entrepreneurs are engaged in traditional business and they prefer to take professional training in private institutions.

**7. Marital Status and Entrepreneurship:**

The 90% respondents of the study are married and 80% of them have plunged into enterprise after marriage and after settled in married life with an average age of 30-32 years. Remaining 10% of the respondents are unmarried, had begun their enterprise at a younger age of 22-25 years, after getting higher education or graduation. These women are career oriented and they had do not intend to get married.

**C. Women Entrepreneurs Business Related Matters:**

**1. Capital:**

It is observed that, 80% of the total respondents have begun their own small-scaled enterprise from personal savings only. (Most of the entrepreneurs are in traditional type of business). Only 20% of the women entrepreneurs had availed benefits of the Government subsidy. They have found it very difficult, cumbersome and time-consuming process.

**2. Place of Business:**

It is finding that, 60% of the respondents had begun their enterprise from their own house only, whereas 40% had taken places on rental basis to begin their enterprise. Out of the total 30 respondents, only 03 had availed benefits of Governmental allotted places of business. Their experience of getting such benefit is not so good.

**3. Workers or Assistants:**

It seems that, 60% of the respondents had the privilege of holding workers or assistants in the beginning stage of their enterprise, out of which 50% had 05 or less of such workers or assistants. Rest 40% did manage their enterprise single handedly.

**4. Entrepreneurial Management:**

Most of the entrepreneurs are married, and have begun their enterprise only after settled their married life. Moreover, many of them are engaged in traditional business only. They have begun their enterprise in their own field of interest and choice. So, they make systemic planning of their family responsibility and business activities. 40% of the respondents, holding place of business, outside their houses, have observed lesser

management problems due to their own business related training, self experience and guidance from the family members.

#### 5. Purchase and Sales:

As mentioned earlier, most of the respondents have received business related training before starting their own enterprise. They take extra care in purchase raw material, product and usually buy from known and established groups or individuals.

It is observe that while examining details of sale that, 80% of the respondents do not make use of advertisement. Usually, entrepreneurs linked with traditional business get their cliental from the primary groups only. In the beginning, they participate in exhibitions organized by either Government or through Private Organizers. However, they find that mouth-to-mouth publicity is more effective. However, 30% of the total respondents engaged in non-traditional type of business manufacture of sale as per the orders received or procured by them. In order to get new orders, they have to depend on business relations and information availed from such circles. They have found exhibitions and internet as important tools to develop it.

#### Findings:

1. Most of the women entrepreneurs (70%) are engaged in traditional business and 30% are attaching with production and sale thereof.
2. The 70% respondents are owners of their enterprise, while in case of rest of them; their family members are actively involved.
3. All entrepreneurs have persuaded different types of economic activities before ploughing into their own enterprise. Certain entrepreneurs had tried more than one type of business before starting their present one. They got suitable direction and prudence to start their present one.
4. The 40% entrepreneurs had begun their enterprise after inspired by their family members and others while 60% had deep inspiration from within.
5. Almost 70% entrepreneurs had before starting their present one, avail formal or informal training related with their business and majority of them had taken such training in some private institutions.
6. The joint effect of PULL and PUSH factors seen, working in the beginning stage.
7. Out of the total married respondents, majority (70%) had persuaded their enterprise after settling in their married life and at the time of beginning of their own enterprise, they were in the age group of 30-32 years.
8. The 80% respondents had started their own enterprise through personal savings. Only 20% of the respondents had availed benefits of Government subsidy and none of them had happy remembrance of getting such subsidy benefits.
9. Near about 60% of the respondents has started their work place from home only. Remaining had hired, 03 respondents (out of 30) had availed benefits of Government allotted places to run their enterprise.
10. In the beginning stage, only 60% of the respondents had helpers or assistants and majority of them (50%) have less than 05 of such assistants or helpers.
11. As majority of the respondents are married have started their own enterprise after settling down in the married life and have plunged into traditional business, they all

- plan for their family requirements and business related problems, so they face lesser problems in their business.
12. Majority of the respondents have entered into their fields of likely hood and so they are careful in purchase, credit and other financial dealings. Therefore, they have lesser financial problems.
  13. As 70% of the respondents are attaching with traditional business, they do not require extensive use of advertisement except in the initial years. However, mouth publicity is their main advertisers. In certain nontraditional enterprises, for procuring orders or effective sale, they do take help of latest media like internet.
  14. As 50% of the entrepreneurs faced difficulties in the initial stage out of which 30% had social and 20% had financial problems.
  15. In depth discussion with almost all respondents revealed that numerous problems and challenges continue on day-to-day basis, but deep inspiration, form determination, hard work, specific goal in mind and mental aptitude to face problems can resolve most of them. Moreover, practical knowledge and implementation of practical psychology help them to face.

### **Conclusions**

Majority of women respondent starts the business not for economic compulsion but for economic attraction. In the initial stage women, entrepreneurs do not get support from their family. However, women entrepreneurs from upper caste get more support than lower caste. No doubt, the whole process is quite and teething problems at different levels in different business continue to crop up. So, more and more empirical studies are required to make Women Entrepreneurship Programme a speedy and successful segment of progress.

It is difficult to make any generalization based on the study of selective limited sample, (and when most of the Women Entrepreneurs prefer traditional sector only). For effective implementation in this regard, Education, Awareness and Training are necessary along with transparent and simple system of Governmental help.

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## Be Aware of Credit Card Frauds

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### Introduction

Data thrown up by the most recent RBI bulletin to which TOI has access shows that the Indian consumer remains cautious when it comes to making his purchases through the swipe of a card.

Backed by strong marketing, the number of credit cards issued by various banks initially showed an upward trend and grew by leap and bounds and by March 2008 there were 27.5 million credit cards circulating in India<sup>1</sup>. Soon the bubble burst and by March 2010 this number fell to 18.3 million. As reported by RBI, 6.04 million credit cards were put out of circulation in the year 2009-2010 in addition to 3.61 million credit cards cancelled in 2008-2009<sup>2</sup>. However the silver lining in the cloud is that the total value of purchases made by plastic money has jumped 21% to an all time high of Rs. 75.515 crore in 2010-2011<sup>3</sup>. However the future for credit cards seems to be bright according to Amrish Rau, country head, First Data, - the largest processor of credit card transactions in India. He states that in a survey of merchants, they found that merchants are willing to accept payments in cards as lot of customers are demanding this second option. He states that the 5.25 lakh establishments use swipe machines and this number is to double as demand is picking up in smaller cities too<sup>4</sup>. One of the reasons for the decline in the number of credit cards is due to the increasing number of frauds and many card holders are returning their cards to the issuer banks. In a report compiled by the FreePress as obtained from RBI on the top 10 categories of Fraud in Indian Banking system, "Credit Card Fraud occupies the Numero Uno slot"<sup>5</sup>.

The world scenario is no different. In 2006, Credit cards frauds amounted to 535 million pounds in United Kingdoms alone at a rate of 0.07% of volume of credit card transactions<sup>6</sup>.

### Credit Card Frauds

Credit card fraud is an umbrella term used for theft and frauds that are committed using a credit card and includes identity theft too. The purpose may be to obtain goods without paying, or to obtain unauthorized funds from an account<sup>7</sup>. The fraud begins with either the theft of the physical card or theft of data related to the card, including the card account number or other information that would routinely and necessarily be available to a merchant during a legitimate transaction. Credit card fraud takes place worldwide when consumers give their credit card number to unfamiliar individuals, or when cards are lost or stolen, or when mail is diverted from the intended recipient and taken by criminals, or when employees of a business copy the cards or card numbers of a cardholder.

According to RCMP, Credit card frauds due to the misuse of lost or stolen card is only 23%. The majority of credit card fraud results from counterfeit card use (37%) i.e. cloning. Organized criminals have acquired the technology that allows them to 'skim' the data contained on magnetic stripes, manufacture duplicate cards, and overcome such protective features as holograms. While no-card fraud (usage on the net) currently accounts for only 10% of credit card fraud losses, it is believed that the percentage of

frauds will grow because of the increase of phishing scams (fraudulent e-mails and websites designed to deceive recipients into revealing credit card numbers and other personal and financial information).

### **Types of Frauds**

#### **A. Theft / Stolen / Lost / Misplaced:**

The most common form of fraud takes place due to thefts, or cards being stolen or lost. The card remains usable until the card holder notifies the issuer bank that the card is lost, stolen or misplaced. For this purpose all banks have free 24-hour telephone numbers to encourage prompt reporting. But very often card holder don't even know that their card has fallen into wrong hands, until the thief has made unauthorized purchases worth thousands or lakhs of rupees.

Ditesh Panda (30) a tempo driver was arrested in January 2011 for stealing his employer's credit card and splurging Rs 1.35 lakh on liquor and women in a period of two weeks. His employer realised that his card was missing only when he received his monthly statement, which included purchases of liquor worth Rs 2,000 and the rest of the money spent in ladies' bars <sup>8</sup>.

#### **B. Skimming:**

Credit card skimming refers to thieves making an illegal copy of a credit card using a device that reads and duplicates the information from the original card. Dishonest business employees use small machines called 'skimmers' to read numbers and other information from credit cards and capture and resell it to criminals, who create counterfeit cards. Organized criminals have the technology that allows them to 'skim' the data contained on magnetic stripes, manufacture fake cards, and overcome such protective features as holograms. The devices used for skimming are sometimes disguised as cell phones. Skimming can also be done by putting a device over the card slot of an ATM which reads the magnetic strip as the card holder unknowingly passes their card through it. These devices are often used along with a pinhole camera to read the cardholders' PIN at the same time. Common places for skimming are restaurants or bars where the skimmer has possession of the victim's credit card out of their immediate view. The thief may note down the 3 digit CVV number which is not present on the magnetic strip.

Chirag Harkishan Wadhwa (24) and Alpa Balraj Sundaram (21), a young couple from Mumbai, were arrested by the Bhayander police for shopping with fake credit cards. A Nigerian named Johnson Namjerian alias Bobby (25) who is absconding had provided them with cloned credit cards which they used at mall to make purchases and in return they would get a 30% commission <sup>9</sup>.

#### **C. Cloning or Counterfeiting:**

Cloned or Counterfeit credit cards are fakes that have real account information stolen from victims. Often, the victims still have their real cards, so they don't know a crime has occurred. The cards appear legitimate, with issuers' logos and encoded magnetic strips. Criminals use stolen account information to create counterfeit cards or to charge items over the phone or the Internet. Counterfeit cards often are used just a few times and abandoned before the victim becomes aware and reports their misuse.

A young couple, Mukul Garg (24) and his fiancée Alisha Sharma (23), both MBA graduates, was arrested in South Delhi for allegedly cheating shopkeepers by using cloned

credit cards. Their arrests came following a probe into a complaint filed by Javed Chauhan, an assistant manager with Stan-Chart Bank, who claimed that a fraudulent transaction was made using his credit cards. Four Nigerians, who had provided these cards to the young couple - a part of their gang - were on the run<sup>10</sup>.

Chinmay Yagnik aged 26 (who hails from a respectable family) was arrested by the Borivli (Mumbai) police for using a fake credit card at a jewellery store to purchase gold coins valued at Rs 61,389. Singh the shop owner swiped the credit card through the store's EDC machine but the last four digits of the card did not match. The store received a call from the bank, which had provided the EDC machine and confirmed that the card was fake. The police found four more credit cards on Yagnik. Yagnik. He was promised a 15% commission for his purchases by the gang who had provided him the fake credit cards<sup>11</sup>.

Kumud Chaware, a media professional, on update her passbook with a nationalized bank at Lokhandwala, (Mumbai) found debits totaling Rs 82,000 that she was not responsible for making. She immediately blocked her card and rushed home to find her credit card in the cupboard where she always kept it. Money was withdrawn by an unknown person at ATMs. The card was neither lost nor stolen. In fact she had never ever used her card. A cyber expert pointed out that maybe her data was stolen straight from a bank after hacking into the bank's database<sup>12</sup>.

#### **D. CVV:**

While no-card fraud (credit card fraud committed without the actual use of a credit card) currently accounts for only 10% of credit card fraud losses. Online shopping is very popular these days. The maximum online business is cornered by ticketing for airlines and railways, amongst others. Every time a payment is made online the card holder has to give details about his card number, expiry date and the CVV number. This CVV number is of prime importance for the transaction to be completed. It is the 3 digit 'Card Verification Value' that is printed on the reverse of the credit card next to the signature panel. The CVV code is a security feature for 'card not present' transactions (e.g., Internet transactions), and now appears on all credit cards. This new feature is a three or four-digit code which provides a cryptographic check of the information embossed on the card. Therefore, the CVV code is not part of the card number itself. If data about your card number and expiration date were stolen – but not the card itself – the thief would not have access to this security code.

According to the Bangalore police, there is an organized racket which tracks CVV numbers. At the point of purchase, whenever the credit card is swiped, on the pretext of verifying your signature, the billing staff can note your 3 digit CVV number and memorized it and all other details can be noted from the transaction slip at his disposal. This information can be later passed on to fraudsters or can be fraudulently used to make purchases worth lakhs of rupees on the internet. A credit card with credit and cash limits of Rs 28,000 and Rs 7,000 respectively was used by to make online purchases of air tickets of more than Rs 2.8 lakh. However, none of these cards were used in Bangalore. These transactions were made from Japan, which meant that the details were being sold to some other people running this racket<sup>13</sup>.

#### **E. Phishing:**

Frauds due to Phishing are likely to increase in the future. Phishing is a crime wherein deceptive e-mails and fraudulent websites are used to deceive recipients into revealing credit card numbers and other personal and financial information. These messages are made to look as if they come from the person's bank, asking for personal information, such as bank account numbers and online passwords. Phishing has become a widespread practice of criminals, who have succeeded in stealing personal information from many people. The crime succeeds because the e-mails look legitimate, with realistic bank logos and web site addresses (URLs) that are very similar to the bank URLs. Account holders who respond to such e-mail messages are directed to a fake web site where they are asked to type in account numbers, passwords and other personal banking or credit card information. Then, in a matter of hours, the criminals can drain your bank accounts, using your passwords to authorize the electronic transfer of funds to accounts they control.

Umashankar Sivasubramaniam, an Abu Dhabi-based NRI, claimed he received an email in September 2007 from ICICI, asking him to reply with his internet banking username and password or else his account would become non-existent. He provided the information and later on he found Rs 6.46 lakh transferred from his account to that of a company, which withdrew Rs 4.6 lakh from an ICICI branch in Mumbai and retained the balance in its account. Mr. Davidar Tamil Nadu IT secretary directed ICICI Bank for their "complete lack of involvement of the respondent Bank", to pay Umashankar Rs 12.85 lakh for the loss suffered by him due to a phishing fraud <sup>14</sup>.

In one of the biggest internet security breaches, a hacker from Boston, broke into Sony's PlayStation video game online network and may have obtained access to personal data of about 77 million users, including credit card information, addresses, user names and passwords. Sony said it is possible that the hacker has obtained access to credit card data, including credit card number and expiration date. Sony had 77 million accounts as of March 31 for its playstation network <sup>15</sup>.

#### **F. Social Engineering:**

The latest in credit card frauds is Social engineering. Officials from the cyber cell of the Mumbai police reveal the modus operandi of these swindlers. The con began on March 25 when a lady called up Amar Mehta and introduced herself as a bank representative. She knew all the details of Mehta's credit card, including his credit limit. Offering to increase Mehta's credit limit, she asked him for his CVV number. The next day Mr. Manoj called up Mehta and confirmed all details and then persuaded Mehta to send a text message to a number saying the bank's server was down and that he must send the SMS to the given number to raise his credit limit. The conmen generated an OAC (online authorization code) and asked him to confirm it. Within the next 15 minutes, Mehta received text messages from his bank, informing him that e-tickets worth Rs 34,000 had been booked using his credit card. Such fraudsters are hand-in-glove with petrol pump employees, restaurant employees and shopping mall cashiers who take printouts of credit cards swiped in their shops and handed them over for a fixed commission <sup>16</sup>.

Preventive Measures: <sup>17</sup>

***10 Steps that can protect you from loss***

- Register for transaction alerts via SMS and e-mail.
- If you change your mobile number, update it with the bank.
- Reduce the limit on your credit card if you use it sparingly.
- Use virtual cards for e-shopping.
- Make use of the virtual keyboard wherever possible.
- Instead of going to the bank's Website using links in e-mails, type the Web address directly.
- Memorise the 3-digit CVV number at the back of the card and scratch it out.
- Do not leave unwanted photocopies of essential documents at the photocopier.
- If you lose your phone, deactivate all banking services linked to that number.
- Place your Internet router away from doors and windows and switch it off when not in use.

### **Conclusion**

Although the credit cards frauds are far and rare but they get widely reported and cost businesses millions of dollars each year worldwide, so issuer banks must actively work on credit card fraud prevention and it will be well worth it.

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## Development of Education in Haryana among the Depressed Class after Independence

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### Introduction:

The British government and social economic reformer tried to develop the education in Punjab before independence but the education status was backward in south east Punjab (Modern Haryana). And the education among Dalit was far from thought. The British government was responsible for his backwardness but the people of this state were nation minded they thought that their children should do work in field rather than get education after independence there was a lot of improvement in developing the education in this area but did not felt need the development education among *dalits*.

Haryana formed in 1 November, 1966. After the Government to develop the education among *Dalit* it launched various scheme. First of all, government started "class presentation scheme" for Dalit Girls. In this scheme if a Dalit girl get 70% attendance in her class then she was awarded for ten rupees per month. This scheme started from 1980-81 and about one lakh seventy thousand rupees were spent on it. Government also provided stationary to the dalit students at primary school level. There were about forty lakhs rupees were spent on this scheme from 1980-1990.

The next scheme of state government provide free uniforms for dalit students from primary to secondary class level in the year of 1980-81. In this scheme government provide thirty rupees for primary to sixth class level and fifty rupees for sixth to tenth class level. But after ten years in 1990-91 this amount increased and it was about seventy five rupees for primary to sixth class level and hundred rupees for sixth to tenth class.

To develop the education among dalit state government provided fellowship and concession in the fees in 9<sup>th</sup> to 10<sup>th</sup> class. In this scheme government provided ten rupees per student for fellowship. According to the Education department report from 1984 to 1994 about one hundred thirty three rupees were spent on this scheme.

We find that government provides every facility to develop the education among dalits but according to the circumstances and technical ages the value of math, science and English would increased. So Government draw its attention to these subjects and it launched a scheme to provide, free coaching of English, Math and Science for dalit students and about thirty seven lakhs eighty three thousand rupees were spent on it from 1994-1998.

### Detail Statement Expenditure on coaching scheme in the year (1994-1998)

Years	Expenditure
1994-95	1 lakh 84 thousand
1995-96	7 lakh 80 thousand
1996-97	8 lakh 83 thousand
1997-98	10 lakh 43 thousand
1998-99	8 lakh 93 thousand
Total	37 lakh 83 thousand

Along with the above schemes government also decided to award the fellowship for those dalit students in the year 1996 who get rank in their classes. This scheme started for 10+2 graduate, and post graduate classes in the course of medical, non-medical, agriculture, horticulture and technical. The rate of fellowship one thousand rupees for 10+2 student one thousand five hundred for graduate, and two thousand for post graduate student.

We find that, the state government provided every facility to develop the education among dalits from primary to secondary class level. But technical education level like engineering, medical, horticulture, veterinary books and other stationeries were so costly that it was impossible for dalits students to purchase them. So the State Government draws attention on this problem and launched an important scheme in year 1985-86. It was decided to provide bank loan to purchase the required books in 1985-86. The loan amount was different for different classes. The following statement shows the bank loan for different classes

<b>Name of the Courses</b>	<b>Bank book loan</b>
Medical	7500 rupees
Engineering	7500 rupees
Agriculture	4500 rupees
Veterinary	5000 rupees
Law, MBA and Bio Science	5000 rupees

When Haryana was formed, the strength of primary school students was 534764 in which six thousand two hundred four (6224) belong to dalit caste.

Following table define the increasing strength of 1966-67 to 1998-99 at Primary level.

<b>Years</b>	<b>Total Strength</b>	<b>Male dalit Students</b>	<b>Female dalit students</b>	<b>Total dalit students</b>
1966-67	534764	33853	6396	602159
1975-76	659121	71906	19822	917728
1980-81	598052	76042	33512	109554
1990-91	764637	111337	99725	211060
1998-99	2108632	295370	272085	567455

We find from the above table that there was an increased of Primary School Student from 1966-67 to 1975-76 but declined in the year 1980-81. On the other hand, the strength of dalit students continuous increase throughout 1966-1998-99.

After the analysis of the primary school strength if we study the middle high sen. Sec and Novodya School students strength then we find the different statement.

#### **Statement of dalit students in middle/matric/10+2 and Novodya Schools**

Years	Total Strength	Male dalit Students	Female dalit students	Total dalit students
1966-67	376080	23760	3252	27012
1975-76	603396	50818	6714	57532
1980-81	1010236	99318	21712	121030
1990-91	1550123	165453	84197	249650
1998-99	1426957	132406	82066	214472

From the above table we find that the strength of students increased 113.88% from 1966 to 1970-71 and 61.03% from 1970-71 to 1980-81, 14.80% from 1980 to 1990 but it decreased 10.20% in the years 1998-99. The strength of dalit students also increased continuously but it decreased 30.51% in the year of 1998-99.

If we draw our attention on dalit strength in colleges and universities then we find different statement from the datas. There were forty colleges in which 17 aided colleges and one university in Haryana at the time of formation (1966). About 27332 students were enrolled in which 1307 belong to dalit caste (1257 male and 50 female). Till the end of 1998-99 the strength of colleges increased to 145 in which 52 Government and 83 added colleges. Three universities Maharishi Dayanand University Rohtak, Guru Jambhwar University and Haryana Agriculture University Hisar were established till these years. The strength of the students were increased it increased about 160915 in which 10682 belong to dalit caste (8077 male and 206 female).

Vocational education started in Haryana in 1983 and about 24 institutions were opened. There were about 1920 students had been taken admission in these institutions in which 384 belong to dalit caste. Till the end of 1998-99 the strength of institutions increased about 118 and the strength of students were also increased, it is about 15700 in which 3140 belong to dalit caste.

Along with the vocational education the situation of the industrial training institutions (ITI) were the same. There were about 17 industrial training institutions in Haryana in the years of 1966-67 and about 7612 students took admission in these institutions in which 1521 students belong to dalit caste.

After 1966 government made every effort to develop the industrial education in state therefore about 42 ITI institutions were established till the end of 1998-99 in which 13732 students took admission and 2742 belong to caste.

To adopted the liberal policy in favour of dalit the state Government decided 20% seats to be reserved for dalit students and established two industrial training institution (ITI) one of Ambala and other in Pundri (Distt. Kaithal). It also provided fellowship of one hundred rupees per student.

When Haryana was formed then the status of engineering and technical education was backward here. There were only one Engineering College situated in Kurukshetra University, Kurukshetra and about six Polytechnical Colleges in the city of Ambala, Jajjar, Hisar Nelokheri, Sirsa and Rohtak. But there were no women polytechnical college in the state.

Along with the development of the industrial training institute, Government also felt the need for engineering and polytechnic institutions as such about 20 engineer

college and 17 polytechnic colleges were opened till the year 1998-99 in there was about 3841 seat were allotted for engineering college and 2650 seats for polytechnic colleges in which 20% seats reserved for dalit students.

Government also decided to establish the pharmacy colleges in the state and first of all on Government management and Pharmacy College was opened at Adampur in Hisar in the year 1985-86. Till the end of 1995-98) five pharmacy management college were opened in the state and 430 seats were allotted for them in which 86 seat were reserved for *dalit* students.

So we find that before the formation of Haryana the education condition in the state was backward although British government was responsible for this condition but also people's narrow thinking. They thought that their children should do work with them. After the formation of Haryana Centre and State Government made every effort to develop the education among dalits it launched various scheme for this development, like Blackboard, free stationary uniforms merit fellowship and free coaching scheme. Not only at primary level but also Sec, Sen. Sec. and higher level Government spent a lot of money on these schemes. As such the datas we find that with the favourable policy of state government and awareness of the people the strength of dalit were increased continuously from 1966-1998-99 at primary school level but it decreased at Sec, Sen. Sec. School level in 1990-91-1998-91. The main reason of the low strength of dalit in these years the lack opportunity of lobs in government and private sector. Secondly the people belong to dalit caste thought that their children should get the education only metric level. They should have the knowledge of general calculation along with this most of them gave importance to their traditional work and other income sources rather than get higher education.

Government also made every efforts to provide the vocational, industrial, engineering and technical among *dalit* and provide every facilities to them although the strength were increased in this institutions but was not satisfactory rather than other communities.

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## **Shakuntala: An Unnoticed Epitome of Modernity in ‘Difficult Daughters’ of Manju Kapur**

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“Man for the field, women for the hearth  
Man for the sword, women for the needle  
Man to command and women to obey”

(‘Princess’: Lord A. Tennyson)

It was a universalized philosophy of women during 19<sup>th</sup> and 20<sup>th</sup> century. Anti – woman male dominated society in India used this ideology about women to exploit Indian women for years. This philosophy of woman’s life made woman an object of exploitation and injustice. It assigned duties of men and women. While doing so it did a great injustice to women by confining them within the four walls of the house and reduced their social importance. This philosophy showed great soft corner for men as it was designed for men and according to their convenience to rule the women. According this philosophy, men were expected to work on the field to earn money to feed the family. It gave the reigns of the family in the hands of the men. ‘He’ became a controlling authority in the family. He not only controlled the family but also their destinies especially of women. In this philosophy, men were given tremendous freedom. As far as women are concerned, they were expected to live within the four walls of the house. Like men they, too, were assigned duties and responsibilities. Their place of work was at the hearth. This philosophy was very discriminating as it made women a slave obeying the orders of the men without any word of objection. They had to play with the needle sewing, cooking and caring the family. No doubt, Tennysonian philosophy established the supremacy of men over women which continued for years in a highly traditional country like India. Men in India used their supremacy to exploit, harass and suppress the voice of the Indian women. They treated women like their shoes, a thing of use and throw. This pitiable plight of the Indian women continued till the beginning of the 20<sup>th</sup> century.

Towards the beginning of the 20<sup>th</sup> century, the Tennysonian philosophy started loosing its hold over the minds of the new generation of women. Education brought about a revolutionary change in the thinking of the Indian women and gave them necessary courage and strength to fight against the injustice done to them by this philosophy of the male dominated society. Education taught them that tradition means confinement and modernity means freedom. Women of the time were very much attracted to the new ideology of modernity. They realized that if they adopt this new ideology they will be equal to men and independent to live their lives on their own terms. Education made them realize that they were not meant for hearth and need and to obey their men. But their actual place is on the field and they too can play with the sword and command. The magic of education hypnotized the generation of women of the time. Those who came under the spell of it enjoyed dignity, social worth and emancipated themselves from the inhuman system of slavery. Those who could not adopt the new ideology of modernity and could not educate themselves had to breathe and die within the four walls of the house. To accept the new thought and ideology they had to cross the threshold of their house. When

they dared so, they realized the sky-earth difference between the inside and outside world. They realized that one world gives them confinement and endless suffering and other offers them freedom and endless pleasure. So, the glamour of the outside world ignited them to revolt against the male dominated society and its anti-woman traditions.

This struggle of women for independence frequently occurs as the major theme in Modern Indian English Fiction, especially in the novels of Manju Kapur. 'Difficult Daughters' is the best example of it. The woman protagonists in her novels like Virmati, Nisha and Astha are shown struggling against the anti-woman social system. If we study the novel, 'Difficult Daughters' we come to know that there are some minor characters like Shakuntala and Swarnalata who made the actual beginning of this struggle and getting inspired from them, the woman protagonist of the novel Virmati begins her struggle for independence. These minor characters dared first to accept the ideology of modernity and motivated others to go on the path of emancipation. But these characters remain somewhat unnoticed. The glamour of the woman protagonist eclipses image of these characters.

This article is mainly focused on the character of Shakuntala, cousin of Virmati, the protagonist of 'Difficult Daughters'. Shakuntala is one of the minor characters in this novel. Though minor, she plays a major role in deciding the course of Virmati's life. She exercises a great influence on Virmati. She prepares the foundation on which Virmati commences the journey of her life. Shakuntala acts as a torch bearer and becomes an epitome of modernity for Virmati and generation of the women of all times. Shakuntala's personality, her thinking and her life style becomes a great attraction for Virmati. It is Shakuntala who gives Virmati the first taste of wine of freedom. It is she who sows the seeds of ambition in Virmati. It is Shakuntala who gives Virmati, the courage and strength to revolt against the traditions of highly traditional family and accept the change.

Shakuntala is the first girl from 'Lala Diwans' Family who goes to Lahore for education. She is the first who accepted modern ways of life and introduced it in her traditional family. In the novel she is shown to be self styled and self ruled and emancipated woman. It is her love for education which makes her cross the threshold of the house. When she does so, she understands the pleasure in living an independent life and wants that other girls in the family should do so. She comes out of the confinement of the traditional family where woman is treated as an unpaid servant and makes them suffer for no fault. It is through her, the ladies in the family come to know about the change taking place in women in the outside world.

Shaku dares to adopt the change and becomes the subject of criticism of her traditional family. People do not appreciate the change in Shaku. They take it to be the threat to the traditional atmosphere and sanctity of the homely life. Her change is sign of being spoiled for them. They do not want that other girls to be in touch with her. Such is the negative thinking of the people of her family especially of women. Her family is highly prejudiced against her and treats her to be a difficult daughter with spoiled and polluted thinking. But Shaku does not care for the criticism of the family. She does not care what her family thinks of her. She follows what her conscience tells her to do. She is free girl and does not lead her life on the instructions of the others. She thinks that she is mature enough to take the decisions of her life especially about her marriage and wants no one's advice and interference in this regard. Even she does not obey her mother's too.

Shaku is the first girl who does her M.sc and acts as teacher. Her education delays her marriage which becomes great concern for traditional mother Lajwanti. It also makes her a subject of insulting remarks. Because of her, Lajwanti her mother has to listen to the insulting and mocking remarks of the people especially of Kasturi, Shakuntala's aunt. But she finds helpless before the obstinate nature of her daughter Shaku. Shakuntala's family is highly traditional one. The thinking of the people in the family ends where her starts. Ladies in the family think that the real business of woman is to get married and look after her family. But Shaku's modern mind does not accept the old and outdated views of her family. She thinks that she can be something more than a mother, sister and wife and it is possible. This negation to the family traditions brings her down in the esteem of the family. Her aunt, Kasturi, tries to convince Shaku to get married and settle down in life. She tries to remind Shaku of her duty as a woman. Kasturi remarks:

'Still, it is the duty of every woman to get married', remarked Kasturi mildly. (p. 15)

But Shakuntala pays no attention to the arguments made by the elders. For Shakuntala marriage is a confinement. It is a hackneyed territory which she does not want to enter in. She is very much negative about the marriage which acts as hurdle in the ultimate aim of every woman's life i.e freedom. The family tries to reign her free thinking and free behavior but fails. When some one tries to criticise and name Shaku, her mother feels very insulted but comes in defence of her daughter. She pretends to be happy and feels proud over the way her enterprising daughter leads her life. Lajwanti remarks:

'She lives for others, not for herself, but what to do, everybody in our family is like that. And with all this reading-writing, girls are getting married late. It is the will of God', concluded Virmati. (ibid)

Lajwanti tries to convince Kasturi that it is not the blame of Shaku that she is still bachelor. She tells her that it is her high education which delays her marriage. She appreciates her daughter who acts as a teacher. She says that her daughter has become an example for the generation of women to follow. She says:

'How can anyone see her when she has no time? Such a talented teacher, so popular, what an inspiring example she is for the younger ones,' declared Lajwanti." (Ibid)

Life in Lahore changes Shakuntala a lot. There she is exposed to the new ways and styles of living life i.e. Modernity. Shakuntala's love of modernity is displayed not only in thinking but also in her overall appearance. She becomes completely a modern girl. She stops dressing like a traditional girl in the family. Life in Lahore has taught her new and variety of styles of dressing herself. When she comes home with this changed and modern style of dressing and living, no one in the family welcomes her with warmth except Virmati, her cousin. People in the family do not accept and appreciate this change in her as it is an act on her part to discard the family traditions. But her modern style of dressing becomes a subject of talk in her family. About her new style of dressing and living, her aunt Kasturi remarks:

'Her dress too had changed from her Amritsar days. When they went visiting she wore her saris in Parsi-style, as Shakuntala called it, with palla draped over her right shoulder. The saris were of some thin material, foreign, with a woven silk border sewn onto hem. The boluses were of the same thin material, with loose sleeves to the elbows. She wore her hair with a side parting, smoothed over her ears into a bun at the back. Her

shoes were black, shiny, patent leather with high heels. Her jewelry consisted of a strand of pearls, a single gold bangle on one arm, and a large man's watch on the other.' (p 16)

Virmati, the protagonist of the novel is very much impressed by Shakuntala's new thinking and new dressing style. She wants to adopt it but the hold of traditional mother comes in the way of her desire. She is a confined girl and has to dress according to the customs and traditions of the family. She is fully aware of what will happen if she dresses like Shaku. She expresses her fear in accepting the change:

'I studied too, but my mother would have killed me if I had dared even to want to dress in anything other than what was bought for me.' (P 17)

Since her very childhood, Virmati is very much drawn towards Shaku. She wants to live her life like Shaku where there are no restraints, no limitations and free from anybody's interference. This style of living attracts Virmati towards Shakuntala, Virmati wants to copy everything done by Shaku; such is her influence on the mind of Virmati. Being a girl from a highly traditional family, she knows that the traditions of the family will be there in her way as an obstacle to lead a life of her own. She is fully aware of the poor understanding of the family. Their understanding is limited like their limited thinking. They do not accept the change very easily as it is against their family traditions. The thinking of the ladies in the family does not cross the frontiers of marriage and family. From the conversation between Shakuntala and Virmati, we come to know about the poor understanding of the people in their family. Shaku says:

'These people don't really understand Viru, how much satisfaction there can be in leading your own life, in being independent. Here we fight for the freedom of the nation, but women are still supposed to marry, and nothing else.' (ibid)

It is Shaku who makes Virmati acquainted with the changing scenario of the outside world. It is she who tells Virmati how Indian women are taking active participation in the freedom struggle led by Gandhiji. She makes her realize that woman is not meant for small causes but she too can contribute to the greater cause of empowering the nation. There is no doubt that Shakuntala tries to socialize the thinking of Virmati.

Shakuntal's life is completely contrary to hers at her native. The activities which she does are completely modern and beyond the thinking of her family. About her activities she says to Virmati:

'We travel, entertain ourselves in the evenings, follow each other's work, read papers, attend seminars. One of them is even going abroad for higher studies.' (ibid)

The account of these activities enhances Virmati's attraction towards the modern world. She becomes eager to enjoy the glamorous life in Lahore. It is Shaku who tells her about the wine of the freedom that the life in Lahore has. One of the features of Lahore life is that it is self-ruled and self-instructed life which takes Virmati to Lahore.

Shakuntal's frequent visits to Virmati's house irritate her mother, Kasturi. Kasturi does not hold a very good opinion about Shakuntala. She thinks that life in Lahore has spoiled Shakuntala. It is her fear that the company of Shakuntala may spoil the life of her daughter. That is why she tries to keep her daughter Virmati away from the evil shadow of her cousin. Once, Shakuntala comes to meet Virmati. At the meeting Virmati becomes very emotional and expresses her strong desire to Shaku to go to Lahore. Virmati says:



“May I will also one day come to Lahore, Pehnji,’ She wept, I wish I too could do things. But I am not clever.” (P.18)

Shankuntala understands Virmati’s desire and tries to encourage her saying:

“Arre” exclaimed her cousin patting her on the back, ‘times are changing, and women are moving out of the house, so why not you?’ (ibid)

With Shakuntala’s encouragement and motivation, Virmati succeeds in breaking the chain of traditionalism. She goes to Lahore for studies. Before going to Lahore, she writes a letter to her lover named Harish and expresses her desire to be something like him and her cousin Shakuntala. She writes:

‘I am going to Lahore to do my BT. I want to be a teacher like you and Shakuntal Pehnji. Perhaps my will will also benefit by what I do, as yours has done.’ (P 107)

It shows the deep influence of Shankuntala on Virmati. There is no doubt that Shankuntala, though a minor character in the novel holds the power to direct the life of Virmati. Even after her marriage, she does not keep quiet. She actively participates in the Gandhiji’s freedom movement and contributes to the great cause of empowering the nation. There is no doubt that Shankuntala’s new thinking and attitude changed the lives of women like Virmati.

Today our society is full of women like Shankuntala, Virmati, Swarnalata, Astha and Peeplika. Their names may be different but their thinking and attitude to fight against the injustice is the same one. They have changed the scenario of woman’s life. Woman once time’s slave of man has become the master. Previously her lot and life was decided by man, now she has made herself competent and confident and independent to decide the way and style of her life. Today’s woman is completely different from that Virmati’s time. Now she is seen leading family, society and nation also. As a result of the endeavours made by these characters in the novel, women of today are seen ruling different spheres of life. Women have grabbed the controlling authority from men. The best example of this change is the chief ministers of the states like Rajasthan, Delhi, Calcutta, Uttar Pradesh and Tamilnadu are not men but women. The peak of this change is that a woman, Shrimati Pratibhadevi Patil, is leading our country as a president. The women characters in the books had sown the seeds of new thinking and new life for women and today we see the tree in full fledged form with uncountable fruits. It is the success of the struggle made by these characters against the male dominated society. It is the victory of the entire women fraternity.

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## Level of Aspiration of Hearing Impaired Students in Respect of Sex and Class

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The present study was conducted to study the level of aspiration of hearing impaired students. The sample of the study consisted of 304 hearing impaired students studying in various school of Kanpur, Agra, Varanasi Allahabad and Lucknow city. Level of Aspiration test by Shah and Bhargava (1987) was used. Data was analyzed on the basis of percentage, mean, standard deviation and t-ratio. Results showed that the level of aspiration of hearing impaired student were average and there is no sex difference and class difference exists between level of aspiration among hearing impaired students.

Like other psychological phenomena, motivational factors are important in directing individual behavior consciously and make him strive to perform certain types of activity in order to achieve a definite goal. Every one aims at reaching a definite goal or excellence in performance and in doing so he sets a desire for distinction which has an inner structure known as 'Level of Aspiration'. Level of aspiration is an individual's expectation or ambition. It refers to the estimate of one's future in a given task. The *National Sample Survey Organization (N.S.S.O.)* Government of India, (2002) reported persons with special needs form a sizeable portion of the population. The report document that persons with disability constitute 1.8% of the population. Thus it is clear that millions of person suffers from one or the other disability which constitute a large part of our population. If this population does not get opportunity to develop to the maximum and to cope up with their disability, then it well directly affect the development of the country. Moreover if these people are able to lead their normal life, they will participate in the process of economic and technical development of the country. This can be possible by giving them proper care and attention and providing them facilities for better life.

Many work has been done for the purpose of measuring the level of aspiration of normal children like Bhargava (1976), Agrawal (1992), Jabeen (1994), Sharma (2003), and Vaidya (2006) but research in children with special needs is lacking being in the embryonic stage, the coverage of dimensions is also very limited. Pathak (1995) found in her study that normal students as compared to handicapped have been significant higher vocational aspiration. Singh (1997) studies the aspiration level and academic achievement of handicapped students and found that there is no significant relationship between aspiration level and academic achievement. Pandey and Mishra (2008) compare the level of aspiration of the normal and crippled adolescents and found that the normal and crippled adolescents differ significantly at the level of aspiration. The investigators feel it worthwhile to study the level of aspiration of hearing impaired student.

### Objectives

The study has been conducted to achieve the following objectives-

1. To study the level of aspiration of hearing impaired students.

2. To find out the sex differences in level of aspiration among hearing impaired students.
3. To find out the class differences in level of aspiration among hearing impaired students.

### Hypotheses

In order to achieve the above mentioned objectives, the following hypotheses were formulated and tested-

1. There is no sex difference exists between level of aspiration among hearing impaired students.
2. There is no class difference exists between level of aspiration among hearing impaired students.

### Sample

The sample of the study consisted of 304 hearing impaired students (177 boys and 127 girls), 165 were class IX students and 139 were class X students of various school of Kanpur, Agra, Varanasi Allahabad, and Lucknow city. Stratified random sampling technique was used for sample selection.

### Tool

In the present study for the purpose of measuring the Aspiration Level of children 'Level of Aspiration Test' develop by Shah and Bhargava (1987) was administrated over the selected sample. Level of Aspiration test provided three type of scores- 1. Goal Discrepancy Score (G.D.S.) 2. Attainment Discrepancy Score (A.D.S.) 3. The Number of Times the goal Reach Score (N.T.R.S.).

The researcher has considered only Goal Discrepancy Score (G.D.S.) as measure of level of aspiration for the present study.

### Statistical Technique

Data was analyzed on the basis of percentage, mean, standard deviation and t-ratio.

### Result and Discussion

1. To study the level of aspiration of hearing impaired students.

**Table – 1**

#### Level of Aspiration of Hearing Impaired Students

S.N.	Level of Aspiration	Percentage (N=304)
1.	High	18.10
2.	Average	63.15
3.	Low	18.75

It can be seen from the above table-1, that more than half of the hearing impaired student (63.15%) were average level of aspiration and the remaining 18.10 % students were high level of aspiration and 18.75% students were low level of aspiration.

2. There is no sex difference exists between level of aspiration among hearing impaired students.

To test the validity of hypothesis a comparison of the aspiration level of hearing impaired boys and hearing impaired girls was made. The values are given below.

**Table – 2**

**Mean, Standard Deviation and t-ratio Showing Difference for Hearing Impaired Boys and Hearing Impaired Girls**

S.N.	Groups	N	Mean	S.D.	t-ratio
1.	Hearing Impaired Boys	177	0.90	4.91	0.37*
2.	Hearing Impaired Girls	127	0.69	4.94	

\*Not Significant

It is evident from the above table-2 that mean level of aspiration scores for hearing impaired boys is 0.90 and for hearing impaired girls is 0.69. The value of t-ratio (=0.37) is not significant at 0.05 level. It means that null hypothesis stands accepted. So it can be referred that hearing impaired boys and girls do not differ from one another on level of aspiration.

**3. There is no class difference exists between level of aspiration among hearing impaired students.**

To test the validity of hypothesis a comparison of the aspiration level of hearing impaired students of class-9 and class-10 was made. The values are given below.

**Table - 3**

**Mean, Standard Deviation and t-ratio Showing Difference for Hearing Impaired Students of Class-9 And Class-10**

S.N.	Hearing Impaired student	N	Mean	S.D.	t-ratio
1.	Class-9	165	1.14	5.25	1.28*
2.	Class-10	139	0.42	4.48	

\*Not Significant

Table-3 shows that mean level of aspiration scores for hearing impaired students of class-9 is 1.14 and for hearing impaired students of class-10 is 0.42. The value of t-ratio (=1.28) is not significant at 0.05 level. It means that null hypothesis stands accepted. So it can be referred that hearing impaired students of class-9 and class-10 do not differ from one another on level of aspiration.

The level of aspiration of hearing impaired student were average and there was no sex difference and class difference between hearing impaired students. Normally it is believed that the boys, due to their exposure to many aspects, can possess higher aspiration than the girl's student. This study, did not surprisingly find any such difference between in respect of the educational aspiration. Both of them can prove better in the area of education, provided equal opportunities were extended to them. On the basis of above following guidelines may be suggested for the betterment of hearing impaired as well as for the children who are suffering from other such ailments: The parents of hearing impaired children have provided all the care, love and affection to fill the gap developed due to their deficiency. Their teacher also paying individual attention to make them feel more secure and confident in their life. Parents and teachers can inculcate qualities required for good adjustment like awareness of one's own self and others, well regulated instincts and habits, competence in interpersonal relationships, strong will to face challenges, realistic perception of life, flexible behavior, balanced level of aspiration, optimistic outlook, among hearing impaired children. Society should as much support as they can so that the hearing impaired may feel at home. Normal children should also

respect them and support them to grow.

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## **Correlates of Reasoning ability with Numerical ability and Memory of Science Students at Intermediate Classes**

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### **Introduction:**

Education is undoubtedly one of the most important factors that impact the growth and development of a country as well as the future course of the country's people as a whole. Education is a continuous and creative process. Its aim is to develop the capacities latent in human nature and to coordinate their expression for the enrichment and progress of society, by equipping children with spiritual, moral and material knowledge. Within this creative process, it is possible to achieve an essential harmony between faith and reason through an approach to education that encourages the free investigation of all reality and trains the mind to recognize truth, irrespective of its origin. The era of science and scientific research have brought a number of changes in the field of Psychology & Education. It has been necessary in developing countries like India to create scientific attitude in its young citizens, to eradicate many social evils and superstitions and to give Momentum to all round development of the country. Every moment of Man's life figuratively Speaking is controlled by science, Agriculture industry, Medicine, Surgery. The method of ware fare Means of communication, transport and human comforts have been revolutionized by science (*Singh, D.R.*). So if we consider the school curricula, science is one of the most important subjects of curriculum

At the secondary stage of Education the school curriculum provides a verity of course. Different subject of study demands some special type of mental abilities for their successful learning although some of the mental abilities regard is general & common for the understanding of almost all the schools subjects. At intermediate level some selected subject are taken by the students. Therefore it has becomes necessary to establish to correlation between different mental abilities of the students.

Reasoning is a productive thinking is which previous experiences are organized or combined in now ways to solve the problem. (*Gates*). Man is an intelligent being. His all activities are related to thinking which help in planning, relating different facts and help him to reach conclusions. With the Reasoning ability, the individual adapts himself in different situations and for obtaining good results can even change these situations. Individual is not always correct in his decision but if he analyses the situation coming in front of him, considers the consequences, then there is more possibility that his decision would prove to be correct (*Kumar 1989*).

Numerical ability is the power of calculation with speed & accuracy which helps in numerical computation and memory consists in remembering what has previously learned (*woodworth*). A person who is bestowed with less amount of Numerical ability would not able to carry out simple numerical calculation quickly and accurately. A numerically literate person can manage and respond to the mathematical demands of life.

Aspects of numeracy include number sense, operation sense, computation, measurement, geometry, probability and statistics (Srivastava, A.K. 1993).

Memory is cognitive events by occurring establish dispositions which facilitate their recurrence (Spearmen). Memory seems to be a source of knowledge. It is essential for much reasoning and decision-making, both individual and collective. It is connected in obscure ways with dreaming (Kreshner and John 1985). Some memories are shaped by language, others by imagery.

Bhagirath, G.S. (1978) found the teacher and students perceived the correlates of academic achievement as intelligence, character emotional adjustment, school & social adjustment creativity punctuality and activeness. Bhat, R.N. & Indiresan, J. (1981) also found the same result. Kumar, A. (1981) found high intelligence students should be taught through the branching styles of programmed and low intelligences students through the expository method of teaching. OJha, K.P.(1979) found significant positive correlation between achievement and SES for rural boys and urban boys. Agrawal. S. (1973) found Intelligence was highly correlated with examination marks of medical students, the correlation between combined scores of intelligence aptitude. Lall, R. (1984) found Restrictive & protecting attitude of parents were positively and significantly related to youth problem & anxiety and Loving attitude of parents were positively and significantly related to powerful other locus of control. Bhusari, C.U. (1988) found there was positive correlation between intelligence and scholastic achievement of ST students in all subjects. Garg, U.P. (1992) found there appeared to be a linear relationship between I.Q and academic performance which hold good both for rural and urban students.

Muthunmanickam, R. (1992) found there was a positive significant correlation between achievements is commerce and reasoning ability SES & interest in commerce. Ramasamy, R. (1988) found Academic achievement was found positively related to personality achievement, self concept, study habits and SES among high & low achieving boys & Girls. Arora (1992) found significant and positive correlation between creativity and intelligence. Batastini (2001) also found similar results. Gulati (2009) found significant relationship academic achievement and creativity. Rajnish (1998) found the positive and significant correlation between creativity and problem solving ability. Sood (1999), Laila (2007), Bano (2006) and Hota (1998) also found the similar results.

#### **Objectives :**

1. To find out the relationship between Reasoning ability and Numerical ability.
2. To find out the relationship between Reasoning ability and Memory.
3. To find out the relationship between Numerical ability and Memory.
4. To establish the inter-correlation between different mental abilities i.e. Reasoning ability, Numerical ability and Memory.

#### **Hypotheses:**

- 1- There is significant relationship between Reasoning ability and Numerical ability.
- 2- There is significant relationship between Reasoning ability and Memory.
- 3-There is significant relationship between Numerical ability and Memory.

#### **Methodology :**

In this study field survey method was used. The population of the present study consists of the Students of Intermediate class of Allahabad District. Simple random

sampling method was used for data collection. From the above population a sample of 100 students from different Inter colleges of Allahabad has been selected. To know the Reasoning ability, Numerical ability and Memory of Students different standardized tools namely; Reasoning ability test constructed by Dr. L.N. Dubey, Numerical ability test and Memory test constructed by Prof. D.R. Singh were used. To analyze the data the method of Product moment correlation was used.

#### **Analysis of Data-**

##### **Testing hypothesis -1**

The correlation is established between Reasoning ability and Numerical ability with the help of scatter diagram.

**Table 4.1**

No. of Students	Degree of freedom	Value of .05 level	Value at .01 level	r	Significance level
100	98	0.195	0.164	0.53	Significant

##### **Testing hypothesis -2**

The correlation is established between Reasoning ability and Memory with the help of scatter diagram.

**Table 4.2**

No. of Students	Degree of freedom	Value of .05 level	Value at .01 level	r	Significance level
100	98	0.195	0.164	0.83	Significant

##### **Testing hypothesis -3**

The correlation is established between Numerical ability and Memory with the help of scatter diagram.

**Table 4.3**

No. of Students	Degree of freedom	Value of .05 level	Value at .01 level	r	Significance level
100	98	0.195	0.164	0.27	Significant

**Table 4.4** (The inter-correlation between different mental abilities i.e. Reasoning ability, Numerical ability and Memory)

<b>Mental abilities</b>	Reasoning ability	Numerical ability	Memory
Reasoning ability	-	0.53	0.83
Numerical ability	0.53	-	0.27
Memory	0.83	0.27	-

#### **Regression coefficient and Multiple correlations are-**

When Reasoning ability, Numerical ability and Memory are 1, 2, and 3 respectively.



$$R_{12.3} = 0.70$$

$$R_{13.2} = 0.82$$

$$R_{23.1} = -0.56$$

So the regression equation is,

$$X_C = .70X_1 + .82X_2 - .56X_3$$

Where,

$X_C$  is criterion score

$X_1$ ,  $X_2$  and  $X_3$  are predictor's scores

Finally the value of **Multiple correlation** is 0.91

### Findings-

1. According to the table 4.1 it is clear that the value of correlation coefficient .53 is significant at .05 and .01 level that means the hypothesis is accepted than there is significant correlation between Reasoning ability and Numerical ability.
2. According to the table 4.2 it is clear that the value of correlation coefficient 0.83 is significant at .05 and .01 level that means the hypothesis is accepted than there is significant correlation between Reasoning ability and Memory.
3. According to the table 4.3 it is clear that the value of correlation coefficient 0.27 is significant at .05 and .01 level that means the hypothesis is accepted than there is significant correlation between Numerical ability and Memory.
4. According to the table 4.4 it is clear that the inter-correlation between different mental abilities i.e. Reasoning ability, Numerical ability and Memory are 0.53, 0.83 and 0.27 Respectively.

### Conclusion-

On the basis of the results obtained by analysis of the data it is found that there is correlation between Reasoning ability and Numerical ability is 0.53, correlation between Reasoning ability and Memory is 0.83 and correlation between Numerical ability and Memory is 0.27. In case of Inter-correlation between subtests ranges from 0.27 to 0.83 and all cases the correlation is positive and significant. This indicates that there exists high degree of relationship between these abilities. The obtained value of Regression coefficients calculated from the scores of students in the mental ability test came to be 0.70, 0.82 and -0.56 for Reasoning ability, Numerical ability and Memory. The value of multiple correlations was found to be 0.91. The high value of Regression coefficient of Numerical ability test indicates that this gives maximum contribution in their learning at Intermediate class.

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## **An Innovative Approach to Foster Higher Order Thinking among Secondary School Students – An Experiment**

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### **Abstract**

**Teaching is not Telling and Learning is not Listening.** The Multiple Intelligence Approach reaches out to children with different interests, likes and capacities. It caters to all the children not just emphasizing the verbal and mathematical intelligence. The Multiple Intelligence Approach also helps the students to get an in-depth understanding of a concept through activities and tasks that enhance comprehension, understanding, and creativity thereby being able to achieve the educational objectives as given by Revised Bloom's Taxonomy.

This paper is an effort to study the fostering of higher order thinking among secondary school students as an innovative approach. The study follows the experimental method of the descriptive type. The study covered 736 secondary school students of SSC, CISCE, CBSE and CIE schools. The study sought to find out the effectiveness of Multiple Intelligence Approach to curriculum transaction at secondary school level in catering to the levels of educational objectives as given by Revised Bloom's Taxonomy. The MI Approach to curriculum transaction is certainly effective in realizing the educational objectives as given by RBT as compared to the Traditional Approach. The comprehensive approach of teaching- learning that included a series of activities catering to the multiple intelligences and different levels of thinking in a sequential manner from lower level to higher level.

### **Introduction:**

Teaching is not Telling and Learning is not Listening. Students do not learn much by just sitting in class, listening to teachers, memorizing assignments and giving out answers. A regular classroom set up in schools displays students seated in systematic and synchronized manner in benches and desks arranged one behind the other allowing least mobility among themselves and also for the teachers towards the latter section of the class. The participation of the students is often restricted to answering questions rarely asked by the teacher. Non-interactive, chalk-talk method used in overcrowded classrooms end up producing children who are able to replicate but not create knowledge. Students should be made to learn differently in a classroom rather than passively listening to the teachers' lecture and receiving information. Different activities can be a vital door to learning, which stimulate their interests and cater to the various intelligences as propounded by Professor Howard Gardner in his theory of Multiple Intelligences. The Multiple Intelligence Approach reaches out to children with different interests, likes and capacities. It caters to all the children not just emphasizing the verbal and mathematical intelligence. The Multiple Intelligence Approach also helps the students to get an in-depth understanding of a concept through activities and tasks that enhance comprehension,

understanding, and creativity thereby being able to achieve the educational objectives as given by Revised Bloom's Taxonomy. Students engaged in lower-order thinking, only receive, or recite, or participate in routine practice, no activities are involved for a major part of the lesson that go beyond simple reproduction of knowledge. Teachers need to develop higher order thinking skills among the mature students who have unquenchable thirst for knowledge. In higher-order thinking, students are involved with the transformation of information and ideas which is a result of the combination of facts and ideas that are synthesised, generalised, explained, to arrive at some conclusion and discover new meaning and products of knowledge. For this, the teacher's main instructional task is to create activities or environments that allow them opportunities to engage in higher-order thinking. The Revised Bloom's Taxonomy lays more emphasis on curriculum planning, instructional delivery and assessment. The levels of Revised Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating and Creating highlights the potentials to meet the growing needs of the student community. It is a vital feature that extends children's thinking skills through emphasis on higher levels of the taxonomy ie. analysis, evaluation and creation.

**Statement of the Problem:** An Innovative Approach to foster higher order thinking among secondary school students – an Experiment.

**Operational Definition:**

*Innovative:* Unique and new approach. *Foster:* to enhance *Higher order thinking:* In the present study, the researcher focuses on the levels of thinking as given by Revised Bloom's Taxonomy - remembering, understanding, applying, analyzing, evaluating and creating.

*Secondary School Students:* Students studying in Std VI of SSC, CISCE, CBSE and CIE schools.

**Review of Related Literature:**

Recent research studies have shown that an individual learns in different ways and teaching should be seen as an easy access to enrich, enhance the learning at all levels and effectively gain knowledge Emphasis on tackling communication skills in English through MI Based Instruction as learner-cantered approach caters to different learning styles (Abdallah, Mahmoud, 2008); Co-operative Learning Method supported by MI (CLMI) towards academic achievement and retention (Isik, Dilek, 2009), (Allen, 2009); Intelligence is dynamic and not inherent and can be improved through education, (Moberg, 2009), hence teachers need to teach not only ideas, concepts and subjects but also ability to learn. Differentiated methods of instruction in a classroom setting increases motivation and allows students to be more successful in academics by social behaviour and collaborative participation (Fenner, Dorraine, 2010).

**Objectives of the study:**

1. To study the effectiveness of Multiple Intelligence Approach to curriculum transaction thereby catering to the levels of educational objectives as given by Revised Bloom's Taxonomy.
2. To study the effectiveness of Multiple Intelligence Approach to curriculum transaction thereby catering to the levels of educational objectives as given by

Revised Bloom's Taxonomy among the SSC, CISCE, CBSE and CIE school students.

### Research Questions:

1. To what extent is the Multiple Intelligence Approach to curriculum transaction at secondary school level effective in catering to the levels of educational objectives as given by Revised Bloom's Taxonomy?
2. To what extent was the Multiple Intelligence Approach to curriculum transaction at secondary school level effective in catering to the levels of educational objectives as given by Revised Bloom's Taxonomy among the SSC, CISCE, CBSE and CIE school students?

**Methodology:** The present study followed the experimental method of the descriptive type.

**Sample:** The sample consisted of 736 students from 2 divisions of standard VI and from 2 schools in each of the SSC/CBSE/CISCE/CIE board syllabus pattern in Mumbai.

### Tools:

- Multiple Intelligences/ Revised Bloom's Taxonomy Grid was used consisting of activities addressing the different multiple intelligences and catering to the levels of thinking as given by Revised Bloom's Taxonomy.
- Criterion – referenced Post-test.

### Results and Discussions:

Multiple Intelligence approach to curriculum transaction has been a radical shift from the teacher centered approach to learner centered approach that caters to the individual differences and achievement of the educational objectives. This approach is meant for facilitating teaching-learning that is aimed at mastery learning. For example, the MI/RBT grid incorporates stories for linguistic intelligence at the Remembering level that helps the student to conduct a survey at the applying level of Interpersonal intelligence or develop a program at Bodily/ Kinesthetic Intelligence at the Evaluation level or create a booklet cover at the Creating level of Visual/ Spatial Intelligence.

Table 1: Percent Mean scores of Students.

RBT/ Schools	Total Sample		SSC Schools		ICSE Schools		CBSE Schools		IGCSE Schools	
	MIA (N=736)	TA (N=736)	MIA (N=244)	TA (N=244)	MIA (N=164)	TA (N=164)	MIA (N=164)	TA (N=164)	MIA (N=164)	TA (N=164)
Creating	82.06	53.80	84.83	56.09	84.75	64.87	79.26	61.29	78.04	64.09
Evaluating	72.8	45.78	68.03	43.85	79.26	54.26	73.1	58.61	73.1	40.24
Analyzing	71.73	46.05	68.85	49.04	73.78	58.46	73.17	54.76	72.56	43.29
Applying	74.5	52.3	72.5	46.3	78.04	56.09	75	55.48	73.78	54.2
Understanding	86.6	59.5	84.8	56.1	85.3	63.4	87.1	62.65	90.24	66.46

Remembering	87.5	76.5	84.01	76.6	89.6	66.4	89.6	64.8	88.4	67.6
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From the Table 1, it could be observed that the Multiple Intelligences Approach to curriculum transaction was found to be effective at all levels of the educational objectives given by Revised Bloom's Taxonomy as compared to the Traditional Approach.

**Discussion:** This implies that the MI Approach to curriculum transaction had a positive impact on the teaching- learning methodology. This enabled the students to achieve the educational objectives of Remembering, Understanding at a very high level as compared to substantial and moderate level in the Traditional Approach. The activities created a better impact on student understanding and helped the students to perform better. The higher level educational objective of Creating was also achieved at Very High Level and this was due to the activities that enabled the students to express their perceptions and understanding better which was reflected in the post test marks. The objectives of Applying, Analyzing and Evaluating were also catered to a substantial level in MI Approach as compared to the traditional approach where it was catered only to a moderate level. Though these were higher level thinking and few students were not exposed to these teaching- learning methodology the activities were so well knitted and continuous that it helped the students to handle the situations in an amicable manner. The Post test marks were a good indicator in this respect.

**In SSC schools,** the magnitude of Percent Mean of the MI Approach of curriculum transaction of Remembering, Understanding and Creating has been at a very high level and Applying, analyzing and evaluating has been at Substantial level as compared to the magnitude of Percent Mean of the Traditional Approach of curriculum transaction Remembering has been at a Substantial level and understanding, applying, analyzing, evaluating and creating has been at a moderate level. This implies that the MI approach of curriculum transaction has been more favorable than the Traditional approach. This is mainly due to the interactive sessions and the differentiated activities that were catered to all students which enabled them to grasp the concepts better. The students of the SSC schools are very rarely exposed to this kind of teaching- learning methodology. This was an added boon to them, the concepts were taught so deeply and collaboratively interwoven with fun and learning. This was highly reflected in their post test scores which helped the researcher to be assured that MI Approach of curriculum transaction is favorable for mastery learning of the students and also facilitates achievement of higher level objectives.

**In CISCE schools,** the magnitude of Percent Mean of the MI Approach of curriculum transaction of Remembering, Understanding and Creating has been at a very high level and Applying, analyzing and evaluating has been at substantial level as compared to the magnitude of Percent Mean of the Traditional Approach of curriculum transaction Remembering, Understanding, Creating has been at a Substantial level and applying, analyzing and evaluating has been at a moderate level. This implies that here too, the MI approach of curriculum transaction has been favorable than the Traditional approach. The ICSE schools had an exposure to the differentiated teaching- learning methodology as compared to the SSC schools but yet it was not catered to a very large extent. The activities incorporated by the researcher formed as a building block in refining the concepts well. The students, however, were exposed to project making and at times

collaborative learning. This helped the researcher to carry on the activities smoothly. The post test scores however gave an indication of the positive response to the differentiated activities and achievement of higher level objectives to a substantial level.

**In CBSE schools**, the magnitude of Percent Mean of the MI Approach of curriculum transaction of Remembering, Understanding has been at a very high level and Applying, analyzing and evaluating and creating has been at moderate level as compared to the magnitude of Percent Mean of the Traditional Approach of curriculum transaction of Remembering, Understanding and Creating has been at a Substantial level and applying, analyzing and evaluating has been at a moderate level. This implies that the MI Approach to curriculum transaction has proved to be more fruitful than the Traditional Approach. The CBSE schools also practiced different methodology of teaching- learning. The students were very much in tune with the activities that was carried out by the researcher and it was well accepted and responded.

**In CIE schools**, the magnitude of Percent Mean of the MI Approach of curriculum transaction of Remembering and Understanding has been at a very high level and Applying, analyzing, evaluating and creating has been at substantial level as compared to the magnitude of Percent Mean of the Traditional Approach of curriculum transaction of Remembering, Understanding and Creating has been at a Substantial level and applying, analyzing and evaluating has been at a moderate level. This implies that the MI approach of curriculum transaction has been more favorable than the Traditional approach. The IGCSE schools focused on MI based teaching- learning and catered to the different learning styles as well. This was observed among the students in their creating ability and responding to the questions raised by the researcher. The activities were enthusiastically carried out by the students, however the results were not as expected by the researcher, this could be due to different methodology used as MI Approach of teaching- learning. The students were not geared to a large extent on creating. They mainly emphasize on group work and group presentations and notes based on the group discussions, which was a lacuna that was observed by the researcher in their post test. However the post test marks were comparatively better than the traditional approach post test marks.

Thus the researcher concludes that the MI Approach to curriculum transaction is certainly effective in realizing the educational objectives as given by RBT as compared to the Traditional Approach. The comprehensive approach of teaching- learning that included a series of activities catering to the multiple intelligences and different levels of thinking in a sequential manner from lower level to higher level. This also proves the effectiveness of activity based teaching rather than mere verbal exposition.

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## Wheat Perverse Policy Sparks Crisis

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### Abstract :

The wheat production in India has been increasing since 1990-91. The wheat production during 2006-07 has 74.9 million tones which was higher than the previous year. Therefore, there was no need for import of wheat. The import price was above Rs. 1500 as compared to the minimum support price of Rs. 850 per quintal. The quality of imported wheat was not suitable for human consumption. There was compulsion on public to buy wheat along with kerosene from the ration shops. The government has lost a subsidy of Rs. 4500 crore on account of wheat. Wheat stocks with the government depleted steadily due to mismanagement of the food grain economy and low procurement for three successive years from 2006-07. The principal reason for the poor procurement was the less than adequate MSP. The low procurement has ultimately jeopardized the country's food security in the form of skyrocketing wheat prices.

### 1. Introduction :

The Government decision to import wheat has run into more controversy. The decision to import wheat to cover a 4 million tone shortfall in domestic procurement for the public distribution system and buffer stock has been questioned both by parties in the opposition and those that are part of ruling United Progressive Alliance. The issue has been handled over to the Central Vigilance Commission. It has asked for a detailed report from the department of food and public distribution. The food minister had made its detailed report available and it was currently under study. The CVC has been investigating whether wheat imports have been deliberately mis-handled. The government has imported 50 lakh tones of wheat during the last two years. Government has provided subsidy of Rs. 4500 crore for this purpose. In spite of all these, the good quality of wheat has not been imported. The consumers have to pay Rs. 22 per Kg. of wheat in the open market due to the wrong procurement policy of the government.

### 2. Wheat

Wheat provides more than 50 percent of the calories to the people who mainly depend upon it. It is the major player in the Indian food sector. The Green Revolution in rice and wheat played an important role in shaping agricultural and food security policy. For the last eight years, India is maintaining its second position in the world next to only China. At present India produces more wheat than the United States of America. Despite the impressive increase in production and productivity, meeting the demands of increasing population is a challenging task. Income growth, demographic pressure and changing food habits have resulted in increased expansion in the demand for wheat.

Wheat is the second most important staple food after rice. It derives attraction in the food market because of better nutritional value as compared to rice. Wheat products such as bread, biscuits, pasta and noodles regularly appear in the shopping list of a large number of urbanites. Number of consumers of these products is increasing with change of life style that permits limited time in kitchen for a working woman. Extensive survey and research identified what growing areas that can provide wheat grain suitable for making

high quality of bread, chapatti, pasta, noodles etc. The average protein content in wheat is 11.4 percent. As compared to cereals like rice, wheat has features that can help in reducing blood sugar and also cholesterol.

### 3. Global Scenario :

Wheat is grown in 122 countries occupying an area of 215 million hectare producing nearly 650 million tones of wheat during 2004-05. The major wheat exporting countries are U.S., U.K., Canada, Australia and Argentina. These countries account for 75 percent of the supply of wheat traded internationally. China and India are also major wheat producing countries in Asia. The wheat acreage in South Asia is more than 36 million hectare which is around 16 percent of the global wheat area and produces 15 percent of World's wheat. The current wheat production in South Asia is around 95 million tones.

### 4. Indian Scenario :

The wheat production scenario in India is given below (as per RBI Report)

Year	Wheat production (in mn. Tones)	Year on Year growth %
1990-91	55.1	na
1995-96	62.1	na
2001-01	69.7	na
2001-02	72.8	4.43
2002-03	65.8	- 9.63
2003-04	72.2	9.72
2004-05	68.5	- 4.86
2005-06	69.4	1.03
2006-07	74.9	9.32
2007-08	78.6	3.64
2008-09	80.7	2.69
2009-10	80.8	0.15

Source: Ministry of Agriculture Govt. of India

The Table 1 indicates that wheat production in India during the year 2009-10 was 80.8 million tones which was 0.1 million tones higher than the last year. The table also indicates that wheat production has been increasing since 1990-91 except in the year 2002-03 and 2004-05 which was lower at 65.8 million tones. The import of wheat cannot be justified because the production has been increasing. According to food ministry estimate wheat stock on April 1, 2008 was only 31.04 lakh tone, falling more than 22 % short of the buffer stock requirement of 40 lakh tone. This indicates that there is a need to import at least 8.86 lakh tones to bridge the shortfall. Agriculture and Food Minister Mr. Sharad Pawar had clarified that the government had sufficient supplies of wheat to meet the domestic demand and there was no need to import wheat.

### 5. PRODUCTION AND GOVERNMENT PROCUREMENT OF WHEAT

The production and Government procurement of wheat during last 5 years was as



follows:-

Table 2 : Production and Government Procurement of Wheat(mn tons)

<b>Year</b>	<b>Production</b>	<b>Procurement</b>	<b>Procurements as a % of Production</b>
2005-06	69.35	14.79	21.33
2006-07	75.81	9.23	12.18
2007-08	78.57	11.13	14.17
2008-09	80.68	22.69	28.12
2009-10	80.80	25.38	31.41

Source: RBI, Handbook of Statistics on Indian Economy, 2009-10.

Table 2 revealed that during 2006-07 and 2007-08 the government lost control of its wheat procurement drive because of the aggressive intervention by the private players such as Hindustan Lever, Reliance and Cargil India in the grain market. The key reason for the emergence of this situation appears to be the inadequacy of the Minimum Support Price offered for wheat during the period in relation to the open market price.

#### 6. **IMPORT OF WHEAT**

The quantity of wheat imported and their prices were as under:-

Table 3: Wheat Imports

<b>Date</b>	<b>Quantity (lakhs Tones)</b>	<b>Price (Dollar per Tone)</b>
<b>February 2006</b>	<b>5</b>	<b>178.5</b>
May 2006	8	191.39
June 2006	22	197.82
July 2006	3.30	210.72
August 2006	18.70	228.94
June 2007	5.11	325.59
August 2007	7.95	389.45
2007-08	17.93	
2008-09	0.01	
2009-10	1.60	

Source: Empowered Group of Minister note published in Financial Express, September 23, 2007.

Table 3 revealed that the Government had imported wheat at a very high price. The import price of wheat has more than doubled in a year. The government has contracted imports at prices that are more than 80 percent of the procurement price of Rs. 8500 a tone paid to the domestic farmer. Again the government had cancelled a tender in May 2007 because of higher prices of import of wheat but again contracted a fresh tender in June 2007 at prices that were 24 percent higher than the price in May 2007. The price of tender in May was \$ 263 per tone and it was \$ 325.39 in June 2007. The consumers have to pay Rs. 20 per Kg. to buy wheat from the open market which was available at Rs. 10 per Kg. due to this wrong policy of import of wheat. It also indicates that the

government has no control over the domestic market. This clearly indicates that the government was using wrong policy for import of wheat from year 2006-07. This could prove costly as international wheat prices are risen due to global shortages. The latest government contract to buy 7.9 lakh tones of wheat was at \$ 389.45 per tone which was higher than the earlier tender price.

#### 7. **PUBLIC DISTRIBUTION SYSTEM**

Chief Justice of India stated in the month of September 2007 that the aam -admi has been hit hard by “deep-rooted corruption” and the public distribution system (PDS) was in shambles due to this malaise. He further stated that in some states not a single grain reaches the targeted population adding that corruption and police inaction was forcing to take the law into their own hands. A Planning Commission study also shows that only 42 percent of the subsidized food grains issued from the Central Pool reach the poor. Recently, in Murshidabad, West Bengal angry villagers pulled out a ration shop dealer and tied him and his family to a tree accusing him of selling subsidized food grains meant for them in the open market. In Maharashtra red colored wheat is sold through PDS along with Kerosene. The Health Department of the State Government has already declared that the said wheat is not suitable for the consumption of human being. Shivasena had arranged a campaign against the distribution of the bad quality wheat through the PDS.

A recent report of the Ministry of Consumer Affairs Food and Public distribution states that in the last three years. Rs. 31581.98 crore worth of wheat and rice meant for the poor was siphoned off from the PDS. Every year, India’s poor are cheated of 53.3 percent and 39 percent of wheat and rice respectively earmarked for them. The leakage through the ration shops constitutes the bulk of the pilferage. Thus, we cannot trust the government to deliver food to the poor despite its huge network of about 4.5 lakh fair-price shops and a well-laid out supply chain.

#### 8. **MINIMUM SUPPORT PRICE**

The minimum support price paid to the farmers during the last 10 years is as follows:-

Table 4 Minimum Support Price of Wheat

<b>Crop Year</b>	<b>Production (Lakh tones)</b>	<b>Procurement (Lakh tones)</b>	<b>MSP (Rs.) per Qunital</b>
01-02	728	191	620
02-03	651	158	630
03-04	721	168	630
04-05	686	148	640
05-06	694	92	700
06-07	748.9	111.04	850
07-08	785.7	111.3	850
08-09	806.8	226.9	1000
09-10	808.00	253.8	1080

Source: Ministry of Agricultural FCT

The basic issue goes back to the government procurement of wheat. Procurement

has a bearing on the output perception, the future minimum support price (MSP), the current price as well as import price. The government is importing wheat at a price of Rs. 1500 per quintal but it is not paying more MSP to Indian farmers. Again the quality of imported wheat is inferior to the wheat produced by the Indian farmers. Thus, there is a need to review the MSP system in order to avoid the import of wheat. If the private players are offering Rs. 2000 per quintal for the same grade of wheat then there is a need to change the MSP calculation or keep it as a benchmark and use the market to get signals for procurements. The future market was also providing valuable signals of the wheat price, which can provide an alternative for determining procurement prices.

#### 9. CONCLUSIONS

Wheat is a major player in the Indian Food Sector. It provides more than 50 percent of the calories to the people. Wheat is grown in 122 countries occupying an area of 215 million hectares producing nearly 630 million tones. India is a major wheat producing country. The wheat production in India has been increasing since 1990-91. Though the production of wheat has increased in 2006-07, the government has imported wheat at very high prices. The Government has fixed minimum support price of Rs. 850 per quintal of wheat which is than much lower than the import price as well as in the domestic market. This indicates that Govt. has no control over domestic market. We cannot trust the government to deliver food to the poor despite its huge network of about 4.5 lakh fair price shops and a well laid out supply chain. The futures market has been providing valuable signals of the wheat price which can provide an alternative for determining procurement prices. The low procurement has ultimately jeopardised the countries food security in the form of skyrocketing wheat prices.

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## **Review of Right of Children to Free and Compulsory Education Act, 2009**

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The history of education in India can be traced back to 3<sup>rd</sup> century BC. Research shows that in the ancient days, sages and scholars imparted education orally, but after the development of letters, it took the form of writing. Palm leaves and barks of trees were used for education, and this in turn helped spread the written literature. Temples and community centers often took the role of schools. However, education during this phase was restricted to families of nobles and high born families.

When Buddhism spread in India, education became available to everyone and this led to the establishment of some world famous educational institutions Nalanda, Vikramshila and Takshashila. These educational institutes in fact arose from the monasteries. It was in the 11<sup>th</sup> century that the Muslims established elementary and secondary schools. This led to the forming of few universities too at cities like Delhi, Lucknow and Allahabad. Medieval period saw excellent interaction between Indian and Islamic traditions in all fields of knowledge like theology, religion, philosophy, fine arts, painting, architecture, mathematics, medicine and astronomy.

Later, when the British arrived in India, English education came into being with the help of the European missionaries. Since then, Western education has made steady advances in the country. With hundreds of universities and thousands of college affiliated to them, in fact scores of colleges in every discipline, India has positioned itself comfortably as a country that provides quality higher education to its people in specific and to the world in general.

### **Education in Post-independence Period:**

*“I beg to place the following resolution before the council for its consideration ....the state should accept in this country the same responsibility in regard to mass education that the government of most civilized countries are already discharging and that a well considered scheme should be drawn up and adhered to till it is carried out.. The well being of millions upon millions of children who are waiting to be brought under the influence education depends upon it...”*

In the post-independence period, the new constitution adopted by India did not change the overall administrative policy of the country on education. Education continued to be the prime responsibility of the state governments, and the union (central) government continued to assume responsibility for the coordination of educational facilities and the maintenance of appropriate standards in higher education and research and in scientific and technical education. Education in India is mainly provided by the public sector, with control and funding coming from three levels: Central government, State government and Local self-governing institutions.

### **Constitutional Provisions having bearing on Education System in India:**

Part	Title	Article/	Title
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		<b>Schedule</b>	
III	Fundamental Rights	13	Laws inconsistent with or in derogation of the fundamental rights.
		15	Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.
		<b>21A</b>	<b>Right to Education</b> (Inserted by the 86 <sup>th</sup> Amendment in December, 2002 and passed by the Parliament in July, 2009. The provisions of the Act came into force from 1 <sup>st</sup> April, 2010)
		28	Freedom as to attendance at religious instruction or religious worship in certain educational institutions
		30	Right of minorities to establish and administer educational institutions.
IV	Directive Principles of State Policy	37	Application of the principles contained in this Part.
		38	State to secure a social order for the promotion of welfare of the people.
		39	Certain principles of policy to be followed by the State.
		41	Right to work, to education and to public assistance in certain cases.
		<b>45</b>	<b>Provision for free and compulsory education for children.</b> (Inserted by the 86 <sup>th</sup> Amendment in December, 2002 and passed by the Parliament in July, 2009. The provisions of the Act came into force from 1st April, 2010) Provision for early childhood care and education to children below the age of six years
		46	Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections.
47	Duty of the State to raise the level of nutrition and the standard of living and to improve public health.		

#### **Right to Education Act, 2009:**

The present Act has its history in the drafting of the Indian constitution at the time of Independence but more specifically to the Constitutional Amendment that included the Article 21A in the Indian constitution making Education a fundamental Right. The rough draft of the bill was composed in year 2005. It received much opposition due to its mandatory provision to provide 25% reservation for disadvantaged children in private schools. The sub-committee of the Central Advisory Board of Education which prepared the draft Bill held this provision as a significant prerequisite for creating a democratic and egalitarian society. Indian Law commission had initially proposed 50% reservation for disadvantaged students in private schools.

The bill was approved by the cabinet on 2<sup>nd</sup> July 2009. Rajya Sabha passed the bill on 20<sup>th</sup> July 2009 and the Lok Sabha on 4<sup>th</sup> August 2009. It received Presidential assent and was notified as law on 3 Sept 2009 as “The Children's Right to Free and Compulsory Education Act”. The law came into effect in the whole of India except the state of Jammu and Kashmir from 1<sup>st</sup> April 2010, the first time in the history of India a law was brought into force by a speech by the Prime Minister. In his speech, Manmohan Singh, Prime Minister of India, stated that,

*"We are committed to ensuring that all children, irrespective of gender and social category, have access to education. An education that enables them to acquire the skills, knowledge, values and attitudes necessary to become responsible and active citizens of India."*

#### **Highlights of the Right to Education Act, 2009:**

The Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats to children from poor families (to be reimbursed by the state as part of the public-private partnership plan). It also prohibits all unrecognized schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission. The Act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school drop-outs to bring them up to par with students of the same age.

The RTE act requires surveys that will monitor all neighbourhoods, identify children requiring education, and set up facilities for providing it. The World Bank education specialist for India, Sam Carlson, has observed – “The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance and completion on the Government. It is the parents' responsibility to send the children to schools in the U.S. and other countries.”

The Right to Education of persons with disabilities until 18 years of age has also been made a fundamental right. A number of other provisions regarding improvement of school infrastructure, teacher-student ratio and faculty are made in the Act.

#### **Review of the Right to Education Act, 2009:**

The Right of Children to Free and Compulsory Education Act, 2009, popularly known as the Right to Education (RTE) Act, is a remarkable step forward in the field of education in India. However, some of the provisions of the Act, although included with noble intentions, will have unintended consequences that might counter some of the advantages of the new system itself as well as have ill effects on the very subjects of the Act, the children, most of whom are even unaware of the polity behind the legislation ruling them. The critical gaps and key issues of the Act are as follows:

- (1) Narrow definition of ‘Child’: The RTE Act, 2009 narrows the definition of child to persons between 6-14 years as children.
- (2) Why only 6-14 and not 0-18 years?: The Act leaves out children between 0-6 years and 14-a8 years which are crucial age as one is formative stage and the other is developmental stage of childhood.

- (3) Ensuring of Right: The Act seeks to implement the fundamental right to elementary education. However, there is no specific provision for who is accountable for this right.
- (4) No failing: Automatic Passage to the next class may be counter-productive since failing is not allowed as per the Act.
- (5) Postponing development does not work: A child that is deficient in skills will find it even harder to catch on in a senior class.
- (6) No Board exam in the Period of Elementary Education: For an ambitious program like the RTE, evaluation through the Board examinations at the 14 year stage will help even the Government evaluate how successful the RTE program.
- (7) The Act does not ensure that children do not drop out after age 14: There is also a need for measures to ensure that children (especially poor children) do not drop out of school once they lose the benefit of free education.
- (8) No Clear Definition of the term 'Mental Harassment': While a ban on physical punishment is laudable, the one on mental harassment is incompletely defined. This may be misused by some students and their parents.
- (9) Closure of Unrecognised School: Private unrecognised schools are not the alternative to recognised institutions – they are the alternative to *no education at all!* By proposing to shut them down, the government decreases the outreach of education made possible by these institutions.
- (10) An uncertain future for students: A Times of India report cites various studies that show that in Punjab, 86% of more than 3000 private schools are unrecognised and 3.5 lakh children are enrolled in them. The future of students in these school is uncertain if these schools are closed down.

Despite flaws in the Right to Education Act, it is equally important for us to simultaneously ensure its proper implementation. Besides bringing about design changes, we as responsible civil society members need to make the government accountable through social audits, filing right to information applications and demanding our children's right to quality elementary education. Moreover, a number of stakeholders affected by the implementation of this Act have moved to court. It is, therefore, critically important for us to follow such cases and where feasible provide support which addresses their concerns without jeopardizing the implementation of the Act.

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## कवी अरुण म्हात्रे यांच्या 'ऋतू शहरातले' या कवितासंग्रहातील महानगरीय संवेदना व ग्रामीण मूल्य संस्कृती यांतील द्वंद्व

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कविच्या कवितांचा अभ्यास करतांना वाचकाला येणारा विशिष्ट अनुभव आणि त्याच्या कवितांतून व्यक्त झालेला विशिष्ट अनुभव या दोन्हींचा विचार करावा लागतो. कविता किंवा कुठल्याही कलाकृती अनेकविध प्रेरणांची व वृत्तींची संतुलित संघटना असते. कविच्या कल्पनाशक्तीचे हेच कार्य आहे. परस्परविरोधी असलेल्या, एकमेकींना खेचणाऱ्या, एकमेकींमध्ये अडथळे आणणाऱ्या, एकमेकींपासून फटकून वागणाऱ्या अशा अनेक प्रेरणा कविच्या मनात एकत्र येऊन एक स्थिर संतुलन साधतात. 'Impulses which commonly interfere with one another and are conflicting, independent and mutually distractive, in him combine into a stable shade.'<sup>१</sup> म्हणूनच कवी अरुण म्हात्रे यांच्या "ऋतू शहरातले" या कवितासंग्रहातल्या महानगरीय संवेदना व माणसाची ग्रामीण मूल्य संस्कृती यांतील द्वंद्वाना शोध घेतांना रसिक वाचक म्हणून माझे विशिष्ट अनुभव आणि कवी अरुण म्हात्रे यांचे कवितेतून साकारलेले भावविश्व व त्यातून व्यक्त झालेला विशिष्ट ऐंद्रिय अनुभव याचा मेळ घालावासा वाटला.

कवी अरुण म्हात्रे म्हणतात, "कवितेच्या उभारणीत आपल्या बालपणाचं सर्वात मोठं योगदान असतं. किंबहुना, प्रत्येक माणसाच्या जडणघडणीत नि नंतरच्या त्याच्या विकासात, (वा अधःपतनातही) लहानपणीच्या संस्काराचा, प्रभावाचा खूप मोठा वाटा असतो. कवितेत तर ते अटळपणे येतंच. माझं बालपण दोन तुकड्यात, दोन वेगवेगळ्या ठिकाणी, किंबहुना अगदी परस्पर विरुद्ध वाटाव्या अशा ठिकाणी गेलंय....खूपदा कविता लिहिताना किंवा इतरांशी वागताना मी गावचा की शहराचा हे मला नि समोरच्यालाही नीट कळत नाही. अर्थात माझा कवितेचा प्रवास हा असा माझ्यावरच्या प्रभाव क्षेत्रापासून सुरु होतो. त्यात गजबजलेली मुंबई आणि निवांत गाव दोन्ही आहे."<sup>२</sup> असं म्हणत आपल्या कवितेतल्या अनेक प्रेरणांचा, प्रतिमांचा स्रोत कुठून येतो ते स्पष्ट करतात. अरुण म्हात्रे यांच्या "ऋतू शहरातले" या काव्यसंग्रहातल्या कविता जाणून घेतांना त्यांच्या ह्या अवतरणाचा उपयोग होतो.

म्हात्रे यांचा जन्म मुंबईतील असल्याने एकूणच जगण्यातला नि वागण्यातला मोकळेपणा, याचा खूप मोठा अनुभव कवितेतून येतोच ह्या मोकळे ढाकळेपणाचा प्रभाव त्यांच्या कवितेवरही आहे. त्यानंतर बालपणाचा उत्तरार्ध ते तरुण वयापर्यंतचा काळ अलिबागजवळील हाशिवरे या गावात त्यांनी व्यतित केला. या शालेय जीवनापासूनच त्यांच्या कवितांना सुरवात झाली असावी. म्हात्रे म्हणतात, "मुंबईमधल्या ह्या अत्यंत गजबजलेल्या भागातून, अचानक आमची रवानगी, अलिबाग तालुक्यातल्या, हाशिवरे नामक खेड्यात झाली नि अचानक एकदम जगण्याचा सेटच बदलून गेला."<sup>३</sup> गावातले वातावरण वेगळ्या प्रकारे 'मोकळे' असते. तेथील निसर्ग आणि माणसांची निर्मळ मनं यामुळे वातावरण शुद्ध आणि याअर्थी मोकळं असतं. हिरवीगार शेतं, बैलांच्या घुंगरांचा आवाज, उगवता सूर्य, भुपाळीचे सूर, लोकगीतांचा प्रासादिकपणा, सण समारंभांचा उल्लास, जगण्यातील साधेपणा, संस्कृती जपण्याचा प्रयत्न, नैतिकतेला व श्रमाला दिलेले महत्त्व या व अशा अनेक वैशिष्ट्यांमुळे आयुष्याच्या

कोणत्याही टप्प्यात गावात व्यतित केलेले दिवस संस्मरणीय राहतात आणि बालपण असेल तर संपूर्ण आयुष्यभर त्या सुंदर, निसर्गरम्य वातावरणाचा आणि एकंदरच पारदर्शक मानवी भावनाव्यपाराचा प्रभाव व्यक्तिमनावर उमटला नाही तरच आश्चर्य! “त्यामुळेच म्हात्रेंच्या कवितांमधून या ना त्या स्वरूपात येणाऱ्या प्रतिमा मात्र खेड्यातील आदिम मूल्य संस्कृतीकडे अंगुलीनिर्देश करतात.”<sup>३</sup> “ऋतू शहरातले” या संग्रहातल्या कविता जरी शहरातल्या भासल्या तरी त्यातून सारखं गाव जाणवत राहतं. हे जाणवणारं गाव त्यांच्या मनातलं असूनही कविता मात्र उगाचच लिरिकल होत नाहीत. या गावातल्या ऋतूंबाबत विचारलेल्या “तुमच्या कवितेतले ऋतू गावात का रमतात?” या प्रश्नाला “ह्याचं एक साधं कारण आहे की मी मूळचा गावातला आहे ना. जन्म जरी शहरातला असला तरी माझं बालपण गावी गेलेलं आहे. ...त्यामुळे माझी गाडी परत परत जाते गावाकडे.”<sup>४</sup> असे उत्तर त्यांच्याकडे आहे.

शिक्षणानिमित्त पुन्हा शहरात आल्यावर कॉलेजात राम पटवर्धन हे त्यांना शिक्षक म्हणून लाभले. प्रत्येकाच्या आयुष्यात त्याच्या जडणघडणीत शिक्षकाची भूमिका अत्यंत महत्वाची असते. राम पटवर्धन सरांनी “रोमॅन्टिसिझमची पिसे काढायला सुरवात केली. शब्दांऐवजी अर्थाकडे नि आशयाच्या नेमकेपणाकडे त्यांनी ‘लक्ष’ वेधल्यानंतर, गद्यप्राय कवितांचा नवकवितेच्या अंगानं नेमकेपणाचा प्रवास सुरु झाला. यमकं, उपमा यांचं अलंकरण, छंदाचा बालिश हट्ट, त्यासाठी विशिष्ट शब्दांचा सोस हे नकोसं वाटू लागलं. रोखठोकपणाकडे कोरडेपणाने वास्तव सांगण्याकडे कल झुकू लागला.”<sup>२</sup> आणि ‘ऋतू शहरातले’ हा कवी अरुण म्हात्रे यांचा पहिला कवितासंग्रह प्रकाशित झाला. या कवितासंग्रहातील कवीभोवतीचे ‘भोवताल’ हे मुंबई शहराचे आहे म्हणूनच बहुदा कवीने संग्रहाला ‘ऋतू शहरातले’ हे नाव दिलेले असावे.”<sup>५</sup> मुंबई शहरात त्यांनी शहरीपणाचा अनुभव घेतला आणि हे अनुभव त्यांच्या ग्रामीण जीवनातील अनुभवांपेक्षा अत्यंत वेगळे होते. त्यामुळे या दोन्ही अनुभवविश्वात एक प्रकारचे द्वंद्व जागे असल्याचे आपल्याला सतत जाणवत रहाते. “कवी म्हणजे असा फक्त लिहितो म्हणून कवी नाही. त्याला सगळं समजावं लागतं. जसं मनातलं तसं, बाहेरचंही समजावं लागतं. आम्ही त्याला श्वेतर्मन अस म्हणतो, म्हणजे अंतर्मन आणि बाह्यमनच नव्हे तर श्वेतविश्व सुध्दा माहित पाहिजे आणि अंतर्विश्व सुध्दा माहित पाहिजे.”<sup>२</sup> कवीचे अंतर्मन त्याच्या बाह्यमनाचे अनुभव नोंदवित असतांनाच श्वेतर्मनही त्यात अनुभवांची भर घालत असतात. त्यांच्या संवेदनशील आणि अभ्यासू व्यक्तिमत्त्वामुळेच हे सारे घडत जाते. अरुण म्हात्रे एका ठिकाणी म्हणतात-

‘रक्तातच होते म्हणूनी सुचले असावे

हे गाणे घामामधुनी निथळलले असावे’

अशा या निथळलेल्या गाण्यांचा हा संग्रह आहे. कवितेची चळवळ चालवतांना त्याचवेळी अनेक आंदोलने, मोर्चे यांत सक्रिय असल्यामुळे म्हात्रे सतत कोणत्यातरी ‘मिशन’वर असतात आणि यामुळेच ओघाने सततचा प्रवासही चालू असतोच. ‘ऋतू शहरातले’ या कवितासंग्रहाच्या मनोगतात - “खूप दिवसापासून माझी भटकंती चाललीय. सर्वत्र. अविश्रांत आणि निर्हेतुक. पूर्वी चळवळीत होतो. गाणी वगैरे म्हणायचो. माणसांच्या आतलं गाणं शोधायचो. मग थोडं नाटकात जाऊन पाहिलं. तिथेही कुणी भेटले. मग पुन्हा चळवळीत. तिथे आणखी कुणी. जगण्याचे सेट बदलत राहिलो. भटकत राहिलो. आणि वाजत राहिलो. झंकारत राहिलो. ह्या कविता म्हणजे त्याचाच आवाज. ह्या निर्मम शहराच्या साक्षीनं उमटलेला - की आतल्या तारा ह्या शहराशीच जोडल्या

गेल्यात ?”<sup>६</sup> हे मनोगत वाचताना जाणवते की या सगळ्या प्रवासात त्यांना बांधून ठेवलंय ते त्यांच्या कवितेच्या गावानंच !

शहर - गाव - पुन्हा शहर अशा अनुभवविश्वातील ताणामुळे कवी सातत्याने त्यातील बदल व त्यातून आपली मुळे शोधत राहतो. शहरातल्या ऋतूंचे गावातल्या ऋतूंपासून वेगळेपण शोधतांना कवीला जाणवते -

“शहरातले ऋतू आता सरकारी कागदपत्रांत

मिसळून जाऊ पाहताहेत

झाडांना पानांऐवजी आता कागदाचेच कोंब

फुटू लागलेत...”

तरिही हा शोध संपत नाही. त्याहीपलीकडे काहीतरी त्याला खुणावत रहाते.

‘असं काय पुन्हा पुन्हा शिल्लक रहातयं

जे आपल्याला ह्या उन्हातून हवयं ? ’

कवीच्या भावनांचा कल्लोळ होऊन त्यांची विरहवेदना असह्य होते, एकाकीपण एवढं वाढतं की त्या पोकळीत त्यांना वाटते -

‘एकच एक पान पडते छातीवर

नि केवढा मोठ्ठा हा त्याचा आवाज ! ’

इतरवेळी त्या पानाकडे लक्षही न देणाऱ्या कवीला आता मात्र त्या पानाचा आवाज असह्य वाटतो तो त्याच्या एकटेपणामुळे, नैराश्यामुळे. हे एकटेपण एवढे टोकाला जाते की -

‘मी सर्वत्र असतो आणि तरीही मी

कुठेच असत नाही...

असं म्हणत तो अलिप्त होत जातो’

शहरी वातावरणाचं कवीला वावडं आहे हे जाणवत राहतं, या महानगरातील सगळ्याच गोष्टी त्यांना कृत्रिम वाटतात आणि ते नकोसं वाटतं. ‘तो’ आणि ‘ती’ मधील अंतर या शहरामुळेच आहे. ‘तसं तुझ्यामाझ्यामध्ये उभं आहे शहर’ असं त्यांना वाटतं. या गजबजाटातही कवी एकटा होतो. हे एकाकीपण त्याला कोसतं आणि प्रतिक्रिया येते -

‘कदाचित भुरूभुरू मीच माझ्यातून

गळतो आहे

- एकट्याने... या समुद्रावर.... ’

असं जरी असलं तरी “स्वतःचं शारीरिक अस्तित्व नाकारणं जितकं अशक्य तितकेच भोवतालचे दिलेले अनुभव, जे अस्तित्वाचा भाग बनतात, ते नाकारणे अवघड असते पण हा नाईलाज असतो. कवी या संग्रहात हा नाईलाज इमानदारीने पाळताना दिसतो.”<sup>५</sup>

‘प्रत्येकाला दिलं गेलेलं नाव हे त्याचं खरं नाव असतं

यावर माझा विश्वास नाही

म्हणून माझं नाव हे मला माझं वाटत नाही  
 म्हणूनच अरूण जगन्नाथ म्हात्रे या नावानं  
 कोणी हाक मारली  
 की मला वाटतं मी सोडून कोणीतरी दुसराच ओ देईल.  
 उभा राहिल  
 हजर आहे म्हणेल, येस सर म्हणेल, मान हलवील  
 कोणी तरी म्हणजे कोणीही. म्हणजे उदा.  
 हे टेबल, हा फळा, हा खडू, हे झाड  
 हा तांब्या, ही सुरी, हा कपडे अडकवण्याचा हूक  
 डस्टर वगैरे कुणीही  
 यापैकी कोणीही ओ देत नाही  
 म्हणून केवळ नाईलाजाने मी म्हणतो -  
 हो मीच तो. '

शहरातल्या माणसांच्या संवेदना बोथट झाल्या आहेत. त्यामुळे प्रत्येक जण आपापल्या चौकटीत मठुपणे जगतो. संवेदनशील असल्यामुळे कवी मात्र या अलिप्ततेमुळे अस्वस्थ होतो. आपली इच्छा नसतांना वाट्याला आलेलं आयुष्य नाईलाजाने जगणारे कविमन सगळ्या कवितांतून प्रतिबिंबित होतं. शहराची गती पकडतांना कवी थकून जातो. 'प्रवासाची प्रोसेस' मधून कवी कोणीतरी ढकलल्यासारखा पुढे जात रहातो.

'आपण स्वतःच हलतो की कोण ढकलतं आपल्याला ?  
 आपण उकरतो ती माती कुठली ?  
 पायाखालची की मनातली ? '  
 असं स्वतःलाच विचारत त्यांचा हा प्रवास सुरू असतो. शेवटी जाणवतं...  
 'आपण दिपत रहातो अखंड... प्रवासभर... प्रवासानंतरही  
 रस्त्याजगतचं रोपटंही अर्थमय  
 वाकुल्या दाखवतं आपल्याला'

शहरातल्या प्रवासात, रस्त्याजगतचं रोपटं म्हणजे जणू कवीचं उपेक्षित अस्तित्व !

कवीचं मन किती संवेदनशील असू शकतं; त्याचं त्याच्या कवितेतल्या शब्दांबरोबर कसं नातं असतं याचं आश्चर्यचकित करणारं वर्णन 'हस्तलिखितातून मुद्रितापर्यंत' मध्ये दिसतं. आपल्या कवितांच्या शब्दांनाही ऐंद्रिय जाणीव असल्याची जाणीव कविला आहे.

'हस्तलिखितापासून मुद्रितापर्यंत जाताना

शब्दांचा प्रवास डुचमळ डुचमळ'

त्या शब्दांना कसे वाटत असेल ? एखादं 'फूल' (हा शब्द) कोणत्या रंगात उमटत असेल ? इतकी संवेदनशीलता, इतका हळूवारपणा कवीच्या सर्वच भावविश्वात सर्वत्र व्यापून राहिलेला दिसतो. प्रत्येक सजीव निर्जीव वस्तुच्या ते इतके जवळ असतात की त्यांच्या अबोलपणातले भावही कविला समजतात असे वाटते.

या संवेदनशील व भावनाशील कवीला या कृत्रिम महानगरात रहावे लागणे म्हणजे एक शिक्षाच वाटावी. तरीही इथे त्यांचं कवीमन त्यांना स्वस्थ बसू देत नाही. महानगर मोठं असलं तरी ते एकसंघ नाही त्यामुळे तुम्ही शहरात एकसंघ अनुभव घेऊ शकत नाही असे ते म्हणतात. 'तू कुठे आहेस?' मधून असेच अनुभवांचे फोटोग्राफ्स जाणवत राहतात. मोर्चे, धारावीसारखी वस्ती, वेश्यावस्ती, गाड्यांची - माणसांची वर्दळ, देवळं, देवळातली भजनं अशा वेगवेगळ्या घटनाप्रसंगांची पोटेंटस् इथे येतात. ही कविता म्हणजे तुकड्या तुकड्यांतून तयार झालेल्या शहराचा कोलार्ज आहे.

शहरापासून दूर जाण्याचा प्रयत्न जेव्हा फोल ठरतो शेवटी कवीला हे वास्तव स्वीकारावे लागते. आणि मग सगळे आलबेल आहे असे तो म्हणायला लागतो.

'गर्दी आहे ते किती छान आहे!

ह्या कोलाहलात माझा पुटपुटाट

कोणाला ऐकू जात नाही

आणि इतक्या प्रचंडात

माझी पूर्ण लटपट छपून राहू शकते. ' हे कवीचे सांगणे सांत्वनासारखे हळवे वाटते.

मानवी नात्यांमध्ये येत जाणारी कृत्रिमता हे कवीमन सतत टिपतं. ते या मनाला सलतं. शहरांमध्ये अनेक दिशांनी माणसे येतात. ती एकमेकांत मिसळतात. पण इथे कोणालाही दुसऱ्यांकडे बघायला वेळ नाही. जो तो घड्याळाच्या काट्यावर नव्हे स्वतःच्या स्वार्थीपणा व हव्यासावर प्रत्येक सेकंदागणिक धावत असतो. जेव्हा कवी शहरात रहायला आले तेव्हा त्यांना प्रकर्षाने जाणवलं असेल ते एकटेपण. आजूबाजूला रस्त्यावर सर्वत्र प्रचंड गर्दी असूनही 'गर्दीतही मी एकटा' अशी त्यांच्या मनाची अवस्था झाली. त्यातही आपल्या प्रिय व्यक्तीच्या नजरेतील परकेपणा असह्य होऊन ते लिहितात -

'दोन शब्दांमधल्या जागेसारखं आंधळं वाटतं मला

जेव्हा तुझ्या डोळ्यात

ओळखीची खूणही दिसत नाही साधी

कागदासारखा कोरा पडून रहातो मी

तुला झेलण्याच्या प्रतिक्षेत.... मातीत'

'नुसताच फिरत रहातो अवयवांवरून हात

आणि

स्पर्श पुरा होऊ शकत नाही.... '

कविच्या मनाला अनेक भावनांनी जखडलेले असते तरी तो त्यातून सुटण्याचा प्रयत्न करतो पण मन त्याचं ऐकत नाही. ते व्यक्त होतच रहातं. बंड करून उठतं.

'आसक्तीच्या खोडाला ही मुळं येतात सगळीकडून

आणि आपण श्लोकासारखे नको नको

म्हणत दाबू पाहतो कढ.

कडाकडांनी धुमारे फुटतच राहतात.... '

या संपूर्ण काव्यसंग्रहात महानगरीय संवेदना आणि ग्रामीण जगण्यातून प्रत्ययाला येणारी आदिम मूल्यसंस्कृती जी ग्रामीण भागात आजही जिवंत आहे यांचे सतत द्वंद्व चालू असलेले दिसते. शहरातलं गाव आणि गावातलं शहर या कवितांतून आपल्या अंगावर येत रहातं. या साऱ्यांत एक तरलता आहे. कोणताही अनुभव बघण्याची व समजण्याची अत्यंत तरल अशी भावनिक वृत्ती त्यांच्याजवळ असल्यामुळेच प्रत्येक कविता ही आपल्याला स्पर्शित रहाते. अपरिहार्यपणे शहरी जीवन स्वीकारल्यावरही त्यातील बारकावे हे कवीमन टिपतच असते. त्याला डोळे बंद करून घेणं कधीच जमत नाही. मनाचे दरवाजे सतत उघडे असतात.

बहिणाबाई पुरस्कार १९९१, वासंती गाडगीळ पुरस्कार, स्नेहदा पुरस्कार, शासनाचा बालकवी पुरस्कार असे प्रतिष्ठीत पुरस्कार मिळालेल्या 'ऋतू शहरातले' या संवेदनशील कवितासंग्रहाची काही वैशिष्ट्ये रसिक वाचकाला प्रकर्षाने जाणवतात ती अशी,

- १) कविला स्वतःच्या अस्तित्वासाठी करावा लागलेला संघर्ष व त्यातून त्यांना लागलेला मनाच्या तळाचा शोध.
- २) शहरात कविमनाचा होणारा कोंडमारा आणि त्यामुळे त्यातून आलेले एकटेपण, दुभंगलेपण.
- ३) निसर्गाकडे, ग्रामीण जीवनाकडे असलेली आदिम ओढ.
- ४) गावाकडे असलेल्या, स्वाभाविकपणे पहिला परिचय झालेल्या सर्व साध्या लोकजीवनात कवीचे रमणे.
- ५) अर्थव्याप्तीतून निर्माण झालेली नवीन शब्दकळा, नवीन प्रतिमासृष्टी शैली

या कवितासंग्रहाची परिक्षणे लिहितांना विविध समीक्षकांनी वापरलेले मथळे ही वैशिष्ट्यपूर्ण आहेत.

- १) भुरूभुरू गळणाऱ्या अस्तित्वाचा सैराट शोध - परेश शिवराम जांभळे
- २) शहरी चक्रव्युहात अडकलेल्या नैसर्गिक मनाच्या मोकळ्या कविता - श्रीधर तिळवे
- ३) मी भटकत गेलो! - प्रदीप निफाडकर

#### संदर्भ :

- 1) I.bid. - I. A. Rechards, P.243
- २) स्पर्श पुरा होत नाही - अरुण म्हात्रे
- ३) भुरूभुरू गळणाऱ्या अस्तित्वाचा सैराट शोध - परेश शिवराम जांभळे
- ४) मिनाक्षी या अंध मुलीने घेतलेली व उमा सहस्त्रबुद्धे यांनी शब्दांकीत केलेली मुलाखत
- ५) शहरी चक्रव्युहात अडकलेल्या नैसर्गिक मनाच्या मोकळ्या कविता- श्रीधर तिळवे, मुंबई सकाळ २१.३.१९९३
- ६) मनोगत ऋतू शहरातले - अरुण म्हात्रे

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## Yoga for Stress Management of Iranian Female Divorcees

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### Abstract

**Objectives:** To examine the effect of yoga training on stress levels among female divorcees in Tehran, Iran.

**Methods:** Female divorcees from Tehran, Iran, age ranged from 18 to 35 yrs with no known medical disorders and high levels of stress, were randomized to yoga group (n=50) and control group (n=50). At the baseline and after completion of three month yoga training both the groups were assessed for stress levels. The yoga group practiced a set of yoga techniques for 1 hr. thrice a week for three months, in the evening, along with daily routine work, while control group engaged in daily routine work only.

**Results:** Statistically significant reduction ( $p < 0.01$ ) was evident in stress levels at physical, behavioral and mental levels.

**Conclusion:** Yoga practices could contribute to reduction of stress levels among female divorcees.

**Key Words:** Yoga, divorcees, stress, stress management

### Introduction

Divorce or marital dissolution is a crisis and a profoundly stressful life event which brings with it many negative emotions.<sup>[1]</sup> The wide range of emotional states that many people experience during the early stages of the divorce process, can reduce their capacity to think clearly, impair their judgment, and make rational decision difficult or impossible. In fact, numerous studies demonstrated that divorce has been rated as one of the most stressful, with a large general impact on the life situation of those who experience it.<sup>[2-4]</sup> Further, marital dissolution was associated with a 3.7 fold increased risk for mood disorders, a 2.5 fold increased risk for anxiety disorders and 3.3 fold increased risk for substance abuse disorders.<sup>[5]</sup> Empirical studies also repeatedly show that marital dissolution is associated with a number of social problems. For example, divorcees have smaller social networks and are more likely to lack social support.<sup>[4]</sup> Also, they more often experience negative life events and physical and psychological ill-health. Moreover, divorced women are likely to be exposed to economic hardship.<sup>[6,7]</sup> Women report more marital complaints and report them earlier than do men. It has been shown that men are more likely than women to remarry, and they do it quicker.<sup>[8]</sup> Divorcees have been shown to exhibit substantially higher admission rates in psychiatric clinics and hospitals than individuals in intact couples, and they more often suffer from anxiety, depression, anger, feelings of incompetence, rejection and loneliness.<sup>[9]</sup> The divorced also exhibit a higher mortality risk, particularly behaviour-related mortality such as suicide, motor vehicle accidents and homicide; and they more often die from coronary disease and cirrhosis of the liver, a cause of death that is often a consequence of alcohol abuse.<sup>[10]</sup>

Potentially, stress incurred through divorce negatively affects every adult who goes through it, but the impact will differ substantially from person to person. The fact that marital dissolution is a crisis and a profoundly stressful life event for many people is

well documented in psychiatry, mental health, clinical psychology and psychosomatic medicine.<sup>[11]</sup> Nevertheless, the stressful situations faced by divorcees can be controlled by various stress management programs. In fact, physical activity might be an effective measure for the treatment <sup>[12-16]</sup> and even for the prevention of psychiatric diseases such as depressive and anxiety disorders.<sup>[17,18]</sup> In addition, physical activity has increasingly been recommended to individuals with or without disease in order to improve their quality of life.

Perceiving the importance of physical activity in improving health the authors intend to see the effect of yoga, which is an experiential science, provides a systematic methodology with its firm roots in a holistic philosophy that is in total harmony with nature. Furthermore, various yoga practices such as asanas, pranayamas, meditation etc. are now recognized as relaxation techniques comparable to many behavioral modification techniques like biofeedback and progressive muscular relaxation.<sup>[19]</sup> It demonstrated that the practice of Yoga and Meditation brings about signs of overall psycho-physiological relaxation. Anxiety neurosis recognized as an exaggerated form of stress response with sympathetic hyper-reactivity could therefore benefit through any one of these relaxation therapies.<sup>[20]</sup> Yoga practice induces an immediate decrease in salivary cortisol concentrations, where preliminary studies have found improved indices of psychological function after comprehensive yoga practice.<sup>[21]</sup> One earlier experiment showed improved neuromuscular efficiency and stress reduction after yoga practices,<sup>[22]</sup> another experiment for stress management among executives demonstrated that there is significant decline in stress levels after yoga intervention.<sup>[23]</sup> Although numerous studies have been undertaken to see the efficacy of yoga practices on stress management but there is dearth of studies on female divorcees. Hence, the main objective of this study was to see the effect of yogic practices on divorce related stress management.

### **Materials and Methods**

**Subjects:** The survey was conducted on 300 female divorcees from Tehran, Iran, by administering Maslach burn out stress inventory (1989). To protect the privacy of individual divorcee, the questionnaire was designed to be anonymous. Informed consent for the survey and experiment was obtained from all of the subjects prior to their participation in the study. The filled-in questionnaires were collected in sealed envelope from individual. Eight divorcees who gave incomplete responses were excluded from the analysis. Finally, the responses of 292 female divorcees were analyzed and it was found that 113 were having high level of stress. The subjects with high level of stress and who had no yoga practice background [age: 18-35 yr] were enrolled for the experiment.

**Experimental design:** The subjects were randomly divided into two groups viz., yoga group (n = 50) and control group (n=50). Primarily, baseline data on stress level was taken from all the selected subjects of both the groups. The subjects of yoga group were then underwent a training of yoga practices under the overall supervision of yoga expert, whereas the comparable control group did not. The training was imparted to the yoga group thrice a week one hour in the evening for a total period of three months. However, both the groups participated in their regular lifestyle activities. After completion of the experiment for three month, the testing of stress level was repeated.



**Assessment of Stress:** The Maslach burn out stress inventory composed of 42 items which are distributed in three different dimensions like physical, mental and behavioral. The questions included in the questionnaire were based on stress influenced by different systems of the human body enabling the person to have the power of reflecting to it or and escaping from it. The physical reaction to stress consists of 20 questions while mental and behavioral reaction to stress consists of 11 questions each. The reliability coefficient for this questionnaire ranges from 0.73 to 0.78.

**Yoga Practices:** The yoga group practiced a set of yoga techniques in the form of asana (postures) and pranayama (breathing techniques). The asanas were sarvangasana (shoulder stand pose), matsyasana (fish pose), yogamudra, setubandhasana (bridge pose), paschimottanasana (forward bend pose), shashankasana (hare pose), shalabhasana (locust pose), vyaghrasana (tiger stretch pose), dhanurasana (bow pose), vakrasana (twisted pose) and suryanamaskar (sun salutation). The pranayama practices for this experiment were nadi sodhana, ujjayi and sitkari. Yoga session also includes kapalbhati and agnisar kriya. Further, prior to each session the subjects were given some warm up exercises like stress relieving stretches.

**Statistics:** Since the primary outcome-variables were stress levels at three different levels, the collected data were analyzed for evaluating mean and standard deviation; whereas within group comparisons were performed using paired t-tests, while between-group comparisons were performed using independent t-tests.

### Results

The result of within group comparison revealed that the yoga group showed a significant reduction in physical, behavioral and mental reaction to stress ( $t= 8.51, p<0.01$ ;  $t= 4.26, p<0.01$ ;  $t= 2.72, p<0.01$ ) (Table 1), whereas the control group revealed no change in physical, behavioral and mental reaction to stress ( $t= 1.59, p>0.05$ ;  $t= 1.34, p>0.05$ ;  $t= 0.87, p>0.05$ ). This indicates yoga practice helps to reduce stress reaction at physical, behavioral and mental levels (Table 1).

The between group results further confirmed (Table 1) that the yoga group showed significant superiority over control group in controlling stress reaction at physical, behavioral and mental level ( $t=7.32, p<0.01$ ;  $t=2.31, p<0.05$ ;  $t=2.26, p<0.05$ ).

**Table 1** Comparison of the baseline and final values (end of three month) of stress levels at physical, behavioral and mental levels.

Variable	Control Group			Yoga Group			Control Vs Yoga (t-value)
	Baseline (M±SD)	Final (M±SD)	t-value	Baseline (M±SD)	Final (M±SD)	t-value	
Physical reaction to stress	67.51 (8.86)	64.34 (8.14)	1.59	66.73 (7.63)	32.16 (5.52)	8.51**	7.3**
Behavioral reaction to stress	35.67 (5.67)	34.22 (5.15)	1.34	36.30 (4.89)	22.36 (3.54)	4.26*	2.31*

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Mental reaction to stress	35.86 (5.23)	34.78 (4.88)	0.87	37.45 (2.80)	21.72 (3.64)	2.72*	2.26*
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\*p<0.05, \*\*p<0.01

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## Discussion

World is male dominated, where women's status is ranked lower. Even though people have become civilized too and talk frequently about the betterment of women's education, many restrictions in women appear after marriage.

In many cases, after marriage, the women are adversely dominated by the males in the family so that they become psychologically depressed. And when such a state of depression crosses the tolerable limit, the incidence of divorce arises.

The dissolution of a marriage through divorce represents a major loss in the lives of all family members. Losses can include those of a physical, social, and emotional nature. The self as it was defined within the marital context and the loss of that self as a result of divorce is a significant source of potential dysfunction in adult family members during and after the divorce<sup>[24]</sup>

The number of divorce cases increases especially in those developed countries, where so called civilization rests on the top. After the occurrence of divorce among the married couple, the divorced males have no problem for further marriage, whereas the divorced women have to face lots of problem. The women divorcees are further depressed mentally even after the incidence of divorce. Many of such divorcees have to change their behavior to maintain psychophysiological homeostasis to live. Moreover, if the psychological depression is too intensive, the behavior of women divorcee becomes abnormal and ultimately such a state of stress causes negative effect on one's body so that they are victimized with psychosomatic disorders or disease.<sup>[25]</sup> The behavioural impacts have become so intensive so that the women divorcees avoid situations promoting anxiety, become social isolation, drink wine, abuse drugs and smoke. Furthermore, they become aggressive with maniac as well as fastidious behaviours along with loss of sexual tendency.<sup>[26]</sup> In fact, various strategies are explored for stress management. Among them role of physical exercise in the prevention and treatment of a range of medical conditions is well established.<sup>[27-29]</sup> Although a number of studies stress the importance of using aerobic exercise in the treatment of clinical depression, but non-aerobic exercise was also found effective in reduction of depression.<sup>[30-33]</sup>

Moreover, a number of controlled studies exist on the effectiveness of yoga. These investigations include drug addiction,<sup>[34]</sup> hypertension,<sup>[35]</sup> irritable bowel syndrome,<sup>[36]</sup> mild depression<sup>[37]</sup> and stress reduction.<sup>[38]</sup> Further, it was observed that intensive but time limited mindfulness meditation can have long term beneficial effects in the treatment of people with anxiety disorders.<sup>[39]</sup> Participation in a two-month yoga class can lead to significant reduction in perceived levels of anxiety in women who suffer from anxiety disorders.<sup>[40]</sup> These studies indicate that yoga has a significant role in managing stress. The result of this study revealed that divorced women mostly suffer from stress that has

negative impact or reaction on their mind, body and behavior. And the results of three months yoga intervention among female divorcees has been proved as a strategic means for stress management and to overcome the negative impact of stress among the women divorcees.

### **Conclusion**

The present study has demonstrated that yoga practices are associated with reduction of stress at physical, behavioral and mental level among female divorcees. Since, the divorced women suffer from a higher state of stress leading towards high mental pressure, current study implies that yoga practices seems to be effective for stress management.

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## **A Study of Socio- Political dimensions of Kalidasa's Play Malavikagnimitram**

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### **Abstract**

Kalidasa, the greatest of not only the Sanskrit dramatists but of all the world's best dramatists, is always discussed for his treatment of myths in his plays *Vikramourvashi* and *Abhigaynasakuntala*. The first play *Malavikagnimitra* is different for its treatment of the social, historical, and political milieu of the Sunga Dynasty since the protagonist the titular figure *Agnimitra* is a historical persona; the second Sunga Emperor. Though the play primarily deals with the idyllic love affair of King *Agnimitra* for a princess in disguise, *Malavika*, it also brings to light the political conflict and intrigues going on at the time of *Agnimitra* in the position of lord of *Vidisa*. The present paper is an attempt to explore the historical, political dimensions of this first play by the master Sanskrit dramatist. Though no action of that sort takes place on stage, the deadly politics of the time overshadows the royal romance and makes the play far more interesting and different from that of the other plays which explore myths.

The greatest of the Indian poets and dramatists of any era, the Sanskrit poet and dramatist *Kalidasa* is a veiled figure when it comes to his origin, life and his persona as well. As it happens with several other ancient Indian authors, no authentic record encoding the life and age of the poet is available. Scholars vary in their opinion when they try to dig out facts about the poet's life through his works, six of which could be attributed to him including three plays: *Malavikagnimitram* ( *Malavika and Agnimitra*), *Vikramourvashi* ( *Urvashi won by Valour*), and *Abhijnasakuntala* ( *The Recognition of Sakuntala*) as well as poems of which two are epics: *Raghuvansa* (Dynasty of *Raghu*) and *Kumarasambhava* (Birth of the War God); and one lyric poem *Meghaduta* ( *Cloud Messenger* ).

Of the three plays written by *Kalidasa*, the first one *Malavikagnimitram* explores historical happenings; the protagonist being the second Sunga emperor *Agnimitra*. On the superficial level the play is about the passionate love of a middle aged king, *Agnimitra*, for a much younger girl *Malavika* who happens to be the Queen Consort's attendant though in reality a princess in dejection concealing her true identity. This play differs from the dramatist's other two plays *Vikramourvashi* and *Abhijnansakuntala* for they are totally based on the Vedic myths. Of the two, the last one avails myth of King *Dushanta* falling in love with a nymph *Shakuntala* who leaves her and their son after marriage but they are united in heaven. *Kalidasa* however makes some changes and keeps *Dushanta*, his protagonist away from such blames for his protagonist is not responsible for *Shakuntala*'s strife but it is the curse of a sage which introduces the heroine to her ill fate. The other one "Vikramourvashi" is considered as a melodrama or lyrical drama for it has the fourth act solely performed by the frenziedly dancing protagonist *Vikram* suffering the agonies of separation in love from his beloved *Urvashi* who is a celestial beauty and not a mortal being. In that sense, the first play written by *Kalidasa* is unique one since it throws light on the power politics in the Sunga dynasty of that time including the world of power

politics and intrigue. *Malvikagnimitram* is located in historical times during the period of the Sunga Empire of the second century BC. It focuses on the idyllic landscape of love and romance and the historical happenings like the Sunga wars against Indo-Greek invasions as well as the Vidarbha dispute which remains marginal yet intricate to the plot structure as it affects the small, private idyllic world of love and romance. The nayak (protagonist) of the play is the historical monarch Agnimitra, son of Pusyamitra Sunga the first Sunga emperor who later on became the second Sunga emperor. This juxtaposing of the private and the political worlds in the historical context makes the play fascinatingly complex.

Much is known about the first Sunga emperor Pusyamitra who ruled for thirty six years but this historical privilege is denied to his successor Agnimitra, the second Sunga emperor except Kalidasa's depiction of his life and times in his very first play, *Malavikagnimitram*. This fact is mentioned in various sources like the Encyclopedia Britannica which makes the play more significant in its historic-political realistic treatment of the subject. However this power game in ancient India does not constitute a sub-plot since any action of this sort takes place on stage. Geopolitics of the time gets reflected in just three passages in Act I and Act 5 where the deadly political happenings which hover as a dark shadow over the idyllic love affair of Agnimitra and the consequent palace intrigue. This combination of the palatial romance with issues of the big world makes the play far more interesting. Chandra Rajan aptly comments on the political dimension of the play as:

The Geopolitical world is an overarching construct subtending the small, exclusive, private world of beauty and refinement, of *anthpura* and *pramadvana* in this play. And to ignore it or treat it lightly, causally, is to deny the play its unique character. The play is in depth subtuty and sugnifance by a careful study of this overarching political structuring and the ways in which the larger world where the power game is played consummately or ineptly as the case might be meshes with the small private world of love, romance and intrigue" [Rajan 2007 :48]

The present paper is an attempt to study Kalidasa's play in its historical context and to study the political dimensions as well.

The protagonist Agnimitra is at the time ruling at Vidisa as his father Pusyamitra's viceroy. Vidisa is the western capital of the Sunga empeire whereas the main imperial capital is Pataliputra ruled over by the first Sunga emperor Pusyamitra. The play has at its centre the love story of Agnimitra, a middle aged king head over heels in love with Malavika, his Queen Consort Dharini's beautiful attendant who, as it gets revealed later on happens to be a princes of Vildarbha fallen on hard times because of her brother Madhavasena's dethroning by his cousin Ygnasena. Queen consort Dharini and the favourite queen Iravati are hurdles in the nuptials between Agnimitra and Malavika but the play ends on a happy note with the ringing of the marriage bells and Dharini and Iravati accepting a young rival for them.

It could have been an idyllic love affair and romance play if it remained as straightforward and simple a love affair but it is not since Kalidasa is no dramatist of an average rank. Malavika the object of Agnimitra's infatuation is actually a link to the world of war and power politics on one side of the dynasty, the southern side where two

princes Yegnasena and Madhavsena- subordinates to the Sunga emperor are fighting for control of the Narmada valley. Geopolitics is an important aspect of the play because the threats to the Sunga dynasty are not emanating from southern side only but the northeastern side is also endangered by the Indo-Greek invasions. By the time depicted in the play Indo-Greek or the Bactrian empire had been established in Gandhara country on the far side of the Sindhu river and they were not too distant descendants of Alexander the Great for the Sunga dynasty was said to have established in 185 BC( whereas Alexander the great had conquered India in 326 BC).

The drama is an artistic blend of playful romance and love with the deadly serious political intrigue threatening the peace, prosperity and security of the empire on two sides: the southern side of the Narmada valley and the northeastern side of Vidarbha by the subordinate prince and Indo-Greek threats respectively. The palatial intrigue and the idyllic romance could be sensed right from the very first scene of the play through the conversation between two attendants of the Queen consort Dharini. The middle aged Agnimitra gets infatuated by the charming Malavika's representation in a painting where she is portrayed by the side of the Queen. Malavika's spell over her husband makes the Queen insecure and she tries utmost to keep the gem( Malavika) away from Agnimitra's sight. This idyllic world of love and romance begins to be overshadowed by the politics of the time during the very first act with the arrival of a letter from Vidarbha's Lord Yagnasena.

Agnimitra had imprisoned Yagnasena's brother-in-law the Mauryan minister, he puts the condition for Madhavsena's release from his captivity that is to release the Mauryan minister. The letter informs that prince Madhavsena is Yagnasena's cousin seized by Yagnasena's army while going to Agnimitra to finalize a matrimonial alliance with him. Agnimitra orders an immediate release of Madhavsena along with his wife and sister but Yagnasena out of lack of political wisdom makes himself an object of the Sunga dynasty's wrath by turning down Agnimitra's orders and putting a condition for the release of Madhavsena. Meanwhile the letter also informs a crucial happening: missing of Madhavsena's sister in that commotion.

This letter in the very first act of the play puts before the reader the deadly politics going on around the Sunga dynasty which had overthrown the Mauryan dynasty established by Chandragupta Maurya and expanded by Ashoka the great. During that glorious period the land Vidarbha must have been under direct control of the Mauryan imperial capital Pataliputra. But as the letter reveals things might have changed during Sunga Dynasty since a subordinate king of Vidarbha is depicted openly challenging the command of emperor Pusyamitra Sunga's representative Agnimitra. It indicates the political upheavals on the southern side of the empire.

The dramatist very carefully intertwines the world of romance to the larger world of politics. The object of Agnimitra's love Malavika here serves as the link between these two worlds for she is the lost sister of Prince Madhavsena later on found by Virasena during the military march and sent by him to his sister- Agnimitra's queen Dharini as an attendant. Kalidasa presents hints of two political alliances at that time in the form of matrimonial Yagnasena's brother in law is a Mauryan minister and his cousin Prince Madhavsena is trying to establish an alliance with Agnimitra by offering his sister as a

bride however there is an enigma in this because the dramatist does not make it clear to whom Madhavsena desired to offer his sister- Agnimitra or his son Vasumitra. Agnimitra gives stern orders to his commander in chief Virasena to destroy this budding enemy Yagnasena. This dimension of the play provides deep insight into the character of the protagonist who is a historical figure which is fundamentally different from Kalidasa's portrayal of his heroes of the remaining two plays that is Virasena and Dushyanta. They are portrayed as ardent lovers whereas Agnimitra is shrewd politician having perfect control over the situation due to his study of the geopolitical situation of the empire enabling his expertise in polity and statecraft. Very wisely he avails this arrogance on Yagsena's part to attack and destroy the budding threat to Sunga Empire on the southern side.

However it is not as simple as that on the part of the master Sanskrit playwright; through the precarious condition of Yagnasena as commented upon by Vahataka, "An enemy newly installed as ruler, and hence not firmly planted in his subject's hearts is weak, easily uprooted, like a tree newly planted that has not taken firm root." he subtly brings out the irony of the situation. On the superficial levels, it is a comment on Yagnasena's insecure position yet it is also applicable to the political threats lurking on Sunga dynasty from northeastern side in the form of Bactrian Indo-Greek invasion as well as the dispute on the southern border in the land of Vidarbha since Sunga Dynasty had not fully established itself after seizing the empire from the Mauryas by assassinating King Brahadrata, the last of the Mauryan rulers. This vulnerability of the Sunga Empire could be availed by the natural enemies on southern as well as northeastern borders that are lord of Vidarbha and Bactrian or Indo-Greek rulers respectively.

The fifth act also deals with the politics of time at length; in the very beginning of the act it is declared that general Virasena had defeated Yagnasena and Prince Madhavsena had been released. The political dispute in Vidarbha where these two princes claim their lordship is wisely resolved by the end of this act by Agnimitra shrewdly declaring dual monarchy in the Vidarbhas that is both Yagnasena and Madhavsena be the rulers. Here Agnimitra is shown as a cunning statesman handling a difficult situation cleverly, adapting the possibility of divide and rule in the interest of the Sunga dynasty. Maudgalya, the chamberlain in charge of the royal household wisely comments, "With royal glory equally shared in the kingdom partitioned, the two princes shall bear the yoke of sovereignty, my lord under your benign direction, in peace without fractions contention, like two chariot horses controlled by the charioteer." (Act 5: 15) This aspect of his characters makes Agnimitra different from Kalidasa's other protagonists Dushtyanta and Vikram. Though presented as a worshipper of beauty and highly romantic person he is given the characteristics of a man of world accustomed to all its ways.

Another crucial issue is also mentioned by the end of the fifth act; the skirmishes on the northeastern border of the Sunga Empire. It is reported that the sacred stallion guarded by Prince Vasumitra had been seized and carried away by a troop of Greek cavalry but successfully secured by the prince defeating Indo-Greek invaders. Though merely reported the incident throws light on the geopolitics of the time: existence of the Indo-Greeks in Bactria on the far side of the Sindhu river was a constant threat to the Sunga Dynasty and the dramatist intricately weaves this legacy of Alexander, the great

along with the love romance and palatial intrigue of the play making the play far more interesting.

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## **J. Krishnamurti as a Poet**

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J. Krishnamurti is a one of the outstanding personalities of the 20<sup>th</sup> century. He is known to the world for his achievements in a number of fields. As an outstanding thinker and philosopher, he rejected all schools of thought and philosophy and revolted against godmen and their practices. He is a great spiritual teacher, a powerful public orator and a great mystic, who tried to rationalize human behavior through his teaching and so he attained great popularity and received tremendous acclaim in life. His close friend Aldous Huxley wrote a preface for Krishnamurti's The First and Last Freedom. Prof. Dr. David Bohm, the famous physicist held many discussions with J. Krishnamurti on the wholeness of life. The great American poet Robinson Jeffers and his wife became very good friends of J. Krishnamurti. Jawaharlal Nehru had great respect for J. Krishnamurti and got consolation from J. Krishnamurti after Mahatma Gandhi's assassination. He became the guide and Guru of millions of people throughout the world. He was a dreamer, a visionary and a born poet. There are scores of books written by way of commenting on his teachings. A special book on J. Krishnamurti was published by Krishnamurti Foundation, India, in 1982, in which a collection of different essays on his teachings are compiled. But his poetry was ignored in that book also.

I have been an ardent reader of J. Krishnamurti's literature and his Poems and Parables struck me by its poetic power and beauty. It is my humble endeavor to present a critical estimate of this outstanding modern poet-philosopher-J. Krishnamurti as a poet.

J. Krishnamurti selected prose or free verse as the medium of his poetry. He nowhere uses meter. Prose has its special rhythm and beauty. This is true of J. Krishnamurti's poetry in prose. It has stateliness, solemnity and a ring of slow and dignified movement. It never lapses into the trivial, flimsy and flippant. Its tone is one of high seriousness. Simplicity and clarity are two great qualities of his style. He never uses difficult words and out of the way expressions. There is no obscurity in his metaphors and his images. His thought may be difficult to understand but he always expresses it in the simplest of words. J. Krishnamurti's poetry does not contain obscure allusions. Lucidity is the hall mark of J. Krishnamurti's poetry. Even his imagery, as will be shown later, is crystal clear.

J. Krishnamurti, however has a remarkable power of description. He can create an appropriate mood and transport the reader into it. This is experienced with great intensity and effect in his first poem The Path. He piles up detail upon detail to convey the interminable nature of the path and the heartbreaking weariness of the journey. So much so that the reader almost identifies himself with the speaker in the poem.

He also uses a large variety of figures of speech. His most favourite figure of speech, however, is the simile. He is never tired of describing different objects in long chains of similes. But he makes the most appropriate use of simile.

Examples:-

“As the rain cleanses  
The tree by the roadside,  
So the dust of ages

Has been washed away in me.”<sup>1</sup>

Here is another example of his beautiful simile

“Prejudice is as the agitated lake

That cannot reflect the beauty of the skies.”<sup>2</sup>

He is equally deft in his use of metaphors but he uses them rather sparingly, as for example in the following lines:

“Doubt is a precious ointment,

Though it burns, it shall heal greatly.”<sup>3</sup>

He also uses personifications on a large scale. As J. Krishnamurti’s favourite figure, they are next to the similes.

“The black mountains

Stood amazed

In their dance,

Fearing their own

Mighty sigh. <sup>4</sup>

While describing the effect of God realization he uses exaggeration :

“Oh the sea

Has entered my heart.

In a day,

I am living a hundred summers.” <sup>5</sup>

To drive home his argument effectively he uses the tropical questions in long chain. In a way this is the stylistic device of repetition. But repetitions come also independently of questions.

“Who can say if the heart be clean?

Who can tell thee if thy mind be pure?

Who can give thee the satisfaction of thy desire?

Who can heal thee of the burning pain of

Satisfaction?” <sup>6</sup>

Poetry always speaks in the language of images. This is true also of J. Krishnamurti’s poetry. Infact is abounds in images drawn from different sources. But the major source of his images is Nature. The mountain, the valley, the river, the sea, the lake, the blue sky, the endless desert, the stars, the sun, the moon, the clouds, the tree, the bird, the flower, the bees, the garden, the mountain stream, the rain-these are some of the commonest of this images. It is rarely that he draws upon social life as a source of his imagery. But occasionally he does. The town, the road, the house, the temple or the church, the shops with all their wares and men and women, children, the priest figure among them.

Though J. Krishnamurti is in the habit of repeating his images, they do not mean the same thing in every instance. Very often it is the same image but with changed context its meaning changes. So in essence it does not remain the same image. For example :

“They are happy as the flower

That blossoms with the sun

And dies with the Sun” <sup>7</sup>

Here the flower is the symbol of momentariness.

“As a flower holds the scent,  
So do I contain thee?  
O world,  
In my heart.” 8

Here the flower is the symbol of the union of the poet with the world.

“Come,  
O world  
Gather thy flowers  
In the garden of my heart.” 9

Here the flowers stand for the beat of the poet’s teachings.

It is significant that there is a sharp contrast between J. Krishnamurti’s images drawn from nature and those drawn from civil life. This is especially seen in his parables and short prose poems. In these the image of the mountain, the sea, the sky, the lake, the stream, the moon etc. always stands in the distant background. They represent the calm, the unchanging and the undisturbed. In short they signify the eternal, unchanged, transcendental principle behind the creation.

In his poems, the images drawn from social life show the mundane existence, its meaningless activities; its strife’s and struggles, its joys and sorrows, its vanities and selfishness. The central image here is that of a town or village. Next come the houses in it but J. Krishnamurti does not project domestic happiness or the safety and security of the civilized life through the images of the house and the town. They are temptations on the path. All the images (garden, house) drawn from the social life give the impression of passing, of momentariness. They are left far behind by the traveler on his path to perfection. Doll, is another image seen in J. Krishnamurti’s poetry. This usually stands for common people’s meaningless obsessions. The house is very often a house of pleasure, a sinful place. The Garden is sometimes a momentary temptation to draw the traveler away from the path or some time it is the condition of perfection. The church, the Mosque, the Temple, the altar, the priest, the holy man or the preacher are all symbols of narrow institutionalized religion. They do not appear in favorable lights in J. Krishnamurti’s Poems and Parables.

J. Krishnamurti was greatly attracted to water. Mrs. Pupul Jayakar has given this aspect of his personality in some detail in her biography :

“ Krishnaji was water’s child. He delighted in falling, leaping, running water, or water flowing, over lichen-covered boulders, or water with no ripple. The translucence and the freedom of water, its enormous turbulence, its stillness or its thrust through earth and rock, enchanted him.”<sup>10</sup>

So it is natural to expect much of ‘Father’ imagery in his poetry. There is a large variety of water imagery in J. Krishnamurti’s poetry. The rain, the showers, the rain drops, the dew drop, the running brook and streams, the lakes, stagnant and clear puddles, the sea, the mighty oceans and also the main bringing cloud recur again and again in his poetry.

His water images fall into two distinct classes. The road side puddles or the river side puddles as also stagnant pools stand for narrow unchanging, rotting dogmatic life. These images are few and far between in J. Krishnamurti. The other class of water images

shows the bright, clear, delightful, progressive aspect of ever developing and ever broadening spiritual life. The mountain stream or the river flowing mightily towards the vast ocean symbolizes the purity and singleness of purpose and the eagerness to achieve the goal.

“As the mountain stream, pure in its swiftness, so let thy mind race eagerly towards freedom.” 11

Here comes his another glowing and softly flowing water image,

“As out of the deep womb of a mountain

Is born a swift-running stream;

So out of the aching depths of my heart

Has come forth joyous love

The perfume of the world.”12

The rain drop and the dancing waters symbolize the essential happy union of the individual self with the Highest Truth.

“As on the sunlit sea the waters dance,

Joyous in their ecstasy,

So is my heart

Dancing for love of Thee,

As the small raindrop

Mingles in the vast ocean.” 13

J. Krishnamurti has implied another whole class of images to describe the presence of God. These all come in his *The Immortal Friend*. It is not possible to reduce all these “God’s presence images” to a single word like **water image**. In part six of *The Immortal Friend*, we get all these images. They are all full of the pictures of serene natural beauty. Pure, delightful and musical.

We have so far dealt with the manner of J. Krishnamurti’s poetry. Now we have to turn to its matter. He wrote clearly with a purpose in his mind. It was to express his teachings and his philosophy in a poetic form. That determined his subject matter? It can always be said that he deals with the some subject matter from different points of view and in different points of view and in different lights. In all his poems certain themes recur, they are as follows : The essential unity of the universe, the unity of Godman, the worthlessness of the transient, the necessity to throw away dogmas and sects, the importance of looking inward, the difficulties, trials and tribulations of the path to perfection and the bliss and freedom of perfection. J. Krishnamurti’s poetry essentially keeps to these themes. His poems always maintain a high level of seriousness, solemnity and dignity. His shorter poems and parables also cling to the same subject matter. J. Krishnamurti gives us subtle wisdom tempered with amused wit. His tone is never harsh: he never betrays an angry mood; in even his weariness and sorrow, he maintains restraint and dignity.

J. Krishnamurti’s poetry has the strength to take the reader away from the workaday world and to bring to his mind a sharp awareness of the Transcendental. It has the power to make the reader experience something of the Transcendental. It is spiritual poetry. It does not deal with any trivial phenomenon of the material world in which we live and wherein we are lost. It is the strength of J. Krishnamurti’s poetry that makes us

aware that there is a Reality greater than our transitory material world and that reality is in our own heat.

Poems and Parables, J. Krishnamurti's only volume of poetry, falls in the category of religious cum spiritual cum philosophical poetry of a very high order. It is contemplative in nature; on occasions when the poet directly address the reader, it assumes the quality of a sincere sermon, very much in the style of the sermons preached by the great world teachers of history like Buddha, Socrates and Jesus Christ. The stateliness and magnificence of his poetic utterances are praiseworthy. His poetry is a class by itself and it will remain so long as man retains his interest in pure contemplation of the Transcendental.

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## **Effect t of Progressive Muscle relaxation Training on Competitive Anxiety of Male Athlete in Track and Field Event**

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### **Abstract:**

The present study is mainly concerned with Athlete tics in Tract and filed event players who participated in the state level competition. Now days, the Athletics Event is becoming as a professional sport rather than the competitive sport. So the competitiveness among the Track and field event players is growing up day by day with different color. Reason for such competitiveness arises naturally among the players, because of pressures such as equal competition, concern about fulfilling the expectation of their teachers, coaches, parents

and peer group and personal needs. The present study investigated the Effect of Progressive Muscle Relaxation Training on Competitive Anxiety of Male Track and Field Event. Research is study of competitive state anxiety Experimental research, which aimed at identifying the Effect of Progressive Muscle Relaxation Training on Competitive Anxiety of Male Track and Field Event athletes of Kreedha prabodhini, Pune. In these study considered the track and field male athletes of Kreedha prabodhini, Pune who participated in 19<sup>th</sup> school state athletics championship held at Mahalunge-Balewadi pune (2010-11). The populations of the study were 24 male athlete in track and field Kreedha Prabodhini, Pune division aged 18 to 20 years, who participated in 19<sup>th</sup> school state athletics championship held at Mahalunge-Balewadi pune (2010-11) were selected as sample of the study and the technique employed was purposive sampling. For data collection the tools used was the Competitive State Anxiety inventory -2 (CSAI-2) by Martens, Vealey, & Burton (1990). The specific tool measures, cognitive, somatic anxiety, & self-confidence. The scale consists of 27items (9 – items subscale arranged on a 4 – point Likert – type scale ranging from 1 (none) to 4 (very much). In the study significance difference has been found. The result of the research showed that track and field male athletes reported moderate of Cognitive Anxiety, Somatic Anxiety and high level Self Confidence. Furthermore these athletes displayed higher self-confidence with positive effect on their performance. Cognitive anxiety and somatic anxiety are positively correlated.

**Key words:** Competitive State Anxiety, Progressive Muscle Relaxation,

### **Introduction**

The present study is mainly Athletics in Track and field event players was participated in the State level competition. The complexity of competition in the modern life has heightened the anxiety in these days. In light of this, the twentieth century is termed as the ‘Age of Anxiety.’ In modern competitive sports also the anxiety in sportsmen has affected their performance. As the physical load during training of sportsmen for international competition is being increased day by day, the psychological stress during competition is also intensified. The players and athletes like other human

beings, apparently, are anxiety prone while participating in competitive sports (Agyajit Singh. 2004). Sports and athletics create special opportunities for the study of the feelings of the athletes in various sporting events (Bray, Jones & Owen , 2002; Tielman, Peacock , Cureton & Dishman, 2002). Anxiety means a disturbed state of mind, emotional reactivity, arousal and nervousness and unpleasant state of mind. Anxiety is an essential ingredient of any competitive situation and without certain level of anxiety there cannot be competitive performance. Neither too high they could fail to achieve their goal. The impact of anxiety on sport performance has become an interest in the field of Sport Psychology within the last decade. Performance related anxiety, also referred to as competitive a-state anxiety composed of three states. The cognitive a-state is responsible for cognitive concerns such as worry and negative expectations about oneself or one's performance. The somatic state accounts for autonomic arousal such as muscle tension and increased heart rate. High levels of either cognitive a-state or somatic a-state negatively effect state self-confidence. Overall, competitive a-state anxiety is defined as an emotional response to an unpleasant stimulus. Typical responses to an anxiety provoking stimulus include: muscle tension, increased breathing, and decreased concentration. It has been suggested that athletes are prone to experience this negative emotion for two reasons. First, they frequently find themselves in situations in which others can assess their success or failure. Second, the degree of success achieved by an athlete is measurable by goals such as distance, scores, or time. Furthermore, an examination of sport competition literature exemplifies the causes of competitive a-state anxiety. Some of the commonly cited causes include fear of failure, ego threat/fear of evaluation, and poor preparation or lack of perceived physical readiness.

Generally, both psychological and physiological ramifications reveal the athlete's response to anxiety. In addition, studies have indicated that a reduction in competitive a-state anxiety may enhance athletic performance. Recently, the emphasis placed on the psychological aspect of athletics has exhibited psychological skill training to be equally important as physical training. Psychological skill training such as relaxation training can be used to lower both somatic anxiety and cognitive anxiety. Hence, such a training method can be implemented to reduce competitive anxiety and in turn, enhance athletic performance (Onestak, 1991). Moreover, relaxation techniques include: progressive muscle relaxation that is induced

by instructions to tense and relax major muscle groups of the body; deep breathing which ensures calm respiration; and visualization techniques (Jacobson, 1938). The purpose of relaxation strategies is to allow the athlete to decrease anxiety prior to performance and in

turn, reach his or her full athletic potential (Onestak, 1991). Previous research explored the effect of various relaxation training techniques on competitive a-state anxiety and

performance. Anshel and Porter (1996), Bethany and Forrest (1998), and Savey and Beital (1997) have demonstrated further collective evidence that the application of psychological skill training programs can reduce competitive a-state anxiety as well as improve athletic performance. For example, Bethany and Forrest (1998) found that visuo-motor behavioral rehearsal, when employed by athletes can decrease stress and state

anxiety. In support of this finding, Anshel and Porter (1996) also found that athletes who employed stress management techniques expressed better athletic performance. Future research may extend the examination and see exactly which sub-scale, somatic anxiety, cognitive anxiety and self-confidence is most effected by the psychological skill training. In consideration of the previous evidence that psychological skill training can reduce competitive anxiety, the present study will further investigate the impact of progressive muscle relaxation, a type of psychological skill training, on a-state competitive anxiety with an emphasis on the three sub-levels of competitive anxiety. Cognitive anxiety, somatic anxiety and state self-confidence will be examined. It will be beneficial to test if in fact, psychological skill training such as relaxation training lowers competitive anxiety and if so, which of the three sub-scales are most effected. Moreover, the present study will examine competitive anxiety and the impact of relaxation training. The variable being manipulated is the relaxation training, which is defined as progressive muscle relaxation. Progressive muscle relaxation generates relaxation by systematically progressing through skeletal muscles. The variables being measured are the subject's trait anxiety level, competitive anxiety level and the three sub-levels of state anxiety: somatic anxiety,

Cognitive anxiety, and state self-confidence.

### **Methods**

The purpose of the study was to find out the effect of progressive muscle relaxation training on competitive anxiety of male Track and Field Athlete of Kreedha Prabhodhani who participated in 19<sup>th</sup> school state Athletics Championship held at Mahalunge-Balewadi pune (2010-11). To achieve the purpose of the study 24 male Athlete in Track and field event track and field athlete were selected from Kreedha Prabhodhani, Pune, who participated in 19<sup>th</sup> school state athletics championship held at Mahalunge-Balewadi, Pune (2010-11) Their age was ranged from 18 to 20 years. The present study is an experimental one and to test the effects of varied forms of intervening strategies, the care was taken in distributing the samples to each experimental group. For this, the selected samples (N=24) were divided into two equal groups. Group I was considered as Progressive Relaxation Training Group (PRTG) in which they underwent progressive muscle relaxation practices. Group II was considered as control group they are doing the regular practice for our event. The experimental group were given training for 3 days a week and for 6 weeks in total. Were selected using Purposively Sampling method.

### **Variables of the study**

#### **Dependent**

Competitive state anxiety inventory -2(CSAI-2) by Martens, Vealey & Burton, (1990)

#### **Independent**

Progressive Muscles Relaxation training.

**Procedure of the study** As stated above all the selected subject were assigned two group Control Group and Experimental group.. The designer of the experimental has been planted in three phases.

Phase – I: Pretest

Phase-II: Training or Treatment, and



**Phase-III: Post Test****Pre test (Phase- I)**

As a propose of the study is to see Effect of Progressive Muscle Relaxation on Competitive State Anxiety and Performance of male athlete in track and field, all the subject of experimental group were exposed to Competitive State Anxiety Inventory-2(CSAI-2) test to record the pre test data for before the 30 minutes for competition.

**Treatment stimuli (Phase-II)**

After the pre test was over, all the subject of Experimental group were exposed to 06 week training of Progressive muscle relaxation for 45 minutes in the evening for Three days in weekly For total period of 06 weeks we are given the coach and researcher collar daily training programmed for the 45 minutes for evening session after the finish event practice.

**Post test: (Phase III)**

Finally, when the treatment or training period of 06 week was over, 30 minutes before competitions were taken post test in trails competitions

**Tools Used for Data Collection****Competitive Sport Anxiety Inventory - 2**

Competitive state anxiety was assessed by using the Competitive State Anxiety Inventory - 2 (CSAI-2, Martens et al. 1990) which is a self report, psychometric state anxiety inventory, consisting of 27 items. The CSAI-2 normally takes less than five minutes to complete and was administered 30 minutes before competition.

**Description of CSAI-2**

The CSAI was revised to develop a sport –specific inventory that measured the cognitive and somatic components of A-state. The CSAI –2 was originally constructed to include subscales to

measure not only cognitive state anxiety and somatic anxiety but also fear of physical harm and generalized anxiety. The development of the CSAI-2 as a sport-specific measure of multidimensional A-state followed a systematic Psychometric process. The CSAI-2 is an A-state inventory designed to measure existing state of cognitive state anxiety, somatic state anxiety, and state of self confidence in competitive situations,. The CSAI-2 was constructed primarily as research tool. It was administered three hour before competition. When administering the CSAI-2, it was recommended that the title on the form given to the subjects to be Illinois self-evaluation questionnaire. This technique helps to reduce the bias to the inventory. In addition antisocial instructions given by author of CSAI-2 was committed to memory and orally communicated with conviction to the respondents. Before allowing subjects to begin completing the CSAI-2 it was made sure that whether the instructions are completely understood and particularly that responses should be based on how the respondent feels at the moment.

**Scoring the CSAI-2**

The CSAI – 2 is scored by computing a separate total for each of the three subscales with scores ranging from a low of 9 to a high of 36. The higher the score, the greater the cognitive or somatic. A-state or the greater the state self-confidence. Total score for the inventory is not computed. The cognitive state anxiety is scored by totaling the responses for the following 9 items 1, 4, 7, 10, 13, 16, 19, 22 and 25. The somatic state

anxiety subscale is scored by adding the responses to the following 9 items: 2, 5, 8, 11, 14, 17, 20, 23 and 26. Scoring for item 14 must be reversed in calculating the score for the somatic state anxiety subscale as indicated below:

$$1 = 4$$

$$2 = 3$$

$$3 = 2$$

$$4 = 1$$

The state self-confidence subscale is scored by adding the following items 3, 6, 9, 12, 15, 18, 21, 24, and 27. Inventories that are missing no more than one response per subscale can still be scored, but any inventory in which two or more items from any one subscale are omitted should be invalidated. To obtain subscale scores when an item has been omitted, compute the mean item score for the eight answered items, multiply this value by 9, and then round the product to the nearest whole number

#### Statistical Analysis:

#### Correlation C0- efficient values on selected Criterion Variables.

Sr. No	CRITERION VARIABLES	COEFFICIENT OF CORRELATIONS
<b>COMPETITIVE SPORT ANXIETY INVENTORY-2</b>		
<b>1</b>	a) cognitive anxiety	.897
<b>2</b>	somatic anxiety	.860
<b>3</b>	self confidence .806	.806

#### Progressive relaxation Training

- 1. Forehead.** Focus attention on your forehead. Squeeze the muscles in your forehead, holding for 15 seconds. Be careful only to tense the muscles of your forehead and to leave the rest of your body relaxed. Feel the muscles becoming tighter and tenser. Then, slowly release the tension in your forehead while counting for 30 seconds. Notice the difference in how your muscles feel and the sensation of relaxation. Continue to release the tension in your forehead until it feels completely relaxed. Continue breathing slowly and evenly.
- 2. Jaw.** Now, shift attention to your jaw. Tense the muscles in your jaw holding for 15 seconds. Then, release the tension slowly while counting for 30 seconds. Notice the feeling of relaxation and continue to breathe slowly and evenly.
- 3. Neck and Shoulders.** Now, shift attention to your neck and shoulders. Increase tension in your neck and shoulders by raising your shoulders up towards your ears and hold for 15 seconds. Slowly release the tension as you count for 30 seconds. Notice the tension melting away.
- 4. Arms and Hands.** Slowly draw both hands into fists. Pull your fists into your chest and hold for 15 seconds, squeezing as tight as you can. Then, slowly release while you count for 30 seconds. Notice the feeling of relaxation.
- 5. Buttocks.** Slowly increase tension in your buttocks over 15 seconds. Then, slowly release the tension over 30 seconds. Notice the tension melting away. Continue to breathe slowly and evenly.

6. **Legs.** Slowly, increase the tension in your quadriceps and calves over 15 seconds. Squeeze the muscles as hard as you can. Then, gently release the tension over 30 seconds. Notice the tension melting away and the feeling of relaxation that is left.
7. **Feet.** Slowly, increase the tension in your feet and toes. Tighten the muscles as much as you can. Then, slowly release the tension while you count for 30 seconds. Notice all the tension melting away. Continue breathing slowly and evenly. Enjoy the feeling of relaxation sweeping through your body. Continue to breathe slowly and evenly.

### Results

The study was designed to find out the effects of progressive muscle relaxation training on competitive anxiety of male in Track and Field male athlete state players. The objective framed in the present study to test the data collected on variables: cognitive anxiety, somatic anxiety and self confidence. As one of the objectives of the present study was to test the effects of progressive muscle relaxation training on competitive anxiety, the initial test means and final test means were tested treatment wise by using the paired sample t-test. SPSS 13.0 statistical package.

**TABLE-1**

Significance of Mean Gains / Losses between Pre and Post Test of Progressive Relaxation Training (PRTG) on Competitive Anxiety of Male athlete in Track and Field Event.

Variables Pre-test	Pre test Mean	Post-test Mean	Mean Diff	Standard Error Mean	't' ratio
Cognitive Anxiety	21.50	20.08	1.42	.148	9.53*
Somatic Anxiety	22.08	20.50	1.58	.148	10.65*
Self Confidence	21.25	22.75	-1.50	.151	9.95*

\* Significance at 0.05 level

Table – 1 indicates that the obtained 't' ratios were: 9.53 for cognitive anxiety, 10.65 for somatic anxiety, 9.95 for self confidence. The obtained 't' ratios on competitive anxiety. When compared with the critical value of 2.201 for degrees of freedom of 111 it was found that the mean gains and mean losses statistically significant. Resulting of these confirm that six week practice of progressive relaxation training produced a significant improvement in cognitive anxiety (1.42;  $p < 0.05$ ), somatic anxiety (1.58;  $p < 0.05$ ), self confidence (-1.50;  $p < 0.05$ ), statistically significant and explained its effect positively.

**TABLE-2**

Significance of Mean Gains / Losses between Pre and Post Test of Control Group on Competitive Anxiety of Track and field Event.

Variables Pre-test	Pre test Mean	Post-test Mean	Mean Diff	Standard Error Mean	't' ratio
Cognitive Anxiety	21.50	20.08	0.30	.923	1.45
Somatic Anxiety	21.25	20.85	0.40	.233	1.71
Self Confidence	21.50	21.75	-0.25	.910	1.22

Table – 2 indicates that the obtained 't' ratios were: 1.45 for cognitive anxiety, 1.71 for somatic anxiety, 1.22 for self confidence. The obtained 't' ratios on competitive anxiety. When compared

with the critical value of 2.201 for degrees of freedom of 111 it was found that the mean gains and mean losses statistically not significant. Resulting of these confirm that so it was found that the control group did not show significant improvement in cognitive anxiety (0.30;  $p > 0.05$ ), somatic anxiety (0.40;  $p > 0.05$ ), self confidence (-0.25;  $p > 0.05$ ), statistically not significant.

### **Discussion on Findings**

The purpose of the present study was to examine if progressive muscle relaxation decreased competitive anxiety, and if so, which of the three sub-scales: cognitive anxiety, somatic anxiety, and self-confidence were most affected by the training. The only statistically significant effects found between the experimental group and the control group occurred on the cognitive anxiety,

somatic anxiety and self confidence sub-scale of competitive anxiety. The competitive anxiety of the subjects was tested first producing no statistical significant effects between the experimental and control group. Although, previous research suggests that various relaxation training techniques, including progressive muscle relaxation, decrease full-scale competitive state anxiety (Bethany & Forrest, 1998), the results of the present study did not confirm these observations. The Competitive State Anxiety Inventory (CSAI-2) (Martens, Vealey, & Burton, 1990) produced no statistical significance for the overall a-state anxiety levels between the relaxation training experimental group (group 1) and the no training control group (group 2). However, the mean scores of trait and state for group I exhibited a greater decrease from competitive anxiety. There are several reasons for the lack of statistical significance between the groups. Originally, the subject pool contained 24 subjects. Other limitations of the present study pertained to a restricted form of psychological skill training. The findings of this case are supported with the theoretical construct of Jacobson (1938). According to him Progressive muscle relaxing of various muscle groups although the exercise is a relaxation technique, we start with anxiety because most individuals find it easier to go from a tensed state to a relaxed state then they muscles. Progressing from a tensed state to relaxation also helps to develop the ability to recognize and differentiate the feelings of tension and relaxation in the muscles. Relaxation improves alertness and awareness in such a way that the performance will be maximized. In short, learning to hang loose in all situations is talking one giant step towards playing at consistently high levels at or near potential performance.

### **Conclusion**

From the results of comparative effect among the progressive relaxation training, and control group on criterion variables, it was concluded that players belong to progressive relaxation training is performed better in cognitive anxiety, somatic anxiety and self confidence as compared to control group.

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## Personality Characteristics of Male and Female Kabaddi Players

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**Abstract:**The aim of the study was to find out the gender difference in personality traits of inter collegiate male and female kabaddi players with regard to psychoticism, neuroticism, extraversion and Lie score, for this present study, 50 male and 50 female kabaddi players were selected as a subject. The Eysenck personality Inventory (E.P.I) was used to measure Psychotic's, extraversion and neuroticism of kabaddi players-ratios have been used to compare the significantly gender between male and female kabaddi players, who had participated in Inter collegiate kabaddi tournament held at Pansare college, Biloli, Nanded 2011. Gender differences on Psychotic's was found between male and female kabaddi players ( $t =$ ) where female players more Psychotic than male. While analyzing the difference of Personality characteristic of male and female kabaddi players, gender difference on neuroticism was found between male and female Inter collegiate kabaddi players ( $t=0.39$ ,  $P<.01$ ) where the male kabaddi players was found to have less score on neuroticism. so, far extraversion was concerned, significant, gender difference was found to the male and female Inter-collegiate kabaddi players ( $t=2.77$ ,  $P<.01$ ), male kabaddi players have lower extraversion. Hence, female kabaddi players were more extraverts.

*Keywords: Kabaddi players, Personality*

### Introduction

Kabaddi is the most popular Indian game in Marathwada Maharashtra. The Indian game are simple in nature, easy to organize and less expensive. Hence kabaddi reach to common people and both sex. Sports performance has been found to be related to some personality variables. Psychoticism, Extraversion and neuroticism are among the variables which influence with addition to many other personality variables. Psychoticism is the tendency in a person to be not care for people, trouble some insensitive and not fitting in any where lack of feeling and empathy. Neuroticism is a minor mental disorder, characterized by inner struggles and discordant social relationship. According to Eysenck "Neuroticism refer to emotionality, initiated by the inherited difference in liability and excitability of autonomic nervous system. The extroversion is a personality trait. The extrovert person's orientation is towards the external world. He deals people with intelligently in social situation. He is convention, outgoing, social, friendly and free from worries. In Eysenck's term, extraversion stands for central excitatory/ inhibitory level and sociability. Lie scale is refer to social desirability measures.

A tendency on the part of some individuals take good. Majority of the investigator have indicated that male kabaddi players differ from female kabaddi player on a number of personality traits and several investigator have tried to find personality differences between male and female kabaddi players, but not many studies have been made about personality characteristics of inter collegiate male and female with regards to psychoticism, neuroticism and extroversion, so the attempt has been made to conduct the

study regarding neuroticism and extroversion of inter collegiate male and female kabaddi players.

### Methodology

In this section, Selection of subject , Administration of the test, and Statistical Analysis procedure have been described.

### Selection of Subjects

Total 50 male and 50 female kabaddi players from different college. Who had participated in Collegiate tournament held at Pasare College,Biloli 2011 were randomly selected as a subject for the present study.

### Administration of the test

EYSENCK'S Personality Inventory(E.P.I) (1985) were distributed to the males and females kabaddi players, before filling the EPI ,instruction were given by the investigator to the players.

### Statistical analysis

t-ratio was computed to compare, the significant differences between inter-varsity male and female kabaddi players. The data were analyzed in basic language of the computer Centre, Tal:-Biloli, dist:-Nanded, Maharastra.All the analysis used were based on" Standard Statistical Packages."

### Results and Discussion

The results of the present study in statistical form are presented in Table A to Table D

**TABLE -A**

Mean scores, Standard Deviations and t-ratio of Psychoticism for Male and Female kabaddi players.

Sr,No	Kabaddi Players	No.	Mean	S.D.	T-ratio
1	Male	50	12.08	3.89	2.05
2	Female	50	13.21	4.16	

Significant at.0.5 Level.

The findings of Table-A, A reveal that there is significant gender difference between male and female inter collegiate kabaddi players.( $t=2.05, R<.05$ ),in psychoticism dimension of personality. The female heaving more psychoticism as compared to males, which means that the male kabaddi player having less psychotic than female kabaddi players. Thus the hypothesis was not accepted. this may be due to nutritional habits, interest to participate in sports activities and parental motivation to involve sports activities of male and female kabaddi players.

**TABLE -B**

Mean score, Standard Deviation and T-ratio Neuroticism for Male and Female kabaddi players.

Sr. No	Kabaddi players	No	Mean	S.D.	T-ratio	S.E.
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1	Male	50	8.33	2.58	4.97	.45
2	Female	50	10.57	3.99		

Significant at 0.01 Level.

As Table-B shows a significant gender difference was found out in the extraversion of the inter-collegiate kabaddi players.( $t = 4.97, P < .01$ ), the female having more extrovert as compared to males, which means that the male kabaddi players less extrovert than female kabaddi players. thus hypothesis was not accepted. It may be due to physiopsych differences between the male and female kabaddi players.

**TABLE –C**

Mean scores, Standard Deviations and T-ratio of Extraversion for Male and Female Kabaddi players.

Sr.No	Kabaddi players	No	Mean	S.D.	T-ratio	S.E.
1	Male	50	16.08	2.13	3.36	.19
2	Female	50	18.17	2.77		

Significant at 0.01 Level.

As Table-C show a significant gender difference was found out in the extraversion of the inter collegiate kabaddi players.( $t = 3.36, P < .01$ ), the female having more extrovert as to males, which means that the male kabaddi players less extrovert than female kabaddi players. Thus the hypothesis was not accepted. these difference is probably due to emotional , biological and between the male and female kabaddi players.

**TABLE –D**

Mean score, Standard Deviations and T-ratio of Lie scale for Male and Female kabaddi players.

Sr.No	Kabaddi players	No	Mean	S.D.	T-ratio	S.E.
1	Male	50	9.76	3.37	.45	.17
2	Female	50	9.68	3.34		

Not Significant

The finding of Table-D, that there is no significant gender difference between male and female inter-collegiate kabaddi players,( $t = .17$ ) . It may therefore, be similarity of the nature of game. Thus the hypothesis was accepted.

**Conclusion :**

1. There are significant gender difference in psychoticism of inter-collegiate kabaddi players, the males having less psychotic than female kabaddi players.
2. There is significant gender difference in neuroticism of inter-collegiate kabaddi players, the males having less neurotic tendency than female kabaddi players.
3. There are significant gender difference in extraversion of inter-collegiate kabaddi players, the males are found to be less extrovert than the females..
4. There is significant gender difference in psychoticism of inter-collegiate kabaddi players, the males having less psychotic than female kabaddi players.

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## Realism in Chetan Bhagat's Novels

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Realism In literature is manner and method of picturing life as it really is, untouched by idealism or romanticism. As a manner of writing, realism relies on the use of specific details to interpret the life faithfully and objectively. Theme of Realism in modern Indian literature is an outcome of the creation of a reading public which was trying to construct an identity in the context of the anti-colonial struggles and nation-building. This attempt combined liberal-reformist ideology with an affirmation of an `Indian` cultural specificity.

The ideological commitments of an author like Anand; the compassionate approach to life as seen in Narayan's novels; the mystic and obscurantist attitude of Raja Rao; the feminine sensibility of Kamla Markandaya; the unusual insight of Jhabvala; the jet-set galaxy of characters in Arun Joshi; the retort and repartee of Khushwant Singh—all such things take us to a world teeming with truth and credibility. As mentioned Chetan Bhagat has his own realistic world. His understanding of the time about which he wrote, is ability to capture the imagination of the audience, making people want to read writing in a very simple and unassuming language about every day life, bringing hope into people's lives through what he wrote.

Chetan Bhagat wrote four 'blockbuster' novels **Five Point Someone - What Not To Do at IIT, In One Night @ The Call Center The 3 Mistakes Of My Life,** and **2 States - The Story Of My Marriage** which made the MTV Generation, the Generation X, to want to read.

Each of his novel has the basic character set. The Protagonist is a very normal kind of boy whom any Indian teenager can easily relate to. He is moderate in terms of thoughts and views and is not too assertive. However the agnostic stance of the Lead character in Three mistake is an exception. Besides, a special importance to sex is given in each of his books. The friends of the Protagonist are also of very common nature. The girls in the novels are shown in virtual bondage by their respective families. Yet even the girls can be easily compared to an average Indian girl. Thus, the novel has no weird characters and is really set in a typical Indian setting. The characters are all typical neighbourhood characters and this is what makes the novels a success.

The main purpose of this paper is to bring out the thematic style of Chetan Bhagat's writing along with the way in which he presented his characters. This paper will also discuss the concept of realism and concept of modernity and how through the delineation of the various characters Chetan Bhagat portrays the contemporary reality.

**Five Point Someone - What Not To Do at IIT** describes how all the major characters are care free in their attitude and behavior and how they don't care for the outcome of their actions which sometimes lead to catastrophe. In fact it also describes how bad things can get if one doesn't think straight. It is the story of three friends whose measly five points (GPA) come in the way of everything - their friendship, their love, life and their future. The novel is set in the Indian Institute of Technology, Delhi, in the period 1991 to 1995. It is about the adventures of three mechanical engineering students

(and friends), Hari Kumar (the narrator), Ryan Oberoi, and Alok Gupta, who fail to cope with the grading system of the IITs. Ryan is a bit smart and outspoken, whereas Alok and Hari are mildly cry babies. The three hostelmates - Alok, Hari and Ryan get off to a bad start in IIT - they screw up the first class quiz. And while they try to make amends, things only get worse. It takes them a while to realize: If you try and screw with the IIT system, it comes back to double screw you. Before they know it, they are at the lowest echelons of IIT society. They have a five-point-something GPA out of ten, ranking near the end of their class.

The book is narrated in the first person by Hari, with some small passages by his friends Ryan and Alok, as well as a letter by Hari's girlfriend Neha Cheria. It deals with the lives of the three friends whose elation on making it to one of the best engineering colleges in India is quickly deflated by the rigor and monotony of academic work. Most of the book deals with the numerous attempts by the trio to cope with and/or beat the system as well as Hari's fling with Neha who just happens to be the daughter of Prof. Cheria, the domineering head of the Mechanical Engineering Department.

While the tone of the novel is humorous, it takes some dark turns every now and then, especially when it comes to the families of the protagonists. Most of the action, however, takes place inside the campus as the boys, led by the ever creative Ryan, frequently lamenting how the internationally lauded IIT system has stifled their creativity by forcing them to value grades more than anything else.

In this novel the parent sent wards to get higher technical education but the overburden of study creates feelings of detachment. Following lines bring out reality of educational system.

' I Said you call this a life? Rayan asked, this time  
looking at me.

I was sitting on the bed cross legged, attempting the  
assignment on a drawing board. I needed a break, so I put my  
pen down.

' Call it what you want ' I said, words stifled by a Titanic  
yawn, but that is not going to change it.

' I think this is jail. It really is. Damn Jail', Ryan said,  
hitting the peeling wall with a fist<sup>1</sup>

**also**

'There are times in life you wish dinosaurs weren't extinct  
and could be whistled to come and gulp you down.'<sup>2</sup>

**also**

'Yeah, we have to mug. Some damn profs get this vicious  
joy driving students nuts'<sup>3</sup>

Following lines clearly hint at the unsatisfied attitude about educational system

'You know guys, this whole IIT system is sick' Ryan  
declared<sup>4</sup>

'What is wrong is the system,' Rayn denounced soundly,  
sounding like a local politician. Blame the whole damn system if  
you can't figure anything out.

But Ryan had more. “This system of relative grading and overburdening the students. I mean it kills the best fun years of your life. But it kills something else. Where is the room for original thought ? Where is the time for creativity? it is not fair. <sup>5</sup> well, that is life. It screws you right when you think you have figured it out. <sup>6</sup>

The IIT system is unfair because

- 1.It suppresses talent and individual spirit
- 2.It extracts the best years of one’s life from the country’s brightest minds.
- 3.It judges you with a draconian GPA system that destroys relationships.
- 4.The profs don't care for the students.
- 5.IITs have hardly contributed to the country. <sup>7</sup>

How burden of study leads to suicide came through the character of Samir, we can relate it with today social system.

Dear Neha,

I love you my little sister, as much as the day I first held you in my arms when you were born. I was so proud that day, and will remain so forever.

Neha, can you keep a secret? by the time you get this, I may not be in this world. But you must understand that no one in the world must know of this letter.

I have tried three times to get into IIT, and each time I have disappointed Dad. He cannot get over the fact that his son cannot handle physics, chemistry and maths. I cannot do it Neha, no matter how hard I try, no matter how many years I study or how many books I read. I cannot get into IIT And I cannot bar to see Dad’s eyes.

He has seen thousands of IIT students in his life, and cannot see why his own son cannot make it. Well Neha, he sees the students who make it, but he doesn’t see the hundreds of thousands who don't make it. He has not spoken to me for two months. He doesn’t even talk to mom properly because of me.

What can I do? Keep trying until I die? Or simply die?

If any one finds out that I took my own life, Mom would probably not be able to survive. But I had to tell someone and who else but you. I love you Neha. And you tell them I went Jogging. <sup>8</sup>

Above lines gave the message that don’t try to force your Child to be the one you want but, let him grow like Flower and just feel them how they grow their self. So it is message to society, please, those who have children, its good to keep expected but pressure too much leave you empty hand, don’t be killers of your own children or your Sons or Daughters. This is the real situation of today’s educational system

**One Night @ The Call Center** –The book begins with a train journey , During the journey, the narrating author meets a very beautiful girl. The girl offers to tell the author a story on the condition that he has to make it his second book. After a lot of hesitation, the author agrees. The story within the story, which comprises the bulk of the book, relates the events that happen in one night at a call center. Told through the eyes of the protagonist, Shyam, it is a story of almost lost love, thwarted ambitions, absence of family affection, pressures of a patriarchal set up, and the work environment of a globalized office. Shyam loves but has lost Priyanka, who is now planning marriage with another; Vroom loves Esha; Esha wants to be a model, Radhika is in an unhappy marriage with a demanding mother-in-law, and Military Uncle wants to talk to his grandson; they all hate Bakshi, their cruel boss. Claimed to be based on a true story, the author chooses Shyam Mehra as the narrator who is one among the six call center employees featured.

The themes involve the anxieties and insecurities of the rising Indian class including questions about career, inadequacy, marriage, family conflicts in a changing India, and the relationship of the young Indian middle class to both executives and ordinary clients whom they serve in the U.S.A.

In the novel Shyam intentionally puts aside the promotion as a team leader by boss Bakshi.

' how my promotion is put off because I don't have my required skill yet'<sup>9</sup>

This brings out intellectual exploitation which results into alienation as he feels isolated in company of friends. Blame on system as a sick supports the above statement

Physical exploitation came into light through fashion world where Esha Surrenders herself to become a model.

"The guy I slept with a forty year old designer. He told my agent latter I was too short to be a ramp model' Esha said, her voice rising as anger mingled with sadness. Like the bastard didn't know that when he slept with me. She began crying. I don't know what is worse a shouting girl or a crying.

And that son of a bitch sends some cash as compensation afterwards, she said now sobbing. And my agent tells me, this is part of life. Sure it is part of life part of Esha the failed model's fucked – up life.<sup>10</sup>

The stern feeling of reality come through vroom when he says.

"The government doesn't care for anybody, he continued. Even that youth special channel, they don't care either. They say youth because they want the damn Pizza Huts and Cokes and Pepsis of the world to come and give their ads to them. Ads that say if we spend our salary to have pizza and coke, we will be happy. Like young people don't have a fucking brain. Tell us what crap to have and we'll have it.'<sup>11</sup>

In the novel characters feel alienated from social life due to their mechanized life and also feel that what they are doing and what is being done to them is nothing but exploitation. Bakshi is projected as a main exploiter and also female characters wanting

some favours are sexually exploited The case of Physical exploitation can be established through an e-mail sent to Esha by Bakshi.

Dear Esha,

Don't be upset. My offer is simple just spend one night with me. you make me happy. I will save you from the right sizing. My pleasure for your security I think it is a fair deal. And who knows, you might enjoy it too. let me know your decision soon. Your admirer Bakshi. <sup>12</sup>

An e- mail to military uncle from his son shows distancing family relationship creating loneliness

Dad .... you have cluttered my life enough, now stop cluttering my mailbox. I do not know what came over me that I allowed communication between you and my son. I don't want your shadow on him. please stay away and do not send him any more emails. For literally or otherwise, we don't want your attachments. <sup>13</sup>

Above mentioned aspects continuously peeping through society which shows touches of reality in Chetan Bhagat's writing

If we want to summarize **The 3 Mistakes of My Life** the whole content of the book in a handful of words then business, money, calamities, riots, religious politics, protocol breaking love, obsession and to top it all cricket and friendship. The setting is the city of Ahmedabad that though being urban is yet not as metropolitan as many of its metro counterparts. It retains its small town flavour, traditional Indian households and small vegetarian eateries. It revolves around three young people, who became friends, and later business partners. The story is narrated by Govind Its about his life which is full of people- his mother, his friends, his love and the top most being his dreams of making it big, touching the sky and to reach the stars. Does any thing seem out of place? Isn't it everyone's story? It is... What does the writer try to show us - Hypocrisy which is very common in this so called broad minded modern world. Govind is a born businessman with a gift for numbers. His friend Ish is an awesome cricketer with no future, discouraged by the Stereotyped Indian parents who want their son to earn! Omi the son of a priest who does not want the same path but has been brought up in that environment incorporating the deep rooted religious sentiments! Vidya - Ish's sister, the hottie behind the naive innocent worthy girl fighting for her dreams and wishes under the veil of a worthy reputation! as Bhagat says – Girls – they are so small in size but are so unpredictable...

The plot follows..... A new business selling sports wares in a shop in the temple complex starts by the three friends. It builds up with good business and extra cricket as well as math coaching. Ali - a child prodigy in cricket pops up to throw Ish out of balance. Teaching Vidya is no easy job because of her blossoming age for Govind. Omi is caught up with religion based politics because of his uncle. Then there are the usual ups and downs and the emotions related to the huge earth quake that hit Gujarat in 2001. A loss is well survived and is pushed to the past. There are visits to Goa as well as Australia to get Ali into the top rung! Behind all this is a love story brewing up between Vidya and Govind. Few questions are subtly brought up here... Isn't Vidya a grown up girl? Is there

something wrong in falling in love with a girl just because she is your friend's sister while it doesn't matter if it is anybody else? Then comes the religious politics and Godhra riots which the common man never wanted nor accepted but was thrust into. Horrendous killing of innocent people on religious basis with no humanitarian thoughts, by a select few! This is how the plot throws various questions to the readers. It culminates into facing religious politics, natural calamities, unaccepted love and one's dreams

While trailing through the novel incidents seems to be very real in the Indian context.

The opening prologue in the **3 Mistakes of My Life** shows pensive aspect towards life.

Dear Chetan,

This email is a combined suicide note and a confession letter. I have let people down and have no reason to live.....

14

Vidya songs brings out easy going attitude in life.

No matter what they tell us  
No matter what they do  
No matter what they teach us  
What we believe is true. <sup>15</sup>

Chetan Bhagat's novels emphasize the true Indian soul. He writes about the confusions, dilemmas, happiness and sorrow of the younger generation of India.

**2 States - The Story Of My Marriage** brings out the story of Tamil Girl and Punjabi boy. These two states i.e. Tamil and Punjab are the two poles of India i.e. north and south. But it is well said that the world has become close due to modern technology and various academic institutions. The same thing comes out in this novel also. Two persons from the two states come in contact with each other due to academic purpose and they fall in love and try to become one through marriage institution. This scenario is common today. This tradition we can say is modern and real, and paves the way for modern realism.

Love marriages around the world are simple:

Boy loves girl. Girl loves boy.

They get married.

In India, there are a few more steps:

Boy loves Girl. Girl loves Boy.

Girl's family has to love boy. Boy's family has to love girl.

Girl's Family has to love Boy's Family. Boy's family has to love girl's family.

Girl and Boy still love each other. They get married.

2 States, a story about Krish and Ananya. They are from two different states of India, deeply in love and want to get married. Of course, their parents don't agree. To convert their love story into a love marriage, the couple have a tough battle in front of them. For it is easy to fight and rebel, but it is much harder to convince. In this novel Tamilians referred as black people by North Indian also it describes clash between Punjabi and Tamil culture. Feeling of marriage as a torture brings unfaithful feelings about own country

The nucleus of the prejudice, quite obviously lies in the language barrier. The fact that one community cannot understand the other's language leads to baseless assumptions, ridicule and fantasies. The Hindi speaking community looks at South Indians as backward, narrow minded and a disconnected lot of people that at times suggests an alienating behavior in ones own country. Blame it on the language. The people down south look at Northies as a community that places importance on show, splendor, outlook and all other things considered trivial down under. The people from Bombay and north of it are more exposed to fashion, lavish spending, highly westernized influences in daily life and an undying urge to stand out in the society. The people down south consider themselves to be leap years ahead when it comes to the topic of gray matter and achievements in education and personal lives. They speak better English, are widespread in the fields of engineering and entrepreneurship and are well read individuals. When talking about the racial differences, the North Indians are termed as Aryans, and the South Indians as Dravidians. In physique as well, there are many differences between the people of the South and North. The North Indians are taller, and more strongly built than the South Indians. The South Indians are a bit darker than the North Indians. Big difference can be seen in their dressing styles. Salwar Kamiz is the widely used dress by North Indian women. On the other hand, women in the South wear saris. While men in the North wear Salwar, the men in South prefer dhotis.

Another difference that can be seen between North and South India is their food. When compared to the North Indian food, the South Indian food is spicier. The South Indians use more tamarind and coconut when compared to North Indians. The North Indians use more milk products when compared to the people of South India.

These cultural, behavioural, physical and mental aspects connects Chetan Bhagats writing to the sense of reality.

One can argue that IIT or Call Centre or Cricket is not literary material. That is the saddest thing about the Indian Literary Critics. They think only Magical Realism can be literature. They think something can be considered Indian Writing in English only if it has Colonialism as its background. May be they also thing only the absurd can be literature. But to me, literature is also what Chetan Bhagath write- the simple everyday life. It is literature to me because it engages mind, fires imagination and makes us want to read more.

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## Poverty and Rural India

**Dr Surekha Patil:** K. A. A. N. M. S. ASC College, Satana Dist –Nashik

India is largest democracy in the world and having a population above one billion India is a country of villages and nearly 70 percent population residing in rural India . After getting freedom in 1947, India inherited crippled economy and of poverty from British rule .

The rural economy of India based on agricultural production and this inurn depends

On rainfall. In India 30 percent land is only irrigated. In Maharashtra 17 percent under irrigation. Nearly 70 to 80 percent land is dependant on rainfall, this results in vast growth of unemployment, landless population, lank of irrigation facilities, lack of infrastructural facilities, unpredictable rainfall affecting crop-pattern and diminished production and affecting rural agricultural economy. This results in poverty of agricultural laborers, landless and marginal farmers and village artisans. Thus a large segment pf our society especially in the rural area still live below poverty line.

Poverty is a great social and moral challenge, poverty means a person lack of adequate command over goods and services to satisfy his basic needs relating to food, shelter, clothing health and education etc. Relative poverty reflects the degree of inequality in the distribution of income. Though the estimate of poverty is debatable and the trends in the incidence of poverty is not clear. It is beyond doubt that we have to go al a long way with this to ensure reasonable living standard to a large number of poor. Low percapita income, low rate of growth, inadequacy of natural resources, low productivity in agriculture, out dated agrarian structures insufficient use of capital, skewed distribution of land are the causes, small and marginal farmers, rural artisans and landless agricultural laborer, most of them from scheduled castes and scheduled tribes are the sufferers .

A marginal farmers definition belongs to the category of rural households having less than one hector of land and small farmers are better than marginal farmers.

There are considerable difference of opinion about the methods of measuring poverty.

The poverty problem from the measurement point of view has been viewed from two angles. The first is based on the cost of the basket of goods at the relevant prices and the second being the inadequacy of food consumption.

The people below the poverty line even when defined in the modest term comprised, largely those whose consumption are very low and who have little physical resources of production. The planning commission redefined the poverty line in relation to minimum desirable level of consumption of 2400 calories per person per day in rural areas and 2100calories in urban areas. In varied terms this has taken to a consumption expenditure of Rs.65 per capita per month in rural areas and 75 Rs. In urban areas as per 1977.78 prices.

There are three alternative estimates of percentage of population below the poverty line on the basis of norms suggested by Bardhan (1974), Dandekar and Rath (1974), Ashok Rudha (1974). All the estimates indicative of the increasing mass poverty in our country . it is true that objective of social justice remained the periphery and the



development strategy essentially remained growth oriented development .

Some of the accepted indicators of human development are per capita consumption of food, per capita productivity and income. Levels of education, mortality, population growth. Two other complimentary indicators of development are the proportion of work of force in the agriculture sector and the proportion of urban population.

Low productivity of Indian workers and the general belief that they are lazy, lack a dietary basis in them. As much as about half of them live below poverty line unable to meet caloric requirements .

The problems of poverty and prevention of concentration of wealth and income resulting in India, poverty and unemployment continue to percolate and consistent with growth.

The reasons for their plight are inadequate opportunities to support their income through labours or any other subsidiary occupation, lank of working facilities and consequent exploitation by middle men have also added their misery.

The rural artisans are hit hard by the growth of manufacturing modern industries, low levels of skill and productivity ,lack of access to credit and poor marketing arrangements have contributed to their poverty.

Reckless renting, money lending on usurious terms, control over marketing of agriculture produce and the supply of inputs and their domination of cooperative societies and village panchayats are the principal means thought the rules rich deprive poor of the fruits of rural wealth.

The leaders of the freedom movement become aware of the significant of the poverty and pathetic conditions of the masses . As a result of this relations various documents were prepared by different in individuals and groups to give a concrete shape of definite progamme for the economic reconstruction and rejuvenation of the economy.

The important programmes designate to help the rural poor are the integrated rural development programme,national rural employment programme, massive agricultural development programme, rural landless employment guaranee programme, drought prone area programme, command area development programme. Live stock production programmes and food for work programmes. These programmes are implemented through special agencies set-up established initially for five years period .integrated Rural Development progamme was initiated for rapid increase in agricultural development, this programmes target was group oriented .

Small farmers development programme was initiated in 1971 and covered 1818 blocks in the country. it's objective was to assist persons specifically identified from this group to raise their income level.

The Drought prone areas programmes was implemented in 557 blocks spread over 74 districts in thirteen states . This programme was initiated in the fourth plan .

The training of rural youth for self employment (TRYSEM) scheme was initiated in 1979 objective was to remove unemployment among the youth .

Education by improving the knowledge skill and capacity of individuals, improved the quality of human resources, building up of social, economic and political organizations and through such activities to the development of nation . Without education and substantial knowledge and skill among its members a community can not built a

technology based productive system, which is a basic condition for improving productivity and eradicating poverty.

**Area Selection:-**

The study is confined to Baglan Tehsil in Nashik districts.

**Methodology:-**

The study is based on personal interviews with landless laborers small and marginal and village artisans .

**Sample:-**

The Total number of respondents are 147 in which landless labors families are 47 in number . Marginal farmers families are 53 and village artisans families are 17.

<b>Sr.</b>	<b>categories</b>	<b>No</b>
1)	Landless Laborers	47
2)	Marginal Farmers	53
3)	Village Artisans	17
	Total	147

Date collected by personnel interviews indicates the following Facts.

The laborer families were of opinion that there poorness is due to only for 200 days employment in a year Lack of education increase number of family members, high prices of food grains, lack of sufficient food calories resulting in malnutrition and various health problems.

The marginal farers told that holding of very limited land below one hector, lack of irrigation facilities, lack of capital, unpredictable rainfall drought like situation, prevailing for years together.

The village artisans pointed that in agricultural cultivation use of new instruments and technology resulting in loosing self employment and decreasing income.

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## **Changing Urbanization and Environment Concern: A Case Study of Solapur city (Maharashtra)**

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### **Abstract**

Urbanization is the process of becoming urban. It results on increasing pressure on land, water and environment in the cities. It is associated with the concentration of population in cities. Solapur city is found to be strategically vis-à-vis Karnataka and Andhra Pradesh state. The rapid urbanization and industrialization in and around Solapur city has attracted many migrants from various parts of the state to Solapur. This has resulted in expansion of the settlements in Solapur city. It is evolved as the regional growth centre, attracting economic activities and providing livelihood for large in-migrating population. According to 2001 census the population growth rate of city is 40.53 per cent as compare to 1991 census, and its direct impact is on the growth of slums in and around fringe area of the city. Due to expansion of city limit the numbers of vehicles were increased and it shows positive relation with vehicular pollution. Therefore, the present paper aims to highlights the causes, consequences of changing urbanization on environmental degradation. The present study is based on primary and secondary data. For analyzing the data, various cartographic and statistical techniques have been applied. The study revealed that due to rapid expansion of the city, growth of slum population (25 per cent), decrease in agriculture land and increase in number of two wheelers various environmental problems were emerged out. Vehicular Pollution is one of the major contributory sources of air pollution and its impacts are mainly eye irritation, asthma, bronchitis etc.

**Keywords:** *Urbanization, Environmental Degradation, Vehicular Pollution.*

### **Introduction:**

India is known to possess the largest urban population in the world. The process of urbanization in India is closely linked to the economic and political processes that have been propelling the nation through the path of development. However, this urbanization continues in an unplanned manner, causing considerable environmental degradation, which intern is affecting human health. The advance effect of urbanization in India and in study region are seen in the firm of overcrowding, in sanitary conditions, water and air pollution, all of which affect both the physical and mental health of the residents.

The rapid urbanization and industrialization in and around Solapur city has attracted many migrants from various parts of the state to Solapur. This has resulted in expansion of the settlements in Solapur city.

### **Objective:**

To examine causes, consequences of changing urbanization on environmental degradation.

### **Study Region:**

The city is situated on the south-east fringe of Maharashtra state and lies in the Bhima and Seen river basins. It is located on 17<sup>o</sup> 40' 30" North latitude and 17<sup>o</sup> 46' 15"

East longitudes. It lies about 550 meters above mean sea level. Climatically it falls in the drought prone region in Maharashtra state. According to 2001 census the population growth rate of Solapur city is 40.53 percent as compare to 1991 census. Average annual rainfall is 583.4 mm. and maximum temperature 45<sup>0</sup>C. As per 2010 Regional Transport Office record the total number of various types of vehicles are 9,08,960 which causing environmental degradation. Outlying rural areas near cities also become urbanized as population increases and cities sprawl outwards to the need for land. During expansion of city boundary in 1992, 13 villages were included in the city area. At present the area under Solapur Municipal Corporation is 178.57 sq.km.

#### **Database and Methodology:**

The present study is based on primary and secondary data. The data has been collected from following sources.

1. With the help of questionnaire information was collected.
2. The reports of municipality office, Solapur.
3. District census Hand Book of Solapur district 1951 to 2001.
4. The Gazetteer of Solapur District.
5. Reports of Town Planning Development Office, Solapur.
6. Regional Transport Office, Solapur.

The collected information was interpreted by applying cartographic and statistical techniques.

#### **Discussion:**

Today, with an unprecedented population growth, the physical expansion of the cities is inadvertent. Much of the development has occurred in a spontaneous haphazard and unplanned manner. The rural villages of fringe zone have now been transformed into urban residential, commercial and industrial complex.

#### **Urbanization Trend of Solapur City:**

Regarding the spatial growth of the city, very little information for the period prior to the 16th century is available. In 1853 the city had small nuclear located on the northern side of the tank. Up to 1938 the city limits were extended towards northeast. The Municipal Corporation was established in 1964. City has witnessed boundary extension for 11 times since establishment of Municipal Corporation. The ever largest expansion of the city boundary took place on 5th May, 1992 when 13 villages were included in the city limit increasing 145.54 sq.km. area of the city. The total area of the city consists of 178.57 sq.km. The city has extended towards the Pune, Hyderabad, Bijapur National Highway no.9 &13 and Akkalkot, Hotgi and road side. Due to rapid urbanization and industrialization in and around Solapur city has attracted many migrants from various parts of the state to Solapur.

Due to rapid expansion of city, slum population is increased by 25 per cent, decrease in agriculture land and increase in number of two wheelers created various environmental problems.

#### **Growth of Population:**

The growth of population always plays an important role for any kind of objectives over the surface of the earth. Population pressure on any particular place will create a lot of environmental hazards. Earlier, Solapur was known for its peaceful environment, but

today, it is the most crowded and haphazardly grown city in the state. Day to day population is increasing at an alarming rate, which is the main cause for spoiling the overall environment of the city.

**Table : 1.1 Solapur city  
Decadal Growth of Population (1901 - 2001)**

Sr. No.	Year	Total Population	Decadal growth of Population (in %)	Growth rate in % / year
1	1901	75,288	-	-
2	1911	61,345	-18.51	-2.04
3	1921	1,19,581	94.93	6.43
4	1931	1,44,654	20.96	1.89
5	1941	2,12,620	46.98	3.80
6	1951	2,77,087	30.32	2.63
7	1961	3,37,583	21.83	1.96
8	1971	3,98,361	47.62	1.65
9	1981	5,11,103	28.30	2.47
10	1991	6,04,215	18.21	1.66
11	2001	8,73,009	44.48	3.63

**Source : District Census Handbook - Solapur district 2001.**

During 1901 to 1911 the population of the study region was declined by -18.52 percent due to epidemic diseases. In next decades the population increased by 94.93 percent. In the decade 1971, the population increased and continuously it is increasing. Table 1.1 gives detail idea about the growth of population of Solapur city during 1901 - 2001 period. Large scale construction activities, educational and employment opportunities, medical facilities etc. attracted the number of migrants from Karnataka and Andhra Pradesh state. Due to this housing, water, electricity, clean environment, transport etc. problem are increasing in the city. Further, the increase of population in cities, is a great threat to the degradation of environment.

#### **Transportation:**

Transportation is a worst scenario in Solapur city. Rapid urbanization associated with high degree of industrialization has created environmental and social problems. Increasing urbanization and mobility has brought forward new dimensions of environmental issues notably transportation. Urban transportation is now a source of several environmental problems. In addition, congestion, overcrowding, vehicular pollution and lack of basic amenities make living in Solapur miserable, Solapur has emerged on the fifth largest city in the state of Maharashtra.

With growing traffic congestion, thousand of drivers in the urban centres are finding out that, rush hour traffic is slowing to a crawl. This in turn leads to higher oil consumption and release of high emissions, which are poisoning the urban centres. Further, many vehicles are in poor condition, creating more particulates and burning fuels in inefficiently. Two-stroke engines are particularly very bad as they produce lot of noise, unit hydrocarbon and smoke at a much higher rate than other.

**Table 1.2 Solapur city**

**ISSN 0975-5020**

**No. of Vehicles and their Contribution of Population**

Sr. No.	Types of Vehicles	2000	2005	2010	% Contribution
1	Two Wheelers	1,62,371	3,25,950	7,85,500	77.33
2	Auto Rickshaws	6403	8500	10,260	2.93
3	Light Motor Vehicles	16,042	34,150	45,000	7.40
4	Heavy Vehicles	28,387	45,500	68,200	12.35
	<b>Total</b>	<b>2,13,203</b>	<b>4,14,100</b>	<b>9,08,960</b>	

**Source: Regional Transport Office, Solapur 2010,**

It is seen from the table 1.2 that the number of two wheelers has steeply increased in Solapur city which is responsible for the deterioration of the air quality in the city. The maximum level of air pollution is due to release of CO<sub>2</sub> and lead by the vehicles. The people of Solapur are suffering from pulmonary tuberculosis disease.

**Conclusion:**

Solapur city is getting crowded day by day and has affected a lot on environment. The study revealed that due to rapid expansion of the city, growth of slum population, decrease in agriculture land and increase in number of two wheelers were created various environmental problems. The purity of air is completely missing in the heart of the city. Age old people are affected by Asthama. The growth of transport is higher than the growth of population in the city due to expansion of city limit. The population residing in expansion area are facing various problems like clean drinking water, drainage problems etc. The condition of ambient air quality is unsatisfactory.

**Suggestions:**

- 1) All vehicles which are aged between 15-20 years should be banned on the road.
- 2) Eco-friendly energy should be used i.e. (NG, LPG etc.) to maintain clean environment.
- 3) DP should have plans for road networking.
- 4) Maintenance should be made regarding for road, foot paths, drainage to avoid environment degradation.

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## **Enforcement of Human Rights at International and National Level**

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All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

### **Abstract:**

Human Rights are essentially a product of Democracy. Man's struggle against tyranny and all forms of oppressions has been long and never-ending. Tyranny has, from time to time, emerged in different forms and methods. Man has been always trying to establish his right, time and again; sometimes there has been a depressing failure and the assault on human rights continues. So does man's struggle against tyranny. During this period, the actual concept of human rights and their enforcement began taking shape in the west only after the renaissance and the process of industrialisation. From that period onwards the recognition of human rights took the roots in other parts of the world. However, then came the era of colonialism where the colonial masters of Asia and Africa and Western nations gruesomely maltreated people ruled, the history of colonialism is full of instances of massacres, ruthless oppressions, killings and heinous crimes. But it was after the end two World Wars and the formation of United Nations in 1945 and its various covenants that the enforcement of human rights took up a right beginning. There is currently no international court to administer international human rights law, however, quasi-judicial bodies exists under some UN treaties. The International Criminal Court (ICC) has jurisdiction over the crime of genocide, war crimes and crimes against humanity. While the European Court of Human Rights, and the Inter-American Court of Human Rights enforce regional human rights law. Although these same international bodies also hold jurisdiction over cases regarding international humanitarian law, it is crucial to recognize that the two frameworks constitute distinctly different legal regimes. The United Nations Human Rights Bodies do have some quasi legal enforcement mechanisms. These include the Treaty Bodies attached to the current seven active treaties, and the Human Rights Council complaints procedures. The enforcement of international human rights law is the responsibility of the Nation State, and it is the primary responsibility of the State to make human rights a reality. In practice, many human rights are very difficult to legally enforce due to the absence of consensus on the application of certain rights, the lack of relevant national legislation or of bodies empowered to take legal action to enforce them. This paper is an attempt to discuss the various facets of human rights, their legal, social political and economic aspects of protection and enforcement at International as well at National levels.

The protection and enforcement of human rights has been guaranteed by the establishment of the United Nations (UN) in 1945 and thereafter with the adoption of a resolution on the Universal Declaration of Human Rights (UDHR) in December, 1948.<sup>1</sup> Although being a resolution it does not impose legal obligations upon the member states,

rather it sets a common standard of achievement for all people and all nations so that they strive to promote respect for human rights and fundamental freedoms by teaching and educating and by adopting progressive measures in this regard. The expression “human rights” denotes all those rights which are inherent in our nature and without which we cannot live as human beings.<sup>ii</sup> Human rights are the eternal part of the nature of human beings which are essential for the development of their personality, qualities, intelligence, talent and conscience. They are inalienable rights which are enjoyed equally by all members of the human society. This paper is an attempt to discuss various international and national enforcement mechanisms for the protection and enforcement of human rights and fundamental freedoms.

#### **Evolution of Human Rights:**

After the end of World War II, the nations of the world came together and realised that human rights are extremely important and that they must be enshrined in a particular document. Accordingly, on 10/12/1948, the Universal Declaration of Human Rights was accepted and adopted by the United Nations. It is the basic Universal Document of human rights today. It consists of rights such as the civil and political rights and also social and economic rights.

#### **The International Protection and Enforcement of Human Rights:**

For the protection and enforcement of human rights and fundamental freedoms at global level, special bodies have been established by the UN as per the International Conventions. These bodies monitor by ensuring that the protection and enforcement of human rights and fundamental freedoms is carried out as per the provisions of all the international conventions and protocols relating thereto. These bodies are: (a) Human Rights Committee; (b) The Group of Three<sup>iii</sup>; (c) The Committee on Economic, Social and Cultural Rights; (d) The Committee on the Elimination of Racial Discrimination; (e) The Committee on the Elimination of Discrimination against women; (f) The Committee against Torture; and (g) The Committee on the Right of the Child. These International Human Rights bodies supervise the enforcement of the relevant International Human Rights Convention by reviewing the information received from all reliable sources including, Reports from State Parties, Inter-Governmental and Non-Government Organisations and the communications alleging violation of human rights received from or on behalf of victims of such violations. Besides, such procedure as of good offices and urgent actions developed to meet the exigencies.<sup>iv</sup> In addition to these bodies, even UN Special agencies such as the United Nations Educational, Scientific and Cultural Organisations (UNESCO) and the International Labour Organisation (ILO) have developed their own system of supervision. But, it is the overall responsibility of the Commission on Human Rights to consider the question of violations of Human Rights and Fundamental Freedoms in all parts of the world. The Commission also undertakes actions on the situation of Human Rights in different parts of the world by appointing the Specialised Reporteurs and establishing the Working Groups.<sup>v</sup>

#### **Enforcement of Civil and Political Rights:**

Free human beings enjoy civil and political freedom; and freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his civil and political right, as well as cultural rights.<sup>vi</sup> Article 28<sup>vii</sup> provide for the establishment of



a Human Rights Committee which was duly established in 1977 to monitor the implementation of the above covenant. The principal function of the Human Rights under this covenant is to study reports on the measures State Parties have adopted to give effect to the rights recognized in the covenant and the progress made in the enjoyment of those rights.<sup>viii</sup> It deals with formulating and transmitting to the States Parties such general comments as it may consider appropriate.<sup>ix</sup> Similarly, it also entertains and examines inter-state communication on the subject-matter of Human Rights violations. The Human Rights Committee is also empowered under the Optional Protocol to the International Covenant on Civil and Political Rights to receive and consider communications from individuals claiming to be victims of any Human Rights violations set forth in the covenant provided he has exhausted all available domestic remedies.<sup>x</sup>

#### **Enforcement of Economic, Social and Cultural Rights:**

The Covenant on Economic, Social and Cultural Rights also has established a Committee to monitor the implementation of the provisions of the relevant International covenant in all the State Parties. The main function of this committee is to examine the reports submitted by the State Parties on the measures adopted by them and the progress made in achieving the rights contained in the International Covenant on Economic, Social and Cultural Right. A five member working will be appointed which meets to study the report in order to indentify the points which may be discussed with the representatives of the State Parties. The Non-Governmental Organisations (NGOs) are also authorised by the Economic and Social Council to submit statement to contribute towards the realisation of the rights under the present covenant.<sup>xi</sup> The Committee then prepares a summary of these considerations and submits it to the Economic and Social Council together with its own suggestions and recommendations of general in nature.<sup>xii</sup>

#### **Human Rights Protection and Enforcement Mechanism – Global Scenario:**

There is currently no international court to administer international human rights law, however, quasi-judicial bodies exists under some UN treaties. The International Criminal Court (ICC) has jurisdiction over the crime of genocide, war crimes and crimes against humanity. While the European Court of Human Rights, and the Inter-American Court of Human Rights enforce regional human rights law. Although these same international bodies also hold jurisdiction over cases regarding international humanitarian law, it is crucial to recognize that the two frameworks constitute distinctly different legal regimes.<sup>xiii</sup> The United Nations Human Rights Bodies do have some quasi legal enforcement mechanisms. These include the Treaty Bodies attached to the current seven active treaties.<sup>xiv</sup> The enforcement of international human rights law is the responsibility of the Nation State, and it is the primary responsibility of the State to make human rights a reality. In practice, many human rights are very difficult to legally enforce due to the absence of consensus on the application of certain rights, the lack of relevant national legislation or of bodies empowered to take legal action to enforce them.

#### **Universal Jurisdiction and Human Rights Violation:**

Universal jurisdiction is a controversial principle in international law whereby states claim criminal jurisdiction over persons whose alleged crimes were committed outside the boundaries of the prosecuting state, regardless of nationality, country of residence, or any other relation with the prosecuting country. The state backs its claim on

the grounds that the crime committed is considered a crime against all, which any state is authorised to punish. The concept of universal jurisdiction is therefore closely linked to the idea that certain international norms are owed to the entire world community. In 1993 Belgium passed a law of universal jurisdiction to give its courts jurisdiction over crimes against humanity in other countries, and in 1998 Augusto Pinochet was arrested in London following an indictment by Spanish judge Baltasar Garzón under the universal jurisdiction principle.<sup>xv</sup> The principle is supported by Amnesty International<sup>xvi</sup> and other human rights organisations as they believe certain crimes pose a threat to the international community as a whole and the community has a moral duty to act, but others, including Henry Kissinger argue that "widespread agreement that human rights violations and crimes against humanity must be prosecuted has hindered active consideration of the proper role of international courts.

#### **Human Rights in India:**

Human Rights in Indian have been provided in the form of Part III of the Constitution of Indian which guarantees several Fundamental rights and freedoms.<sup>xvii</sup> Human Rights are also protected by enacting the Protection of Human Rights Act, 1993.<sup>xviii</sup> The fundamental rights under Part III of the Constitution are available against state in the sense that it constitutes restraint on the legislative and executive powers of the State. Any law, rules, regulations, bye-laws, ordinance, etc. or any other executive action which takes away or abridges any of the fundamental rights are invalid and can be struck down as unconstitutional by the Court of Law. Even fundamental rights cannot be amended by the legislature if it forms a part of the basic structure of the Constitution.<sup>xix</sup> The individuals are entitled to resort directly to the Supreme Court or the High Courts for the effective and speedy enforcement of their rights. The Supreme Court and the High Courts are empowered to issue writs<sup>xx</sup> and to grant appropriate relief for the enforcement of these rights. But at the same time, the fundamental rights guaranteed by Part III of the Constitution are not absolute. They are subject to reasonable restrictions which can be imposed by the State in the interest of common good or people's welfare. Thus, fundamental rights are those principles of governmental and social conduct which are deemed to be appropriate for judicial enforcement and those which are not judicially enforceable have been included under the Directive Principles of State Policy (DPSP)<sup>xxi</sup> which deals with only directions issued to the State to carry out its policies according to the constitutional provisions.

The Indian Parliament has enacted the Protection of Human Rights Act, 1993, for the establishment and constitution of the National Human Rights Commission (NHRC), State Human Rights Commission (SHRC) and Human Rights Courts (HRCs). The main aim of this Act is to provide better protection of Human Rights and for matters connected therewith or incidental thereto.<sup>xxii</sup>

#### **National Human Rights Commission (NHRC):**

This commission has been constituted by the Central Government to exercise the powers conferred upon, and to perform the functions assigned to it under the Protection of Human Rights Act, 1993.<sup>xxiii</sup> The main functions of the commission is to inquire into complaints of human rights violation or negligence in the prevention of such violation by a public servant, to intervene in proceeding involving any allegations of human rights

violations pending before a court with approval of such court, to visit any jail, etc. The NHRC, while making inquiries, exercises all the powers of civil courts. After the inquiry, if the inquiry discloses the violation of human rights, the commission may take steps such as; recommendation to the Government concern to initiate proceedings for prosecution against the concerned person; or it may approach the Supreme Court or High Courts concerned for such directions, orders or writs as it may consider; it may also recommend the Government concerned to grant immediate interim relief to victims or members of his family.

#### **State Human Rights Commission (SHRC):**

The Protection of Human Rights Act, 1993 also provides for the establishment of the human rights commissions in States in India.<sup>xxiv</sup> The main function of the SHRC is to inquire into the violation of human rights only in respect of matters relating to any of the entries enumerated under List II and List III in the Seventh Schedule to the Constitution of India. However, if the NHRC or any duly constitution commission under any law has already undertaken an inquiry into the said matters, then it shall not inquiry into the same.

#### **Annual and Special Reports of the Commissions:**

The Protection of Human Rights Act, 1993 also requires both NHRC and SHRC to submit an annual report to the central Government or State Government concerned respectively.<sup>xxv</sup> The Central Government or State Government as the case may be shall lay down the said reports before each house of parliament of the State Legislature, respectively along with a memorandum of action taken or proposal to be taken on the recommendation of the commission and reasons for non-accepted of the recommendations, if any.

#### **Human Rights Courts:**

The Human Rights Courts have been established under the Protection of Human Rights Act, 1993 to provide speedy Trial of offences arising out of violation of human rights.<sup>xxvi</sup> The State Government may, with the concurrence of the Chief Justice of the High Court by notification, specify for each district a Court of Session to be a Human Rights Courts to try such offences.

#### **Protection and Enforcement of Human Rights in India and the Role of Judiciary:**

The judiciary is the last resort for citizens seeking justice. The judiciary plays an important role in protecting the constitutional rights of the people from the State actions. Today, the Judiciary is no more concerned only with application of laws made by the legislature, but on the contrary it has assumed an active part eve in law making process by way of judicial activism. The Supreme Court of India has displayed a remarkable craftsmanship to promote and protect human rights. The Apex Court has succeeded in reading some of the DPSP into Part III of the Constitution through creative exercise with respect to the Indian Constitution which has taken place in the context to Article 21. The Supreme Court has extended the meaning of life and personal liberty in such a way that it has read in a number of unremunerated right into Article 21 of the Constitution of India.

Until the decision of Maneka Gandhi's case, the role of the judiciary was that of a passive in nature. This nature suddenly became active in 1978 in Maneka Gandhi v. Union of India.<sup>xxvii</sup> In this case the Supreme Court held that any State action affecting life and

liberty of a person has to be right, just, fair and reasonable and not arbitrary. A new trend was set in Maneka Gandhi case. The Supreme Court in order to protect human rights has sometimes assumed a dual role of both Legislature as well as Executive (the other two organs of the Government), though the Constitution does not confer such omnipotent power on the judiciary.

It was the judiciary who had to invent a new form of action to provide remedies to the sufferers of human rights violations, such as poor, underprivileged and downtrodden section of the society. For instance, in *Bandhu Mukti Morcha v. Union of India*<sup>xxviii</sup>, an organization dedicated to the cause of release of bonded labourers informed the Supreme Court through a letter that there were a large number of labourers working in the stone-quarries situated in Faridabad District under inhuman and intolerable conditions and many of them were bonded labourers. The Court treated the letter as a writ petition and after the inquiry ordered the release and rehabilitation of the bonded labourers.

Though there is no express provision in the Constitution of Indian for grant of compensation for violation of a fundamental right to life and personal liberty. But the judiciary has evolved a right to compensation in cases of illegal deprivation of personal liberty. In *Rudal Shah v. State of Bihar*,<sup>xxix</sup> the Court granted compensation of Rs. 30,000 against the bias Government for keeping a prisoner in illegal detention even after acquittal for more than 14 years thereby violating his right to liberty. Similarly, in *M. C. Mehta v. Union of India*,<sup>xxx</sup> the Supreme Court held that the power of the Court under Article 32(1) is not only is a substantive in nature, that enforces the fundamental rights, but it is also remedial in scope. In *M. H. Hoskot v. State of Maharashtra*,<sup>xxxi</sup> the Supreme Court did not hesitate to imply this right in Article 22(1) and 21 jointly while pressing into service application of a DPSP under Article 39-A of Equal Justice and Free Legal Aid. The Court observed that where the prisoner is disabled from engaging a lawyer on reasonable grounds such as indigence or incommunicado situation, the Court shall, if the circumstances of the case, the gravity of the sentence and the ends of justice so require, assign competent counsel for the prisoner's defense, provided the party does not object to that lawyer. The state shall pay such fees as the court may fix to the counsel so assigned.

The Supreme Court also did not hesitate to assume the legislative function whenever there is no legislation on a certain issue. Accordingly in *Vishaka v. State of Rajasthan*,<sup>xxxii</sup> the Supreme Court has virtually enacted a piece of legislation on the ground that there is a vacuum in the legislative field of sexual harassment of women at work place, by virtue of power conferred under Article 141 of the Constitution. In this case Supreme Court laid down some guidelines and norms which are directed to be treated as law until a suitable legislature is enacted by the Parliament in its place.

In *Hussainara Khatun v. Home Secretary, State of Bihar*,<sup>xxxiii</sup> there was a large number of under trial prisoners in the State of Bihar which were languishing in jails without trials. A lady filed public interest litigation (PIL)<sup>xxxiv</sup> before the Supreme Court. On the inquiry it was revealed that there were 30,000 prisoners out of which 400 prisoners lived in jails for a longer period what the sentence would have caused them to stay inside the jail. Supreme Court held that according to Article 21, a reasonable, fair and just procedure requires that there must be speedy trial. It also requires that the prisoners should get legal aid. They also have right to be released on bail if there is no grave possibility of

their escape. Supreme Court ordered immediate release of the 400 and odd prisoners from the jail. In this way Article 21 got further expanded to include more and more human rights by Supreme Court.

**Conclusion:**

Indeed, human rights are very essential for the overall development of the human being not only at national but also at international level. But these human rights should not remain on paper. But they should be protected for the betterment of the society. In India, we have human rights in our Constitution. Therefore, it is our duty to see that human rights become meaningful to a large number of people in this country. The role of judiciary in the protection of human rights is certainly commendable. However, in the quest for socio-economic justice the judiciary is sometimes overstepping the limits of its judicial function and trespass into the areas reserved for the legislature and the executive. However, it is also true that judicial activism is not only necessary but also it has become inevitable in nature as the judiciary in the guardian of our Constitution of India. Supreme Court has shown that it can go upto any extent to protect and enforce by way of incorporating various unspecified fundamental rights (human rights) into one of the most important article that is Article 21 of the Constitution.

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- 4 The Group of Three consists of three members appointed by the chairman of the Commission of
- Human Rights from amongst the members of commission who are also representatives of State
- Parties to the International Convention on the Suppression and Punishment of the Crime of

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## **A Comparative Analysis of Selected Physical and Anthropometric Variables among Coastal, Hilly and Plateau College Men**

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### **Abstract :**

Physical education is an integral part of the total education process is a field of Endeavour which has strain the development of physically, mentally, emotionally and socially fit citizen through the medium of physical activities which has been selected with a view of realising these outcomes. Anthropometrics literally means man (anthro) measurements (metric). It is the measurement of the size and proportions of the human body, as well as parameters such as reach and visual range capabilities. Anthropometrics enables us to properly size items, including system interfaces, to the "fit" the user.

Organic development is generally considered to be of importance. This would conclude among other thing. The maintenance of health through good health practices and the development of physical fitness including sufficient strength, cardio respiratory and muscular endurance, to avoid excessive fatigue and to ensure adequate energy levels. Social development is another objective that is universally listed the ability to function effectively with other and in group is usually considered an important outcome to be sought through physical education. Psychological development summed under this heading would be such things and improved personality characteristics self confidence, self respect and opportunity for self fulfillment and self realization. Cognitive objective is that rationally stresses by teacher of academic subjects. Although health educators have long been concerned with helping students gain understanding of certain facts and principles, physical education has generally limited their cognitive (intellectual) emphasis of knowledge and rules and strategy of sports and games.

### **Introduction:**

Physical education is an integral part of the total education process is a field of Endeavour which has strain the development of physically, mentally, emotionally and socially fit citizen through the medium of physical activities which has been selected with a view of realising these outcomes. Anthropometrics literally means man (anthro) measurements (metric). It is the measurement of the size and proportions of the human body, as well as parameters such as reach and visual range capabilities. Anthropometrics enables us to properly size items, including system interfaces, to the "fit" the user.

### **Objectives of Physical Education :**

Organic development is generally considered to be of importance. This would conclude among other thing. The maintenance of health through good health practices and the development of physical fitness including sufficient strength, cardio respiratory and muscular endurance, to avoid excessive fatigue and to ensure adequate energy levels. Social development is another objective that is universally listed the ability to function effectively with other and in group is usually considered an important outcome to be

sought through physical education. Psychological development summed under this heading would be such things and improved personality characteristics self confidence, self respect and opportunity for self fulfillment and self realization. Cognitive objective is that rationally stresses by teacher of academic subjects. Although health educators have long been concerned with helping students gain understanding of certain facts and principles, physical education has generally limited their cognitive (intellectual) emphasis of knowledge and rules and strategy of sports and games.

#### **Aim and Objectives of Study :**

Organic development is generally considered to be of importance. The study will be intend to compare physical and anthropometric variables of coastal, hilly and plateau college men.

Aim – The aim of the research problem is to find Physical and Anthropometric Variables to know the area wise performs of the games. I hope that by finding Physical and Anthropometric variables coaches and physical Teachers will be benefited to judge the area wise games & players to improvement in performance.

Objectives – To fulfill the aim following objectives should be followed.

- 1) To identify the problem and suggestive measures to remove it.
- 2) The study will be intended to compare Physical and anthropometric variables of coastal, hilly and plateau college men.

#### **Hypothesis :**

1. It will be hypothesized that the hilly college men may be better in physical variables than coastal and plateau college men in physical variable namely agility, power and arm strength.
2. It will be hypothesized that the plateau college men may be better in Physical and anthropometric variables than the hilly and coastal college men.
3. It will be hypothesized that the coastal and plateau college men may be heighten then hilly college men.
4. It will be hypothesized that the hilly college men may be strengthen then plateau and coastal college men.
5. It will be hypothesized that the hilly college plateau college men may be arm length more then coastal and hilly college men.
6. It will be hypothesized that the coastal college men shoulder length may be better then hilly and Plateau college men.
7. It will be hypothesized that the hilly college men Wrist Center of Grip Length may be better then plateau and coastal college men.
8. It will be hypothesized that the coastal college men Elbow Circumference, Straight. Circumference of the elbow in a plane perpendicular to the long axis of the arm at the level of the olecranon center landmark, with the arm straight at the side better than hilly and plateau college men.

#### **Significance of Study**

For above we saw importance of find out physical and anthropometric variables of coastal, hilly and plateau college men. The physical and anthropometric variables of coastal, hilly and plateau college men in importance of coaches and physical teachers to selected the games for better performance of players.

**Deflimitation of Study**

The study was delimited to the following subject’s characteristics.

1. The Study was delimited to the College men
2. The Study was further delimited to age group of 21 to 25 years.
3. The study was delimited to only Plateau, coastal, hilly areas college men.

**Limitations of Study**

The study was comparing the Physical and Anthropometric Variable of Coastal, hilly and plateau college men. Anthropometric variable such as height, weight, and arm length to investigate each of the group will be better, physical variable as agility, power and arm strength. Subjects were selected randomly from Coastal, hilly and plateau counterparts and their performance in agility, power and arm strength will be record and also height, weight and arm strength will be measure and record.

**Materials and Methods**

The procedure for method of experimental, collection and data and then statistical Technique used for analyzing the data have been described in this chapter.

**Statistical Analysis**

Correlation matrices were calculated for anthropometric parameters, pulmonary, metabolic, cardio respiratory functions, and 10 times. The variables were expressed in absolute terms to avoid possible bias due to ratio scores in the correlations (13). In a preliminary study, Type II error may be more serious than type I error. A significance level of p=0.10 was chosen to help avoid type II error (not detecting potentially significant correlations) since this study was preliminary.

**Statistical Method**

Analysis of variance was followed to compare the physical variables of Coastal, hilly and plateau college men, for interpreting the results as recommended by Clarke and Clarke7.

**ANALYSIS OF VARIANCE**

<b>Step I</b>	<b>SST</b>	<b>=</b>	$\frac{\sum \chi^2 - (\sum \chi)^2}{n}$
<b>Step II</b>	<b>SSB</b>	<b>=</b>	$\frac{\sum \chi^2}{n} - \left( \frac{\sum \chi^2_1}{n} + \frac{\sum \chi^2_2}{n} + \frac{\sum \chi^2_3}{n} + \dots + \frac{\sum \chi^2_k}{n} \right)$
<b>Step III</b>	<b>SSW</b>	<b>=</b>	$SST - SSB$

**Step IV ONE WAY ANOVA TABLE**

**Conclusion**

For using Statistical Method and Analysis of Variance I find the plateau college men better in anthropometric variables than the hilly and coastal college men. The coastal and plateau college men heighten then hilly college men. The Plateau College men arm length more then coastal and hilly college men. We find that the coastal college men shoulder length better then hilly and Plateau college men. The hilly college men Wrist Center of Grip Length and arm strength is better than plateau and coastal college men.



The coastal college men Elbow Circumference, Straight. Circumference of the elbow in a plane perpendicular to the long axis of the arm at the level of the olecranon center landmark, with the arm straight at the side better than hilly and plateau college men.

**Suggestion for Future Work**

A Comparative Analysis of Physical and Anthropometric Variables among Coastal, Hilly and Plateau College Men it was found their height, weight, arm length, agility, power and arm strength is was differenced its best used coaches and physical Trainer for selecting the players in accordingly various games. I am sure all the coaches and physical trainer/ teacher will get benefited by this research paper.

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**कन्नड तालुक्यातील चक्रधर स्वामींचे वास्तव्य आणि महानुभाव संप्रदायाचा प्रभाव**  
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**सारांश :**

मध्ययुगीन काळात महाराष्ट्रात अनेक भक्तिसंप्रदाय उदयास आले. त्यापैकी महानुभाव संप्रदायाचा उदय यादव काळात झाला. औरंगाबाद जिल्ह्यातील कन्नड तालुक्यात महानुभाव संप्रदायाचे संस्थापक श्री चक्रधर स्वामी यांचे अनेक ठिकाणी वास्तव्य होते. ते ज्या ज्या ठिकाणी आले ती स्थाने महानुभाव पंथीयांना वंद्य आहेत. कन्नड तालुक्यात स्वामींचे वास्तव्य असलेली अनेक ठिकाणे आहेत. या ठिकाणांचा उल्लेख स्थानपोथी व लीळाचरित्रात येतो. त्यावरून या परिसराचा मध्ययुगीन इतिहास समजून घेण्यास मदत होते. मध्ययुगीन काळात यादवांच्या राजधानीचा जवळचा हा परिसर होता. महानुभाव संप्रदायाचा प्रभाव या काळात कन्नड तालुक्यात मोठ्या प्रमाणात होता. आजही या तालुक्यात महानुभाव संप्रदायाचे अनुयायी मोठ्या संख्येने आहेत. या परिसरातील महानुभाव संप्रदायाच्या प्रभावाचा आढावा या लेखातून घेण्यात आला आहे.

औरंगाबाद जिल्ह्यातील कन्नड तालुक्याला प्राचीन व मध्ययुगीन काळात मोठा इतिहास आहे. कन्नड जवळच सातवाहन कालीन पितळखोरा लेण्या आहेत. मध्ययुगीन काळात यादवांच्या राजधानीच्या जवळचा हा परिसर होता. महानुभाव संप्रदायाचा प्रभाव या काळात कन्नड तालुक्यात मोठ्या प्रमाणात होता. महानुभाव संप्रदायाचे श्री चक्रधर स्वामी यांचे या तालुक्यात वास्तव्य होते. त्यांनी ज्या – ज्या ठिकाणी भेटी दिल्या त्या ठिकाणांचा उल्लेख स्थानपोथी व लीळाचरित्रात येतो. त्यावरून या परिसराचा मध्ययुगीन इतिहास समजून घेण्यास मदत होते. कन्नडचा उल्लेख लीळाचरित्रात कानरडे असा येतो. मध्ययुगीन महाराष्ट्रात अनेक भक्तिसंप्रदाय प्रचलित होते. यादवांच्या काळात महानुभाव संप्रदायाचा उदय झाला. महाराष्ट्रात प्रचलित असलेल्या अनेक भक्तिसंप्रदायांपैकी महानुभाव पंथ हा एक भक्तिमार्ग आहे.

श्री चक्रधर स्वामी अथवा चांगदेव राऊळ ह्या अवतारी पुरुषाने उत्तर यादवकाळात या पंथाची स्थापना केली. चक्रधर स्वामी हे मूळचे गुजरात प्रांतातील भडोच येथील विशालदेव या प्रधानाचे एकुलते एक पुत्र होते. त्यांचे पूर्वश्रमातील नाव हरिपालदेव असे होते. हरिपालदेव आजारी पडले आणि त्यातच त्यांचा अंत झाला. तेव्हा त्यांचे प्रेत स्मशानात नेले असताना महानुभाव पंथाचे तिसरे अवतार व्दारावतीचे चक्रपाणि राऊळ यांनी कामाख्याच्या निमित्ताने स्वतःच्या शरीराचा त्याग करून हरिपालाच्या मृतदेहात प्रवेश केला आणि प्रेत जीवंत केले. अशी नोंद महानुभाव साहित्यात येते. ही घटना इ.स. १२२१ यावर्षी घडली असे महानुभाव साहित्यातील नोंदीवरून कळते. गुंडम राऊळांनी हरिपालचे चक्रधर हे नाव ठेवले. त्या दिवसापासून हरिपालदेव हे चक्रधर स्वामी नावाने प्रसिध्द झाले.

चक्रधर स्वामींचे वास्तव्य पैठण शहरात जास्त होते. त्यांची मातृभाषा गुजराती होती आणि त्यांचे

मराठी आणि गुजराती दोन्ही भाषांवर प्रभुत्व होते. वारकरी संतांच्या व भक्तांच्या अगोदर मराठी वाङ्मयातील विविध प्रकारांचे विपुल लेखन करून साहित्यक्षेत्रात एक नवे दालन उघडण्याचा मान महानुभावांचा आहे. महानुभावांच्या साहित्यात वाङ्मय प्रकारांची विविधता असली तरी सांप्रदायिक निष्ठेतून निर्माण झाल्यामुळे त्यांच्या विषयांमध्ये वेगळेपणा आढळत नाही.

#### महानुभाव संप्रदायात स्थानांचे महत्त्व :

या स्थानांमध्ये चरणचारी, आसन, वसती, अवस्थान, वर देण्याचे स्थान आणि परिश्रय स्थान असे पाच प्रकार आहेत. पैकी परिश्रय स्थान म्हणजे प्रातर्विधी करण्याची जागा होय. चरणचारी म्हणजे मार्गाने जाताना चक्रधर स्वामी जेथे सहज घटकाभर उभे राहिले असे स्थान. मार्गात एखाद्या ठिकाणी चक्रधर स्वामी 'आसन' टाकून तेथे थोडा वेळ विश्रांती घेत. क्वचित विहरणाला गेल्यानंतरही स्वामी एखाद्या जागी आसनावर थोडा वेळ बसत. अशी स्थाने 'आसन' स्थाने होत. घटका दोन घटका विश्रांतीची स्थाने म्हणजे आसन स्थाने होय. ज्या ठिकाणी चक्रधर स्वामी रात्रभर राहत ते 'वसती' चे स्थान होय. आणि एकापेक्षा जास्त दिवस ज्या ठिकाणी निवास करीत ते 'अवस्थान' स्थळ होय. उपलब्ध स्थानांच्या सोबतच त्या त्या ठिकाणच्या निर्देशरहित स्थानांचाही उल्लेख येतो. स्थान संशोधनासाठी ज्या साधनसामुग्रीचा उपयोग केला गेला त्यामध्ये ज्या स्थानांचा उल्लेख नाही त्या स्थानांना निर्देशरहित स्थान म्हणून संबोधले जाते.

#### कन्नड तालुक्यातील श्री चक्रधरांचे वास्तव्य व महानुभाव स्थाने :

##### १) विटखेडा :

विटखेडा येथे चक्रधर स्वामी आले होते अशी लीळाचरित्रात नोंद आहे. विटखेडा हे गाव देवगाव (रं.) वेरुळ रोडवर देवगावहून पूर्वेस ५ कि.मी. अंतरावर आहे व वेरुळ हून पश्चिमेस ९ कि.मी. आहे. वेरुळ हे औरंगाबाद - धुळे रोडवर आहे.

#### विटखेडा येथील स्थानांची माहिती :

##### १) वसती स्थान :

हे स्थान विटखेडा गावाच्या पूर्व विभागी पत्र्याच्या दक्षिणाभिमुख देवळात आहे. देवळात प्रवेश केल्यावर दोन ओटे आहेत, त्यापैकी पश्चिम बाजूचे वसती स्थान होय.

#### लीळा

इटखेडां वस्ति ।।

श्री चक्रधर स्वामी आपल्या परिभ्रमणाच्या पूर्वार्धात माटेगावहून विटखेड्याला आले होते. त्यांचे या ठिकाणी एक रात्र वास्तव्य होते. दुसऱ्या दिवशी ते येथून लासूरला गेले. वसती स्थानाच्या पूर्वेचे चार फूट दहा इंच अंतरावरील स्थान निर्देशरहित आहे. विटखेड्याचे स्थान : १ व निर्देशरहित स्थान : १

##### २) माटेगाव :

वेरुळहून श्री चक्रधर स्वामी येथे आले होते. विटखेड्याहून किंचित ईशान्येस माटेगाव (चांभारवाडी

मार्गे) दोन कि.मी. आहे. वेरुळ ते माटेगाव फाटा अंतर ७ कि.मी. देवगाव ते माटेगाव फाटा ७ कि.मी. आणि विटखेडा ते माटेगाव फाटा अंतर दोन कि.मी. आहे.

### १) आसन स्थान :

हे स्थान माटेगावच्या पूर्वेस गावालगतच येळगंगा नदीच्या उत्तर काठावर वेरुळ रस्त्याच्या कडेला पूर्वाभिमुख देवळात आहे. सर्वज्ञांच्या वेळी येथे वडाचे झाड होते. त्या झाडाखालील हे स्थान होय.

#### लीळा

राजेयागमनीं प्राण

माटखेडां वसति

श्री चक्रधर स्वामींचे पूर्वार्धात वेरुळ येथे वास्तव्य असताना यादव राजा महादेवराय त्यांच्या दर्शनाला येणार होता. परंतु तो दर्शनाला अपात्र आहे असे म्हणून चक्रधरांनी वेरुळहून प्रयाण केले आणि ते माटेगावाला आले. त्यांना येथे आसन झाले. चक्रधर स्वामी येथून विटखेड्याला गेले.

### अनुपलब्ध स्थान :

१) लिंगाच्या देवळातील वसती स्थान. माटेगावाची एकूण स्थाने २ आहेत.

### ३) कन्नड :

श्री चक्रधर स्वामी आपल्या परिभ्रमणाच्या पूर्वार्धात हातनूरहून कन्नड येथे आले होते. हे गाव, औरंगाबाद – धुळे या राज्यमार्गावर (राज्यमार्ग क्र. २२ अ व सोलापूर – धुळे राष्ट्रीय महामार्ग २११) औरंगाबादहून वायव्येस ६२ कि.मी. अंतरावर आहे. चाळीसगावाहून आग्नेयेस ३३ कि.मी. अंतरावर आहे. वेरुळ ते कन्नड ३० कि.मी. अंतरावर आहे. करंजखेड ते कन्नड २८ कि.मी. आहे.

### १) वसती स्थान :

हे स्थान कन्नड गावाच्या दक्षिण भागात शीतलामाता गल्लीमध्ये दक्षिणाभिमुख देवळात आहे. मुख्य प्रवेशद्वार उत्तराभिमुख आहे. चक्रधरांच्या वेळी येथे ब्राह्मणांचे घर होते.

#### लीळा

कानरडे ब्राह्मणग्रही द्राक्षघडु स्परिसणें

श्री चक्रधर स्वामी पूर्वार्धात हातनूरहून कन्नडला आहे. त्यांचे या ठिकाणी एक रात्र वास्तव्य होते.

### २) आरोगणा स्थान :

हे स्थान वसती स्थानापासून पूर्वेस ८ फूट ७ इंच अंतरावर आहे.

श्री चक्रधर स्वामींनी येथे ब्राह्मणांच्या पूजा आरोगणाचा स्वीकार केला. (पूर्वार्ध लीळा ३७८)

### ३) द्राक्षाचा घड स्पर्शणे स्थान :

हे स्थान वसती स्थानापासून पूर्वेस २४ फूट अंतरावर पुढील सभा मंडपात पूर्व भिंतीच्या कमानीत आहे. श्री चक्रधर स्वामी रात्री आरोगणा झाल्यावर अंगणामध्ये शतपावली करीत होते. अंगणात द्राक्षाचा

मांडव होता. द्राक्षाचे घड लोंबत होते. शतपावली करीत असताना येथे येऊन त्यांनी द्राक्षाच्या घडाला स्पर्श केला. (पूर्वार्ध लीळा २७५ तु.प्र.स्था.पो.) श्री चक्रधर स्वामी येथून सायगव्हाणला गेले.

**अनुपलब्ध स्थान :**

१) गावाच्या दक्षिणेचे मळ्यातील आसन स्थान कन्नडची एकूण स्थाने ४ आहेत.

**४) हातनूर :**

पूर्वार्धात चक्रधर स्वामी वेरुळहून हातनूरला आले होते. हातनूर हे गावा औरंगाबाद – धुळे राज्य मार्गावर कन्नडहून दक्षिणेस १२ कि.मी. व वेरुळहून वायव्येस १८ कि.मी. आहे.

**हातनूर येथील स्थानाची माहिती :**

**१) वसती स्थान :**

हे स्थान हातनूर गावाच्या पश्चिमेस गावालगतच मराठी शाळेच्या वायव्येस पूर्वाभिमुख देवळात आहे. श्री चक्रधर स्वामींच्या वेळी येथे नरसिंहाचे देऊळ होते. त्या देवळाच्या चौकातील हे स्थान होय.

**लीळा**

हातनूरी नरसींही वस्ति ।।

श्री चक्रधर स्वामींचे या ठिकाणी एक रात्र वास्तव्य होते. (पूर्वार्ध लीळा ३७७, स्थान पोथी) दुसऱ्या दिवशी ते येथून कन्नडला गेले. हातनूर येथील स्थान : १.

**५) करंजखेड :**

सिल्लोड तालुक्यातील चारनेरहून श्री चक्रधर स्वामी येथे आले होते. करंजखेड हे गाव सिल्लोड चाळीसगाव मार्गावर सिल्लोडहून वायव्येस ४२ कि.मी. आहे व चाळीसगावहून पूर्वेस ५१ कि.मी. आहे. कन्नड ते करंजखेड २८ कि.मी. आहे.

**करंजखेड येथील स्थानांची माहिती :**

**१) अवस्थान स्थान :**

हे स्थान करंजखेड गावाच्या पश्चिम विभागी जुन्या बाजारपेठेत पश्चिमाभिमुख मंदिरात आहे. श्री चक्रधर स्वामींच्या वेळी येथे बाजारपेठ होती. या ठिकाणी पानुनायकांचे दुसरे घर होते.

**लीळा :**

करंजखेडीं पानुनाएकहाटघरीं अवस्थान

पानुनाएका वाता उपनीति

देवां: भटां: आबैसां भेटि

भट इंद्रभट कटकां पाठवणें

प्रकासदेवा नीर्गमनीं सीकें वीस्मो

वर्मसपर्शे नरक निरुपण

भटांलखूबाइसां भांडण

दाइंबाप्रति पाटनीयां सारिखावांटनीयां कथन

श्री चक्रधर स्वामी आपल्या परिभ्रमणाच्या पूर्वार्धात चारनेरहून करंजखेडला आले. त्यांचे या ठिकाणी दोन महिने वास्तव्य होते.

### येथील इतर लीळा

- १) पानुनायकांची वाताच्या दुःखातून मुक्तता करणे. (पूर्वार्ध लीळा ४३९)
- २) धदोस, भटोबास, इंद्रभट, आबाइसे, गौराइसे इत्यादी भक्तजनांनी श्री चक्रधर स्वामींना पविते अर्पण करून पवित्याचे पर्व साजरे केले. (पूर्वार्ध लीळा ४४१, १५५)
- ३) घोंगडे विणण्याच्या प्रसंगावरून रामेदव उर्फ दादोस यांना जळमांडवीचा दृष्टांत निरूपणे. (पूर्वार्ध लीळा ४४७)
- ४) प्रकाशदेवा गर्वा अनुवाद (पूर्वार्ध लीळा ४४८)
- ५) भटोबास आणि इंद्रभट यांना देवगिरीला पाठविणे. (पूर्वार्ध लीळा ४५०)
- ६) प्रकाशदेवा निर्गमनी सीके उपहास. (पूर्वार्ध लीळा ४५१)
- ७) वर्मस्पर्शे नरक होतात, याविषयी लखुबाइसांना निरूपण करणे. (पू. लीळा ४५२)
- ८) भटोबास आणि लखुबाइसा भांडणप्रसंगी भटोबासांना रागावणे. (पू. लीळा ४५३)
- ९) दाइंबाप्रति पाटनीयां सारिखा वाटनीयां कथन. (पूर्वार्ध लीळा ४५४)
- १०) इंद्रभटांना पविते देणे. (पूर्वार्ध लीळा ४५५)

२) **मादने स्थान** : हे स्थान देवळाच्या उत्तरेस बाहेरील बाजूस आहे. (स्थान पोथी)

३) **आसन स्थान** : हे स्थान करंजखेड गावाच्या पूर्वेस दोन फलांग अंतरावर देवमळी शेताजवळ नेवपूर रस्त्याच्या दक्षिण बाजूला आहे. श्री चक्रधर स्वामींच्या वेळी येथे वडाचे झाड होते. त्या झाडाखालील हे स्थान होय.

श्री चक्रधर स्वामी चारनेरहून आल्यावर प्रथम त्यांना येथील वडाच्या झाडाखाली आसन झाले. मग त्यांनी येथून बाइसांना गावामध्ये बिऱ्हाड पाहण्यासाठी पाठविले.

४) **विहरण स्थान** : हे स्थान करंजखेड गावाच्या उत्तरेस एक फलांग अंतरावर पूर्णा नदीच्या पलीकडे रामेश्वर देवळाच्या ईशान्येस शेतात आहे.

### लीळा :

पाठकत्यागु परिहासु (पूर्वार्ध लीळा ४४९, स्थानपोथी)

दोन महिन्यांच्या वास्तव्यानंतर श्री चक्रधर स्वामी येथून सिल्लोड तालुक्यातील निल्लोडला गेले.

### अनुपलब्ध स्थाने :

१) आरोगण स्थान २) आबाइसा मयोर लेखणी म्हणणे स्थान ३) आवाराच्या दारवठ्यातील भटा भेटी स्थान ४) परिश्रय स्थान ५) प्रकाशदेवाच्या गुंफेतील आसन स्थान ६) नदीच्या वाळवंटातील प्रकाशदेवा भेटी स्थान ७) रामतीर्थाच्या देवळाच्या चौकातील आसन स्थान ८) वानरा नामकरण स्थान ९)

रामनाथाच्या ईशान्येच्या विहरण स्थानाच्या पलीकडचे परिश्रय स्थान १०) भटा होडे अदृश्य होणे स्थान ११) सेंदुराळा विहरण स्थान १२) पेमलदरा विहरण स्थान. करंजखेडची एकूण स्थाने १६ आहेत.

भडगावहून स्वामी पाचोरामार्गे सेंदुर्णीला आले. आपल्या दर्शनासाठी येत असलेल्या देमाइसाचे त्यांनी स्वागत केले. तेथून चांगदेववरून येताना देमाइसाला श्रीकृष्णलीळा संगीत मार्गक्रमण करीत ते करंजखेडला येऊन पोहोचले. वात झालेल्या पानुनायकाचा वात त्यांनी झाडला. त्याला दीपनशक्ती दिली. स्वामी येथे असताना दादोस, आबाइसा व नागदेव स्वामींच्या दर्शनाला पुन्हा आले. या मुक्कामात एका वेळी स्वतः एकदम अदृश्य होऊन स्वामींनी नागदेवाला आपल्या ईश्वरी सामर्थ्याची प्रतीती दिली, असा उल्लेख आहे. स्वामींसाठी गुंफा तयार करताना झाडावर नागदेवाला एका डहाळीवरून दुसऱ्या डहाळीवर जाताना पाहून स्वामींनी त्याला 'वानरा' हे नाव ठेवले. पुढे अनेकदा ते त्याला याच नावाने संबोधू लागले. येथे असताना स्वामींनी दाइबाला देवताचक्रांची माहिती देऊन त्यांची व्यावृत्ती केली.

#### ६) सायगव्हाण :

सायगव्हाण हे गाव सिल्लोड चाळीसगाव रस्त्यावर करंजखेडहून पश्चिमेस २७ कि.मी. आहे व चाळीसगावहून पूर्वेस २७ कि.मी. आहे. नागद हे सायगव्हाण ८ कि.मी. आहे.

#### सायगव्हाण येथील स्थानाची माहिती :

##### १) वसती स्थान :

हे स्थान गावाच्या दक्षिणेस मराठी शाळेच्या पाठीमागे उत्तराभिमुख देवळात आहे.

##### लीळा :

सायगव्हाणी वस्ति ।।

श्री चक्रधर स्वामी आपल्या परिभ्रमणाच्या पूर्वार्ध काळात कन्नडहून सायगव्हाणला आले. त्यांचे या ठिकाणी एक रात्र वास्तव्य होते. (पूर्वार्ध लीळा ३७९, स्थान पोथी) दुसऱ्या दिवशी ते येथून जळगाव जिल्ह्यातील वाघळीला गेले.

#### सायगव्हाणचे स्थान : १.

##### ५.७.८ परिसरातील महानुभाव प्रभाव :

सनातन वैदिक धर्माच्या आचारप्रवणतेविरुद्ध व सामाजिक विषमते विरुद्ध असंतोष उत्पन्न झाला होता. या असंतोषाचे स्वरूप आपणास महानुभावाच्या उदयात दिसून येते. त्या असंतोषास योग्य वळण देऊन सनातन धर्मास नवजीवन प्राप्त करून देण्याचा प्रयत्न भागवत धर्माची पताका हाती घेणाऱ्या ज्ञानेश्वरादि संतांच्या ग्रंथात दिसून येतो.

कन्नड तालुक्यात महानुभाव संप्रदायाचे अनुयायी मोठ्या प्रमाणावर आहेत. अनेक गावात महानुभाव आश्रम, मठ आहेत. वैदिक धर्मातील कर्मठपणा, बहिर्मुखता आणि पारमार्थिक क्षेत्रातील उच्चवर्णियांची मक्तेदारी हे दोष अचूकपणे ओळखून ज्ञान आणि भक्ती या दोन विशुद्ध तत्वांच्या पायावर चक्रधरांनी आपल्या संप्रदायाची उभारणी केली. कर्मकांडाचा विट आलेले लोक मोठ्या प्रमाणावर या

संप्रदायात सहभागी झाले. चक्रधर हे हिंदू समाजात असलेल्या अस्पृश्यतेच्या विरुद्ध होते. त्यांचा संन्यासपंथ हा शुद्र, अस्पृश्य व स्त्रिया या सर्वांसाठी खुला होता. संप्रदायाच्या प्रसारासाठी लोकभाषेचा स्विकार करून, त्या भाषेत श्रेष्ठ वाङ्मय निर्माण केले. या परिसरात महानुभाव पंथीयांना 'मानभावी' असे म्हटले जाते. या परिसरात त्या काळात या पंथाचे अनुयायी मोठ्या प्रमाणात असावे असे, या परिसरातील स्थानांवरून लक्षात येते. सध्याही कन्नड तालुक्यातील महानुभाव पंथीय मोठ्या संख्येने आहेत.

**संदर्भ :**

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## धुळे शहरातील माध्यमिक स्तरावरील आणि उच्च माध्यमिक स्तरावरील शिक्षकांच्या कार्यप्रेरणेचा तुलनात्मक अभ्यास

प्रा. डॉ. सौ. आरती प्रमोद सपकाळे: ९, राजेश्वर नगर, एकवीरा हायस्कूल जवळ, दत्तमंदिर देवपूर,  
धुळे, महाराष्ट्र - ४२४००५

### सारांश:

प्रस्तुत संशोधनात धुळे शहरातील विविध माध्यमिक आणि उच्च माध्यमिक शाळांमधून स्त्रीत यादृच्छिक नमुना निवड (स्त्री व पुरुष असे दोन स्तर) पध्दतीने प्रत्येकी १०० याप्रमाणे २०० शिक्षकांची निवड करण्यात आली. त्यांची कार्यप्रेरणा अभ्यासण्यासाठी के.जी. अग्रवाल यांची WMQ (Work Motivation Questionnaire) या मापिकेचा वापर करण्यात आला मापिका न्यादर्शाकडून भरून घेऊन कार्यप्रेरणेची तुलना करण्यासाठी t परीक्षिकेचा वापर करून सार्थकता पडताळली तेव्हा असे आढळले की माध्यमिक व उच्चमाध्यमिक स्तरावरील स्त्री शिक्षक, आणि पुरुष शिक्षक यांना संस्थेकडून मिळणारी कार्यप्रेरणा समान असते. तसेच माध्यमिक स्तरावरील शिक्षक आणि उच्च माध्यमिक स्तरावरील शिक्षक यांची ही कार्यप्रेरणा समान असते.

**प्रस्तावना (Introduction) :** जॉन ड्यूईच्या मते ध्येयामुळे कृतीला चालना मिळते. ते ध्येय जर पूर्वनियोजित नसेल तर कृतीला किंवा कार्याला चालना मिळणार नाही. जीवनात यशस्वी होण्यासाठी विद्यार्थ्यांना दहावी, बारावीच्या परीक्षेत चांगल्या गुणांनी उत्तीर्ण होण्याचे लहानसे ध्येय साध्य करावेच लागते. त्यासाठी अभ्यासाची आवड निर्माण करण्याची प्रेरणा शिक्षकाकडून विद्यार्थ्यांला मिळणे आवश्यक आहे. कारण मनुष्याच्या सर्व क्रियाकलापांचे मूळ प्रेरणेत आहे. सर्व वर्तन प्रेरणेतूनच उत्पन्न होते. प्रेरणेमुळे मनुष्याच्या क्रियाशीलतेला चालना मिळते. दिशा मिळते, प्रेरणा जागृत झाली म्हणजे समर्पक विषयात अभिरूची निर्माण होते. म्हणजेच कोणत्याही अध्ययनाचे मूळ तंत्र प्रेरणेत आहे. प्रेरणेमुळे मनुष्याच्या मनात उत्साह जागृत होतो. वर्तनात अनुकूल परिवर्तन घडते. प्रेरणा ही एक प्रकारची अंतःशक्ती आहे. म्हणून प्रेरणेबाबत आपल्याला म्हणता येते की, “व्यक्तीला सक्रिय करून मार्गदर्शन करणारी आणि विशिष्ट वर्तन करण्यासाठी उत्साहीत करून अपेक्षित वर्तन करण्यास भाग पाडणारी बाब म्हणजे प्रेरणा होय.” रोझेन, फॉक्स, आणि ग्रेगरी (१९७२) यांच्या मते “ एखाद्या विशिष्ट दिशेने व्यक्तीला वर्तन प्रवृत्त करणारी एक प्रकारची तत्परता म्हणजे प्रेरणा होय. ”

संशोधनात्मक अभ्यासातून असे आढळून आले आहे की, स्वतःच्या इच्छेने मनुष्य छंद किंवा आवड म्हणून एखादे कार्य करीत असतो तेव्हा ते कार्य करीत राहणे हे त्याचे ध्येय असते. या कार्याची प्रेरणा पूर्णपणे आंतरिक असते. त्यामुळे त्या कार्याची गुणवत्ता उच्च प्रतीची असते. मॅस्लोच्या गरजांच्या श्रेणीतील आत्मप्रतिष्ठा विषयक गरजांमध्येही सन्मानाने जगण्या योग्य आपण आहोत ही खात्री मनुष्याला

पटली की, तो ज्या संस्थेत काम करीत असतो. तेथे त्याची अधिक प्रगती घडते. अशी कार्यप्रेरणा संस्थेकडून मिळाल्यास शिक्षकही पूर्णपणे ज्ञानदाता होऊ शकतो.

विविध स्तरावर अध्यापनाचे कार्य करणाऱ्या शिक्षकांना संबंधीत संस्थेकडून योग्य ती प्रेरणा मिळते का? मिळत असल्यास ती समान असते की? भिन्न असते? लिंगभेदानुसार त्यात फरक पडतो का? या प्रश्नांची उत्तरे शोधण्यासाठी प्रस्तुत संशोधन समस्येची निवड करण्यात आली.

**समस्या विधान:** धुळे शहरातील माध्यमिक स्तरावरील आणि उच्च माध्यमिक स्तरावरील शिक्षकांच्या कार्यप्रेरणेचा तुलनात्मक अभ्यास.

**उद्दिष्टे :**

- १) धुळे शहरातील माध्यमिक व उच्च माध्यमिक स्तरावरील शिक्षकांच्या कार्यप्रेरणेची तुलना करणे.
- २) धुळे शहरातील माध्यमिक व उच्च माध्यमिक स्तरावरील स्त्री शिक्षकांच्या कार्यप्रेरणेची तुलना करणे.
- ३) धुळे शहरातील माध्यमिक व उच्च माध्यमिक स्तरावरील पुरुष शिक्षकांच्या कार्यप्रेरणेची तुलना करणे.

**शून्य परिकल्पना :**

- १) माध्यमिक आणि उच्च माध्यमिक स्तरावरील शिक्षकांना कार्यप्रेरणा मापिकेत मिळणाऱ्या मध्यमान गुणांकात सार्थक फरक नसतो.
- २) माध्यमिक आणि उच्च माध्यमिक स्तरावरील स्त्री शिक्षकांना कार्यप्रेरणा मापिकेत मिळणाऱ्या मध्यमान गुणांकात सार्थक फरक नसतो.
- ३) माध्यमिक आणि उच्च माध्यमिक स्तरावरील पुरुष शिक्षकांना कार्यप्रेरणा मापिकेत मिळणाऱ्या मध्यमान गुणांकात सार्थक फरक नसतो.

**न्यादर्श :** धुळे शहरातील विविध माध्यमिक शाळांमधून स्तरित यादृच्छिक नमुना निवड पध्दतीने १०० माध्यमिक शिक्षक (५० स्त्री शिक्षक व ५० पुरुष शिक्षक) यांची निवड करण्यात आणि त्याचप्रमाणे उच्च माध्यमिक शाळांमधून ही स्तरीत यादृच्छिक नमुना निवड पध्दतीने १०० उच्च माध्यमिक शिक्षकांची (५० स्त्री शिक्षक व ५० पुरुष शिक्षक) निवड करण्यात आली. या न्यादर्श निवडीत स्त्री व पुरुष शिक्षक असे दोन स्तर करण्यात आले होते अशा रितीने एकूण २०० न्यादर्श घेण्यात आला.

**संशोधन साधन (Tool):** प्रस्तुत संशोधनासाठी के.जी.अग्रवाल यांची Work Motivation Questionnaire (WMQ) ह्या प्रमाणित चाचणीचा वापर करण्यात आला. या चाचणीची विश्वसनीयता व्दिभाजन पध्दतीने काढण्यात आली असून ती ०.९९४ आहे. तर दर्शनी सप्रमाणता पडताळून पाहिलेली आहे. या चाचणीत एकूण २६ विधाने असून प्रत्येक विधानाला ५ पर्याय (a, b, c, d, e) दिलेले आहे. व गुणदान ही a = ५, b = ४, c = ३, d = २, e = १, याप्रमाणे असून ती चाचणी ३० मिनिटात सोडविता येते.

**कार्यपध्दती (Procedure):** प्रस्तुत संशोधनासाठी सर्वेक्षण पध्दतीचा वापर करण्यात आला. धुळे शहरात विविध माध्यमिक व उच्च माध्यमिक शाळांमधून स्तरीत यादृच्छिक नमुना निवड पध्दतीने (स्तर दोन-स्त्री व पुरुष शिक्षक) २०० नमुना निवडण्यात आला. त्यात १०० शिक्षक माध्यमिक स्तरावरील होते तर १०० शिक्षक उच्च माध्यमिक स्तरावरील होते. त्यानंतर के.जी. अग्रवाल यांची कार्यप्रेरणा मापिका आवश्यक त्या सूचना नमुन्याला देऊन भरून घेण्यात आल्या. मॅन्युअल नुसार मापिका तपासून त्यांना गुणदान करण्यात आले. आणि t परीक्षिका वापरून शून्य परिकल्पना पडताळण्यात आली.

**निष्कर्ष व चर्चा :** तक्ता क्र.१ विविध स्तरावरील शिक्षकांची कार्यप्रेरणेची तुलना दर्शविणारा तक्ता.

गट	N	M	S.D.	Df	T मूल्य	०.०५ स्तरावर सार्थकता	शून्य परिकल्पनेचा निर्णय
माध्यमिक शिक्षक	१००	१२३.८५	१०.८	१९८	०.९३	असार्थक	स्वीकार
उच्च माध्यमिक शिक्षक	१००	१२२.४५	१०.३९				
माध्यमिक स्त्री शिक्षक	५०	१२६.१	११.८२	९८	०.८३	असार्थक	स्वीकार
उच्च माध्यमिक स्त्री शिक्षक	५०	१२४.१५	११.१५				
माध्यमिक पुरुष शिक्षक	५०	१२१.६	९.४६	९८	०.४७	असार्थक	स्वीकार
उच्च माध्यमिक पुरुष शिक्षक	५०	१२०.७५	८.७५				

तक्ता क्र. १ वरून असे दिसून येते की,

१) ०.०५ स्तरावर प्राप्त t मूल्य ०.९३ हे असार्थक ठरल्यामुळे येथे शून्य परिकल्पनेचा स्वीकार झाला यावरून असा निष्कर्ष मांडता येतो की, माध्यमिक आणि उच्चमाध्यमिक स्तरावरील

शिक्षकांना संस्थेकडून मिळणारी कार्यप्रेरणा ही समान असते. म्हणजेच दोन्ही स्तरावरील शिक्षकांची कार्यप्रेरणा ही सारखी आहे.

२) ०.०५ स्तरावर प्राप्त t मूल्य ०.८३ हे सुध्दा असार्थक ठरल्यामुळे येथेही शून्यपरिकल्पनेचा स्वीकार झाला. यावरून असा निष्कर्ष निघतो की, माध्यमिक स्तरावरील स्त्री शिक्षिका आणि उच्च माध्यमिक स्तरावरील स्त्री शिक्षिका यांची ही कार्यप्रेरणा समान असून संस्थेकडून दोन्ही प्रकारच्या शिक्षिकांना समान कार्यप्रेरणा मिळते.

३) ०.०५ स्तरावर प्राप्त t मूल्य ०.४७ हे सुध्दा असार्थक ठरते आणि येथेही शून्यपरिकल्पनेचा स्वीकार होतो. याचाच अर्थ असा की, माध्यमिक स्तरावरील पुरुष शिक्षक आणि उच्च माध्यमिक स्तरावरील पुरुष शिक्षक यांना संस्थेकडून मिळणारी कार्यप्रेरणा समान आहे. त्यामुळे दोन्ही स्तरावरील पुरुष शिक्षकांची कार्यप्रेरणा सारखी आहे.

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### ग्रामीण विकासाचा पाया – पंचायत राज व्यवस्था

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#### प्रस्तावना :

लोकशाही शासन व्यवस्था स्वीकारलेल्या अनेक देशांनी आज लोकांचे कल्याण करणे किंवा लोककल्याणकारी स्वरूपाची भूमिका पार पाडणे आपल्या शासन व्यवस्थेचे आद्य कर्तव्य समजले आहे. या आद्य कर्तव्याच्या परिपूर्तीसाठी शासन व्यवस्थेमध्ये अनेक घटकांची निर्मितीही करण्यात आली आहे. कारण कल्याणकारी राज्य संकल्पनेच्या स्विकारामुळे अनेक विविध सामाजिक सेवा पुरविण्याची जबाबदारी शासन व्यवस्थेवर येऊन पडली आहे. आज सामाजिक सुरक्षा, निःशुल्क शिक्षण, परिवहन, खाद्य व वस्तुची योग्य दरात आपूर्ती सार्वजनिक स्वास्थ्य, निर्धन, सहाय्यता इत्यादी अनेक क्षेत्रात शासनाला व शासनाच्या विविध घटकांना आपली भूमिका पार पाडावी लागत आहे.

#### ग्रामीण विकास आणि पंचायतराज :

भारत देश विश्वातील सर्वात मोठे लोकशाही राष्ट्र आहे. याचबरोबर आपली अर्थव्यवस्था ग्रामीण आहे. कारण देशातील साधारणता ७० टक्के लोक खेड्यात राहतात. खेड्याच्या विकासाशिवाय देशाचा विकासाची कल्पना पूर्ण होणार नाही. खेड्याच्या विकासामध्ये खेड्याला स्वावलंबी आणि आत्मनिर्भर बनविण्यासाठी पंचायतीची भूमिका महत्त्वाची आहे. देशाचे राष्ट्रपिता महात्मा गांधी ने पंचायत राज चे महत्व सांगताना असे म्हटले आहे की, “खालच्या स्तरावर पंचायतला ठेवाले लागेल, नाहीतर उच्च आणि मध्यम तंत्र पडेल. ” शेवटी हे म्हणणे अतिशोक्ती ठरणार नाही की, ग्रामीण विकास आणि पंचायतराज एकाच नाण्याच्या दोन बाजू आहेत.

कोणत्याही लोकशाही व्यवस्थेचा पहिला पायाभूत घटक पंचायत आहे. निश्चित स्वरूपात पंचायतराज स्थानिक स्वशासनाचे विकसीत रूप आहे. पंचायत राज व्यवस्थाच्या माध्यमातून लोकशाही विकेंद्रीकरण आणि गावामध्ये जनतेचा सहभाग मिळवून ग्रामीण विकास साधने शक्य आहे. गांधीजीच्या मते “खरी लोकशाही ती आहे की ज्यामध्ये खालच्या स्तरावरील लोकांच्या सहभागावर आधारित आहे. हे तेव्हाच शक्य आहे जेव्हा गावामध्ये राहणाऱ्या सामान्य व्यक्तिला शासनासंदर्भात निर्णय घेण्याचा अधिकार मिळेल. ”

आपल्या देशामध्ये गावाच्या सामाजिक, आर्थिक व राजकीय क्षेत्रामध्ये पंचायतीची भूमिका महत्वपूर्ण राहिली आहे. वैदिक, साहित्य, स्मृती ग्रंथ, कौटिल्याचे अर्थशास्त्र आणि शुक्रनितीसार यामध्ये विकेंद्रीत व्यवस्थेचा उल्लेख मिळतो. तसेच भारत शासन अधिनियम १९१९ मध्ये पंचायत राज व्यवस्थेच्या माध्यमातून विकेंद्रीकरणाला महत्व दिले होते. त्यानंतर देशामध्ये नियोजित विकासाची प्रक्रियेला सुरुवात झाली की, गावांच्या विकासामध्ये स्थानिक लोकांचा सहभाग निश्चित करण्यासाठी

पंचायत राज व्यवस्थेला बळकट करण्याचा प्रयत्न केला गेला. तसेच भारताच्या संविधानामध्ये अनुच्छेद ४० मध्ये हे स्पष्ट केले आहे की, “राज्य सरकार ग्रामपंचायत का संगठीत करण्याचा प्रयत्न करेल आणि त्यांना अशी शक्ती आणि अधिकार सम्पन्न करण्याचा प्रयत्न करेल. ज्यामुळे ते स्वशासन तेथील घटका संबंधीत कार्य करण्यासाठी सक्षम होईल. ” संविधानामध्ये पंचायत राज संस्थेला राज्य सुचित समावेश करीत राज्याच्या नीतीनिर्देशक तत्वामध्ये ठेवले आहे.

ग्रामीण क्षेत्रामध्ये जन जागरूकता व सहभागाच्या साह्याने विकास संवर्धन करण्यासाठी भारत सरकारने २ ऑक्टोबर १९५२ मध्ये ‘सामूहिक विकास कार्यक्रमाची’ सुरुवात केली. या कार्यक्रमांमध्ये विभागाचा विकास व प्रगती निश्चित करण्याचा हेतु सरकारी कर्मचारी व अधिकारी यांचबरोबर जनतेच्या आणि राजकीय समावेश असावा परंतु जनसहभाग आणि राजकीय इच्छा शक्तीच्या कमतरतेमुळे हा कार्यक्रम सफल झाला नाही.

#### पंचायत राज – ग्रामीण पुनर्रचनेचे साधन :

पंचायत राज्याचे उद्दीष्ट केवळ स्थानिक पातळीवरील लोकोपयोगी कामे करण्यासाठी प्रशासकीय यंत्रणा उभी करणे एवढ्यापुरते मर्यादीत नाही. त्याची निर्मिती यापेक्षा व्यापक उद्देशाने करण्यात आली आहे. पंचायत राज्याच्या निर्मितीमधून आपल्या राज्यकर्त्यांना लोकशाही विकेंद्रीकरणाचे उद्दीष्टे साध्य करावयाचे होते. त्याप्रमाणे ग्रामीण पुनर्रचनेचे एक महत्वाचे साधन म्हणूनही त्यांनी पंचायत राज्याचा विचार केला होता. पंचायत राज्याच्या माध्यमातून ग्रामीण पुनर्रचना घडवून आणता येईल. असा विश्वास भारतीय राज्यकर्त्यांना व राष्ट्रीय नेत्याला वाटला होता. पंचायत राज्याच्या संदर्भात ग्रामीण पुनर्रचनेला विशेष महत्व प्राप्त झाले. ग्रामीण समाजापुढील गंभीर स्वरूपाच्या समस्यांचे निराकरण करून त्या समाजाची सर्वांगीण प्रगती घडवून आणणे म्हणजे ग्रामीण पुनर्रचना होय.

#### पंचायत राज – लोकशाही विकेंद्रीकरण :

भारताने ग्रामीण विकास योजनेचे ध्येय साध्य करण्यासाठी पंचायतराज व्यवस्था अर्थात लोकशाहीचे विकेंद्रीकरण करण्याची व्यवस्था निर्माण करण्याचा आग्रह धरला आहे. लोकशाही विकेंद्रीकरणामुळे राज्यातील नागरीकांना राजकीय प्रक्रियेत सहभागी होण्याची संधी मिळते. लोकशाही शासनव्यवस्थेचे यश नागरीकांच्या राजकीय व्यवस्थेत नागरीकांचा जास्तीत जास्त सहभाग अपेक्षित असतो. ही गोष्ट लोकशाही विकेंद्रीकरणामुळे साध्य होते. लोकशाही विकेंद्रीकरणामुळे लोकशाही व्यवस्थेला आणखी एक प्रकारे बळकटी प्राप्त होते. राजकीय सत्ता व अधिकार यांचे केंद्रीकरण लोकशाहीला नेहमीच मारक ठरते. जेव्हा राजकीय सत्ता व अधिकार राज्यातील काही थोड्या व्यक्तींच्या हाती एकवटले जातात तेव्हा त्या व्यक्तींच्या म्हणजे राज्यकर्त्यांच्या ठिकाणी एकाधिकारशाही प्रवृत्ती वाढीस लागण्याचा धोका संभवतो. अशा वेळी राज्यकर्ते अनेकदा तत्वे व संकेत पायदळी तुडवून आपले निर्णय व मते बहुसंख्य लादण्याचा प्रयत्न करू लागतात. लोकशाही विकेंद्रीकरणाच्या मार्गाने हा धोका टाळला जावू शकतो.

### पंचायतराज्याची स्थापना :

स्वातंत्र्य प्राप्तीनंतर केंद्रात अधिकारावर आलेल्या काँग्रेस पक्षाने पंचायत राज्याच्या स्थापने बाबत विचार करण्यासाठी १९५४ मध्ये एक समिती नियुक्त केली होती. या समितीने ग्रामपंचायतींची स्थापना करण्यात आली. त्यांना व्यापक अधिकार देण्याची शिफारस केली होती. केंद्र सरकारने सुरुवाती पासून विकेंद्रीकरणाला अनुकूलता दर्शविली होती. तथापी मेहता समितीच्या शिफारशीमुळे या प्रश्नाला अधिक चालना मिळाली. बलवंतराय मेहता समितीने लोकशाही विकेंद्रीकरणाची जी त्रिस्तरीय व्यवस्था सुचविली होती. त्या व्यवस्थेलाच 'पंचायत राज्य' हे संबोधन प्राप्त झाले. लोकशाही विकेंद्रीकरणाचा किंवा पंचायत राज्याचा स्वीकार करणारे भारतातील पहिले घटकराज्य राजस्थान हे होय. त्या राज्याने १९५९ मध्ये पंचायत राजव्यवस्थेचा शुभारंभ केला त्यानंतर आंध्रप्रदेश, ओरीसा, उत्तरप्रदेश, गुजरात इत्यादी राज्यांनीही त्याचा स्वीकार केला व महाराष्ट्राने १ मे १९६२ रोजी पंचायतराज योजना कार्यान्वित करण्यात आली. महाराष्ट्र हे पंचायत राजव्यवस्थेचा अवलंब करणारे देशातील नववे राज्य ठरले.

### पंचायतराज व्यवस्था – ७३ वी घटनादुरुस्ती :

पंचायत राज व्यवस्थेच्या माध्यमातून स्थानिक विकास कार्यक्रमाच्या नियोजनात आणि अंमलबजावणीत स्थानिक लोकांचा सक्रिय सहभाग साध्य करण्याकरिता १९९३ मध्ये ७३ वी घटना दुरुस्ती २५/०४/१९९३ रोजी अमंलात आली. या घटना दुरुस्तीच्या माध्यमातून पंचायतराज व्यवस्थेस त्रिस्तरीय शासन व्यवस्थेत घटनात्मक दर्जा देण्यात आलेला आहे. पंचायतराज व्यवस्थेच्या तीनही स्तरावरील संघटनाचे राजकीय, आर्थिक आणि प्रशासकीय सबलीकरण करण्याच्या उद्देशाने ही घटना दुरुस्ती करण्यात आली. स्थानिक स्वराज्य संस्था हा विषय राज्य घटनेच्या परिशिष्ट ७ मधील राज्य सूचीत समाविष्ट असल्यामुळे घटना दुरुस्ती कायद्यात फक्त राजकीय सबलीकरणाच्या बाबींचाच समावेश करण्यात आला. आर्थिक आणि प्रशासकीय बाबीं संबंधात राज्याचे आवश्यक अधिनियम पारीत करावा अशा प्रकारची तरतूद करण्यात आली.

या घटना दुरुस्तीमुळे पंचायतराज व्यवस्थेत तीनही स्तरावरील निवडणुका राज्य निवडणुक आयोगाच्या मार्फत दर पाच वर्षांनी नियमितपणे घेतल्या जातात. तसेच पंचायतराज व्यवस्थेच्या तीनही स्तरावर अनुसूचित जाती, अनुसूचित जमाती, महिला आणि इतर मागासवर्गाकरीता लोकसंख्येच्या प्रमाणात आरक्षण देण्यात आलेले आहे. अशा प्रकारे ७३ व्या घटना दुरुस्तीच्या माध्यमातून पंचायतराज व्यवस्थेच्या तीनही स्तरावरील संघटनाचे राजकीय सबलीकरण झालेले आहे. तथापी आर्थिक आणि प्रशासकीय सबलीकरण झाल्याशिवाय राजकीय सबलीकरणास फारसा अर्थ उरत नाही.

ग्रामीण विकासासाठी शासना मार्फत राबविल्या जाणाऱ्या योजना :

शासनाच्या योजना							
एकात्म ग्रामीण विकास योजना	इंदिरा आवास योजना	रोजगार हमी योजना	राष्ट्रीय रोजगार योजना	संत गाडगेबाबा योजना	स्वर्ण जयंती ग्राम स्वरोजगार योजना	शिक्षण विषयक योजना	पर्यावरण संतुलित समृद्ध ग्रामीण योजना

या प्रकल्प योजनेचा उद्देश खेड्यांचा सर्वांगीण विकास घडवून आणणे हा होता. भारतीय समाजाचा सर्वांगीण विकास घडून येण्यासाठी केंद्र व राज्य शासनाच्या ज्या काही योजना आहेत. त्या म्हणजे ग्रामीण विकास योजना, शैक्षणिक विकास योजना, स्वयंरोजगार योजना, महिला व बालविकास योजना, अपंग कल्याण योजना, पशुसंवर्धन विभाग योजना, मागासवर्गीय कल्याण योजना, मत्स्यव्यवसाय योजना, कृषी विभाग व क्रिडा विभाग योजना.

#### निष्कर्ष :

ग्रामीण विकासाचा पाया हा पंचायतराज व्यवस्था आहे. हे आपणांस पंचायतराज अंतर्गत राबविल्या जाणाऱ्या शासनाच्या विविध योजना व कार्याच्या अभ्यासावरून लक्षात येते. पंचायतराज व्यवस्थेला आपली भूमिका पार पाडतांना अनेक समस्यांना सामोरे जावे लागते. या समस्या दूर केल्यास या व्यवस्थेला अधिक शक्तीशाली प्रभावी तसेच यशस्वी बनवीता येईल.

१. सर्वप्रथम भ्रष्टाचार लालफितशाही, भाई-भतीजा वाद असे नको असलेले घटक ग्राम विकासासंबंधी असणाऱ्या सर्व योजनांवर प्रश्नचिन्ह निर्माण करतात. याच कारणाने आपल्या देशाला स्वातंत्र्य होऊन सहा दशके पूर्ण झाली. तरी ग्रामीण विकास खऱ्या अर्थाने पूर्णपणे साध्य होऊ शकला नाही.
२. महिलांना पंचायतराज व्यवस्थेमध्ये आरक्षण व्यवस्था निर्माण करून देखील वास्तविक सत्ता पुरुषांच्या हातात केंद्रीत झालेली दिसून येते.
३. गावामध्ये विविध वर्ग जाती यांच्यातील तणाव वैमनस्य विद्यमान समाजात असल्याने पंचायतराज व्यवस्था आपले कार्य यशस्वीरीत्या पूर्ण करू शकत नाही.
४. ग्रामीण भागात आजदेखील जातीय राजकारणाचे वर्चस्व असल्याने विशिष्ट जातीतील लोकांनाच शासनाच्या विविध विकास योजना आणि कार्यक्रमांचा लाभ मिळत असतो. मात्र



इतर जातीतील लोक या विकास योजनांपासून व कार्यक्रमापासून मिळणाऱ्या फायद्यापासून वंचित राहतात.

५. पंचायतराज व्यवस्था ग्रामीण विकासासाठी आशेचा किरण आहे. ही व्यवस्था वास्तविकपणे तेव्हाच सफल व प्रभावी ठरेल जेव्हा गावांमध्ये शिक्षण व साक्षरतेचा प्रकाश पसरले.

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## संतांच्या साहित्यातील सामाजिकता

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महाराष्ट्र ही संतांच्या चरणस्पर्शाने पावन झालेली भूमी होय. महाराष्ट्रामध्ये तेराव्या शतकात अनेक सांप्रदाय उदयाला आले. त्यातील महानुभाव सांप्रदाय व वारकरी सांप्रदाय हे प्रमुख होत. या सांप्रदायांचा विस्तार झाला. यापैकी वारकरी सांप्रदाय महाराष्ट्रात अधिक फोफावला. महानुभाव सांप्रदाय वैती तर वारकरी सांप्रदाय अद्वैतवादी आहे. महानुभावांनी पंचकृष्णांना दैवत मानले तर वारकरी पंथाने विठ्ठलाला. या पंथाने परमेश्वराला देवळातून बाहेर माणसात आणले. संत ज्ञानेश्वरांनी आध्यात्मिक लोकशाहीची स्थापना करून समता वादाचा पुरस्कार केला. त्यांनी गीतेतल्या लोकोद्धारक विचारांना संस्कृत भाषेचे कवच फोडून मराठी भाषेच्या माध्यमातून सर्व सामान्यांपर्यंत पोहोचविले आणि आत्मोन्नतीचा मार्ग सर्वांना खुला केला हीच त्यांची आध्यात्मिक लोकशाही होय. याद्वारे त्यांनी भक्तीला लोकव्यापक स्वरूप दिले म्हणून बी कवीने ज्ञानेश्वरांचा तत्कालीन संतांमध्ये भाषिक बंड करणारा संत म्हणून गौरवाने उल्लेख केला. याविषयी डॉ. अरुणा ढेरे लिहितात, “संतांच्या साहित्यामागे समानतेची, करुणेची भावना पोहोचण्याची उत्कट प्रेरणा होती हे खरे आहे, संत समतावादी होते. मानवतावादी होते. त्यामुळे मानवाला मनाची शुध्दता लाभली. आचरण शुध्द, चोख असले तर लीलया स्पृश्य – अस्पृश्यता नष्ट होईल, हा संतांचा आशावाद होता. त्याकाळी प्रखर वर्ण व्यवस्था होती. धर्माचे वर्चस्व होते. “समाज चातुर्वर्ण्यावर आधारलेला, कर्मकांडाचे प्रभुत्व असलेला जातिभेदांनी विभागला गेलेला समाज होता. या समाजात त्रेवर्णिकांना मानाचे स्थान होते. शुद्र लोक मात्र गावाबाहेर अन्यायाचे व पशूसारखे दीनवाणे जीवन जगत होते. स्त्रियांचे जीवनही हलाखीचे होते. ” या पार्श्वभूमीवर भागवत धर्मांमध्ये सर्व जातीपातीच्या संतांना समावून घेण्यात संतांच्या मानवतावादाचे दर्शन घडते.

समाजातील लोकांचे दुःख, दैन्य, दारिद्र्य, धार्मिक गुलामगिरी, अज्ञान, अंधश्रद्धा इत्यादी असामाजिक आणि मानवी जीवनाला सतत दुःखात ठेवणारे शोषणपीडन पाहून संत कळवळले. करुणेने त्यांचे हृदय हेलावले, अज्ञानात आणि दुःखात बुडणाऱ्या लोकांना तारुण्य नेण्यासाठी त्यांच्या अंतःकरणात करुणा निर्माण झाली.

न देखवे डोळा ऐसा हा आकांत। परपीडा चित्त दुःखी होते, अशा दुःखी लोकांना पाहून संत दुःखी झाले, ह्या दुःखातून आणि कष्टातून लोकांना बाहेर काढण्यासाठी ज्ञानेश्वर, नामदेव, एकनाथ, तुकाराम, रामदास या व इतर संतांनी भक्तीचा मार्ग लोकांना दाखवला.

संतांच्या चळवळीचे मूल्यमापन करताना समीक्षक विद्वानांमध्ये अनेक मतेमतांतरे आढळून येतात. याविषयी गं.बा. सरदार म्हणतात, “संतांची चळवळ धर्म सुधारणेचे कार्य करित होती, समाजसुधारणा हे संतांच्या चळवळीचे ध्येय नव्हते, तसेच वर्ग लढ्याची तीव्रता त्यांच्या वाङ्मयातून व्यक्त होत नसून केवळ जाणीव व्यक्त होते. त्यांना धार्मिक जीवनातच समता आणावयाची होती. ” तर वि.भि. कोलते लिहितात,

संतांची चळवळ मुळातच स्त्री – शुद्रातील जडत्व नष्ट करून त्यांच्यात कार्य प्रवर्तक निष्ठा उत्पन्न करणारीही होते. “संतांच्या चळवळीला फार मोठे सामाजिक आणि धार्मिक जागृतीच्या आंदोलनाचे स्वरूप प्राप्त झाले. समाजातील विषमता आणि वर्णवर्चस्व नष्ट करण्यासाठी संतांनी लढा उभारला होता. नामदेव ते तुकाराम असा लढा होता. धर्माच्या” धर्माचा स्वतःच्या स्वार्थासाठी व पोट भरण्यासाठी ज्यांनी वापर केला व त्यामुळे मध्ययुगीन काळात धर्माला साचेबद्ध रूप येऊन धर्मात साचेबद्धता निर्माण करून ठेवली. ती धर्मातील साचेबद्धता संतांनी आपल्या कृती उक्तीतून नष्ट केली. केवळ मूर्तीपूजा म्हणजे धर्म नव्हे तर मानवता व माणसावरचे प्रेम म्हणजे धर्म होय ही धर्माची व्यापक व्याख्या संतांनी समाजाला शिकविली. धर्म हा जर माणसाचे माणूसपण नाकारत असेल आणि केवळ दगडी मुर्तीत अडकून पडत असेल तर त्याला खरा धर्म मानता येणार नाही. संतांनी मुर्तीत आणि नवससायासात व व्रत वैकल्यात अडकलेला धर्म त्यांच्या मूळ विशुद्ध स्वरूपात लोकांना सांगितला. म्हणजेच लोकांना धर्माविषयीची डोळस दृष्टी दिली. या अंगाने त्यांनी समाजात जागृती निर्माण केली.

‘नवसे कन्या पुत्र होती । तरि का करणे लागे पती’ हा विज्ञानवाद संतांनी समाजाला शिकविला मग याला केवळ धर्म सुधारणा म्हणणार काय ? उलट ही खरी समाजसुधारणा होती.

चक्रधर स्वामींनी महानुभावपंथाची स्थापना केली. महानुभाव पंथाचा प्रचार करताना त्यांनी केवळ मूर्तीपूजाच सांगितली नाही तर त्या काळातील समाजाला भूत दययेची शिकवण दिली. त्यांच्या शिष्येने एकदा झोपडीत शिरलेल्या कुत्र्याला गोठ्याने हाणले तेव्हा ते म्हणाले, “एयाची कहाणी । मायबहिणी असे का ? णा ते एयासाठी रांधोणी ठेवतू”

केवळ माणसातच नव्हे तर प्राणीमात्रातही परमेश्वर पाहण्याची सर्व सजीवावर स्वतः इतकेच प्रेम करण्याची ही समाजभिमुखता चक्रधराच्या संपूर्ण चारित्र्यातून दृष्टीस येते. त्याकाळी समाजावर धर्माचे वर्चस्व होते. खरा धर्म समाजाला शिकविण्याचे महान कार्य सामाजिक चौकटीत राहून संत करीत होते. सत्आचार सत् विचार व त्याप्रमाणे वागणूक म्हणजे धर्म, धर्म सुधारणा झाली की, आपसूकच सामाजिक सुधारणा होते. म्हणून संतांची चळवळ वरकरणी धार्मिक वाटत असली तरी अंतरंगाने सामाजिक होती, असे मला वाटते. संतांना त्या काळातील सामाजिक चौकटीत राहूनच सामाजिक सुधारणा करावयाची होती. याकडे मात्र दुर्लक्ष करता येत नाही. या विचार प्रणालीतून अठरापगड जातीतून संत निर्माण झाले व त्यांनी अभंग रचना केली.

ज्ञानदेवांनी भागवतधर्माचा पाया नाथ संप्रदायातून रचला.

संतकृपा झाली । इमारत फळा आली ॥

ज्ञानदेवे रचिला पाया । उभारिले देवालया ॥

नामा तयाचा किंकर । तेणे रचिले ते आवार ॥

जनार्दन एकनाथ । खांब दिल्ली भागवत ॥

तुका झालाये कळस । भजन करा सावकाश ॥

ज्ञानदेवांनी भागवत धर्म मंदिराचा पाया रचला असे बहिणाबाईंनी या प्रसिध्द अभंगात म्हटले आहे. ज्ञानेश्वरी या भगवत् गीतेवरील टीका ग्रंथाचे कार्य पूर्ण झाल्यानंतर त्यांनी सदगुरु निवृत्ती नाथांकडे पसायदान मागितले.

“जे खळांची व्यंकटी सांडो । तया सत्कर्मी रती वाढो ॥

भूतां परस्परे जडों । मैत्र जीवांचे ॥

या विश्वात खलप्रवृत्तीची, दृष्ट प्रवृत्तीची, दुसऱ्यांना पिडा देणारी जी मंडळी असेल त्यांचा खलपणा, दृष्टपणा, पिडा देण्याची वृत्ती निघून जावो. त्यांच्यात सत्कर्माची आवड निर्माण होवो. ती आवड दिवसेंदिवस वाढत राहो. सर्व प्राणिमात्रांना एकमेकांविषयी प्रेम निर्माण होवो. असे झाले तर या विश्वात राग-व्देषदि पडरिपू राहणार नाहीत. परिणामी समाज निरोगी – निकोप होईल. असा ज्ञानेश्वरांना समाज अभिप्रेत होता.

अवघा संसार सुखाचा करुन जगास आनंदाचे आवार घालावे हे त्यांचे जीवन ध्येय होते. त्यांनी जगाच्या कल्याणाची चिंता अहर्निश वाहिली. ‘जे जे भेटे भूत । ते ते मानिजे भगवंत’ आणि ‘विश्व हेच ज्यांचे घर आहे’ असे ज्ञानेश्वर सामाजिक नव्हते असे म्हणणे त्यांच्यावर अन्यायकारक होईल असे मला वाटते.

ज्ञानदेवांनी ज्याचा पाया रचला त्या भागवत धर्माचा विस्तार नामदेवांनी केला. ‘नाचू किर्तनाचे रंगी । ज्ञान दीप लावू जगी’ हे त्यांचे म्हणणे या दृष्टिने मोठे उद्बोधक वाटते. ज्ञानेश्वरांचा कल ज्ञानात्मक निर्गुण भक्तीकडे होता तर नामदेवांचा कल भक्तीकडे व सगुणाकडे होता. दोघांनाही सगुण-निर्गुण भक्ती मान्य होती. ज्ञानेश्वर हे अधिक अंतर्मुख होते तर नामदेव बहिर्मुख पण अंतीमतः दोघेही अंतर्मुख बहिर्मुख होते. सगुण – निर्गुण एक परमात्माच आहे. या अद्वैताच्या भूमिकेवर दोघेही ठाम होते.

नामदेव महाराष्ट्रातील भक्ती मार्गाचे प्रचारक आणि प्रसारक होते. त्यांनी आयुष्याची ५४ वर्षे भागवत धर्माच्या प्रसाराकरीता खर्च केली. पंढरपूरचा पांडुरंग त्यांनी पंजाबात नेला. सर्वांचे कल्याण व्हावे ही त्यांची भूमिका होती. हे नामदेवांचे समाज प्रबोधन लक्ष वेधून घेते. त्यांच्या भोवती निरनिराळ्या जाती – जमातीतील भक्त परिवार जमा झाला होता. त्यांनी या भक्त परिवाराच्या माध्यमातून सामाजिक समता प्रस्थापित करण्याचे महान कार्य केले.

एकनाथांनी ब्राम्हण कुळात जन्माला येऊन ब्राम्हणी परंपरा न जोपासता किंवा भक्तीच्या पेठा तथाकथित बुवाच्या हातात न ठेवता मंदिरातला देव त्यांनी सर्व सामान्यांसाठी मोकळा केला. त्या देवाला अलौकिक साज चढवून सोन्या - रुपयाच्या किंमतीत विकण्याचे षड्यंत्र आपल्या अभंग, भारुड वा गौळणीतून हाणून पाडले. त्यामुळे त्यांना वाळवंटात तडफडणाऱ्या गाढवात देव दिसला. त्याची तहान भागवणे ही त्यांनी देवपूजा मानली. वडिलांच्या श्राध्ददिनी अस्पृश्यांच्या पंगती बसवल्या, दलितांच्या मुलाला कडेवर घेतले. हे सर्व कार्य त्यांच्या सुधारणावादी व समतावादी विचारसरणीतून. ‘सचेतनाचा व्देष आणि अचेतनाची पूजा’ त्यांना मान्य नव्हती. टिळेटोपीमाळा हे केवळ सोंगाचे साधन आहे असे ते ठामपणे म्हणत

होते. अशा एकनाथांनी व संतांनी केवळ लोकांना टाळकुटेपणा शिकविला किंवा देवभोळे बनविले असा आक्षेप घेणारांना एकनाथांचे हे काम डोळ्याआड कसे करता येईल ?

संतकालीन समाजव्यवस्थेकडे लक्ष वेधता असे दिसून येते की, सावतामाळी, नरहरी सोनार, गोरा कुंभार, सेना न्हावी इत्यादी संतांच्या नावापुढे जातीचा उल्लेख येतो तर निवृत्ती, ज्ञानेश्वर, सोपान, मुक्ताबाई, एकनाथ, रामदास या संतांच्या नावापुढे कोणतेही पद येत नाही असे का व्हावे ? याला तत्कालीन समाजव्यवस्था व धर्मव्यवस्था कारणीभूत असावी. यात दोष असेलच तर त्या काळातील व्यवस्थेचा आहे संतांचा नाही. तुकारामांनी तर त्यांच्या अभंगात स्वतःच लिहिले, “बरा कुणबी केलों । नाहीतरि दंभेचि असतों मेलों ।”

तुकारामांचा उच्च वर्णियांत जन्म झाला असता तर जन्मजात मी श्रेष्ठ आहे. ज्ञानी आहे. पंडित आहे ह्या अहंकाराचा ते बळी ठरले असते असे झाले नाही या आनंदापोटीच तुकाराम विठ्ठल या शक्तीच्या पायावर डोके ठेवतो. उच्च वर्णियतेचा, अहंकाराचा माझ्यावर संस्कार झाला असता, संत सज्जनांची माझ्या हातून सेवा घडली नसती, गर्व, ताठा, थोरपणा या अहंकारातच जन्म गेला असता. शुद्र वंशात जन्म झाला त्यामुळे हा नरकवास माझ्या वाट्याला आला नाही हे बरेच झाले. अशी स्पष्ट कबुली तुकारामांनी दिली. असे असले तरी भागवत धर्माचा तुकाराम कळस झाले याबद्दल कुणाही अभ्यासकाचे दुमत असल्याचे दिसून येत नाही.

कारण संप्रभावस्था, साधकावस्था, सिध्दावस्था या अवस्थांतून त्यांना जीवनप्रवास घडला.

त्याकाळी अस्मानी – सुलतानी संकटांनी समाज जर्जर झाला होता. लोक झाडाचा पाला खाऊन जगू लागले. त्यामुळे तुकारामाचे मन उद्विग्न झाले. हे मन विरक्तीच्या दिशेने जाऊ लागले. संसाराच्या तापाने तापलेल्या तुकारामांची अवस्था ‘रात्री दिवस आम्हां युध्दाचा प्रसंग । अंतर्बाह्य जग आणि मन’ अशी झाली. त्यांच्या मनात द्वंद्व सुरु झाले. या स्थितीतून बाहेर निघण्यासाठी त्यांनी देहू जवळच असलेल्या भामनाथ, घोराड्या, भंडाऱ्या, डोंगरावर जाऊन तप साधना, चिंतन – मनन, ध्यान – धारणा या माध्यमातून ईश्वराचे चिंतन सुरु केले. ही सर्व त्यांची सामाजिक कार्याची व विद्रोहाची पूर्वतयारी होती. त्यातूनच तुकारामाच्या अभंगाची गाथा निर्माण झाली पुढे किर्तनातून त्यांचे अभंग प्रसारित होऊ लागले. लोकांच्या हृदयाची ठाव घेवू लागले. परिणामी तुकोबांच्या पाठीशी मोठा समाज उभा राहिला. सामान्य माणसाला तुकाराम आपला वाटू लागला. कारण सामान्य माणसाचे जीवनच तो अभंगातून मांडू लागला. या विषयी शं.गो. तुळपुळे लिहितात, “ज्ञानदेवादी संत कवींच्या लोकप्रियतेला काही सामाजिक मर्यादा आहेत, आणि नामदेव - तुकारामांची लोकमान्यता सर्वगत आहे याचे कारण हेच, आपणांत आणि दोघांत परकेपणा उरतच नाही. त्यातही तुकाराम अधिकच जिव्हाळ्याचे बोलतात. त्यांची वाणी कानावर आली की, हा कोणा परकियाचा शब्द नसून तो आपणच आपल्या मनाशी केलेला संवाद आहे असे वाटू लागते. ” याचा प्रत्यय तुकोबांच्या अधिक तर अभंगातून येतो, “सोईरि धोईरे दिल्या घेतल्याचे । अंत हे काळींचे नाही कोणी ।।” असे सामाजिक स्थितीचे चित्र त्यांनी अभंगातून यथोचित रेखाटले आहे. तुकारामाची गाथा म्हणजे

आत्मनिवेदन आहे. या संदर्भात प्र.न. जोशी यांचे म्हणणे रास्त वाटते. तुकोबाला न्याय देणारे ठरते. “तुकोबांनी ज्ञानेश्वरांचे तत्त्वज्ञान आपल्या अभंगवाणीने शेतकऱ्यांच्या झोपडीपर्यंत नेऊन उभे केले. तुकाराम बुवांच्या अभंग वाणीतील भावतुषारांनी अवघा महाराष्ट्र पावर होऊन गेला आहे. ”

तुकारामांच्या अभंगामध्ये भक्ती हे जसे मूल्य आहे तसेच धर्म, अर्थ, समाज शेती, व्यवसाय इत्यादींचे संदर्भही आले आहेत. त्यांच्या गाथेत सर्वच विषय आले असून त्यांची समाज चिंतनाची भूमिकाच लक्ष वेधून घेते. ‘संताळ्यांनी देश बुडविला’ असे इतिहासाचार्य राजवाडे यांनी म्हटले असले तरी ‘संत साहित्याने मराठी समाजाचे राजकीय – सामाजिक उन्नयन केले.’ हे न्या. रानडे यांचे म्हणणे अधिक संयुक्तिक वाटते. या पार्श्वभूमीवर संतांची समाजसुधारकाची, समाजचिंतकाची भूमिका मला महत्त्वाची वाटते.

तुकारामांच्या जन्मापूर्वी महाराष्ट्रात राजकीय, सामाजिक, धार्मिक आणि एकूणच सांस्कृतिक क्षेत्रात अवकळा आली होती. स्त्री – शूद्रांना कोणतेही स्वातंत्र्य नव्हते. समाज व्यवस्थेवर पुरोहितांचे वर्चस्व होते. वर्णव्यवस्थेची चौकट मजबूत होती. त्याविरुद्ध शैव, जैन, बौद्ध, नाथपंथी, महानुभाव, वारकरी या संप्रदायांनी बंड पुकारले. तरीही सामाजिक विषमतेमुळे उच्च वर्णांच्या अन्याय – अत्याचार, शोषण पिडनाला समाजाला बळी पडावे लागत होते माणसापेक्षा धर्माचे प्राबल्य होते. या स्थितीत परिवर्तन व्हावे यासाठी वारकरी पंथातील संतांनी उपेक्षित लोकांना सामाजिक प्रतिष्ठा मिळवून देण्यासाठी प्रयत्न केले. लोकांचा आकांत पाहवल्या जात नव्हता, पीडेने संतांचे मन दुःखी होत होते. माणसाच्या पिडेला तत्कालीन समाज व्यवस्था कारणीभूत होती. समाज व्यवस्थेवर धर्माचे वर्चस्व होते. या विषयी वि.भि. कोलते लिहितात, “धर्माचा केवळ आध्यात्मिक जीवन असा अर्थ करणे केवळ भ्रम आहे. धर्मात व्यक्ती आणि समाजाच्या नैतिक, सामाजिक, राष्ट्रीय इत्यादी सर्व अंगांचा समावेश होतो. या धर्माचे रक्षण करण्यासाठी आणि उन्नतीसाठी महाराष्ट्रीय संतांनी आपले जीवन वेचले. काय हे त्यांचे सामाजिक कार्य म्हटले जाऊ शकत नाही.” खऱ्या मानवतावादी धर्माचे रक्षण करण्यासाठी संतांनी देह चंदनासारखा झिजवला. समाजामध्ये ब्राम्हण, क्षत्रिय, वैश्य, आणि शुद्र या भक्कम चौकटी निर्माण झाल्या होत्या. या चौकटीमुळे संतांनाही विषमतेचे चटके सहन करावे लागले. समाजात अनेक सामाजिक प्रश्न – समस्या निर्माण झाल्या होत्या. व्रत, नवस, शकून – अपशकून, भूत, भविष्य, ईश्वर यावर माणसाचा विश्वास होता. अंधश्रद्धा वाढली होती. समाजाला अंधश्रद्धेतून बाहेर काढून जागृत करण्याचा संतांनी प्रयत्न केला. खऱ्या धर्माचे रक्षण करणे आणि सामाजिक निमित्ती राखणे त्यांना महत्त्वाचे वाटले. भोंदू साधू संतांच्या कचाट्यातून समाजाला बाहेर काढण्याचे, साध्या – भोळ्या समाजाला योग्य मार्ग दाखविण्याचे कार्य संतांनी केले.

‘ऐसे कैसे जाले भोंदू । कर्म करोनि म्हणती साधू ।

अंगा लावूनी राख । डोळे झांकुनी करती पाप’

समाजाला जागृत करण्याचे कार्य संतांनी केले. भोंदू साधूंचा प्रखर शब्दात रोखठोक समाचार

तुकारामांनी घेतला. या विषयी डॉ. तायडे, डॉ. सानप यांचे पुढील विधान महत्त्वाचे वाटते, “अध्यात्म आणि भक्ती म्हणजे प्रपंच विन्मुख होऊन, भगवा छाटी अंगावर (घेऊन) पांघरून देह कष्टविणे नव्हे की, दारोदार भिक मागणेही नव्हे. हे सर्व बाह्य उपचार आहेत. अतःकरणच शुध्द नसेल तर बाह्य उपचाराला मूल्य नसते. अशा खोट्या सन्यास मार्गावर तुकोबांनी कठोर टीका केली.” आध्यात्मिक क्षेत्रातील माणसाने समाजाची जडणघडण करावी. समाजाला योग्य मार्ग दाखवावा. सन्मार्गाने समाजाला योग्य वळण लावावे. व्यक्ती पेशा समष्टी मोठी आहे. हे माणसाच्या मनावर बिंबवावे. माणसाला अंतर्बाह्य शुध्द करावे. परंतु ज्यांना समाजाला शुध्द करावयाचे आहे, घडवायचे आहे ते समाजाला बिघडवत असतील अशा भोंदू लोकांना संत क्षमा करित नाहीत. तुकोबा अशा दृष्टांचा कठोर शब्दात समाचार घेतात.

उदा. विंचू देव्हाच्याशी आला । देवपूजा न लगे त्याला  
तेथे पैजाराचे काम । अधमाशी तो अधम ॥

अशी समज देतात. संत प्रसंगी मेणाहूनही मऊ होतात. भले तरी कासेची लंगोटीही देतात, नाठाळाच्या माथा काठी ही म्हणतात. दृष्टांचा असा समाचार घेतल्यानंतर खरा संत कोण? हे तुकारामाच्या अभंगातून अधिक स्पष्ट होते.

जे का रंजले गांजले । त्यासी म्हणजे जो आपूले ॥  
तोचि साधू ओळखावा । देव तेथेचि जाणावा ॥  
मृदु सबाह्य नवनीत । तैसे सज्जनाचे चित्त ॥  
ज्याशी आंपगिता नाही । त्याशी धरि जो हृदयी ॥  
दया करणे जे पुत्राशी । तेची दास आणि दासी ॥  
तुका म्हणे सांगू किती । तोचि भगवतांची मूर्ती ॥

लोक प्रापंचित दुःखाने पोळलेले असतांना त्यांना जवळ करणे हे साधुत्वाचे लक्षण होय. अभावग्रस्तांना नात्यागोत्याचं समजणं यातच देवपण असते. आपण आपल्या मुलांवर जशी माया करतो तशीच सज्जन, साधु संत दीन दुःखी, अपंग, लुळेपांगळे यांच्यावर करतात. त्यांना हृदयांशी लावतात. ज्यांना गरज आहे त्यांना प्रेम देतात. ही तुकारामाची अवस्था बरेच काही बोलून जाते, त्यांच्या विषयी ल.रा. नसिराबादकर म्हणतात, “रंजल्या गांजल्यांना पोटाशी धरून प्रेम आणि वात्सल्यांची उधळण करणारा, प्रसंगी कठोर आणि परखड बनून जीवनभाष्य करणारा, जनात जनार्दन शोधून मानवतेची व्दाही फिरवणारा तुकाराम हा महाकवी होता.”

तुकारामांची सामाजिक जाणीव आंतरिक तळमळीतून निर्माण झाली. त्या जाणिवेला अनुभूतीची जोड मिळाली. ‘अंतरीचे धावे स्वभावे बाहेरी आवरिता परी आवरेना’ या तळमळीतून चिंतन, मनन, ध्यान, तपश्चर्या, स्वानुभव यांचा परिपाक म्हणजे तुकोबांची अभंगवाणी होय. यामुळे त्यांना अमाप लोकप्रियता मिळाली असून त्यांना भागवत पंथाचा संत बहिणाबाईने कळस म्हटले आहे. या भागवतरूपी मंदिराच्या कळसावरील काही राष्ट्रसंत तुकडोजी तर पताका कर्मयोगी गाडगेबाबा आहेत असे मला वाटते. प्राचीन ते

आधुनिक या संतांचा सामाजिक वारसा महाराष्ट्राला लाभला म्हणूनच महाराष्ट्र पुरोगामीत्वाच्या पथावर मार्गक्रमण करीत आहे.

‘तुका, तुकड्या, एका, नामा । सत्वाचरणी सार ।  
इथे जागले राष्ट्रामधले । प्रवर्तनाचे..... वारे ।  
संत डेबुच्या कर्म - फुलांच्या । सुगंध सगळीकडे ।  
बुध्दी – वाद अन् त्यामध्ये । महाराष्ट्र हा पुढे ।’

या कवी विनय मिरासे (अशांत) यांच्या कवितेतील ओळीतून हीच संतांची सामाजिकता ठळकपणे दिसून येते.

भारत राष्ट्र मुळात जगाला मानवतेची शिकवण देणारे व विश्वबंधुत्व रुजविणारे एक राष्ट्र म्हणून जनमान्य आहे. भारताच्या या भूमिकेचे पोषण सर्वांत जास्त कोणी केले असेल तर महाराष्ट्राचे बसवेश्वर, कबीर नानक, रोहिदास असे काही सन्माननीय अपवाद सोडले तर महाराष्ट्र व्यतिरिक्त समाजाला डोळस भक्ती शिकविणारे माणसाला माणूस मानणे हीच खरी देव पूजा आहे हे सांगून मानवतावाद रुजवणारे संत महाराष्ट्रा व्यतिरिक्त इतर प्रांतात फारसे झाले नाही.

संतांची भक्ती सामाजिक अंगाने फुलली आहे. त्यांचा पुरोगामीपणा त्यांच्या अभंगातून दिसून येतो. रंजल्या गांजल्यांना आपल्या मानण्याच्या कृती उक्तीतून स्पष्ट जाणवतो. ज्ञानेश्वर – तुकारामापासून, तुकडोजी गाडगेबाबा पर्यंत संतांची वृत्ती ही ‘बुडती हे जन । न देखवे डोळा ।।’ अशी होती. त्यांनी अंतःकरणाच्या तळमळीतून कळकळीने, सामाजिक जाणिवेतून सामान्य माणसांचे दुःख जाणले व त्याचे निराकरण करण्याचा उचित प्रयत्न केला. संत सामान्य जीवन जगले त्यांनी समाजाला आध्यात्मिक उन्नती सोबत सामाजिक उन्नतीचा, सांस्कृतिक उन्नतीचा मार्ग दाखवला. सर्वच संतांनी जातिभेदाचे निमूलन करून सामाजिक समतेचा झेंडा महाराष्ट्रात रोवला. हाच झेंडा हाती घेऊन तुकडोजी, गाडगेबाबा या आधुनिक संतांनी समाज सुधारणेचा हा वारसा पुढे चालवला. मी तर असे म्हणतो की, ज्ञानेश्वरापासून तुकारामापर्यंतच्या संत कुळाचे अधुरे राहिलेले समाजसुधारणेचे महत्त्वपूर्ण कार्य पुढे नेण्यासाठीच हे दोन लोकोत्तर महापुरुष होऊन गेले.

#### संदर्भ :-

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## भारतीय अर्थव्यवस्थेत भाववाढ ही एक समस्या : आणि उपाय योजना

प्रा.डॉ.गिरे एस.एस. : अर्थशास्त्र विभाग, मत्योदरी कनिष्ठ, वरिष्ठ महाविद्यालय, तिर्थपुरी ता.घनसावंगी जि. जालना

भारत हा लोकशाही प्रधान देश आहे. या देशासमोर महत्वाचे आव्हाने समोर आहेत ते म्हणजे लोकसंख्या, दारिद्र्य, बेकारी आणि भाववाढ होय, या आव्हानापैकी भाववाढ आणि दारिद्र्य या दोन विषयाबाबत सर्वत्र चर्चा सुरु आहे. या विषयी आपण विचार करूया.

देशाच्या विकासाच्या दृष्टीने भाववाढ आणि चलन घटीची समस्या या समस्या अर्थव्यवस्थेमध्ये येणे योग्य नाही. भाववाढ आणि आर्थिक विकासाचा दर यामध्ये सरळ संबंध नाही १९९० ते १९९४ या कालावधीत आर्थिक विकासाचा दर फक्त ४.८% होता परंतु भाववाढीचा दर मात्र ११.०५% होता या उलट दहाव्या पंचवर्षिक योजनेत आर्थिक विकासाचा दर अधिक असूनसुद्धा भाववाढीचा दर मात्र कमी होता त्यामुळे भाववाढ आणि विकासाचा दर यांचा सरळ संबंध आहे. असे म्हणता येणार नाही. मात्र काही अर्थशास्त्रज्ञांच्या मते मात्र आर्थिक विकासाचा दर आणि भाववाढ यांचा संबंध आहे. त्यांच्या मते आर्थिक विकासांमुळे लोकांचे जीवनमान उंचावते व त्यामुळे वस्तुच्या मागणीत वाढ होवून भाववाढ होते भाववाढीच्या कारणाचा विचार केला असता ती भाववाढ ही पुढील कारणामुळे होते.

- १) चलन पुरवठ्यात वाढ.
- २) विविध वस्तू व सेवांच्या उत्पादन खर्चातील वाढीमुळे.
- ३) देशामधील प्रशासकीय अडचणीमुळे भाववाढ होत असते.

भारतीय अर्थव्यवस्थेमध्ये चलन पुरवठ्यात वाढ झाल्यामुळे भाववाढ निर्माण झालेली आहे. ही चलन वाढ देशांच्या अर्थव्यवस्थेमध्ये व्यापारचक्रांचे अस्तित्व आर्थिक विकासाच्या प्रक्रियेत आढळून येते अनेक वेळा वस्तूच्या किंमती ह्या खुप वाढतात. अर्थशास्त्रज्ञ क्राऊथर म्हणतात. “ज्या अवस्थेत मूल्यस्तरात वाढ होते आणि मुद्रेच्या मुल्यात घट होते अशा अवस्थेला स्फिती असे म्हणतात.”

भाववाढ का निर्माण होते तर जेव्हा सरकारद्वारे तुटीच्या अर्थसंकल्पामुळे संकल्पना अंदाजपत्रक उत्पन्नपेक्षा अधिक खर्च दाखविला जातो. सरकार विविध योजनांवर खर्च अधिक करते आणि भारत सरकार तुटीचा अर्थसंकल्प मांडत असल्यामुळे उत्पन्नपेक्षा खर्च जास्त होणे त्यामुळे परिणाम म्हणून चलनवाढ होते देशाच्या अर्थव्यवस्थेतील उद्योग क्षेत्रात उत्पादनाच्या प्रमाणात मोठ्या प्रमाणात वाढ होऊन देशातील श्रमीकांच्या वेतनात वाढ होते आणि जनतेजवळील पैशाच्या प्रमाणात वाढ होते. भारतीय अर्थव्यवस्थेत औद्योगिक क्षेत्रात मोठ्या प्रमाणात उत्पादन वाढत आहे. भांडवलासाठी लागणारे भांडवल खेळते आणि स्थिर या प्रकारातील आहे. या भांडवलासाठी पैसा किंवा धनादेश वापरले जातात त्यामुळे आर्थिक व्यवहारात पैसा व धनादेशाचे प्रमाण वाढत असल्यामुळे भाववाढ होत आहे. तसेच चलनातील पैशाचे प्रमाण वाढत आहे. उत्पादनाच्या किंमतीत वाढ, सुवर्ण साठ्यात वाढ तसेच सरकारच्या निर्णयात धोरणात्मक निर्णय घेणे अवघड जाते. त्यामुळे योग्य निर्णय न घेतल्यामुळे भाववाढीचा प्रश्न निर्माण होत

असल्याचे दिसून येते.

### भाववाढीमुळे भारतीय अर्थव्यवस्थेवरील परिणाम

- १) भाववाढीमुळे भाववाढीचा फायदा उत्पादकाना होतो तर भाववाढीची झळ ग्रहकांना बसते.
- २) कृषी/शेती आणि औद्योगिक उत्पादनाच्या किंमतीत वाढ झाल्यामुळे त्या क्षेत्रात काम कारणा-या कामगारांना वेतनवाढ द्यावी लागते याचा परिणाम परत चलन वाढीत होतो.
- ३) भाग बाजारात भागाच्या किंमती वाढतात.
- ४) भाववाढीमुळे नवीन खर्च वाढत आहे. परंतु मंजुरी मात्र कायम आहे. त्यामुळे क्रयशक्ती (बचत) घसरत आहे.
- ५) शेतक-यांना कृषी उत्पादीत मालाच्या वाढलेल्या किंमतीतून अतिरिक्त लाभ प्राप्त होतो व त्याचा उपयोग शेतकरी दीर्घकालीन सुधारणा बरोबर शेती तंत्र खरेदी करत असतात.
- ६) तेजीत ऋणाची मागणी वाढत असल्यामुळे व्याजदरात वाढ होत आहे. तसेच भाववाढीमुळे चलनाचे मुल्य कमी होत आहे.

या भाववाढीच्या बाबत प्रा.सी.एन.वकील यांनी म्हटले आहे की, मुद्रास्फितीमुळे संपूर्ण समाजाचे नुकसान होते. परंतु स्फिती फायदेशीर असल्याने दरोडेखोरास पकडून न्यायालयात खेचण्याचा प्रश्न उद्भवत नाही हे विधान बरेच प्रसिध्द महत्वपूर्ण आहे.

### भाववाढीवरील उपाय :-

अर्थव्यवस्थित चलन पुरवठा वाढल्यास त्यामुळे वस्तू आणि मागणीत वाढ होऊन भाववाढ होऊ शकते अर्थव्यवस्थेतील चलन पुरवठा नियंत्रित करण्याकरिता आर.बी.आय. अधिकार क्षेत्रात सी.आर.आर., आर.ई.पी.ओ. आणि क्रेडीट कंट्रोल या तीन साधनांचा वापर केला जातो. आज पर्यंत भारतीय आर.बी.आय. ने तीन वेळा सी.आर.आर. आणि रेपो मध्ये तीन वेळा केलेली आहे.

### अन्य उपाय योजना

- १) भाववाढ कमी करण्यासाठी शेती, उद्योग, यामधुन निर्माण होणाऱ्या वस्तूची आयात करणे म्हणजे उपभोग्य वस्तूचे उत्पादन वाढवून त्या वस्तू कमी किंमतीत उपभोक्त्यांना उपलब्ध करून देणे.
- २) शेअर बाजारावरील व्यवहारावर मोठ्या प्रमाणात बंधन लादली जातील त्यामुळे मोठ्या प्रमाणात लाभ प्राप्त करण्याच्या प्रवृत्तीस आळा बसला पहीजे.
- ३) भाववाढ नियंत्रण ठेवण्यासाठी उत्पादीत वस्तूचे वितरण हे स्वस्त धान्य प्रणालीव्दारे करण्यात आले पाहीजे.
- ४) वस्तूचे उत्पादन होण्यासाठी वस्तूच्या किंमती आधारभूत करण्यात याव्यात जेणे करून आवश्यक वस्तूचे उत्पादन अर्थव्यवस्थेत मुबलक प्रमाणात होऊन उपभोग्य वस्तूची टंचाई निर्माण होणार नाही.
- ५) देशाच्या अर्थव्यवस्थेत चलनाचे प्रमाण कमी करण्यासाठी जनतेकडून पैसा परत होण्यासाठी ऐच्छिक बचतीला प्रोत्साहन देणे गरजेचे आहे. तसेच कराचे प्रमाण वाढविणे जनतेकडून कर्ज घेणे आणि खुल्या

बाजारात रोखे विक्री करून सरकारने भाववाढ कमी केली पाहिले वित्तीय तुट कमी करणे महसुल खर्चावर नियंत्रण आणणे तुटवडा असलेल्या वस्तुंच्या निर्यातील बंधन आणणे गरजेचे आहे तसेच वस्तुचा उत्पादन खर्च कमी करणे अशा प्रकारे सध्या भाववाढीवर केंद्रसरकारने उपाय योजना करणे आवश्यक आहे.

जगामधील कोणत्याही देशाच्या अर्थव्ययस्थेमध्ये तेजीची निर्माण होते देशाचा आर्थिक विकास करत असतांना देशातील विविध क्षेत्रासाठी सरकारकडून गुंतवणुक करण्यात येते याव्दारे उत्पादनाच्या सर्वच घटकांना एकजिक करून उत्पादन प्रक्रिया सुरु करण्यात येते त्यातुन उत्पादन दर सुरु होते उत्पादन हे समाजासाठी उपभोग्य प्रक्रिया सुरु करण्यात येते त्यातुन उत्पादन सुरु होते उत्पादन हे समाजासाठी उपभोग्य असते म्हणून उपभोग्य वस्तुंची खरेदी करण्यात येते वस्तुंच्या पुरवठ्यामध्ये घट झाल्यास त्याच वस्तु खरेदी उपभोग्याकरिता समाज प्रयत्न करतो वस्तुच्या किंमतीमध्ये ह्या वस्तुची खरेदी करतो. त्यास भाववाढ म्हणतात. या भाववाढीचे नियंत्रण हे आवश्यक असते. भाववाढ ही देशाच्या आर्थिक समस्यापैक एक महत्वाची समस्या आहे. भाववाढीच्या संदर्भात दरवर्षी अंदाजपत्रक सादर करतांना आढावा घेतला जातो आणि सरकारने या संदर्भात केलेल्या उपाय योजनाची माहिती दिली जाते १९५० पुर्वी डॉ. मालथस यांनी अर्थिक अरिष्टाबाबत. विवेचन केले होते आर्थिक अरिष्ट म्हणजे व्यापर चक्र होय. तेजीच्या काळात वस्तुच्या किंमतीत वाढ होते आणि उत्पादनात घट होणे समाजाची उपभोग्य वस्तुची मागणी अचानक वाढणे आणि उत्पादन कायम राहणे त्यामुळे समाजाची गरज पुर्ण होत नाही तेजीचे चिज निर्माण होते चलन वाढीमुळे रोजगार व उत्पादन वाईट परिणाम होतो तेव्हा ही चलन वाढ योग्य नसते.

### संदर्भ सुची

- १) लोकमत सकाळ २०१० – २०११
- २) माहिती व जनसंपर्क महासंचनानायाचे महाराष्ट्रशासन जालना यांचा चौफेर विकास माहिती पुस्तिका .
- ३) आर्थिक सर्व्हे १९९८ – १९९९
- ४) नियोजन आयोग १० वी पंच वार्षिक योजना २००२ – २००६

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### ‘इक्कीसवीं सदी का उपन्यास साहित्य’

प्रा. प्रकाश कृष्णा कोपर्डे: हिंदी विभाग प्रमुख, वैद्यनाथ कॉलेज, परली वै., जिला - बीड (महाराष्ट्र)

#### प्रस्तावना :

इक्कीसवीं सदी की गतिविधियां आर्थिक परिवर्तन की शीघ्रता साम्प्रदायिक ताणाव, कश्मीर में जन आंदोलन, पर्यावरण के प्रति चेतना, मुस्लीमों में भयग्रस्तता, महिला सबलीकरण, नारी उत्थान हेतु अनेक एन.जी.ओ. की स्थापना, क्रीडा, शिक्षा, राजनीति और साथ ही साथ सामाजिक सुधारों के प्रति नारी में जागृकता ने इक्कीसवीं सदी के उपन्यास साहित्य को अधिक मात्रा में प्रभावित किया। नारी उन्मेष के रूप में किरन बेदी, इंदिरा नुयी, अरुंधती राय, सोनिया गांधी, अंबिका सोनी आदि महिलाओं ने क्रमशः प्रशासन, अर्थ, लेखन, राजनीति में महत्वपूर्ण पहल की। वहीं पर्यावरण चेतना के रूप में राजेद्र शहा, मेधा पाटकर, अण्णा हजारे आदिने संघर्ष कर मुक्कमल आयामों की अभिव्यक्ति की है। वहीं बाबा रामदेव के योग साधना और भारत जागरण अभियान ने भारतीय स्वर्णिम इतिहास के प्रति भारतीय मानस को अग्रप्रेषित किया।

विश्व की अर्थसत्ताओं ने अपना दम इसी सदी में आकर तोड़ना आरंभ किया। अमेरिका जैसे आर्थिक रूप से अंतर्राष्ट्रीय दादा राष्ट्रों ने भी अपने अस्तित्व एवं न्यूनताओं को पहचाना। भारत नये उम्मीदों का सृजन साबित होता रहा इसी सदी में। ऑस्ट्रेलिया में हुए भारतीयों छात्रों पर हमलों ने विश्व में ‘अनिवासी भारतीयों’ के रक्षा का मामला आंतर्राष्ट्रीय स्तर पर उछाला गया। उन्ही के चलते भारतीय जों विदेशों में बसे हैं। उन्हे वहां की संस्कृति और परिवेश के प्रति ऊब महसूस होने लगी। फिल्मी दुनिया का ढकोसला भी विफल होने लगा। वह दुनिया रंगीन है, जिसे हम कभी भी यथार्थ रूप में उतार नहीं सकते। उन मुद्दों को भी हिंदी उपन्यास साहित्य ने कथात्मक सरोकार प्रदान किया है।

यथार्थ की जमीन को पकडता इस सदी का उपन्यास साहित्य विकसित होते और कभी विकास की संभावित चित्रों से उभरते जीवन को अभिव्यक्ति देता है। जिनका यहाँ प्रमाण के रूप में उल्लेख किया जाना जरूरी है। ‘स्वप्न ही रास्ता है’ यह उपन्यास लवलीन का पहला औपन्यासिक प्रयोग है। इस उपन्यास की नायिका अपरा कामकाजी महिला है। स्त्री – पुरुष पर कभी भी निर्भर न रहे, यहीं आंतरिक इच्छा लिए वह जी रही है। रजत, निरंजन, विजोन आदि दफ्तर के सहयोगी से वह थोड़ी भी आकृष्ट नहीं हुई। महिला विकास केंद्र से जुडी अपरा विजोन के साथ बिन विवाह किए रह रही है किंतु इस प्रकार के जीवन में भी उसे स्थायित्व नजर नहीं आ रहा है। डॉ. साधना अग्रवाल लिखती है - ‘यद्यपि इस उपन्यास की विषय वस्तु भी आज की महिलाओं द्वारा लिखें जा रहें उपन्यासों से अलग हटकर नहीं है, फिर भी नारी चेतना की नयी आहट तो उसमें है ही।’ (नया ज्ञानोदय – अगस्त २००३ संपा. पृष्ठ क्र – १२९)

आज की स्त्री – पुरुष से प्रेम करना अपनी पराधीनता का कारण मान रही है। वैवाहिक बंधनों को नकारती

स्त्री, विवाहेत्तर प्रेम संबंधों को भी संशय की नजरों से देख रही है। वह वहां भी अपने अस्तित्व पर पुरुष के वर्चस्व की आहट को महसूस करती है। इसी कारण अपरा विजोन के साथ अवैवाहिक जीवन जीते हुए भी उसमें स्थायित्व हीनता का बोध लक्षित होता है। इक्कीसवीं सदी की महिला ना वैवाहिक संबंधों में ना विवाहेत्तर प्रेम संबंधों में इच्छाओं और आकांक्षाओं पलती देखती है। उन बातों को यहां अपरा के माध्यम से प्रस्तुत किया है।

**जयंती का उपन्यास 'आसपास गुजरते हुए'** इसमें उर्मिला, श्यामा, काकी, नीरज, रहमत आदि चरित्रों के माध्यम से ग्रामीण भारत में चल रहे अभियानों के प्रति ग्रामीणों एवं सरकारी बाशिंदों का रुख कैसा है? उसकी अनेक परतें खोली है। बिहार प्रांत जिला भोजपुर बेला गांव की यह कहानी है। इस गांव में आंतकवाद विरोधी अभियान चल रहा है। लेकिन लेखिका बताना चाहती है – अभियान चाहे आंतकवाद विरोधी हो या साक्षरता प्रसार – प्रचार का हो। लागत का पैसा सरकारी बाशिंदों ने ही गुल कर दिया है। यहीं यथार्थ कुछ नये दशक में विचार के रूप में इस उपन्यास में जयंती रख रही है। योजनाओं के प्रति आम आदमी की आस्था है, लेकिन योजनाओं में बढ रही भ्रष्टता अभियानों पर प्रश्नचिन्ह लगा रही है। बैजू काका और उर्मिला गांव के अन्य लोगों के साथ गांव में परिवर्तन आए और गांव खुशहाल बने, इसके लिए लडते दिखायी देते है। सरकारी तंत्र की भ्रष्टता, आनास्था और उसके समानांतर जनता की जीजिविषा, आस्था को केंद्र में रखकर जनाकांक्षाओं के साथ परिवर्तन की पहल को ग्रामीण चरित्रों के माध्यम से दर्शाया है। हमारा अविकसित होना केवल जिनको हम चुनकर दे रहे है, उनमें है। इस निर्णय तर आती भारतीय जनता के तेवर यहां रेखांकित होते है।

सरकारी, कार्यालयों, भूमंडलीकरण की प्रक्रिया का केंद्र, मीडिया सेंटर, बडे उद्योगों ने शहर की ओर देखने का दृष्टिकोण बदल दिया है। गांव का आदमी शहर को विकास का प्रतीक मान रहा है। इसी कारण शहर के नजदीकी गांवों पर उनका प्रभाव जम जाता है और गांव अपने अस्तित्व को नकारने पर उतारु हो जाते है। विनोद कुमार साव का 'भोगपूर ३० कि.मी.' एक ऐसा ही उपन्यास है। उपन्यास के दो केंद्र है – बस स्टैंड और दूसरा उ.बा.शाला (छात्रों द्वारा उसका नामकरण उल्ला बुल्ला शाला किया है) है। इक्कीसवीं सदी तक आती सरकारी शिक्षा व्यवस्था का जीवित दस्तावेज यह उपन्यास है। आज जहाँ सांसद, विधायक, प्रशासन, मीडिया ने शहरों को 'फोकस किया है, वहां गांव इनकी ओट में कैसे खोट सकते है। मध्यवर्ग और निम्न वर्ग में बढती असहमति, आक्रोश, अतंर्विरोध, फॅशन का दीर आदि चित्रों को रेखांकित करते हुए भाष्य के रूप में इक्कीसवीं सदी के ग्रामीण भारत को सजीव बनाया है। रमांकांत श्रीवास्तव लिखते है - "भोगपूर उच्चतर माध्यमिक शाला, भोगपूर केंद्र बिंदू है, जिसकी परिधि में मास्टरो की राजनीति, शाला विकास समिती की लफ्फाजी, छात्रों की कुंठाएं और किशोर वय का रोमानी प्रेम, छोटे – मोटे अफसरों के अहम तथा उन्हें नियंत्रित करने में प्राचार्य की अक्षमता चक्कर लगाती है' (हंस अप्रैल – २००९ पृष्ठ क्रं. ह ८३) इस उपन्यास में भी रागदरबारी की तर्ज को पकडा

है। जिसके विकास का चौथा गियर कभी ठीक समय पर पडता नहीं। इसी चौथे गियर के न पडने के कारणों का परीक्षण विनोद कुमार साव का उपन्यास कर रहा है। शहर की संभावना बना है — गांववालों के मन में। उसी अति ने गांव के सारे ढरों को तोड़ दिया और एक भोगपुर का चित्र बनता गया। वासनाएं, उच्छ्वलता, राजनीतिक तिकडमबाजी, रोमांस, फॅशन, सब को शहर से बरामद किया गया। उसके तालमेल को कसकर किसी ने नहीं देखा। भोग का रोग उसे ही कहते हैं। यह उपन्यास रागदरबारी की परंपरा को आगे बढ़ाता है।

‘रेत’ भगवानदास मौरवाल का तीसरा महत्वपूर्ण एवं शोधपरक दृष्टिवाला उपन्यास है। ‘रेत’ कंजर जाति का आख्यान है। कजरों में स्त्री प्रधान व्यवस्था होती है। इस जाति की अधिकांश महिलाएं वैश्यावृत्ति की ओर झुकी नजर आती है। ‘खिलावडी’ और ‘भाभी’ यह दो प्रकार उन स्त्रियों में पाया जाता है। ‘खिलावडी’ जिस्मफरोशी करके पारिवारिक कमायी में जुटी होने के कारण उनका परिवार में अत्यंत महत्वपूर्ण स्थान होता है। ‘भाभी’ महिलाओं का जीवन घर की कामकाजी महिला की भूमिका तक ही सीमित रह जाता है। भगवानदासजी ने ‘कमला सदन’ के माध्यम से खिलावडी महिला जीवन की अंतरंग परतों को खोलने की कोशिश की है।

इस उपन्यास की नायिका रुक्मिणी ‘कमला सदन’में देह का व्यापार करके अपने परिवार को चला रही है। लेकिन कजरों की इस परंपरा के प्रति उसके भाव देखने लायक बन जाते हैं। जब वह सावित्री के सामने उस सवाल को उठाती है। “**पर बाईंजी, क्या बिना इस देह के नहीं पलट जा सकता भाग है**”। (रेत — भगवान दास मौरवाल पृष्ठ क्र : १९९) उसका दैहिक शोषण होता है। मुरली बाबू जैसा राजनीतिक चरित्र उसकी देह से खेलता है। मैत्रयी पुष्पाने सन २००० में ‘अल्मा कबूतरी’ नामक उपन्यास में यही चित्र प्रस्तुत किया था। कबूतरा जाति और उसके माध्यम से अल्मा के शारीरिक शोषण की कहानी को प्रस्तुत हुई था। वह कबूतरा से शास्त्री कैसे बनती है। श्रीराम शास्त्री जैसा, राजनीतिक उसका शारीरिक और उसके माध्यम से राजनीतिक शोषण करता है। आदि दृश्य प्रस्तुत हुए हैं, लेकिन भगवानदासजी मौरवाल मैत्रयी पुष्पा के आगे निकल गए हैं। उनकी रुक्मिणी मुरली बाबू से राजनीति के सारे दौंवपेच सीख जाती है और मौका पाकर उस पर ही ‘मात’ देती है। यही वह घटना है, जो इस उपन्यास के माध्यम से अभिव्यक्त होती है कि — दस सालों में आदिवासियों में कितना बदलाव आया है। आदिवासी महिला विमर्ष की चेतना का विकास क्रम स्पष्टतः दिखायी देता है। आदिवासी सभ्य समाज की शोषण नीति को समझ रहे हैं। वे अब रेत होकर बहना नहीं चाहते, बल्कि आँधी बनकर शक्ति का परिचय दे रहे हैं। डॉ. विरेंद्र सक्सेना कहते हैं - “**इसमें एक जनजाति विशेष, कजर के द्वंद्व और संघर्ष के साथ समकालीन भारतीय समाज के कई अनकहे, अनसुलझे अंतर्विरोधों को भी स्पष्ट करने का प्रयास किया है।**” (भाषा संपा — डॉ. विरेंद्र सक्सेना — पृष्ठ क्र : २०९) ‘रेत’ आदिवासी जीवन में आ रहा परिवर्तन और चेतना के विकास को रुक्मिणी के माध्यम से दर्शाया है।

इक्कीसवीं सदी के उपन्यास साहित्य भूमंडलीकरण की प्रक्रिया के कारण वैश्वीकरण की प्रतिक्रिया को चरित्र के माध्यम से प्रस्तुत करता नजर आता है। अंतर्विरोध की प्रवृत्ति चरम अवस्था पर दिखायी देती है। एक और साम्प्रदायिक तनाव के चर्चा में उफान आया है, वहीं दूसरी ओर जातिगत हरकतों ने हमारे मनुष्य होने पर ही प्रश्न चिन्ह लगाया है। मीडिया सांस्कृतिक दहलीज को पार करके आक्रमण की तैश में है। उसी कारण पाच हजार साल की विख्यात संस्कृति संक्रमण के दौर से गुजर रही है। पहचान के संकट ने मनुष्य मात्र के सामने आत्म पहचान के नये संकट को सामने रखा है। पहचान, टूटन ओर विसंगतियों के प्रश्नों ने मानव के जीवन के सारे सोपानों को तहस नहस किया है। व्यक्ति अपने परिवार में अपदस्थता का भार वहन करने के लिए बेबस हुआ है।

रवींद्र वर्मा का उपन्यास 'दस बरस का भेंवर' साम्प्रदायिक तनाव और भूमंडलीकरण के कारण बढ़ती अपसंस्कृति का प्रमुखतः से प्रस्तुत किया है। साम्प्रदायिक तनाव में हिंदू — मुस्लीमों के बीच बढ़ता तनाव उन विषयों को लेकर बहुत कुछ लिया जा रहा है। उसी बीच गुजरात के दंगे, वर्ल्ड ट्रेड सेंटर पर हुआ हमला, भारत के विभिन्न महत्वपूर्ण शहरों में हुए बम्ब विस्फोट जम्मू कश्मीर के साथ भारत हर राज्य में हो रही आंतकवादी क्रियाएं उन सब के बीच यह उपन्यास काफी हद तक प्रासंगिक लगता है। आजाद भारत में हिंदू — मुस्लीमों के बीच दंगे क्यों हुए? 'इस सब का जवाब वे इस प्रकार देते हैं - "सन १९४९ में जो रामलला बाबरी मजिस्द में अवतरित हुए और जिनकी अध्यक्षता में मस्जिद गिरी वे तुलसी के राम नहीं थे।'" (दस बरस का भेंवर — रवींद्र वर्मा पृष्ठ क्र. ९६) अर्थात् यह एक राजनीतिक षडयंत्र था। जिसके माध्यम से सियासत पाने के सपने देखे जा रहे थे।

इतिहास की घटनाओं और वर्तमान भारतीय समाज में घट रही घटनाओं को भी इस उपन्यास में तुलनात्मक रूप से प्रकट किया है। अंग्रेजों के प्रति व्देष तो जाहिर है, लेकिन जनतंत्र के षडयंत्र को भी वर्मा जी यों कहें हैं - "जालियावाला बाग की ३७९ हत्याओं के लिए जनरल डायर पर मुकदमा चला था। गुजरात के नरसंहार के लिए जिसमें करीब तीन हजार जाने गईं, कहां मुकदमा चलेगा" (आलोचना जनवरी — फरवरी २००९ पुष्पपाल सिंह पृष्ठ क्र : ६८) और न जाने मुकदमें की परिणति किसमें होगी, या मुकदमा एकाद राजनीति 'सैटिंग' में दब जाय।

इस उपन्यास में भूमंडलीकरण के परिणाम रतन के माध्यम से देखें-जिसमें नशाखोरी, पब क्लबों में रंगीन रातें गुजारना, वह एय्याशी के अनेक शौकों से ग्रस्त है। वह फास्ट सक्सेस' आदि हो गया है, या उसे इसकी लत लग गई है। वह पागल तो नहीं, लेकिन अच्छे होने के बावजूद भी मानसिक विफलता का शिकार होता नजर आता है। डॉ. पाण्डे जी के माध्यम से स्पष्ट होता है - 'हर लडके की लीवाइस जींस, सेल — फोन, मारुती और तीन लडकियों में से एक लडकी चाहिए तो नए ब्रीक के विज्ञापन में समुद्र की लहरों से दौडती हुई लडके की ओर रोज टी.वी. पर परदे पर आती है।' (दस बरस का भेंवर — रवींद्र वर्मा पृष्ठ क्र : ७७) टी.वी सपनों का दरवाजा बना है और मीडिया सपनों का फैलाव है। इसमें तीन

प्रतिशत भारतीयों की जिंदगी परोसी जाती है। लेकिन काच में रखा वह पिज्जा बर्गर ९७ प्रतिशत जनता देखकर भूखी ही रह जाती है, या उनको पाने की आस में अनकहे, अनचाहे रास्तों पर चल रही है। अमन का बेटा मुन्ना की मंहगे जूते मांगने की जिद इसी का परिणाम है। यह उपन्यास भारतीयों की बदलती मानसिकता भूमंडलीकरण से विकृत बनती संस्कृति, सहज मानवीय भावनाओं का लोप, सामुहिक सद्भाव की हानी और अन्याय के विरुद्ध खड़े होने की परंपरा का खंडन प्रस्तुत करता है। एक ओर बीसवीं शताब्दी की महत्वपूर्ण घटनाओं पर इक्कीसवीं सदी तक आते आते निर्णायक मतों की अभिव्यक्ति उपन्यासकार कर रहा है। जहां अपार मनुष्यहीनता ही बची है। वही अंग्रेजों द्वारा किए नरसंहारों की तुलना प्रजातांत्रिक व्यवस्था में हुए नरसंहारों को करके व्यवस्था के पूर्वमूल्यांकन का घोषणापत्र ही उस उपन्यास के माध्यम से लिखा है।

‘खाली जगह’ यह एक ऐसा उपन्यास है, जिसमें उस समय की बौनी होती जा रहा मानसिकताओं का प्रतिफलन है। एक डर हमेशा हम सबको घेरता है, हमें हमारा दुःख अधिक लगता है। यही कुछ उस उपन्यास में देखने में मिलता मां का एक बेटा बम्ब विस्फोट में टुकड़े – टुकड़े हो कर डिब्बे में बंद है। एक छोटा है, ज्यों उसकी गोद में है और मीडिया उस घटना को संवेदना नहीं बल्की खबर बनाना चाहता है। जैसे “कैमेरा होता है। फोटोग्राफर, पत्रकार, सरकार, नेतागण भी। डब्बा लेकर उतरनेवाले कटुवा गए है, उन्हे क्या करना है तय कर दिया जाए आइन्दा को लिए फिट कर दिया जाए।” (खाली जगह – गीताजंली श्री पृष्ठ क्रं : ३१) इस उपन्यास में आज के समय की सारी गतिविधियों को अंकित किया है। खाली जगह की तलाश में लेखिका ने प्रयाय किया है कि, आदमी की जिंदगी खबर बन गई है और जिंदगी का घटनाक्रम सिर्फ ‘कवरैज’ रह गया है। इसी प्रकार नासिरा शर्मा का उपन्यास ‘जीरो रोड’ में विदेशीपन की कसमसाहट, विस्थापित जीवन का दुःख और भारत में प्रति अटुट आस्थाओं भारीपन दृष्टिगोचर होता है। वही ‘द लास्ट फ्लेमिंगो’ इस उपन्यास में फिल्मी जगत की टूटन के साथ फॅशन की दुनिया अप्रासंगिकता को अभिव्यक्त किया है। वहीं पर्यावरण के प्रति सचेत होकर ‘कुइंयाजान’ यह नासिरा का उपन्यास जल की समस्या को प्रखरता के साथ प्रस्तुत किया है।

#### निष्कर्ष :

उपर्यक्त विवेचन से हम उस निष्कर्ष पर आ सकते हैं कि, इक्कीसवीं सदी का उपन्यास साहित्य निर्णय की स्थिति तक पहुंच गया है। स्वप्न ही रास्ता है यह उपन्यास अपरा के माध्यम से वैवाहिक, अवैवाहिक जीवन में स्त्री की अस्वतंत्रता को घोषित करता है। साथ ही प्रेम का उदात्त रूप उसके लिए सिर्फ छलना है, उस तथ्य को भी यह उपन्यास उद्घाटित करता है। जयंती का ‘आसपास गुजरते हुए’ उपन्यास अपदस्थता का भार, स्पैस की खोज करती नारी और दुविधाग्रस्त मानव जीवन की अतर्विरोधी प्रवृत्ति को दर्शाता है। बहुत सारे सवालियों से घिरा आज का मानव योद्धा बन लड तो रहा है। लेकिन लडने और शरण आने – उनमें वह क्या करें इस दुविधा में वह है। ‘भोगपुर ३० कि.मी.’ यह उपन्यास भूमंडलीकरण के दबाव में बिगड़े गांव की छवि को हमारे सामने रखा है। भोग का शहर से गांव की और बढ़ता रोग, फॅशन



का डिलडौल, उन सब के साथ रेखांकित करने लायक एक स्थिति यह है – प्रशासन और शासन स्तर की अनेक योजनाएं गांव में विफल हो रही हैं। फिर भी उर्मिला अन्य साथियों को लोकर परिवर्तन के लिए लडती दिखायी देती है। यह इक्कीसवीं सदी के उपन्यास साहित्य की सबसे बड़ी उल्लेखनीयता है कि जनता गांव के बिघडने पर रोती नहीं है, बल्कि परिवर्तन के लिए खूद को तैयार कर रही है। उतना ही नहीं सरकार के प्रति उनकी आस्थाएं विद्रोह में बदल रही हैं। यहीं विद्रोह जन क्रांति के पहल की आग को भडका देगा और वर्तमान अण्णा हजारे के आंदोलन ने इस चित्र को हमारे सम्मुख रखा है।

‘रेत’ उपन्यास की नायिका उर्मिला आदिवासी विमर्श के नये पहलुओं खोलनेवाला और सदी के साथ विचारों की प्रस्तुती करता है। आदिम रूप से होकर आधुनिक चेतना के स्तर को प्राप्त करने की ललक उनमें भी देखी जाती है। ‘भोगपुर ३० कि.मी.’ इस उपन्यास में बिघडती शिक्षा व्यवस्था और उसको सुधारने के लिए सरकारी बेअदबी और गांववालों का लडना, संघर्ष करना। नई चेतना का जगना ही है। वही ‘खाली जगह’ यह उपन्यास बाजारीकरण में गुम होती जा रही मानवीय संवेदना का भावबोध प्रकट करता है। इक्कीसवीं सदी का उपन्यास साहित्य एक आलेख में समेटना आसान नहीं है। इसीलिए प्रेम शशांक ने ‘खुदा की बस्ती’ इस मूल उर्दू उपन्यास के अनुवाद के बारे में चर्चा करते हुए लिखा है - “यहां जीवन की कैसोटी पर है चाहे वह निम्न वर्गीय हो, मध्य वर्गीय हो अथवा उच्च वर्गीय! जहां निम्न वर्गीय जीवन का अर्थ है आवारापन, भीख मागना, पलायन, चोरी और समर्थ लोगों के चंगुल में फसने का जोखिम, मध्य वर्गीय जीवन का अर्थ है, आजीविका के लिए संघर्ष और पा जाने की स्थिति में अन्य संघर्ष, उच्च वर्ग के लिए इस वर्गीय स्थिति को संभाले रखने के लिए संघर्ष और पूंजी के अतिरेक से लुपेन ढंग से जीने की अदा या विवशता” (भाषा, नवम्बर २००९ पृष्ठ क्रं. २२९) अतः कहा जा सकता है कि इस युग का आदमी त्रस है और प्रयासरत भी। फिल्मी दुनिया के यथार्थ को सिद्धार्थ घनसांघवी का उपन्यास, वहीं जल की किल्लत को कुइंयाजान में वाणी दी गयी है। कुल मिलाकर कहा जाए तब वर्ग व्यवस्था में एक अस्वस्थता है, वही हर सामाजिक वर्ग समस्याओं से जुझने के निर्णय पर आया है। निर्णय के क्षण तक मानव का पहुंचना इस दशक की सब से बड़ी उपलब्धि होगी। जिसे इक्कीसवीं सदी के प्रथम दशक के उपन्यास ने अभिव्यक्ति दे दी है।

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## ग्रामीण आरोग्य विषयक कार्यात सरपंचांची भूमिका

संदर्भ - जळगांव जिल्हा (महाराष्ट्र राज्य)

प्रा.डॉ.विष्णू रामदास गुंजळ: समाजकार्य महाविद्यालय चोपडा, ता. चोपडा जि. जळगांव (महाराष्ट्र राज्य)

### प्रस्तावना (Introduction) :

गावाच्या आरोग्याची जबाबदारी ग्रामपंचायतीची असते. ग्रामपंचायतीचा प्रमुख म्हणून ही जबाबदारी सरपंचावर येते. ग्रामस्थांच्या आरोग्याला कोणताही धोका पोहचणार नाही याची काळजी घेणे आवश्यक आहे. राज्यात संतगाडगेबाबा ग्रामस्वच्छता अभियान जोरात सुरु आहे. या अभियानात सहभाग घेवून अभियान यशस्वी झाल्याचे निदर्शनास येते आहे. म्हणूनच जगतिक बँक व युनिसेफने जगातील सर्वात मोठी चळवळ म्हणून या अभियानाचा गौरव केला आहे.

जळगांव जिल्ह्यातील सरपंचांच्या भूमिकेचे अध्ययन करतांना संशोधकाने गावातील अरोग्यविषयक माहितीत, ग्रामीण शौचालय योजना, सांडपाण्याची विल्हेवाट लावण्यासाठी गटारी, संतबाडगे बाबा ग्रामस्वच्छता अभियानातील सहभाग, गावातील गुरांच्या गोठ्याची व्यवस्था गावाबाहेर करणेबाबतीत घेतलेला प्रयत्न, या कार्यक्रमांमध्ये सरपंचांचा सहभाग, ग्रामीण शौचालय योजना राबवितांना येणाऱ्या अडचणी, अध्ययनासाठी निवडलेल्या सरपंचांपैकी एकूण किती सरपंचांकडे वैयक्तिक शौचालय बांधलेले आहेत. याबाबत माहिती या संशोधनातून उपलब्ध करून दिलेली आहे.

संशोधकाने आपल्या पी.एच.डी च्या संशोधन विषयातून प्राप्त केलेली माहिती या संशोधन पेपरद्वारा प्रकशित करण्याचा प्रयत्न केला आहे.

सरपंचांनी आपल्या गावात आरोग्यविषयक कार्य करतांना आपली भूमिका किती प्रमाणात बजावली आहे हे आपणास या संशोधनातून लक्षात येईल.

### उद्दिष्टे (Objrvtives) :

- १) सरपंचांकडे वैयक्तिक शौचालय आहे काय याची माहिती मिळविणे.
- २) ग्रामस्वच्छता जनजागृती कार्यक्रमात सरपंचांचा सहभाग असतो काय हे अभ्यासणे.
- ३) गावात सार्वजनिक शौचालय आहेत काय याबाबत माहिती घेणे.
- ४) गावात सांडपाण्याची विल्हेवाट लावण्यासाठी गटारी आहेत काय याबाबत माहिती मिळविणे.
- ५) संत गाडगेबाबा ग्रामस्वच्छता अभियानात सहभागविषयी माहिती घेणे.
- ६) गावातील गुरांच्या गोठ्याची व्यवस्था गावाबाहेर असणेबाबतची स्थिती अभ्यासणे.

### गृहितकृत्ये (Hypothesis) :

- १) सरपंचांकडे वैयक्तिक शौचालय असण्याचे प्रमाण चांगले आहे.
- २) ग्रामस्वच्छता जनजागृती कार्यक्रमात सरपंचांचा सहभाग असतो.

- ३) गावात सार्वजनिक शौचालय आहेत, परंतु त्याचा वापर कमी प्रमाणात होतो.
- ४) गावात सांडपाण्याची विल्हेवाट लावण्यासाठी गटारी असणाऱ्या गावांचे प्रमाण जास्त आहे.
- ५) संत गाडगेबाबा ग्रामस्वच्छता अभियानात सहभाग घेणाऱ्या गावांची संख्या कमी आहे.
- ६) सार्वजनिक आरोग्याच्या दृष्टीने गावातील गुरांच्या गोठ्याची व्यवस्था गावाबाहेर आहेत.
- ७) ग्रामीण शौचालय योजना राबवितांना बऱ्याच अडचणी येतात.

#### नमुना निवड पध्दत (Sampling Method) :

साधा यादृच्छिक नमुना निवडीतील निसमित अंकनप्रणाली पध्दतीचा वापर केला आहे.

जळगांव जिल्ह्यात एकूण १५ तालुके आहेत. या सर्व तालुक्यात एकूण ११५२ सरपंच असून त्यापैकी नियमित अंकनप्रणाली पध्दतीने ३८४ सरपंचाची अध्ययनासाठी निवड केली आहे. त्याचे ३३.३३ टक्के प्रमाण आहे.

#### तथ्य संकलन पध्दत (Method of Data Collection) :

१) मुलाखत अनुसूची (Interview Schedule): जळगांव जिल्ह्यातील ११५२ सरपंचांपैकी ३८४ सरपंचांच्या मुलाखती घेवून माहिती संकलित केली आहे.

२) चर्चा (Discuddion): सरपंचांनी दिलेल्या माहितीची पडताळणी करणेसाठी जळगांव जिल्ह्यातील ५ वरिष्ठ गटविकास अधिकारी व जळगांव जिल्हापरिषदेचे मुख्य कार्यकारी अधिकारी यांचेशी देखील चर्चा केली आहे.

३) निरीक्षण (Obdrvation): सरपंचांची मुलाखत घेत असतांना त्या गावांना प्रत्यक्ष भेटी दिल्याने निरीक्षण करून नोंद घेतल्या आहेत.

#### शोध (Finfings) :

टेबल नं. १

सरपंचाकडे वैयक्तिक शौचालय आहेत काय ?

अ.क्र.	विवरण	सरपंच	शेकडा प्रमाण
१.	आहे	३१२	८१.२५%
२.	नाही	७२	१८.७५%
	एकूण	३८४	१००%

वैयक्तिक शौचालय आहेत असे सरपंच ३१२ असून त्यांचे शेकडा प्रमाण ८१.२५% आहे. तर वैयक्तिक शौचालय नसलेले ७२ सरपंच असून त्यांचे शेकडा प्रमाण १८.७५% आहे.

स्वतःकडे वैयक्तिक शौचालय आहे असे उत्तर देणाऱ्या सरपंचांची संख्या जास्त असली तरी वैयक्तिक शौचालय नाही अशा सरपंचांचे प्रमाण सुध्दा चिंताजनक आहे.

## टेबल नं. २

## ग्रामस्वच्छता जनजागृती कार्यक्रमात सरपंचांचा सहभाग दर्शक टेबल ?

अ.क्र.	विवरण	सरपंच निवेदक	शेकडा प्रमाण
१.	सहभाग असतो	३१२	८१.२५%
२.	सहभाग नसतो	७२	१८.७५%
	एकूण	३८४	१००%

वरील टेबलवरून असे निदर्शनास येते की, ग्रामस्वच्छतेसाठी जनजागृतीपर कार्यक्रम घेतात असे सरपंच ३१२ असून त्यांचे शेकडा प्रमाण ८१.२५% आहे. तर ग्रामस्वच्छतेसाठी जनजागृतीपर कार्यक्रम घेत नाहीत असे ७२ सरपंच असून त्यांचे शेकडा १८.७५% आहे.

## टेबल नं. ३

## गावात सार्वजनिक शौचालय स्थिती दर्शक

अ.क्र.	विवरण	सरपंच निवेदक	शेकडा प्रमाण
१.	होय	२७७	८१.२५%
२.	नाही	१०७	१८.७५%
	एकूण	३८४	१००%

वरील टेबलवरून असे निदर्शनास येते की, गावात सार्वजनिक शौचालये बांधली आहेत असे २७७ गाव असून त्यांचे शेकडा प्रमाण ७२.१४% आहे. तर गावात सार्वजनिक शौचालय बांधलेले नाहीत असे १०७ गाव असून त्यांचे शेकडा प्रमाण २७.८६% आहे.

बऱ्याच सरपंचांचे गावात ग्रामीण शौचालय योजना राबविण्याकडे कल दिसून येतो ही समाधानाची गोष्ट आहे. तरी सदरहू योजना राबविली नाही अशा सरपंचांची संख्या सुध्दा लक्षणीय आहे. म्हणून या योजनांची जनजागृती करणे गरजेची आहे असे निदर्शनास येते.

## टेबल नं. ४

## सांडपाण्याची विल्हेवाट लावण्यासाठी गावात गटारी आहेत काय दर्शक टेबल

अ.क्र.	विवरण	सरपंच निवेदक	शेकडा प्रमाण
१.	होय	२९०	७५.५२%
२.	नाही	९४	२४.४८%
	एकूण	३८४	१००%

वरील टेबलवरून असे निदर्शनास येते की, गावात सांडपाण्याची विल्हेवाट लावण्यासाठी २९० गावात गटारी आहेत. त्यांचे शेकडा प्रमाण ७५.५२% आहे. विल्हेवाट लावण्यासाठी गटारी नाहीत असे ९४ गाव आहेत त्यांचे शेकडा प्रमाण २४.४८% आहे.

गावात रोगराई होवू नये यसाठी सांडपाण्याची विल्हेवाट लावणे अतिशय महत्वाचे आहे हे लक्षात घेवून सरपंच यास प्राधान्यक्रम देतात असे लक्षात येते व त्यासाठी गटारींची व्यवस्था केली आहे. तसेच उर्वरित गावातील सरपंच सुध्दा लवकरच गटारीची व्यवस्था करून सांडपाण्याची विल्हेवाट लावण्यासाठी प्रयत्न करणार असल्याचे सरपंचांनी सांगितले आहे.

टेबल नं. ५

संत गाडगेबाबा ग्रामस्वच्छता अभियानात सहभागी झालेल्या गावांची माहिती

अ.क्र.	विवरण	सरपंच निवेदक	शेकडा प्रमाण
१.	सहभागी झालेत	३१२	८१.२५%
२.	सहभागी झालेत नाहीत	७२	१८.७५%
	एकूण	३८४	१००%

वरील टेबलवरून असे निदर्शनास येते की, संत गाडगेबाबा ग्रामस्वच्छता अभियानात ३१२ गावांनी सहभाग घेतला आहे त्याचे शेकडा प्रमाण ८१.२५% आहे तर सहभाग घेतला नाही असे ७२ गाव त्यांचे शेकडा प्रमाण १८.७५% आहे.

बऱ्याच गावांनी संत गाडगेबाबा ग्रामस्वच्छता अभियानात सहभाग घेतला आहे ही चांगली गोष्ट आहे. कारण त्यातूनच ग्रामस्वच्छतेविषयी गावकऱ्यांमध्ये जनजागृती होत आहे.

टेबल नं. ६

गावातील गुरांच्या गोठ्याची व्यवस्था गावाबाहेर असणेबाबतची माहिती

अ.क्र.	विवरण	सरपंच निवेदक	शेकडा प्रमाण
१.	होय	२५४	६६.१५%
२.	नाही	१३०	३३.८५%
	एकूण	३८४	१००%

वरील टेबलवरून असे निदर्शनास येते की, गावातील गुरांच्या गोठ्याची व्यवस्था गावाबाहेर केलेली आहे २५४ गाव असून त्यांचे शेकडा प्रमाण ६६.१५% नाही असे उत्तर देणारे सरपंच १३० असून प्रमाण ३३.८५% आहे.

गावातील गुरांच्या गोठ्याची व्यवस्था गावाबाहेर केल्याने गावातील स्वच्छतेचे प्रश्न होण्यास मदत होते हे लक्षात घेवून बहुतांशी गुरांच्या गोठ्याची व्यवस्था गावाबाहेर करण्याची पध्दत आहे हे स्पष्ट होते व सार्वजनिक आरोग्याच्या दृष्टीने अशी पध्दत आहे.

टेबल नं. ७

ग्रामीण शौचालय योजना राबवितांना येणाऱ्या अडचणी

अ.क्र.	विवरण	सरपंच निवेदक	शेकडा प्रमाण
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१.	लोकसहभाग मिळत नाही	१२५	३२.५६%
२.	शासकीय धोरणांचे बदलते स्वरूप	९८	२५.५२%
३.	पदाधिकाऱ्यांचा दबाव	५४	१४.०६%
४.	या योजनेची माहिती नाही	१०७	२७.८६%
	एकूण	३८४	१००%

वरील टेबलवरून असे निदर्शनास येते की, ग्रामीण शौचालय योजना राबवितांना लोकसहभाग मिळत नाही ती अडचण आहे असे उत्तर देणारे सरपंच १२५ असून त्यांचे शेकडा ३२.५६% आहे. तर शासकीय योजनांचे बदलते स्वरूप ही एक अडचण आहे असे उत्तर देणारे सरपंच ९८ असून त्यांचे शेकडा प्रमाण २५.५२% आहे. तर पदाधिकाऱ्यांचा दबाव ही एक अडचण असते असे उत्तर ५४ असून त्यांचे शेकडा प्रमाण १४.०६% आहे. तर या योजनेची माहितीच नाही असे उत्तर देणारे सरपंच १०७ असून त्यांचे शेकडा प्रमाण २७.८६% आहे.

#### निष्कर्ष (Conclusion) :

१. सरपंचांकडे वैयक्तिक शौचालय आहे असे सरपंच ३१२ असून त्यांचे शेकडा प्रमाण ८१.२५% आहे. परंतु आजही ७२ सरपंचांकडे वैयक्तिक शौचालय बांधलेले नाहीत त्यांचे शेकडा प्रमाण १८.७५% आहे.

सरपंचांनी वैयक्तिक शौचालयचे बांधकाम करावे हे बंधनकारक असून सूध्दा काही सरपंचांनी आजही वैयक्तिक शौचालय बांधलेली नाहीत ही गंभीर बाब आहे.

१. ग्रामस्वच्छतेसाठी जनजागृतीवर कार्यक्रम घेणारे सरपंच सर्वाधिक म्हणजे ३१२ असून त्यांचे शेकडा प्रमाण ८१.२५% आहे.

ग्रामस्वच्छतेसाठी जनजागृती करणेवर शासनाचे लक्ष केंद्रीत असल्याने तसेच स्वच्छता अभियानात होवून कार्य करणाऱ्या गावांना पुरस्कार देवून सन्मानीत केले जाते. त्यामुळे ग्रामस्वच्छतेसाठी जनजागृतीवर कार्यक्रम घेणारे सरपंच सर्वाधिक आहे.

२. गावात सार्वजनिक शौचालयाचे बांधकाम झाले आहे असे उत्तर देणारे सरपंच २७७ असून त्यांचे शेकडा प्रमाण ७२.१४% आहे.

ग्रामीण शौचालय योजना राबविण्याच्या प्रत्येक सरपंचांच्या गावात सार्वजनिक शौचालये आहेत असे लक्षात येते. यावरून असे म्हणता येईल की, बऱ्याच सरपंचांनी सार्वजनिक शौचालय योजनेचा फायदा गावातील नागरीकांना करून दिलेला आहे. हे स्पष्ट होते.

३. गावात सांडपाण्याची विल्हेवाट करणेसाठी गटारी आहेत असे उत्तर देणारे सरपंच सर्वाधिक म्हणजे २९० असून त्यांचे शेकडा प्रमाण ७५.५२% आहे.

४. संतगाडगेबाबा ग्रामस्वच्छता अभियानात सहभाग घेतला आहे असे ३१२ गाव असून त्यांचे शेकडा प्रमाण ८१.२५% आहे.

या अभियानात सहभागी झालेल्या गावांची संख्या समाधानकारक आहे.

५. गावातील गुरांच्या गोठ्याची व्यवस्था गावाबाहेर करण्यात आलेली आहे असे उत्तर देणारे सरपंच २५४ असून त्यांचे शेकडा प्रमाण ६६.१५% आहे.

गावातील गुरांच्या गोठ्याची व्यवस्था गावाबाहेर केल्याने गावातील स्वच्छतेविषयीची समस्येस कमी होण्यास मदत होते. सार्वजनिक आरोग्याच्या दृष्टीने ही चांगली गोष्ट आहे.

६. ग्रामीण शौचालयात योजना राबवितांना लोकसहभाग मिळत नाही असे उत्तर देणारे सरपंच १२५ असून त्यांचे शेकडा प्रमाण ३२.५६% आहे. तर शासकीय धोरणांचे बदलते स्वरूप ही एक अडचण होते असे उत्तर देणारे सरपंच ९८ असून त्यांचे शेकडा प्रमाण २५.५२% आहे. तसेच या योजना राबवितांना काही पदाधिकारी दबाव आणतात त्यामुळेही अडचण येते असे उत्तर देणारे सरपंच ५४ असून त्यांचे शेकडा प्रमाण १४.०६% आहे. तर या योजनांचीच माहितीच नाही असे उत्तर देणारे सरपंच १०७ असून त्यांचे शेकडा प्रमाण २७.८६% आहे.

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\* \* \*

### धुळे तालुक्यातील भिल्ल जमातीवरील प्रसार माध्यमांचा प्रभाव

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#### प्रस्तावना :

‘धुळे तालुक्यातील भिल्ल जमातीवरील प्रसार माध्यमांचा प्रभाव’ या शोध निबंधात धुळे तालुक्यातील भिल्ल जमातीच्या जीवनपद्धतीवर आधुनिक काळातील प्रसार माध्यमांच्या प्रभावाचे अध्ययन केले आहे. ‘प्रसार माध्यम’ हे समाज जागृतीचे महत्वाचे साधन आहे. समाज परिवर्तन करण्याचे सामर्थ्य प्रसार माध्यमात आहे. प्रसार माध्यमांमुळे समाजात परिवर्तन होण्याची क्रिया ही सतत चालत असणारी क्रिया आहे. परिवर्तनामुळे समाजाचा विकास होऊ शकतो. कोणत्याही राष्ट्राचा विकास तेथील सामाजिक परिस्थिती व प्रगतीशी संबंधीत असतो. सामाजिक प्रगती ही समाजाची सुधारणा झाल्याशिवाय होत नाही. ज्या समाजात सुधारण करावयाच्या आहेत, त्या समाजाला जोपर्यंत केल्या जाणाऱ्या सुधारणांचे महत्व पटत नाही, तो पर्यंत त्या सुधारणा लादल्या सारख्या होतात. समाजिक सुधारणांचे महत्व शिक्षणातून पटू शकते. कारण शिक्षण समाज परिवर्तनाचे महत्वाचे साधन आहे. शिक्षणाबरोबरच आधुनिक काळात प्रसारमाध्यम सुद्धा समाज परिवर्तनात अग्रेसर आहे. हे परिवर्तन चांगले असू शकते किंवा वाईटही असू शकते. लोकशाही सत्तेमध्ये परिवर्तन करण्याचे सामर्थ्य प्रसार माध्यमात आहे. सत्य समाजापुढे मांडण्याचे सामर्थ्य प्रसार माध्यमात आहे. प्रसार माध्यमांद्वारे समाजातील विविध प्रचलीत प्रश्नांवर किंवा प्रकाश टाकला जातो. समाजात प्रचलीत असलेल्या समस्यांची सत्यताही समाजापुढे मांडण्याचे काम प्रसारमाध्यमे चोखपणे बजावतात.

महाराष्ट्राच्या उत्तर भागात खानदेश म्हणून ओळखल्या जाणाऱ्या कृषी प्रधान पट्ट्यात धुळे जिल्हा आहे. ‘धुळे जिल्हा २०-३ ते २१-१६ उत्तर अक्षांश व ७३-११ पूर्व रेखांश या दरम्यान पसरला असून समुद्र समोरीपासून सुमारे १८० ते २१५ मीटर उंचीवर आहे.’ धुळे जिल्ह्याचे तापमान कमीत कमी २५.८ से.ग्रे. ते जास्तीत जास्त ४५ से.ग्रे असते.’ धुळे जिल्ह्यात दरवर्षी सरसरी ४०० ते ४५० मि.मि. इतका पाऊस पडतो. ‘२००१ च्या जनगणनेनुसार धुळे तालुक्यातील एकूण लोकसंख्या ७१९,७८५ एवढी आहे. त्यापैकी अनुसूचित जातीची लोकसंख्या ५५,७८३ असून अनुसूचित जमातीची लोकसंख्या ८१,१२० आहे. धुळे तालुक्याच्या एकूण लोकसंख्येपैकी हे प्रमाण अनुक्रमे ७.७५% व ११.२७% आहे.’ भिल्ल जमातीमध्ये बरडे भिल्ल, मावची, वळवी, वसावे, पाडवी, पावरा, तडवी, धानका, लाढ्या भिल्ल, मथवाडी भिल्ल, बोंडे गवाल भिल्ल, टेड (धेड) भिल्ल, नाईक भिल्ल, गामीत, मेवाशी भिल्ल, खिश्चन भिल्ल इत्यादी १७ पोटशाखांचा समावेश होतो. धुळे जिल्ह्यात भिल्ल,



कोकणा, मावची, पावरा, धानका व गावित ह्या जमातीची प्रमुख वस्ती दिसते.

### संशोधन पध्दती :

प्रस्तुत संशोधनासाठी वर्णनात्मक संशोधन पध्दत या प्रकाराची निवड केलेली आहे. या अध्ययनासाठी नमुना निवड पध्दतीतील गैर – संभाव्यता नमुना पध्दतीचा अवलंब केलेला असून त्यातील उद्देशपूर्ण नमुना पध्दतीच्या सहाय्याने प्रत्यक्ष नमुन्याची निवड केलेली आहे.

प्रस्तुत संशोधनासाठी भौगोलिकदृष्ट्या न्याय मिळावा म्हणून धुळे तालुक्यातील एकूण १६८ गावांपैकी बहुसंख्य भिल्ल जमातीची लोकसंख्या असलेल्या चोहोबाजुकडील दहा गावांची निवड करून प्रत्येक गावातील दहा भिल्ल कुटुंबाची निवड केलेली आहे. संशोधनकर्त्याला नमुन्यासाठी १०० एकएकांची आवश्यकता आहे. हे लक्षात घेऊन एककांची संख्या निश्चित केली आहे आणि त्यानुसार संशोधनकर्त्याने नमुना निवडला आहे.

### तथ्य संकलन :

या संशोधनासाठी भिल्ल जमातीची माहिती संकलीत करण्याच्या उद्देशाने 'अनुसुची' तयार केली. तसेच प्रश्नावली तयार करून मुलाखतीद्वारे माहिती मिळविली. तसेच विविध संदर्भ ग्रंथ, विचारवंतांचे ग्रंथ, सर्वेक्षण अहवाल, शासकीय आकडेवारी व रेकार्ड, जनगणना अहवाल, इ. मधून तथ्य संकलन केले.

### अद्देश :

भिल्ल जमातीतील विविध प्रश्न व प्रसार माध्यमांची भुमिका यांचा सहसंबंध शोधणे. तसेच भिल्ल जमातीच्या विकासामधील प्रसारमाध्यमांच्या कार्यक्षमतेच्या मर्यादा अभ्यासणे.

### विश्लेषण :

या संशोधनांतर्गत निवेदकांकडे असणाऱ्या प्रसारमाध्यमांच्या साधनाविषयी विचार केला असता असे दिसून येते की, धुळे तालुक्यातील भिल्ल जमातीमधील ९१% लोकांकडे प्रसारमाध्यमांची साधने आहेत. तसेच साधनांपैकी रेडिओ आणि टी.व्ही. ४२% लोकांकडे असून रेडिओ, टेप आणि टी.व्ही. ही तिन्हीही साधने २३% लोकांकडे आहे. आज समाजात रेडिओचे महत्त्व कमी झालेले असले तरी आर्थिकदृष्ट्या गरिबीची परिस्थिती असणाऱ्या भिल्ल जमातीच्या लोकांकडे रेडिओ आढळून येतो.

### तक्ता क्र. १

### धुळे तालुक्यातील भिल्ल जमातीच्या लोकांकडील मनोरंजनाच्या साधनांची संख्या दर्शविणारा तक्ता

अ.नु.	तपशिल	निवेदकांची संख्या	शेकडा प्रमाण
१.	टी.व्ही.असणारे	७७	७७%
२.	रेडिओ असणारे	९१	९१%
३.	टी.व्ही.आणि रेडिओ असणारे	४२	४२%

४.	टेप, टी.व्ही. आणि रेडिओ असणारे	२३	२३%
५.	टी.व्ही. वरील कार्यक्रमांचा विचारसरणीवर प्रभाव	९८	९८%
६.	रेडिओ विचारसरणीवर प्रभाव	३०	३०%
७.	शेजाऱ्याकडे जाऊन टी.व्ही. पाहणारे	२३	२३%
८.	सिनेमा नियमित पाहणारे	१००	१००%
९.	वुत्तपत्र वाचणारे	१९	१९%

‘वैज्ञानिक विकासाने आपणाला आकाशवाणीचा लाभ झाला आकाशवाणीचा मुख्य हेतू करमणूकीचा असला तरी पण आकाशवाणीमुळे विविध प्रकारची माहिती मिळून लोकशिक्षणाचे कार्य होते. निरक्षर जनतेला वृत्तपत्रांचा उपयोग नसतो. अशावेळी आकाशवाणीवरील बातम्या व कार्यक्रम ऐकून निरक्षर जनता आपले मत बनवू शकते. निवडणूक काळात राजकीय पक्षांना आकाशवाणीवरून आपली ध्येय धोरणे प्रसारीत करता येतात.’

टी.व्ही. च्या माध्यमातून डोळ्यांना चित्र दिसते. आवाज ऐकु येतो सामाजिक सांस्कृतिक, शैक्षणिक व राजकीय माहिती मिळते आणि मनोरंजनसुध्दा होते. त्यामुळे टी.व्ही.चे प्रमाण वाढले आहे.

‘दुरदर्शनचे जाळे घरोघर पसरत आहे. भारतातसुध्दा दुरदर्शन खेड्यापर्यंत गेले आहे. दुरदर्शनवर पाहणे आणि ऐकणे या दोन्ही सोयीमुळे परिणाम अधिक होतो. परिस्थिती प्रत्यक्ष पाहता आल्याने त्यातील सत्यता व गांभिर्य समजते. दुरदर्शनमधील केवळ करमणुक न होता क्रिडा, विज्ञान, कला, अर्थकारण राजकारण व समाजकारण यांचे ज्ञान होऊन दैनंदिन घडामोडी समजतात. निवडणुक काळात राजकीय पक्षांना आपली पाडतात. अलीकडे विविध घडामोडींसाठी विविध चॅनेल्स असल्याने जनता आपल्या आवडीप्रमाणे कार्यक्रमाची निवड करते.’

सिनेमा पाहणारे १००% लोक आहेत. भिल्ल जमातीच्या लोकांमध्ये मराठी व हिंदी दोन्ही भाषेतील सिनेमा पाहण्याची खूपच आवड दिसून येते. नियमिता सिनेमा पाहणारे तरुण भिल्ल जमातीत दिसून येतात. ‘सिनेमा हे करमणुकीचे साधन असले तरी यामधून राजकीय शिक्षण व लोकजागृती घडते. शिवाय तत्वज्ञानाचा प्रसार होतो. स्वतंत्र्य लढयाच्या काळात सिनेमातून लोकजागृती घडवून राष्ट्रीय स्वतंत्र्याचे सांगितले गेले. काही सिनेमांमधुन उपहासात्मक पध्दतीने जनजागृती केली जाते. ही माध्यमे जनतेला विचार प्रवण बनवतात. चित्रपट एकाचवेळी अनेक ठिकाणी दाखविता येतो. चित्रपटातून करमणुकीप्रमाणे देशभक्ती व राष्ट्रप्रेमाचा संदेश मिळतो. नभोवाणी खाते माहितीपट व लघुपट तयार करते. तसेच राजकीय घडामोडी, पंचवार्षिक योजना, कुटुंबकल्याण, सामाजिक सुधारणा, जनजागृती, आरोग्य, औद्योगिक प्रगती यांच्याबद्दल समाचारपत्र तयार करून जनतेला दाखविले जाते.’

वरील सर्व आकडेवरीवरून असे दिसून येते की, सिनेमानंतर टी.व्ही. आणि रेडिओ यांचा प्रभाव भिल्ल जमातीवर अधिक आहे. ७७% लोकांकडे स्वतःचा टी.व्ही. आहे. आणि टी.व्ही. नसलेले परंतु

शेजाऱ्याच्या घरी जाऊन टी.व्ही. पाहणाऱ्यांचे प्रमाण २३% आहे. याचाच अर्थ असा की, १००%

तक्ता क्र. २

निवेदक वाचता असलेल्या वर्तमानपत्रांचे वर्गीकरण दर्शविणारा तक्ता

अ.नु.	तपशिल	निवेदकांची संख्या	शेकडा प्रमाण
१.	मराठी वृत्तपत्र वाचणारे	१९	१९%
२.	हिंदी वृत्तपत्र वाचणारे	००	००%
३.	इंग्रजी वृत्तपत्र वाचणारे	००	००%
४.	अग्रलेख, बातम्या जाहिराती व व्यंगचित्रे वाचणारे	१५	१५%
५.	बातम्या, जाहिराती व व्यंगचित्रे वाचणारे	०२	०२%
६.	बातम्या व जाहिराती वाचणारे	०२	०२%
७.	नियमित वृत्तपत्र वाचणारे	०९	०९%
८.	अधुन – मधुन वृत्तपत्रे वाचणारे	१०	१०%
९.	वर्तमानपत्रातील योजनांचा लाभ घेणारे	१३	१३%

भिल्ल जमातीतील लोकांपैकी १९% लोक वर्तमानपत्रे नियमित वाचतात किंवा आधुनमधुन तरी वाचतात. ८१% लोक वृत्तपत्रे वाचताच नाहीत. कारण अशिक्षितपणा अशिक्षितपणा, आर्थिक अडचण तसेच वाचनाची आवड नसल्यामुळे वृत्तपत्रे प्रमाण फारच कमी आहे. वरील १९% पैकी सर्वच लोक फक्त मराठी वृत्तपत्रे वाचतात. हिंदी आणि इंग्रजी वृत्तपत्रे वाचणाऱ्या विविध योजनांच्या माहितीचा लाभ फक्त १३% लोक घेत असून या जमातीतील तब्बल ८७% लोक योजनांच्या माहितीपासून अक्षरक्षः अनभिज्ञ राहतात. भिल्ल जमातीच्या मागासलेपणास हे एक कारण अतिमहत्वाचे आहे.

टी.व्ही. पाहणाऱ्यांच्या तुलनेत वृत्तपत्रे वाचणाऱ्यांचे प्रमाण फारच कमी आहे. केवळ ०९% भिल्ल जमातीचे लोक वृत्तपत्रे नियमित वाचतात. आणि १०% लोक आधुन – मधुन वृत्तपत्रे वाचतात. हिंदी आणि इंग्रजी वृत्तपत्र वाचणाऱ्यांचे प्रमाण ००% आहे. याचाच अर्थ ८१% लोक वृत्तपत्रे वाचत नाहीत. त्यामुळे भिल्ल जमातीवरील प्रसारमाध्यमांच्या प्रभावात सर्वात महत्वाचा घटक असलेल्या वृत्तपत्रात वाचकाच्या निवडीला भरपुर संधी असते. काही वृत्तपत्रे विशिष्ट क्षेत्रासाठी तर काही वृत्तपत्रे विशिष्ट वयोगटासाठी असतात. म्हणून वाचक आवडीप्रमाणे वर्तमानपत्र निवडून सवडीप्रमाणे वाचत राहतो. वर्तमानपत्रातील बातम्या, संपादकीय लेख, वाचकांची पत्रे यामधुन विशिष्ट मत तयार राहतो. वाचकांना आकर्षित करण्यासाठी वृत्तपत्रे मजकुरांची मांडणी आकर्षक करतात. संपादक हा आपले वृत्तपत्र लोकप्रिय करण्याचा प्रयत्न करतो. महत्वाच्या घडामोडींना वर्तमानपत्रातून ठळक प्रसिध्दी मिळते. व्यंगचित्र

व छायाचित्राचा वापर करून जनतेपुढे वस्तुस्थिती मांडता येते. छोटयाशा व्यंगचित्रांतुन खुप काही सांगता येते. असे असतांना धुळे तालुक्यातील भिल्ल जमातीमध्ये दररोज वृत्तपत्रे वाचणाऱ्यांचे प्रमाण केवळ ०९% असल्यामुळे ही जमात एका मोठया ज्ञानसगरापासून वंचित राहते आहे. वृत्तपत्राये नियमित वाचणाचे प्रमाण कमी असल्यामुळे वृत्तपत्राच्या माध्यमातुन अनेक योजनांविषयी प्रसिध्द होणारी माहिती भिल्ल जमातीच्या ८१% लोकांना मिळत नाही.

#### निष्कर्ष :

एकंदरीत वरील विश्लेषणाचा विचार केला असता असे दिसून येते की, भिल्ल जमातीच्या पुर्वीच्या समाजाच्या परिस्थितीत व आजच्या परिस्थितीत बदल झाला आहे. भिल्ल जमातीच्या शिक्षण घेतलेल्या व्यक्तींच्या आचारा – विचार, बोलीभाषेत, जीवनमानात बदल झालेला आहे. चित्रपट, टिव्ही, रेडिओ वृत्तपत्र ह्या प्रसारमाध्यमांच्या प्रभावामुळे भिल्ल जमातील परिवर्तनास मदत झालेली आहे. त्यांच्या राहणीमानात आणि विचारसरणीत टी.व्ही. व सिनेमांचा प्रभाव पडलेला असुन त्यांच्या विकासाला गती आली आहे. यावरून असे सिध्द होते की, प्रसार माध्यमांद्वारे समाज परिवर्तनास मदत होते. त्यामुळेच भिल्ल समाजाच्या परिवर्तनामध्येसुध्दा प्रसारमाध्यमांचा प्रभाव दिसुन येतो. भिल्ल जमातीमध्ये झालेल्या जागृतीमुळे व प्रबोधनामुळे त्यांच्या उत्पादनात काही प्रमाणात निश्चितच वाढ झाली आहे. याचाच अर्थ असा की, प्रसार माध्यमांची भुमिका आणि भिल्ल जमातीच्या विकासाचे प्रश्न यांचा सहसंबंध आहे. तसेच प्रसार माध्यमांचा धुळे तालुक्यातील भिल्ल जमातीवर अनुकूल प्रगतीकारक प्रभाव पडलेला आहे.

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**“राष्ट्रीय अध्यापक शिक्षण परिषदेने निर्धारित केलेले निकष व मानकांच्या तुलनेत  
विदर्भातील विना अनुदानित**

**शारीरिक शिक्षण महाविद्यालयाच्या सद्यःस्थितीचा विश्लेषणात्मक अभ्यास”**

डॉ. वंदना मेश्राम इंगळे . शारीरिक शिक्षण विभाग शिवाजी विज्ञान महाविद्यालय, कॉंग्रेस नगर, नागपूर.

जागतिकीकरण, खाजगीकरण व उदारीकरणाच्या धोरणामुळे भारतीय समाज व्यवस्थेत व समाज जीवनात क्षणोक्षणी होणारे बदल विचारात घेवून सध्याच्या शिक्षण प्रणालीत, शैक्षणिक व्यवस्थापनात व प्रशिक्षित शिक्षक निर्मितीच्या प्रक्रियेत आमूलाग्र बदल करण्याची गरज आहे. शिक्षणांच्या जागतिकीकरणामुळे विदेशी विद्यापीठाचे व शैक्षणिक संस्थांचे आगमन भारतात सुरू झाले आहे. त्यामुळे व्यावसायिक व तांत्रिक शिक्षणाला बाजारपेठेचे स्वरूप प्राप्त झाले आहे. उच्च शिक्षणाच्या या बाजारपेठेत भारतीय महाविद्यालयांना विदेशी महाविद्यालयाशी स्पर्धा करावी लागणार आहे. सोबतच भारतीय जीवनमूल्ये जिवंत राहतील याचीही काळजी घ्यावी लागणार आहे. जागतिकीकरणामुळे उच्च व्यावसायिक शिक्षण क्षेत्रात निर्माण केलेल्या आव्हानांचा समर्थपणे मूकाबला करण्यासाठी देशातील महाविद्यालये, शैक्षणिक संस्था व शिक्षक प्रशिक्षण संस्था सर्व दृष्टीने सक्षम होणे काळाची गरज आहे. त्यासाठी नव्या पिढीला शारीरिक व मानसिकदृष्ट्या सक्षम करण्यासाठी त्यांना गुणात्मक, विकासात्मक व मूल्यात्मक शिक्षण देणारी यंत्रणा, प्रशिक्षित शिक्षक व मानवीसंसाधने उभी करणे ही काळाची गरज आहे. परंतु भारतामध्ये स्वातंत्र्यपूर्व व स्वातंत्र्योत्तर काळात शिक्षणाच्या प्रचार प्रसाराबाबत शासनाच्या उदार धोरणामुळे शैक्षणिक संस्थांमध्ये संख्यात्मकदृष्ट्या वायुगतीने वाढ झाली परंतु गुणात्मक दर्जा दिवसेदिवस घसरत असल्याचे अनेक सर्वेक्षणावरून निदर्शनास आले वाढत्या महाविद्यालयांची व शाळांची गरज विचारात घेता आवश्यकते प्रमाणे पुरेसा प्रशिक्षित शिक्षक वर्ग पूरविण्यास सध्याची शिक्षण पध्दती अपयशी ठरली आहे. शिक्षक निर्माण करण्याचे पवित्र कार्य करणाऱ्या शिक्षण महाविद्यालयांना धंदेवाइक स्वरूप प्राप्त झाल्याने वर्तमान शिक्षण पध्दती सार्वजनीक टिकेच्या तडाख्यात सापडली असून एकंदरीत शिक्षण पध्दतीच्या मूळ उद्दिष्टांनाच तडा गेल्याचे चित्र निर्माण झाले आहे.

1986 च्या “Commision on Education and particularly in the document National Policy on Education” ह्या प्रसिध्द दस्तऐवजाच्या निष्कर्षात स्पष्टपणे नमूद करण्यात आले आहे की, “काहीही विशेष परिश्रम न घेता प्रशिक्षित शिक्षकाचे प्रमाणपत्र लोकांना सहजपणे प्राप्त होत असते”. 1992 च्या “The Programme of Action on the Policy document” ह्या अहवालाद्वारे असा निष्कर्ष काढण्यात आला की, सध्याच्या परिस्थितीची घसरण ही प्रस्थापीत शैक्षणिक धोरणाला जबाबदार ठरवीत आहे. अपरिपूर्ण अभ्यासक्रम, शिक्षण व प्रशिक्षण संस्थेतील कमकुवत असलेला पायाभूत शैक्षणिक ढाचा, शारीरिक शिक्षणाच्या अपूऱ्या सोयी सूविधा आणि अकुशल प्रशासकीय प्रणाली आदी घटक सुध्दा शैक्षणिक दुरावस्थेस जबाबदार आहेत. त्यातही प्रशिक्षित व पात्रताधारक शिक्षकांचा तुटवडा असल्याने शैक्षणिक कार्यास पूर्णत्वाचे स्वरूप प्राप्त होत नाही.

या दृष्टीने देशातील संपूर्ण अध्यापक शिक्षण व्यवस्थेत आमूलाग्र बदल करण्यासाठी व शिक्षण व्यवस्थेचा गुणात्मक दर्जा वृद्धीगत करण्यासाठी ह्या व्यवस्थेवर नियंत्रण ठेवणारी यंत्रणा उभी करणे ही काळाची गरज होती ह्या दृष्टीने केंद्र शासनाने महत्वपूर्ण पाउल उचलले व “The National Council for Teacher Education Act 1993” हा अधिनियम पारीत करून राष्ट्रीय अध्यापक शिक्षण परिषदेची (NCTE) स्थापना केली. प्रस्तूत अधिनियम 30 डिसेंबर 1993 पासून लागू करण्यात आला संपूर्ण देशातील अध्यापक शिक्षण व्यवस्थेचा सुनियोजित व समन्वयात्मक विकास साधने व योग्य नियमन व निकष निर्धारित करून अध्यापक शिक्षणाचा दर्जा वाढविणे व टिकविणे हे या परिषदेचे मुख्य उद्दिष्ट होते.

संस्था चालू करण्याकरिता व सुरु ठेवण्याकरिता राष्ट्रीय अध्यापक शिक्षण परिषदेने ठरविलेले काही निकष व मानके आहेत. जी महाविद्यालये निर्धारित निकष व मानकांची पूर्तता करित असतील त्याच महाविद्यालयाला राअषिप मान्यता देत असते.

मान्यता प्राप्त महाविद्यालये स्वयंपूर्ण आहेत किंवा नाही, महाविद्यालयाजवळ इमारत व जागा आहे किंवा नाही, संस्थेची आर्थिक स्थिती काय आहे, प्रशिक्षणार्थ्यांच्या, कर्मचाऱ्यांच्या सोयी-सुविधा आहेत किंवा नाही, शिक्षक व शिक्षकेत्तर कर्मचारी आहेत किंवा नाही, राष्ट्रीय अध्यापक शिक्षण परिषदेद्वारा हाती घेतलेले प्रयत्न कितपत यशस्वी ठरलेले आहेत व त्यात किती सुधार होण्याची शक्यता आहे, वर्तमान काळात या विना अनुदान तत्वावर चालणाऱ्या शारीरिक शिक्षण महाविद्यालयांची काय परिस्थिती आहे, महाविद्यालयात विद्यार्थ्यांच्या काय समस्या आहेत ह्या सर्व बाबींचा सर्वकष व सखोल अभ्यास करण्याच्या दृष्टीने संशोधिकेने प्रस्तूत विषय अभ्यासाकरिता निवडला.

1) **संशोधनाचा विषय व नियोजन :-**

अ) **संशोधनाचा विषय :-**

“राष्ट्रीय अध्यापक शिक्षण परिषदेनी निर्धारित केलेले निकष व मानकांच्या तुलनेत विदर्भातील विना अनुदानात शारीरिक शिक्षण महाविद्यालयांचा सद्यःस्थितीचा विश्लेषणात्मक अभ्यास”.

ब) **नियोजन :-**

सन 2000-2001 या वर्षासाठी महाराष्ट्र राज्यातील विदर्भ स्तरावरील नागपूर विद्यापीठ, नागपूर आणि अमरावती विद्यापीठ, अमरावती या दोन विद्यापीठा अंतर्गत विना अनुदान तत्वावर जवळपास 56 शारीरिक शिक्षण महाविद्ये सुरु झाली आहेत. या महाविद्यालयातील प्रशिक्षणाच्या सोयी, क्रीडांगणे, वाचनालये, ग्रंथालये, क्रीडा साहित्य, शिक्षक वर्ग, शारीरिक शिक्षण विषयक पुस्तके व नियतकालीके, सुसज्ज वर्ग खोल्या आदीबाबत महाविद्यालयांची स्वयंपूर्णता, क्षमता व योग्यता आदींच्या सद्यःस्थितीचा अभ्यास करणे तसेच प्रवेश घेतलेल्या प्रशिक्षणार्थ्यांची क्षमता, गुणविषयक शैक्षणिक दर्जा, प्रशिक्षण काळातील त्यांच्या समस्या, प्रशिक्षण घेण्याचा हेतू इ. बाबींचे सम्यक ज्ञान होवून आजच्या परिस्थितीत एकविसाव्या शतकात अनुरूप अशी पिढी निर्माण करण्यास उपयुक्त असणारे शारीरिक शिक्षक तयार करण्यासाठी आवश्यक बाबीं सुचविण्याकरिता या संशोधनाचा उपयोग होवू शकेल असा आत्मविश्वास वाटतो.

क) **प्रबंधाचे नियोजन :**

पहिल्या प्रकरणात प्रबंधाची तोंड ओळख, संशोधनाचा विषय व नियोजन, संशोधनाची व्याप्ती, गृहितके, संशोधनाचे उद्दीष्टे दिले आहेत, दुसऱ्या प्रकरणात या संशोधनासंबंधी पूर्व संशोधित प्रबंधासंबंधी माहिती विषद केली आहे, तिसऱ्या प्रकरणात संशोधनासाठी वापरलेली पध्दती स्पष्ट केलेली आहे, प्रकरण चारमध्ये प्राप्त माहितीचे सांख्यिकीय विश्लेषण व स्पष्टिकरण शे. प्रमाण पध्दतीने करण्यात आले आहे व या स्पष्टिकरणाच्या आधारावर प्रकरण पाचमध्ये निष्कर्ष काढण्यात आले आहेत. तसेच या निष्कर्षावर टिकात्मक चर्चा, उपाययोजनां संबंधी सूचना व समारोप करण्यात आला आहे. नंतर संदर्भ ग्रंथ सूची व परिशिष्ट जोडण्यात आले आहे.

ड) **संशोधनाची व्याप्ती :**

संशोधनाकरिता महाराष्ट्र राज्यातील विदर्भ स्तरावरील नागपूर विद्यापीठ व अमरावती विद्यापीठ या दोन विद्यापीठा अंतर्गत विना अनुदान तत्वावर चालणाऱ्या 50 शारीरिक शिक्षण महाविद्यालयांची निवड करण्यात आली आहे.

- 1) नागपूर विद्यापीठ अंतर्गत येणाऱ्या विना अनुदान तत्वावर चालणारी 26 शारीरिक शिक्षण महाविद्यालये.
- 2) अमरावती विद्यापीठ अंतर्गत येणाऱ्या विना अनुदान तत्वावर चालणारी 24 शारीरिक शिक्षण

महाविद्यालये.

ग) गृहितके/परिकल्पना :

- 1) वर्तमान गरजा पूर्ण करणारे प्रशिक्षण शा. शिक्षण महाविद्यालयात नसतील.
- 2) प्रशिक्षणार्थ्यांच्या निवडीकरिता योग्य कसोट्या नाहीत.
- 3) शा. शिक्षण महाविद्यालये सर्व दृष्टीने स्वयंपूर्ण नसतील.
- 4) राष्ट्रीय अध्यापक शिक्षण परिषदेने ठरविलेल्या निकष व मानकानुसार महाविद्यालये परिपूर्ण नसतील.
- 5) विद्यादानाचा पवित्र हेतु साध्य होत नसेल.

**संशोधनाचे उद्दिष्टे :-**

- 1) शा. शिक्षण महाविद्यालयांतील प्रशिक्षणाच्या सोयी जाणून घेणे.
- 2) शा. शिक्षण महाविद्यालयांतील स्वयंपूर्णता जाणून घेणे.
- 3) राष्ट्रीय अध्यापक शिक्षण परिषदेने आखून दिलेल्या निकष व मानकानुसार महाविद्यालये परिपूर्ण आहे की नाही हे जाणणे.
- 4) प्रशिक्षणार्थ्यांचा गुणविशेष व क्षमता जाणणे.
- 5) विद्यार्थ्यांच्या समस्या जाणून घेणे.
- 6) समस्या निराकरण करण्यासाठी उपाययोजना सुचविणे.

**संशोधन कार्य पध्दती**

शोध कार्य पूर्ण करण्याकरिता आवश्यक माहिती सर्वेक्षणात्मक पध्दतीचा उपयोग करून खालील साधनांचा वापर केलेला आहे.

1) प्रश्नावली :-

विदर्भातील “राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ, नागपूर” व “संत गाडगे महाराज अमरावती विद्यापीठ, अमरावती” या दोन विद्यापीठशी संलग्नित असलेले अनुक्रमे 26 व 24 असे एकूण 50 शारीरिक शिक्षण महाविद्यालयातील प्राचार्यांकडून संशोधन विषयाला अनुरूप अशी माहिती प्रश्नावलीद्वारे प्राप्त केली.

2) प्रत्यक्ष संपर्क पध्दती :-

वरील सर्व 50 शारीरिक शिक्षण महाविद्यालयातील प्राचार्य, व्यवस्थापनाचे प्रतिनिधी, शिक्षक व शिक्षकेत्तर कर्मचाऱ्यांची प्रत्यक्षात भेट घेवून विषयाला अनुरूप अशी माहिती मिळविली.

3) संबंधीत साहित्याचा अभ्यास :-

संशोधन कार्याला उपयुक्त पडेल अशी माहिती काही संदर्भ ग्रंथ, नियतकालिके, पुस्तके, मासिके, अहवाल, शोध प्रबंध, राष्ट्रीय अध्यापक शिक्षण परिषदेने काढलेल्या सीडी, पुस्तके, न्युज, इंटरनेट, नागपूर विद्यापीठ माहिती पुस्तिका, अमरावती विद्यापीठ दैनंदिनी इ. मधून प्राप्त केली.

4) प्रश्नावलीचे अंतरंग :-

प्रश्नावलीत राष्ट्रीय अध्यापक शिक्षक परिषदेच्या निकष व मानकानुसार महाविद्यालयाची स्वयंपूर्णता, महाविद्यालयाची आर्थिक माहिती, प्रशिक्षणार्थ्यांना उपयुक्त असलेल्या सोयी-सुविधांची माहिती, प्राचार्य व प्राध्यापकांचे अनुभव व शैक्षणिक पात्रतेची माहिती, प्रशिक्षणार्थ्यांची शैक्षणिक पात्रता, पूर्व प्रशिक्षणाबाबत माहिती, प्रशिक्षणार्थ्यांच्या प्रवेश पूर्व चाचणी परीक्षेबाबतची माहिती, प्रशिक्षणार्थ्यांना प्रवेश देण्यासंबंधीची माहिती (शासनाने ठरवून दिलेल्या राखीव जागांप्रमाणे) प्राचार्य, प्राध्यापक व इतर शिक्षकेत्तर कर्मचाऱ्यांच्या सोयी-सुविधा बाबतची माहिती, महाविद्यालयातील कामाच्या दिवसाची माहिती, शासनाकडून महाविद्यालयाला मिळालेल्या अनुदानाची माहिती, विद्यापीठ अनुदान आयोगाच्या नियमानुसार महाविद्यालयातील शिक्षक व शिक्षकेत्तर कर्मचाऱ्यांची नियुक्तीबाबतची माहिती, प्रशिक्षणार्थ्यांच्या प्रशिक्षण काळातील समस्या जाणून घेण्याकरिता प्रश्न

विचारण्यात आलेत. एकंदरीत अध्ययनाचे उद्दिष्ट डोळ्यापूढे ठेवून प्रश्नावली तयार करण्यात आली. प्रश्नाचे स्वरूप शक्य तितके वस्तुनिष्ठ ठेवण्यात आले.

**5) विप्लेषणाची पध्दती :-**

वरील साधनांद्वारे जी माहिती प्राप्त झाली त्या माहितीचे एकूण 19 तक्त्यांमध्ये व 16 आलेखांमध्ये सांख्यिकीय विश्लेषण शेकडा प्रमाण पध्दतीने करण्यात आले.

**1) तक्ता क्र. 1 :-** प्रश्नावलीचे अंतरंग **2) तक्ता क्र. 2 :-** प्रश्नावलीला मिळालेला प्रतिसाद दर्शविणारा तक्ता

**3) तक्ता क्र. 3 :- A)** शारीरिक शिक्षण महाविद्यालयांची संख्या व अभ्यासक्रम दर्शविणारा तक्ता

**4) तक्ता क्र. 4 :- B)** मान्य संख्या दर्शविणारा तक्ता **5) तक्ता क्र. 5 :- I)** शिक्षक कर्मचाऱ्यांची संख्या दर्शविणारा तक्ता

**6) तक्ता क्र. 6 :- II)** साहाय्यक कर्मचाऱ्यांची संख्या दर्शविणारा तक्ता **7) तक्ता क्र. 7 :- III)** प्रशासकीय कर्मचाऱ्यांची संख्या दर्शविणारा तक्ता **8) तक्ता क्र. 8 :-** महाविद्यालयाच्या जागेचे क्षेत्रफळ व परिसर दर्शविणारा तक्ता

**9) तक्ता क्र. 9 :-** शैक्षणिक क्षेत्र दर्शविणारा तक्ता **10) तक्ता क्र. 10 :-** प्रशासकीय क्षेत्र दर्शविणारा तक्ता

**11) तक्ता क्र. 11 :-** इतर सोयी-सुविधा दर्शविणारा तक्ता **12) तक्ता क्र. 12 :-** क्रीडा मैदान दर्शविणारा तक्ता

**13) तक्ता क्र. 13 :-** वैयक्तिक खेळाचे आणि मैदानी खेळाचे साहित्य दर्शविणारा तक्ता

**14) तक्ता क्र. 14 :-** कर्मचाऱ्यांच्या क्वॉर्टरची संख्या दर्शविणारा तक्ता **15) तक्ता क्र. 15 :-** शिक्षक व शिक्षकेत्तर कर्मचाऱ्यांचे वेतन दर्शविणारा तक्ता

**16) तक्ता क्र. 16 :-** महाविद्यालयात कामाचे दिवस दर्शविणारा तक्ता **17) तक्ता क्र.**

**17 :-** महाविद्यालयात प्रवेश पध्दत दर्शविणारा तक्ता **18) तक्ता क्र. 18 :-** महाविद्यालयाची आर्थिक स्थिती दर्शविणारा तक्ता

**19) तक्ता क्र. 19 :-** आर्थिक मदत व विद्यावेतन देणाऱ्या महाविद्यालयांची संख्या दर्शविणारा तक्ता

उपरोक्त तक्त्यांपैकी काही निवडक तक्ते व आलेख प्रस्तुत केले आहे.

**तक्ता क्र. 8**

(A) महाविद्यालयाच्या जागेचे क्षेत्रफळ व परिसर दर्शविणारा तक्ता

अ क्र	विवरण	रा.तु.म. नागपूर विद्यापीठ		शेकडा प्रमाण		सं.गा.म अमरावती विद्यापीठ		शेकडा प्रमाण		एकूण दोन्ही विद्यापीठ		शेकडा प्रमाण	
		होय	नाही	होय	नाही	होय	नाही	होय	नाही	होय	नाही	होय	नाही



1.	8 एकरजागेत महाविद्यालय आहे का ?	23	3	46%	6%	21	3	42%	6%	44	6	88%	12%
2.	8 एकर जागेपैकी 5 एकर जागेत खेळा करीता आणि 3 एकर जागेत महाविद्यालयाची इमारत, वसतिगृह आणि कर्मचाऱ्यांचे क्वार्टर आहे का?	18	5	36%	10%	17	4	34%	8%	35	9	70%	18%

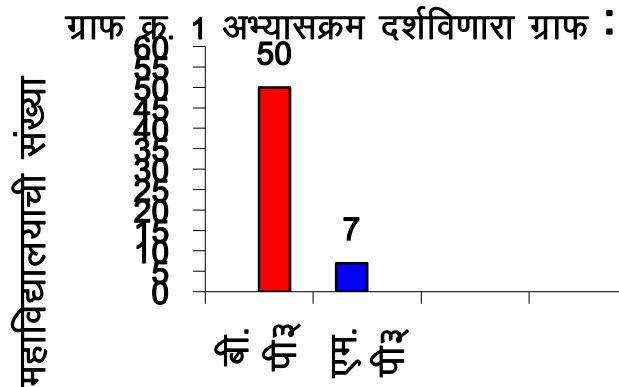
तक्ता क्र. 15

शिक्षक व शिक्षकेत्तर कर्मचाऱ्यांचे वेतन दर्शविणारा तक्ता

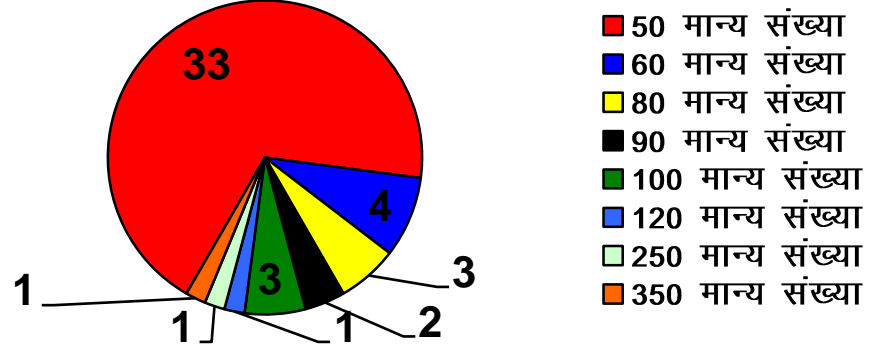
अ क्र	साहित्याचे नाव	रा.तु.म. नागपूर विद्यापीठ		शेकडा प्रमाण		सं.गा.म. अमरावती विद्यापीठ		शेकडा प्रमाण		एकूण दोन्ही विद्या.		शेकडा प्रमाण	
		होय	नाही	होय	नाही	होय	नाही	होय	नाही	होय	नाही	होय	नाही
1	विद्यापीठ अनुदान आयोगाच्या नियमानुसार सर्व शिक्षक व शिक्षकेत्तर कर्मचाऱ्यांना वेतनश्रेणी दिली जाते का?	20	6	40%	12%	17	7	34%	14%	37	13	74%	26%
2	वि. अ. आयोगाच्या नियमानुसार सर्व शिक्षक कर्मचाऱ्यांना एकत्रित वेतन देण्यात येते का? की मानधन देण्यात येते	—	26	—	52%	—	24	—	48%	—	50	—	100%
		20	6	40%	12%	14	10	28%	20%	34	16	68%	32%
3	वि. अ. आयोगाच्या नियमानुसार सर्व शिक्षकेत्तर कर्मचाऱ्यांना एकत्रित वेतन देण्यात येते का? की मानधन देण्यात येते	—	26	—	52%	1	23	2%	46%	1	49	2%	98%
		18	8	36%	16%	13	11	26%	22%	31	19	62%	38%
4	अर्धा वेळ अधिव्याख्याता/प्रशिक्षित प्रशिक्षकांना वि. अ. आयोगाच्या नियमानुसार वेतन देण्यात येते का? की मानधन देण्यात येते	—	26	—	52%	1	23	2%	46%	1	49	2%	98%
		19	7	38%	14%	17	7	34%	14%	36	14	72%	28%

तक्ता क्र. 17  
महाविद्यालयात प्रवेश पध्दत दर्शविणारा तक्ता

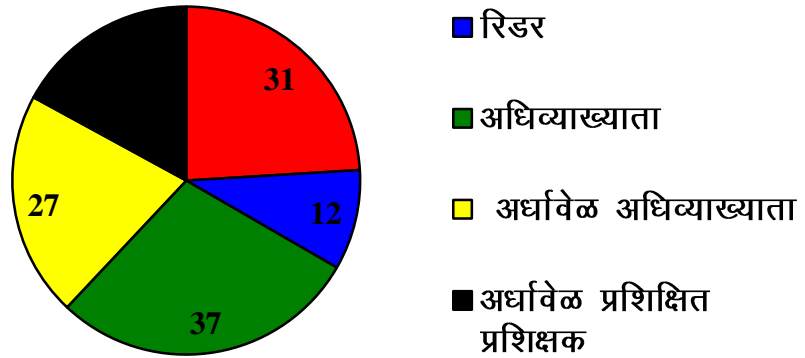
अ. क्र	विवरण	रा.तु.म. नागपूर विद्यापीठ		शेकडा प्रमाण		सं.गा.म. अमरावती विद्यापीठ		शेकडा प्रमाण		एकूण (दोन्ही विद्या.)		शेकडा प्रमाण	
		होय	नाही	होय	नाही	होय	नाही	होय	नाही	होय	नाही	होय	नाही
1.	आपल्या महाविद्यालयात विद्यार्थ्यांच्या खालील परीक्षा घेतल्या जातात का? 1) लेखी परीक्षा 2) फिजिकल फिटनेस टेस्ट (शारीरिक तंदुरुस्ती चाचणी) 3) खेळामध्ये सहभाग	24	2	48%	4%	23	1	46%	2%	47	3	94%	6%
		18	8	36%	16%	18	6	36%	12%	36	14	72%	28%
		14	12	28%	24%	15	9	30%	18%	29	21	58%	42%
		20	6	40%	12%	16	8	32%	16%	36	14	72%	28%
2	शासनाने ठरवून दिलेल्या राखीव जागांकरीता प्रवेश दिला जातो का?	22	4	44%	8%	17	7	34%	14%	39	11	78%	22%
3	महाविद्यालयात प्रवेश देतांना विद्यार्थ्यांची गुणांची टक्केवारी बघितली जाते का? (1) 40% (2) 45% (3) 50% (P.G.)	24	2	48%	4%	22	2	44%	4%	46	4	92%	8%
		4	—	8%	—	6	—	12%	—	10	—	20%	—
		20	—	40%	—	15	—	30%	—	35	—	70%	—
		—	—	—	—	1	—	2%	—	1	—	2%	—

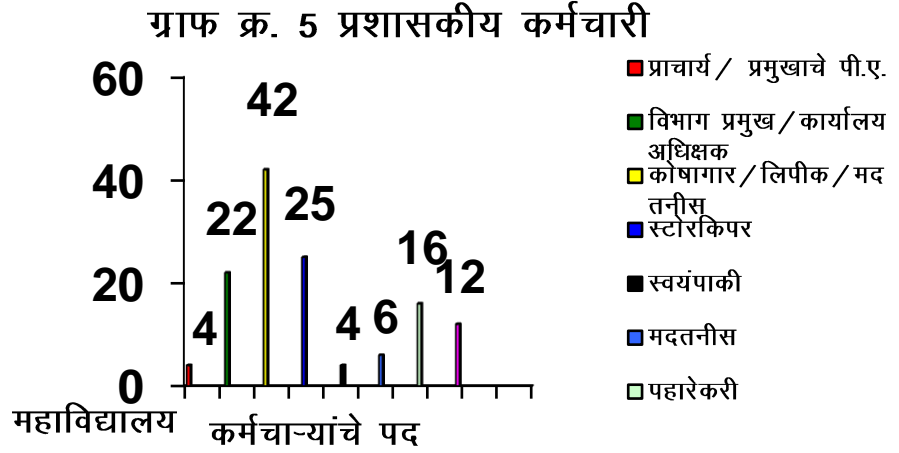


ग्राफ क्र. 2 मान्य संख्या दर्शविणारा ग्राफ



ग्राफ क्र. 3 शिक्षक कर्मचारी प्राचार्य





निष्कर्ष :-

प्रस्तूत अध्ययनांती प्राप्त झालेले निष्कर्ष खालील प्रमाणे आहेत.

- 1) विद्यापीठ अनुदान आयोग, विद्यापीठ व राष्ट्रीय शिक्षण अध्यापक परिषदेच्या मानकानुसार विदर्भातील 50 शा. शिक्षण महाविद्यालयापैकी फक्त एकाच म्हणजे 2% महाविद्यालयात प्राचार्य आढळले हे प्रमाण नगण्य स्वरूपाचे आहे.
- 2) विद्यापीठ अनुदान आयोग व विद्यापीठ नियमानुसार 24% महाविद्यालयात प्रपाठक आढळले.
- 3) विद्यापीठ अनुदान आयोग व विद्यापीठ निकषानुसार प्रत्येक महाविद्यालयात 6 अधिव्याख्याते उपलब्ध नसल्याचे निदर्शनास आले.
- 4) विद्यापीठ अनुदान आयोग, विद्यापीठ व राआशिपचे द्वारे अर्धवेळ अधिव्याख्यातांच्या नियुक्ती बाबत काणतेही नियम व निकष नसतांना 54% महाविद्यालयात अर्धवेळ अधिव्याख्याते कार्यरत असल्याचे आढळले.
- 5) विद्यापीठ अनुदान आयोग व विद्यापीठाच्या निकषानुसार 44% महाविद्यालयात अर्धवेळ प्रशिक्षित प्रशिक्षक आढळले. हे प्रमाण अत्यल्प आहे.
- 6) राष्ट्रीय अध्यापक शिक्षण परिषदेच्या मानकानुसार वैद्यकीय अधिकाऱ्यांचे प्रमाण 46% महाविद्यालयात आढळले. हे प्रमाण सुध्दा कमी आहे.
- 7) विद्यापीठ अनुदान आयोग आणि राज्य शासनाच्या नियमानुसार ग्रंथपालांची नियुक्ती फक्त 28% महाविद्यालयात केलेली आढळली हे प्रमाण सुध्दा अत्यल्प आहे.
- 8) सहाय्यक व्यावसायिक, सहाय्यक ग्रंथपाल, प्रयोगशाळा सहाय्यक, तांत्रिकसहाय्यक, शिपायी / मदतनीस / पहारेकरी / सफाईगार / ग्राउंडमेन मार्कर इ. कर्मचाऱ्यांच्या नियुक्त्या विद्यापीठ अनुदान आयोग व राज्य शासनाच्या नियमानुसार योग्य प्रमाणात करण्यात आल्या नसल्याचे आढळले हे प्रमाण फारच कमी आढळले.
- 9) प्राचार्य / प्रमुखांचे स्वय सहाय्यक, विभाग प्रमुख, कार्यालय अधीक्षक, साहाय्यक / कोषागार / लिपीक, स्टोरकिपर इ. चे प्रमाण राज्य शासन आणि विद्यापीठाच्या नियमानुसार फारच कमी असल्याचे आढळले.

- 10) राष्ट्रीय अध्यापक शिक्षण परिषदेच्या निकषानुसार वसतिगृहाची सोय नगण्य स्वरूपाची आढळली. तसेच प्रस्थापीत वसतिगृहाकरिता असणारे कर्मचारी म्हणजे स्वयंपाकी, मदतनीस, पहारेकरी, सफाईगार यांच्या नियुक्तीचे प्रमाण अत्यंत कमी आढळले.
- 11) राष्ट्रीय अध्यापक शिक्षण परिषद व विद्यापीठ अनुदान आयोगाचा निर्धारित निकष व मानकानुसार महाविद्यालयांचा विस्तार एकुण 8 एकर जागेत करावयाचा असून 8 एकर जागेपैकी 5 एकर जागा खेळाकरिता आणि 3 एकर जागेत महाविद्यालयाची इमारत, वसतिगृह आणि कर्मचाऱ्यांचे क्वार्टर इ. असणे आवश्यक आहे. हे प्रमाण समाधानकारक आढळले.
- 12) वर्ग खोल्या, बहुउद्देशीय सभागृह, ग्रंथालय, वाचनालय, ग्रंथालयाला लागून वाचनालय, आंतरिक खेळाकरिता जिम्नॅशियम, प्राचार्यांची खोली, कार्यालयाची खोली, स्टोररूम, विद्यार्थ्यांकरिता व कर्मचाऱ्यांकरिता शौचालय, कोणत्याही कार्यक्रमाकरिता स्टेज, सेमिनारकरिता खोल्या, टेबल टेनिसकरिता खोल्या इ. चे प्रमाण समाधानकारक आढळले.
- 13) स्पोर्ट्स मेडिसीन प्रयोगशाळा, आरोग्य शिक्षण प्रयोगशाळा, तांत्रिक शिक्षण प्रयोगशाळा, ॲनॉटॉमी फिजीओलॉजी प्रयोगशाळा, फिजीओथेरॉपी प्रयोगशाळा, स्पोर्ट्स सायकॉलॉजी प्रयोगशाळा, बायो-मेकॅनिक्स प्रयोगशाळा व प्रयोगशाळेत राअशिपच्या निकषानुसार अनिवार्य असलेल्या साहित्याचे प्रमाण समाधानकारक आढळले.
- 14) प्रत्येक प्राध्यापकांसाठी वेगवेगळ्या खोल्या, विद्यार्थ्यांचे कॉमन रूम, कर्मचाऱ्यांचे कॉमन रूमचे प्रमाण राष्ट्रीय अध्यापक शिक्षण परिषदेच्या निकषानुसार कमी आढळले.
- 15) राष्ट्रीय अध्यापक शिक्षण परिषदेनुसार प्रत्येक महाविद्यालयाची स्वतःच्या मालकीची जागा व महाविद्यालयाकरिता पुरेशी इमारत असण्याचे प्रमाण समाधानकारक आढळले.
- 16) विद्यार्थ्यांचे कॉमन रूम खेळण्याच्या जागेपासून जवळ व ग्रंथालयाला लागून वाचनालय असल्याचे प्रमाण राष्ट्रीय अध्यापक शिक्षण परिषदेच्या निकषाच्या प्रमाणात कमी आढळले.
- 17) राष्ट्रीय अध्यापक शिक्षण परिषदेच्या मानकानुसार महाविद्यालयाच्या ग्रंथालयात पर्याप्त पुस्तके, व्यावसायिक मासिके व ग्रंथालयाकरिता प्रत्येक वर्षी पुस्तकांची खरेदी करण्याचे प्रमाण समाधानकारक आढळले.
- 18) राष्ट्रीय अध्यापक शिक्षण परिषदेचे निकष व मानकानुसार मैदानी खेळाकरिता पर्याप्त मैदान असून ॲथलेटिक्स ट्रॅक, ट्रॅकमध्ये लांब उडी पीट, थ्रोवींग इव्हेंटकरिता जागा, बास्केट बॉल कोर्ट, बॅडमिंटन, व्हॉलीबॉल, कबड्डी, खो-खो, हॉकी, फुटबॉल, हॅन्डबॉल, टेनिस, क्रीकेट इ. चे मैदानाचे प्रमाण समाधानकारक असून स्विमिंग पुलचे प्रमाण मात्र फारच कमी आढळले.
- 19) वैयक्तिक खेळाकरिता व मैदानी खेळाकरिता राष्ट्रीय अध्यापक शिक्षण परिषदेनुसार अनिवार्य असलेल्या साहित्यांचे प्रमाण समाधानकारक आढळले.
- 20) विद्यापीठ अनुदान आयोगाच्या नियमानुसार सर्व शिक्षक व शिक्षकेत्तर कर्मचाऱ्यांना वेतनश्रेणी देण्याचे प्रमाण समाधानकारक आढळले.
- 21) विद्यापीठ अनुदान आयोगाच्या नियमानुसार सर्व शिक्षक व शिक्षकेत्तर कर्मचाऱ्यांना एकत्रित वेतन देण्याचे प्रमाण अगदी नगण्य असून मानधन देण्याचे प्रमाण कमी आढळले.
- 22) अर्धवेळ अधिव्याख्याता आणि प्रशिक्षित प्रशिक्षकांना विद्यापीठ अनुदान आयोगानुसार एकत्रित वेतन देण्याचे प्रमाण नगण्य स्वरूपाचे आढळले तसेच मानधन देण्याचे प्रमाणही कमी आढळले.
- 23) विद्यापीठ अनुदान आयोगानुसार कर्मचाऱ्यांच्या वेतनश्रेणीनुसार त्यांना क्वॉर्टर उपलब्ध करून देण्याचे प्रमाण नगण्य स्वरूपाचे असून सफाईगार व ग्राउंड मार्कर आदीसाठी क्वॉर्टरचे प्रमाण 0% आढळले.

- 24) राष्ट्रीय अध्यापक शिक्षण परिषदेच्या मानकानुसार कामाचे दिवस, तास, आठवडा असणाऱ्या महाविद्यालयाचे प्रमाण कमी आढळले.
- 25) राष्ट्रीय अध्यापक शिक्षण परिषदेच्या नियमानुसार महाविद्यालयात प्रवेशाकरिता विद्यार्थ्यांची गुणवत्ता, शैक्षणिक गुणवत्ता, लेखी परिक्षा, खेळामध्ये सहभाग, शारीरिक तंदुरुस्ती चाचणी आदी नुसार प्रवेश देण्याचे प्रमाण चांगले आहे. परंतु प्रवेशाकरिता अनिवार्य असलेल्या गुणांच्या टक्केवारीचे प्रमाण कमी आढळले.
- 26) राष्ट्रीय अध्यापक शिक्षण परिषदेच्या निकषानुसार संस्थेजवळ रू. 5 लक्ष व सर्व कर्मचाऱ्यांचा 3 महिन्याचा पगार देता येईल एवढी रक्कम असण्याचे प्रमाण समाधानकारक आढळले.
- 27) राष्ट्रीय अध्यापक शिक्षण परिषदेच्या निकषानुसार प्रत्येक वर्षाचे अंदाजपत्रक व अंदाजपत्रकाप्रमाणे हिशोब, खर्च वर्षाअखेर सनदी लेखापालाकडून तपासणे, व महाविद्यालयाची इमारत, खेळण्याचे क्षेत्र, ग्रंथालय, प्रयोगशाळा, विजेची फिटिंग, विद्यार्थी वसतिगृह, कर्मचाऱ्यांचे क्वॉर्टर, इ. करिता संस्था प्रत्येक वर्षी खर्च करण्याचे प्रमाण समाधानकारक आढळले.
- 28) महाविद्यालयाच्या ग्रंथालयाच्या पुस्तकांकरिता व प्रवास, वेगवेगळ्या ठिकाणी भेटी, ग्रंथालय, प्रयोगशाळा आणि सॉफ्टवेअरच्या खरेदीकरिता शासनाकडून मिळणाऱ्या रक्कमेचे प्रमाण नगण्य आढळले.
- 29) विद्यार्थ्यांना शासनाकडून मिळणाऱ्या शिष्यवृत्तीचे प्रमाण समाधानकारक आढळले तर शासनाकडून मिळणारी फी माफ सवलत, गुणवत्तेच्या आधारे विद्यार्थ्यांना मिळणारी फी माफ सवलत व शिष्यवृत्ती ह्यात मंजूर होणारे शिक्षण शुल्क आणि राज्य शासन व विद्यापीठाने वेळोवेळी ठरवून दिलेले वार्षिक शिक्षण शुल्कानुसारच विद्यार्थ्यांकडून ट्युशन फी आकारण्याचे प्रमाण अत्यल्प आढळले.
- 30) एकाच संस्थेच्या इमारतीत एकापेक्षा जास्त अभ्यासक्रम चालत असल्यास अशा महाविद्यालयात येणारा खर्च वेगवेगळा विभागून घेण्याचे प्रमाण नगण्य आढळले.

एकंदरीत राष्ट्रीय अध्यापक शिक्षण परिषदेनी निर्धारित केलेल्या बहूतांश निकषांची व मानकांची पूर्तता विदर्भातील विना अनुदानीत शारीरिक शिक्षण महाविद्यालयांनी केलेली नाही परिषदेने विहित केलेले निकष व मानकांच्या तुलनेत विदर्भातील विना अनुदानीत शारीरिक शिक्षण महाविद्यालयाची सध्यास्थिती अनुकूल व सकारात्मक आढळली नाही.

#### उपाययोजनेसंबंधी सुचना :-

आपली इच्छा असो वा नसो एकविसावे शतक येणारच आहे आणि सोबत येणार आहे एक विशाल तंत्रज्ञान व त्यातून निर्माण होणारी जटील प्रश्नावली. या तंत्रज्ञानाच्या लाटेत वाहून न जाता त्या लाटेवर स्वार होवून त्या तंत्रज्ञानाचा उपयोग करून आपल्याला हव्या त्या उद्दिष्ट्यांच्या दिशेने जावयाचे आहे.

आपण संकल्प करून निर्धाराने व एकदिलाने काम केले तर एकविसाव्या शतकात शिक्षणाच्या दृष्टीने सामोरे जाण्याचा मार्ग सुलभ होवू शकतो.

अध्यापक प्रशिक्षण अद्यावत, वर्तमान गरजांशी सुसंगत, प्रशिक्षणाद्वारे संवाहन कौशल्ये निर्माण होण्याकरिता व जगाच्या नकाशावर क्रीडा क्षेत्रामध्ये आपल्या देशाची मान उंचाविण्यासाठी तसेच एकविसाव्या शतकात भारत समर्थपणे उभा करण्यासाठी शारीरिक शिक्षण महाविद्यालयांचा गुणात्मक दर्जा वाढविणे आवश्यक आहे यासाठी काही उपाययोजना पुढील प्रमाणे प्रस्तूत करण्यात येत आहेत.

- 1) सर्व शारीरिक शिक्षण महाविद्यालयात विद्यापीठ अनुदान आयोग, विद्यापीठ व राष्ट्रीय अध्यापक शिक्षण परिषदेच्या मानकानुसार व महाविद्यालयातील प्रशासन व प्रशिक्षण यावर योग्य नियंत्रण व पर्यवेक्षणासाठी प्रत्येक महाविद्यालयात प्राचार्य असणे आवश्यक आहे.

- 2) महाविद्यालयात विद्यार्थ्यांच्या प्रवेशाकरिता विद्यापीठ लेखी परीक्षा सन 2004-05 पासून घेत आहेत. परंतु लगेच 1-2 महिन्यातच हा नियम शिथिल करण्यात आला, तसेच एकाही महाविद्यालयात विद्यार्थ्यांची शैक्षणिक गुणवत्ता व गुणांची टक्केवारी बघून प्रवेश दिला जात नाही, तसेच खेळामध्ये सहभाग, शारीरिक तंदुरुस्ती चाचणी घेवूनच प्रत्येक महाविद्यालयात प्रवेश दिला जातो असे प्रश्नावली भरून देतांना नमूद असले तरी प्रत्यक्षात मात्र तसे आढळले नाही. जी प्रशिक्षण महाविद्यालये शासनाच्या व विद्यापीठाच्या ध्येय धोरणानुसार पाठ्यक्रम परिणामकारतेने राबवित नसतील व जेथे **विद्यादानापेक्षा अर्थार्जणांचे** कार्य होत असेल अशी प्रशिक्षण महाविद्यालये बंद करावीत. शक्यतोवर शासनाने व राष्ट्रीय अध्यापक शिक्षण परिषदेने विना अनुदान तत्वावर प्रशिक्षण देणारे महाविद्यालय चालविण्याची परवानगी देतांना संबंधीत भविष्यकालीन आर्थिक तरतूद व ऐपत विचारात घ्यावी.
- 3) विद्यादान हे पवित्र कार्य समजून प्रशिक्षण देण्याचे कार्य व्हावे.
- 4) प्रशिक्षणाच्या प्रक्रियेत सर्वात महत्वाचा व जबाबदार घटक म्हणजे अध्यापक महाविद्यालय होय. **“विन्स्टन चर्चिल”** यांचे सुंदर वाक्य आहे.

**“First We build the home and then home builds us”.**

आपले अध्यापक महाविद्यालये सजीव, बोलके करणे एक आदर्श महाविद्यालय ठरेल असे प्रयत्न करणे आवश्यक आहे. अध्यापनाकरिता पात्र व योग्य असे प्राध्यापक नेमून पाठ्यक्रम सर्वांगपूर्ण व परिणामकारकरित्या राबविणे आवश्यक आहे.

- 5) एकविसाव्या शतकाच्या स्वागतासाठी आतुरलेल्या तरुण पिढीचे व इतरांचे व्यक्तिमत्व समर्थ असावे या दृष्टीकोनातून शिक्षण क्षेत्रात पुर्नरचना झाली पाहिजे. शिक्षणाचे हे आव्हान पेलण्याकरिता पात्र असा **षिक्षक** प्रशिक्षण संस्थांमधून घडविण्याचे प्रयत्न व्हावेत.
- 6) आधुनिक व अद्यावत प्रशिक्षण देणारा व क्रीडा व शारीरिक शिक्षणात पूर्णपणे प्रशिक्षित करणाऱ्या एन.आय.एस. सारख्या प्रशिक्षण संस्थांची राज्यनिहाय उभारणी व्हावी.
- 7) महाराष्ट्र विद्यापीठ अधिनियम 1994 च्या कलम 86 नुसार शारीरिक शिक्षण व इतर महाविद्यालयांना संलग्नीकरण देण्याचे अधिकार विद्यापीठांना आहेत. संलग्नीत महाविद्यालयाने संलग्नीकरण देण्यापूर्वी त्या महाविद्यालयाची विद्यापीठाद्वारे गठीत स्थानीय चौकशी समिती द्वारे चौकशी केली जाते त्यामूळे शारीरिक शिक्षण महाविद्यालयाच्या तपासणी साठी सीनिक चौकशी समितीद्वारे तयार करण्यात येणाऱ्या प्रश्नावलीत राष्ट्रीय अध्यापक शिक्षण परिषद व विद्यापीठ अनुदान आयोगाद्वारे विहित नियम, मार्गदर्शक तत्त्वे, निकष व मानके विचारात घेउन वस्तूनिष्ठ प्रश्न नमूद करण्यात यावे व या प्रश्नावली नुसार शारीरिक शिक्षण महाविद्यालयांची वस्तूनिष्ठपणे तपासणी करण्यात यावी व तपासणीअंती ज्या निकषांची व मानकांची पूर्तता व अमलबजावणी संस्थेने केली नसेल त्यांची कालबद्धरित्या पूर्तता करण्याबाबत संस्थेला कळवावे व जी महाविद्यालये या बाबीची पूर्तता करतील त्यांनाच विद्यापीठाद्वारे दरवर्षी संलग्नीकरण देण्यात यावे हे धोरण प्रभावी पणे राबविल्यास राष्ट्रीय अध्यापक शिक्षण परिषदेच्या निकष व मानकांची पूर्तता शारीरिक शिक्षण महाविद्यालये करतील. यादृष्टीने विद्यापीठांनी उदार धारण न ठेवता संलग्नीकरण बाबत कडक पाउले उचलणे आवश्यक आहे.
- 8) महाराष्ट्र विद्यापीठ अधिनियम 1994 च्या कलम 90 नुसार शारीरिक शिक्षण महाविद्यालये व इतर महाविद्यालयांच्या विद्या विषयक मानके व विद्या विषयक प्रशासनीक मानकांची 3 वर्षांतून एकदा तपासणी करण्याचे अधिकार विद्यापीठांना असून तंज्ञ व्यक्ती कडून महाविद्यालयांची तपासणी करण्यासाठी कलम 90 (2) मध्ये समिती निर्धारित केली आहे. या समिती द्वारे अद्यापही संलग्नीत महाविद्यालयांची तपासणी होत नाही ही गंभीर बाब आहे.

9) कलम 90 (2) अंतर्गत तंज्ञ समित्या गठीत करून विदर्भातील शारीरिक शिक्षण महाविद्यालये राष्ट्रीय अध्यापक शिक्षण परिषदेच्या निकषांची व मानकांची पूर्तता करित आहेत अथवा नाही या संदर्भात विद्या विषयक मानकांची तपासणी करावी. व तंज्ञच्या अहवालात दर्शविलेल्या त्रुटींची पूर्तता करण्याबाबत संबंधीत महाविद्यालयांना सक्ती करावी. जी महाविद्यालये विहित कालावधीत त्रुटींची पूर्तता करणार नाही अशा महाविद्यालयंचे संलग्नीकरण कलम 91 अंतर्गत खंडीत करावे अशी कार्यवाही विद्यापीठाद्वारे कालबध्दरित्या झाल्यास शारीरिक शिक्षण महाविद्यालयाच्या सद्यस्थितीत व दर्जात सूधारणा होवू शकेल.

यासारखे अनेक उपाय शिक्षक प्रशिक्षणाची गुणवत्ता व दर्जा वाढविण्यासाठी साठी करता येतील.

#### समारोप :-

शिक्षकांची परिभाषा करतांना म्हटले जाते की, “कनिष्ठ दर्जाचा शिक्षक कथन करतो व बहुतेक शिक्षकांचा कथनाकडे कल असतो, चांगला शिक्षक स्पष्टिकरण करतो, उत्तम शिक्षक दिग्दर्शन करतो आणि असामान्य शिक्षक प्रेरणा देतो”.

एकविसाव्या शतकाला सामोरी जाणारी पिढी उत्तम प्रकारे तयार करणारा शिक्षक आज हवा आहे. या शिक्षकामध्ये शोधबुद्धी, शास्त्रिय दृष्टीकोन, व्यवसाय नैपुण्य, आधुनिक अध्यापनाचे तंत्रज्ञान, राष्ट्रीय एकात्मता जपणारा व आंतरराष्ट्रीय सामंजस्य वाढविणारा, मानवी मुल्यांची जाण असणारा शिक्षक घडविण्याची जबाबदारी प्रशिक्षण संस्थेवर आहे.

प्रशिक्षण संस्था प्रशिक्षणांतर्गत कार्यक्रम व उपक्रम राबवून चांगले, योग्य, निपूण, कार्यक्षम, उत्साही व भावी काळातील शिक्षणाच्या ध्येय धोरणांना पेलणारे शिक्षक निर्माण होण्यास काही उपाययोजना हाती घेतील त्या दृष्टीने सतत प्रयत्नशील राहतील असा मला आत्मविश्वास वाटतो.

याच दृष्टीकोनातून संशोधनकर्तीने या संशोधनाद्वारे शिक्षकाच्या व्यक्तिमत्वात असणारे गुणविशेष व क्षमता, प्रशिक्षण संस्थांची परिस्थिती व स्वयंपूर्णता, प्रशिक्षणाचा पाठ्यक्रम व प्रशिक्षणार्थ्यांच्या समस्या यांचा शोध घेण्याचा प्रयत्न करून उपाय योजनेसंबंधी काही सुचना मांडल्यात. मला असा विश्वास वाटतो की, माझ्या या संशोधनाद्वारे जी थोडीफार महत्वपूर्ण माहिती उपलब्ध झाली आहे त्याचा निश्चितच उपयोग होईल.

शेवटी स्वामी विवेकानंदांनी ज्या उपनिययाद मंत्राची आपल्याला आठवण करून दिली त्याच मंत्राचा पुनरुच्चार करून सांगता करते.

“उत्तिष्ठत जाग्रत प्राप्यवरान निबोधत”.

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