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- Chief & Executive Ed

The Difficulties with Translation : Some Critical Observations**Dr. Leena Pandhare**

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Key Words : Teaching Translation, Scientific Text, Literary Text, Creativity, Structure, Content**Abstract :**

There is definitely a need for translation courses. Since this discipline is quite young, there is still a lot of scope for improvement and development. The teachers of translation should acquaint the students with some theory of translation. It will help the students to tackle translations in more comprehensive manner. The translator should be bilingual. He should have high degree of fluency in both the source language (SL) and the target language (TL).

This research paper deals with a few problems related to the methods of teaching translations at the graduate level. Can we teach how to translate or is it a creative work which needs fluency in two languages ? Though good translation is a creative work, there is a methodology too. For example, when translating from Russian into English, an understanding of the essence of the semantic correspondences both in Russian and English is required.

Translations Studies as a separate discipline is a comparatively new field, which gradually developed since the 1980's and began to come into its own a few years ago. Translation is a multi level and multilateral phenomenon and as such the study of translation should include both the structure and the content. Therefore one should first analyse the translated text, its structure and its content in order to understand the specific nature of the forms, types and genres of translation. One should see what the given text expresses or contains, who it is meant for and for what purpose it is translated.

The structure of any translated texts can not exist by itself. It is always connected to the original and both the text reflect the historical, social, cultural and linguistic reality.

When dealing with the study of translation one must remember the importance of the degree of creativity in different forms of translation. Translation on the level of language, when the whole activity of translation from the basic verbal text on the original to the newly created text of the translation is connected with language. The levels of talent and culture are equally significant. A scientific text is not so sensitive to form as is a literary text, in which the expressive potential of the form – the language – creates a lot of difficulties for the translator.

Shvetser in his book *Perevod i lingvistika* points out that 'The creative and non creative translation is present in every type of translation. They are closely interwoven, even though their proportion changes according to the genre of translation.'

Creative moments exist in all forms of translation but the level of creativity in literary translation is higher.

That is why it's essential for teachers for translation to acquaint the students with some theory of translation too. It would enable the students to do translations in more comprehensive manner. It is possible only at the M.A. level when the student already has a high degree of



fluency in both the source language (SL) and the target language (TL) and is able to use theory of practice in the translation process. The text – linguistic approach should be followed where the student is acquainted with several genres like popular science, scientific and technical literary and journalistic. The emphasis is on those texts where the achievement of semi-transfer equivalence is important.

The activities related to translation need not be done in separate classes at the part level. They can be integrated in to the existing course. Since there is a demand for translator course should be redesigned to include more translation activity together with the learning process of language. For example, a translation activity where the aim is to raise the awareness of the role of context an register could be taken up in the following way :

In step 1 : We can divide the text into three parts, form groups of three and give each group a different part to translate.

In step 2 : The students who were given the same text form three new groups in which they compare and discuss their translations, they try to agree on the best version.

In step 3 : The students go back to their original groups. Then they put the translated parts together and discuss it to make necessary changes.

In step 4 : All the students in the class compare and discuss different final versions.

These activities and discussions increase the students' awareness of the inevitable interaction between the SL and the TL that take place during any type of language acquisition.

The student who wants to become a translator must be able to sense the nuances in the semantics of both the SL and TL texts. For example, Russian verbal prefixes resemble English adverbial particles in their semantic functions, also indicating various qualities of action and states.

Thus the teachers of translations can make the students aware of the problems one may encounter while translating and explain them the ways and means of overcoming them. Ambiguities in the source text or subtle changes of meaning of loan words make the task of a translator more difficult.

Here are a few examples; in Russian, the word product often means merely 'substance' not necessarily the product of some specific operation or reaction. One comes across the word *sintez* being used by Russian authors to denote 'preparation' and not 'synthesis' as in chemistry.

It becomes more evident in modern times that the belief that anyone can translate without formal training provided he / She is to some extent bilingual, no longer holds good. Although there are persons who has natural talents for translation and who have qualified through didactic procedures, they are the exception rather than the rule.

This research paper can be concluded by adding that there is definitely a need for a translation process. In fact, this discipline is quit young and there is still a lot of scope for improvement and development. There is a Russian proverb which means in English, Learning is a continuous process !

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Use of ICT in Teaching Learning Process

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Language Learning and Technology

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Abstract:

The business of teaching English in India has had a history of more than 200 years. In the last few decades, the globalization has posed several challenges as far as the business of teaching and learning is concerned. Though the teaching and learning English do not have much hope as it has not been properly professionalized, the researcher hopes become if the technology is used properly, the business of teaching and learning English may be become meaningful and can be extended to English language learners across the country.

Keywords: Language Learning and Teaching, Use of Technology

Introduction:

The business of teaching in India is quite not fully professional, especially outside the elite institutions. However, the pressure of professionalization is increasing these days because of the hi-tech rapidly changing ambience of the period. In other words, to become effective users of the English, we need to exploit the possibilities of available technology to our benefits. The android mobile has provided the potential to become the finest user of English in today's world.

We generally consider in theory that we begin from the known to unknown. In other words, we must consider the experimental entity to analysis the theoretical implications. That is to say, I should begin from my own experience that how technology is being used in my college in the context of learning the English language (I am not considering here how students learn other languages and the varied realms of knowledge) We are aware that the management of our college has availed of the wi-fi, the smart boards leading to virtual classrooms, audio visual centre, the E-library, computer lab, students support centre etc. In this context, I would like to raise several questions as far as girls students of my college are concerned. Is the available technology is being used adequately? How many students use the Android phone in the college campus? How many students attend the computer lab and the student support centre? How the faculty exploits the available technology for the benefit of the students? What is the total impact of the technology and its use on the students in the context of the learning of English language. What is the financial status of the students? The students of this college come from varied castes, creed, religions, tribal communities, and different cultural backgrounds.

The following table displays the percentage of the students using technology in the college.

Sr.No	Students	Faculty using Technology	Change in Learners' Behavior (%)	Impact
01	Compulsory (FY,SY,TY B.A) & FYBCOM	Faculty (English Dept)	90%	Students are exposed to language skills i.e. LSRW
02	FY,SY,TY English Special Students	Faculty (English Dept)	95%	Students are exposed to LSRW and movie screening etc.

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Teaching and learning a language is a complex process. It involves psychological, intellectual, cultural, political and individual needs of a learner. We have a semi urban stuff of the students who have a good backlog in learning of the English language. The students are unable to construct a sentence in English of their own which is grammatically and semantically acceptable. The mother tongue interference plays a significant role in this context.

In the past we often complained that the stuff coming from Marathi medium schools does not have the sufficient exposure to the English language. Today the situation is exactly opposite. The students do have a technological access, which triggers the exposure of the English language. For instance, the virtual English classrooms are available on NET. The BBC access is easily available. In short, the best teachers of the English in the world are easily accessible on a single click. But we do not take advantage of it. The exposure is there through the technology, then what is wrong with the students who use in using the technology. I have a feeling that either we have not understood our students properly or faculties are not properly trained.

There is a good deal of lethargy among the students and teachers as well at large in 'Learning Something', but they are more inclined to use a technology for the entertainment and worthless, and trifling messaging and forwarding the dirt from one place to another. I, therefore, raise a question, why don't our students and teachers use the technology for the benefit society?

I am of the opinion that the social media including Facebook, WhatsApp, Instagram, twitter, blog, website etc. is largely distorting or rather devastating particularly the consciousness of the young. Yuval Noah Harari has pointed out the horrors of tomorrow in the whirl wind of the technology. He discusses the workings and logic of human society as a whole and ponders over what will happen in the near future. In the next a few decade the traces of future shall be either extinct or redundant. The point is that our near future is coloured by confusion and untraceable anarchy: that apart. In such a rapidly changing social and cultural contemporary academic world, what we need to do? It is an important question and we must address it. As a teacher of English, I argue that the available technology to the students must be used in the right light. In order to achieve such an objective, we need to organize several training programs for the students as well as teachers.


It is true that in the existing pressure of academia it is possible to exercise the technology and enhance the teaching and learning practice. All learning may be understood as a good habit formation process in terms of psychological implications. Whether learning and teaching of English as a profession has future or not may be a question of debate.

Aijaj Ahmad (1992 : 280) argues that the business of English teaching has not been fully professionalized especially outside the elite institutions. It seems that Ahmad's expectations appear higher to be very high and sensitized.

A large chunks of learner in English are from rural, semi urban and non-elite areas in our region. Never the less, in the last one and half decades, the expansion and possibilities of learning English are increasing because of the spread of the technical access. So as a teacher of English, we have to find out appropriate avenues to update our students, nurture the proper ambience of learning English and help them to become better and effective uses of the English language.

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Use of ICT in Economics

Dr. Deepa Kailas Holkar

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Introduction-

Information and Communication Technology (ICT) has taken a powerful Role in 21st century. Effect of the ICT on all sectors including education sector. The role of ICT is not only in distance education but also in classroom teaching learning process. This Technology is help to open up new possibilities. For individual and Institutional level this Technologies Powerful incentive has been reduced costs per student.

ICTs are a potentially powerful for educational opportunities. specially in this paper explain some treaks, How it is useful for Teaching – Learning process.

Evolution of Economics Education -

Economics is that field of knowledge which includes. Theories, Budget International Treads, Banking, Agricultural & Industrial performance. And a Economics Teacher is expected to train the students to these various knowledge fields. It is important for update of teaching methods. Apart from the chalk, and board method of teaching, A Teaching of Economics can very effectively put in to use of various techniques now the basic requirement for this is to have a smart classrooms and also provide e- tablets to the students of the college. Wi-Fi connectivity is re quire in the college. So that the students along with teacher can access the data from the server and upgrade the E-content on their tablets and also to access information in the educational domain Surveilliance solution will help in morning the college premises there by increasing the security of college.

Students are themselves very active in online learning, challenge is in making the backward students to digitally literate. There are many mobile apps for there benefit. Students and teachers should take initiatives to make these mobile applications more users friendly.

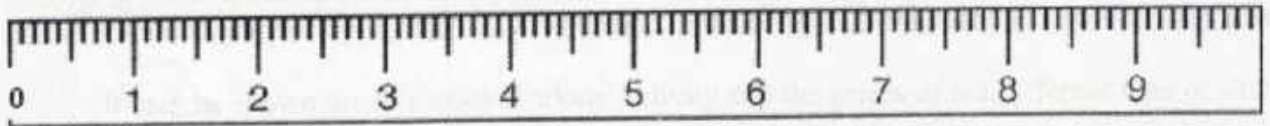
Through ICT manage some of treaks which are not only effective but also easy to adopt by students. IT aids plenty of the resources to enhance the teaching skill and learning ability.

Use of power point presentation is useful for attention of students. Student know the main concepts of and their relationship withother factors It also enables to show comparative charts, differences between the diagrams, various graphs, at a glance. which students grasping capacity increased

Playing videos further creates interest of subject and get the concept clearly There fore its use for carrier. Giving them example of a difference between production and productivity, Balance of trade and Balance of payment, price elasticity, Income elasticity and cross elasticity through the videos some of the ideas which is not only effective but also easy to adopt. for example types of elasticity ,Income elasticity – we use the scale [measurement] to explain the elasticity

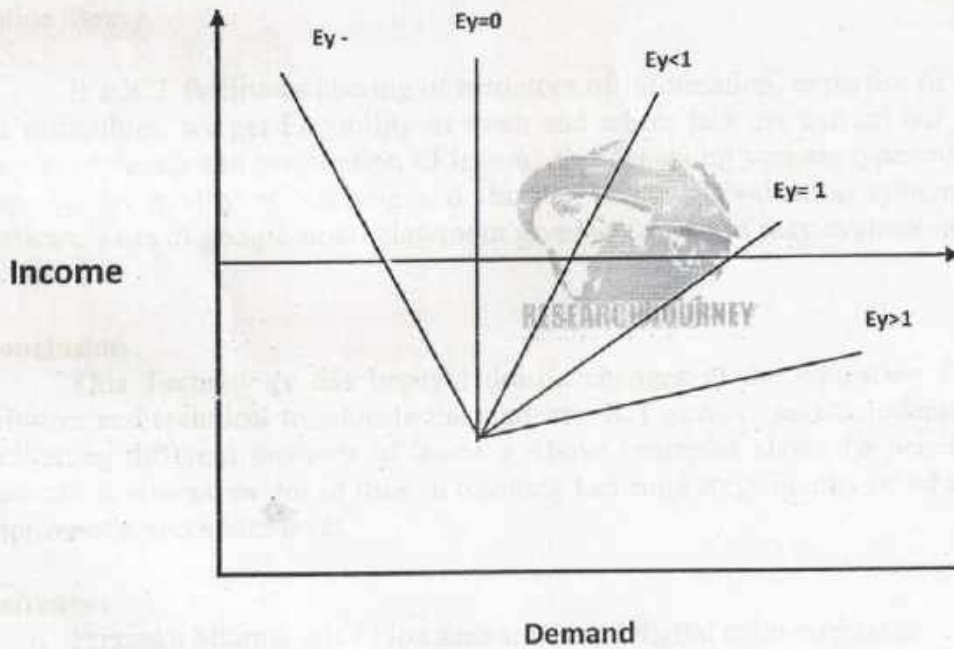

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This scale shows us a points which is compare the types of elasticity First it negative [-] If Income Increase the demand of Giffen goods decreased (because of the low quality of goods consumer parches quality goods because of the real Income increased) After we see zero in scale the elasticity is also zero It takes place when a change in income does not have an effect on the change in demand for a commodity The demand remains same irrespective of rise or fall in income for example, goods like salt, pins etc. the income elasticity will be zero

Less than one elasticity – when a change income brings about less than proportionate change in demand for a commodity but in the same direction one elasticity and then more than one elasticity this is a sequence of Income Elasticity diagram shows the types of elasticity



This diagram shows the type of elasticity which is easy to compare with scale.

At the time of the presentation of Government Budget in Loksabha session we also show live pICTure of discussion. student understand the various aspects of the budget and how it presented with micro analysis. Income and expenditures sources and after these process. They will understand the budgetary accounting is done under three heads 1.Consolidated Fund 2.Contingency Fund 3.Public Fund. The types of Government budget can be broadly divided into three groups(Surplus budget, Deficit budget and Balanced budget)but why our budget is Deficit budget. What is the logic for period of depression, deficit budget is prepared and for the period of inflation, surplus budget is prepared. Why tax is major source of income to the government(The non-tax sources include receipts by way of surplus from public sector units, fines, fees, grants,etc.at present central government of India gets less income from this sources) Student notice the Revenue receipts and capital receipts

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,effects of these taxes on the economy .Difference between Direct tax and Indirect tax. After showing and explain budget Mock presentation will arrange in the college is benefited to know the key points.

It may be shown the live stock markets Activity and the prices of the different type of shares. It will help them to know the function of the share market and job or business opportunities in the market.

Use of ICT in drawing a diagram it's also show the similarity in the diagrams like equilibrium of short run and long run period in perfect competition, monopoly and monopolistic competition. It's easy to show the simultaneously the similarity and difference in the diagram this method is also useful for Rent, wage, Interest and profit theory. At a glance student's keen observation help them to understand its Micro analysis for the study. For the study of State Economy, Indian and Global Economy, Teachers and students require authentic and up to date information(Statistical data) which is easy to available on the of Government Web sites and Government's Publications . Research scholars require the guidelines for their particular domain it's also available on the websites like shodhganga, dhanganga etc. It's give them appropriate guidelines. They also understand the researchers view. Many renowned universities offer online Certificate courses and Course material is also available on the website. An Online library facility is also avail we can get plenty of data on this online library.

It's ICT facilitates sharing of resources of information, expertise of any subject and advice for the difficulties, we get Flexibility in when and where task are carried out through the ICT. It's very easy to planning and preparation of lessons and designing various types of materials. It also helps to improve the quality of teaching and learning process. Evaluation system make easily through the software's use of google smart classroom gives us facility to easy evaluation.

Conclusion

This Technology has brought drastic changes in the education field. It's provides various software and technical to educate the students. ICT aims to assist students to develop personally by facilitating different methods of learning.Above examples show the benefits of ICT for Economics students. It also saves lot of time in teaching Learning stage.quality of education and research can be improve at a maximam level.

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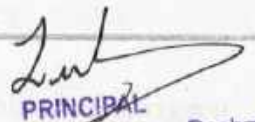
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सध्याचे युग हे माहितीचे युग म्हणून ओळखले जात आहे. विज्ञान तंत्रज्ञानासह कॉम्प्युटर, इंटरनेट अशा व्यापक आणि अफलातून प्रगतीमुळे अगदी खेडयात व दुर्गम भागातही माहितीचा सर्रास वापर होत असल्याचे चित्र आढळते. विज्ञानातील या नवीन बदलांमुळे, संशोधनामुळे जगाला झपाटून टाकले आहे. काळाच्या या विशाल लाटेवर स्वार होऊन मानवी संस्कृती विकासाच्या दिशेने इतक्या वेगाने आणि वेगवेगळ्या दिशांना निघाली आहे की त्याचे आकलन करतांना मती कुंठीत व्हावी सक्ताली जागे झाल्यापासून ते रात्री निद्राधिन होईपर्यंत सामान्यातील सामान्य मानवी जीवन शैलीत क्रांतीकारकरित्या बदल होत आहे.

कॉम्प्युटरमुळे मानवी जीवनाला एक वेगळा आयाम लाभला आहे. सारे जग या माहिती तंत्रज्ञानामुळे जवळ आले आहे. या माहिती व तंत्रज्ञानाच्या उत्क्रांतीत संगणकाने महत्त्वपूर्ण भूमिका बजावली आहे. त्यामुळे फक्त कार्यालयातच नव्हे तर शाळा-कॉलेज, घराघरात संगणकाचा वापर सुरू झाला आहे. दैनंदिन कामासाठी संगणक हा सर्वसामान्यांपर्यंत पोहचला आहे. आज या माहितीच्या महाजालात प्रवेश करायचा असेल तर संगणकाशिवाय पर्याय नाही. म्हणूनच संगणकाचा वापर आज सर्वत्र दिसू लागला आहे. कोणतेच क्षेत्र असे नाही की ज्याठिकाणी संगणकाचा वापर वाढत आहे. त्यामुळे संगणकाचे ज्ञान, प्रशिक्षण घेणे ही काळाची गरज आहे.

अध्ययन व अभ्यापन प्रक्रियेत या माहिती व तंत्रज्ञानाच्या मदतीने विकास साधला आहे. आज विविध क्षेत्रात संगणक शिक्षण हे महत्त्वाचे आहे. शालेय स्तरापासून अध्ययन व अध्यापन प्रक्रियेत माहिती व तंत्रज्ञानामुळे विकास झालेला दिसून येतो. अभ्यासाशी संबंधित विविध सखोल माहिती आज इंटरनेटद्वारे अध्ययन करतांना उपयुक्त ठरते. त्यामुळे व्यक्तीची शारिरीक वाढीवरोबरच बौद्धिक वाढ देखील झालेली आहे. इंटरनेटच्या वापराविषयी आजची युवापीढी अतिशय जागृत झालेली आहे.

अध्ययन-अध्यापन प्रक्रियेत माहिती व तंत्रज्ञानाच्या वापरामुळे आज शैक्षणिक क्षेत्रात संगणकाचा वापर पुढीलप्रमाणे दिसून येतो.

ई-लर्निंग : ब्रॅडन हॉल या शिक्षणतज्ञाने 'ई-लर्निंग'ची व्याख्या केली आहे, की जे शिक्षण संगणक व इंटरनेट तंत्राच्या मदतीने सीडी रोम (CD Rom), डिव्हीडी (DVD) इंटर अॅक्टिव टेलीव्हिजन ऑडिओ/ व्हिडीओ टेप्स यांसारख्या विविध प्रकारच्या इलेक्ट्रॉनिक माध्यमांचा वापर करून शैक्षणिक उद्दिष्टांची पूर्तता करते व शिक्षण केवळ पुस्तकी न राहता प्रयोगशील (Experimental) बनविण्यास उद्युक्त करते ते खरं ई-लर्निंग. सामान्यतः संगणक व इंटरनेट यांच्या सहाय्याने ज्ञान संपादनाच्या प्रक्रियेला 'ई-लर्निंग' म्हटले आहे. या प्रक्रियेमुळे तळागाळातील लोकांना अध्ययन करण्याची संधी उपलब्ध झाली. ज्ञानाचा विस्तार होण्यास मदत झाली.

ई-लर्निंगच्या संदर्भातील विविध योजना

1. एज्युसॅट (Edusat) या उपक्रमाची सुरुवात २००४ साली झाली. या उपक्रमाच्या अंतर्गत स्थानिक भाषेत शैक्षणिक कार्यक्रम दूरदर्शनच्या माध्यमातून प्रसारित करण्यात येतात. हा उपग्रह सोडण्याचा उद्देश भारतातील खेडयापाडयात शिक्षण पोहचवणे हा होता. या सॉटेलाईट क्रांतिने व दूरदर्शनच्या सक्रिय पुढाकाराने शैक्षणिक मशाल भारताच्या खेडोपाडी ६० टक्के पोहचली.
2. ग्यानदर्शन : प्रसारभारती व दग्नू (इंदिरा गांधी मुक्त विद्यापीठ) यांनी २००० साली या योजनेची सुरुवात केली व चॅनेलवर विविध विषयांवरील शैक्षणिक कार्यक्रम प्रसारित केले जातात.
3. यूजीसी शैक्षणिक कार्यक्रम : ई-लर्निंगच्या दृष्टीकोनातून विद्यापीठीय शिक्षणाचा दर्जा सुधारावा यासाठी CES



(Consortium For Education Communication) याची स्थापना झाली. या वेबसाईटवर विद्यार्थ्यांसाठी ई-कॉन्टेंट (e-content) विकसित करण्यात आले आहे. उदा. एखाद्या विद्यार्थ्याला फिल्म व टेलिव्हिजनसाठी 'स्क्रीट रायटिंग' चा व्हर्चुअल अथवा ऑनलाईन कोर्स करावयाचा असेल तर वर उल्लेखलेल्या संकेतस्थळावरील उपलब्ध मेनूमधील ई-कोर्सवर क्लिक करावे. याप्रमाणे विविध माहिती विद्यार्थ्यांना मिळू शकते.

4. इंटरनेट किऑस्क : काही स्वयंसेवी संस्थांच्या पुढाकाराने आणि आयटीआय सारख्या तंत्रज्ञान क्षेत्रात 'मानबिंदू' म्हणून नावाजलेल्या संस्थेच्या मदतीने संगणक व इंटरनेट गावा-गावात पोहचविण्याचा प्रयत्न केला जातोय. दुर्गम भागातूनही शैक्षणिक प्रकल्पाविषयी माहिती 'वर्ल्ड वाईड वेब'च्या मदतीने गोळा करतांना विद्यार्थी दिसतात. यामुळे अध्ययन प्रक्रिया सुलभ झाली आहे.

विकीपिडीया :

विकीपिडीया हा एक मुक्त ज्ञानकोश आहे. विकी हे सॉफ्टवेअर वापरून हा ज्ञानकोश तयार केलेला आहे. या संस्थेची सुरुवात २००१ साली झाली. या मुक्त ज्ञानकोशाचे वैशिष्ट्य असे की, या ज्ञानकोशाचे कुणीही सहज संपादन करू शकते. इंटरनेट उपलब्ध असलेली कोणतीही व्यक्ती याच्यात लेख लिहू शकते. विकीपिडीयाचा मुक्त ज्ञानकोश जगातील सर्व भाषांमध्ये लिहिला जात आहे. मराठी भाषेचा सुद्धा यात समावेश आहे. विविध विषयांच्या व्यापक परिघामुळे सहज शक्य असलेल्या चर्चा व सुधारणांमुळे आज इंटरनेटवरील सर्वाधिक वापरला जाणारा ज्ञानकोश झाला आहे. याच्या सहाय्याने अध्ययन व अध्यापन दोन्ही क्रिया सुलभ झाल्या आहेत.

युट्युब :

विविध प्रकारचे व्हिडिओ पाहण्यासाठी वापरण्यात येणारी जगातील सर्वात मोठी वेब साईट म्हणजे Youtube.com होय. गेल्या तीन-चार वर्षांत या वेबसाईटची लोकप्रियता खूप वाढली आहे. विद्यार्थ्यांना विविध विषयांवर व्याख्यान उपलब्ध होते. त्यामुळे अध्ययनातील अडथळे दूर झाले आहे. तसेच शिक्षकांना देखील स्वतःचे व्याख्यान रेकॉर्ड करून या वेबसाईटद्वारे प्रसिद्ध करता येते व स्वतःचे स्वतंत्र चॅनल सुरू करता येते. एकंदरीत अध्ययन व अध्यापनाची ही प्रक्रिया अत्यंत गतीशील बनली आहे.

व्हिडीओ कॉन्फरन्स :

या माहिती तंत्रज्ञानाच्या सहाय्याने संपूर्ण जग जवळ आले आहे. कारण अध्ययन प्रक्रियेत विद्यार्थी कोठेही असला तरी जवळ आले आहे. कारण अध्ययन प्रक्रियेत विद्यार्थी कोठेही असला तरी या माध्यमाच्या सहाय्याने तो तज्ञांचे व्याख्यान ऐकू शकतो, बघू शकतो आणि तो आपल्या समस्या सोडवू शकतो. तसेच अध्यापनाच्या दृष्टीने विचार केला तर एकाचवेळेस शिक्षकाला असंख्य विद्यार्थ्यांसोबत चर्चा करता येऊ शकते व आपली अध्यापन प्रक्रिया सुरळीत करता येऊ शकते.

या माहिती तंत्रज्ञानाच्या युगात अध्ययन व अध्यापन या प्रक्रियेचा झपाट्याने विकास झाला आहे. शिक्षणाच्या विविध संधी उपलब्ध झाल्या आहे व त्यातून ज्ञानाच्या कक्षा रुंदावल्या आहेत. शिक्षक व विद्यार्थी यांच्यात संपर्क होऊ लागला आहे. उदा परीक्षा फॉर्म सुरू झाल्याची माहिती विद्यार्थ्यांना ई-मेलद्वारे पाठविता येते. विविध प्रकारच्या सूचना विद्यार्थ्यांपर्यंत पोहचतात. त्यामुळे अध्ययन प्रक्रियेतील विविध अडथळे दूर झाले आहे. विविध विषयांचे संशोधन करणाऱ्या संशोधकास जगातील सर्व माहिती या माहिती तंत्रज्ञानामुळे उपलब्ध झाली त्यामुळे त्या संशोधकास संशोधनाची प्रक्रिया सुलभ झाली आहे.

ऑनलाईनच्या माध्यमातून विद्यार्थी घरबसल्या विविध कोर्स शिकत आहे. उदा. English Speaking, मराठी व्याकरण, विविध विषयांचे व्याख्यान इ. ऑनलाईन सुविधा उपलब्ध झाल्या आहेत.

माहिती व तंत्रज्ञानाच्या त्रिकासामुळे आज शैक्षणिक क्षेत्रात प्रगती झाली आहे व अध्ययन अध्यापन प्रक्रिया विकसित झाली आहे. म्हणूनच माहिती व तंत्रज्ञानाची शैक्षणिक क्षेत्रात महत्त्वाची भूमिका आहे.

अध्ययनातील भूमिका

1. शालेय स्तरापासूनच आज विद्यार्थ्यांना माहिती तंत्रज्ञानांतर्गत शिक्षण देण्यात येत आहे. उदा. संगणकाचे



प्राथमिक ज्ञान, स्मार्ट बोर्डचा वापर.

2. महाविद्यालयीन स्तरावरील माहिती तंत्रज्ञानाशी संबंधित शिक्षण. उदा. कॉम्प्युटर इंजिनिअर तसेच संगणकाशी संबंधित विविध कोर्सेस.
3. संशोधन स्तरावरील अध्ययन करणारे संशोधक विद्यार्थी यांना संशोधन करतांना माहिती तंत्रज्ञानाचा अतिशय फायदा होतो. उदा. शोधगंगा या वेबसाईटवर यापूर्वी ज्यांनी संशोधन केले आहे त्यांचे संशोधन विषय हाताळता येतात. त्यातून या विद्यार्थ्यांना नवीन माहितीची कल्पना येते.
4. मुक्तविद्यापीठातून अभ्यासिकेत विविध विषयांची ICTच्या माध्यमातून विविध माहिती संशोधनासाठी उपलब्ध होते.
5. विद्यार्थ्यांना त्यांच्या अभ्यासाशी संबंधीत सर्व माहिती गुगलवर व वेगवेगळ्या साईटवर उपलब्ध झाल्याने, विद्यार्थी स्वयंअध्ययन करतांना दिसून येतात.

अशा प्रकारे माहिती तंत्रज्ञानाच्या सहाय्याने विद्यार्थ्यांना दुरशिक्षणाचा लाभ झाला आहे व त्यातून त्यांच्या ज्ञानात वाढ झाली व रोजगाराच्या विविध संधी उपलब्ध झाल्या आहे.

अध्यापनातील भूमिका

1. विद्यार्थी हा शिक्षणातील जेवढा महत्त्वाचा घटक तेवढाच शिक्षक देखील अत्यंत महत्त्वाचा घटक आहे. आज बदलत्या काळानुसार अध्यापनाची पद्धती माहिती तंत्रज्ञानाच्या सहाय्याने बदलत आहे.
2. अध्यापनासाठी विविध तंत्रज्ञानाचा वापर वाढत आहे. उदा. प्रोजेक्टरच्या सहाय्याने विषयाचे सादरीकरण करता येते.
3. ऑनलाईन विविध क्लासेस चालवले जातात. उदा. इंग्लिश स्पीकिंग क्लास, विविध विषयांवरील व्याख्यान.
4. माहिती तंत्रज्ञानाच्या सहाय्याने अध्यापन केल्यामुळे विद्यार्थी अभ्यासाकडे आकर्षित होतात.
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संदर्भ

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7. Innovative Teaching and Learning Methods in Higher Education

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Abstract


Conventional methods of teaching and learning in higher education are on the threshold of being extinct and needs immediate alternatives. Conventional methods are not able cater Quality education in India as evident by the ranking of Indian universities and institutes in the global ranking. Innovation in teaching is not only accepted but effectively used. We, being lecturers and educators have to adopt innovative, creative and interesting methods in teaching for providing quality education and life long learning. The present research paper has provided some methods in teaching and learning in higher education. Cooperative learning method inculcates creativity and improves emotional intelligence. Problem based learning method discovers student's potentials and provides deep learning. Flipped classroom method supports learning at both levels theory and practice. Case study method encourages insight learning and develops problem solving. Small experiment method supports learning by doing and encourages self belief. Self learning method is self motivating, improves student focus and self control. Personalized learning method is challenging as it is subjective to student accordingly the teaching and style and approach changes. The research paper is based on available literature review. The researcher hopes that the innovative methods identified would encourage the lecturer in teaching and the student in learning.

Keywords: Problem based learning, cooperative learning, flipped classrooms, personalized learning

Introduction

Education plays a prominent role in shaping, transforming and developing the future of the country. Higher education where less percentage of students goes is a matter of concern. The educational institutions have a significant and decisive role in increasing the number of students entering into higher education and sustaining them. Higher education and its systems of


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implementation have their own obstacles and limitations. Education institutes have to provide quality education in parallel to the industrial and corporate needs and changes. Teaching and learning can be made interesting and application oriented if we adapt innovative methods of teaching and learning.

Teaching itself is a complex and interactive skill which requires courage and imagination. Lecturers who have depth knowledge can impart it deep in the students so that it has a long lasting effect on them. Teaching is also intentional and objective oriented. Teaching is a two way process as have collective and professional responsibility, in the same way the students also have the individual and personal responsibility to learn and acquire ideas, values, skills, procedures and methods through education. We, as teachers can be innovative in our approach in teaching and learning. The oxford dictionary defines innovation as "the introduction of novelties, the alterations of what are established methods".

In the 21st century the lecturers have to minimize the use of conventional method of teaching and embrace the innovative methods of teaching. The present paper focuses on innovative methods of teaching to be adopted as the need of the century.

Objective

To find out innovative and alternative methods of teaching and learning in higher education.

Research Methodology

Exploratory research method is used in the present research paper to analyze the data. The data was collected from available journals, books and online research papers.

Innovative methods: The following are the innovative methods suggested by the investigator for enhancing the teaching and learning process:

Cooperative Learning

Learning in classroom does happen in class only through individual or lecturers perception. But learning and doing activities, projects in groups and along with your peer's makes learner more perceptive. Cooperative learning can be performed through projects given to small groups, tasks of collecting, analyzing and presenting information. Cooperative learning develops emotional intelligence of student. As they learn to control, perceive and evaluate emotions of self and others. Use of ICT not only develops creative learning for cognitive abilities but also emotional aspects of students (Anderson, 2008). It is found that interactive teaching is


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superior to didactic teaching and that the former greatly improves academic success and promotes the inclusion of student who generally feel like outsiders (Crosling et al, 2008)

Problem Based Learning (PBL)

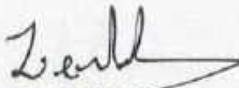
Problem based learning is associated to meaningful and potentially transformation approach to learning (Des Marchais JE, Vu NV, 1996). Some authors refer it as a discovery learning". It is also identified as constructivist pedagogy (Savery and Duffy, 1998). The definition of PBL is a subset of problem centered learning methods which is easily identifiable by the use of typically ill structured problems which precede and motivate learning and act as a whole vehicle for encouraging student ownership of the learning environment. Problem based learning empowers student independence and is primarily associated with the encouragement of deep learning (Southerland, 2008).

Problem based learning activates the previous learning of the learner towards a problem in specific and focused view and then elaborating the knowledge by reflection of learning experiences and discussions. Problem based learning is effective for life long learning, increases motivation and development of integrated knowledge base learning. Problem based learning offers greater quality of student learning (Greening, 1998). Problem based learning encourages student to empower in an unconstrained environment. In PBL student are more willing to express their ideas and they experience deeper learning as they are able to test their own concepts. PBL encourages discussions, problem solving and developing language skills (Krashen, 1998).

Flipped Classrooms

It is emphasized at the outset that an opportunity to participate in the learning process increases their sense of belonging, motivation and achievement (Asksham, 2004). Flipped Classrooms in which traditional activities conducted in class are now actually performed outside the class and vice versa. The notes taught in the class are provided to student online. A flipped classroom includes assignment, providing notes prior to the class, prompt feedback of individual or group and user friendly and easily accessible technologies. It also helps us to assess the level of understanding of students. Learning should be the result of lecturer motivation and facilitation and the student learning focused activities in which they are engaged and for which they assume ownership (Biggs, 1999).


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Case Studies

A discussion on case studies makes student active listener and participant. Attention of a student gets focused in understanding the case study being applicable and demanding in the market. A case study applies the various types of thinking to solve a case study and most important is the discovery of the insight learning, the core intelligence of the student. Logical thinking improves in group activity and ideas of solving the case study gets triggered like a chain reaction. Problem solving is an important aspect in learning (Rothwell, 2008).

Performing small experiments

Learning is at its best by doing. Small experiments related to the syllabus and based on the needs of the society. It is a learning experience for the students by observing the lecturer and by actually doing it and performing in front of other students. Doing an experiment encourages skills of explaining, teaching and self belief.

Self Learning

In recent times self learning has reduced. Learning for oneself knowledge, reading, writing, learning critical analysis and doing research. Self learning improves attention and interest during the lectures. The student can study at its own pace and is self satisfying. Self learning helps you personally as well as professionally. Problems encountered by the student can be identified and rectified by the lecturer. High quality learning outcomes are achievable provided that student assume greater control over their own learning (Boud, 1990).

Personalized Learning

Personalized learning is defined as "any customization of learning by an instructor". (Western Interstate Commission for Higher Education, 2015). Personalized learning is competency based learning which is used by lecturers for the students. Personalized learning in which the educator can use any approach or style of teaching which is effective considering the student background and interest (Personalized learning, 2014).

Conclusions: Following are the conclusions drawn from the research:

- Cooperative learning method encourages interactive and creative learning and develops emotional intelligence.
- Problem based learning utilizes student potentials, ownership of learning environment, integrated and deep learning and even developing language skills.

- Flipped classrooms method provide enhanced participation, learning both theory and practice, immediate feedback, notes prior the lecturers and increased focus of students resulting in better retention and retrieval.
- Case study encourages insight learning, logical thinking, and problem solving learning.
- Small experiment supports learning by doing, observing, explaining, teaching and boosting students self belief.
- Self learning method improves interest, attention, self motivation and results in quality learning.
- Personalized learning is effective when the numbers of students are less and teaching method can be subjective to student.

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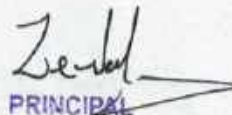

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Impact of ICT Tools on Learning and Recall

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Abstract:

Higher Education in India is in a transition period. Changes and challenges in education force us to change and modify our teaching methods. They also encourage us to get equipped with new and innovative tools of teaching and learning. These tools can surely bring an encouraging change in the present scenario of education. The teachers, lecturers and professor are the medium through which these quality changes can be achieved. The present research work investigates the impact of ICT tools on learning and recall. The objective of the study is to find out the impact of ICT tools on learning and recall. It also needs to find out the relation between learning and recall in teaching with use of ICT tools. The investigator has used two self prepared questionnaires. First is the Survey of learning questionnaire which has twelve statements and the response has to be given by selecting any of the four options viz., highly satisfactory, satisfactory, neutral and not satisfactory. The second is the Recall questionnaire. The investigator administered the two questionnaires with time interval of two days. The questionnaire was given to the respondent after the teaching session with the use of ICT tools such as Power point presentation, interactive board and videos. The sample was selected randomly and consisted of 20 students of second and third-year graduation of Arts faculty.

Keywords: Learning, recall, ICT tools

Introduction

Once we had world reputed universities like Nalanda and Takshashila, which were purely built upon our own ideas and simply not copied ideas" (Bhumia, 2017). No University or institute of India is in the first 100 ranking as per the Times group survey. We lack in innovation, research and Institute industry interaction(III). In India we have ignored the innovation in the higher education and we are following the foot prints of traditional teaching and learning methods. One way to bring innovation is to adopt, adjust and learn the ICT tools to develop teaching and learning methods. Innovation in technology is too fast to cope up or else we will become obsolete. We have to learn frequently and seriously to adjust with the development of ICT tools for effective teaching and learning.

The future requirement is to enhance student learning and improve learning outcomes. Learning should be need based and desired competencies are to be developed in students. The objective of the present research work is to find out the effectiveness of teaching with use of ICT tools. How these teaching methods have a relation with learning and recall on the students. ICT tools enhance quality and add values, nurtures the creativity and understanding of the students. ICT and its tools play an important role in transforming higher education in the 21st century in India.

World development report (2018) warns of a learning crisis in global education in its report. The importance of the reports can be sensed by the fact that it is first time world development report has been entirely dedicated to education. The report further says that there is huge variation in learning outcomes between low, middle and high income countries.

Review of literature

Intelligence refers to ability. Learning and thinking styles are not abilities but rather preferred ways of using ones own abilities (Dysdale, Roos & Schuytzt, 2001; Sternberg, 1997). To enhance

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those abilities the lecturer who has to take initiative. Learning should be the result of lecturer motivation and facilitation and the students learning focused activities in which they are engaged and for which they assume ownership (Biggs,1999). The lecturer can use ICT tools for better learning. Use of ICT develops creative learning for cognitive abilities and emotional aspects of student (Anderson, 2008). It has been shown that interactive teaching is superior to didactic teaching and that the former greatly improves academic success and promotes the inclusion of student who generally feel like outsiders (Crosling et.al, 2008). Online learning contributes to independent and lifelong learning, which raise student interest and motivation, develops learning strategies and stimulates the responsibility for ones education (Muzafarova & Kaya, 2014).

Use of internet and online discussion tools for educational purpose is fantastic among faculty but awareness about of online learning and educational videos is less among faculty members (Dhanani, Chavda, Patel & Tandel, 2015). ICT tools can also be used with other forms of learning. Blended learning has emerged in response to the increasing needs and demand to respond to divers students need, to provide engaging and meaningful learning experiences and to optimize increasingly scarce resources for higher education (Rao & Kumar, 2018). Apart from ICT tools for effective teaching the lecturer can use various online platforms of teaching and online leaning. MOOCs, Artificial intelligence and Internet of Things these have tremendous potential to bring significant values to higher education by engaging and motivating students and staff to increase speed of learning (Sardar, 2018). Digital learning aims to break the numerous barriers that are preventing people from receiving quality education in the physically bound classrooms. (Dhar & Dhar, 2017).

Objectives:

1. To find out the impact of ICT tools on learning.
2. To find out the impact of ICT tools on recall.
3. To find out relation between learning and recall in teaching with use of ICT tools.

Hypotheses:

1. ICT tools have positive impact on learning.
2. ICT tools enhance recall.
3. There is negative relation between learning and recall in teaching with ICT tools.

Research methodology:

Tools:

1. **Survey of learning (2019):** Self designed questionnaire was prepared by the investigator. The questionnaire contained of twelve statements. The statements were to be responded in four options viz., highly satisfactory, satisfactory, neutral and poor.

2. **Recall questionnaire (2019):** The questionnaire of recall consisted of ten statements to be responded in writing in brief. One of the question asked was respondent did she rehearse or not regarding the session taught. The last statement o the questionnaire gave choice to respondent to select how much percentage of the session does he/she actually remembers the day of filling the questionnaire. The questionnaire tests not only the memory of the respondent but also the reason due to which he/she remembered or forgot a particular part of the teaching session.

Sample

The investigator used 20 students of second and third year graduation for the present research. The students were from Arts discipline. Samples were selected randomly and the teaching sessions were provided at their convenient time for one hour each for teaching with use of ICT tools.



Statistical tool: The following statistical tool will be used for analysis:

- Mean

Procedure:

In the present study the investigator has administered two questionnaires to the respondents. The first was the Survey of learning questionnaire given after the teaching session was conducted using the ICT tools on the topic of self actualization. The second questionnaire of recall was administered to the students after a time interval of one day. The objective of the second questionnaire was to find out how much the students remember of the session taught. The ICT tools used in the teaching session were interactive board, videos and Power point presentation. The recall questionnaire was also given to respondents in their suitable time.

Data Analysis & Results:

Objective 1: To find out the impact of ICT tools on learning.

Hypothesis 1: ICT tools have positive impact on learning

Table no 1 Below table shows the no times the respondent selected the options in the learning experience with the use of ICT tools along with mean scores (N = 20).

	High Satisfactory	Satisfactory	Neutral	Not Satisfactory
No of Preference selected	145	90	4	1
Percentage	60%	37.5%	0.2%	0.05%
Mean	7.5	4.5	0.2	0.05

The above table shows that the respondents selected 145 (60%) times highly satisfactory option in the learning experience with the use of ICT tools collected through a survey of learning questionnaire. The mean score 7.5 indicates that out of 12 statement of the questionnaire 7.5 times highly satisfactory was being selected. This indicates that the respondents were highly satisfactory with the use of ICT tools in the teaching session. The results also indicate that the respondent selected 90 (37.5%) times satisfactory option in the learning experience collected by the survey of learning experience with a mean of 4.5. It revealed that the teaching session induced interest in the education, improved knowledge. The respondent shared in the questionnaire that they were stimulated during the learning session and would suggest the ICT tool to others.

Objective 2: To find out the impact of ICT tools on recall

Hypothesis 2: ICT tools enhance recall

Table no 2- The table below is the distribution of the responses given by the respondent in the recall questionnaire (N= 20).

Sr No	Referring specific example	Easy to remember	Difficult to remember	First and last to remember	Rehearsal	% of Recall
1.	PPT	Interactive board	Talked	Video/spoken	No	50%
2.	Group video	Video	spoken	Video/spoken	Yes	80%
3	Diagram in PPT	Interactive board	PPT slides	PPT/ Video	No	50%
4	Group video	PPT	Talking	PPT/Interactive	No	40%



				board		
5	Video	Video	PPT slides	Video/Video	Yes	60%
6	Video	Video	spoken	Video/ video		
7	Video	Interactive board	PPT slides	Interactive Board/ Video	Yes	60%
8	Group Video	PPT	spoken	Video/Diagram on PPT	No	50%
9	Video	Interactive board	Spoken	PPT/ Video	Yes	70%
10	Video	Video	Talking	Interactive board/ Video	No	30%
17	Group Video	PPT	Spoken	PPT /Video	No	30%
18	Video	Video	Talked	Video/ PPT	Yes	60%
19	Video	Video	PPT slides	Video/Video	Yes	80%
20	PPT	PPT	Spoken	Interactive board/ Video	No	50%

The above table indicates that the use of Power point presentation, videos and use of interactive board supports respondents to remember a specific example given during the teaching session. Most of the respondents found easy to recall the experience of the teaching session which they either saw on video or ppt. Researcher also found that the topic taught first and last were remembered better especially shown on PPT and video. The researcher observed that without giving any instruction on rehearsal of the topic taught still 30% of respondent's rehearsed at home. The study found that whenever the respondents rehearsed the topic taught there recall was 72%. This indicates that practice or rehearsal improves recall.

Objective 3. To find out relation between learning and recall in teaching with use of ICT tools.

Hypothesis 3. There is negative relation between learning and recall in teaching with ICT tools

Table 2 indicates that when respondents learnt with ICT tools they had better recall. This suggests that there is a positive relation in learning with ICT tools. The researcher also found that recall was better if the respondent rehearsed and repeated the taught. Thus the hypothesis was rejected as there was a positive relation between learning and recall in teaching with use of ICT tools.

Conclusions: The study found the following conclusions:

- ICT does have a positive impact on learning.
- ICT tools do improve recall.
- ICT tools have a positive relation with learning and recall in teaching with ICT tools.

Limitations:

- The study had limited sample and represented only one gender.
- The tests used in the study were not standard.

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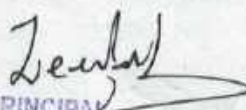
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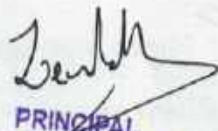
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हिंदी भाषा के अध्ययन – अध्यापन में सूचना प्रौद्योगिकी का उपयोग

डॉ. मिनल बर्वे

सहाय्यक प्राध्यापिका

कै. बिंदू रामराव देशमुख कला एवं वाणिज्य महिला महाविद्यालय,
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हिंदी एक सशक्त भाषा है। सदियों से भारत जैसे भारत जैसे बहुभाषी देश की सबसे बड़ी संपर्क भाषा होने के साथ-साथ, आज यह विश्व की तीनों सबसे बड़ी भाषाओं में से एक एक है। गत पचास वर्षों में हिंदी की शब्द संपदा का जितना विस्तार हुआ है उतना विश्व की शायद ही किसी भाषा में हुआ है। आज के आधुनिक युग में भाषा में हुआ है। आज के आधुनिक में भाषा का सामाजिक स्वरूप अधिक समृद्ध और व्यापक बना है। इसे समृद्ध और व्यापक बनाने में विज्ञान और प्रौद्योगिकी का बड़ा योगदान रहा है। समाज की संरचना के आरंभ से ही संदेशों को एक – दूसरे तक पहुँचाने और अपने भावों/विचारों एवं अनुभवों को भंडारित करने के रूप में प्रौद्योगिकी का विकास होता रहा है। यह विकास पत्थर के औजार बनाना, कृषि, चित्रकला के द्वारा सूचनाओं को भंडारित करना और मानव सभ्यता के विकास के साथ-साथ लिखित भाषा का विकास, मुद्रण, टेलिफोन आदि संचार माध्यमों के रूप में देखा जा सकता है।

आज सूचना प्रौद्योगिकी मानव जीवन की प्रत्येक गतिविधियों पर अपना प्रभाव डाल चुकी है। मानव जीवन सूचना प्रौद्योगिकी के प्रभाव से अनछूता नहीं है। भौतिक जगत और जीवन में सूचना प्रौद्योगिकी मानव की सहायता करती है। रेडियो, टेलिविजन, विभिन्न चैनल, कंप्यूटर, इंटरनेट, फैक्स, पेजर, सेल्युलर फोन, सिनेमी आदि इलेक्ट्रॉनिक माध्यमों ने हिंदी भाषा की समृद्ध बनाने में अवदान किया है। आज हिंदी मातृभाषा, राजभाषा, संपर्क भाषा, मानक भाषा के रूप में विकसित होकर सूचना प्रौद्योगिकी की भाषा बन गयी है। आज का हिंदी साहित्य मशीनी अनुवाद के द्वारा विविध भाषाओं में प्रकाशित हो रहा है और, विभिन्न भाषाओं का साहित्य हिंदी में आ रहा है। आज सूचना प्रौद्योगिकी के कारण भाषा कला, भाषा प्रशिक्षण, ध्वनी लिप्यंतरण, मुद्रण सहयोगिता, डाटा भंडारण, पुनप्राप्तीकरण, संपादन, संचालक, संख्यांकन, ग्रामर, चेक, मशीनी अनुवाद आदि भाषिक कार्य सहज संभव हो रहे हैं। आज हिंदी में अनेक पोर्टल भी प्रारंभ हो गए हैं। पोर्टल के माध्यम से देश-विदेश की, खबरे वर्गीकृत विज्ञापण, कारोबार संबंधी सूचनाएँ, शेअर बाजार, शिक्षा स्वास्थ्य, मौसम, खेलकूद, पर्यटन, साहित्य, संस्कृति, धर्म, दर्शन आदि के बारे में ताजा जानकारी प्राप्त की जा सकती है। 'ज्ञान अनंत है, इसकी सीमा नहीं है। सह हमेशा बढ़ता रहता है। इसलिए गव्यात्मक है। कुछ ज्ञान संचित रहता है जो भविष्य के ज्ञान को आगे बढ़ाने में सहायता देता है। यह सूचनाओं के रूप में संचित रहता है। १

अंतः हम कह सकते हैं की सूचना प्रौद्योगिकी और प्रौद्योगिकी और हिंदी साहित्य का भी गहरा-रिश्ता है। भाषा, साहित्य और प्रौद्योगिकी का भविष्य बहुत ही उज्ज्वल है। हिंदी साहित्य हो अथवा अन्य भारतीय भाषाओं में लिखा साहित्य क्यों हो उसकी प्रस्तुति में प्रौद्योगिकी के माध्यम से रंजकना आ सकती है।

हिंदी भाषा के अध्ययन – अध्यापन में सूचना प्रौद्योगिकी का उपयोग इस विषय पर विचार करते हुए हमारी शिक्षा पद्धति पर विचार विमर्श करना आवश्यक है। पुरातनकाल में गुरुकुल शिक्षा पद्धति थी।



अभी जो है छात्रों को पढ़ने के लिए स्कूल, महाविद्यालय खुले किये है। इन दोनों स्तरों पर छात्र अपना अध्ययन करता था। गुरु-शिष्य का रिश्ता कुछ बना हुआ था। आज सूचना पौद्योगिक के जमाने में छात्रों को अधिक से अधिक सुविधाएँ प्राप्त हो रही है। पढाई के प्रति छात्रों की आस्था कम हो रही है। पुरानी शिक्षा पद्धती जैसे की प्राध्यापक अध्यापन करेंगे और बच्चे सुनेंगे। यह आज के जमाने में उचित नहीं है। आज का छात्र आधुनिक तंत्रज्ञान सूचना पौद्योगिकी के साथ जूझ होने के कारण घण्टों का ज्ञान उसे कुछ मिनटों में प्राप्त हो रहा है। आज के छात्र एक चौकट की पढाई, चौकट में जीना नहीं चाहते। उन्हें कुछ नया प्राप्त हो रहा है, कुछ कौशल्य प्राप्त हो रहा है ऐसी दिशा में रुची रखते है।

“जिस प्रकार संगमरवर के लिए शिल्प कला है उसी प्रकार मानवीय आत्मा के लिए शिक्षा है- ऐसा जोसेफ एडीसन कहते है।”

भ्रमणध्वनि, इंटरनेट के माध्यम से छात्र जीवन शैली, आरोग्य, वाणिज्य, भाषा, इतिहास, सिनेमा, सामान्य ज्ञान, राजकारण आदि सभी की जानकारी एक जगह बैठकर प्राप्त कर सकते है। इसलिए हमें पुरानी शिक्षा पद्धति बदलकर प्रत्यक्ष ज्ञान के आधार पर, कौशल्याधिष्ठित, नये तंत्रज्ञान पर शिक्षा पद्धति का निर्माण करने की आवश्यकता है।

सूचना पौद्योगिकी से जूड़े छात्रों के सामने अध्यापक की भूमिका भी बड़ी महत्वपूर्ण है। छात्रों की रुचि इंजिनियर, डॉक्टर बनने में होती है। तो महाविद्यालय की कला शाखा की ओर छात्रों की रुचि कम दिखाई देती है। ऐसी परिस्थिति में हिंदी भाषा का अध्यापन करना अध्यापक के लिए एक चुनौती है। परंतु यदि हम भाषा के अध्यापन में सूचना पौद्योगिकी का उपयोग करते है तो हमारा अध्यापन प्रभावी हो सकता है। हिंदी का अध्यापन करने से पहले प्राध्यापकों ने ई-बोर्ड, इंटरनेट, संगणक आदि का उपयोग कर अपने पाठ की तैयारी करने की आवश्यकता है।

हिंदी साहित्य की कहानी की कहानी, कविता, नाटक, उपन्यास, संस्मरण, रिपोर्टीज ये विधाएँ है। हिंदी का उच्च शिक्षा का पाठ्यक्रम यदि देखा जाए तो कथा, कविता, नाटक, हिंदी साहित्य का इतिहास, काव्यशास्त्र, भाषाशास्त्र, अनुवाद विज्ञान, कोई लेखक, कवि, लोकसाहित्य आदि के रूप में होता है। अध्यापक ने कहानी पढाते समय लेखक परिचय, मुख्य उद्देश, कहानी के पात्र इसका पॉवर पॉइंट प्रेजेंटेशन करके कहानी कक्षा में पढा सकते है। साथ ही इंटरनेट पर जो लेखक है उनकी तस्वीर दिखाकर उनकी रचनाएँ दिखा सकते है।

कविता का अध्यापन करते समय ई बोर्ड पर कक्षा में कविता प्रत्यक्ष छात्रों के सामने रखकर अध्यापन कर सकते है। उसके समकक्ष किसी कवि की कविता है तो वह भी दिखा सकते है। कभी कभी इंटरनेट पर कविता या गजल के व्हिडीओ उपलब्ध होते है तो अध्यापन करते समय वह प्रत्यक्ष अनुभूती दे सकते है। कविताओं में प्रकृतिवर्णन, पहाड़ों का वर्णन, श्रृंगार वर्णन आता है ऐसे समय छात्रों को सूचना पौद्योगिकी के माध्यम से दिखा सकते है। आजकल छात्रों के पास भ्रमणध्वनि होते है तो उन्हें विषय के अनुसार साईट बता सकते है।

नाटक विधा में एक लम्हा संवाद होता है। यदि अध्यापक छात्रों के सामने उन संवादों की चर्चा करें तो भी इतना ज्ञान छात्रों को नहीं होगा। जितना अध्यापक उस नाटक का व्हिडीओ प्रत्यक्ष दिखाएंगे। यदि एक अंक का व्हिडीओ छात्रों को दिखाकर पढाया जाए जो छात्रों पर जल्दी प्रभाव बना रहेगा।

हिंदी साहित्य का इतिहास पढाना और छात्रों के समझ में आना यह एक जटिल प्रक्रिया है। यदि अध्यापक हिंदी साहित्य के कालविभाजन अनुसार कुछ आकृतियों से संबंध जोड़कर प्रत्यक्ष रूप से कालनुसार छात्रों को पढाते है तो हिंदी साहित्य का इतिहास छात्रों के जल्दी समझ में आएगा। एक बार अध्ययन - अध्यापन में सूचना प्राद्योगिकी के अनुसार कोई पाठ तैयार किया है तो छात्र कभी-भी उसे देख सकते है।

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भाषाशास्त्र को पढ़ाते समय शब्दों के उच्चारण, व्याकरणिक दृष्टिकोण, पाश्चात्य विचार, ध्वनियाँ आदि की जानकारी वीडियो के माध्यम से छात्रों को दिखा सकते हैं ताकि उनको यह विषय आसान लगे।

अनुवाद एक कला है। आज गुगल, इंटरनेट पर बड़े- बड़े शब्दकोष हिंदी है। अनुवाद करते समय जब कभी समस्या होती है, शब्द के लिए प्रतिशब्द नहीं मिल रहे हैं तो सूचना प्रौद्योगिकी के माध्यम से उसे ढूँढकर अपना काम आसान हो जाता है। इसके प्रत्यक्ष उपयोग से छात्रों को अध्यायन करते समय तुरंत अनुवाद करके दिखा सकते हैं।

हिंदी का व्याकरण भी महाविद्यालयों के पाठ्यक्रम में है। जैसे की पत्रलेखन, विज्ञापण, साक्षात्कार, सारलेखन, निबंध लेखन, वृत्तांत लेखन, सूत्रसंचालन, कार्यक्रम संयोजन आदि व्याकरण को सूचना प्रौद्योगिकी के माध्यम से अध्यापक पढ़ा सकते हैं। जिससे छात्रों को व्याकरण सरल और सुबोध हो सकते हैं। साक्षात्कार जैसे पाठ्यक्रम को यदि पढ़ाना है तो रेडियो, टी.वी., इंटरनेट इस पर प्रस्तुत होनेवाले बड़े- बड़े व्यक्तियों के साक्षात्कार को प्रत्यक्ष छात्रों के सम्मुख रख सकते हैं, जिससे छात्रों में रुचि पैदा होगी।

अंतः आज ज्ञान का धरातल व्यापक है उसका कितना उपयोग अध्यापक अपने अध्यापन में करता है, इस पर छात्रों की रुचि निर्भर है। यदि कक्षा बिठाकर रखना एक चुनौती है। क्योंकि आज के छात्र सूचना प्रौद्योगिकी के तंत्रज्ञान में इतने डूब गये हैं कि रास्ते से आते - जाते हर पल, हर क्षण, कहीं भी धमणध्वनी के माध्यम से जानकारी हासिल करते हैं।

भाषागत अध्ययन और विश्लेषण के लिए संगणक प्रौद्योगिकी का उपयोग बहुत सरलता से किया जा सकता है। आज 'अभिकलनात्मक भाषिकी' भाषाविज्ञान की एक शाखा बन गई है। कम्प्यूटरीकृत सांख्यिकीय अध्ययन, विश्लेषण, शब्दविश्लेषण, उपसर्ग, निपात विश्लेषण जैसे व्याकरणित अध्ययन, लेखन शैली का विश्लेषण, और विविध भाषाओं के शब्दों के आपसी सम्बन्ध, साहित्यिक और भाषा वैज्ञानिक अध्ययन के लिए संगणक प्रौद्योगिकी का व्यापक रूप में अध्यापक अध्ययन में उपयोग कर सकते हैं।

स्पष्ट है की दुनिया अत्यंत नजदिक है। इस प्रक्रिया में इंटरनेट की भूमिका महत्वपूर्ण है। इंटरनेट पर साहित्यिक और साहित्यत्तर रचनाएँ उपलब्ध होती हैं, इससे छात्र विविध साहित्यिक तथा वैचारिक पुस्तकों से जुड़ेंगे। आज अनेक हिंदी और अन्य भारतीय भाषाओं की पत्र-पत्रिकाएँ संगणक जैसी प्रौद्योगिकी के कारण इंटरनेट के जरिए प्रारम्भ हो चुकी हैं। टाइम्स ऑफ इंडिया, हिंदुस्तान टाइम्स, नवभारत टाइम्स, इण्डिया टुडे जैसी अनेक वेब पत्रिकाएँ प्रकाशित हो रही हैं, इसका उपयोग अध्ययन अध्यापन में अध्यापकों करना चाहिए।

भारतीय भाषाओं में सूचना प्रौद्योगिकी के प्रचार - प्रसार हेतु सूचना प्रौद्योगिकी विभाग ने भारतीय भाषाओं में फॉन्ट निशुल्क उपलब्ध करने की कोशिश की है। " सन १९७८ में विभिन्न विश्वविद्यालयों और सरकारों ने मिलकर यूनिकोड कंन्शेरसियन नाम की संस्था गठित की। उसके बाद यूनिकोड के पहले वर्जन में हिंदी भाषा शामिल है। इसमें फॉन्ट मिलन की समस्या हल होती है।" अंतः हम कह सकते हैं की सूचना प्रौद्योगिकी का ज्ञान व्यावहारिक ज्ञान है, जिसे अर्जित करना पड़ता है और निरंतर अद्यतन भी। सूचना प्रौद्योगिकी ने मानव जीवन को नई राह दी है। परिवेश या परिस्थिती के प्रति सचेत रहने की दृष्टी प्रदान की है।

हिंदी के अध्ययन - अध्यापन में अध्यापक ने पढ़ाते समय ई-लायब्ररी, ऑनलाईन शब्दकोष इसका उपयोग करना चाहिए। आज कई साहित्यकार वेब राइटर बन गये हैं। अंतः पत्र- पत्रिकाएँ, रेडियो, दूरदर्शन, चैनल, कम्प्यूटर, इंटरनेट और दूरसंचार माध्यमों ने हिंदी भाषा को समृद्धता प्रदान की है। हिंदी आज मुद्रण, टंकण कम्प्यूटर, इंटरनेट, ई-मेल, वेबसाइट, सॉफ्टवेयर की भाषा बन गई है।



निष्कर्षतः सूचना प्रौद्योगिकी के ज्ञान का भण्डार सामान्य से लेकर सामान्य से लेकर असामान्य तक, छोटे से लेकर बड़े तक, विश्व के एक कोने से दूसरे कोने तक फैला हुआ है। एक अध्यापक होने के रिश्ते से इन ज्ञान के कणों को चुनकर अपने अध्यापन में सुधार लाने की आवश्यकता है। आज का छात्र प्रत्यक्ष कौशल्याधिष्ठित ज्ञान के लिए अधीर है। आज का छात्र देश का एक भावी नागरिक है। इस दृष्टि से देखने पर अपनों अध्यापन प्रभावी होने के लिए अध्यापक ने सूचना प्रौद्योगिकी का उपयोग करना अनिवार्य होता है।

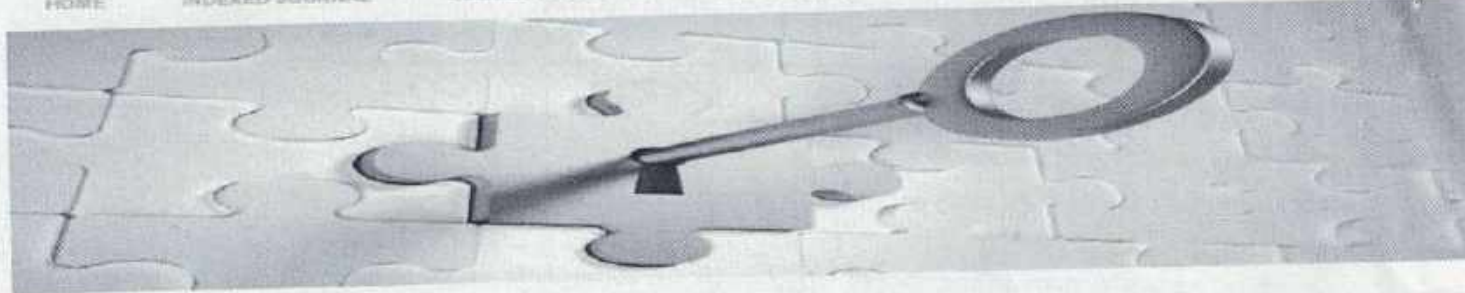
शिक्षा में सूचना प्रौद्योगिकी का उपयोग शिक्षा की प्रभावशीलता को बढ़ाते हुए अध्यापन और अध्ययन की गुणवत्ता बढ़ाता है। छात्रों को पारंपारिक कक्षा के वातावरण की तुलना में प्रौद्योगिकी वर्धित वातावरण में पढ़ना ज्यादा स्फूर्तिदायक और रुचिकर लगेगा।

संदर्भ ग्रंथ सूची

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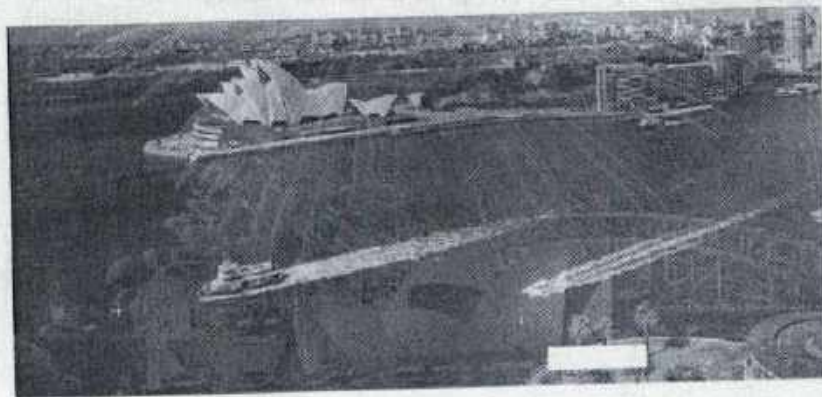
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'अनुवाद की समस्याएँ एवं उपाय'

डॉ. मिनल बर्वे

कै. बिंदू रामराव देशमुख

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आदिम मनुष्य से आधुनिक मनुष्य तक मनुष्य विकास के केंद्र में उसकी वाक् शक्ति या वाणी दिखाई देती है। यही वाकशक्ति आगे चलकर भाषा में परिवर्तित हुई। एक दूसरे को जानने की इच्छा ने मनुष्य में जब जिज्ञासा निर्माण हुई तो विचारों के आदान-प्रदान में भाषा की बाधा आ गई और तभी एक व्यक्ति के विचार दूसरे तक पहुँचाने के लिए ऐसे व्यक्ति की आवश्यकता महसूस हुई होगी, जो दोनों की भाषाओं को अच्छी तरह से जानता हो। यही से शायद अनुवाद की निर्मिती हुई।

प्राचीन काल से ही अनुवाद की आवश्यकता महसूस हुई। बैबिलोन की बहुभाषी संस्कृति के कारण अनुवाद की उपयोगिता अतन्वय साधारण थी। इस संबंध में डॉ. सुरेश कुमार लिखते हैं "ईसा के तीन सौ वर्ष पूर्व रोमन लोगों के संपर्क में आने पर ग्रीक से लैटीन में अनुवाद हुआ। बारहवीं शताब्दी में स्पेन में इस्लाम के साथ संपर्क होने पर युरोपीय भाषाओं में अरबी से अनुवाद हुआ।" १ संसार की सबसे अधिक भाषाओं में अनुवादित होनेवाली कृति 'बाइबिल' इस दृष्टि से एक महत्वपूर्ण रचना रही है।

अर्थात् किसी एक भाषा की सामग्री को दूसरी भाषा में रूपांतरित करना अनुवाद है। एक भाषा में व्यक्त विचारों को यथामंभव समान और सहज अभिव्यक्ति द्वारा दूसरी भाषा में व्यक्त करने का प्रयास अनुवाद है। जिस भाषा की सामग्री का अनुवाद किया जा रहा है वह 'स्रोतभाषा' और जिस भाषा में अनुवाद किया जा रहा है वह 'लक्ष्यभाषा' कहलाती है। डॉ. पूरनचंदन टंडन का मत है कि "अनुवाद एक सेतु है और अनुवाद ब्राह्मक अनुवादक को इस पार से उस पार सामग्री उठाकर ले जाने का दायित्व दिया जाता है।" २

अनुवाद करते समय भाषा के साहित्यिक भाव को बिलकुल वैसा ही दूसरी भाषा में लाना बहुत कठिन होता है। इसे वही व्यक्ति कर सकता है जिसमें साहित्यिक गुण हों। अच्छा अनुवादक वही है, जिसे साहित्य की गहरी समझ हो। अनुवाद भी एक तरह का रचनात्मक कार्य है जिसे पूरी जिम्मेदारी के साथ निभाया जाना चाहिए।

भिन्न-भिन्न आधारों पर अनुवाद में भिन्न-भिन्न भेद किये जा सकते हैं लेकिन मूलतः अनुवाद के दो प्रकार होते हैं- साहित्यिक अनुवाद व साहित्येतर अनुवाद। इन दोनों प्रकार के अनुवादों में कुछ मूलभूत अंतर है। यदि भाव और शब्दपरक अनुवाद के अनुपात को देखा जाए तो साहित्य में भावपरक अनुवाद की मात्रा बहुत अधिक व शब्दपरक अनुवाद की मात्रा बहुत कम या शून्य होती है, साहित्येतर अनुवाद में ठीक इसके विपरीत होता है। साहित्यिक अनुवाद में मूल शब्दों की हानि होने की संभावना प्रबल होती है। यहाँ साहित्यिक अनुवाद और उससे जुड़ी समस्याएँ इस पर विचार करणीय है।

स्रोत भाषा में लिखित साहित्य को लक्ष्य भाषा में अनुवाद करने को साहित्यिक अनुवाद कहते हैं। साहित्य की विधाओं में कविता, लघुकथा, कहानी, उपन्यास, एकांकी, नाटक, प्रहसन (हास्य), निबंध आलोचना, रिपोर्टाज, डायरीलेखन, जीवनी, आत्मकथा, संस्मरण, व्यंग्य, रेखाचित्र, पुस्तक समीक्षा, साक्षात्कार शामिल है। साहित्यिक कृतियों का अनुवाद, सामान्य अनुवाद से उच्चतर माना जाता है। साहित्यिक अनुवादक भावगु, स्वभाव, सूक्ष्म तत्वों का अनुवाद करने में सक्षम होना चाहिए।

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साहित्य समाज का दर्पण होता है। वस यही चीज है जो साहित्य अनुवाद को बेहद उत्तरदायी और कठिन कर्म बना देती है। किसी भी एक साहित्यिक कृति का उसकी मूल भाषा से लक्ष्य भाषा में अनुवाद करते समय कितनी ही सावधानियाँ बरतनी पड़ती हैं, भाषा को मूल रचना की भाषा में व्यक्त भाव, प्रतीक और विशेषताओं को लक्ष्य भाषा में वैसे ही उतारने होते हैं। साथ ही यह कृति सबको आत्मीय भी लगनी चाहिए। यह आसान काम नहीं है। अतः अनुवाद की समस्याओं पर विचार करणीय है।

काव्यानुवाद एक प्रकार भावानुवाद है जिसे अधिकांशतः कवि ही करते हैं, क्योंकि इसके लिए कवि की संवेदनशीलता की आवश्यकता होती है। काव्य में शब्द के स्थान पर प्रतीकों का उपयोग बहुतायत में होता है। यह गलत है क्योंकि सांस्कृतिक भिन्नता होती है। उदाहरण के लिए गंगा नदी पर लिखी किसी कविता का अंग्रेजी अनुवाद करते समय हमको इंग्लैंड की संस्कृति में गंगा जैसी पवित्र और मान्य नदी का प्रतीक खोजना होगा। अन्यथा गंगा के प्रतीक को अगर वैसे ही उपयोग किया गया तो लक्ष्य पाठक को भारत में गंगा की महत्ता को अलग से समझाना होगा।

इसी प्रकार से यह कतई आवश्यक नहीं है हिंदी में "चरण कमल बंदो हरिराई" में जिस तरह से चरण को कमल की कोमलता का प्रतीक माना गया है वैसे किसी अन्य यूरोपीय या भारतीय भाषाओं में भी हो। इन सबके अलावा छंदबद्धता, विम्बविधान, कल्पना, मधुरता, लय, संरचना, अलंकारादि भी काव्यानुवाद को जटिल कर समस्याएँ पैदा करते हैं।

नाटक का अनुवाद करने में अनुवादक को उसकी संवादात्मक प्रकृति को बनाए रखना एक समस्या है क्योंकि उसके पात्रों के समस्त गुणों को लक्ष्य भाषा के पात्रों में ठीक उसी तरह से दिखना चाहिए। उदाहरण के लिए भारतीय परिवेश में राजा हरिश्चंद्र के डोमवाले चरित्र को दर्शाने के लिए अंग्रेजी में उसी प्रकार का कोई कार्य प्रतीक खोजना होगा।

नीकर और स्वामी के बीच के संवाद में यूरोपीय भाषाओं में नीकर द्वारा स्वामी के नाम/उपनाम के साथ 'मिस्टर' पूर्वसर्ग लगाकर संवादों को प्रस्तुत किया जा सकता है लेकिन हिंदी में ऐसा संभव नहीं है। बल्कि हिंदी में ऐसा करना नाटक के प्रवाह को बाधित करेगा। मुहावरों तथा लोकोक्तियों का प्रयोग, नाटक में अभिनेता के संवादों के शब्दों का चयन में सब भाव या विशेषता को अनुवादक द्वारा लक्ष्य भाषा में उतार पाना एक बिकट समस्या होती है।

कविता, नाटक की ही तरह कहानी, उपन्यास अथवा कथा साहित्य में सर्जना का स्तर किसी भी तरह से हल्का या कम नहीं होता है, इसीलिए इसका अनुवाद किसी भी तरह से सहज या सरल क्रिया नहीं होती है। कथा साहित्य में पूरे पाठ को एकल इकाई के रूप में प्रस्तुत व ग्रहण करने से ही उसका अर्थ स्पष्ट होता है। प्रत्येक कड़ी अगली या पिछली कड़ी को अर्थ प्रदान करती है। इस तालमेल को अनुवाद में कायम रख पाना एक समस्या हो सकती है। अनुवादक कभी कुछ हटाता है तो कभी कुछ जोड़ता है। इस सारे कार्य और गतिविधि के साथ उसे मूल पाठ के भाव को बनाये रखना पड़ता है। स्रोत एवं लक्ष्य भाषा में सही प्रतीकों का चयन यहाँ भी उतना ही कठिन और समस्याप्रद होता है। 'चरण स्पर्श' का समतुल्य यूरोपीय भाषा में खोजना एक समस्या है।

अतः स्पष्ट है अनुवाद एक अत्यंत कठिन दायित्व है। रचनाकार किसी एक भाषा में सर्जना करता है, जबकि अनुवादक को एक ही समय में दो भिन्न भाषा और परिवेश को साधना होता है। रवींद्रनाथ ठाकुर ने एक बार पंडित बनारसीदास चतुर्वेदी से कहा था : "हिंदी में पढ़ लेता हूँ सामान्यतः उसका अर्थ भी समझ लेता हूँ, किन्तु शब्दों के साथ जो वातावरण लिपटा होता है, उसे मैं नहीं समझ सकता। सच तो यह है कि शब्दों के साथ लिपटे हुए वातावरण का ज्ञान मुझे अपनी भाषा को छोड़कर और कहीं भी नहीं होता, यहाँ तक कि अंग्रेजी में भी नहीं।"

अर्थ का अनर्थ तब ज्यादा ही होता है जब हम शब्दशः अनुवाद कर देना चाहते हैं। हर भाषा की अपनी एक खास प्रकृति है। इसलिए जिस भाषा में हम अनुवाद कर रहे हैं उसकी प्रकृति, उसके मिजाज का रक्षण आवश्यक हो जाता है। अनुवादक ने हमेशा व्याकरणिक संरचना, अर्थग्रहण, भाषा की सृजनात्मकता का रक्षण भाषा की

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गतिशीलता के आधार पर ध्यान रखकर अनुवाद करना चाहिए। "ईमानदारी वह नीति है, जो सभी प्रकार की सामाजिक समस्याओं का निराकरण कर सकती है। ४

अतः हमने साहित्य के अनुवाद की विभिन्न प्रक्रियाओं का अध्ययन किया। अनुवाद करते समय कृति में निहित भाव या संवेदना लक्ष्य भाषा की अभिव्यक्ति में निहित है। अनुवादक को साहित्य का तात्विक ज्ञान होना जरूरी है। अनुवादक ने यह ध्यान रखना चाहिए कि मूल पाठ के 'भाषाई स्वत्व' की रक्षा कर सके। इसके बाद वह 'प्रतिस्थापन' करता है याने अनुवाद को मूल से बिठाकर कृति की आंतरिकता से संगति बिठाता है और तुलना करके गुण-दोष को समझना चाहिए। अनुवादक ने अनुवाद करते समय मुहावरों, लोकोत्तियों के साथ रचना की विषयवस्तु, कृति की शैली तथा कृति की समग्र लय की बारिकियों को भी देखना चाहिए, उसके बिना साहित्यिक कर्म मानते हुए अनुवादक ने उसे सर्जनात्मक बनाना चाहिए तभी अनुवाद कार्य सफल हो सकता है।

आज अनुवाद को आधुनिक युग की माँग की पूर्ति कहना गलत नहीं होगा। उपयोगिता की दृष्टि से देखा जाये तो अनुवाद की उपयोगिता के विविध आयाम हैं। व्यक्ति और राष्ट्र की समस्या का अंतरराष्ट्रीय समाधान खोजा जाने लगा। व्यावसायिक और पेशेवर संबंध और मानवीय रिश्तों को विश्व के विभिन्न राष्ट्रों, देशों के बीच संप्रेषित करके ही अनुवाद की प्रासंगिकता बढ़ चुकी है। इस दृष्टि से हम कह सकते हैं कि कम्प्यूटर के युग में अनुवाद का भविष्य बहुत उज्वल है। डिजिटल कम्प्यूटर गणितीय आँकड़ोंद्वारा अंकीय कोश तैयार करके एक भाषा को दूसरी भाषा में कथनार्थ को रूपांतरित करने की क्षमता से संपन्न हो चुके हैं। अनुवाद की सरलता विश्व के समस्त ज्ञान विज्ञान को सर्व मूलभूत करवा देगी।

अनुवाद के माध्यम से अनुवाद की भाषा में विभिन्न शैलियों का भी उद्भव हुआ है। अतः अनुवादक ने अनुवाद प्रक्रिया की समस्याओं को दूर करके एक अच्छे एवं सफल अनुवादक की भूमिका में अनुवाद करें तो अच्छा साहित्य बन सकता है। जिससे ज्ञान में वृद्धि होगी। अतः अनुवाद का महत्व निर्विवाद है।

संदर्भ ग्रंथ सूची

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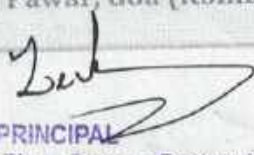
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डॉ. मिनल प्रमोद बर्वे

कै. बिंदू रामराव देशमुख कला और

वाणिज्य महिला महाविद्यालय, नासिकरोड

भ्रमणध्वनी : ९४२३९६८१८९

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स्वातंत्र्योत्तर हिंदी साहित्य के इतिहास में 'अज्ञेय' का नाम सर्वोपरि है। साहित्य की सभी विधाओं को अज्ञेय ने अपनी रचना शक्ति द्वारा विकसित किया है। अज्ञेय ने नये काव्य की विशेषधारा का नेतृत्व किया है। वे प्रयोगवाद के प्रवर्तक कवि हैं। यह उनकी अन्य कवियों से विशेष पहचान है। हिंदी के तारसतकों के रूप में उनका अधिक महत्त्व है। नई कविता के नाम से विख्यात वर्तमान हिंदी काव्य की एक सम्पूर्ण धारा को समझने के लिये अज्ञेय के काव्य को समझना आवश्यक है।

द्वितीय महायुद्ध के बाद का समय मराठी काव्य के लिए परिवर्तन का समय रहा है। १९४० से १९५० इस दशक में अपने काव्य प्रतिभा के द्वारा मराठी काव्य में विशेष योगदान कवि बा.सी.मर्ढेकर का रहा है। कवि बा. सी. मर्ढेकर भी एक युगप्रवर्तक कवि थे। कवि अज्ञेय एवं कवि बा. सी. मर्ढेकर के काव्य में मानवतावाद परिलक्षित होता है।

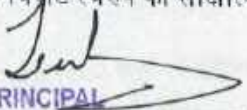
मानवता प्रत्येक मनुष्य के मनुष्यता का अनिवार्य तत्व है। मानवता गुण के कारण ही मनुष्य एक सम्पूर्ण मानव कहने का अधिकारी होता है। आज के भौतिकता से युक्त समाज में हर व्यक्ति अपने स्वार्थ पूर्ति में लगा है तथा मानव मनुष्यता की सीमा में इस प्रकार अंधा है कि वह अपने थोड़े से लाभ के लिए दूसरे का बड़े से बड़ा नुकसान करने में नहीं हिचकता। आज मानवता का हनन करने में समर्थ वर्ग सबसे आगे है।

अज्ञेय का मानना है कि प्रत्येक मानव मात्र में मनुष्यता का होना आवश्यक है। हृदय की धड़कन में मानव के लिए करुणा का भाव छिपा हो "मेरे हर सुख में/हर दर्द में, हर यत्न, हर हार में / हर साहस, हर आघात के हर प्रतिकार में/ धड़के नारायण तेरी वेदना / जो गति है मनुष्य मात्र की।" १

कवि की मान्यता है कि स्वतंत्रता प्राप्त कर मानव अपने अधिकारों तथा कर्तव्यों के प्रति पूर्ण रूप से जागृत हो जाता है। कवि कल्पना करता है ऐसे विश्व संसार की जहाँ व्यक्ति के आपसी सम्बन्ध मधुर होंगे। जहाँ ग़ोरे-काले का भेद मिट जाएगा तथा वे एक माला में पिरों दिए जायेंगे।

अज्ञेय का आधुनिक दृष्टिकोण यथार्थ के प्रति आग्रह का मूल उद्देश्य ही मनुष्य के सांस्कृतिक पुनर्जागरण का रहा है। मनुष्य को हताशा, कुशा, लघूता से उबारकर उसे स्नेह, प्रेम, मुक्ति, अहं विलयन आदि उदात्त मानवीय मूल्यों से सराबोर करना है, जिससे व्यक्ति अपने सर्वांगीण व्यक्तित्व के विकास के पश्चात्, समवाद के प्रति समर्पित हो जाए, अहं के सीमित दायरे से बाहर आकर उस विनाश स्वरूप का साक्षात्कार करें।


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अजेय के काव्य में प्रतिपादित मानवतावाद जो व्यक्ति मात्र में मुक्ति का, विश्वास का, दृढ़ता का संकल्प और उदात्तता को जागृत कर देता है। अजेय का विराट के प्रति आकर्षण, समर्पण की मुक्ति का एहसास, जीवन की क्षण भंगुरता आदि मूल्यों का बोध कराता है। इसलिए 'असाध्यवीणा' में अजेय लिखते हैं:

"रानी ने अलग सूना/ छंटती बदली में एक कौंध कह गयी .../ तुम्हारे ये मणि-माणक, कंठहार, पट-वस्त्र/सब अन्धकार कण हैं ये! आलोक एक है/ प्यार आनंद।" २

मानव से मानव का हाथ मिलकर जो एक विस्तृत सेतू बनता है वह मानव को ही पार उतारने के लिए है जो बहुसंख्यक मानव समुदाय की समस्या है, वह कवि की भी समस्या है। जीवन के हर क्षेत्र में कृपक, मजदूर, कचरा ढोनेवाले ऐसे सभी व्यक्तियों से कवि अपना संपर्क साधता है।

अपनी काव्ययात्रा में प्रायः सर्वत्र ही अजेय मानवता और समाज के प्रति अपने कर्तव्य बोध को स्थान देते रहे हैं। व्यक्ति चाहे लघुमानव ही क्यों न हो उसकी सुरक्षा तथा उसके स्वतंत्र विकास के वे पक्षधर हैं। अकेले दीप को गौरव देकर कवि जिस व्यक्तिवाद को प्रथम देते हैं वह मानवतावादी है किन्तु उसे पंक्ति को देने की इच्छा व्यक्त कर उसे समाज से जोड़ देना चाहता है। कवि का लक्ष्य एक ऐसे समाज की स्थापना से है, जिसमें व्यक्ति का महत्व होगा। व्यक्ति अपने अस्तित्व पर, अपनी स्वतंत्रता पर गर्व कर सकेगा। इसप्रकार अजेय की कल्पना के समाज में व्यक्ति और समाज दोनों का महत्व होगा।

अतः यह स्पष्ट होता है कि अजेय की सबसे महत्वपूर्ण स्थापना यह है कि मानव मूल्यों का खोत उसका विवेक है। मानव अपने अनुभवों को समृद्धशाली बनाता हुआ अपनी बुद्धि और विवेक पुष्ट करता चलता है। साहित्य के प्रति अजेय एक सच्चे मानवतावादी की निष्ठा से युक्त है।

मराठी के कवि वा. सी. मर्हेकर के काव्य में भी मानवतावाद का चित्रण परिलक्षित होता है। मर्हेकर को सारी धरती पापसृष्टा लगती है। मानवता का जन्म इस पाप में ही हुआ है ऐसा मर्हेकर को लगता है। फिर मानवता का भविष्य कौन-सा है ? इस प्रश्न का उत्तर वे देते हैं, वह बड़ा भयानक है, "कधी लागेल गा नख/ तुझे माझिया गळ्याला/ आणि सामर्थ्याचा स्वर/ माझिया गा व्यंजनाला।" ३

पाप में ही जन्म लेनेवाली मानवता एक नवजात बालक का रूप लेकर अपनी माँ को कहती है, "माँ मेरे जन्म में ही मेरा मृत्यु है, तुम्हारा नख लगाने से मेरी जो अंतिम आवाज निकलेगी वही मेरे सामर्थ्य का पहला और अंतिम उदगार है।"

मर्हेकर कहते हैं आज के मनुष्य के मन में अहंकार भरा हुआ है। वह शुद्र है वह पशु समान है। उसके ज्ञान की मर्यादा है। आज के यंत्रयुग में सुबह से श्याम तक इस संसार के चक्कर में मरमर मरनेवाला मनुष्य कभी भी सजग नहीं होता। नींद से जागना और सो जाना यह केवल शारीरिक क्रियाएँ हैं, यंत्रयुग की जल्दवाजी मर्हेकर कविता के माध्यम से अभिव्यक्त करते हैं। आज व्यक्ति के रूप में तथा समाज की अवस्था दयनीय हुई है। इसका दुःख मर्हेकर को होता है। आज मनुष्य चींटी का जीवन जी रहा है। मनुष्य डरपोक भ्रष्ट भावना का आशंका से व्याप्त मन के उत्साह हीनता के मर्हेकर ने छिलके निकाले हैं। "अशा येथल्या संसारात/जगण्याचाही चुकला पाढा:/ आणि शेवटी परिस्थितीचा/गळ्या खालती उत्तरे काढा।" ४

सामान्य लोगों के प्रति मर्हेकर के मन में दया की भावना थी। पूँजीपति लोग सामान्य लोगों पर अन्याय करने लगे तो ईर्ष्या, अहंता अमूया के इंजक्शन लगाकर आदमियों की भावनायें झडकती है। धर्म के



अन्धानुकरण का उदात्तीकरण होने लगा। सामान्य लोगों की भावनाएँ बोधरी होने लगी। उनके अंतर्ग्राम में अंधेरा छा गया। इसप्रकार सामान्य आदमी को शक्तीहीन किया गया। इसका चित्रण वे अपनी कविताओं के माध्यम से करते हैं।

समाज में उत्पन्न होनेवाली आर्थिक विषमता, भोगव्यथा, भीख माँगनेवाले वज्र यह भयानक स्थिति समाज में मर्देकर ने अनुभूत की। आज समाज का मानव कोई अमीरी में, कोई ऐश आराम में, कोई गरीबी में जी रहा है इसका दुःख मर्देकर ने अपनी कविता के माध्यम से व्यक्त किया है। इसलिए वे कहते हैं: "कुणि मारावे कुणी मरावें,/ कुणी जगावे खाउनि दगड;/ वितळवून कुणि आयुष्यांना/ओतावे अन सोन्याचे घडा" ५

अतः स्पष्ट है कि मर्देकर ने सामान्य मानव को अपनी कविता का विषय बनाकर उनकी व्यथा चित्रित की है। अज्ञेय और मर्देकर के काव्य के मानवतावाद पर विचार विमर्श करने के बाद यह परिलक्षित होता है कि दोनों कवियों के काव्य के केंद्र में सामान्य मानव है। अज्ञेय आत्मशुद्धि, मूल्यों की खोज द्वारा मनुष्य को दुख से हटाकर उन्हें मुक्ति प्राप्त हो और समाज का कल्याण चाहते हैं। मर्देकर केवल मनुष्य का दुख अपने काव्य में चित्रित करते हैं।

अज्ञेय व्यक्ति का विकास करके समाज का विकास करना चाहते हैं। व्यक्ति व्यक्ति के रिश्ते को जोड़ना चाहते हैं। मनुष्य स्वार्थी है वह दूसरे का नुकसान करता है। प्रत्येक मानव में मनुष्यता होनी चाहिए, कवि पूँजीपतियों का साथ नहीं देना चाहते। परंतु मर्देकर परमेश्वर को मानव की दुखमय स्थिति के लिए जिम्मेदार ठहराते हैं। अतः कवि अज्ञेय और बा.सी.मर्देकर के काव्य में मानवता का चित्रण हुआ है।

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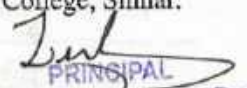
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समकालीन महिला लेखिका मन्मू भंडारी के उपन्यासों में स्त्री विमर्श

डॉ. मिनल प्रमोद बर्वे

कै. बिंदू रामराव देशमुख,

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मो.न. ९४२३९६८१८९

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स्वतंत्रता प्राप्ति के पश्चात अनेक महिला लेखनी की धनी बनी । इस समकालीन साहित्य में उषा प्रियंवदा, मृदुला गर्ग, शिवानी, कृष्णा सोबती मेहरुत्रिसा परवेज, मैत्रयी पुष्पा, अमृता प्रीतम, प्रभा खेतान तथा मन्मू भंडारी आदि ऐसे अनेक चर्चित नाम हैं जिन्होंने हाशिए पर धकेल दी गई नारी को साहित्य एवं समाज का केन्द्र बनाया । नए सपनें, नई आजादी, नई राहें, साथ ही नारी चेतना की नई उड़ान ने अंगड़ाई ली थी । ऐसे में मन्मू भंडारी ने अपनी पहचान अपनी सहजधर्मिता के कारण अलग ही बनाई । वे आज सर्वाधिक चर्चित महिला कथाकारों में से एक हैं । उनके साहित्य में वैयक्तिक चेतना और सामाजिक संदर्भों का चित्रण है। यहाँ मन्मू भंडारी के उपन्यासों में चित्रित स्त्री विमर्श पर विचार द्रष्टव्य है।

स्त्री विमर्श का अर्थ है- स्त्री के सम्बन्ध में चर्चा । 'कर्मभूमि' में प्रेमचंद ने कहा है- "पुरुष विकास क्रम में नारी से पीछे है । जिस दिन वह भी पूर्ण विकास तक पहुँचेगा वह स्त्री हो जाएगा। वात्सल्य, स्नेह, दया, कोमलता इन्हीं आधारों पर सृष्टि थमी हुई है और ये स्त्रियों के गुण हैं।" 1

मन्मू भंडारी के उपन्यास साहित्य में भारतीय नारी के विविध रूपों, एवं उनके संघर्षों का प्रतिबिम्ब दिखाई देता है। संयुक्त और एकल परिवारों में उनके नारी पात्र चाहे शहरी हो, ग्रामीण पत्नी हो या प्रेयसी हो, विवाहित हो या अविवाहित हो समस्याओं से जूझते ही नजर आते हैं। अतः मन्मू भंडारी के उपन्यासों के पात्रों में नारी पात्र माँ, सास, गृहिणी, पुत्री, पत्नी, बहन आदि रूप में दृष्टिगोचर होते हैं।

परिवार वह इकाई है जो समाज की धुरी या रीढ़ कहलाता है, किसी भी समाज का आइना होता है परिवार । मन्मू जी के उपन्यासों में नगरीय परिवार एकल है, और ग्रामीण परिवार संयुक्त होते हुए भी टुटन के कगार पर है। "मातृ देवो भवः" की भारतीय परम्परा में नारी आज चाहे कितनी भी आधुनिक क्यों न हो गई हो पर आज भी माँ का ममतामयी, करुणामयी हृदय रखती है, अपने बच्चे के लिए वह सबसे लड़ सकती है। मन्मू जी के उपन्यासों के सभी नारी पात्र इस धारणा से ओत-प्रोत नजर आते हैं।

'एक इंच मुस्कान' की रंजना का मातृ का हृदय अपने अजन्मे बच्चे के लिए भीतर ही भीतर रो रहा था। उसकी कुलख, उसकी किलकारी, उसके भरोंसे सुख, सपने अब सपने ही बनकर रह गये थे। मातृत्व पर एक पतिव्रता पत्नी की जीत हुई। माँ रोती रही, पत्नी ने पति की आज्ञा का पालन किया। वही दूसरी ओर 'आपका बंटी' की शकुन भी बंटी के माँ के रूप में चित्रित हुई है, उसके लिए तो बंटी ही सम्पूर्ण संसार है।

मन्मू जी के उपन्यासों की माँ कहीं अपने बच्चे को हृद तक जाकर प्यार करती है, दूसरों की नजरों से बचाती है तो कहीं समय के थपेड़ों के साथ अपने बच्चों से दूर होने का निर्णय भी लेती है। 'आपका बंटी' में शकुन



अजय से बदला लेने और उससे चोट खाए अहम को संतुष्ट करने के लिए डॉक्टर जोशी से शादी कर लेती है। जहाँ वह जोत और अमी की नई माँ बनती है। वहाँ भी अपना फर्ज बखूबी निभाती है पर इन सबके बीच बंटी को खो देती है और फिर दिल पर पत्थर रखकर निर्णय लेती है, "ठीक है बेटे तू वहीं चला जा। तेरे पापा तुझे लेने आ रहे है। अब मैं नहीं रोकूंगी। जब तू ही खुश नहीं तो आखिर अपने पापा से कम जिद्दी तो तू भी नहीं।" पर जब बंटी जाने लगा तो तो उसने देखा, ममी नहीं रोई थी, सूखी आँखे और उससे भी ज्यादा सूखा चेहरा लिए उसे ही देख रही थी। फिर छलछलाती आँखे, बंटी को अपनी ओर खींच कर प्यार किया पर बोली कुछ नहीं।

मन्नू जी ने माँ की यह भावनाएँ जो बेजुबान होकर भी सारा दर्द कह जाती है। नारी मन का अंतर्द्वन्द्व, उसकी पीडा और टूटन तथा बेवसी सब कुछ शब्दों में पिरोकर कह दिया है।

'स्वामी' उपन्यास में संयुक्त परिवार की माँ का चित्रण भी लेखिका ने सच्चाई से किया है कि किस तरह सौतेली माँ अपने और सौतेले में फर्क करती है। माँ के लिए घनश्याम अपनी पत्नी से कहता है, "देखो अनजाने में गलती हो जाए, यह बात समझ में आ सकती है, लेकिन जान-बूझकर तुम माँ का अपमान करो... तुम्हें माँ से माफी माँगनी होगी।" 2 इन शब्दों से पुत्र का माँ के प्रति प्यार झलकता है वहीं मन्नू जी ने माँ के इस रूप को भी सच्चाई के साथ प्रस्तुत किया है। इस तरह मन्नू जी ने माँ के हर रूप को, परिवार में माँ की भूमिका को उसकी चिंताओं को, भावनाओं को उपन्यास में चित्रित किया है।

जहाँ नारी एक ओर माँ है वहीं दूसरी ओर वह सास की भूमिका भी निभाती है। मन्नू जी के उपन्यासों में से 'स्वामी' उपन्यास में उसके इस रूप का बखूबी से चित्रण मिलता है। ग्रामीण अंचल में रहते परिवार में जहाँ शिक्षा की कमी तथा अंधविश्वास और पूर्वाग्रहों की विचार धारा ने पाँव पसार रखे हों वहाँ सास अपनी कट्टरता के साथ दिखाई देती है। मन्नू जी ने भी सास के उसी वास्तविक रूप को चित्रित किया है। कोई भी धर्म हो, परिवार हो हर सास अपनी बहू के बारे में कुछ न कुछ जरूर सुनाती है। 'स्वामी'की सास में भी यहीं संस्कार कूट-कूट कर भरे हैं वह भी अपने बेटे की शादी के बाद घर आयी बहू को उसके दहेज के बारे में कहती है- "यह दहेज का सामान कमरे में लगा दो। कुछ करो या नहीं, आस-पास की औरते तो बिना और दहेज देखे बिना मानेंगी नहीं।"३

इस उदाहरण से स्पष्ट है कि आज भी भारतीय समाज में बहू के शिक्षित होने के बजाय उसके साथ आये दहेज को ज्यादा मान्यता दी जाती है। मन्नू जी सास के माध्यम से समाज के इस कटु सत्य से पाठकों को खबर करवाती है 'स्वामी' उपन्यास की सास अपनी बहू शुभा को गंडे - ताबीज बँधवा देती है, साधू को प्रसाद चढवाती है क्योंकि शादी को तीन साल हो गए अभी तक उसकी गोद नहीं भरी थी। परम्परागत परिवारों की सास की तरह शुभा की सास भी उन्हीं सब संस्कारों और रुठियों में पली-बढ़ी है और सब जो कुछ उसने झेला है अपनी बहूओं मिनी और शुभा के साथ महसूस करती है। मन्नू के उपन्यास का यह पात्र भारतीय सास के चरित्र का जीवंत रूप प्रदान करता है और घर में नारी ही नारी की दुश्मन है यह स्पष्ट दिखाई देता है।

घर की सजा और उन्नती गृहणी से ही संभव होती है। मन्नू जी के उपन्यासों के सभी पात्र इस तथ्य को भला-भाँति जानते है। 'एक इंच मुस्कान' की रंजना जब अमर से शादी करके घर बसा लेती है। तो उसकी भी इच्छा होती है कि करीने से सजा हुआ घर उसका भी हो। मन्नू जी के नारी पात्र अपनी प्रत्येक जिम्मेदारी का



निर्वाह करते दिखाई देते हैं। घर के खर्च अपनी सीमित आय से कैसे चलाते हैं वह अच्छी तरह जानती है तभी तो 'स्वामी' उपन्यास में घनश्याम की माँ कहती है "कैसी बात करते हो, बेटा! इस बार मैं तुमने पूरा रुपया तब तो दिया नहीं। आठ सौ हजार का खर्चा और अभी और अभी कुछ छह सौ रुपये दिये हैं। वसुली कुछ हो नहीं रही है," हाँ, हाँ, असल में रुपया कुछ दुकानों में अटक गया है। रुपया भलेही अटक जाय, इस घर का खर्चा तो एक दिन भी अटकता। निखिल की फीस की दूसरी चिट्ठी आ गई है, उसने फीस नहीं भरी है अभी तक। सामने पूजा का खर्चा है। इससे स्पष्ट है कि गृहणी की योजनाबद्ध कार्यशैली है।

'एक इंच मुस्कान' ६० के दशक में लिखा गया यह उपन्यास आज भी सटीक दृश्य प्रस्तुत करता है, मध्यम वर्ग में आज भी एक पिता अपनी पुत्री को हॉस्टल में भेजने के लिए चार बार सोचता है। चाहे वह भेजने की, रहने की या खर्च की चिंता हो। यद्यपि अमला एक परित्यक्ता बेटी है और फिर भी उसकी सारी जिम्मेदारियाँ पिता को विचलित करती है तथा नारी को इस रूप में पिता आज भी कमजोर मानता है की धारणा को सिद्ध करती है। वही दूसरी ओर अमला अपने आप को सुशिक्षित और अपने भविष्य के निर्णय लेने के लिए स्वतंत्र मानती है। वह अपने पूर्व पति के साथ पुनः जाने के सवाल पर पिता से कहती है, - "जीवन में आपने मुझे बहुत कुछ दिया है। उसका बदला शायद मैं कभी नहीं चुका पाऊँगी। यों भी आप मेरे पिता हैं और पिता के सारे अधिकारी आपके पास हैं। फिर भी यह न भुलिए कि मैं भी व्यस्त हूँ, और अपने को यों अपमानित करने का अधिकार शायद मैं आपको भी न दे सकूँगी।" ५ यहाँ पुत्री रूप में नारी का चित्रण दृष्टिगोचर होता है।

आज के समाज में नारी अपनी हितों को लेकर जागरूक है, वह पति से कंधा मिलाकर चलना चाहती और अपने समान अधिकारों की माँग करती है। मन्नू जी उपन्यासों में चित्रित पत्नी रुपी-पात्र को अत्यन्त चाहनेवाली, उस पर अपना सर्वस्व लुटानेवाली और उसे सर्वोपरि माननेवाली है। परन्तु साथ ही अगर पति उन्हें धोखा देता है तो उससे प्रतिदान स्वरूप पत्नी भी अपना रास्ता स्वयं खोज लेती हैं। वह पति से अपने प्रेम की भीख नहीं माँगती या उसे छोड़ने पर तडपती नहीं है, स्वयं को बेसहारा नहीं मानती। प्रेम का बदला प्रेम और एकनिष्ठता से देती है परन्तु जहाँ उनके अहं को ठेस पहुँचती है, जिंदगी में अपनी राह खोज लेती हैं।

'एक इंच मुस्कान' में जब अमर अमला से उसके पति के बारे में पूछता है और पता लगता है अमला पति द्वारा त्यागी गयी है और दस वर्षों से अलग पिता के घर रह रही है तो अमर को विश्वास नहीं होता। अमला कहती है, "तो पति की कमी क्या दुनिया में कोई पूरी कर ही नहीं सकता? इस घटना के बाद- ही मैंने पढाई की, संगीत सीखा, चित्रकारी का भी थोडा शौक फरमाया, घूमना- फिरना सीखा, स्वतंत्र रूप से कुछ सोचना सीखा, लोगों से मिलना जुलना सीखा, यों समझ लो नई जिंदगी पाई।" ६

अमला का कथन इस बात का द्योतक है की स्त्री पुरुष के बिना आत्मसम्मान से जी सकती है। पति को बेवफाई के पीछे मर जानेवाली नारी मन्नू जी के उपन्यासों में चित्रित नहीं है। इसी प्रकार 'आपका बंटी' की शकुन पिछले सात सालों से अकेली ही अपने बंटी को पाल रही है। जब उसे पता चला अजय ने मीरा के साथ गृहस्थी बसा ली है तो उसका अहं जागृत हो गया और उसने भी ठान लिया कि वह अजय को दिखा देगी कि वह अजय बिना अपना दूसरा घर बसा सकती है। आज की नारी त्याग करना जानती है तो प्रतिकार करना भी।



यह है मन्नू भंडारी का नारी- विमर्श। नारी मन में उनके पात्रों ने यह चेतना जगाई कि स्त्री का स्वयं का भी कोई अस्तित्व है।

'स्वामी' उपन्यास में घनश्याम और मिनी पत्नी है सौतेली माँ खाने में घनश्याम के साथ दोगला व्यवहार करती है तो मिनी सह नहीं पाती। जब पति को बुखार हुआ और घर का कोई सदस्य पूछने नहीं आया तो मिनी कहती है, "कल तक तो उन्हे बुखार में इस तरह मैं पडा नहीं रहने दूँगी। न होगा तो मैं खुद जाकर दवाई ले आऊँगी।" ७ मिनी के इस कथन से जहाँ पति के प्रति जिम्मेदारी, प्रेम समर्पण और कर्तव्य भावना का एहसास होता है वहीं नारी का आत्मसम्मान तथा दृढ इच्छा शक्ती के भी दर्शन होते है।

बहन और भाई के रिश्ते को सबसे पवित्र माना गया है। बडा भाई जहाँ पिता के समान माना जाता है तथा बहन उसके आश्रय में अपने आपको सुरक्षित महसूस करती है। उपन्यास 'स्वामी' में कहने को टुकी घनश्याम की सौतेली बहन है, परन्तु घनश्याम उसे बहुत मानता है, उसकी चिंता उसे रहती है। बहन के शादी के संबंध में उसे सौदेबाजी पसंद नहीं है। इससे बहन के प्रति कर्तव्य और प्रेम दिखाई देता है। भारतीय सभ्यता के अनुसार भाई सदा से ही बहन की रक्षा का वचन देते हैं और उसकी हर समय ढाल बनते है। यही है नारी का गौरव। तो दूसरी तरफ सगे भाई-भाभी भी ऐसे होते हैं जो परित्यक्ता बहन को बोझ मानते है। 'एक इंच मुस्कान' की अमला के पिता चाहते है की बेटी दूसरा विवाह कर ले। वे उसे समझाते हैं- "मैं हूँ तब तक की सोचता हूँ कोई आसरा तो है, हाला कि जानता हूँ कि बाप कभी बेटे का सही आसरा नहीं बन सकता, पर मेरे बाद क्या होगा?"

अमला के भैया भाभी ने पूरी कोठी में से एक कोने में पिता पुत्री को बाँट दिया और पिता के हिस्से में ऑफिस बना लिया। इस प्रकार समाज में व्याप्त भाई के दोनों रूपों को मन्नू जी ने अपने उपन्यासों में स्थान दिया है। पर दूसरी तरफ दोनों ही प्रकार की बहनें भी अपने भाई के प्रति कोई अनुराग नही दिखाती हैं।

निष्कर्षतः उपयुक्त विवेचन के आधार पर यह परिलक्षित होता है कि स्वतंत्र भारत के सामाजिक परिवर्तनों में नारी स्वातंत्र्य प्रमुख परिवर्तन माना गया है। मन्नू भंडारी के उपन्यासों में नारी पुत्री, पत्नी, माँ, बहन के रूप में नई दिशाओं की तलाश में मध्यमवर्गीय भारतीय नारी संघर्षरत दृष्टिगोचर होती। मन्नू जी के नारी पात्र त्याग, संस्कार और सामाजिक मर्यादाओं के साथ उसके चरित्र की विशेषताओं को प्रकट करते हुए दिखाई देते है। मन्नू जी ने उपन्यासों में नारी की समाज जनित, पुरुष द्वारा प्रतिरोपित और व्यवहारजन्य प्रतिबंध से उत्पन्न छटपटाहट को मुक्ति का स्वर प्रदान किया है। नारी से संबंधित पक्षों पर चिंतन-मनन, परिक्षण ,चर्चा,वाद-विवाद, विवेचन समीक्षा तथा तर्क करने से ही है इसमे नारी से जुडे सभी आयामों को सम्मिलित किया गया है। नारी ने पारिवारिक से लेकर प्रशासनिक तथा व्यावहारिक सारे क्षेत्र में अपनी अमिट छाप बनाई है। अतः मन्नू भंडारी एक श्रेष्ठ लेखिका रही है।

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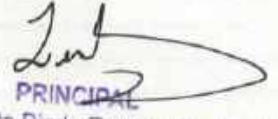
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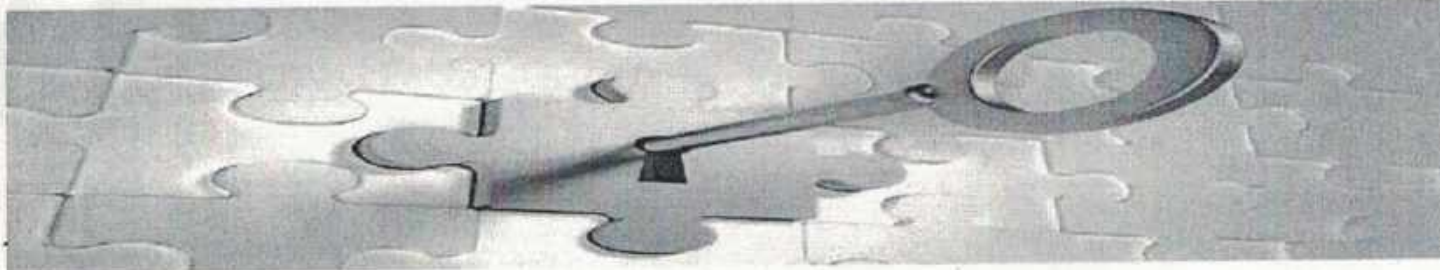


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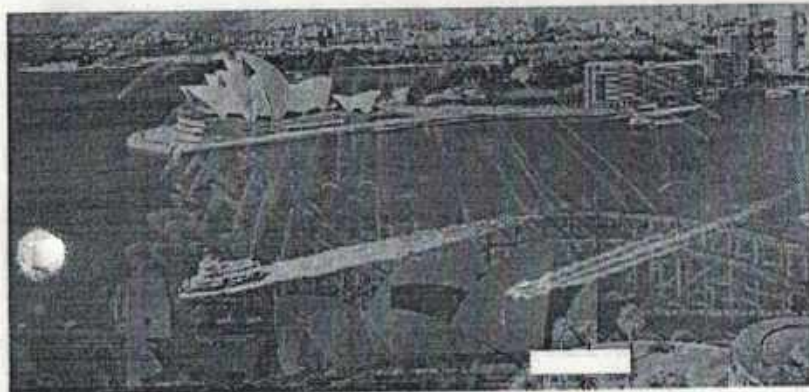
JOURNAL INFO

Journal Name	RESEARCH JOURNEY
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Web Site	www.researchjourney.net
Editor	Prof. Dhanraj Dhangar & Prof. Gajanan Wankhede
Indexed	Yes
Email	researchjourney2014@gmail.com
Phone No.	+91 7709752380
Cosmos Impact Factor	2015 : 3.452



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बारावी आंतरराष्ट्रीय
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12th International Interdisciplinary Conference, Bali

**'The Aspects of Various Cultures at
National and International Level'**

'देश-विदेशातील विविध संस्कृतींचे स्वरूप'

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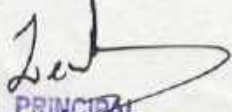
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डॉ. लता पवार

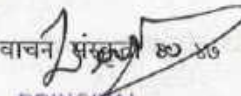
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आपल्याकडे मौखिक परंपरेचा खूप मोठा वारसा आहे. सुरुवातीचे सर्वच ज्ञान सांगीवांगी पद्धतीने एका पिढीतून दुसऱ्या पिढीकडे संक्रमित होत होते. दळणवळणाची साधने नव्हती तेव्हा विविध क्षेत्रातील लोक कलाकारांनी या ज्ञानाचा प्रचार केल्याचे दिसून येते. जसे वासुदेव, पिंगळा, भराडी, गोंधळी, भुत्या, पोतराज, नंदीवाले, बहुरूपी, गोसावी, ज्योतिषी इ. हे लोक गावोगाव फिरून आपल्या कला दाखवत लोकांचे मनोरंजन करित ज्ञात ज्ञानाचा प्रसार करत. तसेच प्रवचन, हरिकथा, भजन, कीर्तनातूनही ज्ञानाची देवाण-घेवाण चालत असे. या ज्ञानाचे स्वरूप अध्यात्म आणि जीवन, नैतिकता आणि जीवनव्यवहार, जीवन जाणवा यांच्याशी निगडित होते. त्याचे स्वरूप बोधात्मक होते.

इंग्रजी राज्यात छापण्याची कला आली. मौखिक परंपरा संपून लिखित (मुद्रित) साहित्याची परंपरा सुरू झाली. पुस्तके लिहायला छापयला सुरुवात झाली आणि वाचनाची पद्धती बदलली. पुराणादिकांच्या सामूहिक वाचना-श्रवणाऐवजी एकट्याने एकांतात वाचन करणे शक्य झाले. वाचन ही एक वैयक्तिक गोष्ट बनली. छापील मजकूर पुस्तक रूपात उपलब्ध होऊ लागल्यामुळे रिकाम्या वेळेचा उपयोग गप्पा, गोष्टी, खाणे-पिणे, नाच-गाणे, पुराण, श्रवण ऐवजी वाचनात होऊ लागला. अशा प्रकारे इंग्रजी राज्यात वाचक वर्ग उदयास आला.

नवशिक्षित मध्यमवर्गीय आपल्या फावल्या वेळेत वाचन करू लागला. वाचनासाठी आणलेल्या पुस्तकातून त्यांना पाश्चात्य जग घरबसल्या पाहता येत होते. त्यातून कादंबऱ्यांच्या वाचनाची आवड निर्माण झाली आणि आपल्याकडे कादंबरी हा साहित्यप्रकार आला. ब्रिटिशांच्या प्रभावाखाली मुद्रणाचे युग अवतरले होते. त्यामुळे ज्ञानार्जन, ज्ञानप्रसार, लोकप्रबोधन, लोकशिक्षण करण्यासाठी वृत्तपत्रे व नियतकालिके निघाली.


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त्यांनी समाजसुधारकांचे विचार, प्रबोधनाचे चळवळीचे हेतू, जुन्या प्रथा परंपरांची निरर्थकता या गोष्टी समाजात दूरदूरपर्यंत पोहचविण्याचे काम केले. हे करत असताना नवा वाचक वर्ग आपोआपच तयार होत होतात. तत्कालीन वर्तमानपत्र नियतकालिकांनी विष्णू शास्त्री चिपळूणकर, लोकहितवादी, महात्मा फुले, कृष्ण शास्त्री चिपळूणकर अशा अनेक समाजहितकर्त्यांचे विचार सर्वसामान्य जनतेच्या मनात रुजवत त्यांना वाचते, लिहिते केले. नंतरच्या काळात खाडेकरांच्या लेखणीने लोकांना मोहिनी घालत वाचनवेडे केले. स्वातंत्र्यपूर्व काळातील पत्रलेखन उदा. तुरुंगातील पत्रे, इंदिरा पत्रे, सुंदर पत्रे यांचे वाचकांना जसे आकर्षण होते तसेच स्वातंत्र्योत्तर काळात प्रकाशित झालेल्या क्रांतिकारकांच्या, देशभक्तांच्या चरित्रांनी वाचकांना प्रेरित केले.

१९६० नंतर ग्रामीण साहित्यप्रवाहाने ग्रामीणांच्या वास्तव समस्यांचे दर्शन घडवत वाचकांना नवे साहित्य पुरविले. १९६५ च्या नंतरच्या दलित साहित्य प्रवाहाने दलितांच्या, उपेक्षितांच्या दुःखाचे दर्शन घडवत एक नवा वाचकवर्ग तयार केला. या वाचकांच्या विचारांना परिवर्तनाची दिशा देण्याचा मोठा प्रयत्न केला. १९८० च्या दशकात दूरदर्शनचे आगमन झाले आणि १९९० पर्यंत विविध चॅनेल्स सुरू झाले इंटरनेट अत्याधुनिक मोबाईल यांनी मानवाची विचार प्रक्रिया विचलित केली.

१९९२ पासून आपल्याकडे जागतिकीकरण सुरू झाले. जागतिकीकरणाने संपूर्ण जीवनात उलथापालथ घडवून आणली. जीवनाच्या सर्व क्षेत्रात स्पर्धा सुरू झाली. गेल्या दोन दशकांत जगण्याच्या स्पर्धेतील नवनवीन घटकांचे आकलन करून घेताना साहित्यवाचनाच्या दिशाच बदलल्या. जागतिकीकरणाच्या तंत्रज्ञानाने जग जवळ आले, विशाल जगाचे एक खेडे झाले. अदृश्य खेडे ते दिसत नाही, पण ते तुमचा ऑक्सिस आहे. आज हवी ती गोष्ट कुठेही मिळते, त्यासाठी वाट पहावी लागत नाही. तंत्रज्ञानाने जगभरातील माणसे जवळ आली. ही माणसे जवळ येताना आपआपले कल्चर घेऊन आली. नवा माणूस नवे तंत्रे घेऊन येतो. गतिमान जीवन झटपट सोयीसुविधा ती पुरविणारी यंत्रे, साधने, वाढलेल्या अपेक्षा त्यामुळे रोजचे जगणे एक स्पर्धा झाली आहे. सततच्या धावण्यातून आलेली अस्थिरता, दुरावलेली मने अशा परिस्थितीत जगताना आता प्रत्येक गोष्ट स्वतःची स्वतःलाच करावी लागते कारण कोणाकडेच इतरांसाठी वेळ नाही त्यामुळे ज्या गोष्टीची जेव्हा गरज वाटेल ती गोष्ट परिस्थितीतून झटपट मिळवायची आणि उपयोगात

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देशातील विविध संस्कृतींचे स्वरूप' ४८



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आणायची. कोणत्याही गोष्टीचे बाजारीकरण करण्यात पटाईत असलेल्या लोकांनी हे हेरले आणि नव्या वाचनसाहित्याची निर्मिती झाली.

वाचनाचे दोन प्रकार : १. प्रोफेशनल वाचन. २. क्रिएटिव्ह (सृजन) वाचन : नव्या जीवनशैलीत वाचन नक्कीच वाढलेले आहे. परंतु त्याचे स्वरूप बदललेले आहे. यामध्ये अगदी मुलांचा सांभाळ कसा करावा यापासून यू कॅन वीन पर्यंत पुस्तकं बाजारात येतात.

२. क्रिएटिव्ह / सृजनात्मक वाचन यात साहित्यसंस्कृती येते. शालेय पुस्तकेही यात येतात. आज कलात्मक पुस्तकांचा खप कमी झाला. मात्र गाईड, दिवाळी, दहावी दिवाळी, बारावी पॉकेट गाईड, तीन तासात व्याकरण, झटपट इंग्रजी अशी पुस्तके बाजारात येतात व खपतातही विद्यार्थी मूळ पुस्तकाऐवजी गाईड खरेदी करतो. मूळ पुस्तकांच्या तुलनेत गाईडचा खप प्रचंड आहे. आता काय वाचायचे हे वाचक ठरवतात व त्याप्रमाणे लेखक लिहितात. ग्राहक आणि मागणी याचे गणित ज्या लेखक प्रकाशकाला जमले त्याची पुस्तकं पाठोपाठ बाजारात येत आहेत आणि हातोहात खपतातही उदा. 'हॅरी पॉटर, टेल मी व्हाय? टेल मी मोअर, टेल मी मोस्ट', आता 'टेल मी टोटल' अशा नावांची वाढती मागणी आहे. गरज ओळखून एकाच पुस्तकाचे पुढचे भाग काढले जातात. आज ग्लोबल वॉर्मींगची गरज वाटते आणि लगेच पुस्तक बाजारात येते व हातोहात खपतेही. हा खप का वाढतो? तर ती त्यावेळची गरज आहे. व्हाईट एलिफंट, मेधा पाटकरांचे चरित्र, एक होता कार्कर, उत्तम कांबळेंचे 'आई समजून घेताना' या पुस्तकाच्या दीड वर्षात आठ आवृत्त्या निघाल्या आणि जनता आवृत्तीही निघाली. अमेरिकेचे अध्यक्ष बराक ओबामा निवडून आल्या आल्या त्यांच्या चरित्राच्या चार दिवसात चार आवृत्त्या निघाल्या आणि हातोहात खपल्याही कारण आजच्या स्पर्धात्मक युगाची शर्यत, या शर्यतीत कसे टिकायचे याचा नवा इतिहास त्यात आहे. अल्पावधीत अध्यक्षपदापर्यंत पोहोचण्याच्या प्रॅक्टिकल यशाची स्टोरी आहे. नुसत्या मॅनेजमेंट विषयावरची कितीतरी पुस्तकं आज बाजारात येत आहेत आणि त्याच वेगाने खपतपण आहेत. हाऊ टू मॅनेज द हाऊस, हाऊ टू मॅनेज द चिल्ड्रन, हजबंड, हाऊ टू मॅनेज द मार्केट, स्कूल मॅनेजमेंट, हॉटेल मॅनेजमेंटपासून हाऊ टू मॅनेज द बॉस, पॅकिंग मॅनेजमेंट, पर्सनल मॅनेजमेंट, मशिन मॅनेजमेंट उदा. टाटाचे टायर कारखाना नाशिकला व हेड ऑफिस अमेरिकेत त्याची टायरमध्ये हवा भरण्यापासून पॅन टेकोरेट करण्यापर्यंतची माहिती पुस्तकातून मिळते.

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जीवन गतिमान झाल्याने कुटुंब पद्धतीचे विघटन झाले. मग धर्म कसा पाळायचा ते कळत नाही. हीच काळाची गरज ओळखून चॅनल्सवाले गणपती स्थापना, सत्यनारायण पूजन इ. धार्मिक विधी प्रत्यक्ष कृतींसह दाखवितात, आज जागतिकीकरणाच्या गतीला कॉन्ट्रॅक्ट करून लिटरेचर येत आहे. त्याचं सामाजिक मूल्य काय? आणि किती? हा भाग वेगळा. केरळमध्ये वेश्या व्यवसाय करणारी स्त्री पुस्तक लिहिते आणि सेक्स वर्करच्या तीन दिवसांत तीन आवृत्या निघतात ते आंबट शौकीन लोक वाचताहेत की आणखी कुणी हा प्रश्न नाही प्रश्न आहे लोक वाचत आहेत. परदेशातील एका शिक्षिकेने विद्यार्थ्यांवर केलेल्या नवनवीन प्रयोगांचं पुस्तक लिहिलं आणि त्याच्या सहा महिन्यांत आवृत्या निघाल्या.

गेल्या दहा वर्षांत जगातील वाचक संख्या वाढली आहे. आपल्याला वाटतयं लॅपटॉप आले, इंटरनेट आले, आयपॉड आले आता लोकं पुस्तक हातात घेऊन वाचणार नाहीत. आता सर्व पेपरलेस होईल तर तसं शक्य नाही. कारण १०००, १२०० पानांची पुस्तकं कुणी इंटरनेटवर वाचणार नाही.

इंटरनेटवर असतो तो त्याचा सारांश. लॅपटॉप, इंटरनेट, आयपॉड हे संदर्भ वाचण्यासाठी वापरायचं माध्यम आहेत. त्यातून जे हवे ते घ्यायचे आहे. आता दहा पाने वाचून कुणी पूर्ण पुस्तक वाचल्याचा दावा करू शकतो. परंतु त्यात परफेक्शन नाही. त्यात फक्त टायटल आणि थीम असते. म्हणून पेपरलेस जग शक्य नाही. लेस पेपर मात्र होईल. गेल्या दहा वर्षांत सर्वच वृत्तपत्रांचे खप वाढलेत ते ३ हजारावरून ७०-७२ हजारापर्यंत गेले जे ह्या स्पर्धेत टिकायला कमी पडले ते बंदच पडले. वाचक संपले नाहीत. ते डायव्हर्ट झालेत. पूर्वीचे वाचक इतर साहित्याने ओढले. बाबा कदमचे वाचक सेक्स वर्कर वाचायला लागले त्यांनी स्वतःच चॉईस बदलली आहे. माझं पुस्तक कुणी वाचत नाही याचा अर्थ वाचक संपलेत असं कुणी समजू नये. वाचकांच्या गरजा बदलल्यात, पाणी पेटले आणि व्हायरल पाणी, मिनरल पाणी, पाण्याचे मार्केटिंग, कॅरी बॅग पॅकींग, तळे, नदी, धरण इ. ला अनुसरून भाराभर पुस्तकं बाजारात आली आणि विकली गेली.

आज टुरिझमवर वेगवेळी पुस्तकं येत आहेत. कारण ते कल्चर झालं आहे. हॉटेलिंग कल्चर झालं आणि हॉटेल मॅनेजमेंट, हाऊ टू विन दी हॉटेल (चौघांनी ४ वेगळी ऑर्डर बिल ४ हजार तेच त्यात लयकींग केले तर बिल ४००) ते कसं इंटरनेट करायचं यावरही पुस्तक.

'देश-विदेशातील विविध संस्कृतींचे स्वरूप' ४० ५०



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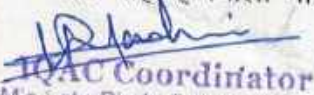
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इंटरनेट, ई-मेलमुळे वाचनाचा फॉर्म बदलला. ज्ञानकोश, भाषा कोशांच्या सी. डी. निघाल्या, व्ही. सी. डी. आल्या तर वैश्विक मराठीवर क्लीक करून ते ओपन होतात. विश्वकोशाचा प्रत्यक्ष खंड न पाहता अशा प्रकारे वाचला तर त्याला तुच्छ का लेखायचं. तुमच्या हातात कागद होता, आताच्या युवकांच्या हातात ई-कागद आहे. थिएटर ऐवजी घरी कॉम्प्युटरवर सिनेमा पाहणे हे गतिमान युगाच्या वेळ वाचविण्याच्या आणि इतर अनेक गरजांतून आले आहे. आता आयपॉड असलेल्या मोबाईलवर सिनेमा पाहता येतो. एकूण काय तर फॉर्म बदलला आहे.

अजून संपूर्ण जगात १०० टक्के साक्षरता नाही. सरासरी साक्षरता ३० ते ४० टक्के आहे. माझ्या मते ज्यांना वाचता येतं, विचार करता येतो, निर्णय घेता येतो. तो वाचक ज्यांना बसचं, रेल्वेचे, विमानाचं रिझर्व्हेशन करता येतं तो साक्षर. आपल्याकडे सही आली म्हणजे साक्षर समजतात (सही हा एक सिम्बॉल आहे. तिथे मुंगीचे चित्र काढले तरी तुम्हाला स्वीकारावे लागेल.) ७० टक्के लोकांना हे येत नाही. ते शिकतील तशी वाचनाची भूक वाढत जाईल. आताची वाचनाची लढाई दहा टक्केची आहे. अग्रलेख दहा लोक वाचतात. परंतु त्याबाबतचा अभिप्राय दोनच लोक पाठवितात हे बरोबर नाही. दहाच्या दहांनी प्रतिक्रिया पाठविल्या तर साक्षरतेची टक्केवारी वाढेल तशी वाचक चळवळ वाढेल.

साहित्य माणूस घडवते, माणूस घडवणारे साहित्य विचार करून व्यक्त होत नॉनफिक्शन साहित्यबाह्य वाचक साहित्याकडे वळवते. साहित्य जीवनमूल्य घडवते. शेक्सपियरऐवजी लोक मॅक्सिम गॉर्कीची 'आई', कशी वाचतील त्यासाठी वाचक चळवळ आहे. बाबा कदम वाचावेत म्हणून चळवळ नाही.

व्हॅक्युम भरून काढणारे साहित्य, जीवनात जिथे व्हॅक्युम तयार झाला आहे त्या जागा भरून काढणारं साहित्य आता येत आहे कारण मेलेली जनावरे ओढणे आताच्या पिढीला पटणारे नाही. ते त्यांना खोटे वाटते कारण ते काळाशी, नव्या अनुभवांशी सुसंगत नाही. त्यात त्याला त्याचे आजचे साम्य विरोध दिसत नाही. त्यासाठी इंटरनॅशनल स्कूलचे उदा. हवे श्रीमंतांच्या मुलाला तेथे प्रवेश मिळतो कारण त्याच्या वॉडलांकडे खूप पैसे आहेत. गरिबांच्या हुशार मुलाला प्रवेश नाही कारण त्यांच्याकडे पैसा नाही हे त्याला भावेल, मान्य होईल. आताचे साहित्य माणसाच्या


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वाचन संस्कृती ४७ ५१


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जीवनाच्या बाहेरच्या कक्षेत आहे. आज बांधावरच्या राघू मैनापेक्षा दोघे चंद्रावर गेले. तिथे प्रेमात पडले हे उदा. पटेल. मडक्यात खडे टाकून पाणी पिणारा कावळा, तीनतीनदा विहिरीत उडी मारून कुऱ्हाड काढणारा लाकुडतोड्या ह्या अनवॉन्टेड अॅक्टिव्हिटीसाठी पेशन्स नाही त्यापेक्षा स्ट्रॉने पाणी पिणारा कावळा, वेगाने उडणारा हिमॅन, हनुमान लगेचच पचतात. कारण स्पर्धेत तुम्ही एक सेकंद मागे पडलात तर आयुष्य बरबाद होते. स्वप्न, स्पर्धा, तंत्र यांनी माणसाच्या जगण्याचे मार्केटिंग तयार केले. अशा मार्केटच्या कल्चरमध्ये आता श्यामची आई नकोय तर मोबाईल हॅन्डसेट भेट देणारी आई हवी. डोक्यावर टोपले, त्यात भाकरी, चटणी, दही घेऊन दूरवरून पायी पायी येणारी मावशी नकोय, आता मावशी बर्गर आणते का? चायनीज फूड आणते? अशा बदललेल्या जीवनाचे प्रतिबिंब साकारणारे साहित्य टिकणार. थायलंडमध्ये इंटरनॅशनल हेअर स्टायल युनिव्हर्सिटी आहे. म्हणजे आता केस हे शरीराचा ऑर्गन राहिलेले नाहीत तर ते प्रेझेंटेशनचा महत्त्वाचा पार्ट झाले आहेत हे काय आहे तर कल्चर मार्केट ! आता जागतिकीकरणत युनिव्हर्सिटी राहिली नाही, केस कविता करण्याचा भाग नाहीत किंवा धबधब्याखाली जाहिरात करण्याचा घटक नाही. फॉर्मॉलटीज ना बाहेरच्या जगात महत्त्व आले आणि 'इटिंग मोरॅलिटीज' नावाचे पुस्तक आले. बाहेरच्या जगात जेवायचे कसे? यावर पुस्तक, दारावरचे पडदे कसे असावेत टाईल्स कॉम्बिनेशन इटॅरिअर डेकोरॅटिंग अशी पुस्तके बाजारात येतात आणि खपतात म्हणजे गिन्हाईक आहे. आता गिन्हाईक कोणते आहे हा प्रश्न नाही. प्रश्न वाचनाचा आहे.

माणूस जुने कल्चर फेकून नवे स्वीकारतोय. वाचनाचेही हेच होतंय. वाचनात जे नको ते टिकले असे कधीच नाही. पूर्वी अभ्यासात पाठ्यपुस्तक एकमेव असे. आता गाईड, ब्रिफ नोट्स, इंटरनेट, मोबाईल, भाषण म्हणजेच जेव्हा पर्याय प्राप्त होतात तेव्हा मूळ वस्तूचे अवमूल्यन होते. पीठच मिळायला लागल्यावर गिरणी कशाला. पोळ्याच तयार मिळायला लागल्यावर किचनचे अवमूल्यन होते असे होणे सुखकारक नाही पण होतेय.

परंतु कोणत्याही आकर्षणाचे एक वर्तुळ असते. त्याच्या परिघावरून जाणारा खरा वाचक वर्तुळात डोकावतो तेव्हा अत्यंत उथळपणाचा प्रत्यय त्याला या आकर्षणातून जाणवतो. माणूस अंतर्मुख होऊन विचार करतो तेव्हा स्वतःचे केलेले कथन हेच त्याला वेगवेगळ्या अनुभूतीची 'देश-विदेशातील विविध संस्कृतींचे स्वरूप' ४२

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प्रचिती देते.

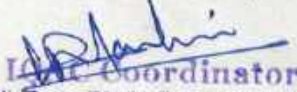
आज वाचन साहित्याचे स्वरूप बदलले असले तरी ज्या वाचनाने आपण साहित्यात हरवून जातो अशा वाचनप्रक्रियेला पर्याय नाही हे सर्व थरांतील विचारवंत, रसिक, व्यासंगी सर्वांनी मान्य केले आहे. एक गोष्ट नक्की ती म्हणजे वाचकांची संख्या वाढत आहे.

संदर्भ

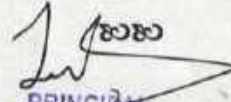
१. डॉ. शोभणे रवींद्र, जागतिकीकरण समाज आणि मराठी साहित्य.
२. डॉ. कुलकर्णी - कदम, देशीयता ते जागतिकीकरण.
३. डहाके वसंत आबाजी, मराठी साहित्य आणि संस्कृती.
४. जोशी प्र. न., मराठी वाङ्मयाचा विवेचक इतिहास.
५. संपा. पवार गो. मा., म. द. हातकणंगलेकर मराठी साहित्य : प्रेरणा व स्वरूप.

संदर्भ सूची

१. अम्बेडकर चिन्तन और दलित साहित्य, डॉ. पी. एन. सिंह
२. अम्बेडकर, प्रेमचन्द और दलित समाज, डॉ. पी. एन. सिंह
३. दलित साहित्य एक मूल्यांकन, प्रो. चमनलाल.


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13th International Interdisciplinary Conference, Mauritius

'Contribution of Eminent Personalities at
National and International Levels'

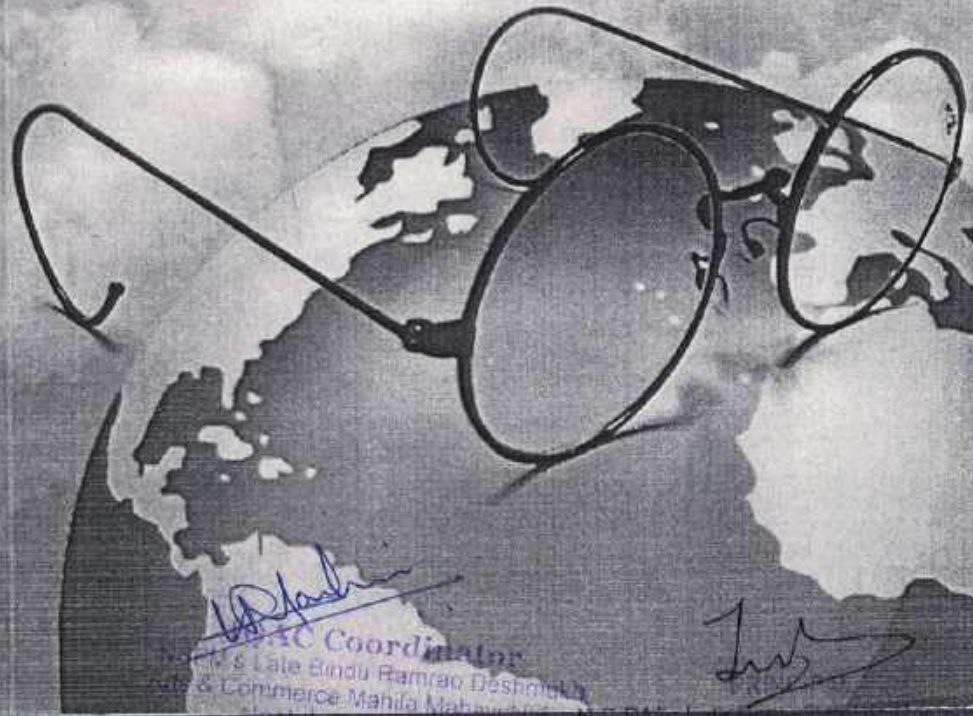
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छत्रपती शिवाजी महाराजांचे विविध क्षेत्रातील योगदान

प्रा. डॉ. लता पवार

भ्रमणभाष : १०४९७२३९१३

इ. स. १२९४ साली दिल्लीच्या अल्लाउद्दीन खिलजी याने देवगिरीच्या यादवांचा पहिला पराभव करून दक्षिणेत इस्लामी सत्तेचा प्रारंभ केला. त्याच्या पुत्राने (मुबारक) १३१७ यध्ये यादवांचे राज्य खालसा करून आपली राजवट सुरू केली. अशा पद्धतीने महाराष्ट्रात परकीय सत्ता सुरू झाली.

आधी खिलजीनंतर तुघलक, त्यानंतर बहामनी, निजामशाही व आदिलशाही यांच्या सत्ता प्रस्थापित झाल्या. सतराव्या शतकात उत्तरेकडच्या मोगलांनी दक्षिणेत प्रवेश केला. सतराव्या शतकात उत्तरेकडच्या मोगलांनी दक्षिणेत प्रवेश केला आणि निजामशाही गिळंकृत केली. अशा प्रकारे अर्धा महाराष्ट्र मोगलांच्या अधिपत्याखाली आला. हे सर्व शिवरायांच्या जन्मापूर्वी ३५० वर्षे अगोदर महाराष्ट्राची भूमी कोणत्या ना कोणत्या कारणाने परकीय सत्तेच्या जोखडाखाली दबून राहिलेली होती.

त्या काळी मोगलांच्या आक्रमणाने मराठी राज्याची परिस्थिती इतकी गंभीर बनलेली होती की, सततची परकीय आक्रमणे, त्यांच्याकडून होणारी लूटमार, उभ्या पिकामधून धूळधाण उडवत जाणारे सैन्य, घरादाराची लूट करत तरुण स्त्रियांना ओढून नेणारे सैनिक, मध्येमध्ये येणारी रोगराई १६३० चा भयंकर दुष्काळ, शिवाशिव पाळणारी जातिव्यवस्था सरंजामशाहीची सक्तीची वसुली, गावचे वतनदार, देशमुख, देशपांडे, पाटील, कुलकर्णी यांची दंडुकेशाही, मनमानी, शेतसारा वसूल करणारी यंत्रणा अशा संकटांनी जनता पिचून गेली होती. कोणताही राजा आला तरी तो रयतेला लुटत होता. आपले वतनदार रयतेला छळतात याचे त्या राजाला काहीच वाटत नव्हते.

'महिकावतीची बखर' या पुस्तकाच्या प्रस्तावनेत इतिहासकार्य राजवाडे लिहितात. गेल्या तीन हजार वर्षांत हिंदुस्थानात जी देशी आणि परदेशी सरकारे होऊन गेली ती सर्व एक प्रकारचा पोटभरू चोरांची झाली व



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सरकार म्हणजे उपटसुंभ चोरांची टोळी आहे, अशी गावकऱ्यांची अंतःस्थ प्रामाणिक समजूत आहे. अशा सरंजामशाहीच्या काळात शिवाजीचा जन्म झाला. (१९ फेब्रुवारी १६३० शिवनेरी गडावर) शिवाजीचे पूर्वज शूर लढवय्ये होते. त्यांनी तलवार गाजवलेली होती. रणांगणात धैर्याने लढणारे म्हणून त्यांचा नावलौकिक होता. ते दानशूरही होते. शिवाजी जन्मापूर्वी त्यांचे वडील शहाजी हे मोगलांविरुद्ध लढण्यासाठी परमुलखात गेलेले होते. ते एक बलाढ्य सेनानी होते. आई जिजाबाई व गुरू दादोजी कोंडदेव यांच्या देखरेखीखाली बालपणीच शिवाजी राज्यकारभार पाहू लागले.

शिवाजीचे वडील शहाजी जहागिरीरुपे परगणा मोगल व आदिलशाहीच्या सततच्या आक्रमणाने पार उजाड झाला होता. सर्वत्र जंगल वाढले होते. त्यात रानटी पशू, श्वापदे यांचा सुळसुळाट झाला होता. त्यावर गाढवाचा नांगर फिरला होता. जिजामातेने सोन्याचा नांगर बनवून बालशिवाजीच्या हाताने तेथे फिरवला व नव्या युगाची नांदी सुरू झाल्याचे सूचित केले. लोकांच्या मनात विश्वास भरला.

उद्ध्वस्त झालेल्या गावात नव्याने गावे वसवली, तेथे शेतकऱ्यांना औत फाटा, बी-बियाणे, रोख रकम निर्वाहासाठी धान्य दिले. सुरुवातीच्या चार-पाच वर्षांसाठी महसूल न घेता उलट शेतकऱ्यांना मदत देऊ केली. कोणावर जुलूम करू नये, अशी अधि-काऱ्यांना सक्त ताकीद दिली. सर्व जनता एकसमान व्हावी, म्हणून शिवाजी महाराजांनी रयतेस गुलाम करणाऱ्या देशमुख, देशपांडे, कुलकर्णीसारख्या ग्रामाधिकाऱ्यांचे वाडे, कोट पाडून जमीनदोस्त केले व यापुढे त्यांनी रयतेसारखी साधी घरे बांधून राहावे, असा हुकूम काढला. जहागीरदार, वतनदार, देशमुख, पाटील, कुलकर्णी यांची वतने काढून घेतली. त्यांना रयतेचे सेवक म्हणून जाहीर केले. ज्यांनी जुमानले नाही, त्यांना कठोर शिक्षाही केली. कोणावर जुलूम झाल्याचे ऐक्यात आल्यास राजा ताबडतोब त्याचे निवारण करत असे. रयतेची सुख-दुःख ऐकून घेत तेथल्या तेथे न्यायदान करू लागला. शेकडो वर्षे जुलमाखाली पिचत राहिलेली रयत हे सारे पाहून आश्चर्यचकित झाली. हा राजा आपला खरा राजा आहे, याची जाणीव होताच लोक राजाकडे धाव घेऊ लागले. हे राज्य आपले आहे, याचे रक्षण करणे राजाचे कार्य आहे, असे लोकांच्या मनात पक्के ठसले. ते राजासाठी प्राणार्पण करायला सरसावू लागले.

तलवारीच्या, सैन्याच्या बळावर विजय मिळवणारे, प्रचंड लढाया

महान व्यक्तिमत्त्वांचे जागतिक स्तरावरील योगदान' २० ६८
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 संपादनाचे
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जिकणारे जगभर अनेक राजे होऊन गेले. परंतु राजेपदाचा कुठलाही वारसा नसताना, कुठले सैन्य, धनदौलत, राज्य काही काही नसताना स्वतःच्या मनगटाच्या, बुद्धिचातुर्याच्या बळावर निखळ रयतेच्या आणि भूमातेच्या संरक्षणासाठी स्वयंप्रेरणेने उभा राहिलेला आणि त्यात यशस्वी झालेला छत्रपती शिवाजी हा जगातील एकमेव राजा होय.

त्याकाळी दळणवळणाची आधुनिक साधने नव्हते. रस्ते नव्हते. ओबडधोबड भूभाग, घनदाट जंगले, बाराही महिने भरून वाहणाऱ्या नद्या, मोठमोठे डोंगर, वळणावळणाचे वेडेवाकडे घाट, खिडी अशा परिस्थितीत राज्याच्या संरक्षणाची मुख्य मदार किल्ल्यांवरच होती. राज्याचे, राजाचे, रयतेचे संरक्षण करणारे मुख्य साधन किल्लेच होते. किल्ल्यांचे महत्त्व सांगताना आज्ञापत्रात रामचंद्र पंत अमात्य लिहितात, "संपूर्ण राज्याचे सारते दुर्ग दुरेगेनुता, मोकळा देश, परचक्र येताच निराश्रय होतो. गडकोट हेच राज्य, गडकोट म्हणजे राज्याचे मूळ, गडकोट म्हणजे राजलक्ष्मी, गडकोट म्हणजे सुख निद्रागार किंबहुना गडकोट म्हणजे आपले प्राणरक्षक" असे गडकोट किल्ल्यांचे महत्त्व जाणून शिवाजी महाराजांनी डोंगरदऱ्यांच्या नैसर्गिक भूभागाचा वापर करत शेकडो गडकोट बांधले. युद्ध परिस्थिती लक्षात घेवून आवश्यक त्या सोयीसुविधांनी ते परिपूर्ण केले. शिवाय ज्याचे आरमार चांगले त्याची समुद्रावर सत्ता हे लक्षात घेऊन समुद्रमार्गे येणाऱ्या परकीय शत्रूचा बंदोबस्त करण्यासाठी त्यांनी स्वतःचे स्वतंत्र आरमार उभे केले. इ.स. १६५९ मध्ये त्यांनी मराठ्यांच्या आरमाराची मुहूर्तमेढ रोवली. जलदुर्ग बांधणीतून सिद्धी, इंग्रज, पोर्तुगीज, डच, फ्रेंच या समुद्रमार्गे येणाऱ्या शत्रूंना नामोहराम केले.

राज्य चालवायला, सैन्य पोसायला धन, द्रव्य आवश्यक असते. जानेवारी १६६४ यध्ये शिवाजी महाराजांनी मोगल साम्राज्यातील अत्यंत वैभवशाली सुरतेवर छापा घातला. लुटीनंतर सुरत जाळून टाकले. त्यामुळे धनद्रव्य तर मिळालेच, शिवाय मुघल साम्राज्याची बेइज्जत झाली, ती वेगळीच.


१६४५ नंतर सतत तीस वर्षे उद्योग करून आपले स्वराज्य, स्वधर्म संपादनाचे ध्येय त्यांनी पूर्ण केले. दक्षिणेत कोकण किनारपट्टीपासून मद्रास किनारपट्टीपर्यंत महाराजांनी मराठ्यांचे राज्य विस्तारित केले. महाराजांनी सह्याद्रीच्या पर्वतमय प्रदेशाचा फायदा घेत काटक मावळ्यांच्या मदतीने सुरुवातीला बचावात्मक मोहिमा केल्या. (अफजलखानावरील मोहीम) शाहिस्ते-खानाच्या स्वारीच्या वेळी उंबरखिडीत केलेला पराभव, नंतर

छत्रपती शिवाजीमहाराजांचे विविध.....योगदान ६९


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त्यांनी आक्रमक मोहिमा केल्या. कर्नाटक दिग्विजय मोहिम - या मोहिमेद्वारे त्यांनी थेट कोरामंडल किनाऱ्यापर्यंत घडक मारली. यासंदर्भात मुंबईकर इंग्रज लिहितात, की "शिवाजीराजाने आपल्या वीस हजार घोडदळ व ४० हजार पायदळ अशा सैन्यानिशी स्पेनमधील सिझरप्रमाणे तो आला, त्याने पाहिले आणि त्याने जिंक-ले अशा पद्धतीने आश्चर्यकारक विजय मिळवला." शिवाजी महाराजांच्या लष्करी विजयांनी भारावून जाऊन परदेशी लोकांनी या विजयांना जादुई चमत्कार म्हटले आहे.

न्याययूर्ती रानडे म्हणतात, "पहिल्या नेपोलियनप्रमाणे आपल्या काळात शिवाजी हा महान संघटनाकार आणि प्रजेच्या जीवनाला उपयोगी पडणाऱ्या संस्थांचा विधाता होता. लोकांच्या मनामध्ये स्वराज्याची प्रेरणा निर्माण करण्याचे कार्य शिवाजी राजांनी केले. आपल्या ध्येयाच्या प्राप्तीसाठी त्यांनी धर्मभेद, पंथभेद, जातिभेद मानले नाहीत. स्वराज्यासाठी प्रत्येकाने प्राणार्पण करण्यास सिद्ध झाले पाहिजे. हे त्यांनी स्वतः अफजलखानाचा (पन्हाळा वेढा), शाहिस्तेखानाशी झालेल्या झटापटीत आणि नंतर आग्राला मुघलांच्या कैदेत अडकून पडल्याप्रसंगी स्वतःचे प्राण संकटात घालून सिद्ध केले. म्हणूनच त्यांच्या सैन्यात बाजीप्रभू देशपांडे, मदारी मेहतर, हिरोजी फर्जद, शिवा न्हावी, जीवा महाला, बहिर्जी नाईक यांसारखे स्वतःची खांडोळी करून घ्यायला सज्ज झालेले सैनिक होते."

युद्धप्रसंगी राजा स्वतःच्या रक्षणासाठी अत्यंत चपळाईने तजबीज करत आले. यासाठी १६६२ मध्ये रोहिड खोऱ्याच्या देशमुखाला केलेली आज्ञा बघा,

'मोगल प्रस्तुत तुमच्या तपियात धावणीस येताती म्हणून जासुदानी समाचार आणिला आहे. तरी हुम्लास रोखा अहडताच (मिळताच) तुम्ही तमास आपले तपियात गावाचा गाव ताकिदी करून माणसे लोकदेवाळे सयेत तमाम स्वतेची लोकास घाटाखाली बाका (मजबूत) जागा असेल तेथे पाठवणे. जेथे गनिबाचा आजार (त्रास) पहुचेना ऐशा जागीयासी त्यासि पाठवणे. ये कार्यास न करणे. रोखा अहडताच सदरहू लिहिलेप्रमाणे अंमल करणे, ऐसियासी तुम्हापासून अंतर पडलियावरी मोगल जे बांद (कैद) धरून नेतील त्याचे पाप तुमच्या माथा बैसेल ऐसी समजोन गावाचा गाव हिंडोनु रातीचा दिवस करून लोकांची माणसे घाटाखाले जागा असेल तेथे पाठवणे, या कामास एक घडीचा दिरंग न करणे, तुम्ही आपले जागा हुशार असणे.'

प्रत्येक वेळी मोहिमेवर जाताना स्वतेच्या भाजीच्या देठालाही धात

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लावता कामा नये. सैन्यातील घोड्यांना वैरण लागली तर रोख रक्कम देऊन खरेदी झाली पाहिजे. सैन्याचा रयतेला त्रास होता कामा नये, अशी सक्त ताकीद देत. सैन्याचे मुक्कामाचे ठिकाणी कसे वागावे ? कोणती दक्षता घ्यावी? यासंबंधीच्या बारीकसारीक सूचना लिखित स्वरूपात आपल्या सैन्याला पाठवत असत. शिवाजी महाराजांनी असा सक्त नियम केला होता की, सैनिक ज्या ठिकाणी लूट करण्यास जातील तेथे तेथे त्यांनी मशिदीस, कुराण ग्रंथास अथवा कोणत्याही स्त्रीस तोशीस अगर त्रास देता कामा नये. जर एखाद्या कुराणाचा ग्रंथ हाती आला तर त्याबद्दल पूज्यभाव दाखवून तो आपले मुसलमान नोकरांच्या स्वाधीन करावा. केव्हाही हिंदू किंवा मुस्लिम स्त्रिया हाती सापडल्यास व त्यांचे रक्षण करण्यास कोणी जवळ नसल्यास त्यांचे नातलग त्यांची सुटका करण्यास येईपर्यंत महाराज स्वतः त्यांची काळजी घेत असत. मोहिमेत स्त्रियांना नेण्यास मज्जाव होत होता. मादक पदार्थांना बंदी होती. राज्यात स्त्री-पुरुष म्हणून गुलामांची विक्री करण्यास परवानगी नव्हती.

स्त्रियांच्या अन्नूला धक्का लावणाऱ्याला महाराज देहदंडाची शिक्षा देत. रांझेगावचा बाबाजी गुजर, संकुजी गायकवाड यांना केलेल्या जबर शिक्षा सर्वश्रुत आहेत. मोगली फौजेतील झुंजार सेनाप्रमुख रायबागीन पराभूत झाल्यावर तिला तिच्या हुद्द्यानुसार योग्य सैन्याची वागणूक देऊन सोडून देण्यात आले. अशा प्रकारे अधिकारी, सेनापती, सामान्य माणूस या सर्वांसमोर त्यांनी स्त्रीविषयक नीतिमत्तेचा उच्च नमुना पेश केला होता.

राज्याच्या भरभराटीसाठी राजांनी व्यापाऱ्यांना सवलती व जकातीत काही सूट दिली. भारताच्या पश्चिम किनाऱ्यावर पोर्तुगीज, डच, फ्रेंच, डॅनिश, इराणी, अरब, आशियाई लोकांच्या वखारी होत्या. या सर्वांची वृत्ती व चाल महाराजांनी ओळखली होती. महाराज म्हणतात "टोपीवर, पोर्तुगीज ही हट्टी जात हातास आले. स्थळ मेलियाने सोडावयाचे नव्हते, त्यासी केवळ नेहमी जागा देवू नये. पुढे महाराज सुचवितात की, जंजिरा किल्ल्यासमीप यांना येवू देवू नये. जागा द्यावीच लागली तर दूरची टाकावू जागा द्यावी, उंच इमारत बांधू देवू नये." यावरून परकीय व्यापाराविषयी महाराजांची सावधानता दिसून येते.

शेतसारा हा सरकारचा मुख्य उत्पन्नाचा घटक होता. त्यामुळे त्यांनी शेती व्यवसायाकडे विशेष लक्ष पुरविले होते. शेतकऱ्यांना आर्थिक सहाय्य दिले जात असे. त्यांना बिनव्याजी कर्ज दिले जात असे. कर्जाची मसुली शेतकऱ्यांच्या सवडीनुसार केली जात असे. शेतकऱ्यांना पाणीपुरवठा


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छत्रपती शिवाजीमहाराजांचे विविध.....योगदान १९


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करण्याकामी सरकारने लक्ष घातले होते. शिवाजी महाराज हे अत्यंत धोरणी व व्यवहारी पुरुष होते. ग्रामीण समाजाला त्याची परंपरा उपभोगण्याचे पूर्ण स्वातंत्र्य दिले. त्याचबरोबर रयतेशी प्रत्यक्ष संबंध प्रस्थापित करण्याचा प्रयत्न केला. शिवाजी महाराजांची नैतिक वर्तणूक चोख होती. त्यांची वृत्ती सहिष्णू होती. त्यांनी सर्व जातिधर्मांचा आदर करत स्वभाषा, स्वधर्म, स्वराज्य यांच्या विकासासाठी सतत प्रयत्न केले. शिवाजींचे राज्य म्हणजे मराठी लोकांचे राज्य अशी भावना झाली. महाराष्ट्रातील गरीब, पददलित, दैववादी बहुजनांना राजाने आपल्या जादुई स्पशाने आणि प्रेरणादायी व्यक्तिमत्त्वाने अलौकिक, कर्तबगारी दाखवण्यास प्रवृत्त व सक्षम केले आणि त्याचे रूपांतर उत्तम सैनिक, धाडसी पाठिराखे, परिपूर्ण सेनापती, विधायक दृष्टीचे राजनैतिक अधिकारी यांच्यात बुरून शेकडो लढाया जिंकणाऱ्या मोगलांना तोंड देण्यास त्यांना समर्थ बनवले. महाराजांच्या या अलौकिक कर्तबगारीमुळे जगातील कोणत्याही श्रेष्ठतम योद्ध्याशी, राजाशी तुलना केली, तरी ते दशांगुळे अधिकच भरतात.

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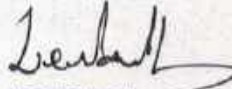
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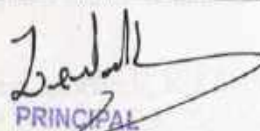
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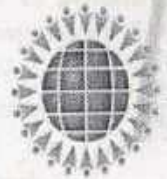
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From the Guest Editor's Desk

It is with deep satisfaction that I write this Foreword to the volume of research papers that were presented during our international, interdisciplinary Conference on "Sustainability: Aspects, Challenges and Prospects in the Global Perspective" on 17th and 18th Jan 2019 at Pune, India. The conference was sponsored by the esteemed Savitribai Phule Pune University.



The conference received a warm response and as many as 76 papers were selected to be presented during the conference in 12 concurrent sessions. The concurrent sessions were planned to take place in a theme-wise manner and were chaired by a subject expert and a paper reviewer each. Thus, the central theme of 'Sustainability' was explored from numerous different angles including Innovative Entrepreneurship for Sustainable Business Practices, Economics & Banking for Sustainability, Legal Aspects of Sustainability, Human Resource Management for Sustainability, Sustainable Lifestyle and Ancient Civilization, Sustainable Tourism, Green Marketing and Consumer Accountability, Sustainable Environment: Carbon Credits, Biodiversity, Waste Management, Clean Energy, CSR Initiative for Green Development etc. We were lucky to have Dr. Ashok Modak, a National Research Scholar, attending our Conference on both the days. With his years of study and expertise in world, economy, politics and history, he could give our Conference a broad perspective and vision. We are happy to publish his monograph on Contemporary World Challenges and Integral Humanism as the Prologue to this volume of research papers.

We are happy that the ensuing scholarly papers have explored multiple meanings of the term Sustainability in multiple different contexts, and promise to live up to the basic goal behind organizing this Conference – that of equipping the Community at large with the desire and ability to contribute solutions to the serious global challenges our planet faces. We hope that the readers will discover that both common challenges and creative solutions emerge from very diverse settings and can yet contribute in unison to overcome the pressing challenges of Sustainable Development in front of the humanity at large today.

I trust also that this publication of the conference papers will be an impetus to stimulate further study and research in all these areas. I take this opportunity to congratulate all the researchers whose research papers have been selected for the purpose of this post-conference publication.

May we all have a very sustainable, eco-friendly and healthy Life ahead!

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Sustainable Development through Planned Agriculture Marketing

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Abstract:

Dr. Philip Kotler the father of marketing says that the marketing is not only science but also the art of exploring, creating, and delivering value to satisfy the needs of a target market that is customer at a profit. Marketing identifies unfulfilled needs and desires. It defines measures and quantifies the size of the identified market and the profit potential. It pinpoints which segments the company is capable of serving best and it designs and promotes the appropriate products and services.


Marketing in AGRICULTURE SECTOR means all the activities which are involved in the flow of the agricultural produce from the production point start from the stage of harvest to the ultimate customers which includes grading, processing, storage, transport, channel of distribution all other functions which are necessary for the completion of production process. Agriculture marketing is mainly related with marketing of agriculture produce. Agriculture is performed to satisfy basic food needs of human being so earlier there is no need of marketing for agriculture produce but when the other professions developed post industrial revolution and agriculture got commercialized with surplus production for sale by the farmers, agriculture marketing became a necessity.

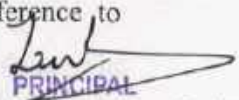
In India and in Maharashtra, the present condition of agriculture is in almost worst. After 70 years of independence the 70 percent farmers are marginal and totally depend on others for each and every activity of agriculture in spite of all these 90 percent of working population is directly or indirectly depend on the agriculture but the contribution of agriculture in GDP is less than 15 percent. Thus there are tremendous opportunities in development and especially in agriculture marketing sector so that the development will possible and farmers also get the reasonable return for his produce.

Key words: Agriculture, agricultural marketing activities, research work, human resource development, changing environment, marketing agencies, middleman, channel of distribution, Sustainable Development through Planned Agriculture Marketing (with special Reference to North Maharashtra)

Introduction:

Today Indian agriculture sector is facing multitude of problems. Significant proportion of these problems is related to the marketing of agricultural commodities. There is no proper system for marketing of agriculture products and giving assurance to the farmer for the sale of product and provide them with a reasonable price. Biggest issue is orderly and organized marketing functions are not followed in most of the agriculture marketing activities. Another problem is


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losing goods in warehouse and in transit. It is estimated that 7 percent of grains, 10 percent of vegetables and 30 percent of fruits are lost in transit while moving the goods from the farm to the market and this is due to non-availability of cold chains and lack of an efficient goods transport system. Cold chains, including pre-cooling facilities, cold storages, refrigerated warehousing etc are not available or available with bad quality services.¹

Agricultural marketing includes all activities which are necessary for the supply of farm inputs to the farmers and movement of agricultural products from the farm to consumers. They are:

- Buying and assembling
- Selling
- Transportation
- Storage/ warehousing.
- Cleaning, Standardization and Grading
- Branding, packaging and labeling
- Insurance
- Financing
- Market information, Market Risk and Market Research
- Collection of all surplus items from the farmers.
- Making necessary arrangement for transport to the market.
- Processing whenever needed.
- Negotiate with consumer
- Exchange of goods with the ultimate customers.
- Making an assessment of the disposable surpluses of agricultural production.
- Finding the markets to dispose of the surpluses.
- Supply chain management²

The Indian council of Agricultural Research defined, "Agriculture Marketing involves the three important functions, namely (a) assembling (concentration) (b) preparation for consumption (processing) and (c) distribution."³

Objectives of Study:

1. To identify the importance and contribution of agriculture marketing and related services in agriculture development.
2. To evaluate the current status of agricultural marketing in North Maharashtra.
3. To understand a holistic approach and concept to improve agriculture marketing system for sustainable development.

Research Methodology:

This is a descriptive and conceptual paper based on primary and secondary data. The primary data is collect from the farmers of Nasik, Jalgaon, Dhulia and Nandurbar districts by taking personal interviews. The secondary data is collected from various published newspapers, journals, books and various government's websites on different perspectives.

Scope of the study:

The study is planned for the general working of agriculture marketing for discuss the issues involved in agriculture marketing and the difficulties faced by the farmers while selling their produce in regulated market (APMC).

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Limitations of Study:

The scope of study is clearly limited up to agriculture marketing from Nasik,, Jalgaon, Dhulia and Nandurbar districts APMC. The findings and conclusion may be relevant to the selected area.

Government participation in Agriculture Marketing

Indian ministry of agriculture runs 3 main departments that are linked to various public, private and cooperative agencies. DAC (Department of Agriculture and Cooperation), DARE (Department of agriculture Research and Education) and DADF (Department of Animal Husbandry, Dairies and Fisheries) are the 3 main departments through which all the work is carried out. In addition various other organizations have been set up in the following categories cooperatives, research, financial, warehousing and exports to provide special attention to these areas.

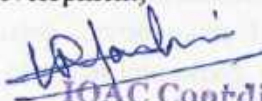
At the state level Maharashtra government has organized the Department of Agriculture under 3 main divisions i.e. Agriculture & marketing, Horticulture and resource management mainly water (Irrigation facilities). These 3 divisions are then sub-divided into another 6 categories for agriculture sector. These 6 sectors look after 8 zones in the state that are responsible for the districts within their zone. District level officers are responsible for collecting the tahsils and rural data and statistics within their districts.

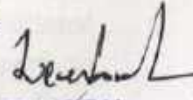
Govt. Organization involved in Agriculture sector At State Level- (2018):

MSAMB (Maharashtra State Agricultural Marketing Board)
A.P.M.C.(Agriculture Produce Marketing committee)
NIPHT(National Institute for Post-Harvest Technology)
MSWC (Maharashtra State warehousing Corporation)
NAFED (National Agricultural Cooperative Marketing Federation of India)
APEDA (The Agricultural and processed food products export development Authority)
NABARD (National bank for agriculture and rural development)
FCI (Food Corporation of India)
CWC (Central Warehousing Corporation)

Various Agriculture Autonomous Agencies

DMI (Directorate of Marketing and Inspection)
NIAM (National Institute of Agricultural Marketing)
SFAC (Small Farmers Agri-business Consortium)
AGMARKNET and other online portals


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Literature Review:

Dr.Smita Diwase: A professor in the Agribusiness Management Institute, Pune, writes a book on, "Indian Agriculture and agribusiness management". In this book the author discuss on the various topics related with the agriculture and agribusiness. In this book she explained and discuss about the various factors related with the agribusiness and how they affect the agribusiness environment. She also explain about the various management activities necessary for the successful agribusiness.

Dr. Atul Bansal: Principal of C.Z. Patel College of Business and management Vallabh Vidyanagar, wrote an article on "Agribusiness in India – vision 2020" in



ZENITH International Journal of Multidisciplinary Research Vol.1 Issue 2, June 2011, ISSN 2231 5780 (www.zenithresearch.org.in). He discussed regarding the position of agribusiness of India in the year 2020. As India has 60% youth population, to avoid unemployment among population it is necessary to develop the entrepreneurial skill in youth and proper utilization of the natural resources.

Nilabja Ghosh, (2013) "India's Agricultural Marketing, market reforms and emergence of new channels", the writer evaluate the present agricultural marketing system of India and discuss about the necessity of reforms in the agriculture marketing. She also discuss on the hot topic of the elimination of middleman, which is really impossible. Before considering or discussing on the Indian Agriculture marketing, the writer collect and analyses the information of world agriculture marketing specially of develop countries.

Dr. Satish Bongane, (2009) A Ph. D thesis on 'A study of Fruit cultivation and its Marketing Cost in West Maharashtra with special reference to Pune District' due to the Employment guarantee scheme connected with Horticulture programme there is lot of fruit cultivation in the Pune district. Out of total fruit cultivators 88.77 percent are educated. The author studied their marketing problems then he found that 86.05 percent cultivators feel the commission of agents is too high, unauthorized deduction is also one problem in the marketing, 79.25 percent cultivations found labour problems, there is uncertainty about the availability of the labour at proper time, 63 percent cultivator are not found expert labour for fruit farm, 49.32 percent cultivators says that the packing material cost is very high and 20.75 respondent feel that payment of fruits not received in time, its take some time or delayed payment from commission agents. Such types of marketing problems are faced by fruit farmers in the Pune district.

Importance of agriculture marketing in agriculture development:

Agricultural marketing as a whole can be categorized into three different Categories; the Functional Category where marketing process can be broken down into functions such as Exchange Function (buying, selling, pricing, anticipating demands and supply, decision making planning on marketing channels, packaging, advertising, promotions); Physical Function (handling, movement, storage, transport, processing e.g. wheat into bread, processing adds value to the original commodity) and Facilities function (financing, insurance, market information data, risk management, regulations, standardization). Second category is the Institutional Infrastructure category which deals with various agencies and the business facilities that perform marketing activities, these agencies include wholesalers, retailers, and agents/brokers, speculators, facilitating organizations (banks, research agencies, standardization agencies, machinery agents, and trade associations). Last category is the Advantage Decision making or the Behaviors category where the players in marketing activities such as farmers, middleman, transporter, processor, retailer, consumers all make day-to-day profit based decisions in order to strengthen its own market position and achieve the economic targets. Various parties also establish effective communication linkages in the marketing chain from producer to consumer creating a network of all participants with a strategic goal of adapting to new market trends and practices.

- Agricultural marketing helps to use the optimum natural resources and contribute in the market surplus.

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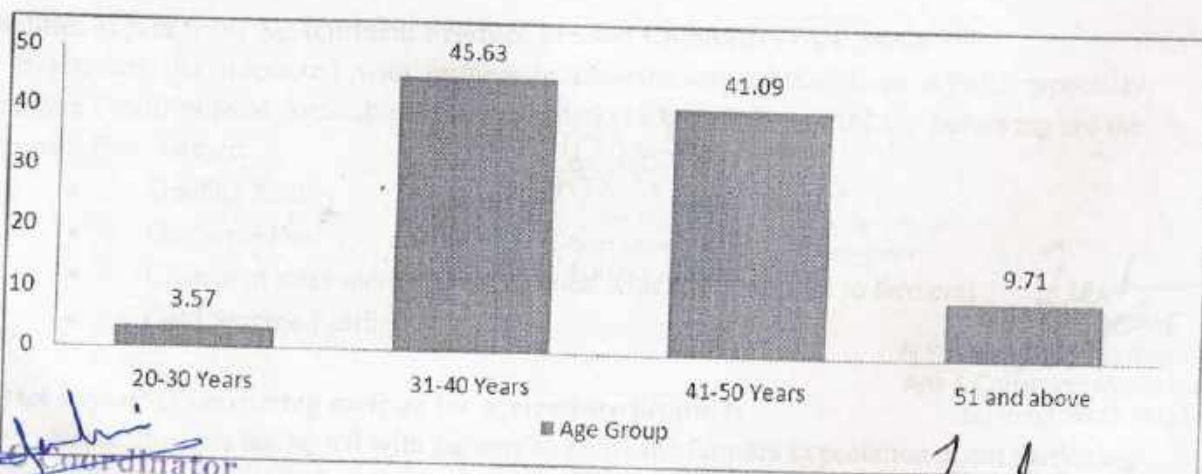
- Efficient marketing system ensures to increase the income and provide employment along with reduce the wastage.
- It helps in the development of agro base industry.
- The efficient marketing system helps the farmers in planning of the production according to the needs of the economy.
- The effective Agricultural marketing helps to adopt the new technology due to the assurance of remunerative prices.
- It helps to earn foreign exchange and improve standard of living and increase employment and develops process industry.

Features of Indian Agriculture

- The land holdings of majority farmers are small and marginal, which is the main reason for reduces the average farm size along with the productivity then the requirements of getting maximum output from these small land holdings.
- Another feature of Indian agriculture is large number of farmers reside in a remote areas that are not adequately connected with markets resulting in lack of proper services and infrastructure.
- There is no system as of today for the major number of farmers in India to study or get an idea of domestic and international consumption of commodities, even though they are competing both with local and international producers for better prices and quality of products.
- Considering the changing nature of agriculture and the evolving challenges, producers currently need a wider range of support, including organizational, marketing, technological, financial, entrepreneurial, training and guidance.
- To be a successful entrepreneur in agriculture sector, farmers require a wide range of knowledge from different sources and support to integrate these different bits of knowledge in their production context.

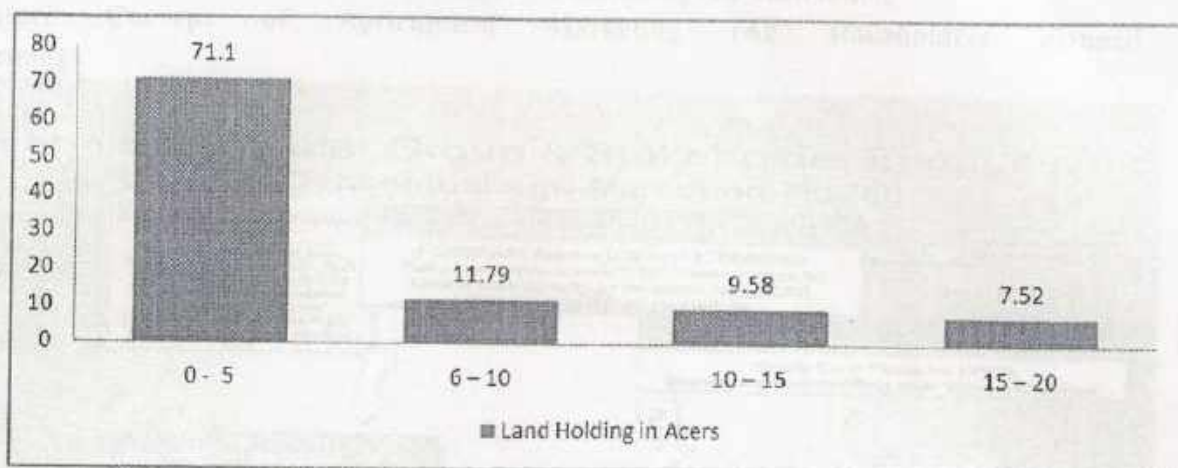
Current status of agricultural Marketing in North Maharashtra:

Age of Farmers



It is observed that very few farmers i.e. 3.57% are belonging to 20-30 years age group. It means that very few young stars are into the farming from Nasik, Dhule, Jalgaon and Nandurbar District.

Area of Land Holding (in acers)



From the above graph, it can be said that majority of farmers are holding 0-5 acers of land from Nasik, Dhule, Jalgaon and Nandurbar District.

Various difficulties faced by farmer during the marketing of crops

Researcher has interacted with farmers to understand various difficulties faced by farmer during the marketing of crops. Following are the some major responses from the farmers about difficulties faced during the marketing of crops

- "Finance"
- "Skilled Labour"
- "No guarantee of product sale and reasonable selling price"
- Non availability of Market and weather information

Facilities expect from Agricultural Produce Market Committee (A.P.M.C)

Researcher has interacted with farmers to know the expectation from APMC especially regarding Facilities from Agricultural Produce Market Committee (A.P.M.C). Following are the responses from farmers

- Grading facility
- Guidance Facility
- Change in sales method (any method which is beneficial to farmers)
- Cold Storage Facility

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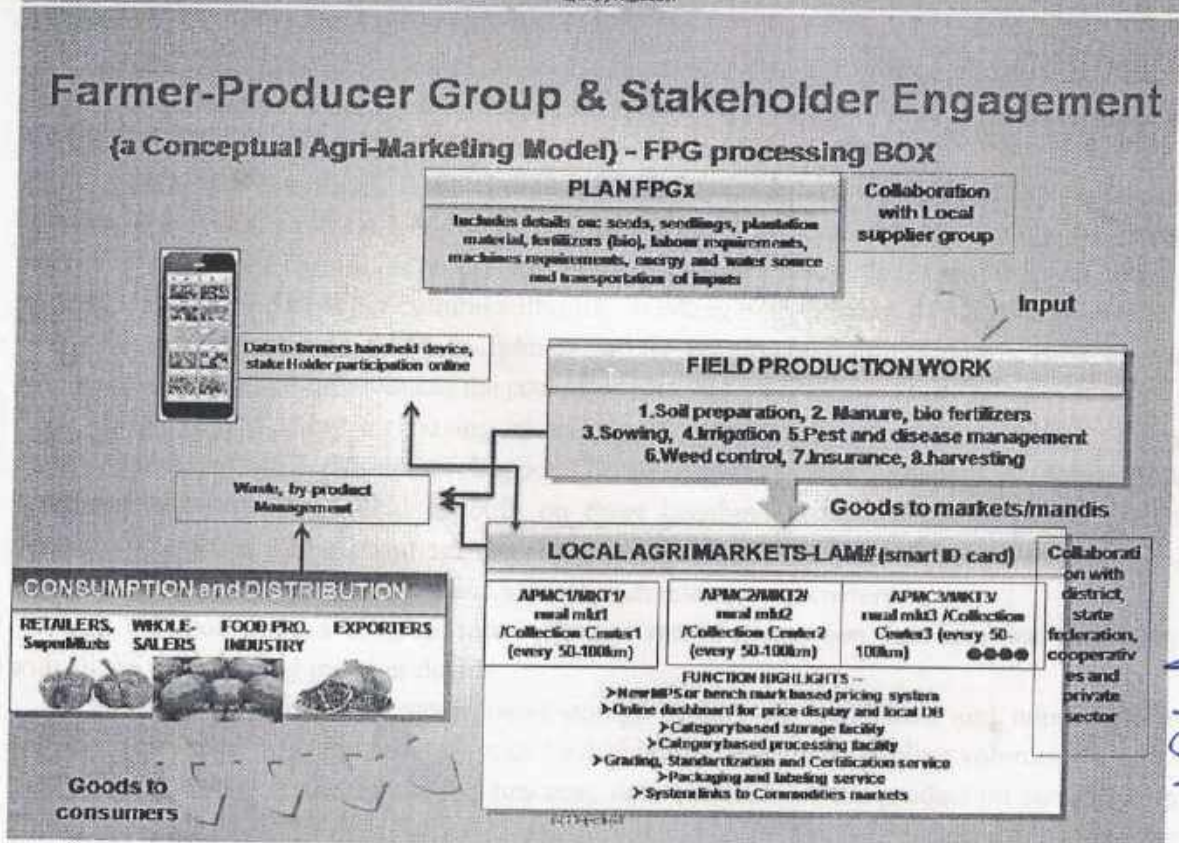
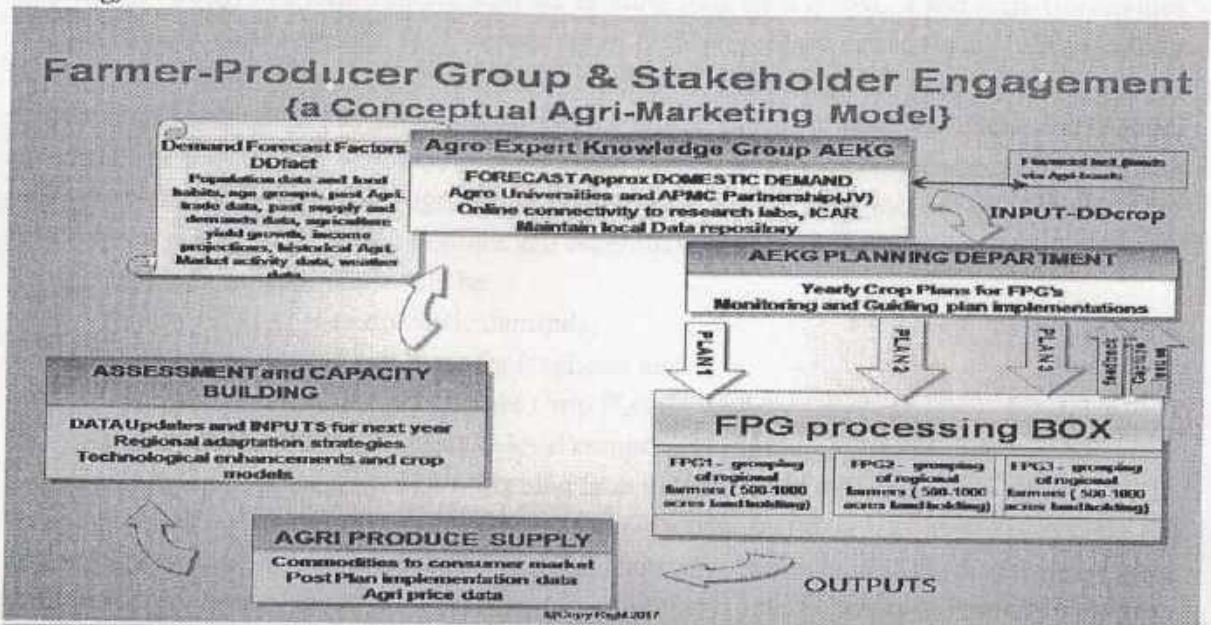
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Expect any other marketing method for agriculture products

Researcher has interacted with farmers to know the farmers expectation about marketing method for agriculture products. All the farmers have responded that "Direct Selling to customer" is expected by farmers for the marketing.

After considering the above bottlenecks, the researcher has developed a planned agriculture marketing strategy so that maximum problems would be solved and the farmers would also get the reasonable price for his produce and his dependency on the others will be reduce. Moreover integration of transportation means and provision of necessary marketing platforms and instruments would add to effective marketing and distribution.
Future Concept of Agricultural Marketing (All stakeholders planned farming):



Highlights of proposed Agriculture Marketing strategy:



Aim is to extend and improvise existing system of agriculture commodities marketing and related processes in an attempt to find solution to the various problems highlighted in the beginning of this research work.

Can be used and implemented in the field either on a small scale or a larger scale as the case may be in real practical physical world.

Main player is the formation of a new organization called AEKG (Agro Expert Knowledge Group) in a joint venture with the existing state level APMC's and Agri-Universities and Colleges (a public-private firm) consisting of highly qualified professionals with a clearly defined functions of forecasting domestic Agri-commodity demands taking into account various economic and generic factors such as geographic population census data, population food habits, age groups of people, past agricultural goods trade data on buying, selling and exports; previous agriculture market activity data, agriculture yield growth for the area, income projections in the area, import- export of Agri-commodities and other socio-economic factors.

AEKG's three main functions would be

1. To forecast crop-wise domestic demands;
2. To generate Yearly Crop Plans for its clients and
3. To support implementation of these Crop Plans.

AEKGs should be setup at tahsils level comprising of group of tahsils in one AEKG firm. Farmer population in area should be governing factor in deciding how many tahsils should come under one AEKG. Grouping or aggregation of farmer-producers under one umbrella to bring the total cultivation unit size to around 500 to 1000 acres and help bulk quality production, I have named this group as Farmer-Producer-Group or FPG (a private enterprise-membership fees applicable)

Each FPG would be provided its own independent plan for crop production by AEKG. Each FPG is responsible for its plan implementation by carrying out input procurements, field production work and selling goods in markets.

I want also establish a LAM (Local Area Market) in local geographic area at a distance of every 15 to 25 km circle; A LAM could be made of an APMC type infrastructure, a rural basic market, a Collection center or a private market. I would allow the flexibility on market implementation to the local agricultural authorities working with existing APMC s in the state.

Close proximity of LAM to farmers would require less transportation time on the producers side which in turn reduces the cost of production.

LAM should allow for buying or selling of agricultural commodities with a pricing system based on MSP (Minimum Support Price) system as the guideline or some other benchmark system. Price could be built on these benchmarks with a computerized system algorithm that takes into account various factors such as historic price data, market volatility, crop yield growth numbers, weather and several such relevant parameters.

LAM should use a computerized system to record transaction data in a data repository with all the participating member details.

LAM must provide category based storage facility for perishable and nonperishable products. (The size, scale and capacity must be decided on commodity dealing volumes)

Post production and marketing function, data obtained on the production such as crop quality, quantity, market prices, issues or risks faced and mitigated during production phase etc could be fed back to AEKG systems in order to fine tune the forecasting and planning functions

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for next year.

I suggest to control and only produce need-based and soil suitable crops and commodities aims to facilitate higher Agri-commodity prices for farmers along with faster, efficient and reduced wastage production and marketing of goods.

The whole setup of AEKG, FPGs, LAMs and inter-connectivity makes a smooth operational chain for all participants in the agriculture sector and allows for traceability of goods and faster issue resolution as at every step a record is being maintained in the automated systems.

The focus of this model has been to get active participation of APMC, fair prices to farmers, reduction in wastage of perishable goods, more connectivity, deeper level of automation of functions, generate employment, develop processing industry and optimum utilization of resources, stake holders such as farmers, Producers, Consumers, Commission agents, Traders (buyer, sellers), Processors, Research Institutes, Exporters, Commodity Boards, Various Government Departments, Private sector firms, Agri-experts active participation for development and progress, value for money of end user products and fair, transparent operations to generate public trust.

Conclusion:

After analyzing the above information, it is observed that in practice a professional way of production and marketing is not applied and the APMC (Agriculture Produce Marketing Committee) also not properly implemented the marketing functions for the farmers, not achieving or fulfilling the objective of establishment. Thus after considering all the points, the researcher would like to suggest the professional and planned system for agriculture production and marketing which will definitely help to solve the various problems of this sector. The following are few highlights of the new process plan:
This plan would effectively increase the productivity of agriculture and thus optimum utilization of natural resources should be possible.

1. This plan would definitely contribute towards reducing the percentage of farmer's suicides.
2. It will effectively increase the economic development pace of country.
3. It should provide the proper and systematic method of marketing for agriculture produce.
4. It should reduce the unemployment and improve the standard of living at rural level and possible to develop irrigation facilities to maximum agriculture area.

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Anxiety Related to Use of ICT among Commerce Teachers

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Abstract :

Commerce is one of the fastest developing industries worldwide. Which is as a result of essential role information technology has to play in commerce industry. Due to globalization the situation has so developed that even smallest companies or business have access to global market with the advancement in technology, telecommunication, international logistics, & especially in transportation. In this changing situation of commerce sector has demands skilled labour required. But, our education sector can't fulfill the skill labour demand. Due to not using latest technology in pedagogy & also the teaching methodology is traditional. Recently the information technology is also introduced in education from last 8-10 years. For test the use of ICT in commerce education by teacher. The purpose of this paper is to test anxiety related to use of information and communication technology among commerce teacher. For study age, experience & knowledge these variables are considered. For this study the researcher developed 5 point likert scale including 25 items related to computer knowledge, skill & fear (anxiety) about ICT among commerce teachers. In this scale 13 items are for positive sentences about computer knowledge and skills & 12 items are negative sentences related to use of ICT in teaching. The scale is fill up from 4 colleges by 25 commerce teachers. For testing the variables X² test is utilized. There was no fear about computer but, lack of knowledge about various media for use of ICT in commerce education. one of the major drawback is the limited availability of infrastructure special, interactive boards are not available only. ICD is available. Fully equipped labs with high speed internet data are required in colleges & frequent training for teachers about use of ICT is also necessary.

Key words : ICT, Anxiety

Introduction

In the era of globalization and modernization the use of information and communication technology is imperative instrument in every sector like business, education. Due to ICT there is rapid change in business however the structure of business is change. The market situation has so developed that even smaller companies have access to global markets with the advancement in technology, telecommunication, international logistics and especially in transportation. The new era demands about high skilled commerce graduates & hence our commerce education which so not doing good job its required to change their curriculum and teaching pedagogy for fulfill the regulated economy to meet its demand (Dishpande 2000).

The national policy on education (1986) implemented by the Central Government of India with view to improving quality education. A massive and rapid development in the computer IT and the related area throughout the educational system has to be considered as a integral part in commerce curriculum in order to improve the capabilities of the students. Most of the graduates from commerce education are not skilled and trained enough to become employable in IT Sector. ICT is used in all sector it is also used in education sector. However, teacher can be use ICT for imparting the current knowledge, recent rules, regulations and laws to the students.

Commerce is one of the fastest developing industries worldwide. Which is as a result of essential role information technology has to play in commerce industry. Due to globalization the

situation has so developed that even smallest companies or business have access to global market with the advancement in technology, telecommunication, international logistics, & especially in transportation. In this changing situation of commerce sector has demands skilled labour required. But, our education sector can't fulfill the skill labour demand. Due to not using latest technology in pedagogy & also the teaching methodology is traditional. Recently the information technology is also introduced in education from last 8-10 years. If the teacher is use ICT in teaching the student obtain recent knowledge in the field of commerce and Management. From last years colleges have ICT enable infrastructure and it utilized by some teachers it is observed that most of the teachers have 'Cyber phobia'. Therefore, the present study attempt the anxiety related to use of ICT among commerce teacher.

Objective :

The purpose of this paper is to test the use of ICT in commerce education by teacher and to test anxiety related to use of information and communication technology among commerce teacher.

Hypothesis

1. There is a positive relation between the teacher age, experience and anxiety for use of ICT in teaching.
2. High level of knowledge, Less experience are positive factors for uses of ICT in Teaching.

Literature Review.

The researcher have gone through the previous studies related computer anxiety and use of computer. In globalization and technology era use of ICT is vital instrument in educational sector for teaching learning. However, some previous study shows the teachers have anxiety about computer and ICT in teaching-learning. ICTs are used as habitual resources in teaching apart from just experiences of excellence (Ekzogly, Tezer and Brozer 2010).

Morris(2010) confirmed that, online discussion have been introduced in schools but they are not frequently used yet and the explanation behind that is 1) teacher have basic knowledge of these technologies but it is not enough as to prepare their student for new social challenges (Kocak, Kocak, K. Kushaya Mumeni, F and Aderinsalan, Y 2007). 2) teacher technical management of ICT tools of excellence (Ekzogly, Tezer and Brozer 2010).

Computer anxiety defined by Raub (1981) is the complex emotional reactions that are evoked in individual who interpret computer as personally threatening. Computer anxiety is a negative feeling of towards computer technology in which the computer users experiences discomfort stress or fear in front of computer or using it.

According to Henderson et al (1995) anxiety is viewed as a drive that motivates the organism to avoid the stimulus for anxiety. This implies that individual will avoid the use of a computer in the presence of computer anxiety and its possible. Computer anxiety is also influenced by a variety of aspects that general anxiety and confidence (Harrison & Rainer 1992), equipment related anxiety (Marcellides 1989)

There is weak ($r = .329$) relationship between computer anxiety and computer self efficacy among employee. Therefore, it can be reasoned form finding the anxious feeling operating computer in the system had lightly affected employees self efficacy (Nur'ain Achima, /Araaqib Al Kusimib 2014)

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Pelgrum and Piom (1993) emphasise the relationship between teachers' knowledge and skills, and training. Overall, teachers' lack of confidence in their ability to use computers in the classroom is likely to be related, at least in part, to their training and professional development. Teachers' lack of confidence in their ability to use computers effectively in classrooms can also be understood as a form of computer anxiety, or 'cyberphobia'. Cyberphobia refers to a fear or anxiety about computers, and is related to a more general fear of machines, or technophobia.

The literature review done on the ICT use by teachers and effects of computer anxiety on teaching and Learning. The researcher has focused the anxiety related to use of ICT among commerce teachers.

ICT Tools

There are various tools available in information and communication technology these are follows 1.

1. Desktop and Laptops
2. Projector
3. Digital Camera
4. Printer
5. Photocopier
6. Tablets
7. Popper
8. Pen-drive
9. iPod
10. Interactive white boards,
11. DVD and CDs
12. Micro Phones,
13. Flash discs.

Radio, television, cellular phones, computer, network hardware and software, video conferencing, various apps these resources are used for educational communication. Through using ICT tools and resources teachers can impart knowledge effectively and improve the academic performance of students.

Methodology

A survey research methodology is used for this research. For study 4 colleges are selected from Nashik city. Random sample method is used for study. 25 commerce teachers are selected. For collection of data about anxiety related to use of Information and communication technology among commerce teacher. The research has developed 25 items Likert scale, 9 items related to use of ICT in Positive in teaching, 6 items related use of ICT in teaching learning is effective for curriculum in implementation and performance of students 20 items related with fear about use of ICT in teaching for the analysis of data, average and for testing of

Data Analysis

Researcher has prepared five point rating (Likert) scale. The scale analysis is (5 - Strongly Agree, to 1- Strongly Disagree) the knowledge level about computer and ICT, experience, use of ICT for improvement of academic performance, anxiety about technology and ICT utilized and non anxiety these factors are considered for analysis.

The present study find out the following findings.....

1. The knowledge level about use of ICT in teaching. 52% teachers have High knowledge competence about computer and ICT and they have used ppt, you tubes, wikis, (Websites), social sites in teaching. 48% teachers are not used ICT in teaching. Low level competency in teachers are not used various ICT tools in teaching they are not familiar about various ICT tools and resources.



2. Teaching Experience

Teaching experience is most important factor affecting on use of computer technology in teaching. 51% teachers have below 10 years experience they have knowledge of computer and using ICT in teaching and learning. 49% teachers have above 10 years experience they have partial knowledge they are not interested to use computer and ICT in teaching.

It is observed that experienced and aged teachers are less interest to integrate ICT into their teaching. But, the teacher with less experience more likely to use computer and various apps for teaching than teacher with more experience in teaching. The reason to this disparity may be that fresh teachers are more experience in using the technology.

3. Accessibility

Basically non-availability fully equipped classroom is also most important obstacles for using ICT. As per teachers opinion college or institute have computer lab, LCD projector, T.V. Wi-Fi, and Lan facility, but it is not available in classroom. 40% teachers are used ICT rarely.

Effective use of ICT it depends on availability. Access to ICT infrastructure and resources in college is necessary. If teacher cannot access ICT interest is not created in them and they will not use. Technological resources are the effective way for use of ICT in teaching. Basically non-availability of fully equipment classroom is also most important obstacles for using ICT. So, it creates anxiety among teachers.

4. Anxiety related to use of ICT

The following table shows the distribution among male and female teachers related to academic performance, anxiety and non anxiety.

	Male	Female
Academic Performance	1.19	2.06
Anxiety	1.14	2.10
Non-Anxiety	0.93	1.16

As per the above table reveals that:

1. It was observed that as per the results that female mean score 2.06 indicates better using ICT in teaching learning is increase academic performance compared to male mean score 1.19.
2. It was observed that as per the results that female mean score 2.10 indicates that they have more anxiety for use of ICT in teaching than male mean score 1.14.
3. It was observed that as per the results that female mean score 1.63 indicates more anxiety than male mean score 0.93 it means the female teachers have anxiety than male teacher for using ICT in teaching.

There was less fear in male teacher related to computer and ICT but lack of knowledge and skills about various resources for use of ICT in commerce education for increasing skills training programme is to organized frequently. And also to provide ICT enable equipped labs with interactive board, high speed networking facility.

Conclusion :

In the era of globalization the use of information and communication technology is imperative instrument in every sector like business, education. Due to ICT there are rapid changes in the business. These changes must be inculcating among student so, the role of teacher is changed. Commerce teacher must have to utilize the ICT in teaching process and provide day to day changes in the field business to student and fulfilled the demand of highly skilled labour. Information technology was introduced from 15 years in education sector. So teacher must learn the computer and their various



application which is useful for teaching-learning. Rapid changes in the ICT demand in education sector educational institute have must be provide equipped labs of ICT enable and computing environment to expose teachers with computer applied in their teaching. For increasing knowledge and skills about various resources for use of ICT in commerce education training programme should be organized frequently. And also to provide ICT enable equipped labs with interactive board, high speed networking facility.

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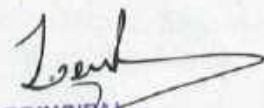
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“महाराष्ट्रातील काही आदिवासी जमातींवर एक दृष्टीक्षेप”

प्रा.स्मिता ओंकारराव माळवे

मराठी विभाग

कै.बिंदू रामराव देशमुख कला व वाणिज्य

महिला महाविद्यालय, नाशिकरोड, नाशिक

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‘आदिवासी’ म्हणजे जो मूळात येथे वास करतो (राहतो) तो होय. म्हणजेच खऱ्या अर्थाने मूळ रहिवासी होय. आदिवासी या शब्दाभोवातीच कुतुहलाचे एक वलय आहे; एके काळी या समूहास वेगळा,अलग समाज मानण्याची प्रवृत्ती होती. महाभारत,कौटिल्याचे अर्थशास्त्र या प्राचीन ग्रंथात वन्यजातींच्या समूहाचे उल्लेख आढळतात. भारतात ब्रिटीश सत्ता प्रस्थापित झाल्यानंतर त्यांनी ख्रिश्चन मिशनऱ्यामार्फत आदिवासींशी जवळीक साधायला सुरुवात केली.

सेवाभाव जरी असला तरी धर्मातरासाठीहि मिशनरी प्रयत्नरत होते.मग इतकी वर्ष आदिवासिंपासून अलिप्त राहणाऱ्या हिंदू समाजाला जाग आली; आणि शब्दांचे देखील राजकारण व्हायला सुरुवात झाली. ‘आदिवासी’ शब्दाऐवजी ‘वनवासी’ शब्द आला. आणि आदिवासींनाही हक्कांची,स्थानाची जाणीव व्हायला सुरुवात झाली. गिलीन व गिलीन यांच्या मते, -“एकाच भूभागावर निवास करणाऱ्या,ठराविक आडनावे, कुळ लावणाऱ्या, एकाच प्रकारची भाषा बोलणाऱ्या, विवाहसंबंध आणि व्यवसायाच्या बाबतीत एकाच प्रकारचे नियम पाळणाऱ्या, एकाच प्रकारची मुल्ये व विचारप्रणालीची जपणूक करणाऱ्या समुदायास ‘आदिवासी समुदाय’ किंवा ‘आदिवासी समाज’ असे म्हणतात.कुटुंबाच्या या समूहाला ‘जमात’ देखील म्हणतात.”

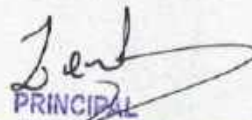
भारतात भौगोलिक दृष्ट्या विखुरलेल्या आदिवासी जमातीः- भारतात चार भागात भौगोलिक दृष्ट्या आदिवासी जमाती विखुरलेल्या दिसून येतात.

- १) उत्तर पूर्व भारत म्हणजे नागालँड,मणिपूर,मेघालय,आसाम.
- २) पूर्वेकडील भारत म्हणजे ओरिसा, बिहार, पश्चिम बंगाल.
- ३) मध्य आणि पश्चिम भारतातील गुजराथ , मध्य प्रदेश, राजस्थान, महाराष्ट्राचा काही भाग आणि उत्तरेकडील आंध्र प्रदेश.
- ४) दक्षिण भारत - तामिळनाडू, केरळ, पश्चिम व उत्तरेकडील कर्नाटक आणि आंध्र प्रदेश.

याप्रमाणे चार भागात आदिवासी जमाती विखुरलेल्या आहेत. केवळ ‘जमात’ ह्या शब्दाचा (TERM) अर्थ “भारतीय संविधानात” देखील स्पष्टपणे दिलेला नाही. त्यात ‘अनुसूचित जमाती’या शब्दास अनुसरूनच विश्लेषण केलेले दिसते. त्यात केवळ, “THE TERM “SCHEDULED TRIBE” EXPLAINED AS THE TRIBE OR THE TRIBAL


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COMMUNITIES OR PARTS OF OR GROUP WITHIN TRIBES OR TRIBAL COMMUNITIES." अशा पद्धतीनेच अर्थ विश्लेषण दिसते.

आदिवासींची एकूण लोकसंख्या: - १९९१च्या जनगणनेनुसार अनुसूचित जमातींची लोकसंख्या ८०६.६४ लाख म्हणजे एकूण लोकसंख्येच्या ९.५५% इतकी होती. समाजात कुळांची व्यवस्था असते. आणि जमत हि अंतर्विवाही; मात्र कुळ हि बहिर्विवाही असतात. प्रत्येक आदिवासी जमातीची स्वतंत्र पंचायत असते. जमातीची भाषा, बोली स्वतंत्र आणि वैशिष्टपूर्ण असते. त्यांच्या ह्या परंपरेमुळेच खरतर त्यांच्या वागण्यात एकसारखेपणा दिसून येतो. मात्र अलिप्तता व एकाकीपणामुळे मागासलेपण व बुजरेपणा देखील ह्या जमातींचे वैशिष्ट्य आहे.


महाराष्ट्रातील काही आदिवासी जमाती :- भारतात ४६१ आदिवासी जमातींचा उल्लेख अनुसूचित जमातीत केलेला आहे. आदिवासी लोकसंख्येच्या प्रमाणात महाराष्ट्र हा सहाव्या क्रमांकावर असून राज्याच्या लोकसंख्येत हे प्रमाण ८.८५% इतके आहे. महाराष्ट्रातील १५ जिल्ह्यात ४७ जमातींपैकी तीन जमाती या अतिमागास जमाती म्हणून घोषित करण्यात आल्या आहेत. कातकरी, कोलम, गोंड या तीन जमाती अतिमागास जमाती म्हणून 'PRIMITIVE TRIBE' मध्ये त्या समाविष्ट केलेल्या आहेत. महाराष्ट्रातील काही आदिवासी जमाती पुढीलप्रमाणे :-

१) आंध्र :- हा समाज महाराष्ट्र, आंध्र प्रदेश, मध्य प्रदेश या राज्यात पसरलेला आहे. तर महाराष्ट्रात हा समाज नांदेड, परभणी, यवतमाळ ह्या जिल्ह्यात आहे. हे लोक मांसाहारी होते मात्र आता काही शाकाहारी हि आहेत. शेती हा मुख्य व्यवसाय तसेच काही पशुपालन, शिकार, सरपण गोळा करणे असे दुय्यम व्यवसाय हि करतात. महादेव, खंडोबा, मसाई, मुंजा, कृष्ण या देवतांची हे लोक पूजा करतात. अलीकडे कुटुंबकल्याण, आधुनिक वैद्यक सुविधांबाबत हे लोक जागृत दिसतात.

२) भिल्ल :- यांचे मूळ अबू व असिरगड डोंगराळ प्रदेशात व तेथून पश्चिम व दक्षिणेला पथारी प्रदेशात तसेच गुजराथ व पश्चिम दख्खन प्रदेशातही स्थलांतरित झालेले दिसतात. मुळात शिकारी असलेले भिल्ल आता मात्र मुख्यता शेती करतात. निसर्ग उपासक आहेत, अंगावर विविध प्रकारचे गोंदण असते.

३) गावित :- हे स्वतःस भिल्लांचे वंशज मानतात. मातृभाषा भिल्ली आहे. खानदेश भागात मोठ्या प्रमाणात आहेत. वेशभूषा मराठमोळी असून दागिन्यात विविधता आहे. शाकाहार व मांसाहार हि करतात. मुख्य व्यवसाय शेती आहे. पशुपालन, दुग्धव्यवसाय, कुक्कुटपालन हि करतात. भीमदेव, शिवा, वाघदेव, डोंगरदेव, पांढरदेवी, महादेव, मारुती, राजवदू इ. देवतांची पूजा करतात.

४) धनका :- हि भिल्लांची एक उपशाखा समजली जाते. बोलीभषा भिल्ली आहे. वास्तव्य महाराष्ट्र - गुजराथ सीमेवर आहे. स्त्रियांना नटण्याची आवड असते


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दंडावर, कपाळावर गोंदवून घेतात. मुख्य व्यवसाय शेती आहे. वाघ्या, शिद्र्या, कलंकादेवी हि दैवते आहेत.

५) धोडिया :- प्रामुख्याने ठाणे व गुजराथेतील सुरत जिह्यात आहेत. शेतमजुरी व आनुवंशिक नोकराचे काम करतात. मराठी ची पोटभाषा बोलतात. विधवा विवाहास मान्यता आहे. हिंदू धर्मातील वारसाहक्काचे नियम ह्या जमातीत पाळले जातात. ब्रह्मदेव, इरयादेव, दिवाळीदेव, काकाबलीया, मावली माता इ. देव आहेत. पशुपालन मुख्य व्यवसाय होता आता मात्र शेतीकडे हे लोक वळले आहेत.

६) दुबळा / दुबला :- पूर्वी ते 'कालीप्रजा' म्हणजे रंगाने काळे असेच ओळखले जात. दुबळा म्हणजे अशक्त, कमी शक्ती असलेले होय. या जमातीत एकूण २० उपशाखा असून 'वारेला दुबलावो' अशी स्वतंत्र शाखाही आहे. सामान्यतः शेतमजुरी व मजुरी करीत. तसेच उच्चवर्णीयांचे दास म्हणूनही काम करीत. मूळ भाषा गुजराथी होती. पण महाराष्ट्रात राहिल्याने मराठीही बोलू शकतात. आज जवळपास सर्व समाज शेतकरी आहे.

७) हलबा :- प्रामुख्याने मध्यप्रदेश, महाराष्ट्र व ओरिसा राज्यात आहेत बलरामाचे वंशज असल्याचा दावा हे लोक करतात. महाराष्ट्रात भंडारा, चन्द्रपूर, गडचिरोली, अमरावती या जिल्ह्यात आढळतात. त्यांची स्वतःची संस्कृती व हिंदू संस्कृतीचा मिलाप म्हणजे त्यांची संस्कृती होय. मोठा देव, वाघ देव व एक मातीचा घोडा व हिंदू देवांची पूजा ते करतात. भात हे मुख्य अन्न आहे.

८) कोष्टी, हलबा, कोष्टी :- हे नागपूर भागातच सुती व रेशमी कापड विणणारे विणकर आहेत. हलबांशी साम्य आहे. ज्या हलबानी विणकर धंदा सुरु केला ते हलबा कोष्टी झाले. मात्र हलबा व हलबा कोष्टीच्या देव देवता भिन्न आहेत.

९) कातकरी :- 'काथ' तयार करणारे कातकरी यांना 'काथोडी' देखील म्हणतात. यांच्या काही परंपरा भिल्लांशी साधर्म्य दाखवतात. मराठी भाषा बोलतात. ढोर व सोन कातकरी १३ जिल्ह्यात असून महाराष्ट्रात ठाणे, रायगड, पुणे जिल्ह्यात जास्त आढळतात. येथील जंगलामुळे मासेमारी व जंगलातील उपयुक्त गोष्टी जमवणे हे त्यांचे मुख्य व्यवसाय झाले आहेत. प्रमुख पारंपारिक व्यवसाय कात करणे आहे. आजकाल मजुरी करतानाही दिसतात. खंडोबा, भैरवनाथ, भवानी, कंसारी या देवतांना मानतात.

१०) कोकणा :- रत्नागिरीतून ते ठाणे, जव्हार, नाशिक, महाराष्ट्र - गुजराथ सीमेवर पसरले. कोकण प्रदेशावरून कोकणा हे नाव पडले असावे. रानाती, गावातील, घरचे देव मानतात. सणाच्या दिवशी पाड्यांवर नृत्य करतात. शरीरावर गोन्दवने, अलंकार घालणे विशेष प्रिय आहे.

११) कोलम :- जमाती अंतर्गत स्वतःस 'कोलवाण' संबोधतात. म्हणजे जे डुकराची शिकार करतात. यवतमाळ, उस्मानाबाद, चंद्रपूर, गडचिरोली, नागपूर, या

जिल्ह्यात पसरले आहेत. हिंदू धर्म पाळतात. 'कोलामी भाषा' बोलतात. यांच्या पाड्यांना 'कोलमपोड' म्हणतात.

१२) ढोर कोळी :- महाराष्ट्र, कर्नाटक, गुजराथ, दादरा- नगर हवेली या राज्यात पसरलेले आढळतात. कोकणी, मराठी, व अहिराणी भाषा बोलतात. काम्स्वरूपानुसार यांच्यात ढोर टोळी व टोकरे ढोर टोळी असे दोन भाग पडतात. गोमातीमाता, होळीमाता, हे गावदेव, समाज देव आहेत. शाकाहार, मांसाहार करतात. जनावरांची कातडी जमवणे हा पारंपारिक व्यवसाय असून शेती व मजुरी देखील करतात.

१३) महादेव कोळी :- प्रामुख्याने नाशिक, पुणे, नगर, ठाणे, रायगड जिल्ह्यात आढळतात. जंगल महत्वाचे उत्पन्नाचे साधन आहे. खंडोबा, भैरव, देवी भवानी या देवांची पूजा करतात.

१४) मल्हार कोळी :- ठाणे जिल्ह्यात अधिक संख्या असून मल्हार देवाची, खंडोबाची पूजा करतात. काहींची मातृभाषा मराठी तर काही हिंदी, गुजराथी, तेलगु बोलतात. सध्या शेतकरी व शेतमजूर म्हणून व्यवसाय करतात.

१५) कोरकू :- हि विदर्भातील मोठी जमात आहे. 'मूळ' आणि 'मुलाई' ला पूर्वज मानतात. स्वतः स रावणाचे वंशज मानतात; त्याची पूजा करतात. पारंपारिक व्यवसाय शेती व दुय्यम व्यवसाय तेंदूची पाने, मध, औषधी वनस्पती गोळा करणे हा आहे. 'कुथ गोमाज' व 'भूम गोमाज' हे देव असले तरी हनुमान, महादेव, सूर्य, चंद्र यांचीही ते पूजा करतात.

१६) परधान :- महाराष्ट्रात ते विदर्भातील ९ जिल्ह्यात पसरलेले आहेत. 'बना' वाद्य वाजविण्यास परधानात खूप महत्व आहे. गोंडी हि द्रविडीयन भाषा मातृभाषा आहे. शेतमजुरी व्यवसाय करतात. बडादेव, गोंडांचे उच्छेदेव ची पूजा ते करतात.

१७) गोंड :- ते स्वतःला 'कोई' अथवा 'कुई' म्हणवतात. २०० च्या वर जमाती गोंड समुदायाखाली असाव्यात. नर्मदा व गोदावरीच्या आणि सातपुडा ते विन्ध्य भागात ते पसरलेले आहेत. भाषा 'गोंडी भाषा' आहे.

१८) गोवारी आणि गोंड गोवारी :- विदर्भातच आढळतात. १) गायगोवारी २) इंगागोवारी ३) गोंड गोवारी. मात्र हे तिघेही स्वतः स वेगळे मानतात. गोंडून घेण्याची पद्धत आहे. गाय सोडून सर्व प्राण्यांचे मांस खातात. एका कुळात लग्न करत नाहीत.

१९) माना :- गोंडाचीच उपजात आहे. या लोकांचा द्रविडीयन असा उल्लेख आहे. शेती व्यवसाय करतात.

२०) माडिया :- भामरागड हेच माडियांचे प्रमुख ठिकाण होय. 'मुरीआ' आणि 'बडा माडिया' अशा दोन शाखा आढळतात. परंपरागत शिकारी आहेत. मोहाच्या झाडाला ते वेगळे महत्व देतात. निसर्गोपासक आहेत. हिंदू देवांची देखील पूजा करतात.

२१) पारधी :- प्रामुख्याने धुळे, जळगाव जिल्ह्यात पसरलेली आहे. फासेपारधी, टाकणकर पारधी, पालपारधी असेही त्यात प्रकार आहेत. मोठ्या दगडांपासून जाते,

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वरवंटे, उखळ तयार करणे, शिकार करणे हे पारंपारिक व्यवसाय आहे. 'पारधी' भाषा बोलतात. जिचे मराठीशी साधर्म्य आहे. देवी व खंडोबाची पूजा करतात. शाकाहार, मांसाहार करतात.

२२) ठाकर :- ठाणे, रायगड, नाशिक, अहमदनगर जिल्ह्यात आढळतात. 'क' म्हणजे कनिष्ठ आणि 'म' म्हणजे उच्च असे दोन प्रकार ह्यांच्यात आढळतात. मराठी बोलतात. शेतीच्या काळात शेती व उरलेल्या काळात लाकुडफाटा गोळा करणे, जंगली फळे गोळा करणे, कंदमुळे गोळा करण्याची कामे करतात.

२३) वारली :- 'वारली' म्हणतच वारली चित्रकला डोळ्यांसमोर येते. तीच त्यांची खासियत आहे. ठाणे जिल्ह्यात जास्त आढळतात. 'वारल' म्हणजे जमीन असणारे त्यावरूनच 'वारली' शब्द आला असावा. चार शाखा आहेत. शुध्द वारली, मुरडे, दादर व निहार ४० पेक्षा जास्त कुळे असून केवळ २४ कुळेच शोधली गेली आहेत. वाघ्या, हिरवा, नारायणदेव, हिमाई, वीर, कणसरी हे देव ते पूजतात.

जसजसा काळ बदलत जाईल तसतसे त्याचे संदर्भही बदलत जातील. मात्र प्रत्येक संस्कृतीचा एक अमूल्य असा ठेवा असतो आणि तो जतन करणे एक माणूस म्हणून आपले आद्य कर्तव्य आहे अन्यथा काळाच्या ओघात अशा संस्कृतीची पाळेमुळे नष्ट व्हायला वेळ लागणार नाही.

आदिवासी जमाती त्याचे रीतीरिवाज, पध्दती, परंपरा हीदेखील अशीच संस्कृती आहे ज्याची दाखल आपल्याकडून फार कमी वेळा घेतली गेली आहे. इतिहास ह्याचा साक्षीदार आहे. निदान भविष्यात तरी तसे होऊ नये म्हणून वर्तमानात आपण सर्वांनी त्यांना सामावून घ्यावे आणि हि पाळेमुळे भक्कम करण्यास मदत करावी हीच अपेक्षा!

संदर्भ ग्रंथ सूची :

- १) महाराष्ट्रातील आदिवासी - डा. शौनक कुलकर्णी, डायमंड पब्लिकेशन्स, पुणे.
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- ६) जेव्हा माणूस जागा होतो - गोदावरी परुळेकर, मौज प्रकाशन, मुंबई.
- ७) आदिवासी समस्या आणि बदलते संदर्भ - डा. गोविंद गारे, सुगावा प्रकाशन, पुणे.


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A Case Study of Cattle Marketing With Special Reference to Naygaontaluka of Nanded District, Maharashtra.

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Abstract :

The term 'Market' is derived from the Latin word 'Marcatus', which means trade merchandise ware, traffic or place of business. In the ordinary language the term 'Market' refers to a certain place where buyer and seller personally meet each other and complete the transaction of business.

The term 'cattle' is derived from the Latin word the word 'Capat' and originally meant moveable property, especially livestock of any kind. Australian, New Zealand and British farmers use the term 'beast' or 'bovine'. 'It is also used in Britain. The term 'critter' is common in the Western United State and Canada particularly when referring to young cattle.

Cattle rose for human consumption is called beef cattle, cows of certain breeds that are kept for milk, they are called dairy cow or milky cows.

Introduction :

There was a barter system to exchange the goods and services among the people especially cattle were used as money to solve the problems of barter system. From those period cattle marketing is in existence. Now a days cattle marketing is playing an important role in rural and semi urban economy of the country. Cattle market is a market where trading of cattle takes place. Cattle market is a place where buying and selling of cattle takes place. Here cattle include cows, bulls, oxen, heifer, calverand buffaloes, sheeps he and she goats, Camels, donkeys, horse, pig etc. Naygaon Taluka of Nanded district is very famous for cattle market in the Maharashtra State.

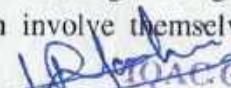
The people of Naygaon Tehsil (Taluka) are settled in 86 remotes and beautiful villages and form 80 grampanchayat to administrate and develop the village economically, politically, culturally and socially. Total population of this Tehsil is 16000, which is mixture of educated and illiterate people.

About the health of the people and their livestock there are three primary hospitals to take care and cure the people and six vetenary hospitals nourish and cure the diseases of animals.

The customers from Andhra Pradesh, Karnataka and Maharastra choose this market to select the suitable and appropriate animals for their use. They prefer this market to rear and scarcely kind of animals cows, buffalows, bullocks, dogs, she goat he goat sheep and many more. The poor people or natives of Naygaon involve themselves in this cattle market on Thursday to earn money.

Procedure of selling and buying cattle in Naygaon Bazaar

Naygaon Panchyat Samittee has made procedure for cattle marketing. Genrally there are two types of selling and buying cattle.


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1. Direct buying and selling cattle in the market.
2. Buying and selling cattle through an agent in market.

Direct buying and selling cattle in the market :

In this method buyer and seller directly meet each other and fulfil terms and conditions of the transaction of cattle without any help from the agent. Finally buyer has to fill the buying cattle form and seller has to fill the selling cattle form. After fulfilling all information of that form it is sent to PanchyatSamittee Office for signature. After signing on both forms the cattle transaction is completed .

Though agent buying and selling cattle in market.

People come from different villages and hence, they don't have the detail information about purchasing and selling procedure. So they take the help from agent to purchase and sell the cattles.

Steps of cattle transaction.

1. Obtaining the Application/form.
2. To fill up the form.
3. To submit the form in the office.
4. Observation and verification of the cattle by the office
5. Evaluate the value of cattle by the office.
6. Finalize the transaction of cattle.

Cattle market of NaygaonTaluka

It is not only cattle but also all various types of selling goods and services available in the NaygaonBazaar. People come from different states to purchase and sell the cattles. The research has witnessed different breeds of cattles such as LalKandhari, Deoni, Jarshee, Khillari, Gir, Sahiwal, Murha, Jafrabadi, he goat, she goat, Buffalo, calf, donkey, oxen etc. The male, female farmers of NaygoanTalukas depend upon the cattle market for their livelihood and it is also suitable to them considering the geographical distance and other socio-economical aspects. They purchase the male bullock for agriculture purpose and also purchase the buffalos and she goat and he goat for supplementary occupation with agriculture .

Maximum farmers depend upon the NaigoanBazaarbecause they have a chance to earn something from this place.

Farmers sell the 'JawarKadaba' (Fodder) 'sugarcane wada'on that day and earn lot of money. They sell one bundle (pendi) Rs. 5 and sell the 1000 pendi per farmer (head) at means one farmer earn 5000 Rupees from this type of transacion and it is beneficial to the farmers.

1. Some farmers go with cattle seller and earn Rs. 200 per day.
2. Some farmer engage themselves in the business of Tea. They come in the Bazar & run the small tea stall for stipulated days only & earn the money.
3. Some farmers keep male bullock and male buffalo for the purpose of fertilization. They bring these male bullock and baffalo in this Bazaar& provide the service to needy by this way they earn money at Rs. 100 per one cattle.
4. Some farmers do the business of Kasara, Nada, Mohrki, Thred, Ghungaru, Zul etc. on that day & earn by this way.



5. Bhoi people (fisher men) catch fish in the river and bring to sell them into the market. They make a good business in market because farmers who sell the cattle enjoy their life by buying the fish & wine from this market. Bhoi people get the chance to sell the fish in this market & improve the income of their family.
6. Cobblers come in this market to sell the shoes & repair the shoes and chappals. They earn nearly Rs. 1000 on Thursday because so many people purchase the new shoes and repair the shoes.
7. Farmers keep the hens & cocks at their home. They sell & purchase the hens & cocks from this market.
8. Some transporter come in this Bazaar on Thursday to do the business of cattle transfer? They earn money from this cattle market.

Naygaon Bazar is reasonable market for buying and selling cattle in this market. It is also suitable place for Naygaon Talukas people and other talukas people.

Panchayat Samittee is central controlling body on the Naygaon cattle market. Buying & selling procedure of cattle is to be completed by the Panchayat Samittee of Naygaon Taluka. Cattle market is source of income for Panchayat Samittee.

Panchayat Samittee has appointed one person to collect the cowdung from the open place of market and it is sold down to the farmers. It is the source of income for Panchayat Samittee nearly 10000 to 15000 amount is earned from garbage and cow dung. Cattle standing charges are also imposed by the panchayat to seller of cattle.

Special Vatta of cement is built by Panchayat Samittee to push & pull the cattle inside & outside. The truck service is provided to the buyer and seller of cattle. Panchayat Samittee charges 25 rupees per cattle. This is also income source of Panchayat Samittee. Panchayat Samittee charges Rs. 2 per seller and Rs 10 per tea stall.

Panchayat Samittee charges Rs. 20 for buyer and seller of the cattle. Broker also pays some charges to the Panchayat Samittee. Panchayat Samittee got revenue from the cattle market.

Farmer of Naygaon Taluka depends upon the cattle market because this market is suitable to them. They purchase the male bullock for agriculture purpose & also purchase the buffalo and she goat and he goat for the complementary occupation alongwith agriculture.

Cattle market run very well in the winter season because farmers have sufficient money earned from agriculture crops that grow in winter.

They get lot of money from the agriculture sector in the winter season. In summer, farmers become poor due to no crops and no other sources of income in that period.

I saw the Dhakka in the cattle market. It is the place of cattle market where cattle are lifted from the ground into the tempo. It is constructed by the Gram Panchayat of Naygaon Taluka. It charges the fees of that place.

People give money at the rate of Rs. 5 per cattle to Panchayat authority.

Income of Panchayat Samittee decreases in the rainy season because of the environmental effect on the cattle market.

Panchayat Samittee of Naygaon earn nearly Rs. 300000 per annum from Dhaka.

Conclusion

1. Cattle Market of Naygaon Taluka helps to improve the living of standard and improve the economic position of Naygaon Taluka's people.



2. Agriculture of Naygaon Taluka is improved through cattle market. It supplies the cattle to the needy farmers.
3. Supplementary occupation with agriculture and other business is flourishing in Naygaon Taluka due to the Cattle Market.
4. Transportation business is increasing in Naygaon Taluka due to the Cattle Marketing.
5. Economic position of Panchayat Samittee is very sound due to the Cattle Marketing.
6. Panchayat Samittee earns Rs. 4,00,000/- p.a. from the cow dung, Rs. 3,00,000/- from Dhaka and Rs. 1,00,000/- from Registration of selling and buying of cattle.
7. There is tremendous growth in the occupation of milk dairy due to the cattle buying habits of people through Naygaon cattle market.

Suggestions

1. Area of cattle market should be extended because in small areas there is a lot of rush in the cattle market. This creates a problem for the transaction of cattle for seller and buyer.
2. There should be bifurcation of market as per the cattles in the market. In Naygaon Bazaar, animals of all types are mixed in the whole market.
3. Water facility should be provided to animals in the Naygaon Bazaar.
4. At least two sweepers should be appointed on contractual basis for cleaning the market area.
5. There should be a strict rule for the dress code of an agent so that people who are new would be able to identify the agent through that dress code. It is advantageous for buyer as well as Panchayat Samittee of Naygaon Taluka.
6. There is only one Dhakka in this market. It is not sufficient for the whole cattle market. At least one Dhakka should be built by the Panchayat Samittee for the proper facility and to avoid the problem of waiting customers.

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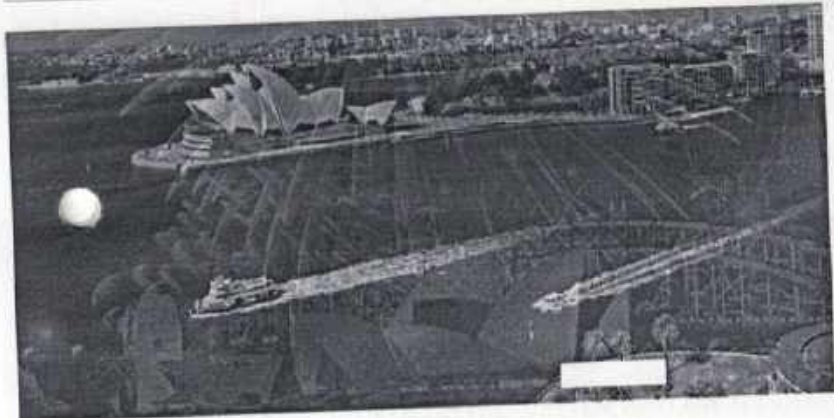
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THE USE OF MULTIMEDIA IN TEACHING SUPRASEGMENTAL FEATURES OF ENGLISH

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Abstract:

The conventional chalk and talk method in teaching is outdated now. Multimedia is widely used in teaching learning process. It ensures the higher quality in teaching. It has been introduced in the English Classroom in order to create and sustain interest among the students. The present research paper focuses on the use and applications of multimedia in teaching phonology, in general, and suprasegmental features of English, in particular.

Key words: *Multimedia, suprasegmental features*

Introduction:

It is the need of the hour today that teachers change their pedagogical approaches towards English Language and Literature. Teachers need to give up the traditional methods of teaching, particularly delivering, and ensure classroom participation and make their teaching as practical as possible. (Morley, 1991:481-520) states the need for development of new teacher strategies for the teaching, and introducing peer correction and group interaction. It is seen that in most of the English classrooms teachers speak more than their students and that they use their mother tongue for almost more than 40% of the total time of the lecture engaged. Language proves to be a barrier in explaining things because learners lack the language competencies and fail to understand if they are taught in English. As a result, teachers end up translating the text in their mother tongue, assuming that they are explaining it. Hence, there is very little scope for the learners understanding. These practices, unknowingly, mars the use of English language in the classrooms. This leads to limited listening of English for the students. Gilbert (1984:1) believes the skills of listening comprehension and pronunciations are interdependent: 'If they (*learners*) cannot hear English well, they are cut off from the language...If they cannot be understood easily, they are cut off from conversation with native speakers.' Nooteboom (1983:183-94) also has suggested that speech production is affected by speech perception; the hearer has become an important factor in communication discourse.

Thus, effective use of multimedia may play a vital role in Teaching Suprasegmental Features of English.

Multimedia and its Elements :

Multimedia may be understood as an exciting combination of computer hardware and software that allows the user to integrate videos, animations, audios, graphics, and text



resources to develop effective presentations on an affordable desktop computer. Multimedia gives user the freedom from linear presentation such as simply reading text from a book. However, to create a good multimedia project, the teacher should be creative in integrating the various elements in order like text, audio, video and graphics. Only then, it will become more dynamic.

Suprasegmental Features of English :

There are 44 sounds in English language of which 24 are consonant sounds and 20 are vowel sounds. These are also called as phonemes which may termed as segmental features of English. Each language has distinctive phonetic features. Thus it can be said that languages differ considerably because of the distinctive phonetic features it has. Thus it is clear that virtually any phonetic feature can run over successive segments and can therefore be, in this sense of the term, suprasegmental. However, the term 'suprasegmental' is usually restricted to such features as are involved in what is classified phonologically rather than phonemically, as length, tone and stress.

Elements of Multimedia :

The various elements of multimedia may be discussed as follows :

Text :

Text is one of the basic elements of multimedia. Text is used in order provide important information. Text is more direct and easy to understand. Multimedia provides the facility of using various fonts of the texts in order to make it more attractive and capture attention of the students. Multimedia text can be more interesting rather than a plain text which is monotonous.

Graphics:

A two dimensional figure or illustration may be called graphic. It includes drawings, pictures and images. The use appropriate use of graphics in a multimedia project may enhance the learning experience of the students as graphics are made up of colour, line, form, dimension and imagination. The memory of a graphic is long lasting as it involves cortical cells in massive amount. Images in various formats like GIF, JPEG, PNG can be downloaded from the internet as per the requirement.

Audio :

Audio, one of the important elements of multimedia, is used in teaching from many decades. There are a few softwares which are used widely like whatsapp, wechat and skype. Audio gives the students to listen to the correct pronunciation and imitate it. Students may also practice by recording thier own voice, listening and comparing it with the correct pronunciation and thus, try rectifying their errors. Audio also provides the facility of engaging in live online discussions with the help of various tools and platforms available due to the advancement of computer technology.



Video :

One of the widely used multimedia in teaching process today is video. It is used as an audio visual aid in teaching. Films, advertisements, documentaries, drama, one act play are screened and students are involved in discussions thereafter. The impact of films is higher as far as understanding of the subject matter is concerned as it involves most of the sensory organs of the body along with obsolete concentration of mind of the students.

Applications of Multimedia in Teaching Phonology :

Two samples are mentioned below illustrating how to inculcate multimedia in teaching English :

Phonology (Pronunciation, Stress & Intonation):

Speaking is one of the important language skills which can be enhanced with the help of videos downloaded from YouTube. The teacher can download video clips of poems, songs, advertisements, movie clips or entire movie. Exercises could then be developed by the teacher, the purpose be defined and tests be conducted to evaluate how much the learners have grasped. Following is one sample of exercise.

Voice Emphasis Exercise

Purpose:

1. To enable the students to speak/ utter English sentences with proper pronunciation, stress, intonation and pauses.
2. To make the learners understand the importance of varying the pitch, rate and volume of their voices.
3. Give them the practice of emphasizing different words.

Steps:

1. Download any advertisement of approximately 2 minutes from YouTube.
2. Show this video to the learners for 4 to 5 times. Make them listen carefully to the pronunciation, pitch variation, pauses and the speed tempo of the utterances.
3. Make the learners utter the same dialogues with the same possible pronunciation, pitch variation and pauses, while the video is being played on mute.
4. Now make the learners to enact the same advertisement in the classroom (5-6 groups may be asked to perform).
5. Now ask the same groups to enact the advertisement by laying emphasis on different words in the sentences.
6. Discuss how the meaning of the utterance changes with the different emphasized words.

Various exercises could be designed in this manner and the students be evaluated on the basis of the tests conducted in order to mark the development in their performance.



Poetry (Recitation and understanding the emotions):

Various poems are available on the internet in video and animated video forms which can be downloaded from YouTube Videos. These poems can be downloaded and played in the classroom. For example: The video of the poem *Daddy* by Sylvia Plath can be used in the classroom for better recitation of the poem. Various video versions of the poem are available on the internet which makes use of still pictures as well as motion pictures. The video with the still pictures shown at the background while the poem is being recited helps the learner to interpret the poem in many ways. Similarly, the version of the poem which uses motion pictures also helps in understanding the emotions in the poem better. Similar example can be cited of the poem *Telephone Conversation* by Wole Soyinka whose animated video is available. These videos prove to be very helpful because a teacher has limitations when he tries to explain or express the emotions of a poet in the classroom in form of a lecture. Such videos enable the learners to understand the plan of the poet and make him feel one with the feeling and emotions contained in the piece of poetry (which is probably one of the toughest jobs for a teacher). The videos help in generating the tender emotions in the poem and also creating the required environment. Also it makes the study of the poem quite interesting thereby enabling the students to appreciate and analyze the poem in particular (and poetry in general).

Conclusion:

- 1) Using multimedia in the English classroom is definitely one of the innovative and effective methods of teaching. However, it depends upon the creativity of the teacher to create the project in proper order so that it will ensure the desired and target results.
- 2) The linguistic competency and the proficiency level of the learners can considerably be raised through the application of this method.
- 3) This method ensures better understanding of the learners both in terms of language and literature.
- 4) It helps in creating interest among the learners and also sustains it.
- 5) This method can be effectively used in classrooms that come in rural areas or places where learners/ students have very less or absolutely no access to internet. One of the biggest advantages in the application of this method is that internet facility is not required while implementation. The teacher can save all the videos/ study material/ texts/ graphics to prepare the project and save it in a Hard Disk or Pen Drive and use it as and when required.

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प्रस्तावना

आजच्या गतीमान युगात इंटरनेटचा वापर ही अत्यावश्यक बाब मानली जाते. अमेरिकेने १९६९ साली एक महत्वाकांक्षी प्रकल्प हाती घेतला होता. तो म्हणजे अर्पानेट (Advanced Research Projects Agency Network - ARPANET) या प्रकल्पाचा मुख्य उद्देश हा जगातील संगणक जोडण्याचा होता. त्याचे आजचे रूप म्हणजेच इंटरनेट होय. या इंटरनेटच्या वापरामुळे जग जवळ तर आलेच पण गतीमानही झाले असे म्हटले तर चुकीचे ठरू नये. हे मात्र खरे आहे की, आज अनेक कार्ये आणि व्यवहार हे विद्यमान इंटरनेटच्या सहाय्याने केले जात आहेत. याचे श्रेय अमेरिकेला जात असले तरी देखील महत्वाची बाब म्हणजे जगातील सर्वात मोठे सर्च इंजिन गुगलचे मुख्य कार्यकारी अधिकारीच्या रुपात सुंदर पिचाई सारखा भारतीय माणूस आहे. यावरून हे लक्षात येते की माहिती तंत्रज्ञान क्षेत्रात भारतीय किती पुढे गेले आहे. ते त्याचप्रमाणे सिलिकॉन व्हॅली येथे भारतीय वंशाचे अनेक उद्योग - कंपन्या मूळ धरून आहेत. भारतीय अर्थव्यवस्थेत ७.५% पेक्षा जास्त वाटा हा आयटी क्षेत्राचा असून सर्वसाधारणपणे २५ ते ३० लाख लोकांना या क्षेत्रात थेट रोजगार प्राप्त झालेला आहे. यावरून आपल्याला माहिती तंत्रज्ञान (Information Communication Technology) चा वापर प्रभावी रितीने करण्याची नामी संधी असून जगातील एक मजबूत अर्थव्यवस्था म्हणून कायम रहायचे असेल तर या क्षेत्राचा अधिकतम अधिक प्रभावी वापर करून उद्यमशील समाज निर्माण करता येईल.

मागील दिड दोन दशकांचा विचार केला असता तरुणांना रोजगार देण्याबरोबरच जगात भारतीय आयटी आणि बिपीओ क्षेत्राचे मोठे योगदान राहिले आहे. काही वर्षांपूर्वी जगातील वरच्या (टॉप) पातळीवरील १०० आयटी कंपन्यांची यादी तयार करण्यात आली होती. त्यात भारतातील १६ कंपन्यांनी आपले स्थान अधोरेखित केल्याचे दिसून येते. PWC पीडब्ल्यूसी ग्लोबल १०० सॉफ्टवेअर लिडर्स यांच्या अहवालानुसार उत्पन्न (Revenue) च्या बाबत २०११ साली भारताचा सदर बाजारातील क्रम हा जागतिक क्रमवारीत पाचव्या स्थानी होता. तर सॉफ्टवेअरच्या उत्पादकांच्या बाबतीत चीन प्रथम तर अनुक्रमे इस्त्राईल, रशिया, ब्राजील आणि भारत असून विद्यमान स्थितीत इंटरनेटच्या बाबतीत नवसंशोधन चालू आहे. गुगलच्या बरोबरीचे देशी सर्च इंजिन बनवण्याबरोबरच स्वदेशी ऑपरेटिंग सिस्टम आकाराला येत आहे. त्या अनुषंगाने आपल्या देशातील युवकांना संबंधीत क्षेत्राच्या माध्यमातून कौशल्यपूर्ण शिक्षण देऊन माहिती तंत्रज्ञान साधनांचा प्रभावी वापर जर शैक्षणिक संस्था (प्राथमिक ते उच्च) पातळीवर केला तर समाज - राष्ट्र बदलत्या प्रवाहाबरोबर राहिलच. परंतु भारत खऱ्या अर्थाने जगाचे नेतृत्व करण्यासाठी तयार असेल. जगात भारताला विश्वगुरु होण्याची यापेक्षा वेगळी संधी असू शकत नाही. म्हणून प्रस्तुत शोध निबंधात भारतीय



भारतीय अर्थव्यवस्था व डिजिटल व्यवहार

आज भारतीय अर्थव्यवस्था विशिष्ट अशा वळणावर आलेली असून अनेक व्यवहार डिजिटल माध्यमातून होत आहेत. यात प्रामुख्याने इ-सही, तत्कालीक देयके (युपीआय) डिजिलॉकर अशा स्टॅफ सेवा, ई-के.वाय.सी. करताना मुलभूत स्वरुपाची माहिती संकलन, करण्यासाठी जनधन खाते-आधार आणि मोबाईल या बाबींचा समावेश होतो. आज घडीला ग्रामीण आणि दुर्गम भागात सदर सुविधा मोठ्या प्रमाणावर पोहोचल्या असून जागतिक वित्तीय समावेशन व विस्तार करिता सदर बाबींचा उपयोग हा व्यापक पातळीवर होताना दिसतो आहे. जागतिक बँकेने प्रकाशित केलेल्या ग्लोबल फाईडेक्स अहवाल २०१७ नुसार २०१४ ते २०१७ दरम्यान उघड केलेल्या सर्व बँक खात्यापैकी जवळपास ५५% बँक खाती ही भारतात उघडण्यात आली. यात ३१ कोटी नवी बँक खाती जनधन योजने अंतर्गत २०१४ पासून उघडण्यात आली आणि बँक खाते असणार्यांत प्रौढ लोकांचे प्रमाण २०१४ मध्ये ५३% होते. ते २०१७ मध्ये ८०% पर्यंत वाढल्याचे स्पष्ट होते. याचा अर्थ भारतीय लोकांमध्ये वित्तीय साक्षरता वाढली आहेच. त्याशिवाय डिजिटल व्यवहाराच्या पुर्ततेकरीता आवश्यक बाबी पूर्णत्वाकडे जात आहेत.

करव्यवस्था

करवसुली ही डिजिटल स्वरुपात होत असल्याने त्याचे परिणाम म्हणून मोठ्या प्रमाणात करवसुलीमध्ये सुसत्रता दिसून आली आहे. आयकर विभागात विवरणपत्र सादर करणार्या लोकांची संख्या वाढताना दिसते आहे. २०१७-१८ या वर्षात जवळपास ७ कोटी ८४ लाख आयकर परतावा भरणाऱ्यांची संख्या होती. यामध्ये मागील वर्षाच्या तुलनेत २६% एवढी विक्रमी वाढ झाली. त्यात १ कोटीपेक्षा जास्त नवीन कर परतावा भरणाऱ्यांची संख्या होती. तसेच जीएसटी (वस्तू व सेवा कर) भरणाऱ्यांमध्ये जीएसटी प्रणालीच्या मागील वर्षाची तुलना केली असता अप्रत्यक्ष कर भरणाऱ्यांच्या संख्येत जवळपास ५०% वाढ झाली याचा अर्थ असा होतो की, ३.४ दशलक्ष नवीन अप्रत्यक्ष करदाते नव्याने निर्माण होऊन भारतीय अर्थव्यवस्था खऱ्या अर्थाने सुनियोजितरित्या व मजबूतीने वाटचाल करत आहे.

ऑनलाईन देयकांचे व्यवहार हे देखील मोठ्या प्रमाणावर होत असल्याने ग्राहकांची मोठ्या प्रमाणावर सोय होत आहे. भारत इंटरफेस फॉर मनी (BHIM) या ऍपमुळे डिजिटल मार्गाने देयक व्यवहार अतिशय सुलभ होत आहे. २०१७-१८ या आर्थिक वर्षात करोडो रुपयांचे डिजिटल व्यवहार घडून आले. ज्यात १० लाखाहून अधिक डिजिटल देयक व्यवहार होते. क्रेडिट सुसी प्रकल्पाच्या अहवालानुसार वर्ष २०२३ पर्यंत भारताचे विल देयक क्षेत्र एक अब्ज अमेरिकन डॉलर पेक्षा अधिक झालेले असेल. यावरून भारतीय अर्थव्यवस्थेच्या डिजिटल व्यवहारांची आपण कल्पना करू शकतो. मायक्रोसॉफ्ट डेटा काॅर्पोरेशन यांनी आशिया पॅसिफिक मध्ये डिजिटल रुपांतरणाच्या आर्थिक प्रभावाचे उघड परिणाम या अभ्यासात २०२१ पर्यंत सकल देशांतर्गत उत्पादन (GDP) वाढीचा दर वार्षिक १% वाढून भारताच्या सकल अंतर्गत (GDP) मध्ये १५४ कोटीची भर पडेल असा अंदाज व्यक्त केला आहे.

भारत सरकार सार्वजनिक सेवांचा विस्तार आणि सामान्य नागरिकांना सुविधा वेळेत प्राप्त व्हाव्यात. या अनुषंगाने मोठे प्रयत्न करित आहे. निती आयोगाने माहिती तंत्रज्ञानाचा वापर अधिक व्यापक करण्याविषयी



सुचना दिलेल्या आहेत. वित्त मंत्रालय, विद्यापीठ - उच्च शिक्षण देणार्या संस्था, उद्योग विभाग, संशोधक आणि स्टार्ट-अप उपक्रम यांसारख्या विविध संस्थांवरुन समन्वय साधला जात आहे.

प्रत्यक्ष कराच्या संदर्भात केलेल्या विविध सुधारणांच्या अनुषंगाने आयकर विभागाच्या पुढाकारातून राष्ट्रीय सुरक्षा ठेवीबाबतच्या (NSDL) कडून करदात्यांना सर्व प्रकारची मुलभूत माहिती पुरवण्याच्या हेतूने TIN (Tax Information Network) ची निर्मिती करण्यात आली असून करसंकलनाचे आधुनिकीकरण अद्यवतीकरण करून करसंकलन - प्रक्रिया - नियंत्रण व लेखापरिक्षण करण्यात प्रस्तुत संस्था मोठ्या प्रमाणावर माहिती तंत्रज्ञानाचा वापर करून करदात्यांना सुविधा उपलब्ध करून देत आहे. TIN च्या तीन उपप्रणाली विकसित करण्यात आल्या असून त्या प्रामुख्याने ERACS - Electronic Return Acceptance and Consolidation System) ज्यात कर वजावट व कर संकलन करीता इलेक्ट्रॉनिक परतावे तसेच कर विवरणपत्राचा वार्षिक अहवाल केंद्रीय माहिती प्रणालीना कळवतात. तसेच OTLAS (Online Tax Accounting System) या यंत्रणेद्वारे देशभरात करसंकलन शाखामध्ये संकलीत होणार्या कराची माहिती केंद्रीय यंत्रणेला कळवली जाते. तर CPLGS (Central PAN Ledger Generation System) या यंत्रणेद्वारे करवजावट (TDS) व कर संकलन (TCS) आणि आगाऊ करभरणा (Advance Tax) चे तपशील PAN च्या यंत्रणेत एकत्रित केले जातात. तसेच इ-सहयोग योजनेमुळे करदात्यांना कर भरणे अत्यंत सुलभ झाले आहे. त्यासाठी कोणत्याही प्रकारचे चलन भरण्यासाठी बँकेत रांगा लावाव्या लागत नाहीत किंवा कोणतेही कागदपत्र घेऊन फिरण्याची आवश्यकता राहिली नाही. या बाबी केवळ माहिती तंत्रज्ञानाचा प्रभावी वापर केल्याने शक्य होत असून ही भारतीय अर्थव्यवस्थेकरीता मोठी उपलब्ध आहे.

डिजिटल इंडिया उपक्रमां अंतर्गत शासनाच्या विविध सेवा ब्रॉडबँड आणि मोबाईलच्या माध्यमातून सर्वदूर व तत्पर पोहोचवणे व सेवांच्या पूर्ततेबाबतीत येणार्या अडचणी दूर करणे हा खऱ्या अर्थाने डिजिटल इंडिया उपक्रमाचा उद्देश आहे. देशातील प्रत्येक नागरिकाला ही सुविधा मुलभूत उपयोगिता म्हणून पुरवणे. जनतेच्या मागणी आणि पुरवठ्यानुसार ही सुविधा व सेवा पुरवणे आणि नागरिकांचे डिजिटल सबलीकरण घडवून आणणे इ. उद्दिष्ट समोर ठेवून डिजिटल इंडिया उपक्रमाची निर्मिती करण्यात आली आहे.

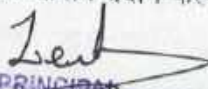
डिजिटल इंडिया कार्यक्रम हा प्रामुख्याने नऊ स्तंभांवर आधारित आहे. त्यात प्रामुख्याने ब्रॉड-ब्रॅन्ड हायवे - जागतिक परिमाणे मोबाईलशी जोडणे, पब्लिक इंटरनेट ऍक्सेस उपक्रम - ई गव्हर्नन्स, इलेक्ट्रॉनिक माध्यमातून सेवा प्रदान, सर्वांसाठी माहिती, इलेक्ट्रॉनिक साधनांचे उत्पादन, माहिती तंत्रज्ञानाधारीत रोजगार निर्मिती, शिष्ट कृती कार्यक्रम या माध्यमातून भारतीय अर्थव्यवस्थेची वाटचाल चालू आहे. यात सर्वात प्रभावी उपक्रम ई - क्रांती असून यात शासनाच्या पुढाकाराने या सेवा समाविष्ट केलेल्या आहेत. त्यांना Mission Mode Projects असे म्हटले जाते. ज्यात ई - शिक्षण हा महत्वाचा घटक आहे. ज्याद्वारे सर्व शाळा ब्रॉड ब्रॅन्ड सेवाद्वारे जोडणे. माध्यमिक व उच्च माध्यमिक शाळांना वायफाय पुरवणे, राष्ट्रीय पातळीवरून ऑनलाईन पद्धतीने मुक्त अभ्यासक्रम विकसित करणे. ज्याद्वारे विद्यार्थी खऱ्या अर्थाने व स्वयंस्फूर्तपणे हवे तो शिक्षण मिळवू शकेल.

ई - आरोग्य -

यात ऑनलाईन पद्धतीने आरोग्य सुविधा प्रदान करणे - जसे की सल्ला भसलत, आरोग्य विषयक माहिती, औषधे पुरवणे, पॅन इंडिया द्वारे रुग्णांची माहिती आदान प्रदान करणे ज्यामुळे त्यात्म आवश्यक ती मदत वेळेवर पोहोचू शकेल.


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तसेच शेतकऱ्यांना जागतिक पातळीवर आपल्या उत्पादनाला असलेली बाजारपेठ उपलब्ध होईल. ज्यात कृषी मालाच्या विविध बाजारात असलेल्या किंमती, ऑनलाईन पद्धतीने मालाची विक्री, शेती औजारे, कर्जाची उपलब्धता कमीत कमी वेळात कोणतेही अधिक खर्च न घेता सदर साधनांची उपलब्धता होणे ही ऑनलाईन व्यवहारांची मोठी उपलब्धी आहे. याशिवाय मोबाईल द्वारे अत्यावश्यक तत्पर सेवा प्रदान केल्या जात आहेत.

वरील बाबींचा विचार केला असता माहिती तंत्रज्ञानामुळे एकूणच भारतीय अर्थव्यवस्था परिणामकारक रितीने बदलत असून अर्थशास्त्रीय सिद्धांत व अर्थव्यवस्थेच्या अनुषंगाने बदलणारी मुलभूत परिमाणे यांचा विचार केला तर शैक्षणिक पद्धतीमध्ये माहिती तंत्रज्ञानाचा वापर हा अनिवार्य ठरणार आहे. अर्थशास्त्रीय आकडेवारी, माहितीचे विश्लेषण व विवेचन हे अधिक सुलभ सहज सोपे व्हावयाचे असेल तर माहिती तंत्रज्ञानाचा वापर हा अधिक अधिक प्रमाणात होणे गरजेचे आहे. आजपडीला अर्थव्यवस्थेच्या विविध समाविष्ट घटकांची माहिती विद्यार्थ्यांना असतेच असे नाही आणि जर ती प्राप्त होत नसेल तर मग बदलत्या प्रवाहाबरोबर प्रात्यक्षिक ज्ञानाच्या अभावी विद्यार्थी मागे राहू नये या करीता त्यांच्यात अभिरुची निर्माण होईल. अर्थशास्त्रासारखा विषय सहजगत्या समजण्यास उपयुक्त ठरेल अशा पद्धतीने विविध माहिती तंत्रज्ञान खोतांचा वापर केला तर ही बाब परिणामकारक ठरू शकते. यासाठी ऑनलाईन पद्धतीने विविध संकल्पना समजावून घेणे, तंत्रज्ञाची अभ्यासपर व्याख्याने, विविध एंपस, संकेतस्थळे या बाबींचा प्रभावी वापर केला तर विद्यार्थ्यांची जिज्ञासा वृत्ती जागृत होऊन आपल्या राष्ट्राच्या प्रती होत असलेल्या विविध बदलाकडे पाहण्याचा दृष्टीकोन बदलण्यास मदत होईल. उदा. आज भारतीय अर्थव्यवस्थेच्या संदर्भात सरकारी पातळीवर होणारे बदल काय आहेत? शेअर बाजार, मुद्रा बाजार, औद्योगिक घोरणात झालेले बदल, वित्तीय घोरण, सार्वजनिक आयव्यय राष्ट्रीय नमूना सर्वेक्षण, बँकिंग, आरबीआय बुलेटीन, योजना - निती आयोग, जागतिक बँक, आंतरराष्ट्रीय नाणेनिधी लोकसंख्या शास्त्रीय परिमाणे, अर्थनिती, सांख्यिकी माहिती यांसारख्या विविध बाबी व अहवाल हे माहिती - तंत्रज्ञानाचा प्रभावी वापरामुळे उपलब्ध होत आहेत. ज्यामुळे विद्यार्थी व अध्यापक यांच्यात कालप्रवाहाबरोबर राहण्याची वृत्ती निर्माण तर होतेच परंतु भारतीय अर्थव्यवस्थेच्या संदर्भात अद्यावत होणारे व संभाव्य परिणाम समजण्यास माहिती तंत्रज्ञान हे जागतिक अर्थव्यवस्थेशी जोडण्यासाठी जगातील तरुण असणार्या लोकसंख्येला उद्यमशील बनवण्यासाठी उपयुक्त ठरणार आहे यात शंका असण्याचे कारण नाही.

सारांश

भारतीय अर्थव्यवस्थेचा साकल्याने विचार केला असता माहिती तंत्रज्ञान हे सामाजिक शास्त्रात उपयुक्त माध्यम असून अर्थशास्त्रीय सिद्धांत भारतीय अर्थव्यवस्थेतील समाविष्ट विविध बाबींचे आकलन व विवेचन करण्यासाठी अत्यंत उपयुक्त ठरत आहे. विद्यार्थी - अध्यापक यांच्यात अध्ययन अध्यापन परिणामकारक ठरत असून अर्थशास्त्रासारखा उपयुक्त विषय हा विद्यार्थी वर्गात अधिक लोकप्रिय होण्यासाठी माहिती तंत्रज्ञानाचा वापर प्रभावशाली ठरत आहे.

संदर्भसूची

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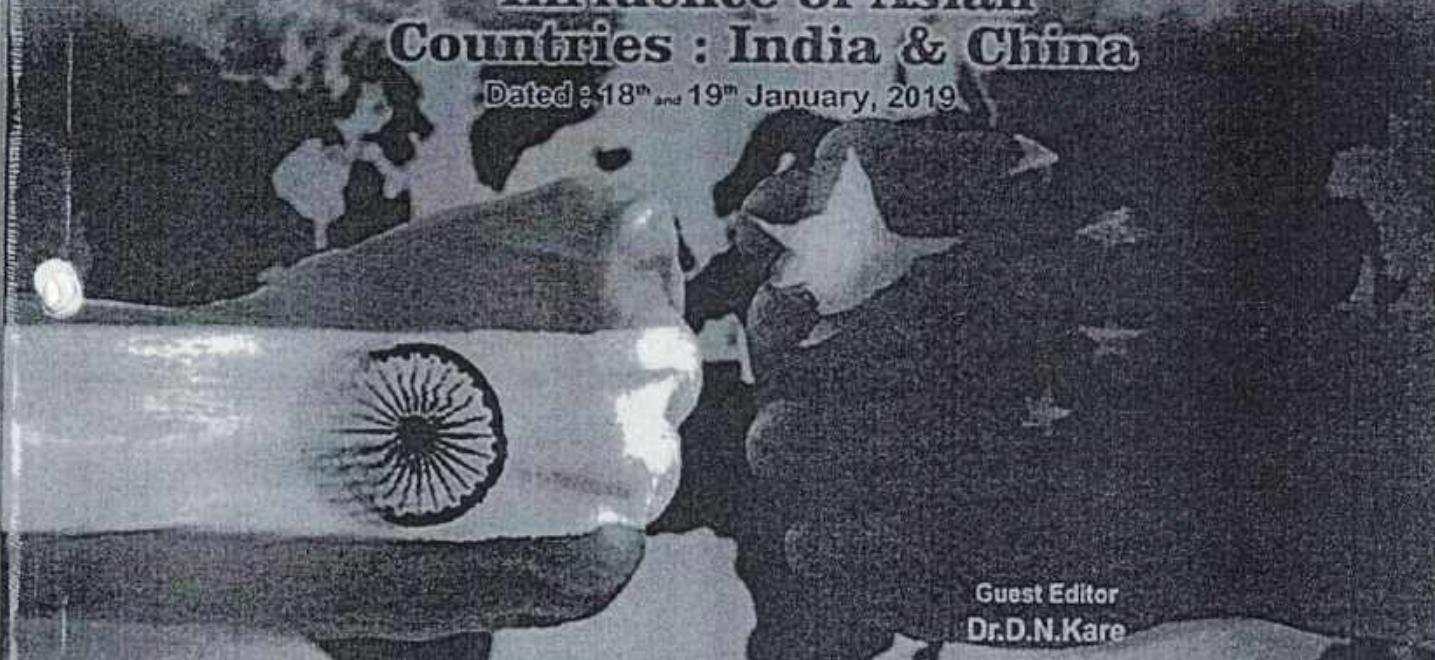
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चीन आणि सार्क राष्ट्र

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प्रास्ताविक:-

आशियाई सहकार्य संघटनेची स्थापना १९८५ मध्ये ढाका येथे झाली. या संघटनेचा उद्देश आशिया खंडामध्ये दीर्घकालीन आर्थिक व्यापारिक आणि संरक्षण हितसंबंध वाढवण्यासाठी प्रयत्न सुरू होता. दक्षिण आशियाई देशांचा आर्थिक सामाजिक समस्यांचा विचार करता या राष्ट्रात लोकशाही व्यवस्था अस्तीत्वत येणे आवश्यक होते जगातील सर्वात गरीब समाजाला जाणाऱ्या उपखंड पैकी एक. लष्करी हुकूमशाही अनियंत्रित राजेशाही राजकीय अस्थिरता वांशिक संघर्ष, धार्मिक मूलतत्त्ववाद यामुळे या राष्ट्रांचा आर्थिक समस्या आणि सामाजिक समस्या अधिक गंभीर बनत गेल्या. या समस्या दूर करण्यासाठी या संघटनेची स्थापना करण्यात आली होती. परंतु आशिया खंडात असलेले भारताचे स्थान आणि चीन वाढते समर्थ आणि वाढता हस्तक्षेप आशिया उप खंडात एक आव्हान निर्माण करीत आहे.

प्रस्तुत लेखात दक्षिण आशियाई देशांमध्ये चीन वाढता हस्तक्षेप आणि आव्हाने हा उद्देश समोर सदर संशोधन केले आहे. खालील गृहितके आधारे आहे.

१) चीनचा वाढत हस्तक्षेप भारतीय उप खंड.

२) भारताचा परराष्ट्र धोरणावर झालेले परिणाम.

दक्षिण आशिया उपखंडामध्ये भारताच्या शेजारील राष्ट्र असणारे पाकिस्तान बांगलादेश नेपाळ भूतान श्रीलंका मालदीव भारत अफगाणिस्तान या राष्ट्रांचा समावेश आहे. तसेच या राष्ट्रांचा सीमा ज्या राष्ट्रांना लागून आहे त्यांचाही विचार करणे गरजेचे आहे. तसेच आशियाई देशांमध्ये असलेली अंतर्गत परिस्थिती याचा खूप परिणाम होत आहे. चीन म्यानमार सारखी राष्ट्रे दक्षिण आशियाई राजकारणामध्ये प्रत्यक्ष अप्रत्यक्षपणे आपला प्रभाव पाडत आहे त्याचप्रमाणे अफगाणिस्तान मधील अंतर्गत यादवी राजकीय अस्थिरता आणि धार्मिक मूलतत्त्ववाद याचा देखील प्रभाव दक्षिण आशियाई राजकारणावर पडला आहे. भारताच्या पूर्वेकडे असलेले म्यानमार हे छोटशे राष्ट्र हे महत्वाचे आहे, म्यानमार मधील लष्करी हुकूमशाही भारतासह दक्षिण आशिया खंडासाठी डोकेदुखी ठरत आहे. दक्षिण आशिया उपखंड जसा चीन आणि रशिया जवळचे आहे याचा परिणाम दक्षिण आशिया उपखंडातील महासत्तेचे राजकारण हे देखील असमतोल निर्माण करणारे आहे कारण चीनचे वाढते सामर्थ्य व भारताच्या वाढत्या सामर्थ्याला संतुलित करण्यासाठी पाकिस्तानला हाताशी धरत आहे. दुसरीकडे चीनच्या वाढत्या सामर्थ्याला संतुलित

करण्यासाठी भारताला अमेरिका Counter Weight म्हणून समोर करत आहे अशी खेळी अमेरिका खेळत आहे. दुसरे महत्वाचे कारण अन्वीक संघर्ष याचा परिणाम मोठ्या संख्येने शस्त्रे

खरिदी १९९० दशकात याचा खूप मोठा परिणाम हा आशिया उपखंडात झाला आहे. ईसलामिक

बॉम्ब याचा परणाम भारताने १९९८ मध्ये केलेली अनु चाचणी होय त्यामुळे भारतीय उप खंडात अन्वीक संघर्ष निर्माण झाला त्याचा परिणाम राजकीय अस्थिरता निर्माण झाली दक्षिण आशिया उपखंडात भारता विषयक भीती निर्माण झाली यांवर आधी भारताची असलेली लूक ईस्ट पॉलिसी ही हे संबंध सुधारण्यात यशस्वी ठरली परंतु भारत विषयक असलेल्या भीतीला खतपाणी घालण्याचे कार्य चीन पाकिस्तान सारख्या राष्ट्रांनी मोठ्या प्रमाणात केली भारताचे शेजारील देशांशी संबंध नेहमीच मित्रत्वाचे आणि सहकार्याचे राहिले आहे कोत्याही परतफेडीची अपेक्षा न करता भारताने शेजारील राष्ट्रांना मोठी मदत केली आहे सार्क माध्यमातून भारताने मोठे सहकार्य केले आहे परंतु चीनचा वाढता हस्तक्षेप भारताचा मोठे डोकेदुःखी ठरत आहे म्हणून चीनला निरीक्षकाचा दर्जा देण्यात आला आहे हा प्रस्ताव जरी नेपाळ ने जरी मांडला असला तरी या मागे पाकिस्तानची भूमिका आहे. गेल्या काही वर्षांपासून चीन हिंद महासागर आणि दक्षिण आशियाई राष्ट्रामध्ये आपले पाय पसरायला सुरुवात केली आहे. चिनी नौदल हिंदी मासगरात आपली पकड घट्ट करित आहे आर्थिक आणि व्यापारिक सहकार्याचा माध्यमतून गेल्या काही वर्षांपासून चीन नेपाळ, भूतान, बांगलादेश श्रीलंका या राष्ट्रांवर आपला प्रभाव पडत आहे हे भारताला दुर्लक्ष करून चालणार नाही या संघटनेच्या माध्यमातून भारताला पुढाकार घेऊन या संघटनेचे नेतृत्व करावे लागेल. चीनच्या प्रवेशामुळे भारताच्या नेतृत्वाला आव्हान निर्माण झाले आहे भारताला प्रत्येक निर्णय विचा पूर्वक आणि गांभीर्याने घ्यावा लागेल असे दिसते

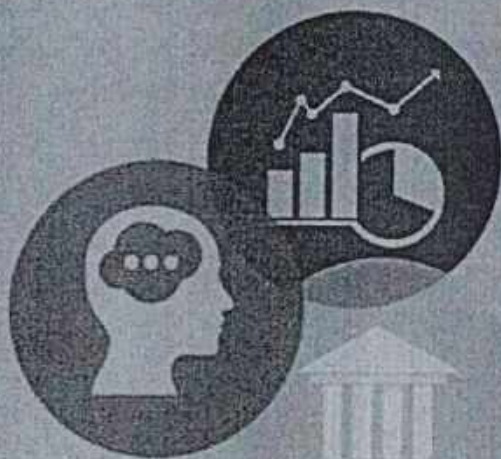
मूल्यमापन:

दक्षिण आशिया संघटना आणि भारत आणि चीन भूमिका याचा विचार केल्यास याच्या काळात भारताला आपली भूमिका बदलावी लागेल. भारताने भारतीय उप खंडात असलेले स्थान याचा विचार या देशामध्ये आलेली गरिबी दूर करणे, वाढता दहशतवादविरोधातील भूमिका, कारण जगाला आव्हान देत असलेली समस्या ही आशिया खंडात खूप मोठ्या प्रमाणात पसरली आहे UNO च्या मध्यांतून ही समस्या सोडवण्याचा भारत प्रयत्न करित आहे तसेच अमेरिका युरोप या राष्ट्रांच्या मदतीने ही समस्या किती महत्वाची आहे जगाला पटून दिले आहे. परंतु या राष्ट्रात असलेल्या समस्या उपसमारी , बालमजूर बालगुन्हेगार, वांशिक संघर्ष, दहशतवाद , पर्यावरण विषयक समस्या, आण्विक संघर्ष आर्थिक विकास हे सोडवाचे असेल आणि चीनचा वावर कमी करणे गरजेचे आहे. त्यादृष्टीने प्रयत्न करणे गरजेचे आहे. त्यावर लूक ईस्ट पॉलिसीच्या मध्यामातून व शेजारील राष्ट्रांशी संबंध सुधारणे गरजेचे आहे त्यादृष्टीने भारताने मोठ्याप्रमाणात आर्थिक गुंतवणूक करणे गरजेचे आहे संघर्ष नाहीतर सहकार्य करावे ही भूमिका घ्यावी. केंद्र वाह्य वातावरण निर्माण करून. संघर्षचे तत्वे सोडून सहकार्य करावे.

संदर्भ सूची.

- १) देवळाणकर एस . भारताचे परराष्ट्र धोरण: सातत्य आणि स्थितंतर, प्रतिमा प्रकाशन पुणे २००७
- २) फडीया डी एल २००१, राजनीतिक शास्त्र
- ३) अग्रवाल आर -- आंतरराष्ट्रीय राजनीती.

The Department of Economics and Politics initiates to provide a platform for the deliberations on the above themes. The chosen themes have gained importance as India and China's involvement in Asia has been undergoing a tremendous changing process in international relations in the Post-cold war scenario. The main purpose of this State Level Seminar is to enlighten the teacher and students about the various aspects of Economic and Political Influence of Asian Countries : India and China. Eminent Experts are invited to guide the seminar. We hope the brain storming in the seminar will be useful to understand the Economic and Political Influence of Asian Countries.



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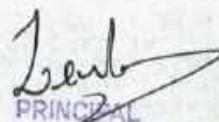
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मो. ८८८८१४०५८९

प्रास्ताविक:

भारतातील पक्षपद्धती ही वैशिष्ट्यपूर्ण स्वरूपाची आहे. स्वातंत्र्यानंतर भारतातील पक्षपद्धतीची जडणघडण होण्यास सुरुवात झाली. भारतीय राजकीय प्रक्रियेत काँग्रेस पक्षाचे वर्चस्व असलेले दिसते तसेच प्रादेशिक पक्षांचा देखील राजकीय प्रक्रियेत प्रभाव आढळून येतो. त्यामुळे पक्षपद्धतीचा विकास घडून येत असताना त्यात सातत्यपूर्ण बदल घडून आलेले दिसतो. याचा परिणाम भारतीय राजकारणातून दिसतो. भारतीय राजकीय व्यवस्थेचा १९५० ते २०१४ या कालखंडातील राजकारणाचे स्थितंतर पाहिले असता प्रादेशिक पक्ष भूमिका महत्त्वाची आहे. १९५० ते १९६७ हा एक पक्षीय वर्चस्वाचा होता. १९६७ ते १९९० एक पक्ष पद्धतीचा होत असलेला -हास, आणि १९९० भारतीय राजकारणाचे झालेले प्रादेशिकीकरण हा महत्वपूर्ण बदल आहे.

प्रस्तुत लेखात लिहितांना भारतीय राजकारणात राजकीय पक्ष आणि त्यांची भूमिका. हा उद्देश समोर ठेवला आहे. त्याआधारे पुढील गृहितके आधारे माडणी केली आहे.

- १) भारतीय राजकारणाचे झालेले प्रादेशिकीकरण.
- २) काँग्रेस व्यवस्थेचा झालेला -हास.
- ३) राष्ट्रपती राजवटीचे कमी झालेले प्रमाण.

भारतीय राजकीय प्रक्रियाच अभ्यास करताना सर्वात महत्वपूर्ण घटक म्हणजे राजकीय पक्ष आणि पक्ष पद्धतीचे स्वरूप होय. भारतात १९४७ पासून १९७५ पर्यंत केंद्रीय पातळीवर काँग्रेस पक्षाची पकड होती. भारतातील पक्ष पद्धतीचा विकास स्वातंत्र्यप्राप्तीनंतर झालेलं असला तरी त्याची बीजे स्वातंत्र्यपूर्व काळात रोवली गेली आहे. जगातील अन्य लोकशाही देशांमध्ये आढळणाऱ्या द्विपक्ष पद्धती, बहुपक्षपद्धतीपेक्षा भिन्न प्रकारची एक प्रबळ पक्ष पद्धती भारतामध्ये रुजत आहे, असे मत १९६० पर्यंत मांडले गेले. परंतु १९६० नंतरच्या राजकारणात विविध पक्षांचा उदय भारतीय राजकारणात झाला. भारतात बहु पक्ष पद्धतीचा स्वीकार केला गेला आहे. भारतात राष्ट्रीय पातळीवरचे तसेच प्रादेशिक स्वरूपाचे विविध राजकीय पक्ष कार्य करतांना दिसत आहे भारतीय राष्ट्रीय काँग्रेस, भाजप, जनता दल, बहुजन समाज पक्ष, आम आदमी पार्टी, राष्ट्रवादी काँग्रेस, शिवसेना, मुस्लिम लीग, अकाली दल इत्यादी लहान मोठे पक्ष भारतीय राजकारणात आहेत.

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काँग्रेस वर्चस्व कालखंड:-

भारतीय राजकारणात १९४७ ते १९६७ या काळात काँग्रेस वर्चस्व प्रस्थापित झालेले होते. त्यामुळे या कालखंडाचे वर्णन रजनी कोठारी यांनी 'काँग्रेस व्यवस्था' असे केले. लोकसभेबरोबर घटक राज्याच्या राजकीय प्रक्रियेत काँग्रेसचे वर्चस्व प्रस्थापित झालेले होते. १९५२, १९५७, १९६२, १९६७ या चारही निवडणुकीत काँग्रेसने ४०% पेक्षा अधिक मते व ७०% पेक्षा अधिक जागा मिळवल्या होत्या. तुल्यबळ विरोधी राजकीय पक्षांचा असलेला अभाव हेही तितकेच खरे, सामाजिक शक्तिंचे मर्यादित स्वरूप हे महत्त्वाचे होते.

प्रादेशिक घटकांचे वाढते महत्व:-

१९४७ ते १९६७ या काळात भारतीय राजकारणात प्रादेशिक घटकाचा प्रभाव मोठ्या प्रमाणावर होता. राज्य निर्मितीसाठी किंवा स्वायत्ततेसाठी मोठ्या प्रमाणावर प्रादेशिकवादाचा आविष्कार घडून आणला गेला होता. भाषिक अस्मिता, वांशिक, धार्मिकता, प्रादेशिक वेगळे पण ही मुद्दे त्यावेळेस कळीची बनली होती. आणि त्यातूनच प्रादेशिक राजकीय पक्षांची निर्मिती झाली. आणि त्यांनी त्या त्या राज्यात आपले स्थान पक्के केले.

भारतीय निवडणूक आणि राजकीय पक्ष:-

भारतीय राजकारण आणि राजकीय पक्ष यांचा १९५२ ते २०१४ या निवडणुकांचा आढावा हा पक्षीय राजकारणाच्या दृष्टीने महत्त्वाचा घटक आहे. १९५२ ते १९६७ हा कालखंड काँग्रेस वर्चस्व प्रस्थापित करणारा होता. १९५२ निवडणुकीत मतदान वर्ग साडेसतरा कोटी होता. यावेळेस लोकसभा आणि २६ राज्यात विधानसभेसाठी निवडणुका पार पडल्या पंडित नेहरू यांच्या नेतृत्वाखालील काँग्रेस पक्ष ४५% मते मिळाली ७४% जागा म्हणजे ४८९ पैकी ३६४ जागा मिळाल्या. विरोधी पक्षात भारतीय कम्युनिस्ट पक्ष ५% व जागा २६तर समाजवादी पक्ष १०% मते मिळून १२ जागा मिळाल्या या निवडणुकीत प्रादेशिक पक्ष गणतंत्र परिषद ७, झारखंड पार्टी ६, शेड्युल कॅम्प फेडरेशन ६, मुस्लिम लीग १, पीपल डेमोक्रेटिक २ जागा मिळत आपले स्थान निर्माण करित होते. १९५७ निवडणुकीसाठी मतदान झाले यात काँग्रेस पक्ष ४७% मते ७५% जागा म्हणजे ४९० पैकी ३७१ जागा मिळाल्या. प्रजा समाज पक्षाला १९ जागा तर जनसंघाला ४ जागा मिळाल्या गणतंत्र ४, शेड्युल कॅम्प फेडरेशन २, डीएमके ७ जागा मिळाल्या. या निवडणुकीत ११ प्रादेशिक पक्ष व इतर अपक्ष उमेदवार होते. १९६२ ची निवडणूक लोकसभा निवडणुकीत ४९४ जागासाठी मतदान झाले. मतदानाची टक्केवारी ५५.४२% इतकी होती. काँग्रेस ४८८ जागांवर उमेदवार उभे होते. त्यापैकी ३६१ जागा मिळाल्या ६४.७२% मते मिळाली. भारतीय कम्युनिस्ट पार्टी २१ जागा मिळाल्या. त्यांना ९.९४% मते मिळाली. स्वतंत्र पार्टी १८ जागा तर जनसंघ १४ जागांवर विजय मिळवला. अपक्षांना २० जागा मिळाल्या. १९६७ ची निवडणूक भारतीय राजकारणात एक बदल घडविणारी होती. नेहरूंचे निधन, चीन आणि पाकिस्तानचे याकाळातील आक्रमण ह्या ठळक घटना होत्या. या निवडणुकीत ५२० जागांमध्ये निवडणुका झाली. काँग्रेसने २८३ जागा मिळविल्या. स्वतंत्र्य पार्टीने ४४ जागा तर जनसंघाला ३५ जागा प्राप्त झाल्या. १९७१ ची निवडणुकीत ५५.२७% मतदान केले गेले. काँग्रेसने ३५२ जागांवर विजय प्राप्त केला. जनसंघला २२ जागांवर मिळाल्या. प्रजा समाजवादी पार्टी, सोशलिस्ट पार्टी, स्वतंत्र पार्टी या तिघांना १३ जागा मिळाल्या. CPI 23, CPM 25, तेलंगणा प्रजासमिती १०, डी. एम. के. ने २३ जागा मिळवत घटक राज्यात

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आपले स्थान पक्के केले. १९७७ ची निवडणूक भारतीय निवडणुकीच्या इतिहासात बदल घडविणारी ठरली. या निवडणुकीत काँग्रेसचा करिश्मा संपला. काँग्रेस पक्षाला ५४२ जागांपैकी १५७ जागांवर समाधान मानावे लागले. जनता पक्षाने २९५ जागा मिळवल्या. त्यांना ४१% मते मिळाली जनता पक्षातील अंतर्गत गटबाजीमुळे अविश्वास ठराव झाल्याने सरकार कोसळले. मध्यवर्धी निवडणुका झाल्या. CPM 23, शिरोमणी अकाली दल ९, फॉरवर्ड ब्लॉक ३, डीएमके१, एडीएमकेला १८ इतक्या जागा मिळाल्या. १९८० च्या निवडणुकीत काँग्रेसने ४९२ उमेदवार उभे केले. त्यापैकी ३५३ विजयी झाले. जनता पक्षाला केवळ ३१ जागा मिळाल्या. माकपचे ३७ तर भाजपचे १० उमेदवार निवडून आले जनता दल सेक्युलर ४१, डीएमके १६, मुस्लिम लीग २२ प्राप्त केल्या.इंदिरा गांधींच्या निधनानंतर १९८४ सार्वत्रिक निवडणुका झाल्या त्यात ५३३ जागांपैकी ४०४ जागा व ५०.७०% मतदान प्राप्त करूनकाँग्रेस विजयी झाले. या निवडणुकीत तेलगु देसम पक्ष ३० जागा विजयी होऊन राष्ट्रीय पातळीवर पोहचला माकपने २२ तर जनता पक्षाला केवळ १० जागा मिळाल्या. १९८९ ची लोकसभा निवडणुकीत खऱ्या अर्थानं प्रादेशिक पक्ष यश मिळाले, या निवडणुकीची मतदान ६१.९५% होते काँग्रेस पक्षाला १९७ जागा मिळाल्या १४३ जागा जिकणाऱ्या जनता दलाने डावे आणि भाजपचा बाहेरून पाठिंब्यावर सरकार स्थापन केले भाजपला ८५ जागा मिळाल्या. CPI 12, CPM 33, AIDMK ११, मुस्लिम लीग २, जम्मू काश्मीर नेशनल कॉन्फरन्स ३, शिरोमणी अकाली दल ६ जागांवर विजयी झाले. हे सरकार देशातील पाहिले अल्पमतातील सरकार ठरले. १९९० ते २००९ हा कालखंड भारतातील राजकीय प्रक्रियेचा दृष्टिने महत्वाचा मानला जातो. कारण या निवडणूक राजकारणास स्पर्धात्मक स्वरूप प्राप्त झाले आणि आघाड्यांच्या राजकारणास सुरुवात झाली १९९१ निवडणूक अधी व्ही पी सिंग सरकारने मंडल आयोगाच्या शिफारशी लागू करण्याचा आग्रह धरल्याने भाजपने पार्टीबा काढला आणि जनतेला १९९१ निवडणुकीला सामोरे जावे लागले या निवडणुकीत काँग्रेसला २२० जागा मिळाल्या भाजपला १२० जागा प्राप्त झाल्या. समाजवादी पार्टी ५९ जागा कम्युनिस्ट पार्टी ४९ जागा मिळाल्या. तेलगू देसम १३, AIADMK ११ जनता पार्टी ५ या प्रादेशिक पक्ष भूमिका महत्वाची होती. या निवडणुकीचा मंडल मंदिर हे कळीचे मुद्दे पुढे आले १९९८ लोकसभा निवडणुकीत ५४५ जागासाठी ६१.९७% मतदान झाले भाजपाला सर्वाधिक १८१ जागा मिळून २५ ५९ मते मिळाली काँग्रेस २५.८२ मते मिळून १४१ जागा मिळाल्या कम्युनिस्ट ३२, समाजवादी २० जागा मिळाल्या, भाजपने प्रादेशिक पक्षांच्या पाठिंब्यावर सरकार स्थापन केले. डी एम के पाठिंब्याने सरकार १३ महिन्यात पडले. AIADMK 18, राजद १७, टी डी पी १२, विजू जनता दल ९, शिरोमणी अकाली दल ८ शिवसेना ६ वसपा ५ जेडी ६,, इतक्या जागा प्रादेशिक पक्षांनी प्राप्त केल्या. आणि १९९९ लोकसभा निवडणुकीत एन डी ए उदय झाला या निवडणुकीत भाजप १८० मिळाल्या या आघाडीत जनता दल, शिवसेना डीएमके, तृणमुल काँग्रेस, विजू जनता दल, हे होते. काँग्रेसने ११४ जागा मिळाल्या. फिल गुड फॅक्टर, शायनिंग इंडिया या प्रभावतून भाजप मध्यवर्धी निवडणुका घेतल्या २००४ लोकसभा निवडणुकीत ५४३ जागा साठी जलेल्या निवडणुकीत ५९.७% मतदान झाले भाजप या निवडणुकीत १३८ जागा प्राप्त करू शकले, तर काँग्रेस पक्ष अन्य प्रादेशिक पक्ष पाठिंब्यावर सत्तेत आले भारतीय कम्युनिस्ट पक्ष ४३, वसपा १९ जागा मिळाल्या. समाजवादी ३६, तेलगुदेसम ५, राष्ट्रीय जनता दल २४, डी एम के १६, विजू जनता ११ डी एम के १६, प्रादेशिक पक्षाने ही महत्वपूर्ण भूमिका घेतलीत्यानंतर झालेल्या २००९ च्या लोकसभा निवडणुकीत सर्वाधिक जागा मिळून सत्तेत

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आले यात काँग्रेस २०६ जागा तर राष्ट्रीय लोकशाही आघाडी १५९ जागांवर निवडून आले भाजप ११६ जागा मिळू शकले. अखिल भारतीय तृणमूल काँग्रेस १९, डी एम के १८ राष्ट्रवादी काँग्रेस ९, जनता दल २०,, शिवसेना ११,, वसपा २१, विजू जनता दल १४, समाजवादी २३ ई.प्रादेशिक व राष्ट्रीय पक्ष भारतीय राजकारणात महत्वाची भूमिका पार पाडली आहेभारतीयुन्हा एकदा बदल झाला आणि २०१४ लोकसभा निवडणुकीत भाजप सत्तेत आले या निवडणुकीत भाजपने २८२ जागा मिळून सत्ता स्थापन केली. काँग्रेस ४४, अण्णा द्रमुक ३१, तृणमूल काँग्रेस ३४, शिवसेना १८, तेलगु देसम १६, तेलंगणा राष्ट्र समिती ११, मार्क्सवादी ९, राष्ट्रवादी ६, समाजवादी ५, आप ४, जनता दल ९ इतक्या जागा मिळाल्या. ही निवडणूक सोशल मिडिया,नवमध्यमाचा वापर याने अत्यंत महत्वाची ठरली.१९५२ ते २०१४ या काळात झालेल्या राजकीय निवडणुकीत पक्षीय राजकारणाचा आढावा घेतला असता राष्ट्रीय राजकीय पक्षांनी आपले स्थान निर्माण केले आहे, परंतु प्रादेशिक अस्मिता वांशिक संघर्ष, जातीय जाणिवा, धार्मिक वेगळे पण , आर्थिक मागासलेले पण भौगोलिक स्थान या घटकांच्या आधारे प्रादेशिक संघटनांनी आपले स्थान निर्माण केले आणि केंद्रीय आणि घटक राज्यात आपले राजकीय स्थान निर्माण केले आहे काँग्रेस वर्चस्व प्रस्थापित असले तरी भारतीय संघ राज्य व्यवस्थेत बदल होत गेला आहे १९५२ ते १९६७ हा एकात्म संघराज्य स्वरूप दिसते यात काँग्रेस ही केंद्र आणि घटक राज्यात आपले स्थान निर्माण केले होते त्यामुळे केंद्र आणि राज्य यातील संघर्ष नव्हता पण मात्र घटक राज्यातील स्थानिक समस्या डोके वर काढीत होत्या, त्यात प्रादेशिक वेगळे , संघराज्यातून वेगळं होहून वांशिक श्रेष्ठत्व , धर्मीक वेगळेपण याच्या आधारे स्वतंत्र राष्ट्राची मागणी जोर पकडत होती त्यातून शिरोमणी अकाली दल डीएमके सारख्या राजकीय पक्षांची निर्मिती झाली. प्रादेशिक अस्मिता आणि भूमिपुत्रांच्या समस्या घेऊन शिवसेनेची निर्मिती झाली भाषिक अस्मितेच्या आधारे तेलगु देसम, वेगळ्या राज्याची मागणी या आधारे तेलंगणा राष्ट्र समिती पक्ष, आर्थिक मागासलेपण या घटकांच्या आधारे आसाम गण परिषद, निर्मिती झाली इ. अनेक प्रादेशिक राजकीय पक्ष १९६० दशकात निर्माण झाली आणि त्यांनी त्या घटक राज्यात स्थान निर्माण केले . तसेच केंद्राच्या राजकारणात सक्रीय सहभाग घेत आपली भूमिका स्पष्ट केली.१९५२ ते १९९० पर्यंतच्या राजकारणात राष्ट्रपती राजवटी मोठ्या परमाणावर होत्या त्याचे कारण केंद्रात असलेला राजकीय पक्ष राज्यात सत्तेत सहभागी नव्हता, परंतु १९९० नंतर भारतीय राजकारणात आघाड्यांच्या राजकारण सुरु झाले आणि प्रादेशिक पक्ष केंद्रीय राजकारणात सक्रीय झाले त्यामुळे केंद्र आणि राज्य यात एकाच राजकीय पक्ष सत्तेत सहभागी होत होता.१९९० भारतीय राजकारणात मंदिर मंडल आणि मार्केट ही मुद्दे पुढे आली याचा परिणाम भारतीय राजकारणावर झाला आणि त्याचे फलित म्हणजे राष्ट्रपती राजवटीचे प्रमाण कमी झाले,व राजकारणाचे झालेले प्रादेशिकीकरण. घेत परकीय गुंतवणूक याला चालना मिळाल्याने घटक राज्याचे केंद्र सरकार वरील आर्थिक अवलंबित्व कमी झाले प्रादेशिक विकासाला चालना मिळाली. दरम्यान केंद्रात आघाडी राजकारण सुरु झाल्याने कोणताही राष्ट्रीय पक्ष स्वबळावर सत्ता स्थापन करू शकत नव्हता. यात राष्ट्रीय लोकशाही आघाडी, संयुक्त पुरगामी आघाडी, आणि तिसरी आघाडी निर्माण झाली त्यामुळे भारतीय राजकारणात प्रादेशिक पक्षांचे महत्व वाढले

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मूल्यमापन:-

भारतीय राजकारण आणि प्रादेशिक पक्ष हा प्रस्तुत लेखात १९५२ ते २०१४ पर्यंतच्या भारतीय राजकारणाचा आढावा घेतला आहे. १९५२ ते १९६७ हा कालखंड एक प्रबळ पक्ष पद्धती विकसित झालेली आहे. यात काँग्रेस पक्ष सत्तेत होत त्याला पर्याय नव्हता पण त्याच दरम्यान भारतात प्रादेशिक अस्मिता, वांशिक वेगळे पण आणि आर्थिक विकास ही मुद्दे कळीची होती आणि त्याआधारे अनेक प्रादेशिक पक्ष निर्माण झाली. १९६७ ते १९९० हा कालखंड भारतीय राजकारणात बदल घडून येते होता, या दरम्यान राष्ट्रपती राजवटीचे मोठ्या प्रमाणात वापर झाला. तसेच काँग्रेस व्यवस्थेचा -हास झाला आहे आणि काँग्रेस पर्यायी सरकार सत्तेत आली. आणि आघाडी राजकारणाला सुरुवात झाली १९९० नंतर मंडल मंदिर आणि मार्केट या घटकाने भारतीय राजकारणात बदल केले आणि राजकारणांची उलटी गंगा आणि तीन पायांची शर्यत सुरू झाली आणि यात प्रादेशिक पक्षांचे महत्व वाढले तसेच राष्ट्रपती राजवट ही न्यायालयाच्या अधीन झाल्याने व आर्थिक विकास आणि राजकारणाचे झालेले प्रादेशिकीकरण हेही प्रादेशिक पक्षांचे महत्व वाढवणारी आहे.

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Journal Detail

Journal Name	RESEARCH JOURNEY
ISSN/EISSN	2348-7143
Country	IN
Frequency	Quarterly
Journal Discipline	General Science
Year of First Publication	2014
Web Site	www.researchjourney.net
Editor	Prof. Dhanraj Dhangar & Prof. Gajanan Wankhede
Indexed	Yes
Email	researchjourney2014@gmail.com
Phone No.	+91 7709752380
Cosmos Impact Factor	2015 : 3.452



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Research Journey

SJIF 2018:

Previous evaluation

Under evaluation

2017: 6

Area: Multidisciplinary

2016: 6

Evaluated version: online

2015: 3

2014: 3

The journal is indexed in:

SJIFactor.com

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Basic information

Main title	Research Journey
Other title [English]	Research Journey
Abbreviated title	
ISSN	2348-7143 (E)
URL	http://WWW.RESEARCHJOURNEY.NET
Country	<input checked="" type="checkbox"/> India
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Research Journal	
ISSN	2348-7143
Country	India
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Year publication	2014-2015
Website	researchjourney.net
Global Impact and Quality Factor	
2014	0.565
2015	0.678

Impact Factor - 6.261

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E-Books Resources

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- ▶ Economics Departments, Institutes and Research Centers in the World
- <http://edirc.repec.org/>
- There are amazing number of economics institutions on the WWW. Christian Zimmermann (Department of Economics, College of Liberal Arts and Sciences, University of Connecticut) indexed by countries and fields. By Feb 2009, 11098 institutions in 229 countries and territories are listed.

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- ▶ Vidyanidhi - Digital Library and E-Scholarship Portal

- Vidyanidhi (Meaning 'Treasure of Knowledge' in Sanskrit) is India's premier Digital Library initiative to facilitate the creation, archiving and accessing doctoral theses.



- Website: <http://www.vidyanidhi.org.in>

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MHRD, under its National Mission on Education through ICT (NME-ICT), has assigned work to the UGC for development of e-content in 77 subjects at postgraduate level. The content and quality is the key component of education system. High quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural mathematical sciences, linguistics and languages is being developed under this initiative named e-PG Pathashala. It includes Library and Information Science

- <http://epgp.inflibnet.ac.in>

Search Engines And Meta Search Engines

■ Web search engine is a tool designed to search for information on the WWW (World Wide Web). Search results are usually presented in a list and are commonly called *hits*. The information may consist of web pages, images, information and other types of files. Some search engines also mine data available in newsbooks, databases, or open directories. Unlike Web directories, which are maintained by human editors, search engines operate algorithmically or are a mixture of algorithm and human input (wikipedia).

- Eg: Google, Yahoo, AltaVista, Bing

■ A meta-search engine is a search tool that sends user requests to several other search engines and/or databases and aggregates the results into a single list or displays them according to their source. Metasearch engines enable users to enter search criteria once and access several search engines simultaneously. Metasearch engines operate on the premise that the Web is too large for any one search engine to index it all and that more comprehensive search results can be obtained by combining the results from several search engines. This also may save the user from having to use multiple search engines separately.

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■ <http://www.oeconsortium.org/> It is a worldwide community of hundreds of higher education institutions and associated organizations committed to advancing open education and its impact on global education. We envision a world where everyone, everywhere has access to the education they need to build their futures. They instill openness as a feature of education around the world, allowing greatly expanded access to education while providing a shared body of knowledge upon which innovative and effective approaches to today's social problems can be built. It realizes change by leveraging its sources of expert opinion, its global network and its position as the principal voice of open education. It provides access to Open Textbooks on various subjects

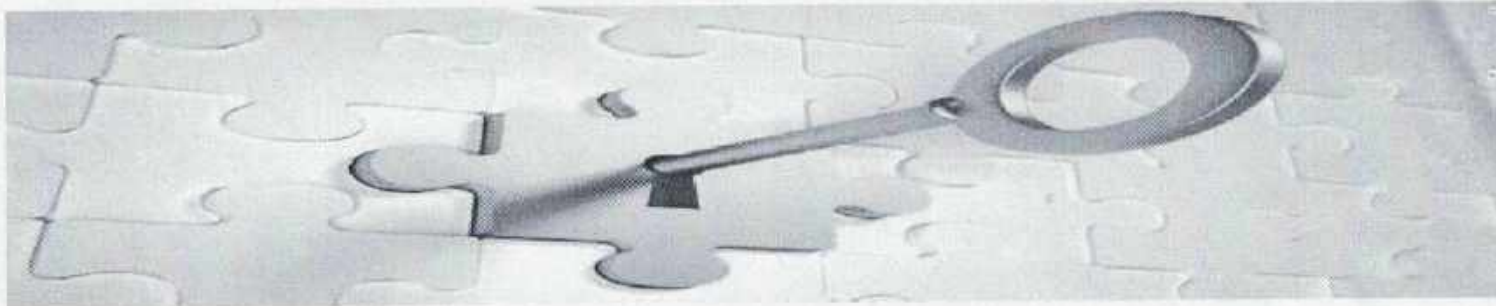
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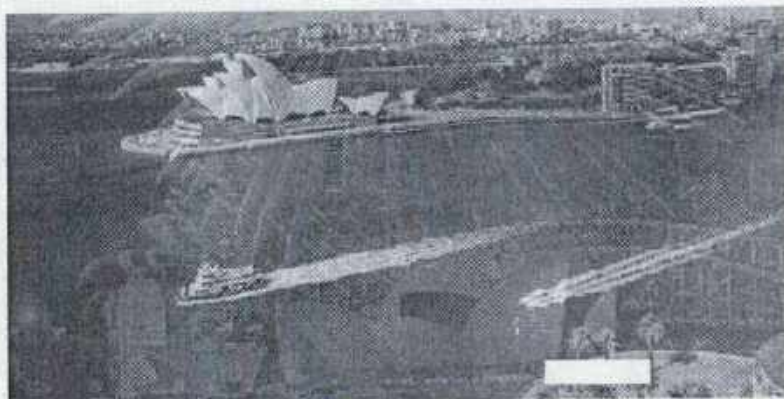
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Tejesh Beldar

From the Editor's Desk.....

It gives me immense pleasure to publish Special Issue on 'Dr. Babasaheb Ambedkar' on the occasion of Nashik Shikshan Prasarak Mandal's Centenary Year Celebration. The said issue is published in the UGC Approved, International, Peer Refereed, Indexed Journal having Impact factor and ISSN.

The life of Bharatratna Dr. Babasaheb Ambedkar is a golden chapter in the modern history of India. He struggled all his life for the rights of humanity to the depressed communities, to help them achieve development in all spheres of life, and annihilate the untouchability from India. He gave a call to the down-trodden communities of India. *Educate, Organise and Agitate*. He started periodicals like *Mukamaya*, *Bahishkrut Bharat*, *Jamata* and *Prabuddha Bharat*; these periodicals were addressed to the entire nation and not merely to the depressed communities of our country. He is identified as the architect of the Indian Constitution. He was an inspirational force to the outbreak of the Dalit literature in India. He embraced the Buddha Religion as an alternative to the Hindu Religion. The Chavadar Tale and the entry into the Kalamandir were phenomenal in the country and these events boosted to resolve the problems of social and cultural engineering in the country, the law was passed that any citizen belonging to any caste and religion was allowed to enter a Hindu temple.

This issue on Dr. Babasaheb Ambedkar is an attempt to highlight varied dimensions on the life and works of Ambedkar.

At this juncture, a word or two about the NSPM is in order. The five musketeers viz. Late Shri. S. R. Kalwankar, Late Shri. S. A. Adhyapak, Late Shri. L. P. Soman, Late Shri. R. K. Yardi and Late Shri. V. V. Parashare who were studying in Ferguson College, Pune spellbound with the noble idea, *'Our Country is Divine'* and also inspired by great Lokmanya Tilak had established Nashik Shikshan Prasarak Mandal (NSPM) on 1st May, 1918. These great souls established the first school i.e. New English School which is now known as J.S. Rungbia High School. The educational journey which began with a single school has now expanded in a large cluster as a small *garage* transforms into an ocean. Today, NSPM runs five complexes (*sanskats*) at Nashik, Nashik Road, Simar, Igauri and Nandgaon and thus thousands of students avail education from primary to university level. NSPM has expanded qualitatively and quantitatively through its 47 units and more than 800 teaching and non-teaching staff.

I take this opportunity to express my gratitude towards the office bearers of NSPM. Hon. Dr. Shri. V.R. Kakkar (President, General Body, NSPM), Dr. Sunil Kute (Vice President, General Body, NSPM), Adv. Nagnath Gorwadkar, (Vice President, General Body, NSPM), Shri. Mahesh Dabak (Chairman, Managing Board, NSPM), Shri. Shripad Deshpande (Vice Chairman, Managing Board, NSPM), Shri. Dnyaneshwar Kulkarni (Secretary) Mrs. Vaishali Gosavi (Treasurer), Shri. P. M. Kulkarni (Joint-Secretary) and other management members for their whole hearted support and guidance. I also thank to the Swatidhan International Publications and the Editorial Board of this Special Issue.

Principal Dr. Leena Pandhare
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**"Sarvenah Bhavantu Sukhinah, Sarve Santu Niramayah" and
Dr. B.R. Ambedkar's Mantra of "Educate, Agitate and Organise"
to Strengthen the Ignored Voices**

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Abstract:

It is clear that the great soul, Dr. B.R. Ambedkar, devoted most of his intellectual, social and political efforts to give expression to the Mantra (idea) of "Sarvenah Bhavantu Sukhinah Sarve Santu Niramayah" i.e. the good and prosperity of ALL including the rightful place for the ignored voices i.e. marginalised, discriminated, deprived and downtrodden sections of the society.

In view of the above, Dr. B.R. Ambedkar, aspired to build Bharat as a great nation through social and economic revolution without bloodshed. He always desired Bharat as the real democratic state which must serve as the interminable gift to the people of India. The mantra, Dr. B.R. Ambedkar, then offers is "Educate, agitate, organise" so as to conscious the ignored voices of the things that happening around them in the social context of Bharat. This mantra is an effective therapy to the social problems of ignored voices.

Dr. B.R. Ambedkar highlighted the importance of education. He was of the view that 'it is the education which is the right weapon to cut the social slavery and it is the education which will enlighten the downtrodden masses to come up and gain social status, economic betterment and political freedom.'

The paper attempts to project Dr. B.R. Ambedkar as a great educationist and discusses few measures to spread out the education among the ignored voices for their upliftment and progress. Once this is achieved then only the ideal of "Sarvenah Bhavantu Sukhinah Sarve Santu Niramayah" is possible.

Key words: ignored voices; social and economic revolution; downtrodden masses; economic betterment and political freedom

Introduction: The Nature of the Problem:

Dr. B.R. Ambedkar aspired to construct Bharat as a great nation through the fine threads of social and economic revolution without bloodshed. He desired Bharat as the genuine democratic state which offers the equal opportunity for all to secure the rightful place. The mantra, Dr. B.R. Ambedkar, then offers is "Educate, agitate, organise" so as to strengthen the ignored voices of marginalised, discriminated, deprived and downtrodden people/sections of the society. He believed that the said mantra will prove an effective therapy to the social problems of ignored voices.

In this context, Dr. B.R. Ambedkar highlighted the importance of Education. He was of the view that 'it is the education which is the right weapon to cut the social slavery and the education which will enlighten the downtrodden masses to come up and gain social status, economic betterment and political freedom'.

He examined the education policy of the British in India and found that Education in India had confined to the upper classes, as the British feared that the spread of education among the members of lower classes might endanger their existence in India. Dr. B.R. Ambedkar had proposed the equal opportunity to access the education for all. He strongly recommends that education must be available to all, irrespective of caste or status. He said that "Education is something which ought to be brought within the reach of everyone." (see Moon, Vasant: 1982).

Dr. B.R. Ambedkar was of the opinion that the education ought to be cheapened in all possible ways and to the greatest possible extent. He also suggested other pragmatic ways to promote literacy among the depressed classes such as promoting scholarship, hostels etc. Thus, in this framework, the research paper tries to answer the following two research questions:

Research Question 1: How does Dr. B.R. Ambedkar's thoughts on education is instrumental for the upliftment of the ignored voices?

Research Question 2: How does Dr. B.R. Ambedkar's vision for the ignored voices is useful for the benefit of the masses?

Objectives:

The objectives of the study are derived from the above research questions. These are:

- To study Dr. B.R. Ambedkar's thoughts on education as an effective medium to the upliftment of the ignored voices.
- To understand Dr. B.R. Ambedkar's vision for the ignored voices/masses.

Linking "Sarvenah Bhavantu Sukhinah ..." and "Educate, Agitate and Organise"

Dr. B.R. Ambedkar has offered magical mantra of "Educate, agitate and Organise" for the ignored voices. The said mantra must be maintained to see the effective results of the movement for the upliftment of ignored voices. It can be equated with "Sarvenah Bhavantu Sukhinah Sarve Santu Niramayah" as discussed earlier. In short, in order to achieve the ideal of "Sarvenah Bhavantu Sukhinah Sarve Santu Niramayah"..... "we must think of the ignored voices first through "Educate, agitate, organise" so as to strengthen the ignored voices of marginalised, discriminated, deprived and downtrodden people/sections of the society. Following this order, can positively result in achieving more outcomes that are beneficial not only for ignored voices but for the society as a whole.

Pondering Over the Mantra of "Educate, Agitate and Organise"

Educate:

Dr. B.R. Ambedkar had suggested that the upliftment of ignored voices, depressed classes depends on schooling (education) of the community as a whole. Education trains the human mind to think and take the right decision. It makes man a rational animal. It is through education that knowledge and information is received and also spread throughout the world and thus triggers wisdom in human beings. Thus, education is essential if a nation aspires to achieve growth and development and more importantly sustain it. Education, being light the lamp of enlightenment, has been seen as conducting an emancipatory role in each person's life.

Dr. B.R. Ambedkar advised students to perform their duties and discharge their responsibilities in the service of the ignored voices and the downtrodden masses. According to their role in life was of tremendous consequence and was bound to contribute to the progress and destiny of the Depressed Classes' Ignored Voices. He said, "Our boys should learn


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two things. Firstly to prove that given the opportunities they are inferior to none in intelligence and in capacity. Secondly, to prove that they are not merely to tread the path of personal happiness but to lead their community to be free, to be strong and to be respected." (see Blake, Clark, 1950:109)

Agitate:

The 'agitate' does not mean to agitate physically; it is a mental revolution in its place. It does not mean to go out and start protesting aggressively without getting educated first. One should start agitating mentally i.e. agitation of thoughts in our mind in order to realise the stage of being 'organise'.

Organise:

It is proved that the educated and agitated minds can easily organise for a common mission. One must get oneself educated first and let his/her thoughts agitate so as to organise collectively. Agitated minds having a common mission can help and unite and struggle for the common object as united force.

Deliberations:

The champion of human rights, Dr. B.R. Ambedkar had sound knowledge about the ignored voices say the marginalized sections of India. The fine medium of education helped them to express their pain and evolution thereafter. Dr. B.R. Ambedkar will remain the ultimate source of inspiration for the ignored voices. Dr. B. R. Ambedkar proclaimed in his historical speech on 18th July, 1942 in Nagpur: "My final word of advice to you is 'Educate, Agitate and Organise'; have faith in your-self with justice on my side, I do not see how we can loose our battle. The battle to me is a matter of joy. The battle is in the fullest sense spiritual. There is nothing material or social in it. For ours is a battle not for wealth or for power. It is a battle for freedom. It is a battle for the reclamation of the human personality" (see Shastri, Shankaranand, 1992:17).

Accordingly, Dr. B.R. Ambedkar believed that establishing educational and economic benefits would not only raise the living standards of the ignored voices and the downtrodden masses and the Indian in general but would also enhance the self-respect of the people. Hence, Dr. B.R. Ambedkar himself opened libraries, social centres, classes and study circles. Dr. B.R. Ambedkar has strongly proposed that the education is the right weapon to cut the social slavery and which will enlighten the downtrodden masses to come up and gain social status, economic betterment and political freedom. Then only "Sarvenah Bhavantu Sukhinah Sarve Santu Niramayah" is possible.

Dr. B.R. Ambedkar opined that "The backward classes have come to realize that after material education is the greatest material benefit for which they can fight. We may forego material benefits, we may forego material benefits of civilization, but we cannot forego our right and opportunities to reap the benefit of the highest education to the fullest extent. That the importance of this question from the point of view of the backward classes who have just realized that without education their existence is not safe." (see Moon, Vasant, 1982).

However, to strengthen the ignored voices one can act for the following suggestions, as recommended by Dr. Mungekar B. L. are as follows:



- Educated ignored voices must undertake a mass movement to encourage literacy among them and try to literate the other fraternity to become literate.

- All voluntary organizations must make serious efforts to enhance the school attending rates and prevent high drop-out rates

- Effective 'pressurization' can be done for making free and accessible primary education to all in the real sense of these words.

- The calls for co-operation of all ignored voices can be offered same platform to unite. (see Mungekar B. L.)

Dr. B.R. Ambedkar was the one of the greatest educationists of Bharat. He believed that education was one of the strongest means to uplift the depressed classes/ ignored voices as well as the whole nation. Educate, Agitate, and Organise mantra must be continued to see the successful results of the movement for the upliftment of ignored voices. The rightful place for the ignored voices, discriminated, deprived and downtrodden sections of the society is possible with the Education. Let's follow the mantra and strengthen ourselves.

Thus, the paper attempts to project Dr. B.R. Ambedkar as a great educationist and discusses few measures to spread out the education among the ignored voices for their upliftment and progress. Once this is achieved then only the ideal of "Sarvenah Bhavantu Sukhinah Sarve Santu Niramayah" is possible.

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Conducting Employability Skills through the Magic of Team Building

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Abstract:

The present paper centers on the concept of 'Team Building' in particular and the other employability skills in general. At the outset the paper offers the scenario of employability skills. Then, the paper attempts to define the concept of 'Team Building' while differentiating between the 'team' and 'group'. The paper, further, deals with the reasons/benefits of team building, the stages of team building, the characteristics of a good team etc. The paper ends with the necessity of team building for the students of Arts and Humanities. The researcher suggests the Team Building Games/Activities which should terminate the 'crab-mentality' or the 'drag down' or 'pulling the legs' attitude among the team members, if any. However, the researcher being the language and soft skills trainer, and after conducting more than 100 sessions on team building, suggests the need of carrying on the team-building activities in each senior college and further research in 'Team Building Games/Activities' in Indian scenario. In all, the research paper underlines the magic of team building for sensitizing softskills and for the better employability.

Keywords: team building, employability skills, team building games

Introduction:

The various skills such as Communication Skills, Goal Setting, Understanding Self, Study Habits, Presentation Skills, Health Management, Time Management, Emotional Intelligence at work, Creativity and Stress Management and Team Building (Teamwork skills) etc. are really important for the successful personal and professional life. However, to be successful in professional life, one needs to be employable first. Employability basically means one's ability to be employed and further the process of training for getting jobs. It involves two basic steps i.e. Awareness of the existence of jobs and Acquisition and application of knowledge and skills and personal qualities to maximize potential through one's education. Employability skills primarily consist of academic, teamwork and personal management skills.

Academic skills, in a sense, means one's ability to communicate i.e. speak and write fluently and ability to listen to understand and to learn, and further read to comprehend and use written materials in day today transactions at workplace. Academic skills also demand one's ability to think critically, evaluate situations, solve problems and take decisions, and also use technology and instruments wherever necessary. Academic skills respect initiative and continuity to learn throughout one's career and life.

Personal management skills demands attributes such as positive attitude and behaviour, self-esteem and confidence, honesty, integrity and habit of taking initiative and persistence to get the job done. Personal management skills also incorporates sense of responsibility i.e. ability to set goals and priorities, ability to plan and manage time, money and other resources to achieve goals. Personal management skills go with adaptability i.e. positive attitude towards change and giving recognition to diversity and further acceptance of individual differences. Personal management

skills also demands creativity i.e. ability to identify and suggest new ideas to get the job done in time.

It is well known that, "Teamwork is the fuel that allows common people to attain uncommon results". Teamwork skills which essentially mean working with others as a team and participating in projects and tasks. Teamwork is defined as "a joint action by a group of people, in which each person subordinates his or her individual interests and opinions to the unity and efficiency of the group." This does not mean that the individual is no longer important; however, it does mean that effective and efficient teamwork goes beyond individual accomplishments. The most effective teamwork is produced when all the individuals involved harmonize their contributions and work towards a common goal. Teamwork has become an important part of the working culture and many industries now look at teamwork skills when evaluating a person for employment. Teamwork skills demand shared vision i.e. to understand and contribute to the organizational goals. It also means understand the work within a culture, the making of the plan and of decisions with others and support the outcome in the course of time. Now let us deal with the very concept of 'Team' and 'Team building'.

What is Team?

According to Webster's Ninth Edition, "A team is a number of persons associated together in work or activity; as a group on one side (as in football or debate)." The Wikipedia defines Team building as "a philosophy of job design in which employees are viewed as members of interdependent teams instead of as individual workers.... (it) refers to a wide range of activities, presented to businesses, schools, sports teams, religious or non-profit organizations designed for improving team performance. Thus, we can say that, when one person cannot accomplish a task/job several individuals must cooperate to fulfill a mission, we need a team. The better the

communication, and coordination among team members, the more efficient the team. Generally, a group is a number of persons, who are committed to a common purpose, and having some face-to-face interaction. A group is also characterized by interdependence of people in the group in carrying out tasks for the purpose of achieving the organizational goals. Groups are usually assembled and they have a designated (assigned) leader. The effectiveness of the group is measured by the influence it has on the organizational performance. While, a team is a form of group, but has some characteristics in greater degree than ordinary groups. This includes higher commitment to common goals and greater interdependency and interaction among the members of the group. Teams are built with specific intention and team leadership is sometimes shared and also related. Teams imply a sense of shared mission, and collective responsibility to a common purpose and performance goals. A team is a small number of people with complementary skills, who are committed to a common purpose, set of performance goals and approach for which they hold themselves collectively accountable.

Team Building: Benefits and Reasons of Team Building:

Team building is the summary of the benefits and reasons for the Team Building. Team building is useful for the sake of improved and effective communication. It is a tool to make the team building more enjoyable. It can get everyone 'onto the same page'. The team building can be supportive for the participants (members) to learn more about themselves i.e. their strengths and weaknesses. It can improve the team's productivity and handy in practicing effective collaboration with team members. Further, team building can offer range of options, and useful in the division of

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the work. It can propose motivating and conducive environment. Team building (team work) can make each member to be able to respond and result in to greater creativity. Last but not the least, team building can offer effective decision making strategy and improved performance.

Stages of Team Building:

Handbook on Team Building published by the Centre for Good Governance discusses the following common stages of the team building.



The 'forming' stage focuses on objectives and procedures. The team members and team decide on what they or the team is supposed to do. Members understand their roles and get acquainted with other team members. The 'storming' stage begins with an agenda to progress. The conflict, if any, among the members is managed. In the 'norming' stage, team members become more and more positive about the team and what the team is doing. The members widen a sense of belongingness, commitment, cooperation and open communication. In the 'performing' stage the members trust, support and encourage each other and also offer feedback. Here, the members learn to accept, deal with conflicts and know how to diagnose and improve their own functioning. The 'adjourning' stage is about finishing the task and limiting the relationships. The stage is not always intended and may be sudden. Team tends to develop slowly at first and then, as the deadline draws near, members perform greatly. However, no exact time is required to advance from one stage to the next for a team. There can be numerous types of the teams. However, by and large, teams can be categorized as, Problem Solving Team, Cross Functional Team, Self Managed Team, Virtual Team etc.

Team Building Requires:

The following is the summary of the requirements of Team Building. At the first place, team requires strong and effective leadership. The team then must establish precise objectives and the clarity of the target. The team must make informed decision and also communicate freely. The team or the team members have to master the requisite skills and techniques for the accomplishment of the given/set task. Further, the team members must exhibit full responsibility of the assigned tasks. The members must work for the common good.

Characteristics of Productive Teams:

Handbook on Team Building published by the Centre for Good Governance lists the characteristics of a productive team. The following are few important characteristics of a productive



team. The team members participate in setting the goals and also are committed to them. They believe that the team goals are as important as individual ones. The members recognize their roles and responsibilities and also put in suitable skills and experience to achieve the goals. The team identifies its norms and can manage the conflict and team competitiveness. The team culture creates trust and thus the members feel empowered.

The members are sincere and are open to new ideas. The communication in a team includes all members and thus encourages variety of options/opinions.

There are few factors which weaken the team performance. The lack of resources, inapt funding and when the deadlines are not followed then the interpersonal relations get affected. The team also gets weaken when the members are not precisely conscious of their responsibilities and are not answerable for them.

In order to accomplish the team building skills following activities with precise instructions can be followed. Balloon Activity; Ball Activity; Valley of Fire; Cardboard Transfer; Group Mandala Activity; Fantasy/Virtual Game (Cricket, Football) Activity; Tug-of-War Activity etc.

The activities that have been suggested in this research paper are only of exemplary nature. It is ultimately the immediate context of situation that will determine the choice of material, strategies and activities.

Conclusion:

The paper at its flag end, here, refers to an article by Sam Pitroda regarding the magic of a team building. The article deals with the approach towards the team building. The lack of teamwork and cooperation is one of the most serious problems and affect the development. In India there are number of policies and ideas about how to do things. However, we, the Indians, sometimes lack in the teamwork, cooperation and implementation.

The researcher suggests the activities conducted for the team building should terminate the 'crash-mentality' or the 'drag down' or 'pulling the legs' attitude among the team members. Further, the researcher, being the language and soft skills trainer, suggests the need of further research in 'Team Building Games/Activities' in Indian scenario so as to inculcate employability skills. In order to change such mentality, the team building skills are really essential and the need of the hour. In all, the research paper underlines the magic of team building for sensitizing soft-skills in general and for the better employability in particular.

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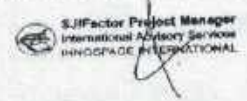
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Counseling Cell: Key to Best Practice

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Abstract :

Mental health which also controls physical health deals with functioning of emotional and behavioral adjustment at a satisfactory level. It also helps to have social maturity as well as appropriate balance of love, work, and leisure in one's life. The WHO describes mental health as 'a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.' The said health can help students in productive activities, fulfilling relationships with other people, and the ability to adapt to change and cope with adversity. Further, the characteristics of mental health, such as the adaptability, presence of healthy relationships, the balancing among love, work, and leisure facilitates the students for their overall development. The mental health brings meaning and purpose to one's life, providing energy and motivation to go on in spite of adversity. In the wake of 'globalization' the mental health is a must. In view of the above, the college has begun a counseling cell to help the students to maintain/revive their mental health. They can communicate with their teachers (counselors) and share the problems/issues through the Cell. The active working of the cell attempts to make the overall learning a pleasant experience. The present paper makes an endeavor to explore the aforementioned possibilities and shows how the working of the Cell can be considered as 'Best Practice' that can be instrumental while appearing for the NAAC. Thus, the working of the said Cell can be replicated as it is useful in and beyond classroom for the effective education.

Keywords: Mental health, physical health, adaptability, counseling, globalization, NAAC

Introduction: The Selection of the Problem:

The present paper is based on the real experience of the researchers working with the college where a Counseling Cell is established to solve the psychological problems of the students. The college being devoted only for women has altogether dissimilar/unusual students coming from diversified background. The college is devoted only for girls/women students, most of them are married or in the course of education they get married. It is seen that most of the students want to complete the education and also want to be employed but due to the parental or societal force they get married (Besides the problem of the continuation of the education, there are other problems which are discussed subsequently). This has triggered the College to start a 'Counseling Cell' so as to maintain/recover and develop the mental health of the students. The Counseling Cell which, indeed, works as an internal support system for students' well-being and for overall academic achievements.

The innovative and best practice of the Counseling Cell can be considered as an awareness module to maintain or develop the mental health of the students in the era of

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The Overall Scenario of Education:

By and large, the education policy has tried to recognize the needs of students and frame the syllabus accordingly. However, there is a gap between the ideology of the educational policy and the implementation of the syllabus in a classroom. The educational policy is expected to enable the students to have overall development of his/her personality and adopt/adjust with the corresponding environment. Despite everything, there remains an area of tribulations, which may be, due to the constraints of either the pedagogic set up or the non-academic factors that block the students' way to achieve the set goals.

In recent years, people are really concerned that students are losing ground academically. This may be due to the failure of implementing the educational policy which may be straying from its broader undertaking of fostering positive development in a number of life facets such as mental/spiritual and physical health. Instead, it is seen moved toward a narrower outcome in the form of 'Exam and Result'. Further, the teacher, the harbinger of the policy is seen as overworked and understaffed institutions are adding to the problem more. Due to the centralization of the educational system the syllabus, textbook, examination pattern and objectives are set by the governmental apex bodies keeping the 'majority' in mind and teacher and learner cannot control over such factors. Hence, the role of the teacher remains restricted to following the set pattern. However, teacher's understanding of his/her students and counseling can help to build an internal support system within the constraints of the educational setup.

The solution to the problem is the formation of the Counseling Cell, an internal support system within the said constraints. The Cell itself can be considered as an awareness module in the era of globalization. Further, the Cell emphasizes the importance of students' well-being and its impact on their academic achievement.

Objectives and Overall Functioning of the Counseling Cell:

The inclusive value-based education and the support system in the form of counseling Cell (discussed in the successive passages) can help the student to maintain/develop mental health which also involves spiritual health. It facilitates the students to attain the adaptability, gain healthy relationships and also assists them for their overall round development. As said earlier, the mental health which also involves spiritual health deals with functioning of emotional and behavioral adjustment at a satisfactory level. It also helps to have social maturity as well as appropriate balance of love, work, and leisure in one's life. The Cell, with above objectives, has been helping the students to maintain and develop the mental health and be successful in the life.

In view of the above, almost all the lecturers are trained to be good counselors. The training programmes for teachers are also organised periodically. Accordingly a time table too is set in motion. Further, a day-wise and topic/issue-wise schedule of available faculty is fixed. All the counselors 'serve' in the Cell as 'service' to the college and not for material profit. The Cell functions on the zero budget and does not require funds from the government. Each counselor contributes to the cell as service to the nation and tries to offer the inclusive value-based

education imbued in national pride for nation building that also directs to realization of self identity.

The Counselor helps the students to keep their mental health intact through the counseling. The teacher counselors are given the oath of privacy. The centre works as a ventilation centre. It is directly linked to students' connectedness (rapport created out of the counseling) to the institute being his/her own, the positive attitude and behavior certainly adds to the overall academic success.

The cell, through its counselor, handles several issues such as depression, examination stress and stress in general, gender sensitization, changing emotional outlet (use of social networking), cut-throat competitions, mechanism to displace the anger and frustration (use of sports, *survayamaskar*, and other facilities), yoga and the regular practice of conducting mass prayer, recitation of 'Omkar', 'Pasaydaan' and other 'Shlok' (it is really unique practice as it may not be seen in senior colleges).

If required, the cell offers 'to-do-list' for the stakeholders of education i.e. Pupil, Teacher and Parents. The centre offers Pre-marital and Post-marital counseling. Thus, through the functioning of the cell, it is possible to pay maximum personalized attention to the needy students for their mental well-being. It also enabled the Teacher-counselor to go beyond the classroom for the well being of the student and also for the effective education.

Thus, the initiative of the college in the form of the Counseling Cell has helped to temper the problems and provide an internal support system that enables students to restore/maintain/develop the mental health and solve the problems effectively and in time. In a nutshell, the Cell emphasizes the importance of students' social and emotional well-being which ultimately affects the academic achievements.

Spiritual and Psychological Keys to a Healthy Mind:

In the era of 'globalisation' one shall not forget about the importance of spiritual component of a healthy mind. The definition of mental health seems to differ based on who you ask about health. And hence one may ask a question, 'What does mental health have to do with your spiritual health?'

The answer may be that there are a lot of different definitions of mental health, but what do they have in common makes us realize about the spiritual component of the mental health. We must consider what is the point of all the different definitions, and what does it mean for one's battle with depression and mental disorders? Then, one may find four common characteristics for mental health, based on the several definitions given below.

- 1. The World Health Organization: WHO describes mental health as 'a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.'
- 2. The Princeton WordNet, a popular online dictionary, describes mental health as 'the psychological state of someone who is functioning at a satisfactory level of emotional and behavioral adjustment.'
- 3. The Siedman's Medi-Lexicon, an online medical dictionary, defines mental health as 'emotional, behavioral, and social maturity or normality, the absence of a mental or behavioral disorder; a state of psychological well-being in which one has achieved a

satisfactory integration of one's instinctual drives acceptable in both oneself and one's social milieu; an appropriate balance of love, work, and leisure pursuits.

Here, one must consider that the definitions points out one's battle with depression and mental disorders. The spiritual and mental health can help students in productive activities, fulfilling relationships with other people, and the ability to adapt to change and cope with adversity. As said earlier, the mental health involves spiritual health and the spiritual activities bring meaning and purpose to one's life, providing energy and motivation to go on in spite of adversity. The Cell guides regarding the adaptability, developing healthy relationships and helps in the balancing among study, work, and leisure. It, thus, facilitates the students for their overall development.

It is said that, spiritual health involves realizing a secure identity and balance in life. The security and balance provides stability and meaning in one's life. As mentioned, the college begins with spiritual activities such as mass prayer and a loud recitation of 'Omkar', 'Pasaydaan' and other 'Shloks', is suggested by the counseling cell.

Benefits of the Counseling Cell:

Over the period of the time the Cell has created positive impact among the students. As it is understood that the physical health and mental health are intertwined and affect each other to a great extent. The student's overall well-being is strengthened with the help of the Cell. The Counseling Cell is called as 'Herityoj' in Marathi which means 'Sharing'. The following are few benefits of the Cell.

- The Cell has identified that the rates of absenteeism and tardiness are much higher for students with mental health disturbance whereas those who have or developed the mental health are successful in academic performance. Thus, the increased emotional well-being has improved academic performance of the students.
- It is observed that and other social difficulties can diminish the capacity of students to learn and benefit from the educational process. In this context, the Cell through counseling helps students to maintain or develop the mental health.
- It is examined that, in general, many people do not go for treatment or counseling for mental health concerns because of the stigma attached to it. The cell has overcome the issue as the teacher counselor communicates, knows the student well and can establish the good rapport. This really helps students to come out from emotional and behavioral disorders.
- The Cell creates conducive environment whereby the college does not face disciplinary matters and henceforth the negative relationship between the teacher and the students. Further it is also marked that the disciplinary matters and negative relationship between students and the lecturers in a college is associated with dropping out.
- The Cell has a greater role to perform in the workings of the college as the college is situated in urban area but the students came from all the strata of society. It is surveyed that the Cell helps to adjust the students who are culturally from diverse backgrounds. The students came from urban, suburban/urban and rural settings. The Cell assists in improving students' social and emotional skills, attitudes about self and others, and in all reduces conduct problems and emotional distress.

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Counseling Cell: Key to Best Practice

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Abstract:

Mental health which also controls physical health deals with functioning of emotional and behavioral adjustment at a satisfactory level. It also helps to have social maturity as well as appropriate balance of love, work, and leisure in one's life. The WHO describes mental health as 'a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community'. The said health can help students in productive activities, fulfilling relationships with other people, and the ability to adapt to change and cope with adversity. Further, the characteristics of mental health, such as the adaptability, presence of healthy relationships, the balancing among love, work, and leisure facilitates the students for their overall development. The mental health brings meaning and purpose to one's life, providing energy and motivation to go on in spite of adversity. In the wake of 'globalization' the mental health is a must. In view of the above, the college has begun a counseling cell to help the students to maintain/recover their mental health. They can communicate with their teachers (counselors) and share the problems/issues through the Cell. The active working of the cell attempts to make the overall learning a pleasurable experience. The present paper makes an endeavor to explore the aforementioned possibilities and shows how the working of the Cell can be considered as 'Best Practice' that can be instrumental while appearing for the NAAC. Thus, the working of the said Cell can be replicated as it is useful in and beyond classroom for the effective education.

Keywords: Mental health, physical health, adaptability, counseling, globalization, NAAC

Introduction: The Selection of the Problem:

The present paper is based on the real experience of the researchers working with the college where a Counseling Cell is established to solve the psychological problems of the students. The college being devoted only for women has altogether dissimilar/unusual students coming from diversified background. The college is devoted only for girls/women students, most of them are married or in the course of education they get married. It is seen that most of the students want to complete the education and also want to be employed but due to the parental or societal force they get married (Besides the problem of the continuation of the education, there are other problems which are discussed subsequently). This has triggered the College to start a 'Counseling Cell' so as to maintain/recover and develop the mental health of the students. The Counseling Cell which, indeed, works as an internal support system for students' well-being and for overall academic achievements.

The innovative and best practice of the Counseling Cell can be considered as an awareness module to maintain or develop the mental health of the students in the era of

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Objectives and Overall Functioning of the Counseling Cell:

The inclusive value-based education and the support system in the form of counseling Cell (discussed in the successive passages) can help the student to maintain/develop mental health which also involves spiritual health. It facilitates the students to attain the adaptability, gain healthy relationships and also assists them for their overall round development. As said earlier, the mental health which also involves spiritual health deals with functioning of emotional and behavioral adjustment at a satisfactory level. It also helps to have social maturity as well as appropriate balance of love, work, and leisure in one's life. The Cell, with above objectives, has been helping the students to maintain and develop the mental health and be successful in the life.

In view of the above, almost all the lecturers are trained to be good counselors. The training programmes for teachers are also organised periodically. Accordingly a time table too is set in motion. Further, a day-wise and topic/issue-wise schedule of available faculty is fixed. All the counselors 'serve' in the Cell as 'service' to the college and not for material profit. The Cell functions on the zero budget and does not require funds from the government. Each counselor contributes to the cell as service to the nation and tries to offer the inclusive value-based

globalization. The college strongly believes that Education is a method to shape pupil into excellent personality which is dedicated to serve the nation and humanity at large. The college does not think education as just passing on of information but a man-making process which inculcates 'sanskaras'. The college, through the Counseling Cell, tries to offer values and help pupil to realize his/her self. And hence the innovative practice of Cell is continued till date.

The Overall Scenario of Education:

By and large, the education policy has tried to recognize the needs of students and frame the syllabus accordingly. However, there is gap between the ideology of the educational policy and the implementation of the syllabus in a classroom. The educational policy is expected to enable the students to have overall development of his/her personality and adapt/adjust with the corresponding environment. Despite everything, there remains an area of tribulations, which may be, due to the constraints of either the pedagogic set up or the non-academic factors that block the students' way to achieve the set goals.

In recent years, people are really concerned that students are losing ground academically. This may be due to the failure of implementing the educational policy which may be straying from its broader undertaking of fostering positive development in a number of life facets such as mental/spiritual and physical health. Instead, it is seen moved toward a narrower outcome in the form of 'Exam and Result'. Further, the teacher, the harbinger of the policy is seen as overworked and understaffed institutions are adding to the problem more. Due to the centralization of the educational system the syllabus, textbook, examination pattern and objectives are set by the governmental apex bodies keeping the 'majority' in mind and teacher and learner cannot control over such factors. Hence, the role of the teacher remains restricted to following the set pattern. However, teacher's understanding of his/her students and counseling can help to build an internal support system within the constraints of the educational setup.

The solution to the problem is the formation of the Counseling Cell, an internal support system within the said constraints. The Cell itself can be considered as an awareness module in the era of globalization. Further, the Cell emphasizes the importance of students' well-being and its impact on their academic achievement.

satisfactory integration of one's instinctual drives acceptable to both oneself and one's social milieu; an appropriate balance of love, work, and leisure pursuits.

education imbued in national pride for nation building that also directs to realization of self identity.

The Counselor helps the students to keep their mental health intact through the counseling. The teacher counselors are given the oath of privacy. The centre works as a ventilation centre. It is directly linked to students' connectedness (rapport created out of the counseling) to the institute being his/her own, the positive attitude and behavior certainly adds to the overall academic success.

The cell, through its counselor, handles several issues such as depression, examination stress and stress in general, gender sensitization, changing emotional outlet (use of social networking), cut-throat competitions, mechanism to displace the anger and frustration (use of sports, *surajnamaskar*, and other facilities), yoga and the regular practice of conducting mass prayer, recitation of 'Omkar', '*Pasayadan*' and other '*Shlok*' (it is really unique practice as it may not be seen in senior colleges).

If required, the cell offers 'to-do-list' for the stakeholders of education i.e. Pupil, Teacher and Parents. The centre offers Pre-marital and Post-marital counseling. Thus, through the functioning of the cell, it is possible to pay maximum personalized attention to the needy students for their mental well-being. It also enabled the Teacher-counselor to go beyond the classroom for the well being of the student and also for the effective education.

Thus, the initiative of the college in the form of the Counseling Cell has helped to temper the problems and provide an internal support system that enables students to restore/maintain/develop the mental health and solve the problems effectively and in time. In a nutshell, the Cell emphasizes the importance of students' social and emotional well-being which ultimately affects the academic achievements.

Spiritual and Psychological Keys to a Healthy Mind:

In the era of 'globalisation' one shall not forget about the importance of spiritual component of a healthy mind. The definition of mental health seems to differ based on who you ask about health. And hence one may ask a question, 'What does mental health have to do with your spiritual health?'

The answer may be that there are a lot of different definitions of mental health, but what do they have in common makes us realize about the spiritual component of the mental health. We must consider what is the point of all the different definitions, and what does it mean for one's battle with depression and mental disorders? Then, one may find four common characteristics for mental health, based on the several definitions given below.

- 1. The World Health Organization: WHO describes mental health as 'a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.'
- 2. The Princeton Wordnet, a popular online dictionary, describes mental health as 'the psychological state of someone who is functioning at a satisfactory level of emotional and behavioral adjustment.'
- 3. The Stodman's Medi-Lexicon, an online medical dictionary, defines mental health as 'emotional, behavioral, and social maturity or normality; the absence of a mental or behavioral disorder; a state of psychological well-being in which one has achieved a

Here, one must consider that the definitions points out one's battle with depression and mental disorders. The spiritual and mental health can help students in productive activities, fulfilling relationships with other people, and the ability to adapt to change and cope with adversity. As said earlier, the mental health involves spiritual health and the spiritual activities bring meaning and purpose to one's life, providing energy and motivation to go on in spite of adversity. The Cell guides regarding the adaptability, developing healthy relationships and helps in the balancing among study, work, and leisure. It, thus, facilitates the students for their overall development.

It is said that, spiritual health involves realizing a secure identity and balance in life. The security and balance provides stability and meaning in one's life. As mentioned, the college begins with spiritual activities such as mass prayer and a loud recitation of '*Omkar*', '*Pasayadan*' and other '*Shloks*', is suggested by the counseling cell.

Benefits of the Counseling Cell:

Over the period of the time the Cell has created positive impact among the students. As it is understood that the physical health and mental health are intertwined and affect each other to a great extent. The student's overall well-being is strengthened with the help of the Cell. The Counseling Cell is called as '*Heeriguj*' in Marathi which means 'Sharing'. The following are few benefits of the Cell.

- The Cell has identified that the rates of absenteeism and tardiness are much higher for students with mental health disturbance whereas those who have or developed the mental health are successful in academic performance. Thus, the increased emotional well-being has improved academic performance of the students.
- It is observed that and other social difficulties can diminish the capacity of students to learn and benefit from the educational process. In this context, the Cell through counseling helps students to maintain or develop the mental health.
- It is examined that, in general, many people do not go for treatment or counseling for mental health concerns because of the stigma attached to it. The cell has overcome the issue as the teacher counselor communicates, knows the student well and can establish the good rapport. This really helps students to come out from emotional and behavioral disorders.
- The Cell creates conducive environment whereby the college does not face disciplinary matters and henceforth the negative relationship between the teacher and the students. Further it is also marked that the disciplinary matters and negative relationship between students and the lecturers in a college is associated with dropping out.
- The Cell has a greater role to perform in the workings of the college as the college is situated in urban area but the students came from all the strata of society. It is surveyed that the Cell helps to adjust the students who are culturally from diverse backgrounds. The students came from urban, suburban/rurban and rural settings. The Cell assists in improving students' social and emotional skills, attitudes about self and others, and in all reduces conduct problems and emotional distress.

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Intended Future Planning of the Counseling Cell:

The Cell is working on its own and does not enjoy any financial aid from the government. It almost works on the zero budget. The teacher-counselors have enormous role to perform. These teacher-counselors thoroughly work on the 'motivation' as till date they view it as the 'service' ('Sevabhav'). They do not have monetary gains out of the work. In view of the above, the Cell, in future, may ask for the financial assistance for the infrastructural and other facilities. However, the Cell intends the following:

- In particular, the Cell will identify more mental and spiritual health services that could be delivered by the Teacher-counselor and that would, in a sense, entail broader educational achievements.
- The Cell also intends to develop and evaluate the effectiveness of different models of mental health and expand its resources by appointing professional psychologists/counselor.
- The Cell proposes to build up such an environment that promotes both learning and social-emotional development of the students.
- In a nutshell, the Cell aims at ensuring better educational outcomes and progress for all the students.

Conclusion:

It is seen that the world's population is affected by mental illness with an impact on one's self-esteem, relationships and ability to function in everyday life. Poor mental health can lead to problems or anti-social behavior or self-destructive acts may take place such as taking drugs, alcohol or violent behavior. Thus, maintaining good mental health is vital to live a hale and hearty life. Good mental health can enhance or enrich one's life.

In this context, the college took initiative and formed the Counseling Cell which has been helping students to temper the problems. The Cell provides an internal support system that enables students to restore/maintain/develop the mental health and solves their problems in time. In a nutshell, the Cell emphasizes the importance of students' social and emotional well-being which ultimately affects the academic achievements.

Thus, the present paper makes an attempt to explore the workings of the Cell which can be considered as 'Best Practice' and is really instrumental while appearing for the NAAC cycle. Further, the workings of the Counseling Cell can be replicated among other colleges as it is useful in and beyond classroom for the effective education. Thus, the counseling cell is doing its effectual bit, by providing internal support system, with a view to build up competent students for strong Bharat.

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Mixing-Vixing : Code Switching in Indian English Film Magazines

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Abstract:

The present research paper is an endeavour to improve the understanding of the use of mixed language i.e. code switching in the English film magazines in India. Due to its widespread growth, English has now become an International Language. "It's propensity for acquiring new identities, its assimilation, its adaptability to 'decolonisation' as a language, its provision of a flexible medium for literacy and other types of creativity across languages and cultures have contributed to its spread" (Kachru, 1985:222). It is the use of English as a 2nd language and a foreign language, which made it an international language. But this also adds to the lot of variations in English language. 'Indian English' (IE) is also one such variety of English according to interference. IE has typical features of its own due to the linguistic and cultural pluralism in India. Today, India is the second biggest English-speaking nation and the largest English book-producing country after U.S.A and U.K. English is extensively used in advertisements, movies and matrimonies. It plays dominant role in the mass media as a medium for inter-state communication and broadcasting.

Mass media is defined by Encyclopaedia Britannica as "means of communication designed to reach and influence very large numbers of people." It includes newspapers, magazines, television, radio, cinema and now the ubiquitous internet. And here, in the area of media and creative writing, code switching is seen as rampant. Thus, in view of the above, the present research paper attempts to deal with the issues related with code switched language in the Film magazines in India. The researcher has investigated the use of code switching in written communication is effectual or not.

Keywords: code switching, propensity, decolonisation', Indian English, mass media

Introduction:

Code switching is "a change by a speaker or (writer) from one language or language variety to another one" (Richard et al., 1985). The term 'code switching' (sometimes also written as code-switching or codeswitching) is broadly discussed and used in linguistics and a variety of related fields. The use of two or the more languages is a wide-reaching and observable fact. It is a typical characteristic of the present-day society. No, at least, urban community is authentically monolingual. This bi/multilingualism is affecting not only individual but also society. As a result of languages in contact, it becomes a custom in the community rather than a result of an individual's need, to be a bi/multilingual. However, the written language used in the film magazines is seen as formal and the code switched items are rare. But, as the researcher, being the regular reader of the film magazines, has observed that the written language in the film magazine uses code switching and thus inclined towards informality in the written communication. The code switching is rampant and one can find it in various advertisements, in literary texts, in films, in radio channels, in day today conversations, etc., while using English in India. The researcher sees it as significant phenomena in the multilingual setting in India. The

researcher sees the code switching positively and acknowledges that code switching adds a new dimension to the field of socio-linguistics as well. In this light, the following are the objectives for the present research paper.

Objectives

The objectives are :

- to analyze the structure and functions of code switching
- to examine the role of code switching in film magazine.

Definitions of Code Switching and Theoretical Implications

The researcher has found out that, there has been considerable hesitation and confusion in the exiting literature concerning the definition of the code switching and its scope. Furthermore, the ongoing additions to the said literature have surprisingly complicated it further. Several researchers have offered various definitions of Code Switching, but it is marked that the definitions are based on two reflections: A) Scope of the term 'code' and B) Domain of Code Switching.

Richards, Jack et al. defines code switching as, 'a change by a speaker or (writer) from one language or language variety to another one,' in the Longman's Dictionary of Applied Linguistics [1985]. More broadly defined, code switching occurs when people alter their speech behaviour so as to fit into different social situations. The most common changes involve vocabulary, levels of casualness or formality, and facial and hand gestures.

Alternative use of two languages i.e. code switching is integral part and parcel of the speech community. According to B.B. Kachru code switching is a communicative strategy and due to functional or pragmatic reasons it is used. As afore said, it also plays dominant role in the mass media as a medium for inter-state communication and broadcasting. Code switching is rampant in the area of media and creative writing such as, newspapers, movies, advertisements, radio, and film magazines. The mass media is meant for masses and not purely for English speakers, so it does use Code Switching. The following is the classification of the code switching in order to collect the data for the present research.

Classification of Code Switching

Researchers have classified code switching in different ways taking into consideration the syntactic domain of switching and the reasons for it. Following is the classification in to three types by Poplack [1980] taking into account the syntactic domain of Code Switching.

Tag Switching

In tag switching, a tag in one language is inserted into an utterance, which is otherwise entirely in the other language. Tags from another language may be inserted easily at number of points in a monolingual utterance without violating syntactic rules since these are subject to minimal syntactic restriction. The following is an example of this type in which Hindi tag is added to an English utterance, e.g.
'She is extremely beautiful, nabi kyaa'.

Inter-Sentential Switching

In inter-sentential switching, a switch takes place at a clause or sentence boundary. Inter-sentential switching requires greater fluency in both the languages than tag switching. The following is an example of this type in which Hindi tag is added to an English discourse, e.g.

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*'Mujhe valiaa jamaia thaai, but I couldn't get time;
(*I wanted to go there, but I couldn't get time.)'*

Intra-Sentential Switching

In intra-sentential switching, switching of different types occurs within the clause or sentence boundary. This involves the greatest syntactic risk. An example from Hindi - English discourse is:

'Loko is difficulty kaa pahile se knowledge nahii thaai.'

(*He didn't have knowledge of this difficulty')

Oksaar [1972] employs a distinction in classification of data of Swedish-Estonian Code Switching. Oksaar makes use of two types of switching namely situational [external] and contextual [internal] switching. Situational code switching occurs when there is a change of the constituents of the discourse: partner, theme or situation. In contextual switching, the important factor is the linguistic repertoire and competence of the speaker. The conditions are lack of words, emotive devices, and the syntactic frame of this competence.

Jacobson (1998) distinguishes true code switching from semi-code switching. The latter includes borrowing, terminology, loan translation and momentary lack of access. According to Poplack [1981] researchers describe only intimate switching as true code switching.

Thus, Oksaar, Jacobson and Poplack had done the formal categorization of code switching. However, the researcher has employed types of code switching as suggested by Poplack (1980:605).

Code switching, borrowing, style shifting and code mixing are some labels used in the literature on bilingualism to describe various kinds of mixtures resulting from language contact. It is observed that these processes are so intermingled and differences are so subtle that it becomes problematic for the linguist to dichotomize and provide explicit definitions for them. Therefore, linguists feel that it is more useful to regard these processes as adding up to variety and detouring various degrees of mixture in bi/multilingual communication, rather than to distinguish them categorically. Thus, the researcher too has not maintained the distinction among these terms while doing the analysis.

Data Collection, Analysis and Interpretation

The researcher has done Structural Analysis of 10 film magazines as per the level/type of the switching as suggested by Poplack (1980:605). Important observation concerning all the tenth magazines together, is that the total code switched items found are 745 and out of them 629 i.e. 84.43% make up by the Tag Switched items. Intra-Sentential Switching has just 42 Code Switched items i.e. 5.64% of the total Switched items are formulated by this kind or level of Switching. Tag Switching, as compared to the Intra-Sentential Switching, has the highest number of Code Switched items. Intra-Sentential Switching has the lowest number of Code Switched items. Inter-Sentential Switching has 74 Code Switched items, which make up 9.93% of the total Code Switched items of all the ten film magazines.

Thus, the several code switched items from Hindi language were collected from the selected film magazine for the present study and thus, the above details are originated.

Reasons and Functions of Code Switching

Owing to the multilingual feature of the speaker of the English language in India and the fact that Hindi is the second language, there is a remarkable switching from English to Hindi.

There are many reasons for code switching such as:

Lexical gaps (gaps in denotation/connotation);

Lack of registral competence;

Acculturation;

Reinforcement;

Mood of the speaker;

Speakers who irregularly uses second language;

Stylistic purpose etc.

Code switching can also happen for no apparent reason. It can be because the speaker feels a certain word explains a feeling, situation or emotion better than the other. Rather than informational use of code switching, also serves the stylistic purpose of attracting the attention of the speaker. It is used for the sake of creating humor or parody. Besides these reasons, in general exclusion of certain person/s; in - group identity; different ethnic backgrounds also causes code switching.

Attitudes towards Code Switching

Even though, code switching is rampant the fact remains that attitudes towards code switching differ from one bilingual community to another. Some linguists view code switching as inevitable and feel that it helps to express meanings more precisely. Those who view code switching positively consider it a verbal strategy that helps in effective and emphatic communication. According to B.B.Kachru, code switching is communicative strategy.

According to B.B.Kachru, those who view code switching negatively feel that it can 'pollute' a language, it is a corrupt variety or language and therefore in polite societies it should not be used. Code switching being identified with a special name/label, which is generally inductive of 'mixed' nature. The labels identified with code switching are attitudinally loaded (Hinglish, Manglish, Banglish). However, not all the mixed varieties are accepted. The pejorative terms such as Tex-Mex and Tui-futi are indicative of the negative attitudes toward switching. The present study views code switching positively and considers it as a necessary strategy in the film magazine to appeal the readers.

Conclusions:

Rather than informational, this code switching serves stylistic purpose of attracting the attention of the reader.

The mass media, say, newspapers, movies, advertisements, radio, film magazines, etc., continues to struggle to find the best language medium through which to reach their target audiences in the era of Globalisation. One might think of classic position which implies employing a single language in such mass media, ignoring superficial regional and national differences, treating the region, country, nation, or world as one homogenous marketplace. However, another perspective regarding standardization is that decisions should be made on a country-to-country basis. Further, standardization versus localization decisions should be made in each particular situation with a cost-benefit analysis, as it is expensive to target every ethnic group within a region with an individualized campaign. In view of this, English and Hindi are the languages fit


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Testing the Taste of the ELLT Teachers for the Use of ICT Tools

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Abstract:

By and large, the ICT (Information Communication and Technology) alludes to technologies that enable access to information through telecommunication. Here, the role of Internet, wireless networks, cell phones, and other communication media are crucial. The ICT is now omnipresent in Business, Financial Services, Entertainment, Public Service, Health Services and in Education as well. The use of technology in education or educational technology is a necessity in teaching-learning process. In this light, this research paper principally investigates the aspects which motivate or assist the teachers to employ ICT and to continue the use of ICT in teaching-learning process. The data is collected through a literature search, teacher questionnaires, and teachers' interviews. The paper also attempts to test the attitude of teachers towards ICT tools. The factors identified in the analysis are useful for the teachers as these factors enable them to use ICT appropriately in their teaching. In all, the purpose of this paper is to investigate the factors which have contributed to the continuing use of ICT (sustainability) and the barriers that hinder the teaching - learning process with special reference to ELLT (English Language and Literature Teaching).

Keywords: ICT, educational technology, teaching-learning process, ELLT

Introduction:

The literature on the ICT says that many teachers are afraid or feel anxious or lack the confidence while using the technology in teaching - learning process despite the fact that they have ICT facilities at the workplace and also use computers at their home. The probable reasons, the researcher has found, are enlisted below. Most of the teachers are of the opinion that the pedagogical practice and the technical skills can not go hand in hand as the use of ICT causes losing control of the teaching - learning. Further, the support from the teaching and non teaching staff is needed when it comes to deal with large number of students. Furthermore, inadequate resources at the workplace e.g. the lack of qualified teachers, computers, electricity (UPS/back up/generator etc.) also affect the use of ICT in teaching.

Moreover, the issues such as the burglary, purchase of (expensive) computers or ICT tools, and the fear by the administration that the computers (ICT tools) require highly skilled personnel to operate or the fear that students will be exposed to undesired sites and the fear of the infection of viruses to their computers leading to data loss etc. badly affect the use of ICT in teaching.

Additionally, the issues such as the broken down computers or the obsolete computers, lack of internet or slow connectivity and expenses regarding the internet bills etc. affects the use of ICT in teaching.

In addition, there are two psychological factors that hinder the use of ICT. The 'fear' by the teacher that the use of ICT tools can turn him/her as 'irrelevant' in the classroom is also exists. Also, the 'feeling' that the teacher is an authority and a 'know it all' is cherished.

In view of the above challenges, the researcher attempts to investigate the factors which have contributed to the continuing use of ICT (sustainability) and the barriers that hinders in the teaching - learning process with special reference to ELLT.

Research Question:

What is the relationship between the positive attitude of the teacher and the use of ICT tools in ELLT classroom?

Hypothesis:

- There is no relationship between the positive attitude of the teacher and the use of ICT tools in ELLT classroom.
- There is a significant relationship between the positive attitude of the teacher and the use of ICT tools in ELLT classroom.
- Most of the ELLT teachers are able to use computers and other ICT tools into their teaching.

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Research methodology

In order to investigate the hypothesis and materialize the objectives regarding the use of ICT tools, following method was used to collect evidences from the teachers of ELLT.
Literature review was undertaken regarding the inspiration/ motivation of ELLT teachers to use ICT tools.

- Data Interviews of users of ICT tools were conducted.
- Questionnaire survey was undertaken. The questionnaire was designed to collect information from ELLT teachers about their ICT experiences (benefits and challenges), their attitudes to the ICT, etc.
- Then, the qualitative and quantitative analysis of the collected primary data was done.
- The recommendations were made based on the analysis.

Collection and Analysis:

- The primary data is collected through a questionnaire.
- The questionnaire was adopted from Simin Ghavifekr et al and made suitable for the present study. It is adopted from the research paper entitled, "Teaching and Learning with ICT Tools, Issues and Challenges from Teachers' Perceptions". (Simin Ghavifekr, MOJET, 38-53).
- Further, the researcher has used Google form to record the responses from the teachers of ELLT.
- The questionnaire has been distributed to 100 teachers (50 % to female) randomly with the help of online Google form.
- Sufficient time (up to a week) was given to the respondents to fill in the questionnaire and return it to the researcher through the Google form.
- Finally, the questionnaires which were returned online considered for the data analysis.
- The data collected from the respondents was gathered in order to have descriptive and inferential analysis.
- The researcher has used descriptive analysis to analyze the frequency, percentage, tendency, mean, and standard deviation and Inferential for the research findings.



Demographics

- Gender:**
 Male: 76 % and
 Female: 24 %
- Designation:**
 Assistant Professor: 84 % and
 Associate Professor: 16 %
- Teaching Experience:**
 More than 12 Yrs: 36 %
 Up to 12 years: 04 %
 Up to 10 years: 08 %
 Up to 08 years: 20 %
 Up to 06 years: 16 %
 Up to 04 years: 16 %

Part 1: Negative Attitude:

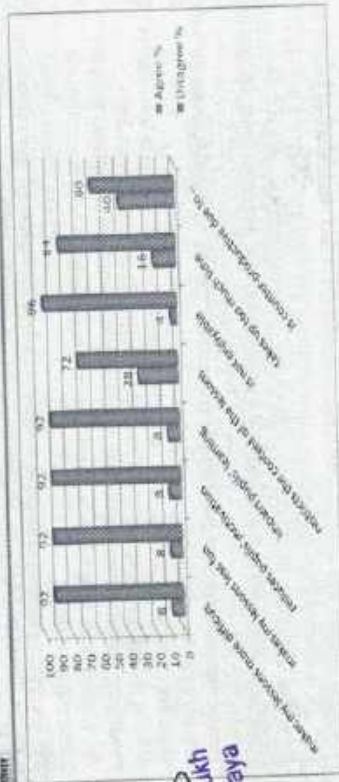
Besides, the questionnaire, the researcher has interviewed the ELLT teachers who are using ICT tools and found that there are few issues regarding the use of ICT Tools. These issues/ challenges are related with the insufficient number of ICT tools (computers/ laptops/ notebooks/ projectors etc.); lack of internet and the bandwidth or speed; lack of or less number of interactive smart/whiteboards; lack of high end configuration (upgraded/ updated ICT tools) and their maintenance; lack of orientation programme regarding the technical and pedagogical skills for teachers; effective time management (fixed ICT time table for lessons/ lectures etc.) and space organization (fixed classroom, its size and available furniture) etc.

Following is the summary of the questionnaire:

Items	Agree %	Disagree %
makes my lessons more difficult	8	92
makes my lessons less fun	8	92
reduces pupils' motivation	8	92
impairs pupils' learning	28	72
restricts the content of the lessons	4	96
takes up too much time	16	84
is counter-productive (due to insufficient technical resources)	40	60
Overall Tendency	15	85

(Table No 01)

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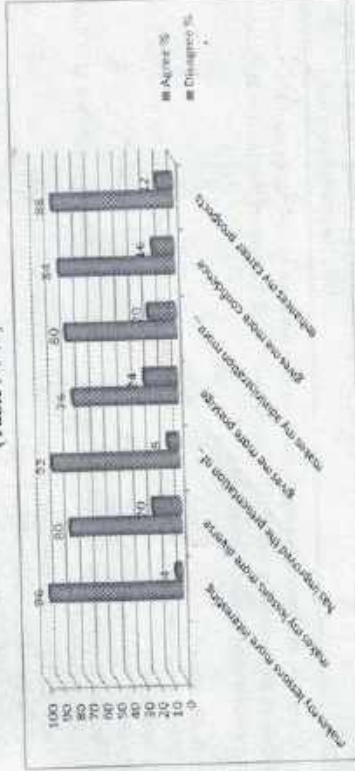
Part 2: Positive Attitude:

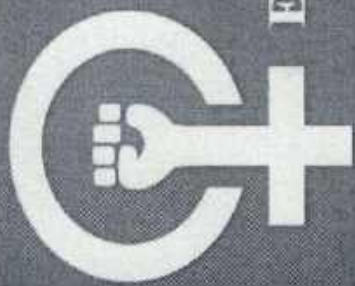
Besides, the questionnaire, the researcher has interviewed the ELLT teachers who are using ICT tools in and outside of the classroom regularly and found few positive factors, such as: these ELLT teachers own at least a computer and smart phone; they teachers are not only confident about the use of ICT tools but also can control the classroom; access to the resources through the ICT tools enable them to present the content in innovative ways; if required, they can get help and advice from their colleagues etc.

Following is the summary of the questionnaire:

Items	Agree %	Disagree %
makes my lessons more interesting	96	4
makes my lessons more diverse	80	20
has improved the presentation of materials for my lessons	92	8
gives me more prestige	76	24
makes my administration more efficient	80	20
gives me more confidence	84	16
enhances my career prospects	88	12
Overall Tendency	85.14	14.86

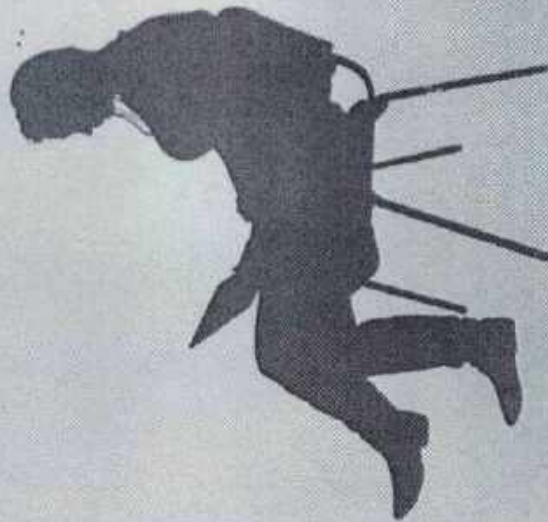
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 - डॉ. विमलेश शर्मा
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भारतीय विदुषी नारियाँ अपने अतीत और वर्तमान की उबल-पुबल के चिन्तन में संलग्न हैं। नारियों का प्राचीन इतिहास क्या था और अब वर्तमान में उनकी स्थिति क्या है? सोच का विषय बन चुका है! प्राचीन भारतीय नारी की सांस्कृतिक स्थिति का जितना सुन्दर विवेचन स्मृतियों में मिलता है, उतना अन्वय नहीं। स्मृति शब्द का अर्थ है स्मरण। स्मृति प्रन्व भारतीय आचार संहिता है। मनु आदि ने स्मृतियों को बहुत महत्व दिया है। मनु का कथन है कि श्रुति वेद हैं और स्मृतियाँ धर्मशास्त्र हैं। स्मृतियों का समय ४०० ई. से १००० ई. के बीच का माना जाता है। उस समय नारी की स्थिति पुरुष से बेहद थी। स्त्री पुरुष की मर्यादा में कोई अंतर नहीं था। इस काल की नारी बलवती थी और गृह संपत्ति की स्वामिनी मानी जाती थी। मातृसंलायक परिवार का प्रचलन था, समाज में नारी का स्थान सम्माननीय और ऊँचा था।

वेदों में नारी के शील, गुण, कर्तव्य और अधिकारों का विशद वर्णन है। प्राचीन समय में स्त्रियों की शिक्षा-दिक्षा की सुन्दर व्यवस्था थी। कन्याएँ वेदाध्ययन करती, कविताएँ बनाती, वैदिक मन्त्रों की रचना करती थीं। उन्हें विद्या आदि वाद्य यंत्रों के साथ गाने और नृत्य करने का भी ज्ञान प्राप्त होता था। ब्रह्मवादिनी, तैत्तिरीय, श्रुतियों, ऋषी, ऋषी, कर्मायनी वैदिक युग की मन्त्र दूत विदुषिकां थीं। वैदिक काल में विवाह एक स्थायी सम्बन्ध माना जाता था, आजकल की तरह विवाह के अन्त में विवाह एक गंठजोड़ नहीं था। विधवाओं को पुनः विवाह करने की स्वतंत्रता थी। सती प्रथा का प्रचलन नहीं था।

अश्वेद और अश्वेद में नारी को अबला नहीं बल्कि सबला कहा गया है। अश्वेद का कथन है कि स्त्री में सहस्रों प्रकार का बल है, उसे सहस्रविक्रम कहलें हैं। मनुस्मृति में स्पष्ट रूप से उल्लेखित है कि जहाँ नारियों की पूजा होती है, वहाँ देवताओं का निवास होता है। संस्कृत सुभाषित में कहा गया है कि - स्त्री को धन की देवी लक्ष्मी, ज्ञान की देवी सरस्वती और शक्ति की देवी दुर्गा कहा गया है। ब्राह्मण ग्रंथों में पत्नी गृहलक्ष्मी और साक्षात् स्त्री है।

वैदिक साहित्य, धर्मग्रंथों और भारतीय संस्कृति में स्त्री को पुरुष की अर्धांगिनी माना गया है। मनुस्मृति में उल्लेख है ब्रह्मजोड़ी सृष्टि को बराबर बनाने

Analyzing Women Empowerment in Mahesh Elkunchwar's Old Stone Mansion

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Abstract

Mahesh Elkunchwar has written several plays in Marathi most of which have been translated into several languages like English, French, German and other regional languages etc. Old Stone Mansion (Wada Chirebandi) discusses various issues from all angles in the Indian society. The wada of Deshpande's is a symbol. The members of wada are the representatives of the 'Indian Cultural Ethos' symbolizing the condition of traditional old mansions in the rural areas. Basically, the play studies the three generations of members of Deshpande family. It brings forth the reality behind the stone walls of the mansion (wada) in the rural India and endeavors to bring into focus the changed socio-economic condition of Post-colonial Indian society. It depicts the shifting cultural ideas, ethics, values, principles etc. In this light, the paper tries to study the three generations of women and their concerns. Further, the paper investigates the fall of the mansion through the study of women and while examining the fall of values at large. The researcher attempts to understand selfishness and sacrifice, freedom and limitations, adjustment and assimilation, sense of belonging and rebellious/revolt etc. in order to meditate four generations of women in wada.

Keywords - Old Stone Mansion (Wada Chirebandi), 'Indian Cultural Ethos', socio-economic condition, Post-colonial Indian society, shifting cultural ideas.

Introduction

Mahesh Elkunchwar is an Indian playwright of famous plays such as Sultan, Holy Party, Mandalyakathi, Yougant and Wada Chirebandi which is translated as 'Old Stone Mansion' in English, 'Virasat' in Hindi and 'Uttaradhikar' in Bengali. The play, 'Old Stone Mansion', begins on the fifth day after the demise of Tatyaji (Venkatesh) the patriarch of the Deshpande family. Aai, the widow of Tatyaji, is waiting for the arrival of her second son Sudhir and his wife Anjali from Bombay (Mumbai), to attend the rites. The eldest son Bhaskar and his wife, Vahini, manage to have the two

objects of authority, the keys and the ancestral jewellery box and thus take over the reins of the family. Though, the family has fallen in difficult lines, Bhaskar proposes to have the rituals in full traditional fanfare and expects Sudhir to bear the expenses which the later denies. Ranju the fourth generation of the Deshpande family feels the need of escaping from the wada. Ranju, with cinema in her head feels her private tutor can be a vehicle to reach Bombay. Prabha the sister of Bhaskar and Sudhir wants to go for higher studies and does not like to end her life within the four walls of wada as other ladies (Aai, Vahini) did in the wada. The play deals with deterioration, disintegration and degeneration of the wada as it cannot stand the test of time and the social change. The wada is an artifact of the large joint family with its hierarchic patriarchy. As Mahesh Elkunchwar says, "Wada is not a simple family drama, it is more than that, a document of social change, political change..."

'Old Stone Mansion' is a family centered and realistic play deals with women characters such as Dadi, Aai, Vahini, Anjali, Prabha, and Ranju. These said women illustrate family attachment, community bonds, feminine sensibilities, degree of freedom in patriarchal setup and as an independent/radical thinker who can think beyond the prevailing man-dominated world. Aai and Tatyaji/Venkatesh (2nd Generation), Vahini and Bhaskar, Anjali and Sudhir, Prabha and Chandu (3rd Generation), and Ranju and Parag(4th Generation), Dadi (1st Generation).

Analyzing the Generations of Women

The women characters represent the feminine role in a joint family of wada. Dadi, the old blind grandmother of ninety years old is unaware of the death of her son, Tyataji/Venkatesh. She is depicted 'time-blind' as well. Every now and then she asks for the time and calls her dead son, Tyataji/Venkatesh. Thus, it seems that Dadi is 'Time-stuck' and does not want to live in the present. Dadi is blissfully unaware of the things going around her e.g. the post-funeral ceremonies of her dead son, Tyataji/Venkatesh.

Dadi's daughter in law, Aai is busy with the post-funeral ceremonies. Aai is depicted as a devotional wife and a modest woman who believes in joint family. Aai is depicted as a religious woman who offers all her golden jewellery to her son Bhaskar in order to have money and complete the post funeral ceremonies of her husband thereafter. After the death of her husband, Aai confines herself to the inferior room and gives the keys to Vahini (Aai's daughter in

law). Aai asks Vahini to shoulder the responsibilities. This symbolizes transformation of power from the old generation to the young generation. The question is why does Aai confine to the interior room and put away her responsibility? There may be multiple answers to the question. The one of the possibilities is Aai lost her husband and lost her 'position' in wada/society consequently. The husband is a symbol of happy, enrich and prosperous life of a woman (wife). As Dadi lives only in past likewise Aai too prepares for worldly sacrifices (e.g. her position, property, wealth etc.). However, Aai lives life according to the present. She acknowledges present-day realities of wada and accepts the changes. Thus, the 2nd generation of female, Aai is more accommodative than the 1st generation i.e. Dadi. Aai accepts the realities and lives accordingly in the present while Dadi prefers the past and is unaware of the present.

Aai witnesses deterioration and disintegration of wada. However, she is the strong female character and her strength lies in facing the odds and sorrows with confidence and courage. She accepts the sour and sweet life-experiences with stoicism. Aai exhibits open-mindedness, love, forgiveness, patience and a spirit of sacrifice for her children in particular and members of wada in general.

Aai is seen as devoted but homestead wife suppressed in the wada. She sticks to the traditional rituals. Aai sacrifices all her wants and desires for wada out of her unrestricted love and sense of belongingness and tolerance to the members of wada. These traits are really rare in the younger generation of women of wada. Aai exhibits Indian female sensibility/motherhood through her sacrifice and modesty. She is also seen as too much innocent to understand the material world in the wake of industrialisation whereby woman becomes machine (emotionless). The sense of adjustment, belonging, tolerance, love, compassion and other values are seen in the older women generation of wada. However, these values are declining in the younger women generation of wada with the passage of the time.

Education and empowerment is denied to Prabha. Further, Vahini and Anjali are reduced to doing household chores. In all, the ideas offered by women are usually discarded and their true potential is neglected. The economic wellbeing of the women of wada (Vahini and Anjali) mostly depends on their husbands and restrictions on their freedom (Prabha and Ranju) is quiet visible in the wada.

The 3rd and 4th generations of women in the wada are also victims of patriarchal society. These women characters help to keep

the joint family of wada alive. Vahini has concern about the wellbeing of wada and thus asks her brother-in-law Sudhir to support. She is seen as caring mother worried about the progress of her son and daughter. However, she is not able to control them. She tries to maintain the relations unbroken among the members of wada. Vahini is seen as a caring mother, dutiful wife and obedient daughter in law and discerning sister in law. She exhibits love and selfishness in the course of the play. Vahini can be seen as a baffled woman between tradition (past conventions) and modernity (present reality).

Prabha plays a thought provoking role in wada. She too is a silent sufferer like her mother, Aai. The education and empowerment is denied to Prabha. The ideas offered by her are usually discarded and her true potential is neglected and her freedom is restricted within the four walls of wada. Except Aai, no one cares for her future. The man dominated and patriarchal set up in the form of wada (e.g. her father, Tyataji's view on education) has devastating effects on her personality. Due to the vain glory and the hollow pride of the wada mentality Prabha is denied of opportunities such as higher education and her empowerment.

As foreseen by Prabha, Ranju (daughter of Vahini) elopes with her dance teacher stealing all jewelry (gold) of the family. Prabha is little bit rebellious, but she has sense of tolerance that helps her to control the emotions of anger, hatred and frustration. This enables her to live and adjust with wada system. Thus, the women in wada, though suffering silently, are the true protectors of wada conventions. There is fine degree of difference in 1st/2nd generations and 3rd/4th generations of women in wada.

The generation next enjoys more freedom than the earlier one. The generation next is independent/radical thinker and also more revolting than earlier one. Further, the cost of the good life for women in wada and the absolute power of men can be further studied from the feministic point of view.

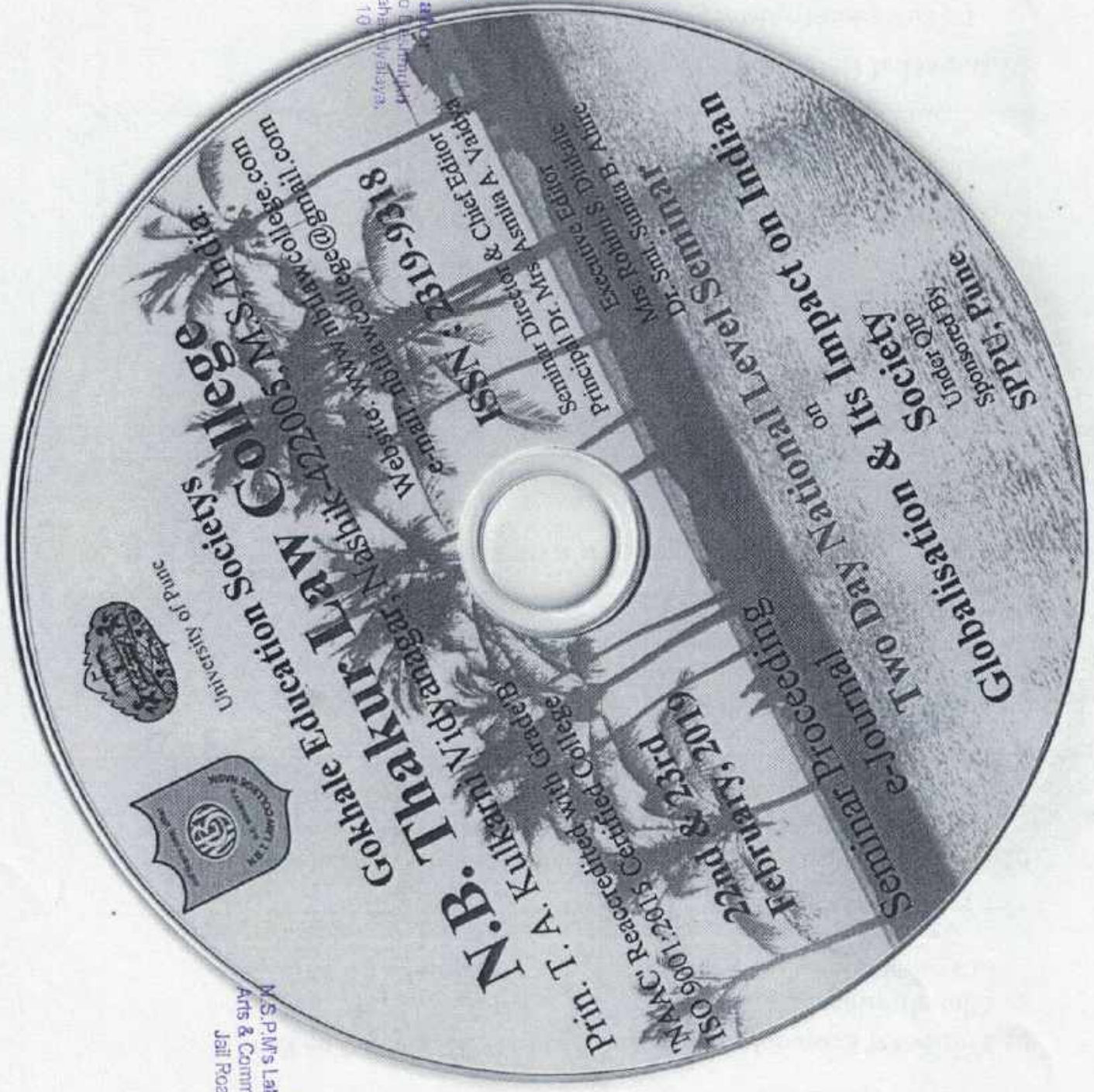
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iii Figuring out the Factors Influencing ELLT in the Era of Globalization

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Abstract:

The present research paper, in the light of 'globalisation' in general and with the fast-paced changes brought about by technological development in particular studies the factors and their influence on English language in India. The rise of Information Communication and Technology (ICT) due to 'globalisation' had a significant impact on the field of English Language and Literature Teaching (ELLT). The researcher has enlisted major impacts of Globalisation from teacher's and student's point of views. Further, the changes in syllabus and the methodology too are given a sufficient thought. The researcher has observed that the 'open approach'/communicative approach within the field of ELLT in India became dominant. English for Occupational Purposes (EOP) are flashing due to the present day employment patterns in the Era of globalisation.

Keywords: globalisation, informationalism, ELLT, communicative approach. EOP

Introduction:

Globalization is an umbrella term that refers to a variety of interrelationships. It is the process of international integration of products, technologies, human resources, capital, information and culture. It is characterized by increasing social and economic openness and interdependence between the countries of the world. Globalization being the part and parcel of our life has given rise to economic, social, and cultural changes. Globalization is not purely economic or business concept but also has social, cultural and political dimensions. It has also influenced the language teaching in India. The next part of the present paper deals with the factors that have influenced the ELLT.

Factors Influencing ELLT:

In the era of globalisation, the number of speakers of English as an additional language for communication is rapidly increasing. This is true of the students in higher education as well. Further, the second language/ non-native students of English language are using English less as an object of foreign study but more as an additional language of THEIR OWN and such number is rapidly increase. In India, English language students are using English with technology to express their Identity and make their Voice heard.

Due to the technological development (Internet), the pragmatics of written interaction and presentation skills among the students too are changed. Now there is a shift from an original emphasis on authenticity (i.e., following native speaker norms), to a later

emphasis on authorship (creating texts within structured environments). In this light, the availability and access to the Internet enabled the students to read, write, speak, and listen to English on a daily basis. It also enables them to shop and to sell and to learn.

The ELLT teacher's are seen inclined to use communicative approach to teach English language. Further, the ELLT teacher's are seen emphasizing the functional interaction, rather than on achieving native-like perfection.

The syllabus is no more dominated by the British or American literature. Commonwealth and Indian literature find place in the syllabus.

Considering the employment pattern, English is used in diverse occupations from waiters to webmasters. Hence, English language teaching seen catering to these demands through English for Occupational Purposes.

The prominence of regional and local varieties of English [Hinglish, Banglish, Manglish etc.] too is seen influential. Hence, the ELLT teachers should consider multi faceted and diverse culture as essential part of teaching and learning of English language.

ICT and Language Learning Skills:

The spread and the use of ICT is influencing the entire ecology of English language teaching. Internet became the means of (business) communication and is seen used as a fine tool for teaching of English language with traditional approaches. The omnipresent Internet demands new language/ literacy skills (reading and writing).

Reading practices are shifting from the page to the screen, especially among the young students who grow up with computers. They are reading a screen instead of a page. Further, the screen decodes words for the reader at the click of a mouse. This has changed the reading techniques of skimming, scanning, and guessing words from context.

Central to the ability to read from the screen includes the following skills (adapted from Shetzer & Warschauer, 2000):

1. Finding the information to read in the first place (through Internet searches, etc.)
2. Rapidly evaluating the source, credibility, and timeliness of information once it has been located
3. Rapidly making navigational decisions as to whether to read the current page of information, pursue links internal or external to the page, or revert back to further searching

4. Making on-the-spot decisions about ways to save or catalogue part of the information on the page or the complete page
5. Organizing and keeping track of electronic information that has been saved.

The ICT through the widespread use of computers and the Internet also impacted the writing skills. New writing skills, which are required, include the following (adapted from Warschauer, 2000):

1. Integrating texts, graphics, and audio-visual material into a multimedia presentation
2. Writing effectively in hypertext genres
3. Using internal and external links to communicate a message well
4. Writing for a particular audience when the audience is unknown readers on the World Wide Web
5. Using effective pragmatic strategies in various circumstances of computer-mediated communication (including one-to-one e-mail, e-mail discussion lists, and various forms of synchronous real-time communication).

In short, the written communication skills too are changing. The 'Grammar' is auto checked with the help of the applications i.e. auto correct.

Conclusion:

In the light of globalization, the second language students of English are using English as an additional language of their own. They use English, together with technology, to express their identity and make their voice heard through the Social Media.

In all, among the students and the teachers alike, there is a shift from an original emphasis on authenticity (i.e., following native speaker norms), to a later emphasis on authorship (creating the text with more freedom).

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नाशिक शहरातील कराटे खेळाडूंच्या शरीर संघटनेचा अभ्यास

प्रा. वाय.एस.पाटील

शारीरिक शिक्षण संचालक

कला व वाणिज्य महिला महाविद्यालय, नाशिक रोड, नाशिक

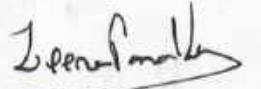
प्रास्ताविक

कराटेचा आता जगभर वेगाने प्रसार झाला आहे. या क्रीडा प्रकारात लोक आता मोठ्या संख्येने भाग घेत आहेत. सन १९९४ मध्ये हिरोशिमा (जपान) येथे झालेल्या आशियाई स्पर्धेतील कराटेचा सहभाग हा निश्चितच कराटेच्या लोकप्रीयतेत आणखी भर घालीत आहे. शाळा व महाविद्यालयातून शिकविल्या जाण्याच्या शारीरिक शिक्षण विषयात क्रीडा प्रकाराचा समावेश होण्याच्या मार्गावर आहे. शिवाय पुढील काही वर्षात कराटेचा ऑलिंपिक मध्येही समावेश होऊ शकेल. त्यामुळे भविष्यकाळात त्याच्या विकासाला मोठा वाव आहे. कराटे म्हणजे स्वसंरक्षण, व्यायाम आणि हाणामारी हा दृष्टीकोन बदलून युवकांचा सर्वांगीण विकास घडविणारा एक क्रीडा प्रकार अशा दृष्टीने लोक आता कराटेमध्ये रस घेऊ लागले आहेत.

सध्याचे युग हे स्पर्धेचे युग असून यात टिकून राहायचे असेल तर व्यक्तीला स्वतःच्या आरोग्याकडे लक्ष देणे गरजेचे आहे. आपले शरीर निरोगी ठेवण्यासाठी योग्य आहार, नियमित व्यायाम, विश्रांती, खेळ, स्वच्छता या गोष्टी महत्वाच्या आहेत. शरीर संवर्धन व शरीर संघटन योग्य व नियंत्रीत राहण्यासाठी प्रत्येकाने शरीर सुदृढते बाबत जागृत रहाणे गरजेचे आहे. स्वतःच्या शरीरा विषयी माहिती जाणून घेणे आवश्यक आहे. आपल्या शरीराची पातळी ओळखणे गरजेचे आहे त्यासाठी शरीरातील चरबीचे प्रमाण व इतर घटकांचे प्रमाण या विषयी माहिती घेणे आवश्यक आहे. उपलब्ध आवडणारे खेळ, क्रीडा, जीम, पाण्यामधील व्यायाम प्रकार, स्पर्धात्मक खेळ, क्रीडा, मनोरंजनात्मक क्रीडा यापैकी स्वइच्छेने स्वीकृती करून या उपक्रमाद्वारे शरीर संघटन नियंत्रीत करता येते.


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संशोधनाची उद्दिष्टे :-

- शरीर संघटनाचे मापन करणे. (शरीराचे वजन, चरबीचे प्रमाण, पोटाभोवतीच्या चरबीचे प्रमाण, पाण्याचे प्रमाण, हाडांचे वजन इ. चे मापन करणे.
- शरीर संघटन मापनाचा मानकांबरोबर तुलणात्मक अभ्यास करणे.
- शरीर संघटनेचा विश्लेषणात्मक अभ्यास करणे.

गृहितके:-


- सदर संशोधनासाठी वापरण्यात येणारे साहित्य हे प्रमाणित असेल.
- सदर संशोधनात मापनासाठी सर्व खेळाडू सहकार्य करतील.
- संशोधनाकरीता मदत करणाऱ्या सहय्यकांना शरीर संघटन कसोटीची व मापन कार्याचे संपूर्ण ज्ञान असेल.

व्याप्ती/परिसिमा :-

- नाशिक शहरातील निवडक १० कराटे क्लब करीता हे संशोधन आहे.
- सदर संशोधनात २०ते २५ वर्षे वयोगटातील कराटे ब्लॅक बेल्ट पुरुष खेळाडू यांचा समावेश आहे.
- सदर संशोधन हे सध्या खेळत असणाऱ्या खेळाडूशी संबधीत आहे.
- सदर संशोधन हे कराटे खेळाडूंचे शरीर संघटन या अंतर्गत शरीराचे वजन, चरबीचे प्रमाण, पोटाभोवतीच्या चरबीचे प्रमाण, पाण्याचे प्रमाण, हाडांचे वजन या घटकांपुरते मर्यादित आहे.

मर्यादा :-

- सदर संशोधनातील खेळाडूंच्या दैनंदिन आहारशैलीचा विचार करण्यात येणार नाही.
- सदर संशोधनातील खेळाडूंच्या अनुवंशिकतेचा विचार करण्यात येणार नाही.


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- ३) सदर संशोधनात खेळाडूंच्या संस्कृती, जीवनशैली, वा अन्य दैनंदिन कार्यक्रम या घटकांचा विचार केला जाणार नाही.

संशोधन पध्दती :-

प्रस्तुत संशोधनासाठी संशोधकाने वर्णनात्मक संशोधन पध्दतीतील सर्वेक्षण पध्दतीचा अवलंब केलेला आहे.

जनसंख्या :-

प्रस्तुत संशोधना साठीची एकूण जनसंख्याही नाशिक शहरातील २० ते २५ वयोगटातील कराटे ब्लॉक बेल्ट खेळाडू पुरुषांचा समावेश आहे.

न्यादर्श :-

प्रस्तुत संशोधनात जनसंखेतून नाशिक शहरातील निवडक कराटे क्लबची न्यादर्शसाठी निवड करण्यात आलेली आहे. नाशिक शहरातील एकूण १० क्लबमधून २० ते २५ वयोगट असणाऱ्या एकूण ८३ ब्लॉक बेल्ट खेळाडूंची संशोधनासाठी असंभाव्यतेवर आधारित नमुना निवड पध्दतीतील सहेतूक नमुना निवड पध्दतीने न्यादर्श म्हणून निवड केली आहे.

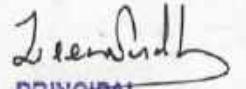
संशोधनाची साधने :-

शरीरसंघटन चाचणीसाठी Tanita Body Composition Monitor Bc532 या मशिनचा वापर करण्यात आला आहे.

संख्याशास्त्रीय साधने :-

मिळालेल्या सांख्यिकीची तनिता मशिनच्या मानकाबरोबर तुलना करुण प्राप्त झालेल्या माहितीचे विश्लेषण करण्यासाठी टक्केवारी या सांख्यिकीय साधनांचा वापर करण्यात आला.


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कोष्टक क्र. १

२० ते २५ वर्ष वयोगटातील कराटे खेळाडूंच्या शरीरसंघटनेचे विश्लेषण

खेळाडू	शरीरातील		पोटातील		हाडांचे वजन कि.ग्रॅ.	तनिता मानांका प्रमाणे योग्य विद्यार्थी संख्या %
	एकूण संख्या	चरबीचे प्रमाण %	पाण्याचे प्रमाण %	चरबीचे प्रमाण %		
खेळाडू	८३	४९	५२	८३	२६	२९
टक्केवारी	१००%	५९.०३%	६२.६५%	१००%	३१.३२	२५.३०

निष्कर्ष

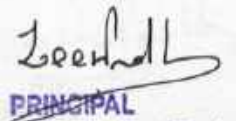
नाशिक शहरातील २० ते २५ वयोगटातील कराटे ब्लॅक बेल्ट खेळाडूंच्या शरीरसंघटनेचा अभ्यास केल्यानंतर २५.३० म्हणजे ८३ पैकी २९ खेळाडूंची शरीरसंघटना तनिता मानांकाप्रमाणे योग्य आढळून आली.

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