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The Role of Social Media in Education Promotes Self-Directed Learning for Students in Modern Educational Systems

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Abstract:

The contemporary study discusses the role of social media in education and promotes self-directed learning (SDL) for students in modern educational systems. Social media use in education has been shown to help students learn more, enhance their study habits, and become more adaptable to the surprise. Using social media for a particular study could be helpful for students and teachers equally. When working inside this framework, it is a pleasure to add features that encourage sharing and involvement across various social media sites. In the context of these changes, social media has evolved into a tremendous weapon that can miraculously unite the globe as a unified, sustainable society. Although these sites were originally designed to improve interpersonal communication, their broad use has allowed them to permeate many areas of modern life, from the cultural to the political to the economic. There has been a sea change in how individuals communicate with the advent of social media. The broad adoption of social media has strengthened participation in various scientific domains. Students can more quickly locate and network with social leaders because of the wide accessibility of social media. Students who take charge of their learning are "self-directed learners." Students are, on the whole, making good use of the methods and tools that facilitate efficient learning. This can enhance their ability to gather and distribute academic information. Social media profiles can be a wealth of information for students doing the study, whether for a paper, a gift, or just for pleasure and knowledge. It is challenging to think of modernity without online resources like Twitter and Wikipedia. Teachers and students alike have benefited greatly from the spread of these modern methods of communication. Students and teachers at today's schools and colleges now rely heavily on social media to help them collaborate and share knowledge and materials for their education. The academic and educated sectors are exploring social media technologies to foster teamwork, knowledge structures, and critical thinking skills. When students determine what they need to learn, how they will know it, which human and natural resources they will use to aid in their learning, which learning strategies they will utilize, and how they will evaluate their progress, they are engaging in SDL. Various learning resources are now available to students via social media. This paper investigates how students might benefit from social media platforms' services by encouraging SDL in modern educational systems.

Keywords: Role, Social Media, Education, Promotion, Self-Directed Learning, Students, and Modern Educational Systems

Introduction:

Using social media sites in the classroom can shake things up by introducing fresh people and information and making it simpler for teachers and students to provide and receive feedback

(Bransford et al., 1999). As per Greenhow (2006), students and teachers can benefit from being introduced to a new culture through social media. Bosch (2017) argues that students who use SDL actively participate in their education. Today's education systems are adopting these innovations into their frameworks and relying more and more on shared resources and processes to better students' day-to-day lives. It is impossible to engage in genuine SDL when one learns on their own because SDL is a social activity in which one seeks and finds meaning in the processes and outcomes of learning (Oswalt, 2003). However, some students lack prior experience working in groups before starting school. Social media usage in the classroom can benefit all parties involved by providing easier access to information and communication. The expansion of social media has undermined various communication strategies to enhance students' academic outcomes. The number of people who can access the Internet has grown, leading to a corresponding rise in the popularity of social media sites. Students receiving more freedom to use social media in the classroom may bring in a new era of learning and improve student engagement with these websites. The study on the benefits and drawbacks of social media has primarily focused on identity, network design, privacy concerns, technological problems, and the necessity of using social networks as a teaching and learning tool (Kevin, P. B., Lori, B. H., and Bethany, V. S., 2010; Kuh, G.D, 1995). The student is expected to take responsibility for his or her education in an environment that promotes SDL. Academic performance is entirely dependent on the student. Students who want to do well in school should make an effort to enhance their study skills. A tried-and-true method for rousing sleepy classroom participants. Everyone, from professors to students, benefits from flexibility in their daily schedules. Some children thrive in isolation, but the vast majority do not. The fact that we all came from the same evolutionary ancestry means that it serves us well to form relationships with others and learn from them. Mastering the art of SDL is an excellent way to broaden your academic interests and hone your academic potential. Reading, studying, engaging in conversation, doing occupations, participating in online discussion boards, and writing reflectively are all examples of self-directed activities that students can pursue. Teachers can aid with this strategy by encouraging students to engage in self-reflection, growth monitoring, and open discourse about course material (Hiemstra, R, 2006). The development of social media in the last several years is commonly cited as a cause of academic advancement. Teachers today have access to more resources than ever before, including a plethora of textual, visual, and aural resources, all because of the widespread use of social media platforms (Urista, M.A., Dong. Q, and Day. K.D. 2009). These days, social networking is a hot topic on university campuses worldwide. Internet users who use social networks are separated from those who do not participate in these networks (Wang, Qingya; Chen, Wei; and Liang, Yu. 2011). These days, most people cannot fathom existing in the real world without their various accounts on social media. Knowledge gathering, information sharing, and interpersonal communication are all made much more quickly possible because of the prevalence of social media platforms. Further, with SDL for today's students in the classroom, teachers must use these opportunities by cultivating strong relationships with their students in modern educational systems.

Social Media in Education:

The use of social media in the classroom could be very beneficial to a large number of students and institutions. With the help of these frameworks, you may incorporate your preferred social network's sharing and discussing tools into your website. YouTube and Skype make it

possible for students to interact with teachers at other schools across the world, and they also allow for the wide occurrence of many other items that could be useful in the classroom. The term "social media" describes the digital communities where people may make and share content and have conversations about various topics (Toni Ahlqvist, Anders Bäck, Markku Halonen, and Satu Heinonen, 2008). Social media is "a series of Internet-based apps that build on the conceptual and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content" (Kaplan & Haenlein, 2010). Learning on an individual level can benefit greatly from the plethora of data and viewpoints from social media posts dealing with many fields and circumstances. In order to foster students' motivation and impact student life, educational institutions must be present on as many social media platforms as feasible. The advent of social media has made it much easier to locate and get in touch with experts in a particular field who are eager to deliver presentations or participate in other class activities. If you take their advice, you can improve your personal and professional networks. It might be as easy as using social media to identify and share the most relevant content to learn about a broad range of subjects. Competent advice should be sought if at all possible. Despite this reliance on general digital and mobile technology to develop adaptable infrastructure for creating, disseminating, consuming, and modifying user-generated content, social media platforms can and do function without this technology. Their effects on people's ability to learn and teach and the sum of human knowledge are far-reaching (H. Kietzmann, Jan; Kristopher Hermkens, 2011). The regular user base of social media platforms continues to grow. In recent years, numerous specialized social media platforms have emerged. Blogs, microblogs, online forums, and social networking sites fall under this category. The increased availability of cell phones and another world wide web equipment has greatly contributed to the expansion of social media. Social media platforms like Facebook and Google Plus groups and video-sharing websites like YouTube are among the most effective ways to reach and maintain relationships with students in the modern era. This is a great approach to let every student know about events, deadlines, and resources available on campus. The wide range and complexity of student problems necessitate more student-friendly communication channels with the school administration. This strategy could greatly enhance the school's communication with its dispersed student body. Students and other internet users would significantly benefit from learning how to utilize phrases to introduce themselves and begin discussions. Due to the broad availability of kinds of cellophane and online social networks, video lectures and motivational speeches have the potential to travel rapidly to classrooms across the country. Broadcasting classes live using social media sites like YouTube, Facebook, or Instagram has greatly boosted students' interest in and motivation for class. It is not the only advantage of using social media in the classroom, but it does help teachers and students communicate better. Expanding your circle of friends could benefit you in several ways. Executives and company leaders in the modern era may find unexpected benefits from social media. Educators can utilize social media to keep their students up-to-date on future activities, foster meaningful dialogues, and even collect donations to help with students' out-of-pocket expenses related to their education.

Ideas and Natures of Social Media:

Social media use has inspired a renewed interest in and involvement in nature conservation (Büscher, 2014). Identity is influenced by race, socioeconomic, and gender relations in the larger society, especially when it is expressed and challenged in novel ways

through social media (Nakamura, 2007). Learning can so proceed without interruption. Social networking in the classroom may promote student inclusion when combined with face-to-face engagement, but effective digital pedagogies require teachers to be well-supported in their responsibilities (White. Garry, 2012). Based on the virtual reality paradigm, social media can be understood as a place where identities are "assumed" or constantly manufactured and consumed. Social groups can get insight into themselves by observing their actions and how others respond. Through creating and consuming sensitive information, social media assists users in shaping and consuming their own identities (Davis, 2012). One is used on every social media platform, including desktop and mobile. Social media, however, is not used in all facets of the digital world. The two main components of social media are. To start, there are several ways to participate in social media. Social media are never completely passive, even though social networking platforms like Facebook sometimes allow passive viewing of what others post. Social media can be overlooked in the present world. We virtually always engaged it to submit messages, plan our activities, browse timetables created by our teachers, etc. Most schools use social media to find resources for teaching-learning, particularly in situations where technology might enhance the educational process. Although there is still a disconnect between teachers' aspirations for technology-enhanced interactive learning and the realities of our everyday job, most teachers use technology in their lessons (Prensky, 2002). Usually, creating a compelling profile is a minimal requirement. Social media varies from traditional media in that personal accounts are less common. Social media encourage participation, which enables communication. This link may also involve new acquaintances with shared interests, friends from the same social circle, and existing contacts, family members, or pals. Many social media platforms' innovation has worn off with time. However, as they become more prevalent in daily life—personally and professionally—they start to feel less unexpected and more anticipated. The use of social media indicates that all parties involved in education—students, teachers, and education itself—are still learning. Social media is linked to other sites to promote their education (Pitler, Hubbell, & Malenkoski, 2007). Nowadays, widely used social media represents a unique point where communication, identity, and well-being interact. As "social formations that arise at the interface of people, technology, and practice," networking can be produced using social media (Marwick & Boyd, 2014). Social media is a commonly accepted global trend that has almost taken over. Social media platforms have made it simple for individuals to produce knowledge, share it, bookmark it, and engage in interpersonal communication. One of the most popular groups on social media is made up of students in modern educational systems.

Role of Teachers in Integrating Social Media into Education :

The way that technology and the web are used in education has changed significantly in the twenty-first century, and most recently, social media platforms like Facebook, Twitter, Google Education, and others have begun to do so. Social media platforms are acknowledged as online discussion boards for exchanging information and opinions (Boyd & Ellison, 2010). Social media strongly impact global communication. There are benefits and drawbacks to using social media in the classroom. Teachers have also shown that integrating social media into teaching-learning is still challenging. One of the main goals of education is to provide students with the skills they need to thrive in the work of the twenty-first century. This is made easier by developing abilities including production, analysis, critical reflection, problem-solving, and creativity. Schools must help students develop their digital literacy in order for them to interact

with co-workers and other stakeholders at work in an efficient manner (Johnson, P, 2009). Students also changed from inactive to active social media users, planning, communicating, sharing, and learning (Bull & Adams, 2012; Mao, 2014; Peters & Hopkins, 2013). A global goal is to develop students' critical thinking and problem-solving skills, and social media is expected to help teachers foster these skills (Thompson, 2011). Demski (2012) found in a different study that social media significantly affects how school technology is managed. He used instances to highlight the wide variety of duties that come with this approach to leadership, such as encouraging innovation, teamwork, and relationships with the students. Social media can assist teachers in understanding the genuine potential of the medium to profoundly alter the pedagogical foundation of their teaching practice by providing them with the tools to design learning experiences for truly accepted and adaptable students. Social media usage for teachers is reportedly a sophisticated and complicated activity. Teachers must balance performance and sensitivity to prevent interference with their students' current learning. Additionally, it advises encouraging a dialogue-based culture and using the instructor's experience with patellar surgery to construct the framework for education.

The Usage of Social Media in Teaching-Learning Procedures:

Today's major technological advancements present numerous chances to improve students' teaching-learning interactions. Since the advent of the Internet and mobile technology, the educational environment has significantly changed. Teachers are considering how social networking sites might be used in the classroom due to their growing utility and popularity. Schools take social media's potential to enhance interactive and collaborative learning seriously. Social media has made it feasible to offer fresh, specially created educational formats. One's professional networks and relationships determine their capacity to prosper and progress successfully in today's linked society. The significant technology improvements of today offer numerous opportunities to increase student teaching-learning connections. The educational environment has changed significantly since the Internet and mobile technology advent. Due to the expanding utility and popularity of social media sites, educators are thinking about how they might be used in the classroom. Schools are considering how social media may improve interactive and collaborative learning. It is now possible to offer innovative, individualized teaching formats because of social networking. In today's networked world, one's ability to flourish and develop relies on connections and professional networks (Devi, K. S., Gouthami, E., & Lakshmi, V. V, 2019). Teachers utilize social media and networking to find new materials to enhance their classes, activities to teach particular themes, ideas for bulletin boards, and details on new apps. They use social media to keep up with what is happening in classrooms worldwide. Social media has increased in popularity as a means of free information sharing over the last few years. Educational institutions communicate with young people via social media platforms. Teachers are using social media technology to enhance the overall teaching-learning process. Social media's growing significance in the teaching-learning process cannot be disputed. Study groups and other educational systems are available to students, giving them access to this information while enhancing and involving their complete educational process. More and more people are using social media to establish connections outside the classroom. The Institute's reputation in the community is growing, and enrolment is rising. School student welfare offices interact with students on social media to assist them with their issues. Additionally, it is used to promote school culture and create alum networks. Most people use social media sites such as

LinkedIn, Twitter, YouTube, and Instagram. These social media platforms strongly emphasize networking, collaboration, sharing, and the creation of material and information—all of which are essential in the educational setting.

Role of Social Media in Students' Life:

The most common means of communication today is likely social media. People from many different walks of life use it. More than a decade ago, social media started to be accepted more widely by the general public. The numerous social media sites that are accessible include Facebook, Twitter, Instagram, Pinterest, YouTube, LinkedIn, Google+, Flickr, Snapchat, Vine Snapchat, and Tumblr, to name just a few. Students and educational establishments now have more choices for boosting the teaching-learning process thanks to social networks. Students can get teaching strategies on websites, including Slide Share, YouTube, and Research Gate. These internet resources provide insightful data that can be included in knowledge bases. The study's main objective was to discover how students' use of social media sites affected their academic achievement. Technology is becoming more vital to the success of today's students as social media platforms rise in popularity. Based on the study, the majority of respondents were aware of social media sites and had access to the mobile web. As an outcome, they spend between 30 and 3 hours daily on social media. The study found a strong correlation between social media use and academic success. This study investigated a wide range of academics on the impact of social media on students. It was decided to perform a study on a sample of students to determine whether social media impacted social life. The student's potential to perform well in school was negatively impacted by their use of social media. Using social media, students can connect with people who can help them in their future jobs. Educational institutions must be present on as many social media platforms as possible to enhance student engagement techniques and promote more inclusive, participatory learning. Students are the demographic most likely to be impacted by social media. Social media is appealing since it offers college students a fresh opportunity to make friends and a fantastic method to relax. It unquestionably affects students' life in various ways, particularly concerning academics. This study demonstrates that a strategy is needed to balance social media use and academic obligations. Students need more suggestions on how to incorporate social media into the classroom (Jha, J., Jaipuria, N., Jha, S., & Sinha, P, 2016). Social media platforms are used in the classroom to promote connections between students and maybe with people outside of it. During the Facebook live sessions, subject-matter experts will be on hand to respond to inquiries from students in modern educational systems.

Roles of Self-Directed Learning in Social Media Platforms:

Students in SDL must demonstrate interest and desire. They will perform better and complete a variety of chores and activities in an organized when they are motivated, motivated, and have access to help and direction. The person must consider various factors in order to conduct SDL correctly. Competence, self-efficacy, inspiration, and motivation are a few of them (Boyer, Edmondson, Artis, & Fleming, 2014). Students today have access to a huge range of readily available material, knowledge, and experience thanks to advances in current social media in education, especially in language teaching. In order to prepare students who value independence and SDL—i.e., students who are in charge of their learning style, technique, progress, and evaluation—it is crucial to train them in these skills. SDL greatly impacts today's academic life since it allows students to learn freely using their own experiences and other

resources. Students get knowledge from various sources and learn a great deal, which impacts many aspects of their daily lives, including decision-making. SDL is a process whereby students assume personal responsibility by managing cognitive (self-monitoring) and contextual (self-management) processes to diagnose their learning needs, create learning goals, identify human and material resources for studying, and choose and pertain study strategies (Dagal & Bayindir, 2016). Other names for SDL include self-planned learning, self-education, self-regulating learning, independent learning, and open learning (Brookfield, 1995). Students can choose, plan, manage, and assess their learning activities because they may choose which lessons to study and which issues to solve in real-world scenarios. These activities can be carried out anywhere at any time. Social media can be enhanced with the help of SDL integration. This method can also be used to motivate students to take part in class-related activities outside of the classroom. SDL enables students to take a more active role in their education. However, language teachers must first examine and evaluate their students' linguistic proficiency on social media to implement SDL properly and achieve positive outcomes (Moradi, H, 2018). As to one type of thinking, the autonomous, independent person who decides to engage in learning for personal development is the basis of SDL (Merriam & Caffarella, 1999). SDL can be difficult for even the brightest and most motivated pupils. This instructional guidance discusses the important components of the four autonomous learning stages, often known as SDL: getting ready to learn, setting learning goals, engaging in the learning process, assessing learning through social media in education, and promoting SDL for students in modern educational systems.

Conclusion:

As social media platforms grow in popularity among academic institutions, there will be a wide range of beneficial applications that can enhance the learning process. The children in every primary school today are greatly touched by social media. You abandon a significant percentage of your potential audience if you do not use social media. Its use in educational settings has the potential to be a very effective strategy. Academics, educators, and students often use blogs to write about the state of education and get comments from people worldwide. Social media has significantly impacted how education has been delivered in the past. Student's cognitive and intuitive skills must be improved to determine how much time they spend on social media. The students decide what is most important in life and how accurately this virtual existence represents the actual world. Despite these reservations, the faculty believes that social media platforms may benefit the classroom. Wikis, video podcasts, and social media sites are mentioned as helpful teaching resources in most responses. Social media has several advantages for higher education institutions. Social media sites provide many opportunities for fostering relationships between students and teachers. Teachers can use social media to enhance their students' communication skills, foster teamwork in the classroom, and raise students' interest in SDL. The social media strategy enables cooperation, communication, and resource sharing while promoting contact in public areas. It is clear how social media platforms could improve SDL in the classroom. In SDL, teachers and students can speak with each other immediately and exchange ideas about the curriculum, learning methods, and other areas. Using SDL, teachers can motivate students to participate actively in their education and take ownership of their learning. The teacher still has a big influence on the process, even if the SDL approach is student-driven. Therefore, they must encourage students to employ effective social media strategies to achieve better outcomes in modern educational systems.

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Law System in India

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“Facts mean truth, and once we [lawyers] adhere to truth, the law comes to our aid naturally”- MAHATMA GANDHI

I would like to thank my Parents for guiding me and always encouraging me to give my best outcome. Also my well wisher and mentor Mr. Narayan Babulal Raval for listening me endlessly and always praying for me, who always motivated me to become a unique personality. JAY MATAJI!

Abstract:

The framing of India's Constitution is popularly considered to be a transformative moment: the culmination of a decades-long movement for political and economic self-determination, and the marker of a transition from a colonial regime maintained by coercion to a democratic republic. The crowning glory of the Constitution-making process, which reflects this transformation, is Part III: the fundamental rights chapter. Guaranteeing core civil and political rights such as the right to freedom of speech and expression, life and personal liberty, and equality before law, Part III of the Constitution appears to place the autonomous, self-determining individual at the heart of the Constitutional order. Nonetheless, the rights guaranteed by Part III are not absolute. They are subject, in many cases, to “reasonable restrictions.” Over the course of its history, the Supreme Court has tended to interpret these clauses in a way that the restriction has often swallowed up the right, and the State has been allowed a more or less free rein to pass rights-infringing statutes, or take rights-infringing executive acts. The question then must be asked: is the Court's civil rights jurisprudence consistent with the transformative character of the Constitution?

WHAT IS LAW?

In simple view law is a set of obligations and duties which are set by the appropriate authority to maintain peace and harmony in the country. The term law teaches an individual to understand their rights and act in a civilized manner. Law ascertains various penalties and fines as to make its relevancy more stringent and particular. Rationally law deals with the powers and discretionary authority to enjoy by the Judicial Authorities which are imbibed by the Indian Constitution itself.

The aim of law is thus to provide formula for preventing abuse- and even non-use of power by various authorities and thus provide a mechanism for a good governance that is transparent and accountable.

Recently, the State has been faced with a new and a unique challenge: terrorism, a phenomenon where anonymous elements unleash violence and terror against unknown persons as a weapon for destabilizing the State and for achieving vague political ends. This has added one more responsibility on the State, namely, combating terrorism effectively, without sacrificing either its political sovereignty or the individual liberty of its citizens.

Need For Law!

There are several factors that contributed to the rapid growth and development of law, the most important being the following:'

- Change in role played by the state,
- Inadequacy of judiciary,
- Slow pace and inadequacy of the legislature,
- Possibility of taking preventive action,
- Better enforcement,
- Practical and functional approach of various authorities,
- Combination of function and policy formation,
- Policy implementation,
- Scope for flexibility and experimentation.

History of Law In India:

For Understanding the laws of India, one should need to understand the meaning and history of law in India. The meaning of the law can be defined in several ways by different educationalists. In simple words, the law is a set of rules or a system of regulation to control the behavior of an individual who is discriminating against the rules set by the government of India.

The laws in India have a great history. From 3000BC, we can find the roots of how to set or create law. An Ancient Egyptian law can be taken as an instance. It is divided into 12 books to explain the formula for law, which aims to find justice, behavioral aspects, Harmony, and morality. From then to the present, we have several instances like goddess Mart, King Hammurabi, etc.

Constitution of India:

India, also known as Bharat, is a Union of States. It is a Sovereign Socialist Secular Democratic Republic with a parliamentary system of government. The Republic is governed in terms of the Constitution of India which was adopted by the Constituent Assembly on 26th November, 1949 and came into force on 26th January, 1950.

The Constitution provides for a Parliamentary form of government which is federal in structure with certain unitary features. The constitutional head of the Executive of the Union is the President. As per Article 79 of the Constitution of India, the council of the Parliament of the Union consists of the President and two Houses known as the Council of States (Rajya Sabha) and the House of the People (Lok Sabha).

Article 74(1) of the Constitution provides that there shall be a Council of Ministers with the Prime Minister as its head to aid and advise the President, who shall exercise his/her functions in accordance to the advice. The real executive power is thus vested in the Council of Ministers with the Prime Minister as its head.

Sources of Law:

Primary sources of law are constitutions, statutes, regulations, and cases. Lawmaking powers are divided among three branches of government: executive; legislative; and judicial. These three branches of government, whether federal or state, create primary sources of law.

- The **executive branch** creates administrative law, which is published as regulations or executive orders and directives.
 - The President of the United States makes executive orders and directives.

- Administrative agencies of the government (for example, the Environmental Protection Agency or EPA) makes rules and regulations.
- The **legislative branch** creates laws ("statutes") that are passed and published as statutes.
- The **judicial branch** creates law in the form of decisions, also called "opinions" and "cases," that are published in case reporters.
 - Judges create and shape the "common law."
 - In a common law system, the law is expressed in an evolving body of doctrine determined by judges in specific cases, rather than in a group of prescribed abstract principles.
 - The common law grows and changes over time.
 - An important element of common law is *stare decisis*, which means that courts are bound to follow earlier decisions ("precedents").

Secondary sources are plain-language writings about the primary sources of law, and they are a great place to start research on any legal topic.

They are not law and they are not binding on any court.

They organize and explain the primary law to make it more accessible and understandable.

Use secondary sources, like treatises, practice guides, legal encyclopedias, and law journal articles, to help you find and understand the primary law, and to point you to the important statutes and cases that you can rely on when writing briefs, and memoranda.

Secondary sources, especially law journals, may influence lawmaking.

Types of Law:

There are four types of law that we have in our legislative system.

1. Criminal law:

This is the kind of law that the police enforce. Murder, assault, robbery, and rape are examples of it. An offense which is seen as being against everybody even though it does not come under the Criminal law.

For example, if a car is stolen then the theft is against the individual, but it threatens all car owners because they might have stolen their car. Because the view is taken that everybody is threatened by the crime this law is dealt with the public services and not by private investigators.

2. Civil law:

Different areas such as a right to an education or to A trade union membership and divorce problems furniture is a split between the couple and who receives custody of the children. The best way to describe civil law is that it looks at actions that are not the crime. But the individuals to sort their own problems by going to court themselves or with a lawyer.

It is a section of law dealing with disputes between individuals and organizations. For example, a car crash victims claims from the driver for loss or injury sustained in an accident or one company sue another over a trade dispute.

3. Common law:

It is also known as Judicial precedent or judge-made law or case law. It is a body of law derived from the judicial decision of courts and similar tribunals. As the names describe it is common to all. Today one-third of world's population lives in common law jurisdictions or in the systems.

It is defined as a body of legal rules that have been made by judges at the issue rolling on cases as opposed to rules and laws made by the legislature or in official statutes. An example of common law is a rule that a judge made the people have a duty to read contracts.

Example of a common law marriage is when two people have lived together for 10 or more years. They have thus and legal rights to share their assets because of it.

4. Statutory law:

It is termed used to define return loss usually enacted by a legislative body. It varies from regulatory or administrative laws common law or the law created by prior Court decisions. A bill is proposed in the legislature and voted upon. For example, you are given a citation for violating the speed limit, you have broken a vehicle and traffic law.

Indian Law:



सत्यमेव जयते

It refers to the system of law in modern India. India maintains a hybrid legal system including all above described four laws within legal Framework inherited from the colonial era and various legislations firstly introduced by British. The constitution of India is the longest written constitution for a century. It contains 450 articles, 12 schedules 101 amendment and 117,369 words. This makes the Indian Law system a very extensive one.

Indian law is fairly complex with its religion supporting to it is on specific laws. In most states resisting of marriages and divorce is not compulsory. Separate laws govern Hindus, Muslims, Christians and followers of other religions. This rule is in the state of Goa, where a Uniform Civil Code is in place in which or regions have a common law regarding marriage and divorce and adoption.

Meant for the last decade the Supreme Court of India banned the Islamic practice of triple Talaq. The landmark Supreme Court of India judgment was welcomed by women activist across India.

Law In India:

Rule of Law in Indian Perception Rule of law has played a great role to develop Indian democracy. When Indian constitution was frame they had two options e.g. USA & England. They adopted some provisions from USA and some from England. Our constitutional founder fathers adopted the Rule of Law from England and incorporate so many provisions in Indian constitution. Indian Constitution is supreme no one is above Indian constitution. All three organs follow constitution if any organ does something in the violation of the constitution all such acts will be ultra vires. The preamble of The Constitution is also tells about Rule of Law. Part- III and all fundamental Rights come under the Rule of Law, which are enforceable by Law. If these are violated we can go to the Supreme Court and High court under Article 32 & 226. The term „Law“ includes all orders, rules, regulations, bylaws, notice and customs. It expects that all these will be according to Constitutional provisions if they will against, under article-13 they will be declare

unconstitutional and void. In the Constitution of India guaranteed certain rights which can be enforced by the courts. At this Juncture, we may consider the position prevailing in India as regards the third principle of Dicey"s doctrine of Rule of Law, i.e., predominant of legal spirit. Until this principle was being considered in the context of interpreting the provisions of the Constitutions . In our Constitutional system, the central and most characteristic feature is the concept of the rule of law which means, in the present context, the authority of law courts to test all administrative action by the standard of legality. The administrative or executive action that does not meet the standard will be set aside if the aggrieved person brings the appropriate action in the competent court.

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Synthesis of Polyacrylamide Photo Initiated By N, N-Diethyldithiocarbamato-(1,2)- Propanediol

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Abstract:

N, N-Diethyldithiocarbamato group acts as a photoinitiator in the free radical polymerization process. Photopolymerization of acrylamide (AM) through the use of N,N-Diethyldithiocarbamato-(1,2)-propanediol (DCPD) was studied. The photoinitiator DCPD was synthesized from sodium N,N-Diethyldithiocarbamate (NaSR) and 3-chloro-1,2-propanediol. For the photochemical decomposition of the C – S bond, UV light at 254 nm is used. The role of the monomer concentration, reaction time and DCPD to AM mol ratio on the conversion of AM to PAM were studied in this paper. It was found that percentage conversion of AM increased both with the rise in concentration of monomer and reaction time. Further, living radical nature of the polyacrylamide (PAM) was ascertained by the photo block copolymerization of MMA with PAM to form PAM-b-PMMA. The PAM and PAM-b-PMMA were characterized by FTIR, ¹H-NMR.

Keywords: Initiator ; photopolymerization ; block copolymers ; living radical ; FTIR; ¹H-NMR.

Introduction:

The polymerization by the photoinitiator has always been attractive than by thermal initiator, since the generation of radicals can be made to vary instantaneously by controlling the intensity of the initiating light. In recent years, a number of living radical polymerization have been developed based on a number of initiating systems having reversible termination of growing radicals[1-3]. In most cases photopolymerizations were initiated by photoinitiators. The dithiocarbamate groups are known to act as photoinitiators in the free radical polymerization of vinyl monomers. For the photochemical decomposition of the C – S bond, UV light between 254 and 366 nm is necessary[4]. Besides, compounds having N,N-Diethyldithio carbamate groups such as p-xylene bis(N-ethyldithiocarbamate), benzyl-N,N- diethyldithiocarbamate (BDC) etc serve as good photoiniferters[5] The word iniferter was first employed by Otsu in 1982 where the same species served the purpose of an initiator, transfer agent and terminator in radical polymerization. The living radical mechanism[6-8] possible with the iniferters can be approached to achieve the synthesis of block copolymers. This article reports on the photopolymerization of polyacrylamide (PAM) by the photoinitiator N,N-Diethyldithiocarbamato-(1,2)-propanediol (DCPD). The main objective of this work was to study the role of the reaction time and monomer concentration, on the conversion percentage of the polyacrylamide (PAM) and hence to see whether the results indicated the iniferter nature of this photoinitiator. The block copolymerization of the resulting macromonomer(PAM) with the N,N-Diethyldithiocarbamyl(Et₂NCSS) end group was also investigated.

Experimental:

Materials :

Acrylamide (AM ; E.Merck) and methyl methacrylate(MMA; E.Merck) were purified by standard procedures[9]. Dimethylsulphoxide(DMSO; E.Merck), N,N-dimethylformamide

(DMF; E.Merck) were dried over barium oxide, distilled under reduced pressure and stored at 0-4°C. Ethanol(absolute), methanol, acetone, n-hexane and cyclohexane were used as received.

The Fourier transform infrared(FTIR) spectra were recorded in Perkin Elmer spectrum RX1 FTIR spectrophotometer(Norwalk, CT). The ¹H-NMR spectra were recorded in a Varian FT NMR AS 400-MHz spectrometer(Netherlands).

Synthesis of N,N-Diethyldithiocarbamato-(1,2)-propanediol (DCPD):

N,N-Diethyldithiocarbamato-(1,2)-propanediol (DCPD) was synthesized from 3-chloro-1,2-propanediol (CPD) and sodium N,N-Diethyldithiocarbamate(NaSR), details of which are reported elsewhere[10].

Photopolymerisation of polyacrylamide (PAM) :

The Photopolymerization reactions were initiated by N,N-Diethyldithiocarbamato-(1,2)-propanediol(DCPD) in a Heber multilamp photochemical reactor by irradiating at 254 nm. A mixture of AM and DCPD dissolved in absolute ethanol[11] was first purged with dry nitrogen and the reaction tube was then sealed and photoirradiated. The PAM were isolated by adding the reaction mixture to methanol. It was then filtered and dried in a vacuum oven.

Photoblock copolymerization:

Polyacrylamide(PAM) synthesized through DCPD should end up with a – S – C (= S)– N Et₂ group and this can be used for the synthesis of PAM-block-PMMA copolymer. For the synthesis of PAM-block-PMMA copolymer, the mixture of PAM and MMA dissolved in DMSO was first purged with dry nitrogen and then the reaction tube was photoirradiated at 254 nm for 9h. The resultant polymer was precipitated in methanol and filtered. The dry polymer was washed with hot water and finally it was Soxhlet extracted with acetone to remove the unreacted PAM and PMMA homopolymers respectively. The block copolymer was then dried in a vacuum oven at 40°C for several hours.

Results and discussion:

The Photopolymerisation of polyacrylamide(PAM)was studied in presence of the photoinitiator N,N-Diethyldithiocarbamato-(1,2)-propanediol(DCPD). The polyacrylamide thus formed was characterized from its FTIR and ¹H-NMR spectral studies. Further the effect of reaction conditions on the photopolymerization process was also investigated. The photoinitiator DCPD is expected to behave as photoiniferter. So the PAM end up with a N,N-Diethyldithiocarbamate group should be able to initiate polymerization of another vinylic monomer to form a block copolymer. This aspect was also studied by synthesizing PAM-b-PMMA, which was characterized by FTIR and ¹H-NMR.

Characterization of Polyacrylamide (PAM):

1. The FTIR spectra of PAM is shown in Figure 1. The characteristic peak appeared at about 3432 cm⁻¹ is due to – NH₂ group. Which indicated the presence of hydrogen bonding in the PAM[12]. Peak due to asymmetric stretching of C –H bond in -CH₂ appeared at 2931 cm⁻¹. The bands observed at 1165 cm⁻¹ and 1656 cm⁻¹ were attributed to the ester C – O – C stretching and carbonyl(C = O) stretching in amide group respectively. A peak also appeared at 1445 cm⁻¹ due to C –N stretching. The characteristic peak due to – SC (S) N group from DCPD appeared at 1282 cm⁻¹.

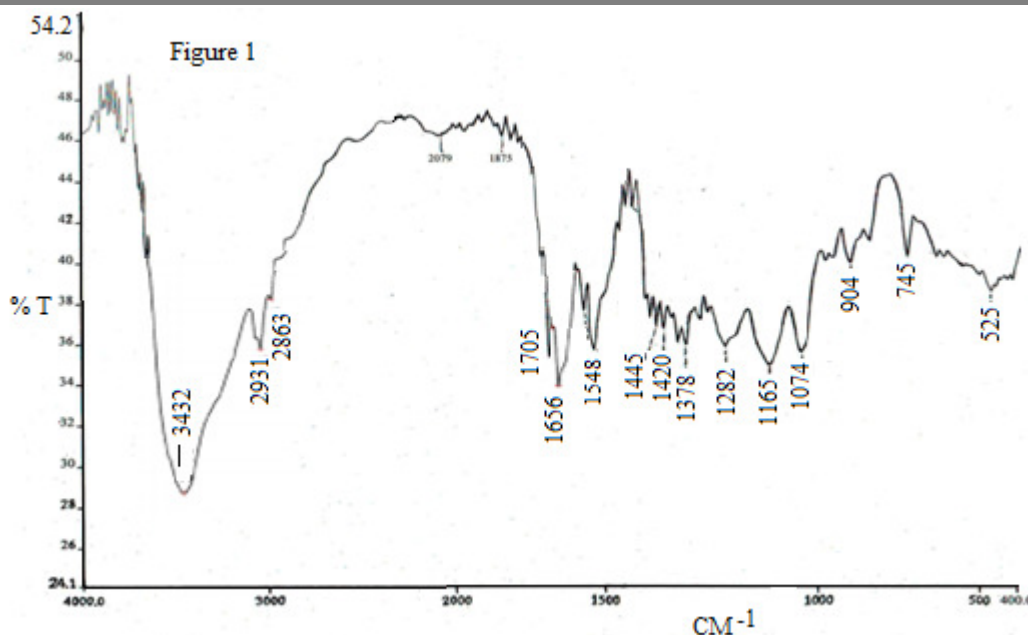


Fig. 1: FTIR Spectrum of PAM photopolymerised by DCPD.

- The $^1\text{H-NMR}$ spectrum of PAM was shown in Figure 2. The peak appeared at around 1.5 ppm was due to the $-\text{CH}_2$ proton of acrylamide(AM) unit. The protons from $\text{O}=\text{C}-\text{CH}$ group in PAM showed a distinct peak at 2.25 ppm. The protons of $\text{O}=\text{C}-\text{NH}_2$ group of AM unit also resonated at 4.8 ppm. A broad peak appeared at 2.9 ppm -3.5ppm which is probably due to overlapping of multiplets from methylene protons of $-\text{N-CH}_2-$ unit of DCPD.

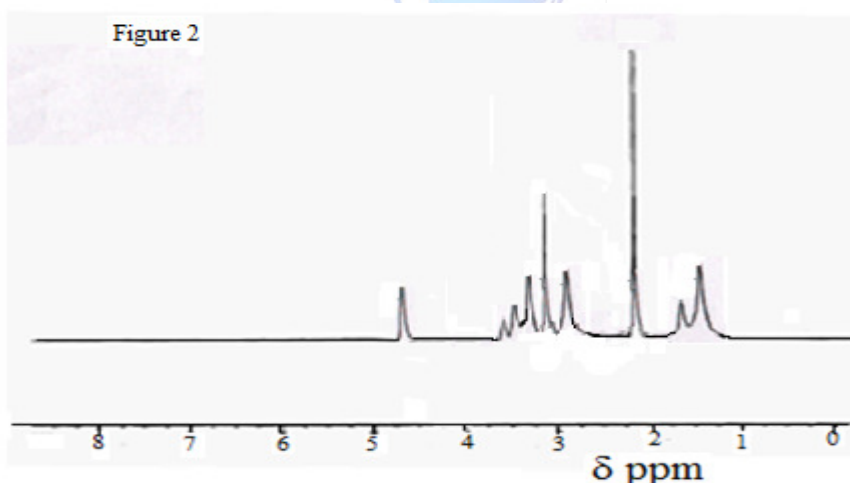


Fig. 2: $^1\text{H-NMR}$ Spectrum of PAM photopolymerized by DCPD.

Effect of the reaction conditions on the photopolymerization:

The percentage conversion of AM was studied by varying the reaction conditions. The conversion percentage of AM was determined from the dry weight of PAM.

$$\% \text{ Conversion} = (X - Y) / Z \times 100$$

Where X = Total amount of product.

Y = Amount of initiator.

Z = Amount of monomer.

Effect of reaction time:

The percentage conversion of acrylamide(AM) with the reaction time is shown in the Figure 3. The conversion percentage of the monomer increased with increasing reaction time. This suggests that the polymerization proceeded through a controlled radical polymerization mechanism. In this polymerization, propagating chains were free from bimolecular termination. Hence the longer the reaction time was, the more monomer was consumed by the reactive propagating chains.

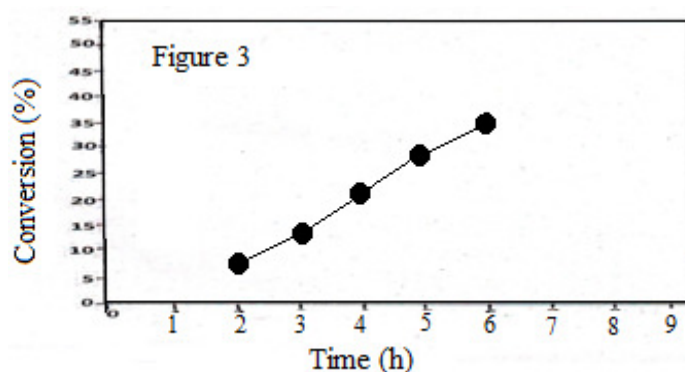


Fig. 3: Conversion of AM as a function of the reaction time ([AM]=1.7667 mol/L).

Effect of the monomer concentration:

Figure 4 shows the conversion percentage of acrylamide with increasing monomer concentration at a particular reaction time(6h). It was observed that the conversion percentage acrylamide increased with the monomer concentration. This was probably related to the effect of monomer concentration on the viscosity and the temperature in the polymerization reaction. A higher concentration means that increased exothermic heat and this rise in temperature increased the rate of reaction. So, more amount of monomer is consumed and as a result, there is an increase in the conversion percentage of the monomer.

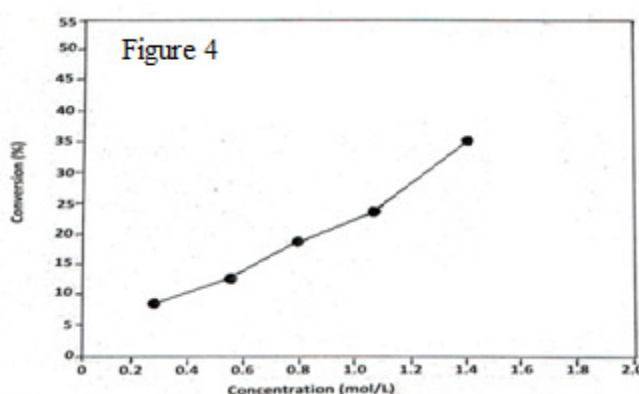


Fig. 4: Conversion of acrylamide as a function of the monomer concentration (mol/L).

Block copolymerization:

PAM formed through DCPD should end up with a - S - C (= S) - NE₂ group, which can further polymerize other vinylic monomers upon irradiation [11] to form block copolymers. In our case, PAM was photoirradiated in the presence of MMA. The formation PAM-block-PMMA

was observed from the FTIR spectrum (Figure 5) and $^1\text{H-NMR}$ spectrum(Figure 6). The comparison of FTIR spectrum of PAM-block-PMMA with that of PAM reveals the presence of additional peaks due to PMMA unit at 1724 cm^{-1} . The peak at 1135 cm^{-1} (C – O – C) is also observed.

The $^1\text{H-NMR}$ spectrum of PAM-block-PMMA also displays the expected resonance for the $-\text{CH}_3$ protons at 0.73 ppm and 0.92 ppm, the $-\text{CH}_2$ protons around 1.02 ppm of the PMMA and PAM backbone. The Figure 6 also shows a characteristic peak for methoxy protons at 3.56 ppm of PMMA unit in the resultant block copolymer. The protons of $\text{O} = \text{C} - \text{NH}_2$ group of AM unit also resonated at 4.8 ppm.

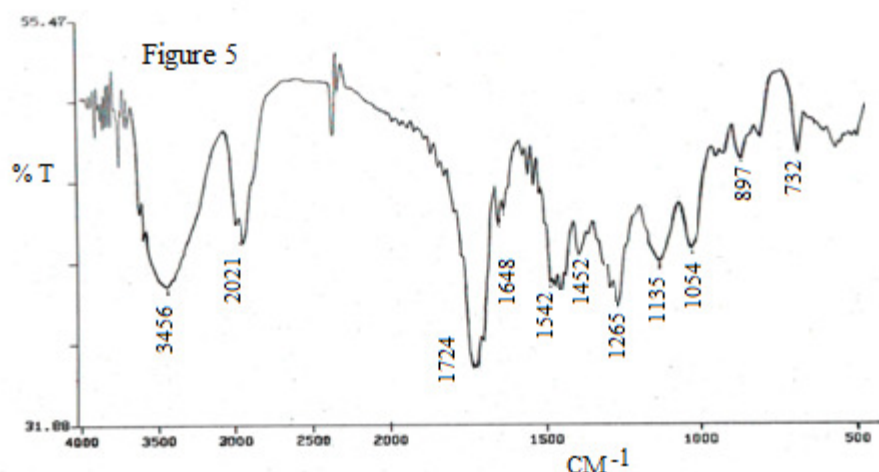


Fig. 5: FTIR Spectrum Of PAM-B-PMMA Copolymer.

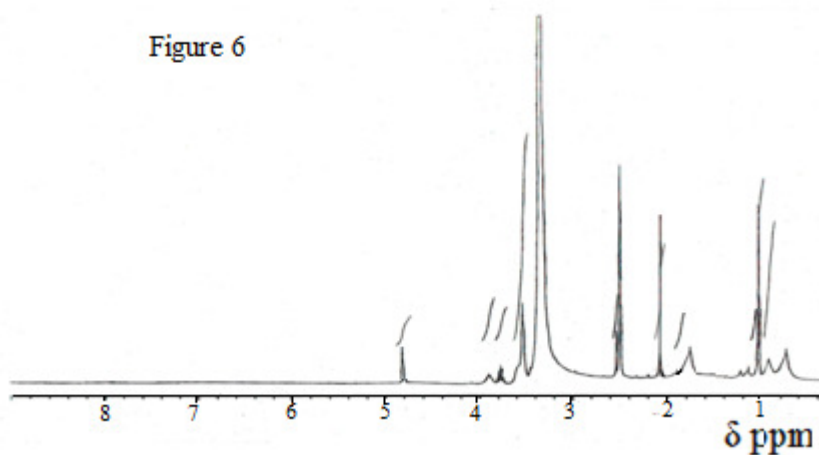


Fig. 6: $^1\text{H-NMR}$ Spectrum of PAM-b- PMMA copolymer.

Conclusions:

This paper presents the synthesis of the PAM initiated by photoinitiator DCPD. The effect of various reaction conditions on conversion percentage of acrylamide(AM) were studied. The polymerization proceeds by a controlled radical polymerization process. The PAM formed was chain ended with a terminal $[-\text{S} - \text{C} (= \text{S}) - \text{N} \text{Et}_2]$ group. MMA could be polymerized in a living fashion with such a PAM precursor as the macroinitiator. It will be possible to apply this system to synthesize block copolymers of choice.

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Impact of Fish Count on Accuracy of Median-Lethal Concentration (Lc₅₀) Analysis in Toxicological Studies

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Abstract:

The entire research methodology of the fish toxicity studies is well-defined under 'Section 2 – Test Guideline no - 203' inscribed in 'Organization for Economic Co-operation and Development (OECD) guidelines 2019.' Accordingly, a requirement of a minimum of 6 fish is standardized per group, per toxicity test. The present study was undertaken to study the impact of the utilization of less than six and more than six fish on the accurate determination of aquatic toxicity. Paraquat dichloride, a non-selective herbicide, was used as a toxicant in the present study, and Indian Major Carp *Cirrhinus mrigala* (mrigal carp) was used as a test animal. The experimental test methodology used was 'Static Renewal Bioassay Type'. The results concluded that the less the number of fish utilized in the fish toxicity study, the less accuracy of toxicity data was observed while the more the number of fish utilized, the more precise readings of accurate data were found to be derived. The conclusion supported the fact that fish count is one of the fundamental characteristics that determine the accuracy of aquatic toxicity analysis.

Keywords: Fish-Count, Aquatic Toxicity Analysis, Data-Accuracy, Toxicological Studies.

1. Introduction:

The majority of anthropogenic, industrial, and agricultural chemicals worldwide have found their terminal sinks in aquatic environments (Ghosh *et al.*, 2006). The most common ways that pesticides reach aquatic habitats are by, leaching, spray-drift, run-offs, direct application, and factory/sewage discharge (Katagi, 2010). Thus, chemicals are considered to be major aquatic contaminants that have the capability to have a harmful impact on taxa that are not intended targets, such as fish (Elia *et al.*, 2002). To pre-determine the toxicity of such chemicals in the laboratory by using fish as a model organism, The Organization for Economic Co-operation and Development (OECD) issued some standard guidelines. Accordingly, a minimum fish count of 6 is required per concentration to determine the toxicity of any particular toxicant. These fishes are exposed to various concentrations of the toxicant and depending on the mortality count the toxicity viz. median-lethal concentration (LC₅₀) of that particular toxicant is determined. The present study was designed to evaluate the accuracy of toxicity values if less than or more than six fishes are used in the toxicity study. For that purpose 'Static Renewal Bioassay Research Method' was used. Various concentrations of Paraquat dichloride, a non-selective herbicide, were used as a toxicant. Column feeder Indian Major Carp *Cirrhinus mrigala* (Mrigal carp) was used as a test animal. The significance of this study was to assess the importance of fish count as a fundamental parameter in fish toxicity testing.

2. Materials And Methods:

2.1. Obtaining and regulating experimental animals:

From the Government Fish seed Production unit, Dhom (Wai), Satara Division, Maharashtra Province, India, juvenile *Cirrhinus mrigala* fingerlings (weight - 5.19 ± 0.9 gm. and length 6.82

±0.15 cm.) were transported to the laboratory in extra-large plastic bags ventilated by oxygen. The fish were cleaned in a 0.1% KMnO_4 solution and kept in well-ventilated aquariums for fifteen days at the research facility. To help fish adapt to laboratory circumstances, the ambient photoperiod and room temperature were kept. In order to maintain the confined aquatic system at its best throughout the trial, young fingerlings were fed commercial fish food (Taiyo Discovery) at 2% of their total body mass. Once a week, standard water quality criteria were tested to assure proper operation. Just healthier fish were used in the investigation; those that were frail, ill, or deceased were not included. Chosen better and healthier fish were reintroduced after 15 days and acclimated before being subjected to the toxin for seven days in well-aerated 22-liter plastic jars filled with regular faucet water. Feeding was stopped 24 hours before treatment to reduce nausea caused by potent toxin irritation and excessive urination.

2.2. Experimental Setup:

Three different experiments with a similar framework were set for this experiment. The only difference in all three groups was the fish count. The first group was the standard group. In the first group, 6 fishes per concentration were used per concentration as the minimum requirement specified in the OECD guidelines (2019). The second group was 'less than standard' (LTS) type with 4 fishes per concentration used and the other group was 'more than standard' (MTS) type with 10 fishes per concentration used. 11 separate cylindrical plastic containers with 22-liter volume make up the framework structure for each group. Each container contained 20 liters of plain tap water, and the number of fish released into each one was in accordance with their respective groups. To sustain the necessary level of dissolved oxygen present in the water, all containers were equipped with enough aeration. To restrict fish from escaping, nylon mesh was placed over the open mouths of these containers. From the primary exploratory test, an effective range of concentrations ranging from 80 ppm to 130 ppm viz. 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, and 130 ppm were prepared and test fish were introduced into it. To prevent cannibalism, all deceased fish were retrieved promptly. Fish deaths were noted over the following periods: 24, 48, 72, and 96 hours. Finney's probit approach (Finney, 1985) was used to evaluate the data to get the Median-Lethal Concentration (LC_{50}) concentration. Finally, the LC_{50} values obtained from all three groups were compared to evaluate the differences caused due to fish-count in the study.

3. Results:

The APHA (1998) standard protocols were utilized to assess the Physico-chemical parameters that were documented for the water medium used in the study. They were: Temperature 26.1°C, pH 6.9 - 7.2, Dissolved oxygen 6.44 - 6.81 mg/L, Dissolved Carbon dioxide 12.18 ± 0.31 mg/L, hardness 139.9 ± 3.71 mg/L, phosphates 0.9 ± 0.22 mg/L, nitrates 0.51 ± 0.6 mg/L. The final results representing mortality rates are illustrated in Tables 1, 2, and 3. In group 1 (6 fishes per concentration) at 80 ppm concentration, 16.66% mortality of fishes was observed. Similarly as the concentration kept on increasing at 85, 90, 95, 100, 105, 110, 115, 120, 125 and 130 ppm 25%, 25%, 50%, 66.66%, 83%, 100%, 100%, 100%, 100% and 100% mortality of fishes was observed respectively. In group 2 (4 fishes per concentration) at 80 ppm concentration, 25 % mortality of fishes was observed. Similarly as the concentration kept on increasing at 85, 90, 95, 100, 105, 110, 115, 120, 125 and 130 ppm 25%, 50%, 100%, 100%, 100%, 100%, 100%, 100% and 100% mortality of fishes was observed respectively. In

group 3 (10 fishes per concentration) at 80 ppm concentration, 10 % mortality of fishes was observed. Similarly as the concentration kept on increasing at 85, 90, 95, 100, 105, 110, 115, 120, 125 and 130 ppm 10%, 20%, 40%, 50%, 50%, 50%, 60%, 70%, 80% and 100% mortality of fishes was observed respectively.

Table 1: Number of Mortalities recorded in the first group (Fish Count - 06)

Conc. in ml/liter	No. of fishes exposed	Mortality No.				% Mortality at 96 hr.
		24hr	48hr	72hr	96hr	
80	06	00	00	00	01	16.66
85	06	00	00	01	01	25
90	06	00	00	01	01	25
95	06	00	00	01	02	50
100	06	00	01	02	01	66.66
105	06	01	00	01	03	83
110	06	01	00	02	03	100
115	06	00	01	02	03	100
120	06	01	02	00	03	100
125	06	02	01	01	02	100
130	06	00	02	01	03	100

Table 2: Number of Mortalities recorded in the second group (Fish Count - 04)

Conc. in ml/liter	No. of fishes exposed	Mortality No.				% Mortality at 96 hr.
		24hr	48hr	72hr	96hr	
80	04	00	00	00	01	25
85	04	00	00	00	01	25
90	04	00	00	01	01	50
95	04	00	00	02	02	100
100	04	00	00	02	02	100
105	04	01	00	01	02	100
110	04	00	00	02	02	100
115	04	00	01	02	01	100
120	04	01	01	01	01	100
125	04	03	01	00	00	100
130	04	04	00	00	00	100

Table 3: Number of Mortalities recorded in the third group (Fish Count - 10)

Conc. in ml/liter	No. of fishes exposed	Mortality No.				% Mortality at 96 hr.
		24hr	48hr	72hr	96hr	
80	10	00	00	00	01	10
85	10	00	00	00	01	10
90	10	00	00	01	01	20
95	10	00	00	02	02	40
100	10	00	01	02	02	50
105	10	01	00	01	03	50
110	10	00	00	02	03	50
115	10	00	01	02	03	60
120	10	01	01	02	03	70
125	10	01	01	03	03	80
130	10	02	01	03	04	100

4. Discussion:

In the first group, the concentration at which 50% fish mortality was observed was 95 ppm. In the second group, the concentration at which 50% fish mortality was observed was 90 ppm, and in the third group, the average concentration at which 50% fish mortality was observed was 105 ppm. Finally, the true mathematical median value of all the concentrations utilized in the present experiment was calculated as 105 ppm. This value was cross-verified with the LC₅₀ values of all three groups and it was observed that only in the third group the difference between the calculated LC₅₀ concentration and the original mathematical median was nil (00). Thus it was identified that the more the number of fish-count utilized in a particular toxicity analysis, the more the chance of obtaining an accurate median-lethal concentration of the toxicant.

5. Conclusion:

From the results of the current study, it can be concluded that fish count does affect the accuracy while estimating the median lethal-concentration (LC₅₀) of a toxicant in toxicity studies. The more the number of fish utilized in the toxicity study, the more precise LC₅₀ values can be retrieved and vice-versa. To avoid the unnecessary overkilling of fish OECD has issued a standard minimum requirement of 6 fish per concentration, the results of which are acceptable. Only in case of extreme requirement of more precise data, the fish-count is recommended to be increased as per the necessity.

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New Challenges and Trends in Commerce Education in India

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Abstract:

Business education, popularly known as commerce education, is a significant area of study in India. It is that area of training that develops the knowledge, views, and skills required for successful giving of exchange, trade, and industry. The information it provides empowers one to satisfy the demands of the current, severely competitive corporate environment. There is a proclamation of its growing recognition as a source of awareness, improvements of technology, and the world around it just by the size of the area. The new commerce curriculum is created along these lines. The topic of the current paper is innovative business ventures. The development of the economy of the nation is greatly influenced by successful commerce. This paper explains by analysing the various information and highlighting the major problems, the current state of commerce education in India and government initiatives and ideas for upgrading commerce education.

Keywords: Emerging trends, Higher Education, Commerce students, Indian system, Professionals, Growth

Introduction:

In Chennai, the first commerce school was founded in 1886 by the Trustees of Pachiyappa's Charities. The Presidency College in Kolkata began offering commerce courses in 1903. The first institution of higher learning in commerce was founded in 1913 and is now known as the Sydenham College of Commerce and Economics. (anilpinto.blogspot.com)(1)

Education in the field of commerce has become one of the most promising careers in the post-Independence era as a result of industrialization, economic growth, and the techno-managerial revolution. Education in commerce has been impacted by the expanding trends of globalisation, liberalisation, and privatisation. New aspects have been made possible by the technology revolution. E-banking, E-marketing, E-commerce, E-finance, and E-investment involve trading with less paper. and governance has become more significant all across the world. In order to adapt to these developments, additional training and skills are needed. The foundational components of commerce education must incorporate the most recent technical developments. The purpose of commerce education is to create the human resources necessary to meet the difficulties facing business and commerce. The basic goal of education is to create human resources that can handle any obstacles in life. Despite the fact that the modern age is rightly referred to as one of disruption and difficulties. Due to the environment's rapid change, the impact of technology, and competitive pressures, the connection between the past and present is steadily disappearing in many domains.

This paper aims to shine a spotlight on the modern aspects of business education. Only a qualitative improvement in the system will allow the goals of higher education to be achieved. The product of commerce education should be diversified and fully competitive on the international level. But we must realize that graduates in the field of commerce lack technical experience.

Fredrik G. Nichols defined as - "Commerce education is a type of training which, while playing its part in the achievement of the general aims of education of any given level, has for its primary objective the preparation of people to enter upon a business career, or having entered upon such a career, to render more efficient service therein and to advance from their present levels of employment to higher levels."

Review of Literature:

- 1) The report of National Knowledge Commission (2006) also recommended the various public and private sources of financing of higher education and also feels that it should be the collective responsibility of both the public and private sectors. Among the various possible source of financing: government support; better asset management; rationalization of fees; philanthropic contributions; private investment; public-private partnerships and international students have been recommended. Even, the Yash Pal Committee (2009) recommended state funding as a major source of financing of higher education, however, student loan at low interest rates and free education for poor students will also move side by side.(2)
- 2) Vaizey and Sheehan (1968) pointed out the dramatic changes which had happened in the British education system and indicated the true trends in educational expenditures in that country from 1920-1965. The study observed that the share of educational expenditure in the country's GNP had risen from 2.5 per cent between the two World Wars to five per cent in the mid-1960s. During the same period, its share in total government expenditure had also increased from 13.5 per cent to 18.9 per cent.(3)
- 3) D. J. Balamurugan and L. Priya Bharsini (19 Feb, 2017) In their research paper they mentioned the challenges regarding the future development such as innovative teaching, training employability Skills information and communication technology. (4)
- 4) Dr. M.k. Ghadoliya, Shri. khushal Das (08 August, 2019) their research paper related to future prospectus . So the said that technology play a vital role in commerce and management education sector. So the Commerce education must contain knowledge, Skills and Practices etc.(5)

Objectives of the Study:

The primary objectives of this research are as follows:

1. To identify the issues facing commerce education
2. To determine upcoming trends in business education.
3. To learn about the difficulties in the field of business education
4. To determine potential changes in commerce education.
5. The qualitative and quantitative development of the educational system is quite rapid.

Research Methodology:

The study is mainly based on secondary data. The secondary data is taken from the books, annual reports of higher education, journal and news papers.

Education in Commerce in India:

In the discipline of commerce education, one of the most prevalent employment options in India is commerce. The cornerstone of the growing economy and continued development is commerce education. This education emphasizes the importance on improving people's lives and using resources efficiently. Several aspects of business and society are explored in commerce education. It will find a place for themselves in the employment market. This is necessary to keep up with expanding complexity.

In India, commerce plays a crucial role in the educational system. The cornerstone of the commerce stream is comprised of disciplines including accounting, economics, business law, and management. Multiple courses, such as B.Com, M.Com, BBA, MBA, BMS, MMS, CFA, CA, ICWA, CS, and many others are available for the field.

Opportunities After graduation commerce students:

A commerce student has a lot of possibilities, and by choosing a PGDM, MMS, or MBA degree, he can choose a specific course or specialisation by taking into account the current employment market conditions. Career options after studying commerce A person's aptitude for finance, marketing, human resources, operations, or supply chain management may influence the specialty they choose. Specialization choice may also be influenced by current employment market trends. Due to the numerous professional alternatives, including CA, CS, and MBA, that can be chosen after graduating, a commerce degree is widely respected an MBA programme gives students the chance to select their preferred job path by selecting Marketing, Finance, Human Resources, Production, International Business, Operations, or Information Technology. In India and globally, the prominence of commerce as a future career is rapidly growing. Its popularity among Indian students is escalating constantly.

Role of Commerce Education for Commerce Students:

The study of commerce focuses on fostering the information, abilities, and attitudes needed to manage trade, commerce, and industry. Chartered Accountant, Cost and Works Accountant, Company Secretary, and Business Administrator are some of the newer careers in commerce education. Education in commerce is entirely different from education in other disciplines.

The importance of commerce education has increased, which has resulted in a significant change in how management education is valued in India. The College of Commerce is dedicated to training tomorrow's managers, professionals, and leaders through teaching, research, and service.

Globalization is providing a wide range of opportunities for our commerce undergraduate and graduate students, and we continue to expect that it is going to pose a challenge to our commerce education by forcing that we start preparing our students with a diverse range of skills in order to meet the demands of the global job market every corner of the world

Opportunities and Challenges:

The various areas of job possibilities for a commerce graduate are Banking Institutions Financial companies and offices Firms providing financial outsourcing Companies engaged in the Insurance sector Private and public Audit firms Industrial Accountancy firms Offices in multipurpose companies Various Government undertakings Planning and Budget departments Ministerial affairs offices Schools and Colleges Hospitals (Accounting Staff) Hotels (Accounting Staff) Factories (Accounting Staff) Financial Teaching institutes

The existing state of commerce education prohibits individuals from obtaining employability skills and enabling them to deal with commercial difficulties. The most significant factor is a lack of analytical, interpersonal, and confidence abilities, as well as a lack of aptitude or capability to put in long hours and energy.

New Issues and Patterns in Commerce Education:

In its widest sense, education is any activity or event that develops a person's mind, character, or physical capabilities. The following are the key components of these changes:

1. Providing specialised training in computing and business applications of information technology.
2. Introducing new e-commerce, mobile commerce, and web-based commercial activity courses.
3. courses with a focus on banking, finance, and insurance. The following are modern developments in business education.

1) E-commerce:

is the practise of conducting business utilising digital communication tools, such as the internet, fax, telephone, electronic communications, electronic payments, and money transfer systems. The availability of goods at reduced prices, a wide selection, and time savings are just some of the many advantages that e-commerce offers to customers. Without leaving their homes or offices, people or consumers can purchase items with the click of a mouse. Similar to this, customers have benefited greatly from online services like Internet Banking, tickets for airlines, trains, buses, and other modes of transportation, hotel booking, etc.

2) M-Commerce: -

The force driving e-commerce in the future is mobile commerce. M-Commerce is increasingly being recognized as a major area of emphasis for the future of commerce education in both the telecommunication and business industries.

3) Online learning:

It has become a prominent method of instruction. Distance and online education is rapidly becoming an excellent option for students in India as conventional courses are becoming more expensive and competitive. Opportunities for e-learning flourish in India. Even the courses for distance learning are excellent. There are several ways to access distance learning, including interactive CD-ROM courses, mobile learning apps, broadcast courses over the radio or television, postal correspondence courses, and much more.

Conclusion:

Data and mobile technology are currently forcing the training courses to modernise in order to meet current demands. The prerequisite for Business is the area of Business and Commerce training that's also expanding the fastest in the twenty-first century. In the changing environment, the essence of business education has emerged as a crucial promotion concern. The need for Education Systems to use technology and make it an integral feature of study material is the most modern phenomenon in business and commerce education. a commerce education offers students a wealth of work prospects, this benefit is not being fully utilised due to a shortage of employable students. University, colleges and students at large. To make changes for the better in the interests of the students, people must come together and cooperate selflessly. Nation-building is the fundamental objective of education.

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Cashless Economy in India : A Present Scenario

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Abstract:

A cashless transaction in India is an effort to move towards a cashless economy by minimising the use of paper currency. The main objective of the study is to present the current status of India in usage of digital currency or E-wallets which are help the country in economic development And also to know the views of people about cashless transactions. The data is gathered by secondary sources. The findings of the study revealed that the introduction of cashless economy in India can be seen as a revolutionary step in economic growth and development. Demonetisation announcement (2016) is a revolutionary move towards the cashless economy in India. The study recommends that more people should start using digital payment methods which will serve a cashless economy or less cash economy. After the covid-19 pandemic people will know how helpful the cashless transactions are and after that pandemic situation we have seen the drastic change in cashless economy.

Keywords : cashless economy , demonetisation , Internet , E-banking

Introduction :

The RBI and the Government of India are making various efforts to minimize the use of paper currency in the economy by promoting the digital payment devices or modes including prepaid instruments and cards. RBI's effort to introduce these new mode of payment and settlement facilities aims to achieve the objective of a digital society. Here, the term digital society and cashless transaction economy indicate the same thing of minimizing cash transactions and settlement. Cashless transaction economy doesn't mean shortage of cash rather it indicates a culture of people settling transactions digitally. In a modern economy, money moves electronically. Hence the spread of digital payment system along with the expansion of infrastructure facilities is needed to achieve the goal. On November 8th 2016, Government banned Rs 500 and Rs 1000 two highest denominations notes from circulation. Main objectives were to fight black money circulation in economy. This step give a drastic change in economy because the high denomination notes were banned by government and then the cashless transaction become one an only option for people. The government is also feel priviledged that consumers are progressively using digital payment methods like credit or debit card and their smartphones to pay for goods and services, which is one step toward Digital India. India's transformation from developing to developed nation , the customers need to be equipped with digital knowledge. The primary focus is on rural India because majority of indias population are engaged in agriculture and there is a need to adopt new technology. The technology needs to be assessed and implemented to move India from cash to a cashless economy. Due to security policy customers were insecure to go towards cashless economy. But as per my study nowadays most of the customer prefer

cashless transactions. After demonetization and covid-19 pandemic people will have faith on cashless economy. As per RBI research also people are moving towards digitalization. Government introduce two major payment methods in cashless which is mobile wallets and UPI (United Payment Interface). And UPI being one of the largest contribution towards cashless economy because UPI interface given 24*7 service with no minimum transaction and no charges. After government focus in this digitalization sector banks will give the more facilities like IMPS, NEFT & RTGS. There is no need to go to bank for any of your work. Cashless economy will definitely contribute in economic development of India. As per the study nowadays we have various modes of payments available and the trust of the consumers on cashless economy are increasing rapidly.

Methods of cashless transaction:

The Digital India programme is very important programme of the Government of India with a vision to transform India into a digitally empowered society and knowledge economy. There various methods available for cashless transactions some of them are given below

1. Demand Draft

DD is another way of cashless transaction it is a very safest method to receive payment from anyone. Demand draft (DD) never gets defaulted as it is signed by the banker.

2. Online Transfer- IMPS , NEFT or RTGS

The third method for the cashless transaction is online transfer by using IMPS NEFT or RTGS. Nowadays mobile banking provide these facilities. Online transfer using IMPS NEFT or RTGS is comparatively faster than Cheque or DD.

3. Cheques

The cheque is most used and oldest method of payment. It is well known to everyone. In this method you issue cheque to someone else and it will be deposited in recipient bank and cleared by clearing house.

4. Credit or Debit Card

Credit or Debit card is another method of cashless payment. The usage of credit and debit card was limited in India. However, usage of credit and debit card is increasing now a day. The limitation of this payment method is an availability of swipe card facility at merchant end.

5. Mobile Wallets

The next cashless payment option is a mobile wallet. You don't need internet and password to avail this service you just need to add money in this wallet and use it.

6. .UPI Apps

UPI made a tremendous change in cashless economy. UPI give largest contribution in cashless economy. It is mobile payment method which allows you to send or receive money without entering bank details.

Objectives of study :

The main objective of the study to know the current scenario of the cashless transactions in the country.

- 1) To know the current status of cashless transactions.
- 2) To know the public trust on cashless transaction and digitalization.
- 3) To understand the modes and merits and Demerits of cashless transaction.

Literature Review :

Many researchers have studied the digitalisation and continuous usage of any technology. Cashless economy is not the complete absence of cash, it is an economic setting in which goods

and services are bought and paid for through electronic media. According to Woodford (2003), Cashless economy is defined as one in which there are assumed to be no transactions frictions that can be reduced through the use of money balances, and that accordingly provide a reason for holding such balances even when they earn rate of return. In a cashless economy, how much cash in your wallet is practically irrelevant. You can pay for your purchases by any one of a plethora of credit cards or bank transfer (Roth, 2010) observed that developed countries of the world, to a large extent, are moving away from paper payment instruments toward electronic ones, especially payment cards. Some aspects of the functioning of the cashless economy are enhanced by efinance, e-money, e-brokering and e-exchanges. These all refer to how transactions and payments are effected in a cashless economy (Moses-Ashike, 2011). Marco and Bandiera (2004) argue that increased usage of cashless banking instruments strengthens monetary policy effectiveness and that the current level of e-money usage does not pose a threat to the stability of the financial system. However, it does conclude that c

Research Methodology :

The present study is based on descriptive in nature. The study has been carried out based on the collection of the available secondary data. Secondary data was collected from different sources such as articles published in different journals & newspapers, published books, periodicals, conference paper, working paper and websites, etc

Cashless economy:

In a modern technology, the Government of India is trying to digitalization through the development of a cashless economy by replacing the existing paper currency into plastic currency. The term 'cashless economy' denote a digitalised economy where no paper currency were used. Cashless economy is a financial system that aims at reducing, not fully eliminating total paper currency, that is, notes circulating in the economy while encouraging more digitalised transactions.. The transaction in a cashless economy is made with the help of digital channels such as UPIs mobile banking credit cards, debit cards, electronic clearing systems such as Immediate Payment Service (IMPS), National Electronic Funds Transfer (NEFT) and Real Time Gross Settlement (RTGS) in India cashless economy helps country to become more powerful nation. While now a days India is made a tremendous change in digitalised transaction sector where people are using e payment methods for their payments.

Cashless economy will help our country to become developed from developing nation. But still there are some people in our nation who believe in cash transactions. Because there some sectors of India still remaining where people unable to connect to digitalised sector because of lack of internet connectivity in rural areas. The digitalization of traditional payment methods is a revolutionary development of banking industries, Internet services and mobile industries, which provides more economic freedom to people. It creates an opportunity to establish new technologies and developments worldwide, resulting in economic growth of the country. Digital payment is the heart of a cashless economy. It is also called electronic payment. Digital payments create economic freedom for business transactions of their users anywhere in the world without taking much time. Economic freedom allows people to trade across the world.

Merits of cashless transaction:

1. Electronic transactions were helpful for business class to increase their customer relation.
2. Mobile wallets will decrease theft and carry heavy cash.

3. Cashless transactions will transparent in nature.
4. Amount of tax collected will also maximize, and it can be spent for the betterment of poor and under privileged people and infrastructure development activities in economy.
5. Through online payment one can check history of their financial transactions and plan their budget.
6. Printing costs of paper notes, coins and maintenance will reduced this can be eliminated by electronic payments as there would be no need of paper currency.

De-merits of Cashless Transactions:

1. People in the rural areas are not well educate to know about digital transaction.
2. Many of the rural people and even some urban people still do not have a bank account to make online payments.
3. A large number of India's population is in rural areas, and there are no proper internet facilities available to make online payments.
4. Expenses of people increases because digital cash is not under control.
5. If you lose your debit/credit card, it takes some time to get a new one.
6. Small retailers in some areas still demand for cash because they don't have any digitalised payment method.
7. Cyber crime increases due to more cashless transaction.

Findings and Suggestions :

The findings of the study show that India in terms of using digital payment methods is increasing day by day. after demonetisation and covid 19 pandemic there seems a revolutionary change in cashless economy. Most of people were attract towards cashless transaction and here we go a step forward to cashless economy. As many countries are already adopted payment system in an economy, India is in its developing phase and some of the population are dependent on cash based transaction because of lack of proper internet connectivity, lack of information and knowledge of financial transaction, charges on card payments and un operational bank accounts. But now India is going to overcome all these obstacles people are now ready to learn everything about cashless transaction. India needs to come up with the new policies of electronic transactions . It is recommended that government should promote their agencies and private sector service providers to spread financial literacy especially in rural areas. Government should provide extra benefits on digital transaction payments and offer extra incentives or interest rate on cash saving in bank accounts

Conclusion :

The study concludes that cashless transaction economy is one of the good decisions of government of India. Many people accept the concept of cashless transactions system. It helps to fight against major illegal or unethical activities in the economy like corruption etc. But main problems are the working of cash less transaction in India is cyber crime and illegal access of customer's data. Therefore it's important to strengthen internet security from protection against online mischievous. Customers and small retailers are faced the high degree of risk and problems in internet connectivity. The main reason is low literacy rate in rural area. Government should be educated towards cashless transactions services. Cashless transaction helps to develop the Indian economy more strong. Hence, each and everyone should access and use the digital based

transaction. The Government to need more efforts financial literacy campaign in rural and urban areas to make population aware of benefits of electronic payments

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General Management: A Study of Employee Monitoring Through the Innovative Technology

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Abstract:

To know exactly what is actually employee monitoring? Or how it is done? Or why it is done? Monitoring employees may sound like something an organization doesn't trust its workforce. Let us understand that management monitor employees to improve productivity and to protect corporate resources. The workplace research study reported that 30-40 % of employee Internet access time was not work-related. Other statistics states 21-31 % of employees had sent emails exposing sensitive information, such as trade secrets or intellectual property, outside of the corporate network; 60 % of all online purchases are made during working hours. Some of the important Electronic Performance Monitoring (EPM) system methods include wiretapping, keystroke logging, Internet monitoring and GPS tracking, which includes supervision of employees' interaction on social networking sites, email, instant messaging and web surfing.

Keywords: Employee monitoring, wiretapping, keystroke logging, GPS tracking.

Introduction:

Employee monitoring is the use of various methods of workplace, observation to collect information about the activities and locations of staff members. The main intention is to prevent offensive behaviour in the first place and, should that effort fail, to restrain the behaviour before it can have a negative effect on the business. There are many monitoring methods which includes wiretapping, Keystroke logging, Internet monitoring and GPS tracking which includes supervision of employees interaction on social networking sites, email, instant messaging and web surfing etc. Employee monitoring acts also involve monitoring telephone use, review of e-mails, Internet links and video supervision for security employee job performance, storage and review of voice-mail messages, recording and review of telephone conversations. Such Electronic Performance Monitoring (EPM) systems are review of are planned to allow employers access to their employees' computers and telephones to monitor the amount of time spent working on the Internet, to improve productivity. In a similar way, even when the employee is not notified about the monitoring process, new information technologies allow employers to monitor employee work performance. Motives behind employee monitoring are to avoid inappropriate actions of employees; to highlight the need for the effective use of the organization's time to reduce employee gossip; to eliminate the viewing of pornographic webpages; and to protect employees' personnel information from becoming accessible to hackers who are possibly to use the information improperly.

Objectives of the study:

- To identify the common methods used to monitor the employees in an organization.
- To study the benefits of employees being monitored by electronic equipments.
- To know the effect of monitoring continuously on employees in an organization.

Research Methodology:

For the purpose of research, secondary data has been used. The secondary data is collected through various other sources Text books, Internet, Journals, articles etc.

Discussion:

Employee monitoring is the action of monitoring employee's movement. Organizations engage in monitoring employee to track performance, keep away from legal responsibility, look after trade secrets, and deal with other security concerns. Employee Monitoring can be used to monitor the productivity of the employees but it also may help businesses financially. The monitoring of employees can help in the production of employees and it can help as protection in litigation by employees for job related problems such as failing to act upon, unlawful activities and harassment claims. For employees that do not work in a static location, supervisor may choose to track their location. Examples are Home delivery and transportation industries. In some of these cases the employee monitoring is incidental as the location is tracked for other usages, such as determining the amount of time before a package will be delivered. Employee observation may lead to an executive's decision on whether to encourage or demote an employee or in some situations even to fire them. Different techniques & equipment can be used such as employees' cell phone tapping, Mobile phone tracking, Unseen microphones and transmitters linked to telephones, Cameras etc.

Some of the Common Methods used to monitor employees are as follows:

1. **Keystroke logging:** Keystroke logging, mostly referred as key logging or keyboard capturing, is the action of recording the keys struck on a keyboard, so that the employee using the keyboard is unaware of that actions are being monitored. Key logging can also be used to learn communication between person & Computer.
2. **Wiretapping:** Conversations can be recorded or monitored privately, either by tapping with the help of the third party or without the knowledge of the persons to the conversation, or recorded by one of the person. This may or may not be illegal, according to the condition. There are a number of ways to monitor telephone conversation. Conversations. One of the person may record the conversation, either on a recording device, or on a computer running call recording software.
3. **Web Tapping:** Logging the IP addresses of employees that access certain websites is called as "Web Tapping". Web Tapping is used to monitor websites that most probably contain unsafe or sensitive resources, and can harm the people that access them or the important data of an organization.
4. **GPS tracking Unit:** A GPS tracking unit is a device, carried by a moving vehicle or person, that uses the Global Positioning System to determine and track its precise location, and so that of its delivery service, at intervals. The recorded location data can be stored within the tracking unit, or Internet-connected computer, using a cellular GPRS in the unit.
5. **Security Cameras:** Security cameras serve as one of the form of monitoring equipment that may be used in organizations by the employees. Monitoring employees may sound like something a company that doesn't trust its workforce, but installing monitoring equipment in your organization has multiple advantages, some of which will also benefit the employees. Because it's not possible for you to keep an eye on the workplace throughout the day, you may depend on monitoring systems to inform you of the whole thing that goes on.

Benefits of Employees being monitored:

1. **Safety:** Employees may unknowingly or knowingly commit safety infractions, which may lead to serious injury. By monitoring the workplace, you must have an eye on the all

safety issues Such as waste on the floor or hazardous material. Unlike employee weaknesses caught on the monitoring system, you must immediately bring safety issues in the front.

2. **Violation of Policies:** Employees who believe the rules don't apply to them or dishonest employees may break organization rules when employer isn't around. By continuously monitoring employees, you might catch those who willingly violate company policies and directly employ disciplinary action.
3. **Production:** By monitoring in the many ways in which an employee spends his time at workplace helps you to know how to increase production. Employees who use organization's time for personal time cause the organization to suffer. For example, if you monitor an employee's Internet access and discover he's spending a large share of his day online, you can confront him and explain he needs to spend extra time working for more production.
4. **Mistakes:** Monitoring employees gives you the opportunity to observe for mistakes throughout the workday. When you see an employee make an error, you may instantly confront the employee about it or bring it up during the employee's performance.

The effects of monitoring continuously on employees:

1. **Restricted Areas:** You cannot monitor employees in all areas of the workplace. There are different rules when it comes to monitoring employees, such as monitoring equipments can't be situated in bathrooms. You may face a lawsuit if you place monitoring equipment in forbidden areas.
2. **Misuse of Time:** Mostly employees waste time extending their lunch breaks, telephone for personal matters, when they misuse sick leave or an unauthorized absenteeism due to strict monitoring.
3. **Not appropriate for Survival:** Unseen microphones and transmitters linked to telephones and tiny eye video lenses fixed behind pinholes in walls to spy on employees. Such work rules that tend to protect jobs, may provide job security in the short period but, if too restrictive, may have serious Consequences for employee's survival as well as for organization's survival in the long run.
4. **Feedback:** Employee gives feedback on monitoring outcome, such that they are improving their performance or they will praise them for their good performance.

Some of the Internet Abuse Statistics:

- 37% of workers say they surf the Web Constantly at work.
- 32.6% of workers surf the net with no specific objective.
- 63% of companies monitor employee Internet connections to store and review employee's e-mail & Social Sites.
- 70% of all web traffic to Internet pornography sites occurs during the work hours of 9am-5pm.
- 48% of large companies blame their worst security breaches on employees.
- 64% of employees say they use the Internet for Internet for personal interest during working hours.

Conclusions:

Monitoring employees may sound like somewhat an organisation doesn't trust its workforce. Organisation wants to acknowledge employee's strengths, and a monitoring system

enables them to do so throughout a day. A monitoring system exactly provides in depth picture of how an employee is going near the top level or beyond the duty's responsibility. Acknowledging employee brilliance captured by the monitoring system also lessens trust matters employees may have as they are being monitored. If your employees understand that the monitoring system isn't being used to point out their weaknesses, then they may accept of being monitored. Directly Jumping on a conclusion about the mistake caused by an employee will make them fearful about making more errors, this will lead to lower production and also conflicts between employees and management.

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A Critical Study of Wisdom And Experience in Sudha Murty's Wise and Otherwise

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Abstract:

Murty's writing contains such wisdom in her non-fiction, fiction as well as in her writing for children. Therefore, wisdom in simple words is understanding life in a better way; and also putting this understanding into practice. It helps to make difference in one's own life and as well as in the life of others. It helps to recapture the life. The newer experiences enrich the individual's understanding of life and make him/her wiser. It is said that great wisdom comes from the people who have worst experiences. These worst experiences are storehouse of knowledge and wisdom. Present paper is an attempt to understand how experiences are important in human life to gain wisdom.

Key Words: Wisdom , Experience, Literature, etc.

Introduction:

It is a general saying that Experience provides Wisdom. Human beings become wiser and wiser as much as he/she gains experiences. The human beings at birth are experience less and do not have any sort of experiences, on the other hand when he/she grows gains them. Wisdom is seeing and understanding life as a whole.

"With age human beings gain lots of experiences to share and wisdom to pass on. They are the building blocks who stand in the middle of past and future. Hence it is really important to utilize and respect such an immense source of knowledge."

(Kleinman 358)

The lessons one encounters as one travels the path of life, help us to grow wiser as one gets mature. Eventually, the wisdom becomes the most trusted, dependable and reliable source of guidance in life. Panikkar aptly states,

"Experience means allowing something to directly affect and penetrate me. It means absorbing it so I can identify with what I have come to understand."

(Panikkar 45)

Literature is the collection of these experiences of the author. When one shares the wisdom which becomes a touchstone and it provides inspiration, guidance and teachable moments for the other fellow beings. The same experiences could be encountered by others. Panikkar's views could be aptly applied to the literature as a store of wisdom and experiences; he says,

"Only what has been experienced can be interpreted; only then can one understand it. Only what has penetrated me and then springs out of me in a spontaneous fashion, has life, power and authority."

(Panikkar 45)

The author mainly tries to interpret his/her experiences into the writing and the reflections in the literature prove to be the wisdom for the readers. As most of the time is spent in thinking about the future tasks, events, and how one will move forward in life. One rarely

reflects on the experiences one encountered in his/her lifetime. This task is generally done by the authors as their experiences provide the raw material to their writing. Life's ups and downs, wins and losses, heartaches and celebrations, provide a captivating and honest reflection of what has shaped one's lives, beliefs and decisions so far. While each individual's life experiences are so different and variant; no two lives are the same. By sharing these varied and myriad life experiences help one to learn about the life itself with different perspectives; it also help to grow as a human being.

Indian literature has a great heritage of wisdom literature. Learning from important and meaningful life experiences can foster wisdom. Learning acquired through experiences encourage wisdom which is defined as a real life experiences encompassing the core components. Wisdom has a deep relationship with the experience. Lessons are also learnt through the mistakes making an individual to understand life in a different way. Panikkar truly states that,

"...by means of experience and observation, each person gains understanding..."

(Panikkar 47)

Experience is the best teacher making an individual to grow as a human being. Life imparts knowledge and wisdom through life's experiences. The choice of right and wrong comes through the life's lessons learnt through real life experiences and the practice of positive human values enriches the life. Human being's life is a continuous journey of self discovery and experiences.

Wisdom is the ability to utilise the experiences enhancing the functional set of guidelines to live life with convictions and values. This has an ability to look into certain standard errors in judgement, like experience bias, personal perspective which helps to absorb life experiences making one understands effectively. Panikkar in the preface to his book 'Dwelling Place for Wisdom' defines wisdom in following words:

"Wisdom is the art of life. This could be a simple description of a basic human experience, expressed by people from almost all cultures in various ways and called by different names. Wisdom is a 'savoir vivre', whereby 'savoir' does not mean knowledge about life, but simply intellectual experience of life."

(Panikkar i)

Wisdom also comes from strong intellectual principles and human values. Enriching the circles of experiences take one beyond the levels of mere gathering knowledge, it leaves the individual richer in his/her perspectives. One also learns from others' experiences. It also leads to the finding answers to the questions of life. If one gathers more experiences of life, it means he/she has a capability of finding answers to the human problems. The author under study, Sudha Murty, articulates how her simple experiences have turned into the wisdom for life time. She elucidates,

"I have learnt many lessons in life ever since we started helping people monetarily through the Infosys Foundation. I have seen women hiding their diamond studs in their purses and asking for funds for the poor. I have seen well-off parents declaring their children orphans and applying for scholarships. I even know some men who presented their parents destitute so they could get help from me."

(Murty, WO 102)

These experiences have helped Murty to grow wiser and take the decisions based on these experiences. Negative experiences also help an individual to grow wiser and give direction to take decisions accordingly. One such negative experience is mentioned by Murty in her narrative 'Insensitivity Index' very high in high class society as they do not show any sympathy towards the Bhuj earthquake victims, they are reluctant to donate a paisa to relief fund instead they are discussing about the lavish preparations of wedding ceremony. The lady says,
"We all love Gujrati sweets, but our cook has gone to Gujrat. He has lost his family. I wouldn't want him to come to the wedding because it is inauspicious."
(Murty, WO 111)

She is insensitive towards her cook, who has lost everything and worried about the preparation of Gujrati sweets. Here Murty remembers Buddha, who left all the luxuries for the betterment of the mankind and wishes to learn the sensibility towards others' sorrows. No one can become like Buddha but at least could learn a little part from him. The Infosys Foundation has been playing a vital role in helping the destitute in and around India. Murty mentions her experiences as the President of the Foundation,
"If somebody honours me with a shawl, there is usually an application that comes with it. If a person praises me, most of the time there is a request at the end. I have decided to help only people who do not have anything, people who may perish without support. These are my people. They are my relatives. I work for them, regardless of their caste, community, gender, language or political affiliation, provided that we have funds. I don't expect anything from them, not even a bouquet of flowers. The happiness in their eye is the real award."
(Murty, WO 117)

This is the golden lesson Murty has learnt during her work as a philanthropist. It is generally said that experience is the mother of wisdom that means the more that happens to one the more one will learn. Learning could also be taken through the mistakes. Alfred Sheinwold rightly puts,
"Learn all you can from the mistakes of others. You won't have time to make them all yourself."
(Sheinwold 97)

Experience is gained through what an individual does. And experience come with the age. Murty rightly inscribe it,
"Life is a great teacher. I learnt everything by experience. By learning something from each of my mistakes, I learnt not to repeat them."
(Murty, WO 81)

Therefore, human beings have unique feature to learn from their mistakes and others' as well. The wisdom is gained through the life experiences. It is remarkable that the literature one comes across, the books one reads also help to enhance the level of experiences, and going through others' life experiences too one gains wisdom. Gaining wisdom is one's life's aim; however experiences always take some examinations first and then help to learn lessons. Every experience is an addition with the wisdom.

It is a general saying that Experience provides Wisdom. Human beings become wiser and wiser as much as he/she gains experiences. The human beings at birth are experience less and do not have any sort of experiences, on the other hand when he/she grows gains them. Wisdom is seeing and understanding life as a whole.

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(Murty, WO 111)

She is insensitive towards her cook, who has lost everything and worried about the preparation of Gujrati sweets. Here Murty remembers Buddha, who left all the luxuries for the betterment of the mankind and wishes to learn the sensibility towards others' sorrows. No one can become like Buddha but at least could learn a little part from him. The Infosys Foundation has been playing a vital role in helping the destitute in and around India. Murty mentions her experiences as the President of the Foundation,

"If somebody honours me with a shawl, there is usually an application that comes with it. If a person praises me, most of the time there is a request at the end. I have decided to help only people who do not have anything, people who may perish without support. These are my people. They are my relatives. I work for them, regardless of their caste, community, gender, language or political affiliation, provided that we have funds. I don't expect anything from them, not even a bouquet of flowers. The happiness in their eye is the real award."

(Murty, WO 117)

Experience is gained through what an individual does. And experience come with the age. Murty rightly inscribe it,

“Life is a great teacher. I learnt everything by experience. By learning something from each of my mistakes, I learnt not to repeat them.”

(Murty, WO 81)

Therefore, human beings have unique feature to learn from their mistakes and others' as well. The wisdom is gained through the life experiences. It is remarkable that the literature one comes across, the books one reads also help to enhance the level of experiences, and going through others' life experiences too one gains wisdom. Gaining wisdom is one's life's aim; however experiences always take some examinations first and then help to learn lessons. Every experience is an addition with the wisdom.

Conclusion:

It is presented with humility, humbleness and modesty, and it is a unique cause of deep understanding. Experiences provide us good judgments, it consists in perceiving. Of course, it comes with the age. Knowledge and experiences help to get better decisions providing a depth of knowledge and understanding. Individual's life events make him/her wise providing a rich complement to the societal wisdom at large.

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The Availability of Technology and E-Resources for Teaching and Learning Purpose in Indian Education System.

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Abstract:

This study primarily discusses the many kind of electronic resources that are accessible for the teaching and learning process. The foundation of the entire educational system is depending on the proper, legitimate, trustworthy, and knowledge based e-resources. Higher education institutions are multiplied recently, and the main force of this information growth is undoubtedly e-resources. E- resources will be essential in helping the educational system expand or develop at an exponential growth. Significance of e-resources in the teaching and learning process was stressed in this article. Between e-resources the demand for e-book and e-journal databases is increasing. The publisher's contribution to the creation of electronic resources is particularly commendable because they improved the resources as per user compatibility. Nowadays, practically all databases are accessible and simple to use. The invention of websites and internet connections significantly affected the way that libraries operate and the profession of Library Science. Along with ICT, cloud computing technology is the primary driver behind providing users with appropriate e- resources; as a result of this technology, the system has transformed in to a Library at our finger tips. E-resources have some benefits and drawbacks, much like other sources. The majority of online resources are easier to use and produce accurate results. Access to electronic resources is also hampered by copyright and IPR concern. Most of the licensed online resources are available via subscription, but many are also freely accessible through open source system. Many online resources platforms including SWAYAM, the National Digital Library, e-pathshala, and many others were established by Government funded organizations.

Keywords: E-resources, Teaching and Learning, E-databases, offline resources.

1.Introduction:

In the last 50 years' higher education systems have expanded rapidly to satisfy the demand for high quality education for everyone. The expansion of higher education over the previous fifty years paints an extremely impressive scene. In terms of number of students enrolled, teachers employed, college, universities and research degrees, there has been a commendable quantitative

expansion. E- resources are now an essential component of the educational process. IFLA defines Electronic Resources as “to those materials that require computer access, whether through a personal computer, mainframe, or handheld mobile device. They may either be accessed remotely via the Internet or locally. The E-resources are back bone of the any education system in the world, now days without proper e- resources it is not possible to build a strong knowledge based society. We have seen so many developments in access of e-resources for learning and teaching, gradually different forms are transformed from traditional system to new ICT world. The digitization of data from print media has given rise to an entirely new idea. Technology can also revolutionize education by bringing out a new connected teaching by providing authentic e-resource. This practice helps teachers and as well as students to enhance their skills. A source of information that needs computer access or any technology is referred to as a electronic resource. That provides a collection of data full text databases, scholarly journals and collection of any other digital forms. Information services and Libraries twenty first century are evolving quickly. Libraries are obtaining reading materials like printed books and journals as well as organizing for access to a variety of educational resources in electronic form due to the rapid development electronic publishing. A resource that need computer access or nay electronic product that delivers a collection of data is referred to as an electronic resource. This includes full text databases, electronic journals, image collections other multimedia collections, and mathematical, graphical, or time based data. An electronic resource is also defined as a commercially available book that is published with the intention of being promoted. The use of e-resources in higher education has enormous potential. It has the potential to innovate higher education and increase its effectiveness and productivity. E resources can be used in the teaching learning process to encourage students to study actively, independently, self directly and also in cooperation with each other. The library and information services of the 21st century are fast changing. With the rapid development of electronic publishing, libraries are not only acquiring reading materials such as printed books and journals but also arranging for providing access to various learning resources in electronic form.

2. Role of E-Resources in the Teaching and Learning Process:

E –resources are useful resources for any research activity, teaching and learning process. It serves as backbone of in the higher education in achieving goals, among them websites and online services are main resources for students, researchers and educationist who need to access e- resources. E-resources are presented, accepted, and perceived in diverse ways. From person to person resource to resource and context to context different things are shown, seen, and perceived. Moving from a physical class room to a virtual one on the cloud is a metamorphosis. Less focuses will be placed on a physical infrastructure in the coming years. The focus is now being on ICT tools, teaching studios, live streaming and screening of online resources. E-resource can be utilized in a variety way, including obtaining and subscribing to information, ordering publication, storing information, using electronic mail services and buying information items. The ability of e-resources to assist individuals and society in gaining greater access information and concepts for the good of humanity constitutes their essential quality. E-resources have improved Library and educational services by ensuring that current material is delivered quickly and accurately. E-resources are changing the both Library and how we think about information resources. The development of e-resources to improve efficient service is intimately related to the future of Libraries and information centers. Libraries are rapidly

accumulating reading materials including printed books and periodicals as well as setting up access to a variety of learning resources in electronic format due to the rapid development of electronic publication.

3. Different players in providing of E-resources:

There are numerous sources that provide e-resources ranging from government to private players such as Coursera, Udacity, GIAN, Edx, NPTEL, SWAYAM, e-pathashla, Wolfram Alpha and Khan Academy are all examples of MOOCs. The list is extensive and includes the National Digital Library, Wiley Library, Google Scholar, slide sharing, MTutor, IIT's, IIM's MIT's open ware. A new platform with a distinctive offering launches every day. The least expensive e-resources will, however, be the most in demand in the Indian setting.

4. Types of E-Resources availability for learning purpose:

There are vast number of e-resources available for teaching and learning purpose. All are not available freely, some are paid versions available on subscription basis. Each and every databases are having their set of rules. We can categories mainly two types of e-resources one is online e-resources and another one is offline. Use of e-resources is more dependent on technology than printed material. Therefore, usability of e-resources has been increasing with the improved Internet facilities. There is a sea change in the users' behaviour and attitude in information searching and use.

- a) **online e-resources:** e-books, e-journals, e-mail, e-library, search engines, meta search engines etc.
- b) **offline e-resources:** CD Rom based e-resources, offline e-books with paid versions, app based e-resources and offline dictionaries.

Below we have discussed some of e-resources in details.

E-Books: Most of the online books are in e-versions and it covers with full contents. An e-database, which supports full text searching inside and across titles, advanced search, and bookmark functionalities is typically used to setup an e-book collection. Online users can read e-books in their HTML or PDF format. E-books are typically read on tablets with e-reader software and also we can read e-books on personal computer and different smart phones.

E-Journals: E-journal is a periodic publication that is distributed online and typically in an electronic format. A publication that is accessible online or offline contains scholarly communications, research papers, and review article is known as e-journal. In comparisons to traditional print journals, electronic journals offer more efficient access to material and are therefore simpler to deliver to Library users.

E-databases or online databases: All online databases are works with internet connectivity; without internet it is not possible to access any online databases. Online databases are collection of information published by organizations representing various industries and academic disciplines. Some of these databases offered by their publishers or vendors with cost or without cost. There are many popular databases in the academic world among them Science Direct, Wiley publishing, Taylor and Francis, Emerald insight, Springer and ProQuest. Like other databases company databases are also available in the market among them Bloomberg, Crisil, Euromonitor, Refinitive Ikon, statista and CMIE.

E-Mail: This is one of the most convenient communication system in the world, without e-mail facility it is highly impossible communicate each other. This kind of service will reach all

category public in the society, mainly we can use this service for academic and commercial purpose. We can use this service to share e-resources with students and others. This is a strong, stable and reliable platform to share information with different platforms.

E-Thesis: We can store and distribute thesis among various research scholars with an open source repository system. This kind of service will reduce the time of scholars and help them to refer more submitted thesis from the different subject. The Government initiated project like Shodhganga is the mile stone in the sense of preserving submitted thesis from all Indian Universities.

World Wide Web (WWW): The World Wide Web, also referred to as the web, seems to be an information system that makes it possible to access documents and other web resources via the internet. Programs like web browsers can access documents and other downloadable media that are made available to the network through web servers.

These pages, which makeup the majority of the world wide web, are connected by hyperlinks, which lets users go from one specific location in a hypertext or hyper media document to another one there or to another one entirely. Another key element that distinguishes the WWW as a collection of connected documents.

Other e-resources mentioned below.

- 1) E-News Papers
- 2) E-Magazines
- 3) Indexing and abstracting databases
- 4) E-clippings
- 5) E- patents etc.

5. Importance of E-resources in COVID-19 Situation:

At the time of Covid-19 pandemic situation the academic sector has suffered in a bad manner, the blank space occurred in the student's mind, at that time e-resources appeared like a life savior. The teaching profession changed the teaching method from physical classes to virtual classes. Users are also shifted their reading habit from print resources to e-resources. Many academic changes are happened during the pandemic situation, the importance of e-resource increased during the situation. The COVID 19 epidemic has an impact on Library services. The internet and online technology have led to the creation of a new college. To improve the teaching learning process, the majority of publishing houses decided to make their resources open access. E-learning is name given to the formal education system that uses electronic resources. While instruction can take place in or outside of classrooms, the main element of e-learning is the use of computer technology and the internet. In learning is playing a crucial role in the current educational environment because it transforms the entire educational system and becomes one of the most popular academic topics. It is defined as the use of various ICT and electronic devices in the class room. The majority of students today want to attend online universities and colleges and earn degrees from institutions all over the world, but they are unable to travel because they live in remote areas without reliable communication services. Many users of e-learning platforms see that online learning helps ensure that e-learning can be easily managed, and the learner can easily access the teachers and teaching materials.

6. Challenges and access policies for E-resources:

The availability and accessibility of online resources have been significantly affected by Information Technology. The ultimate goal of every Library is to enable easy access to all resources using best tools and methods. A single login gateway can easily combine several resources in the current electronic environment making it user friendly. Unlike other areas

getting proper e-resource is also not so easy, there are some major issues and challenges occur while accessing particular e- resources. Well known publishers and vendors are maintaining their databases on subscription basis, this system sometimes not possible to afford for small education organizations. Open sources software's are always helpful to information seekers without any cost. At every stage of their selection, acquisition, preservation and maintenance and management of e-resources face number of obstacles. These resources also have provided solutions to a variety of professional issues, such as the space issues, remote access, simplicity of use, expanded readership with improved services, and more prospectus for productive research output and academic brilliance in the shortest amount of time.

Conclusion:

The importance and the availability of e-resources will impact highly on today's education system, rich full resources are the example of more research oriented outcomes. Now a day it is proved that e-resources are the backbone any education system. As like other things e-resources are also face many challenges and having its own drawbacks. The present generation is very much addicted to e-versions; this practice automatically increases the demand for e-resources. Most of the print resources are transformed in to e-resources, as per user's concern all educational organizations are more concentrating on e-resources. Basic insights on the application of e-resources as strategies to enhance effective library services in academic libraries has been provided by this study. Many of the operations and services of academic libraries can be enhanced and more new services developed by applying proper e-resources in a suitable manner. E- resources evolved and developed thanks to technology, and the same technology may be able to offer better solutions and more opportunities to have total bibliographical control over the worlds literature, which is not possible resources. E-resources will rule the future, as the use of printed materials continues decline. Due to the global COVID -19 pandemic, e-resources will be rule the academic world.

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Political Contributions of Maulana Abul Kalam Azad

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Abstract:

Maulana Abul Kalam Azad was an Indian scholar, Islamic theologian, independence activist, and a senior leader of the Indian National Congress during the Indian independence movement. Following India's independence, he became the First Minister of Education in the Indian government Minister of Human Resource Development. He is commonly remembered as Maulana Azad; the word Maulana is an honorific meaning 'Our Master' and he had adopted Azad as his pen name. His contribution to establishing the education foundation in India is recognized by celebrating his birthday as National Education Day across India.

Keywords: Maulana Abul Kalam Azad's Political Contributions: Non Co-Operation Movement, Azad as Congress leader, Quit India Movement, Partition of India, Post Independence period, Azad as first Education Minister

Introduction:

Maulana Abul Kalam Azad was born on November 11, 1888 in Mecca. He belonged to an orthodox Muslim scholar family. The original name of Maulana Abul Kalam Azad was Abul Kalam Ghulam Muhiyuddin. His ancestors came to India from Afghanistan. His mother was an Arab and his father Maulana Khairuddin, was a Bengali Muslim of Afghan origin. Maulana Khairuddin shifted to Mecca in 1857. He returned to India in 1890 and started living in Calcutta. His mother died when he was only 11 years old. Initially Maulana Abul Kalam Azad received the traditional Islamic education at home. After that he was taught Arabic, Persian, philosophy, geometry, mathematics and algebra by some great teachers. He also acquired huge knowledge in English, history, politics and general science.

Azad composed poetry in Urdu, as well as treatises on religion and philosophy. He rose to prominence through his work as a journalist, publishing works critical of the British Raj and espousing the causes of Indian nationalism. Azad became the leader of the Khilafat Movement, during which he came into close contact with the Indian leader Mahatma Gandhi. Azad became an enthusiastic supporter of Gandhi's ideas of non-violent civil disobedience, and worked to organise the non-co-operation movement in protest of the 1919 Rowlatt Acts. Azad committed himself to Gandhi's ideals, including promoting Swadeshi products and the cause of Swaraj for India. In 1923, at an age of 35, he became the youngest person to serve as the President of the Indian National Congress. Azad was one of the most important national leaders of the time, prominently leading the causes of Hindu-Muslim unity as well as es secularism and socialism. He served as Congress president from 1940 to 1945, during which the Quit India moment was

launched. Azad was imprisoned, together with the entire Congress leadership. He also worked for Hindu-Muslim unity through the Al-Hilal newspaper.

Non-Co-Operation:

After Azad's release, Azad returned to a political atmosphere which is very crucial stage and charged with sentiments of outrage and uprising against British rule. The Indian public had been angered by the passage of the Rowlatt Acts in 1919, which is against civil liberties and rights. In other way, thousands of political leaders had been arrested and many publications were banned. The Jallianwala Bagh incident in Amritsar on 13 April 1919 had provoked all over India and isolated most Indians, including British supporters. The Khilafat struggle had also peaked with the defeat of the Ottoman Empire in World War I and the raging Turkish War of Independence, which had made the caliphate's position precarious. India's main political party, the Indian National Congress came under the leadership of Mahatma Gandhi. Gandhi organized the people of the region and developed the art of Satyagraha.

Taking charge of the Congress, Gandhi also reached for support the Khilafat struggle, helping to bridge Hindu-Muslim political divides. Azad and the Ali brothers, Maulana Mohammad Ali and Shaukat Ali, warmly welcomed Congress support and began working together on a programme of non-co-operation by asking all Indians to boycott British-run schools, colleges, courts, public services, the civil service, police and military. Non-violence and Hindu-Muslim unity were universally emphasized, while the boycotts of foreign goods, especially clothes were organized. Azad joined the Congress and was also elected president of the All India Khilafat Committee. Although Azad and other leaders were soon arrested, the movement drew out millions of people in peaceful processions, strikes and protests.

This time was a transformation in Azad's own life. Along with Khilafat leaders Dr. Mukhtar Ahmad Ansari, Hakim Ajmal Khan and others, Azad came personally close to Gandhi and his philosophy. Both Azad and Gandhi shared a deep passion for religion and Azad developed a close friendship with him. He adopted the Islamic prophet Muhammad's ideas by living simply. He began to spin his own clothes using khadi on the charkha, and began frequently living and participating in the ashrams organized by Gandhi. Becoming deeply committed to ahimsa himself, Azad came close to nationalists like Jawaharlal Nehru, Chittaranjan Das and Subhas Chandra Bose. He strongly criticized the continuing suspicion of the Congress amongst the Muslim intellectuals from the Aligarh Muslim University and the Muslim League.

The movement had a sudden decline due to violence incident in Chauri Chaura in 1922. Gandhi asked Indians to suspend the revolt. Although the movement stopped all over India, several Congress leaders and freedom fighters were disappointed with Gandhi. At the same time, Ali brothers grew distant and critical of Gandhi and the Congress. Azad's close friend Chittaranjan Das co-founded the Swaraj Party, breaking from Gandhi's leadership. Despite the circumstances, Azad remained firmly committed to Gandhi's ideals and leadership.

Azad As Congress Leader:

In 1923, he became the youngest man to be elected Congress president. Azad led efforts to organize the Flag Satyagraha in Nagpur. Azad served as president of the 1924 Unity Conference in Delhi, using his position to work to re-unite the Swarajists and the Khilafat leaders under the common banner of the Congress. In the years following the movement, Azad travelled across India, working extensively to promote Gandhi's vision, education and social reform.

Azad became an inspiring personality in the field of politics. Azad became an important national leader, and served on the Congress Working Committee and in the offices of general secretary and president many times. The political environment in India re-energized in 1928 with nationalist outrage against the Simon Commission appointed to propose constitutional reforms. The commission included no Indian members and did not even consult Indian leaders and experts. In response, the Congress and other political parties appointed a commission under Motilal Nehru to propose constitutional reforms from Indian opinions. In 1928, Azad supported the Nehru Report, which was criticized by the Ali brothers and Muslim League politician Muhammad Ali Jinnah.

Azad supported the ending of separate electorates based on religion, and called for an independent India to be committed to secularism. At the 1928 Congress session in Guwahati, Azad endorsed Gandhi's call for admin status for India within a year. If not granted, the Congress would adopt the goal of complete political independence for India. Azad also drew close to the young radical leaders Jawaharlal Nehru and Subhash Bose, who had criticized the delay in demanding full independence. Azad developed a close friendship with Nehru and began espousing socialism as the means to fight inequality, poverty and other national challenges. Azad decided the name of Muslim political party Majlis-e-Ahrar-ul-Islam. He was also a friend of Syed Ata Ullah Shah Bukhari, founder of All India Majlis-e-Ahrar. When Gandhi embarked on the Dandi Salt March that inaugurated the Salt Satyagraha in 1930, Azad organised and led the nationalist raid. Azad was imprisoned along with millions of people, and would frequently be jailed from 1930 to 1934 for long periods of time. Following the Gandhi-Irwin Pact in 1931, Azad was amongst millions of political prisoners released.

When elections were called under the Government of India Act 1935, Azad was appointed to organize the Congress election campaign, raising funds, selecting candidates and organizing volunteers and rallies across India. Azad had criticized the Act for including a high proportion of un-elected members in the central legislature, and did not he contest a seat. He again declined to contest elections in 1937, and helped head the party's efforts to organize elections and preserve co-ordination and unity amongst the Congress governments elected in different provinces.

Quit India Moment:

In 1938, Azad served as an intermediary between the supporters of and the Congress faction led by Congress president Subhash Bose, who criticised Gandhi for not launching another rebellion against the British and get to move the Congress away from Gandhi's leadership. Azad stood by Gandhi with most other Congress leaders, but reluctantly endorsed the Congress's exit from the assemblies in 1939 following the inclusion of India in World War II. Nationalists were infuriated that Viceroy Lord Linlithgow had entered India into the war without consulting national leaders. Although willing to support the British effort in return for independence, Azad sided with Gandhi when the British ignored the Congress overtures. Azad's criticism of Jinnah and the League intensified as Jinnah called Congress rule in the provinces as "Hindu Raj", calling the resignation of the Congress ministries as a "Day of Deliverance" for Muslims. Jinnah and the League's separatist agenda was gaining popular support amongst Muslims. Muslim religious and political leaders criticized Azad as being too close to the Congress and placing politics before Muslim welfare.

As the Muslim League adopted a resolution calling for a separate Muslim state in its session in Lahore in 1940, Azad was elected Congress president in its session in Ramgarh. Speaking vehemently against Jinnah's Two-Nation Theory, the notion that Hindus and Muslims were distinct nations. Azad lambasted religious separatism and exhorted all Muslims to preserve a united India, as all Hindus and Muslims were Indians who shared deep bonds of brotherhood and nationhood.

Partition of India:

With the end of the war, the British agreed to transfer power to Indian hands. All political prisoners were released in 1946 and Azad led the Congress in the elections for the new Constituent Assembly of India, which would draft India's constitution. He headed the delegation to negotiate with the British Cabinet Mission, in his sixth year as Congress president. While attacking Jinnah's demand for Pakistan and the mission's proposal of 16 June 1946 that envisaged the partition of India, Azad became a strong proponent of the mission's earlier proposal of 16 May. The proposal advocated a federal system with a limited central government and autonomy for the provinces. The central government would have Defense, Foreign Affairs and Communication while the provinces would win all other subjects unless they voluntarily relinquished selected subjects to the Central Government.

Additionally, the proposal called for the "grouping" of provinces on religious lines, which would informally band together the Muslim-majority provinces in the West as Group B, Muslim-majority provinces of Bengal and Assam as Group C and the rest of India as Group A. While Gandhi and others expressed skepticism of this clause, Azad argued that Jinnah's demand for Pakistan would be buried and the concerns of the Muslim community would be assuaged. Under Azad and Patel's backing, the Working Committee approved the resolution against Gandhi's advice. Azad also managed to win Jinnah's agreement to the proposal citing the greater good of all Indian Muslims.

Azad had grown increasingly hostile to Jinnah, who had described him as the "Muslim Lord Haw-Haw" and a "Congress Show boy." Muslim League politicians accused Azad of allowing Muslims to be culturally and politically dominated by the Hindu community. Azad continued to proclaim his faith in Hindu-Muslim unity: **"I am proud of being an Indian. I am part of the indivisible unity that is Indian nationality. I am indispensable to this noble edifice and without me this splendid structure is incomplete. I am an essential element, which has gone to build India. I can never surrender this claim."**

Post-Independence Period:

India's partition and independence on 15 August 1947 brought with it a scourge of violence that swept the Punjab, Bihar, Bengal, Delhi and many other parts of India. Millions of Hindus and Sikhs fled the newly created Pakistan for India, and millions of Muslims fled for West Pakistan and East Pakistan, created out of East Bengal. Violence claimed the lives of an estimated one million people, almost entirely in Punjab. Azad took up responsibility for the safety of Muslims in India, touring affected areas in Bengal, Bihar, Assam and the Punjab, guiding the organization of refugee camps, supplies and security. Azad gave speeches to large crowds encouraging peace and calm in the border areas and encouraging Muslims across the country to remain in India and not fear for their safety and security. Focusing on bringing the capital of Delhi back to peace, Azad organized security and relief efforts, but was drawn into a

dispute with the Deputy prime minister and Home Minister Sardar Vallabhbhai Patel when he demanded the dismissal of Delhi's police commissioner, who was a Sikh accused by Muslims of overlooking attacks and neglecting their safety.

Patel argued that the commissioner was not biased, and if his dismissal was forced it would provoke anger amongst Hindus and Sikhs and divide the city police. In Cabinet meetings and discussions with Gandhi, Patel and Azad clashed over security issues in Delhi and Punjab, as well as the allocation of resources for relief and rehabilitation. Patel opposed Azad and Nehru's proposal to reserve the houses vacated by Muslims who had departed for Pakistan for Muslims in India displaced by the violence. Patel argued that a secular government could not offer preferential treatment for any religious community, while Azad remained anxious to assure the rehabilitation of Muslims in India, secularism, religious freedom and equality for all Indians. He supported provisions for Muslim citizens to make avail of Muslim personal law in courts.

Azad remained a close confidante, supporter and advisor to Prime Minister Nehru, and played an important role in framing national policies. Azad masterminded the creation of national programmes of school and college construction and spreading the enrolment of children and young adults into schools, to promote universal primary education. Elected to the lower house of the Indian Parliament, the Lok Sabha in 1952 and again in 1957, Azad supported Nehru's socialist economic and industrial policies, as well as the advancing social rights and economic opportunities for women and underprivileged Indians. In 1956, he served as president of the UNESCO General Conference held in Delhi. Azad spent the final years of his life focusing on writing his book *India Wins Freedom*, an exhaustive account of India's freedom struggle and its leaders, which was published in 1959.

Azad As First Educational Minister:

As India's first Minister of Education, he emphasized on educating the rural poor and girls. As Chairman of the Central Advisory Board of Education, he gave thrust to adult literacy, universal primary education, free and compulsory for all children up to the age of 14, girl's education, and diversification of secondary education and vocational training.

Addressing the conference on All India Education on 16 January 1948, Maulana Azad emphasized; **“We must not for a moment forget, it is a birthright of every individual to receive at least the basic education without which he cannot fully discharge his duties as a citizen.”**

He oversaw the setting up of the Central Institute of Education, Delhi, which later became the Department of Education of the University of Delhi as "a research centre for solving new educational problems of the country". Under his leadership, the Ministry of Education established the first Indian Institute of Technology in 1951 and the University Grants Commission in 1953. He also laid emphasis on the development of the Indian Institute of Science, Bangalore and the Faculty of Technology of the Delhi University.

Statement of Azad on a great future in the IITs for India: **“I have no doubt that the establishment of this Institute will form a landmark in the progress of higher technological education and research in the country.”**

The Ministry of Minority Affairs of the central Government of India set up the Maulana Azad Education Foundation in 1989 on the occasion of his birth centenary to promote education amongst educationally backward sections of the Society. The Ministry also provides the Maulana

Abul Kalam Azad National Fellowship, an integrated five-year fellowship in the form of financial assistance to students from minority communities to pursue higher studies such as M. Phil and PhD.

Numerous institutions across India have also been named in his honour. Some of them are:

- Maulana Azad Medical College in New Delhi,
- Maulana Azad National Institute of Technology in Bhopal,
- Maulana Azad National Urdu University in Hyderabad,
- Maulana Azad Centre for Elementary and Social Education ,
- Maulana Azad College,
- Maulana Abul Kalam Azad Institute of Asian Studies, and Maulana Abul Kalam Azad University of Technology, in Kolkata,
- A Central University in New Delhi,
- Maulana Azad library in the Aligarh Muslim University in Aligarh,
- Maulana Azad Stadium in Jammu.
- Azad's home housed the Maulana Abul Kalam Azad Institute of Asian Studies earlier, and is now the Maulana Azad Museum.

In 1992 government of India honoured by giving posthumously Bharat Ratna. National Education Day an annual observance in India to commemorate the birth anniversary of Maulana Abul Kalam Azad, the first education minister of independent India, who served from 15 August 1947 until 2 February 1958. National Education Day of India is celebrated on 11 November every year in India. Azad's tomb is located next to the Jama Masjid in Delhi.

Conclusion:

While concluding this paper came to the point that Azad is a one of the great personalities. Azad played a major role in freedom struggle and he was key to unite the Hindu – Muslim communities. Role of Azad as freedom fighter, Congress leader and after independence as a India's first educational minister is unforgettable. Azad was inspired by Gandhi's rule of non violence and he obeyed the Ahimsa rule through his life.

Azad is remembered as one of the leading Indian nationalists of his time. His belief in Hindu-Muslim unity earned him the respect of the Hindu community and he still remains one of the most important symbols of communal harmony in modern India. His work for education and social uplift in India made him an important influence in guiding India's economic and social development.

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Role of Web 2.0 in Academic Libraries

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Abstract :-

This paper presents the transitions in web Technologies and its impact on the library Sector and information literacy. The invention of Internet was a paradigm shift in the history of networks and network Communication web 1.0 is & regarded as the first generation of web development that has the facilities, of website, email, search engines and surfing. Web 2.0 has human aspects of inter activity. It's about conversation, inter Personal networking, personalization, and individualism. The web 2.0 refers to second generation of web development and design that aims to facilitate communication, secure information sharing, interoperability and collaboration on www.

This paper tries to define and also present characteristics and benefits of web transition of Library 1.0, 2.0 Library 3.0 while defining information literacy the paper also presents.

Key words :- web:2.0, Features, wikil blog, web technology, applications.

Introduction :-

Information technology is rapidly changing and has a tremendous impact on our day-to-day life, simultaneously. our dependency on internet connectivity has become permanent nature. The fundamental property of internet is its universality, Internet is an invention of the 20th Century. The rapid development of internet during the 1990s helped in intensive use of ICT, ICT has significantly led to the global diffusion of knowledge, allowing every country across the world to reap benefits of its Connection.

Internet has entirely changed the style of living, work business and people's way of interacting. Internet is "A network of networks, Joining Many government, University and private computer technology together and providing infrastructure for the use of email, bulletin boards, files, archives, hypertext documents database and other computational resources.

web 2.0 is becoming a part of everyday life long people are reading blogs even if they don't realize what they are sharing photos online, creating new content to share and much more. The free tools and fast internet speeds available make it easier than ever before and people are making the most of this increased ability to do and create online. Libraries are among the thousands of organizations that are utilizing such tools to better serve into web presence, library instruction programmes and reference saving.

web2.0 ?

web 2.0 a phrase is a cluster term for the new phase of www. Web 2.0 is the networks as platform, spanning all connected devices web 2.0 applications are those that make the most of the intrinsic advantage of that platform; delivering software as a continuously and remissible data form that gets better time people use it. consuming and remissible data form Multiple sources, including individual users. While providing their own data allows remissible by others, Creating network

effects through on “Architecture of participation; and going beyond the page metaphor of web 1.0 to chiller rich user experience”, TimO'Reily.

Defination web 2.0.

Tim O' Really and dale Dougherty O'Reaily (2005) responsible for coining the term web 2.0define it as "aplications that make the most of the intrinsic advantages of that platform; delivering software as a continually updated service that gets better as more people use it, consuming and remixing dates from multiple sources, including individual users, while Providing their own data and Services in a from that allows remixing by others, creating network effects through an "architecture of participation” and going beyond the page metaphor of web 1.0 to deliver rich user experiences."

Web 2.0 technologies can help libraries to develop collaborative and participative environment that is necessary to deliver user-centric library services and tocreate new resources and build-upon existing ones using collective intelligence of users. The web technology has givenlibraries the opportunity to offer improved customer-driven services to their users. Web 2.0 facilitates users to express their views and publish them online through services like blogs and wikis.

The application of web 2.0 technologies, it is necessary for the libraries resulted in the coining of the term “Library 2.0”by michaelcasey in his library crunch blog (casey 2006).

Characterstic of web 2.0 :-

1. A platform enables the utilization of distributed services.
2. It is the transmission of the web from a publication medium to a platform for distributed services.
3. User can own the dala on a web 2.0 site and exercise over that data.
4. Web 2.0 is smart application which will be able to capture services to satisfy their needs.
5. web 2.0 is built upon trust whatever that is trust placed in individually, in assertions or in the users and reuse of data.

Application of web 2.0 in Libraries

The web 2.0 technologies are widely adopted in Many libraries in one form or another for developing of digital library for e-libraries.Their applications in libraries or e-libraries. Their applications in libraries are as follows:

- Supporting users
- Blogs
- Wikis
- Podcast
- Media sharing
- you tube
- Flicker
- Tagging and Social Book Making
- Tagging and Social Book Marking
- Folksonomy
- Social Networking services
- Data-Mako up
- AJAX

Web Technologies and Libraries

1. The right information
2. To the right person
3. At the right time
4. In the right extent
5. With the right quality and reliability in every situation

Features of web 2.0

1. Folksonomy
2. Rich user experiences
3. User of contributor
4. Long tail
5. User participation
6. Basic Trust
7. Dispersion

1) Instant messaging

Instant Messaging is a real time/audio/video communication between more than one individual. A number of new and upcoming library systems incorporate this useful utility. The early part of this century saw the advent of web based catalogues which have made use of this utility to communicate with its users in a much more innovative and useful way.

Streaming Media - is another important 2.0 enhancement which has an influence on the library services. Streaming Media is a "sequential delivery of multimedia content over the network" mostly on request, providing the requested Media instantaneously.

News feeds :-

The advancement of web has brought news feeds directly into our desktops. The advent of news feeds which are called as RSS has seen that the news services come to the user.

Flicker :-

An online images sharing application is being used to share images within communities and is a very good source of sharing different events with the help of images and image sets. It allows users to upload, share and tag images by keywords.

Wiki :-

A wiki is a collection of web pages designed to enable anyone who accesses it to contribute or modify content, using a simplified Markup language. (Wikipedia, 2008). Libraries can use wiki as a communication to enable social interaction among librarians and patrons.

Blog (WEBLOG) :-

A blog is a website that contains dated entries in reverse chronological order about a particular topic. A blog contains entries with commentaries and links to other websites, images contributed by one person or group of people. One person or groups of contributors can write them. The blogs and wikis have enormous implications for libraries. Blogs are another form of publications which libraries can include them in their collection development and archival. Social Networks such as MySpace, Facebook, etc. have opened up new ways for users to connect to each other, engage, and share content with users.

Conclusion :-

The era of web 2.0 has become into existence whose implications. could be found in the field do the library is and information science. web 2.0 and Library 2.0 is yet another wave of rapid development driven by user centered change that revolutionizes and services to Meet the Varying and newdemands of its web savy users. web environment it is very important how to navigate valuable information and also find most reliable authoritative and quality information.

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Methodological and Ethical Challenges in Domestic Violence Research

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Abstract:

Introduction : Abusive behavior or Domestic violence at home is a pertinent and a delicate subject to explore today. A number of difficulties discovered when managing it. Analysts face a numerous difficulties in managing such points. Essential issue in this setting is as to how to distinguish and gauge this brutality. Here this paper plans to talk about, bring issues to light and toss light to principle methodological and moral difficulties identified with aggressive behavior at home exploration.

Aims and objectives : This population based study aims to feature the methodological and moral issues looked by the specialist in leading aggressive behavior at home examination.

Method : The researcher took various studies available on domestic violence, analysed them and tried to draw conclusions. Detailed summary, methodology used, data collection tools and procedure and process of analysis was taken under consideration.

Result : Methodological issues

- Data collection was the biggest issue as identification of domestic violence is quite difficult.
- Selection of participants is also a problem in such researches.
- Difficulty in Sampling criteria, tool construction and administration and the setting of the study is found.
- Ethical issues
- Seeking Informed consent is an issue.
- Precautions to maintain confidentiality of respondents are required.
- Safety of respondents needs to be assured.
- Researchers experienced conflicts between respect for confidentiality, the need to protect vulnerable populations, and respect for autonomy

Conclusion:

It is needed to make accurate estimate of domestic violence and identification are essential to develop awareness program. Along with this researchers should be aware of the difficulties in assessing the magnitude of interpersonal violence when planning and designing a study on violence

Keywords : Domestic violence, Methodological, Ethical issues, Moral issues, Vulnerable.

Introduction:

To track down the right meaning of domestic violence is very difficult. There are various varieties of good codes all through the world, makes the subject of viciousness perhaps the most difficult and politically touchy to address. Subsequently there is a need to set a few principles to quantify this aggressive behavior at home. While managing the delicate subject of abusive behavior at home the as a matter of first importance issue is of the right significance and measure . Because of the intricacy and the assortment of savagery practices there is a necessity of a logical system to underline the normal highlights and linkages between various sorts of

aggressive behavior at home, prompting a comprehensive methodology of brutality. Examination on savagery is considered as a significant goal of any program intended to annihilate this issue. To track down a worldwide agreement that would permit examinations between nations, the World Report on Violence and Health characterized viciousness as the deliberate utilization of actual power or power, undermined or genuine, against oneself, someone else, or against a gathering or local area, that either results in or has high probability of bringing about injury, demise, mental damage, mal turn of events or hardship . This definition covers a variety of acts, going past actual demonstrations to incorporate dangers and terrorizing, public or private and whether they are responsive or proactive. Thus, the typology of brutality proposed by the World Health Organization incorporates three general classes as per the attributes of those engaged with the rough demonstration: self-coordinated savagery; relational viciousness and aggregate viciousness with aim being the normal ground. In brief, this arrangement separates between savagery that an individual causes upon themselves, savagery incurred by another individual or a little gathering of people, and savagery exacted by bigger gatherings like coordinated political gatherings, volunteer army gatherings and psychological oppressor associations.

Accordingly, the typology proposed by the World Health Organization gives a helpful structure to comprehend the mind boggling meaning of savagery and gives a few insights for its investigation.

Notwithstanding a developing social and political interest in the subject, there are as yet scarcely any examination concentrates on specific perspectives identified with the adequacy of measures carried out in the field of brutality against ladies. Besides, there are no epidemiological observation frameworks that utilize homogeneous rules to quantify this issue, accordingly allowing solid information to be gotten on its commonness and rate.

Viciousness has been perceived as a touchy subject to investigate which is brimming with difficulties. These difficulties incorporate significance, estimation and observing non-lethal brutal wounds, these are normally confined to savage wounds introducing to clinic crisis divisions, or to people's reports to specialists or backing administrations. Because of these numerous reasons , analysts face a significant test that is the manner by which to recognize and gauge savagery as it happens in the populace. Hence, the interaction of examination on savagery actually raises explicit methodological and moral difficulties

Aims and objectives : The aims and objectives of the research paper was to identify:

- 1.The ethical issues in domestic violence research.
2. The methodological issues in domestic violence research.

This paper expects to examine and bring issues to light to a portion of the principle methodological and moral difficulties identified with brutality research.

Materials and methods:

The researcher took various studies available on domestic violence, analysed them and tried to draw conclusions. Detailed summary, methodology used , data collection tools and procedure and process of analyzation was taken under consideration .

The studies undertaken were gone through in detail including their objectives, aims, sampling criteria, sample size, data collection tool and data collection procedure

Emphasis was given on tool used . Self administered questionnaire was used to collect data from the participants. Female investigators were used for data collection from female participants .

informed consent was taken from all the participants. All the participants were assured for their confidentiality. Demographic variable used included age, sex, educational status, employment status, area of residence.

Questionnaire consisted of fifty questions with multiple choice questions.

Results

First talking of methodological problems in domestic violence researches is Collection of data In the research process, data on violence experiences depends on the availability and willingness of the individual to recognize their involvement in a violent situation and their response. The success of data collection depends on many factors like how the investigation questions are put up, training of the interviewer, attitude of the interviewer, sensitivity and the setting in which data to be gathered. All of these areas are worth to be taken under care by the investigators handling domestic violence study.

In countries like India where domestic violence is supposed to be an issue to be kept *behind closed doors* or simply to accept as *natural*, non-fatal violence is likely to be underreported. Individuals are reluctant to discuss violent experiences because of shame, taboos or even fear. The preservation of family honour is a another big reason.

Another obstruction is understanding that what domestic violence is. People do not understand clearly the acts that are included in domestic Violence and thus their responses are effected.

Data collection procedure and tools play a very important role in success of such researches. The way the questions are put up and what is being asked, how it is being asked is important. Participants feel reluctant to answer questions which crosses the boundaries. Self administered questionnaire and telephonic interview was found more feasible as compared to interview session. All of the guidelines for domestic violence research recommend that these studies should recruit female interviewers claiming that they are more likely than males ones. In fact, some studies show differences in results when interviews were performed by female or male interviewers. However, it is still unclear whether there are gender differences in the validity of data collected. Regarding the context that frames the conduct of the interview, researchers often opt for the interviews to take place at the participant's home, in order to improve participation rate, as they do not have to move out of an environment that is familiar to them. However, home interviewing are not much preferred, the possibility of interruptions by their family members may call for the situation of greater vulnerability, especially when the abuser lives with the victim.

Ethical issues

Discussing moral issues the specialist needs to battle for authorization to lead such examinations. Moral boards now and then don't give authorization for these explores. Getting test is additionally at times as the examples are hesitant to join such explores and furthermore don't know of their privacy. They are consistently in dread of losing their privacy. It turns into the obligation of the specialist to keep the reactions and now and again the personality concealed. Sexual orientation might be perhaps the most recognizable questioner attributes and almost certainly, respondents summon sex based generalizations when altering their reactions.

There are numerous moral issues a specialists faces while chipping away at abusive behavior at home exploration. one should guarantee that the data gathering movement is important and defended. Second, the advantages of a specific report should be weighed against its dangers, both to respondents and to networks. Here emerges the issue of consent from moral

board. Along these lines it turns into the obligation of analysts and morals sheets to avoid potential risk to limit hurt and expand benefits. Another issue emerges with educated assent that ought to be gotten and secrecy should be secured. Guaranteeing privacy is an absolute necessity. As a hole here may make issue the respondents. Security of respondents and questioner too should be watched.

Recommendation:

When arranging and planning the examination, specialists need to consider the public enactment on viciousness. Scientists may encounter clashes between the accompanying moral standards: regard for secrecy, the need to secure weak populaces, and regard for self-sufficiency. Notwithstanding, it is consensual that scientists should prepare fieldworkers to consistently illuminate members regarding their privileges and accessible assistance systems. When arranging the assortment of data on misuse, analysts face basic plan choices that remember alternatives for the inspecting outline, the design and the method of poll organization and furthermore the setting where data assortment happens. There are a few proposals created to survey relational savagery, specifically, utilizing organized polls that empower more noteworthy consistency in the manner questions are asked, the preparation of questioners, the advancement of an examination convention to direct questioners in critical thinking and oversight during information assortment.

A methodical survey of the instruments utilized in the appraisal of abusive behavior at home, remembering viciousness for personal connections, shows that analysts will in general pick the instrument as indicated by the technique and setting of organization. The fluctuation of instruments utilized in the assessment of savagery suggests extra troubles in gathering information on the degree of this wonder and the individual correlation between results from various examinations. Notwithstanding, most analysts are in understanding that immediate addressing about encounters of explicit demonstrations of savagery throughout a specific timeframe ought to be utilized as opposed to utilizing more open-finished and nonexclusive inquiries.

This examination paper likewise suggests that uncommon consideration ought to be given to questioner preparing to improve information quality on savagery. Questioners should find out about relational brutality and preparing should incorporate cognizance raising about the point, reasons for viciousness, fantasies and realities, variety and social affectability. Questioners likewise need to work through a progressive arrangement of training works out, including watching model meetings and leading false meetings with other colleagues.

As talked about above, exposure is identified with the abilities and affectability of the questioner and thusly the whole examination group ought to be painstakingly chosen and get particular preparing. At the point when questioners request members to uncover stories from injury, it tends to be a chance to hear these accounts in a thoughtful and non-critical manner. Questioners ought to be set up to expect and to react fittingly to respondents who may require extra help during the meeting. Additionally, they ought to be clear about the unsuitability of any sort of maltreatment as a common liberties infringement and ought to educate the respondent regarding their privileges under the law. Fieldworkers ought to be prepared to allude respondents mentioning help to accessible nearby administrations and wellsprings of help. In spite of the fact that questioners ought not take on a job of advisors, they ought to be available to help whenever asked, yet they ought not guide members or to take on.

While respondents may confront the most serious danger of mischief, questioners are likewise in danger when directing examination on viciousness. The passionate cost of paying attention to rehashed accounts of member's despondency, actual torment, and corruption comprise the most well-known danger for fieldworkers. Truth be told, being associated with savagery research is an encapsulated insight where it is difficult to assess the passionate impact that exploration may have on questioners. Now and then, it tends to be a seriously close to home and passionate experience that numerous scientists find troublesome and debilitating. This experience can be overpowering in the event that they have had individual encounters of misuse. Instructions to manage the enthusiastic expenses and difficulties related with savagery research encounters additionally should be examined during questioner preparing and all through hands on work, particularly when formal methodological techniques and moral rules appear of restricted assistance.

Conclusions:

A significant supposition of general wellbeing is that powerful strategies for forestalling viciousness should be immovably grounded in logical exploration. Accordingly, making exact evaluations of viciousness and thus substantial ID of its determinants are fundamental to foster program, to convey preventive messages and for strategy making. In any case, specialists ought to know about the troubles in surveying the extent of relational viciousness when arranging and planning an investigation on brutality. Additionally, the public enactment on brutality and the administration of scenes of viciousness identified by questioners or analysts ought to be considered in the investigation techniques.

This paper expects to examine and bring issues to light to a portion of the principle methodological and moral difficulties identified with brutality research.

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Determinants of Organisational Citizenship Behaviour : An Empirical Study of Selected Firms in India

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Abstract:

The area of organizational behavior has long been very concerned with organizational citizenship behavior (OCB). Organizational citizenship conduct is an additional amount behavior that can enhance a company's human resource department (OCB). This study examines the organizational citizenship behavior (OCB) of employees at particular Indian-based organizations. This study's goal was to identify the key variables affecting OCB in the organization. Altruism, civility, Conscientiousness, sportsmanship, and civic responsibility are influences on the OCB. Sample of 201 respondents from selected firms were considered to know the determinants of OCB. The study concludes that there is a significant impact of different determinants on OCB

Keywords: Organizational citizen behavior, Conscientiousness, Altruism, Civic Virtue

Introduction:

The concept of organizational citizenship behavior (OCB) has long been of great importance. Even when advanced equipment and machinery are used, an organization's efficiency and performance still depend on its human resources. Employee pledges were evidently essential for the creation of competitive edge, but they are challenging to acquire owing to the organizational ecosystem's fragility. Therefore, it has been demonstrated that OCB are helpful for both employees and employers in the workplace for the sake of global commerce and competitiveness. If the workforce does not exhibit good behaviors that are relevant to the organization's needs, companies cannot thrive. Hence, creating a favorable corporate organization's culture and work environment is essential to achieving ambitious aspirations that result in success of the organization (Belwalkar, et. al, 2018). Unfortunately, it is difficult to establish OCB in an organization since staff members are ignorant of its significance and believe that these behaviors are not important, especially when it comes to enhancing their performance..Through the study of organizational behavior, we aim to clarify or address these issues. According to some experts, OCB refers to the idea of individual behaviors that are openly or implicitly acknowledged by the formal system and, when combined, perform successfully and productively in an organization or team. Studying these behaviors is crucial in the domains of psychology and human resource management since there is a great demand for management consulting to align such characteristics for the future of the organizations

Rational of The Study :

The present study was conducted to focus the determinants of “organizational citizen behavior.” It highlights the impact of different determinant on OCB which is very important for the managers and the team leaders. The study helps the managers to know the outcome of OCB and help them to promote OCB in the organization by “reducing absenteeism, reduce turnover,

and increase retention rate of employees in the organization". The present study is important for the organizations as it help to know the ways to engage their employee and enhance their "organizational citizen behavior."

Literature Review :

"Individual conduct that is discretionary or flexible, not immediately or explicitly acknowledged by the formal incentive system, and that in aggregate enhances the proper operation of the organization" is what is meant by organizational citizenship behavior. Discretionary conduct is activity that is a matter of the individual's personal decision rather than a requirement of the role, function, or job description, i.e., the conspicuously specific conditions of person's employment agreement with the company; its removal is not often seen as penalized. Organizational pro-social conduct is another name for it. A sizable number of studies have looked into the causes of OCB (Lee, et. al, 2013). The best way to define OCB is as extra-role behaviors of employees who conduct tasks outside the purview of their jobs. Therefore, OCB is a behavior that depends on employee preference and does not have a legal requirement. As a result, the employee who possesses OCB traits is capable of acting in ways that go above and beyond their regular responsibilities, job descriptions, and roles. They do so without expecting to be highly rewarded or recognized and instead prefer to make contributions that will benefit the organization as a whole (Atrizka, et. al, 2020). Altruism is defined as acts of kindness that are intended to benefit specific individuals as well as the organization as a whole. Altruism is demonstrated through wanting to share a coworker's task. A choice to assist other team members in completing duties and resolving workplace issues. In other respects, altruism refers to actions that are specifically intended to assist a particular individual, with an emphasis on motivating one's coworkers to complete their tasks or when they are experiencing difficulties. By engaging in this behavior, one can improve both individual and collective effectiveness. altruism will assist in teamwork and cooperation, therefore further offering possibility to the employees in improving their own expertise. Altruism is therefore demonstrated to be a crucial factor in OCB (Jha, 2014).

Conscientious behavior is carrying out one's function or implied obligations inside the company even when no one is observing, such as adhering to the regulations when nobody is looking. Consciousness is linked to employee actions including being on time, keeping up with their presence at job, and adhering to the regulations. They saw themselves as employees of the company, thus they are aware of their duties and restrictions. Additionally, they are exercising a discretionary behavior by complying to the organization's policies and guidelines even without supervision from figures of authoritative or other coworkers. Those that exhibit this quality will put in additional time, finish their work ahead of schedule, and avoid taking long breaks that are needless. Personnel shall be knowledgeable about any new information on the goods or services supplied. In light of the fact that conscientiousness assists in providing guidance to develop intended and intended conduct in the company, this variable is significant for OCB (Kumar, et. al, 2009). Sportsmanship is defined as accepting less-than-ideal circumstances at work without raising irrational objections. These workers typically put in extra time to complete tasks without grumbling or complaining. Good sportsmanship may boost employee morale and lower turnover rates. One display of sportsmanship in the workplace is the refusal to disseminate rumors and gossip. staff who place a high priority on the years ahead are more willing to consider improvements down the road rather than complaining over the here and now. They also see

things in a larger context, which makes them less prone to respond negatively (Jnaneswar, & Ranjit, 2021). Civic virtue is just being genuinely concerned and horrified about how the organization is doing. This dimension demonstrates that staff participate properly, support the strategies, volunteer to serve on committees, or attend events hosted by the company. Lastly, those with a strong sense of civic duty will be interested in actions that improve the organization's reputation. As a result, it is discovered that civic virtue significantly influences OCBs (Sarikwal, & Gupta, 2013). In the field of computers, earlier studies have revealed OCB antecedents at the individual and organizational levels. The results have indeed been reasonably consistent, indicating that organizational characteristics like behaviour and attitude of the leader, identification of team, and knowledge creation value systems and learning constructions are closely related to OCB, as are employee attitudes like job satisfaction, organizational commitment, perceived fairness, employee perceptions like perceived organizational support, LMX, and usefulness of work-life benefits. Only a very small relationship exists between OCB and attitudinal variables including achievement motivation, negative affectivity, and positive affectivity (Pradhan, et. al, 2020).

Objective :

1. To know the determinants of “organizational citizenship behavior (OCB)”.
2. To know the impact of different determinants on “organizational citizenship behavior”.

Hypothesis :

H0 There is no significant impact of different determinants on OCB

Ha There is a significant impact of different determinants on OCB

Research Methodology :

Sample of 201 respondents from selected firms were considered to know the determinants of OCB. A structured questionnaire was used to conduct the survey of this empirical study whose primary data was collected through random sampling method. Mean and t-test was applied to analyze and evaluate the data and reach to end results.

Sampling Analysis:

Basic information of the respondents is represented by table 1 below in which it is found that 56.2% are male and 43.8% are female. 32.3% of the respondents are below 36 years of age, 38.3% are from the age group of 36-40 years and rest 29.4% are above 40 years of age. 34.8% of the respondents are working team leaders in their organization, 29.4% are HR managers and rest 35.8% of the people considered for the study survey are other employees of the selected firms of India.

Table 1 Basic information of the respondents

Variables	Respondents	Percentage
Gender		
Male	113	56.2
Female	88	43.8
Total	201	100
Age profile		
Below 36 years	65	32.3
36-40 years	77	38.3
Above 40 years	59	29.4

Total	201	100
Designation		
Team leader	70	34.8
HR managers	59	29.4
Other employees	72	35.8
Total	201	100

Data Analysis:

Table 2 Determinants of OCB and their impact

S. No.	Statements	Mean value	t value	Sig.
1.	Altruism assists in teamwork and cooperation and offer possibility to the employees to improve their expertise	3.63	1.875	0.031
2.	Consciousness helps the employee being on time, keeping up with their presence at job, and adhering to the regulations	3.71	3.049	0.001
3.	Sportsmanship helps the employee to boost their morale and lower turnover rates	3.69	2.802	0.003
4.	Courtesy influence OCB by attempting to avoid interpersonal conflicts or difficulties at work	3.80	4.336	0.000
5.	Civic virtue helps the staff to participate and support the strategies, volunteer to serve on committees and attend events hosted by the company	3.65	2.203	0.014
6.	Favorable work environment and culture leads to better OCB and organizational success	3.73	3.322	0.001
7.	Extra-role behaviors of employees conduct tasks outside the horizon of their job	3.68	2.624	0.005
8.	Work satisfaction and organizational commitment directly influence OCB	3.63	1.904	0.029

Table 2 is showing different determinants of OCB. The respondent says that Courtesy influence OCB by attempting to avoid interpersonal conflicts or difficulties at work with the mean value 3.80, Favorable work environment and culture leads to better OCB and organizational success with the mean value 3.73 and Consciousness helps the employee being on time, keeping up with their presence at job, and adhering to the regulations with the mean value 3.71. The respondent also says that Sportsmanship helps the employee to boost their morale and lower turnover rates with the mean value 3.69, Extra-role behaviors of employees conduct tasks outside the horizon of their job with the mean value 3.68, Civic virtue helps the staff to participate and support the strategies, volunteer to serve on committees and attend events hosted by the company with the mean value 3.65. Further, it is observed that Altruism assists in teamwork and cooperation and offer possibility to the employees to improve their expertise and Work satisfaction and organizational commitment directly influence OCB with mean value 3.63 respectively. T-test shows that all the statements are significant as value under significant column is significant (below 0.05).

Conclusion :

According to the study' findings, three of the five independent variables—courtesy, sportsmanship, and altruism—had substantial and favorable correlations with OCBs. Furthermore, out of the other characteristics, courtesy was the most important indicator, according to empirical research. Altruism, sportsmanship, and civility are the three factors that

employers should focus on more. The senior management should do more effort to motivate the staff to display OCB at work. This is due to the fact that a pleasant workplace may be formed when managers and employees are able to foster communication and collaboration, which fosters a productive atmosphere at work (Dwivedi, & Kaushik, 2015). Therefore, it not only helps to increase employee performance and achieve corporate goals, but it also helps to prevent disputes down the road. The OCB resulted in the formation of five variables: the factors of tolerance, help behavior, compliance, participation, and loyalty. The most significant component affecting OCB is the tolerability factor. In general, it has been established that OCB is conduct that deviate from expected work performance, and there is no compensation for such behavior. The employees act as they please, such as by lending a hand to their coworkers. This conduct (conscientiousness), which describes the behavior of aiding coworkers in carrying out certain duties, was also demonstrated in our early survey. The productivity of a company can ultimately be increased through this practice (Oplatka, 2006). It is found through the study that Altruism, Consciousness, Sportsmanship, Courtesy and Civic virtue are some of the determinants of OCD. The study concludes that alternate hypothesis was accepted which says that there is a significant impact of all the determinants on OCB.

Recommendation :

The study recommend that it is important for the organization to examines the organizational citizenship behavior (OCB) of employees as it very helpful for both employees and employers in the workplace so as to improve the global business and competitiveness. Organization needs to stress on OCB so as to decrease and eliminate undesired and unwanted employee issues. All the factors related to OCB are capable to push the employees to act in way to go above and beyond their regular responsibilities, job descriptions, and roles.

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Depiction of Caste Dynamics in Rohinton Mistry's A Fine Balance

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Abstract:

The present research paper focuses on the depiction of caste dynamics in Rohinton Mistry's novel A Fine Balance. This paper aims to examine the novel that depicts caste discrimination and untouchability. It also scrutinizes how the government is failed to provide security, democratic rights and equal economic opportunities to all sections of the society, particularly the ethnic and religious minorities and the economically underprivileged classes. This paper explores the events and characters that are presented in Mistry's narrative, which portrays the element of caste discrimination and also focuses on the social and political hierarchies.

This research paper analyses caste dynamics which a minority subject faces. In A Fine Balance, Rohinton Mistry centres on the hopes and aspiration, anxieties and frustrations, strengths and weaknesses, customs and beliefs of the people of backward caste. It also emphasizes on the significant events of India's history from the turbulent times of the country's Partition in 1947, to the horrifying result of its Prime Minister's assassination in 1984. One can see the cultural memories of the Emergency period through the characters in the novel. The story is built upon four characters whose difficulties interconnect during the "State of Internal Emergency" declared by the Prime Minister, Indira Gandhi.

Key Terms: Intolerance, politics of identity, caste dynamics, untouchability.

Mistry is known as the great diasporic writer. He was born in Parsi family. One can see that his writings were influenced by his religious, social and cultural views. He exist in Brampton which is situated in Ontario, Canada. He belongs to the Parsi Zoroastrian religious minority. One can see that Mistry spends his childhood in Mumbai and therefore it is reflected in his writings, wherein he describes his own life in Mumbai or the life of Parsi's in Mumbai. His novels such as Family Matters, A Fine Balance and Such a Long Journey, were nominated for the prestigious Booker Prize. The major themes of his novels are parsi's life in Mumbai, the people of the city and the politics of India as well.

Rohinton Mistry's A Fine Balance (1996) is one of the few texts that concern themselves exclusively with the Emergency. The novel was much lauded by critics for its portrayal of 'the overwhelming forces of history and caste, of politics and patriarchy, of coincidence and destiny that combine to break the human spirit in its quest for value, for betterment, for nobility'.

The novel has its setting "City by the Sea" – Mumbai or Bombay, a city marked by constant and permanent changes in its landscape, skyscrapers and in the people who inhabit it. The city witnesses the lives of the people being caught in globalization, by networks of new and foreign media images on the one hand, and by poverty, illiteracy, unemployment, exploitation and homelessness, on the other. Further, the novel deals with characters that are displaced and isolated against the background of the anonymous, impersonal and terrifying metropolis. Mistry

also discusses footpaths, slums, teeming offices, apartments and the Parsi territories in this narrative.

The period of Emergency is a stain on the country's conscience, Mistry seems to say. Every atrocity that is known to have been committed during the Emergency occurs to Mistry's characters and the novel becomes an outline for a blunt and cruel depiction of the Emergency era in India. With the restriction of the fundamental rights of the people, the press was censored, with the new law MISA (The Maintenance of Internal Security Act), anybody could be imprisoned without trial and there were countless deaths in police custody. Valmik, the proof-reader says: "I am inspired by the poet Yeats. I find his words relevant during this shameful Emergency. You know – things falling apart, centre not holding, anarchy loosed upon the world, and all that sort of thing" (*FB 566*).

The novel begins in 1975 with the accidental meeting of Ishvar, Omprakash and Maneck Kohlah in a train. In the novel's opening, the readers find a dead body lying on the railway tracks near the level crossing. Emergency has just been declared in the country and the common people are yet to understand the threat awaiting them. Mistry throws light upon the discussion between the characters about the internal emergency. Mistry explicates, quoting the medium of radio: "May be it has to do with the Emergency", said someone. 'What Emergency'? 'Prime Minister made a speech on the radio early this morning. Something about country being threatened from inside.' 'Sounds like one more government tamasha" (*FB 05*).

Ishvar, Omprakash and Maneck head for Dina's home where they will live for a while before their lives are permanently shattered. The two tailors are hired to enable Dina to earn a living through selling dresses on contract to Au Revoir Export Company. And Maneck is an old school friend's son, who will live as a paying guest in her apartment. All this, the readers learn in the prologue itself. A series of temporal shifts mark the narrative, subsequently.

Mistry recounts, the story of Dina Dalal and the appointment of the two tailors in the first chapter of the book itself the 'City by the Sea,' people call it as a 'Dream City,' where everyone wants to come to complete their dreams. One can see that Mistry has recreated the cultural memory of the past events of the city. He describes one event where riots started in the city, in the wake of partition and the British Departure, and Dina was stuck at home with Nusswan, her brother. Throughout day and night there were curfews in every neighbourhood. Offices, businesses, colleges, schools, all shut down. Cooped up inside the flat, Nusswan laments the country's calamity, grumbling endlessly. He says: "Every day I sit at home, I lose money. These bloody uncultured savages don't deserve independence. If they must hack one another to death. I wish they would go somewhere else and do in quietly. In their, villages, maybe. Without disturbing our lovely city be the sea" (*FB 24*). When the curfew is lifted, Dina flies off to school, happy as a free bird, and Nusswan is so happy. One evening he comes home in a most cheerful mood and saying that: "The curfew is over, and your punishment is over" (*FB 25*).

Moreover, the author throws light upon the caste ridden-society where Dukhi is upset and frustrated about the castism and domination by the upper caste people. For instance, Ishvar's father, Dukhi Mochi, belongs to Chamaar cast; he is a cobbler. But now he wants to change his occupation from cobbler to Darji. And for that he decides that he will send his two sons, Ishvar and Narayan, to apprentice as tailors to Muzaffar Tailoring Company in the town under the guidance of Ashraf Chacha. Dukhi takes this decision because he is frustrated of the caste-ridden society where the upper caste people will always make suffer the lower caste ones. Dukhi says:

“Ashraf Chacha is going to turn you into tailors like himself. From now on, you are not cobblers. If someone asks your name, don't say Ishvar Mochi or Narayan Mochi. From now on you are Ishvar Darji and Narayan Darji” (FB 115). At one point in the novel, Dukhi talks to his wife Roopa about his bitter experiences: “I could kill that Thakur. Nothing but a lowly thief. And they are all like that. They treat us like animals. From the days of our forefathers”. (FB 105)

Mistry also remediates the cultural memories of untouchability and castism. For instance, Dukhi wants to purchase new cloths for his family but in the village the Hindu tailor does not sew for the untouchables. Here Mistry explores the bitter reality of the Indian society. History of India tells about the caste ridden society where Indian society was differentiated between four Varna's. The untouchables were not allowed to go to the temple; they didn't have the rights for education and rights of voting in the election. They were deprived of all types of the rights. In fact, they were not allowed to enter in the school. For instance, Ishvar and Narayan are fascinated by the chalks and slates as they see in the school in their childhood. The boys head for the cupboard where the slates and chalks are kept. Grabbing one each, they sit cross-legged on the floor with the slate in their lap, as they have so often watched the children do. They are enjoying their adventure with which they could create, then erase with a sweep of the hand and re-create at will. They return to the cupboard to examine the rest of its contents, unrolling alphabet charts and opening picture books. Lost in the forbidden world, they do not notice that the dancing in the Yard has ended, nor do they hear the teacher sneak up behind. Teacher grabs them by their ears and drags them outside the class. He says: “You Chamaar rascals! Very brave you are getting, daring to enter the school!” (FB 110). Further, Ishvar and Narayan are beaten up by the teacher for their behaviour and he slaps them by saying: “Get the Cane from the cupboard ... And you two remove your pants. After I am through, not one of you achhoot boys will ever dream of fooling with things you are not supposed to touch” (FB 111). As soon as Dukhi knows all about this he goes to the Pandit Lalluram for the justice. Dukhi sits at Pandit Lalluram's feet and tells him about the beating of Ishvar and Narayan. But Dukhi gets disappointed by the wording of Padit Lalluram. He starts giving a lecture on caste system that people should not mix all these castes with each other. Pandit says:

It was a terrible offence that they did... Your children entered the classroom. They polluted the place. They touched instruments of learning. They defiled slates and chalks, which upper-caste children would touch. You are lucky there wasn't a holy book like the Bhagavad Gita in that cupboard, no sacred text. Or the punishment would have been more final (FB 114).

Moreover, the speaker also talks about slavery, non-violence and untouchability. He keeps on saying that first people must get rid of this disease that plagues the body of the motherland – disease like the notion of untouchability, ravaging people for centuries, denying dignity to fellow human beings. He says: “This disease must be purged from our society, from our heart, and from our minds. No one is untouchable, for we are all children of the same God. Remember what Gandhi says, that untouchability poisons Hinduism as a drop of arsenic poisons milk” (FB 107).

Mistry also remediates the political memories of Hindu-Muslim riots and Partition of India through fictional narrative. Sporadic riots which had started with the talk of Independence were spreading as the country's partition became a reality. Many characters like Dukhi, Ashraf, Ishvar, and Narayan are disappointed because of the disturbing events which were happening

around them. Strangers belonging to a Hindu organisation that wore white shirt and khaki pant and trained their members to march about like soldiers, had been visiting the district. They brought with them stories of Muslims attacking Hindus in many parts of the country. They observed: "We must get ready to defend ourselves. And also to average ourselves. If they spill the blood of our Hindu brother, this country shall run red with rivers of Muslims blood" (FB 122). The killing started in the poorer section of the town, and began to spread and the next day the bazaar was empty. There were no fruits or vegetables to be bought, the milkmen did not stir, and the only bakery in town, owned by a Muslim, had already been burned to the ground. Ashraf says: "What madness, these people have lived together for generations, laughing and crying together. Now they are butchering one another" (FB 124).

Further, the author throws light upon the turbulent reality of Hindu-Muslim riots and its ill-effects on people. For instance, Ashraf decides to leave the town with his family because of the riots and now they are not safe in this town. But later on he comes to know that the situation is very bad everywhere, and it would be madness to attempt to leave. The coal merchant says to Ashraf, confirming this point: "Everyday trains are crossing that new border, carrying nothing but corpses. My agent arrived yesterday from the north, he has seen it with his own eyes. The trains are stopped at the station and everyone is butchered. On both sides of the border" (FB 126). Later on, they decide to change the name of their shop from 'Muzaffar Tailoring Company' to a Hindu name 'Krishna Tailors,' for the time being till the riots get over.

Various episodes in the novel reveal Mistry's sympathy for the oppressed and his concern at the authoritarian, oppressive practices during the two year period of Internal Emergency. During the course of the narrative, Mistry makes some revealing political insights. The transition in rural life, the change in aspirations of the lower castes and the attempts by the upper castes to preserve the old order are appropriately described. A major instance is the violence continued by Thakur Dharamsi and his followers against Narayan's family during the week of parliamentary elections. Mistry also shows the generation gap with regards to the aspiration of the lower castes. Narayan's father says to his son: "You changed from Chamaar to tailor. Be satisfied with that" (FB 143).

However, Narayan who is educated, wants to claim his rights. He wants to vote in the elections and not let the blank ballots be filled by the landlords' men. Mistry, in concise prose, shows the sinister manipulation of elections in rural India. Two years later when elections take place, Narayan tries to emphasize his democratic right and casts his own vote instead of supporting the process of rigged elections. For his disobedience, Narayan and two other 'Chamaars' are suppressed, thrashed and tortured. Narayan's family pays an extreme price for confronting the existing social order. Dukhi, Roopa, Radha and the daughters are bound and burnt alive.

The author also explains sterilization, the final and fatal blow of the Emergency on the lives of the characters in the novel. It is the same case with Ishvar and Om and the situation becomes worse on their part. For instance, Omprakash comes to village to find out the suitable spouse for him. But unfortunately everything goes wrong when both Om and Ishvar are forcefully sterilized. Ishvar tries to tell the doctor that his nephew is not supposed to be sterilized because he is still unmarried, and their family reputation will be ruined. Ishvar expresses his helplessness to Omprakash. He says: "You are a stupid boy, you don't understand what it means!

I have let down your dead Father! Our family name will die without children, it is the end of everything, and everything is lost!" (FB 535).

Subsequently, the situation becomes very worse when Thakur Dharmasi takes his personal revenge on them and he tells the doctor that Omprakash has testicular tumour and he makes doctor to perform the surgery for the removal of that tumour. But in reality Om is perfectly fine. However, he loses his manhood just because of Thakur Dharmasi. Ishvar's feet is wounded at the beautification project, he develops gangrene and his legs are to be amputated. Om and Ishvar return to Mumbai with a little trolley fitted with small wheels for Ishvar and a rope for Om to pull it and finally, are turned into beggars.

Further, the author shows how the bureaucracy tries to maintain the status under the pretence of saving the nation from population explosion. For instance, Thakur Dharamsi, the upper caste ring leader, achieves respectability as a political leader during Emergency because he organizes many sterilization camps. He uses his superior position to see that Omprakash is sterilized. In this way, Thakur Dharamsi takes revenge on the lower castes in his village, whose only crime is to achieve some social mobility by getting their children educated and sending them to be trained as tailors. Thakur Dharamsi's cruel misuse of authority shows that the trend of criminalization of politics and the politicization of crime has been rampant in India in the last decade of the twentieth century. It starts in the period of Internal Emergency. This is an intelligent political insight by the author.

Thus, this research paper describes, through the medium of fiction and through the point of view of a common people, the memories of the turbulent period of the Internal Emergency in India and the depiction of caste ridden society through the Rohinton Mistry's novel *A Fine Balance*.

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Open Access Learning Resources and its Importance: An Introduction

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Abstract:

The major discussed, overall improve the open-access resources various resources libraries using advanced internet technology infrastructure, which is significant impacts user towards replaced open access various e-resources is, its attribute and its role in the environment of academic libraries in different organization

Keywords: Open Sources, Free Access, Open web e-Resources, Advantages and Disadvantages.

1. Introduction:

The influence of electronic and digital technology may lead to a paperless society. Still, print and electronic documents will stay side by side, and each has a definite role in information communication. Today we have the Internet and open access resources as a powerful communication tool. Print journals will survive for all the times to come but in different formats. Open-access resources Presently, we have electronic libraries and electronic journals. Undoubtedly, what we have today is the result of thousands of years of thinking, experimentation, and rethinking. With the explosion of knowledge, or we can say information explosion, the traditional libraries today face a severe shortage of space. Paper has undoubtedly been the companion of learners and the primary medium of communication of ideas more times than any other medium. But the improved technology for the storage and dissemination of information has made available a wide range of open resources that accommodate a fairly large body of information. Advances in electronics and telecommunications have brought newer technology to accommodate a vast quantity of information in very little space.

2. Definitions:

According to UNESCO: The idea of open educational resources (OER) has numerous working definitions. The term was first coined at UNESCO's 2002 Forum on Open Course ware and designated "teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work."

The Hewlett Foundation updated its definition to "Open Educational Resources are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions ."The new definition explicitly states that OER can include both digital and non-digital resources. Also, it lists several types of use that OER permits, inspired by OER activities.

3. Salient Features Of Open Access Resources:

The following are the salient features of open access.

What is Open Access?

Open Access (OA) refers to all electronic resources made widely available on the Internet without licensing and copyright restrictions. Open Access resources can include articles, journals, books, conference proceedings, theses, videos, music, etc.

Why is Open Access important?

Open Access returns us to the values of science: to help advance and improve society. By providing immediate and unrestricted access to the latest research, we can accelerate discovery and create a more equitable system of knowledge that is open to all.

What is an open access system?

Open Access (OA) means free Access to information and unrestricted use of electronic resources for everyone. Any kind of digital content can be OA, from texts and data to software, audio, video, and multi-media.

What is Free Access?

Free access content can be accessed online for free but is not necessarily available for re-use or redistribution.

What is open-access journal publishing?

Open Access is a publishing model for scholarly communication that makes research information available to readers at no cost, unlike the traditional subscription model. Readers can access academic information by paying a subscription (usually via libraries).

What is the purpose of open access journals?

Open Access (OA) means making research publications freely available, so anyone can benefit from reading and using research. Open Access can be more than making research available to read and allowing others to re-use that research. Academic Environment.

What are online and open access journals?

Open Access (OA) refers to freely available, digital, online information. Open Access scholarly literature is free of charge and often carries less restrictive copyright and licensing barriers than traditionally published works for both the users and the authors.17-Dec-2021

Are open access journals free

Open Access is a standard term that means that the journal articles under open access will be available free to read, download and re-use as per license terms of the journal.

What do you understand by open access publications and initiatives?

Open-access publishing provides free online Access to quality scholarly material that can be defined as “open domain,” meaning publicly supported research information, and “open access,” so that it is copyrighted to be freely available scholarly material.

What are the various organizations that have supported the Open Access Initiative?

As far as the Journals are concerned, there are a few open access journals providers in India. The primary open-access journal initiatives have come from institutes like the Indian National Science Academy, the Indian Academy of Sciences, the Indian Medlars Center, Medknow Publications, and other smaller ventures.

What is a green and gold open access:

Gold open access is where an author publishes their article in an online open-access journal. In contrast, green open Access is where an author publishes their article in any journal

and then self-archives a copy in a freely accessible institutional or specialist online archive known as a repository or on a website.

Open learning can be characterized by the following items

- Learners access free online content
- Learners enrolling on free open learning courses
- Learners collaborating on open knowledge-building projects (e.g. wikis, web sites)
- Learners who share results with each other

What are the different types of open access

- Direct Link.
- Repository-based or “Green” open access.
- Journal-based or “Gold” Open Access.
- "Diamond" Open Access.
- "Hybrid" open Access.
- “Bronze” open access.
- "Black" open Access.
- Use and adapt these graphics.

4. Open Educational Resources (OER)

Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions.

These resources are scholarly and valuable to support our academic and research work and are available on the web. Most of these, free, can be accessed without any restrictions at the user end. The resources listed here are mainly on the significant open-access resource URLs.

Major Open-Access Learning Resources:

OPEN ACCESS RESOURCES	URLs
National Digital Library	https://ndl.iitkgp.ac.in
SWAYAM Online Courses	https://swayam.gov.in/explorer
National Knowledge Network	http://nkn.gov.in/en
NPTEL (National Program on Technology Enhanced learning)	https://nptel.ac.in
Virtual Labs	https://www.vlab.co.in
InfoPort	https://infoport.inflibnet.ac.in
FOSSEE	https://fossee.in
A-VIEW	https://aview.in
Spoken Tutorial	https://spoken-tutorial.org
e-Yantra	https://www.e-yantra.org/
E-Kalpa	https://icar.org.in/content/e-kalpa
Directory of Open Access Books	https://doabook.org
Directory of Open Access journals	https://doaj.org
UG/PG MOOCs	https://ugcmoocs.inflibnet.ac.in/ugcmoocs
e-PG Pathshala	https://epgp.inflibnet.ac.in
e-Content Courseware in UG subjects	https://cec.nic.in/cec
e-Shodh Sindhu	https://ess.inflibnet.ac.in
Shodh Ganga Thesis Reservoir	https://shodhganga.inflibnet.ac.in

Vidwan	https://vidwan.inflibnet.ac.
Free e-books	https://www.free-ebooks.net
Gutenberg	https://www.gutenberg.org
Open library	https://openlibrary.org
e-library	http://e-library.net/free-ebook.htm

NROER	http://www.nroer.in
EBASTA	http://www.ebasta.in
YOUTUBE	http://youtube.com
EDX	https://www.edx.org/

Table-1. Open-source resources URLs

These are the electronic resources freely accessible.

Directory of Open Access Books: (DOAB)

DOAB is a searchable database of peer-reviewed scientific monographs that have been made accessible by academic publishers in open Access.

Directory of Open Access Journals (DOAJ)

An online directory that indexes and provides access to 10,000 + high-quality, open access, peer-reviewed journals covering all disciplines.

Google Books: Google Books is a great way to search subjects, quotes, authors, and literary sources. Often, the full text will not be available, but you can search for excerpts of books for your required information.

Google Correlate: Google Correlate is a custom search engine that allows you to search real-world trends and data.

Google Scholar: Google Scholar has been students' secret weapon for years. Here you can search topics, and it will return relevant, reputable articles, journals, and research. Full texts are sometimes available, while others are behind paywalls on publishers' websites.

5. Advantages of Open Access Publications:

- Access. Most journals and repositories do not impose access costs on the reader.
- Stimulating Effects.
- Impact and Citations.
- Author and Institution Visibility.
- Publishing Costs.
- Available for re-use as long as credit is given
- Multi-user Environment opens access to resources.
- Open resources user can access their requirement anywhere else, anytime.
- Searching of articles is a screen and virtual one.
- Immediate delivery at a cheap cost. And free of charge.
- Free of content & Open license (e-publications)
- Telecommunication facility. (online e- open resources)
- Digital collection (e-content, e-journals, e-books)
- Open resources User-friendly Access
- Social media (What's App, Facebook, Twitter)
- Trial and Error and Advance search availability
- Android Mobile App (Play store)

- Chief Technology (Free OSS)
- Better Communication
- Increased rate of Innovation

6. Disadvantages of OERs include:

- **Quality issues** : Since many OER repositories allow any user to create an account and post material, some resources may not be relevant and/or accurate.
- **Lack of human interaction between teachers and students** : OER material is created to stand alone, and since self-learning users may access the material outside of a classroom environment, they will miss out on the discussion and instructor feedback that characterize for-credit classes and that make such classes useful and valuable.
- **Language and/or cultural barriers** : Although efforts are being made to make OERs available in multiple languages, many are only available in English, limiting their usefulness to non-English speakers. Additionally, not all resources are culturally appropriate for all audiences.
- **Technological issues** : Some students may have trouble using some OERs if they have a slow or erratic internet connection. Other OERs may require software that students don't have and that they may not be able to afford.
- **Intellectual property/copyright concerns** : Since OERs are meant to be shared openly, the "fair use" exemption from the U.S. Copyright Act ceases to apply; all content put online must be checked to ensure that it doesn't violate copyright law.
- **Sustainability issues** : Since OER creators generally do not receive any type of payment for their OER, there may be little incentive for them to update their OER or to ensure that it will continue to be available online.

7. Conclusion:

For various reasons and purpose of open access resources publication increasing and many Libraries are using to meet the open resources requirement of their students and faculty, research scholars, but now days subsequently, the users made their mind go for e-resources, by supporting open access resources includes lower cost, easily accessible and better prospects for long term preservation of scholarly research work. Present situation the libraries are getting trouble lack of budget, at the same time the costs of the publications are going up day by day, this has necessitated the users to necessarily and depends on open access resources to strengthen their existing resources, and providing better information services to the various LIS professionals and society.

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Best Practices of GFGC Holehonnur Learning Resource Centre : An Overview

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Abstract:

This paper attempts to highlight the profile of Government First Grade College, Holehonnur (GFGCH) and Learning Resource Centre (LRC). The changing nature of knowledge resources and users demands in this changed environment leads to discover best practices and effective implementation of these practices to enhance the visibility of collection and services provided by library and information centres. It also discussed the best practices implemented by Learning Resource Centre (LRC) at GFGCH to promote knowledge resources and services to make optimum utilization of budgetary learning resources. Identifying and promoting best practices is necessary in any individual library and environment.

Keywords: Best Practices, Learning Resources, Open Source, Open Access, Patrons

1.Introduction:

The global changes, particularly in the field of Information and Communication Technology (ICT) have had an impact on the functioning of academic libraries. The developments in ICT have changed the users' expectations from the academic libraries in different ways. The ways to build collection and give services to the end users vary from the recent past practices. To meet the demands of end-users effectively, the academic libraries need to identify and adopt good practices and benchmarks. Library and information system management is the basic and core activity which helps the user community in identifying and accessing knowledge resources in an academic institution. It also comprises of the activities performed in relation to the development of vision, mission, goals and policies of the library, working hours, stock verification methods, copyright issues, membership, budgeting and reporting, resource mobilization, technical processing methods, manpower development, basic amenities and facilities as well as collection development management or information resources development, technical services, information services generation, technological, legal and copyright issues, to name a few. It is also concerned with strategic planning of LIS in present and future operations. Identifying and internalization of best practices in the management and administrative functions at regular intervals would enhance the collection development process, services dissemination and use of the library as whole.

2. Profile Of Government First Grade College,Holehonnur:

The Government First Grade College was established in Holehonnur of Bhadravathi taluk in the year 1991 to promote higher education in the area, especially to empower the women education.The college offers four undergraduate programmes B.A, B.Com ,B.B.A and B.Sc The

college is situated amidst green arecanut fields in the outskirts of the town. It has a total area of 3.6 acres. 25 class rooms, staff rooms, principal's chamber, office, auditorium, Library and toilets have been constructed in 9000 square feet. Recently 18 class rooms have been upgraded into smart classes, five class rooms and ladies waiting room constructed utilizing RUSA funds. The college consists of a well-equipped computer lab, Network center and Multi- Gym availability of internet and intranet facilities.

The institute has an experienced teaching staff consists of fourteen permanent and 12 guest faculty. Seven faculty members have PhD and six M.Phil degree. Four faculty members are pursuing PhD degree. So for 4 faculty members have successfully completed minor and major research projects sponsored by UGC. Three state level seminars have been organized in the college. The college has obtained three ranks at the university level since its inception.

Besides regular classes special lectures, seminars and field trips are organized by the departments. The college library is fully computerized. A full time librarian manages the library which consists of 22,799 volumes, 8271 titles of all related subject books. Internet facility is available. Books related to competitive exams provide information on employment opportunities.

There is no dearth of extracurricular and co-curricular activities in the college. There are two NSS units of 100 volunteers each. These volunteers help in maintaining cleanliness in the college. Awareness programs are organized every year. The college unit was awarded the best NSS unit in the university. The sports Department of the college has been organizing inter collegiate competitions every year. Our college students have won gold, silver and bronze medals in weight lifting, Power lifting, Judo, Taekwondo and wrestling competitions. The college gym helps students to be physically fit.

The students also have the opportunity to participate in activities of the cultural association, Red Cross Unit, Rovers and Rangers and so on.

From the year 2021-2022 courses have been introduced as per NEP (National Education Policy,2020)

3. Profile of Learning Resource Centre (Lrc):

Libraries and Information Centers are powerhouse of academic, research and industrial setups. The Learning Resource Centre (LRC) at GFGCH is a unique knowledge Centre, which offers essential and specialized information resources and personalized information services to its faculty and students. The LRC is the fulcrum of support for the entire range of academic activities in campus. The main objective of LRC is to develop user-based resources, providing human and technologically moderated access to knowledge and facilitating users to identify, evaluate and access information. The interest exhibited by Library Committee, Commitment of talented staff and the support of our management made the Library a most lively place on the campus providing a safe, comfortable and friendly environment that enable learning and advancement of knowledge promotes discovery and facilitates scholarship.

The Library has the collection of more than 22,799 volumes, 8271 titles and 80+ periodicals, 1,64,300+ e-Books and 6000+ e-journals' subscribed under INFLIBNET N-LIST programme. The collection includes ready reference sources noteworthy among them are general and subject specific dictionaries, encyclopedias. The LRC has an updated collection on competitive exams, which forms a base for the students aspiring for appearing in various competitive examinations.

The LRC has established linkages with other reputed institutions for sharing knowledge resources to fulfill the information needs of users. The collection is heavily used not only by the students and faculty of GFGCH the facilities and services extended to others who walk in to use our library in large numbers.

3.1 Vision

“To serve as a catalyst for the development of an institution and to actively participate in the fulfillment of the institution’s plan of action”

3.2 Mission:

“To achieve student success by developing well informed students capable of contributing to knowledge based global society.”

4. Best Practices: Meaning And Definitions

The term ‘Best Practice’ originated in 1980s and it was popularized by business writers, most notably Tom Peters and Robert Waterman in their bestseller *In Search of Excellence: Lessons from America’s Best Run Companies* (1982). Essentially, the term implies success; that certain actions, attitudes, and programs are the most efficient and effective way of doing business and that the same measures can be used with successful outcomes in all similar organizations. Adopting best practices can help to improve the public relations and optimum utilization of knowledge resources in any type of library.

Best practices are defined by Jan Duffy as “processes that represent the most effective way of achieving a specific objective” (Skyrme, 2001).

“A practice qualifies to a best practice status if it resulted in high value impact on any aspect of educational activity in an institution” (NAAC, 2007).

“Best practices are those that can be applied universally in public relations with assurance that such approaches will yield the most effective, responsible, and ethical performance and results.”— *Encyclopedia of Public Relations*, edited by Robert Heath

According to ODLIS (Online Dictionary of Library and Information Science) best practices described as follows: “In the application of theory to real-life situations, procedures that, when properly, applied consistently yield superior results and are therefore used as reference points in evaluation of the effectiveness of alternative methods of accomplishing the same task. Best practices are identified by examining empirical evidence of success”.

According to Oxford Advanced Learners Dictionary “Best practices as quality of high standard, excellence, highly improved, outstanding, par excellence service. It means way of doing something that is usual or expected way in a particular organization or situation, guidelines for good practices. In this process of developing best practices we take action rather than good ideas, and we improve our skills.”

5. Best Practices Of Gfgch Learning Resource Centre:

5.1. Library Committee: The GFGCH LRC has formed library committee to formulate policies and guidelines for the smooth functioning of library activities including student representatives from each branch. It helps to promote the library activities and improve the usage of learning resources.

5.2. Library Help Desk: The GFGCH LRC has established Library Help Desk .The designated place to access library related documents like library information brochure, library membership forms, document reservation slip, manuals ,user guides, opinion book, feedback form, book

requisition forms, inter library loan forms, suggestion forms are made available to save the time of staff and library users.

5.3. Library Automation: The LRC has automated its all activities through e-Lib Library Software Source ILMS(Integrated Library Management Software) and bar-coded all knowledge resources available for circulation.

5.4. Library Security: The library has installed CCTVs (Closed Circuit Televisions) to monitor student activities and fire extinguisher to prevent natural hazards.

5.5. Best Library User Awards: To promote and cultivate good reading habits among students and staff library has instituted best user award. The awards distributed in college annual function.

5.6. Departmental Library: The library helps to develop and manage departmental libraries by guiding the in-charge staff.

5.7. Information Literacy Program: The library offers information literacy instruction program for new comers through print and non-print materials. The hands on practice sessions on usage of N-LIST database, Web-OPAC, Web Library and Open Educational Resources (OER) are conducted on demand.

5.8. Social Responsibility: The college as a social asset, extended services to the general public. LRC has initiated providing services to general public and alumni members. The members can access news papers, reference books, magazine and journals. They can borrow the library books and make use of photocopy, scanning facilities.

5.9. Arrangement Of Resources: The LRC has classified learning resources according to globally recognized Dewey Decimal Classification System and arranged textbooks and reference books course wise with barcode labels.

5.10. New Arrivals Display: Newly procured books made available on New Arrival Display. The images of cover pages circulated among staff members with the help of Google e-mail groups. Monthly list of new additions displayed branch wise on library notice board. It creates awareness among the students on the latest books available in their subject and also help them in selection of books for their projects and assignments.

5.11. Book Exhibition: The LRC organizes book exhibition periodically on special occasions for students and staff. The users can recommend books for library collection. The exhibition is open to all GFGCH students and staff. The wide publicity is given through pamphlets, banners and social media.

5.12. News Paper Clippings & Career Oriented Information: The articles or news clippings related to education, environment, science, national and international events, persons, social issues and information related to scholarships and career information is displaying on notice board and the same soft copies are circulated through online e-mail group message. It helps to know students know about various competitive opportunities and scholarships available in their selected field.

5.13. Thought For The Day: Students invited voluntarily to exhibit their writing skills in the form of thought for the day on specified board in library premises to provoke intellectual discussion.

5.14. Special Care For Specially Abled Persons: Library is situated in ground floor with good natural ventilation. The library has wheel chair facility and personal assistance from library staff to feel comfortable and use library resources and services.

5.15.Open Access System: The library has adopted open access system to save the time of user and staff. Users can access different kinds of information resources for their academic assignments.

5.16. Library Publicity: The library has dedicated website (<https://gfgc.kar.nic.in/holehonnur>) and linked with institute website. The website acts as catalyst to publish library related information on collection, staff, arrangement, rules, services and announcement for users. The website also contains links to open educational resources, important websites, Web-OPAC and N-LIST, and other databases subscribed by institution. The library also uses Google group, Quick Response (QR) Code, institute prospectus, brochure, magazine to promote library events and services.

5.17. Stock Verification & Weed Out Of Books: The GFGCH LRC is annually conducting stock verification to evaluate strength and weakness of library security and quality of stock of resources. The LRC has a weedout policy to withdraw outdated publication to save space and time of users.

5.18.Special Provision For Economically And Socially Backward Students (Esbs): The LRC has a special provision in the form of relaxed circulation norms and Book Bank Scheme for the help of students.

5.19.Library Use Statistics: The LRC uses circulation statistics generated by e-Lib ILMs to study the needs and demands of different streams. The N-LIST user statistics for the usage of e-resources. The visitor statistics branch wise monthly displayed on library notice board to create healthy competitiveness among students to make optimum utilization of resources.

5.20.Remote Access Facility: The library has provided remote access facility to all members. The members can access e-books and e-journals subscribed under INFLIBNET N-LIST.

6. Identifying And Promoting Best Practices:

The essence of identifying best practices is “transferring knowledge from those who know how to do something well to those who are keen to learn more” (Skyrme, 2001). There are four best practices used by libraries of all sizes and types to help enhance our image and promote the many services we provide to our patrons. The following are top four choices for identifying and promoting best practices in libraries according to Adeen Poster (2006)

6.1. Knowing Your Patrons And Providing Information They Want: To know your patrons, ask their information need and be willing to meet that need.

6.2. The Customer Is Always Right: We should trust our customers and believe that their opinions, desires, and experiences are valid. Checking our hiring and training processes to make sure the people appointed at service points are capable and trained to really listen to our users and their problems. There are lots of customer service classes, articles, and books for staff that will reinforce the service ethic and make it a conscious part of the transaction between us, or our staff member, and the patron. Even a simple referral to another library or another library colleague can help the user find whatever it is he or she needs. The libraries may offer inter library loan service and reference assistance, but just the fact that these services are available in a library doesn't mean they are visible, so be sure all our users know about them through good promotion and publicity.

6.3. Be Creative, Try Something New, Be Proactive: Reaching out to our patrons will pay off dramatically in their positive attitudes toward us and the services and resources libraries offer. Starting an electronic newsletter, online group or targeting a population of our users that we

think might gain help by the library, which can be accomplished by something as simple as a personal visit to an office.

6.4. Recognize And Reward Value—Especially If It's Your Own:

Recognizing and celebrating the achievements of library staff is more than just an excuse to throw a party—it is also an opportunity to market the intrinsic value of the library to our patrons. If they see that others value our work, they will too. No matter how small, or big, organization is, anyone can use these maxims to create programs, initiatives, new policies, procedures, and customer service-focused staff training to best demonstrate library collections and services to our patrons.

7. Conclusion:

A best practice is a practice which paves the way for enhancing an existing function and helps in effective implementation or use of the process. Use of technology in designing and delivering the information products and services in a library has always yielded good results. Automation of all in-house operations in academic libraries with bar-coding, user identity and web-opac facilities is a best practice in totality of library services. Effective implementation of user education/ awareness programs with the new techniques and tools will also be a best practice in extent of use of library services. Developing digital repositories with subject content open sources and institutional information and customizing it to internal requirements with remote access is one of the globally adopted best practices in the university libraries. In the present era of IT, the academic libraries need to re-orient to the highly qualitative information collection and services.

The information experts and Unique Knowledge Managers must create new ideologies and initiate innovative practices as leadership trainers, and friends of the Library users. “Before the Academia talks about ‘Outcome based Education and Evaluation system’ we the Librarians should be smart and good enough to demonstrate the outcome based services at our Libraries.”(Sankaranachiar,2018)

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Environment Sustainability through Green Constructions

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Abstract :

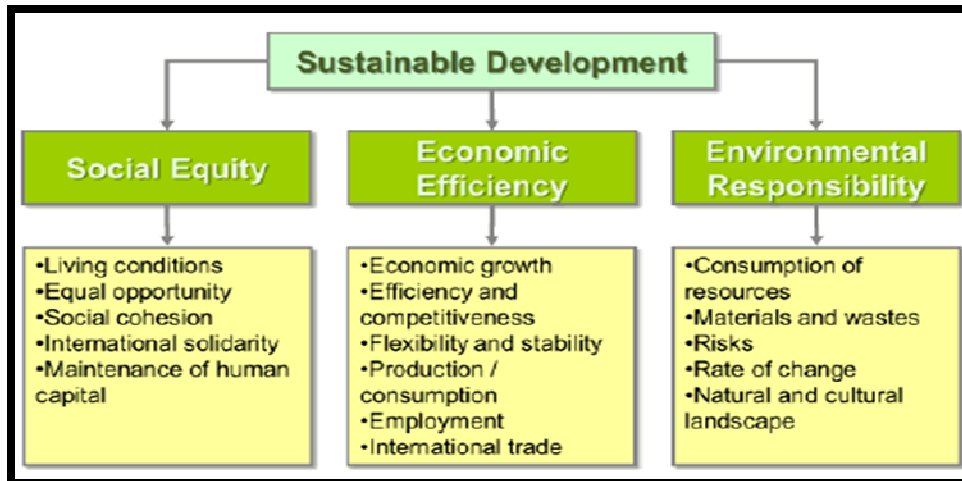
A "green" building or construction is one that minimizes or eliminates harmful effects on our climate and natural environment all through design, construction, or operation. It has the potential for positive effects. Green structures protect important natural resources and raise our standard of living. Green construction reduces the use of energy and water and is a key component of green house planning that aims to reduce greenhouse gas emissions. Sustainable development is a way for people to use resources without the resources running out. Green buildings helps in achieving sustainable development goals of improving health and well being of people, using renewable energy like solar energy, helps in creating new jobs and thereby help in economic development, reduce wastage of resources by reusing them, reduces unwanted emissions and thereby combat climate change etc. Due to increase in population growth rate in India, there is an increase in productive, economic and social activities and thereby increasing environment degradation and there is a need to identify the ways in which this can be minimized or checked. The sustainable development focuses on addressing these issues that have social impact, environmental impact and economic impact. The present paper tries to through light on need for sustainable development and how the concept of green buildings is paving way for the same. It also tries to identify some of the buildings that adopted green building technology. Survey method of research is adopted to gather the information related to sustainable development. The present survey is based purely on secondary data that is collected through various websites like Wikipedia, UNDP India, IGBC etc.

Keywords : Environment, Sustainable development, Green Buildings, IGBC

Green Constructions For Green Environment :

A green or sustainable building is one that may protect or improve the standard of living in the area in which it is situated due to its design and amenities. Utilizing resources in a sustainable manner prevents the resources from running out. It is development that "meets the requirements of the present without sacrificing the potential of future generations to satisfy their own needs," according to the Brundtland Commission's definition of the term. The three primary areas of sustainable development are as follows:

- Social Impact
- Environmental Impact
- Economic Impact



Source: An article from Research gate

The main goals of sustainable development are developing self without degrading the natural environment and the natural resources. This can be explained with the help of 5 P's:

1. **People** – End poverty and hunger in all forms and ensure dignity and equality
2. **Planet** – Protect our planet and climate for future generations
3. **Partnership** – Implement the agenda through a social global partnership
4. **Peace** – Foster peaceful, just and inclusive societies
5. **Prosperity** – Ensure prosperous and fulfilling lives in harmony with nature

Need for the study:

The population growth rate in India is leading to more productive, economic and social activities and thereby increasing environment degradation and there is a need to identify the ways in which this can be minimized or checked. There is a need to know about the upcoming technologies that help in environment sustainability along with addressing the needs of the growing population. Green buildings helps in achieving sustainable development goals of improving health and well being of people, using renewable energy like solar energy, helps in creating new jobs and thereby help in economic development, reduce wastage of resources by reusing them, reduces unwanted emissions and thereby combat climate change etc.

Objectives of the study:

1. To identify major reasons for resource depletion
2. To understand the concept of Green Buildings
3. To gain knowledge about important Green Building certifying authorities
4. To identify the green buildings constructed in India and in Hyderabad

Methodology:

Survey method of research is adopted to gather the information related to sustainable development. The present survey is based purely on secondary data that is collected through various websites like Wikipedia, UNDP India, IGBC etc. some of the engineering students of architecture were also interviewed to gather information related to green building concepts to enhance awareness on the same.

Major reasons for resource Depletion:

By offering a variety of natural resources for human development that are sustainable, the environment plays a critical role in people's lives. Renewable and non-renewable resources can

be broadly classed. Resource depletion results from using any of these resources faster than they can be replaced. The following categories help explain the main causes of resource depletion.

a. Increasing population growth rate:

The population of the globe is growing at a rate of 2% or so annually. India's population rose dramatically to 1.03 billion people. As the population grows, so does the demand for natural resources like water, minerals, land, etc., which cannot be provided proportionately, leading to a natural resource crisis. The research on climate change claims that human activity uses 30% more resources than is sustainable. By 2030, two planets like Earth will be necessary to supply our demands if usage patterns remain the same.

b. Increased Production Activities:

Technology advancement is both a blessing and a curse for civilization. Because of the green revolution and other movements, many inventions were produced to boost food productivity in order to fulfil the demands of the expanding population. There is one quote that has to be highlighted here: "There is enough in this earth to meet man's needs, but not his greed." It indicates that as a result of the population's expanding needs, more industries are established, which increases the amount of air, water, soil, and noise pollution. In addition to pollution, the use of several natural resources in manufacturing processes results in resource depletion.

c. Increased Deforestation:

More land is required for both residential reasons and the development of industries due to the population growth rate. Deforestation grew as a result, which has a number of negative effects such as increased biodiversity, soil erosion, and air pollution. These factors have a negative impact on the sustainability of the environment. Additionally, there is a significant loss of forest resources, and the average yearly rate of replanting is only 0.57%.

Concept of Green Building:

Green buildings are buildings or homes that are more energy efficient, produce less waste and are healthier to be inside. Green buildings don't literally mean buildings that produce zero-emissions or totally green or totally environmentally friendly. Green building certification is given by different organizations/institutions that setup standards to quantify how 'green' a building is. Different standards are followed while certification worldwide, but they are similar in concept.

"A green building is one which uses less water, optimizes energy efficiency, conserves natural resources, generates less waste and provides healthier spaces for occupants, as compared to a conventional building."

During the year 2003, an area of 20,000 SFT is taken up for green buildings and now it the registrations came up to 4,396 green buildings covering an area of 4.72 Billion SFT as on 31.12.2017 according to IGBC, out of which 1,258 green building projects are fully functional in India.

Features of Green Buildings:

1. Efficient use of energy, water, and other resources
2. Using sustainable energy sources like solar electricity

3. Efforts to reduce waste and pollution as well as to promote recycling and reuse
4. Satisfactory indoor air quality
5. Utilizing non-toxic, moral, and ecological materials
6. Considerations environmental aspects related to building, design, and operation
7. Structure that allows for environmental adaptability
8. Minimize the demand on non-renewable resources
9. Maximize the reuse, recycle and utilization of renewable resources.
10. Optimizes the use of on-site resources sinks by bio-climatic architectural practices.

Impact of Green Buildings on resources:

According to Environmental Information Administration (2008) EIA Annual Energy Outlook reports, buildings are responsible for 40% of primary energy use, 72% of electricity consumption, 39% of CO₂ emissions, and 13.6% of potable water consumption, according to U.S. Geological Survey (2000) data.

The fundamental concepts of Green Buildings:

While planning green buildings, the following aspects must be taken into consideration:

1. Structure design efficiency
2. Energy efficiency
3. Water efficiency
4. Materials efficiency
5. Waste and toxic reduction
6. Indoor Air Quality
7. Operations and Maintenance Optimization

There are mainly six certificatory for green buildings they are

1. LEED Certification



2. IGBC certification



3. GRIHA certification



4. BEE certification



1. 5. Green co Certification



6. Eco Certification



A. LEED Certification

- LEED stands for Leadership in Energy and Environmental Design
- It is a third part green building certification system managed by the United States Green Building council (USGBC) and the Indian Green Building council (IGBC).

B. IGBC Certification

- The IGBC stands for Indian Green Building Council
- It has a set of green rating systems for different type of buildings including homes, factories, existing buildings, Special Economic Zones(SEZ) and Townships.

C. GRIHA Certification

- GRIHA stands for Green Rating for Integrated Habitat Assessment
- It is a green building rating system developed by TERI (The Energy Resources Institute).

D. BEE Certification

- The BEE stands for Bureau of Energy Efficiency
- It is developing the Energy Conservation Building Code (ECBC) of India.

E. GREEN CO Certification

- The Green Rating system for companies is a point based assessment system developed by CII-Godrej GBC to help companies and industries go green with their activities and operations.

F. ECO Certification

- The ECO housing Assessment Criteria has been developed by the International Institute for Energy Conservation (IIEC).
- The Energy Resources Institute (TERI) and the Science and Technology Park (STP), University of Pune under the USAID-GDA sponsored eco-housing initiative.

Green Buildings in India:

1. **CRISIL House, Hiranandani Gardens** – Mumbai:70 % of the work area does not require any artificial lighting during the day, which is very rare for commercial building in India.
2. **Infosys Limited, Mysore building**-The overall water consumption of the building is 58% less as compared to other buildings of similar capacity.
3. **ITC Green Centre, Gurgaon & ITC Hotels**-ITC Hotels the greenest luxury hotel chain in the world with all its ten premium luxury hotels LEED (Leadership in Energy and Environmental Design) Platinum certified.
4. **Infinity Benchmark, Salt lake - Kolkata** - Inaugurated in 2009, this 5,60,000 sq. feet of space spread over 20 floors was then only the 2nd building outside the US and the 7th in the world to receive a LEED Platinum rating.
5. **Suzlon One Earth – Pune** - The campus has 18 hybrid wind turbines that fulfil 7% of the total energy consumption; the rest of energy demand is met from offsite wind turbines.
6. **Patni (i-GATE) Knowledge Centre - Noida**- The campus has 18 hybrid wind turbines that fulfil 7% of the total energy consumption, the rest of energy demand is met from offsite wind turbines.

7. **Great Lakes Institute Of Management – Chennai** - The institute is of the few LEED Platinum certified educational institutions in the world. Spread over 27 acres it certainly is the most energy efficient academic center in India.

Green Buildings in Hyderabad:

1. **CII-Sohrabji Godrej Green Business Centre - Hyderabad** - This building is one of the world's best example of passive architectural design. At the time of inauguration it was the first building outside of the US to be awarded LEED platinum rating.
2. **Rail Nirman Nilayam – Hyderabad Commercial** - IGBC LEED Rating: LEED Gold
3. **IGBC LEED Rating: LEED Gold** - India's first Greenfield airport is undeniably among the top 10 green buildings in India and the first airport in Asia to be awarded the LEED 'Silver' rating certification by US Green Building Council. Featuring 100,005 sq. m. of glass encased terminal, this green building ensures optimal use of natural light and minimal wastage of electricity or energy consumption.

Conclusion:

Green buildings will incur a one-time expenditure of an additional 8–10% in construction costs. Over time, the increased investment made in green buildings pays for itself through lower operational expenses. This idea not only slows down environmental deterioration but also has long-term financial benefits.

1. When choosing green building technology, the following factors are also taken into account in addition to environmental sustainability.
2. Creation of new jobs in the area of green technologies
3. Skill development and training is also provided by IGBC
4. New models of development will be identified
5. As a part of Corporate Social Responsibility
6. Increases good governance and transparency

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Crack Healing of Concrete Structure Using Bacillus Subtilis Bacteria

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Abstract :

Healing proportion of strength in cracks in buildings, different Reinforced cement concrete (RCC) structure, Canal Lining, Pavement, RCC Pipes, etc. has been increases in the ongoing bacterial concrete. Polymers, used for concrete repair, can be dangerous to the surroundings and are toxic for nature, so using a biological repair method is investigated on this study. The MICP (microbial-induced calcite precipitation) is used to fill the crack of concrete. From bacterial species, *Bacillus subtilis* which have more resistance are mostly used to fill the crack for that arises from settlement processes and shrinkage enhancement in concrete. This paper aim to research the increases of compressive strength using these bacteria and fill the micro cracks. *Bacillus subtilis* are mixed with water at the time of design mix and after cubes cast it test after 7 and 28 compressibility. The results indicate that the compressive strength of the species *Bacillus subtilis*. The study concludes that microorganism play a positive role of not only enhancing the compressive strength of concrete but also provides self-healing of cracks. The crack healing capacity of microorganism and conventional repair strategies are in comparison on these studies when microorganism had been covered in silica gel, cracks had been filled completely. Thus, bacteria enhance the strength and fill the cracks of concrete.

Key words — concrete, compressive strength, bacillus subtilis

I. Introduction

Concrete is widely used in construction purpose overall in the world due to higher compressive strength, durability, ease of availability and more but concrete is very week in tension and that cause the crack in concrete. Microcracks can be automatically fill by continuous hydration of cement when contact in moisture. But when microcracks tends towards more complicated and in millimeter or centimeter it should be need to repair. Traditional Repairing process like epoxy, grouting, jacketing of cracks are very expensive, time consuming and not an environment friendly so we need to bacterial process by which microorganism fill the cracks by producing calcium carbonate.

Once the bacteria find air it starts the process to fill the crack. Jonkers et al provide the application of self-healing methods of concrete [1]. This bio calcification method involves many parts, to complete these tasks [2-3]. At the time of concreting bacteria goes to inactive position. And at the time of air or oxygen found the bacteria starts the precipitation [8]. Whenever bacillus subtilis interact with the water and calcium lactate, bacteria start germinating. As microscopic organisms remain oxygen, the calcium lactate is change over to the limestone, which fills cracks arisen in concrete



II. Materials and Methods:

A. Bacillus subtilis bacteria

Its many advantages over other bacteria. Bacillus subtilis is very strong so it can resist in different environment conditions.

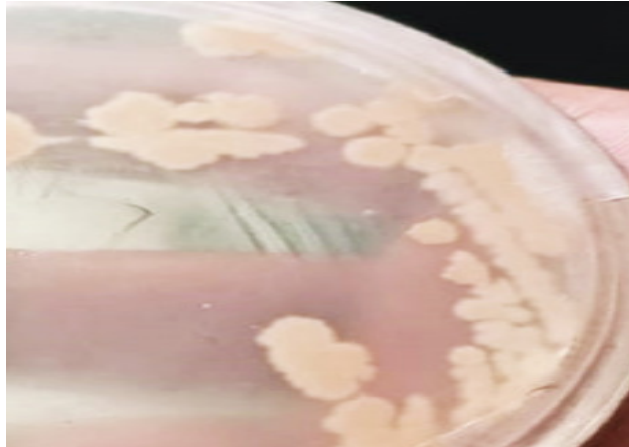


Fig.1- bacillus subtilis bacterial precipitation

B. Cement-

Portland pozzolana cement is used and examined for different properties with a specific gravity of 3.10.[4]

C. Fine Aggregate-

Locally to be had M-sand passing via 4.75-micron sieve is used as fine aggregate. IS 2720 [5] is referred to obtain Specific Gravity. Fine aggregate works as filler in concrete to fill withinside the matrix and deliver a compacted shape sure by cement. The specific gravity is discovered to be 2.70.[4]

D. Coarse aggregate –

The entire coarser aggregate first sieve to ensure not greater than 20 mm. the specific gravity of coarse aggregate is 2.8. All the properties are taken account as per IS 2386-1963.

E. Water-

Concrete mix are using for water consideration but for every 1 liter of water 100 ml bacteria uses so water reduce accordingly.

III. Result:

Compression test

Concrete cubes have been cast of M25 grade design according to IS 10262-2009 [6] with the using of bacteria. The cube size of sample as 150 mm 150 mm 150mm. concrete cubes are cured for 28 days before testing and follow all the instruction of IS 516-1959[7]

Table 1 result of compressive strength test-

Concrete	Compressive strength of cubes (avg)	
	After 7 days	After 28 days
Conventional	14.81 MPa	26.05 MPa
Bacillus	18.93 MPa	29.55 MPa

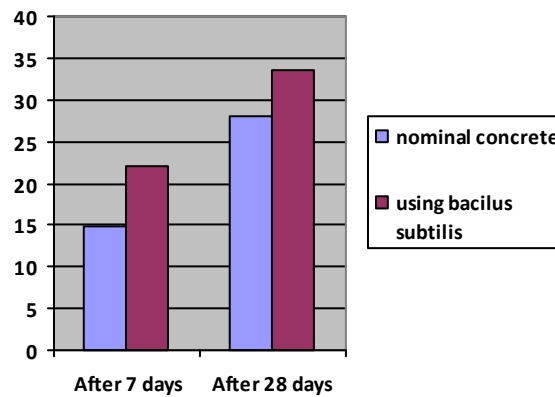


fig. 2 graph of compressive strength

IV. Discussion and Conclusion:

- Bacteria acts as neutral medium as it doesn't affect any concrete property, neither any change of slump or setting time so it's good and can be used.
- Bacillus subtilis increase the strength as compared to nominal concrete. The test results prove the functioning of microbiologically induced calcium carbonate precipitation. These bacteria survived in the cement mixture and produced Calcium carbonate as adequately.
- The fundamental basic idea behind our test is to reduce the small cracks without its so much bigger.
- Bacillus subtilis shows a percentage increase of about 14% in compressive strength compared to the conventional specimen.

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NPE 2020: with regard to Teacher Education and Higher Education

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Abstract:

National Education Policy 2020 is the third national education policy launched by the government of India on July 29, 2020. New National Education Policy on Teacher Education will enhance the quality of teacher education and present the teacher education system in a world-class context and some constructive suggestions by the researchers for implementing the recommendations of teacher education. Teacher education is one of the main areas to improve the quality of education in the country. Only qualified educated and trained teachers can help towards the building the Nation and contribute towards economic development. Development of Higher Education Sector is the key to growth of the economy. Like other developing countries, in India, Education sector plays an important role in the development of the country. Government of India has allowed 100% Foreign Direct Investment (FDI) in the education sector through the automatic route since 2002. From April 2000 to June 2021, Foreign Direct Investment (FDI) equity flows stood at US\$ 6,154.87 million. In India, EdTech Market is expected to reach US\$ 3.5 billion by 2022. Higher Education sector contributes is significantly to the development the country through skills and intellectual capabilities of highly educated people like eminent Academicians, Professors, Scientists, Researchers, Engineers, Doctors, Economists, Entrepreneurs, IT and Management Professionals etc.

Keywords: NPE 2020, Teacher, quality, higher education, development.

Objectives:

- ✓ Teacher Education in NPE 2020
- ✓ Higher Education in NPE 2020

The author did an extensive and critical study related to the topic.

Teacher Education in NPE 2020:

2020 Narendra Modi, “NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. 3.5 new seats will be added to the tertiary institutions”.

The main objectives of NEP is to “ensure that teachers are given the highest quality training in content, pedagogy, and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers” (NEP2020 -Page 42: 15.5).

After long-time approximately twenty-seven years Indian government launched the third National Education Policy on July 29, 2020. This new National Education Policy (NPE 2020) gives an outline and comprehensive view of the education system (Pre-primary to Higher Education) of India. The Government of India has decided to fulfill the recommendation of this policy by 2030. The key to this new policy is to provide quality education to the learners as well as the whole country and to highlight India's education in a world-class context. The NEP-2020 document addresses two key issues: Transforming all TEIs into integrated TE (ITE) programs by 2030 and undertaking a comprehensive planning project for teacher provision and training

education, on which the number of ITE universities and colleges will be determined. It is true that teachers are the backbone of our society. Teaching is a non-binding activity at school but also outside the school. They bring changes and make reforms in our society. The quality of education depends a lot on the teacher especially the teacher teaching and the teaching of teachers depends on the teachers' education program. Qualities for teachers can be born or can be found in the right way through education and training by developing knowledge, attitude, morality, and ability. For this reason, teacher education is paid a keen eye to various commissions and committees in collaboration with the government for different presentation policies, recommendations, and drafts. It was formerly known as teacher training but is now known as teacher education. There is a big difference between the words, "training" literally a little concept and the word "education" broadly the idea.

Merits:

- This education policy will enhance the quality of teacher education and prevent the commercialization that has begun in the field of teacher education.
- Teacher education institutions will be enriched in various aspects like teaching staff, materials, and infrastructure. As it is stated in NEP 2020 that all educational institutions which do not have proper infrastructure as per NCTE rules will be given a one-year time frame or fulfilling the criteria either tough action will be taken against those teacher education institutions.
- Multidisciplinary input will be made in the field of teacher education, which will open new horizons in the field of education and will build a world-class education system in India.
- Introducing an integrated four-year bachelor's degree will open new horizons in the field of education that will enable the production of more well-educated future teachers. Coordination will be made between public and private teacher education institutions.
- There is talk of taking entrance exams and aptitude tests from the National Testing Agency at the time of admission in pre-service teacher training so that the quality of education can be maintained.

Conclusion:

The National Education Policy will play an important role in taking the education system to a new level and is extremely important in maintaining the quality of the education system. It will help to present the education system of India in a world-class context. However, it is important to emphasize how quickly the implementation of the new education policy is possible and how the new education policy can be implemented by solving the various problems of the previous education before implementing it. NEP-2019 has recommended for the quality education for all by creating an educating system which is deeply rooted in Indian ethos and rebuilds India as a Global Knowledge Power. Building Cross disciplinary collaboration in Education through "Liberal Arts Education" is a welcome intention.

Higher Education in NPE 2020:

New Education Policy 2020, the implementation previous policies on education (NPE 1986 and NPE 1992) has mainly focused on issues of access and equity with a lesser emphasis on quality of education. The unfinished agenda of the National Policy on Education 1986 and it was modified in 1992 (NPE 1986/1992) is appropriately dealt with in the New Education Policy.

The New Education Policy is introduced after 34 years from the last Education Policy i.e., the National Educational Policy 2020 (NEP-2020). A major development of since the last Education Policy of 1986 or 1992 has been the Right of Children to Free and Compulsory Education Act 2009, which laid down the legal underpinnings for achieving universal elementary education.

The Union Cabinet on 31st July, 2020 gave nod to India's new education policy – The National Educational Policy 2020, which provides for major reforms in higher education, increased focus on non-academic skills and increased inclusion through language diversity and course fluidity. The union cabinet approved a new educational policy after 34 years. This policy (NPE 2020) aims to facilitate an inclusive, participatory and holistic approach, which takes into consideration field experiences, empirical research, stake holder feedback, as well as lessons learned from best practices.

This policy is meant to provide overarching vision (360 degree flexibility) and comprehensive framework for both School and Higher Education across the country. With the National Educational Policy 2020 coming to effect, there is a hope to transform education and putting a significant thrust on learning about how to think critically and solve the problems; how to be innovative, adapt and absorb new material in novel and changing fields. The new curricula will include basic arts, crafts, games, humanities, sports and fitness, language, literature, culture and values in addition to science and capabilities of learners and make education more effective, useful, well rounded and fulfilling to the learner and it will be learner centric policy. The Policy NEP 2020 based on the following principles. They are flexibility, multi-disciplinary, no hard separation, focus on conceptual understanding, emphasis on creativity and critical thinking, stress on ethics and human values, life skills, regular formative assessment for learning rather than the summative assessment, respect for the local context, full equity and inclusion, resource efficiency, light but tight oversight and regulatory system, continuous policy, education is a public service, substantial investment and the vision this policy.

The National Education Policy 2020 aims to building a global best education system, which is rooted in Indian ethos and aligned with the principles enunciated above, thereby transforming India into a global knowledge power. This policy (NEP 2020) divided into four major sections; they are school education, higher education, and other key areas on focus, make it happen reforms at school level.

This policy envisions the following key changes to the current system:

- By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions, each of which will aim to have 3,000 or more students. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district.
- The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.
- Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions
- A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement.
- The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive

Universities. Those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities.

- Autonomous degree-granting College (AC) will refer to a large multidisciplinary that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that.
- A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness.
- These three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum.
- HEIs will support other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.
- Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so.
- Single-stream HEIs will be phased out over time, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters.
- The system of 'affiliated colleges' will be gradually phased out over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode.
- The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education.
- The present complex nomenclature of HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' on fulfilling the criteria as per norms.

Conclusion:

The evaluation system would be also changed according to changes in education system. Skill development efforts of the Government aim at the removal of disconnect between demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skills and innovative thinking not only for existing jobs but also jobs that are to be created. With the National Educational Policy 2020 coming to effect, there is a hope to transform education and putting a significant thrust on learning about how to think critically and solve the problems; how to be innovative, adapt and absorb new material in novel and changing fields. The new curricula will include basic arts, crafts, games, humanities, sports and fitness, language, literature, culture and values in addition to science and capabilities of learners and make education more effective, useful, well rounded and fulfilling to the learner and it will be learner centric policy. But, in practice, we have some problems, unless address all these problems; we cannot achieve an effective and successful education system in India.

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Research in Librarianship : A Interdisciplinary Approach

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Abstract:

Contemporary academics encourage the interdisciplinary studies. The agencies of higher education in India also believe in this maxim for the promotion of quality education. UGC, a national funding and accrediting body provide guidelines with promotional schemes for further betterment of the field of interdisciplinary studies. On the basis of interdisciplinary research the institutions of higher education and university are even ranked on the basis of interdisciplinary studies and its enduring values in academics and also in society. The paper is proposed to speak the background of disciplinary and interdisciplinary studies, the societal and intellectual benefits and how interdisciplinary avenues are undertaken by the librarianship discipline. More especially the research paper argues out the collaborative study of management and library science and how these two disciplines together been investigated by the scholars of library and information science in general and job studies particular.

Introduction:

Conglomeration and collaboration between disciplines and interdisciplinary is not age old, rather having the recent value and importance. The disciplines and its connotations refer to the modern subjects taught in the university and college setup. The subjects are classified into variety of broadways and further into narrower and specialized ways. Reviewing the classification, the attribute of subject contents are primarily considered for being disciplinary and interdisciplinary. One popular way of understanding the academic subjects are in the division of science, social science and humanities. Eventually the study and research, researchers and scientists appraised the societal benefits of these disciplines. The research result and outcome of investigation helped the growth and development of subjects. No disciplines or subjects are restricted into certain boundaries and nature of the content demands viewing from different perspectives.

Those perspectives and multiple analyses of particular subjects are bound to be understood the relation between two or more subjects or sub-subjects, what the librarian often call it a facet. Economics is a discipline from social science categories, which is to study the economic activities, theories, the relation between demand and supply and satisfying unlimited wants with the limited income. On the other hand political science is another important discipline which is studied and taught with a definitive scope while understanding the political behavior, constitutional aspects, rights, duties and also governing principles. These two aspects are taught with definite prescribed scope. However under some circumstances while studying new phenomena, contents of both the disciplines crisscrosses and overlaps, hence formed interdisciplinary.

Librarianship and Interdisciplinary:

Librarianship as a discipline is more than hundred years old. It has evolved through the years as one of the finest subjects of social sciences. Thought started with certificate and diploma courses, librarianship in India are taught and researched at par with other subjects of social

sciences. The content is taught with modern and pragmatic syllabi by retaining the old and traditional concept with new areas of research. The discipline starts with practicable beginning of classification and cataloguing, clubbing into knowledge and organization and revealed its maturity with new areas of study and research. An application of information technology has helped to cross those traditional boundaries of discipline into enhancing the library services by applying information and communication technology. For these purposes, the library professionals are trained with the basic principles of information technology so as other technocrats. To manage libraries and information centers as an organization, the managerial principles are taught. So the new activity, duty and responsibility they are here trained with, made them librarians and library managers. More number of activities and engagements of modern libraries have transformed their original positions by training, content and orientation. Hence the new role played by librarians is not excellent with disciplinary nature of orientation and at the same time content made them practical and pragmatic also. Thought not described here exhaustively, more numbers of interdisciplinary studies are imbibed into the syllabi and content of the librarianship course.

Management, Job studies and Librarianship:

Though tagged as a popular and independent terminology, Job studies are one of those core subthemes of management disciplines. Under this umbrella term job studies, Job advertisement, Job analysis and job requirement and many others are covered. 'Job analysis commonly combines methods of data collection to achieve a comprehensive picture of the job under study. Most approaches to job analysis mix and match various job data sources and data collection techniques. Management people are trained and develop their competencies during their training and research at institutions and universities. The job study Programme is considered to be one of the primary areas in management syllabi of the school of management. The basic objective of this study is to orient the young managers to adhere themselves to handle the people at different levels in the officers, institutions and organizations. It is to be noted that people are core part of any organization. As price puts it, 'how can we difference one organization from another? Large companies spend considerable amount or developing strong images for themselves. Corporate logos, decoration schemes, uniforms, marketing literature and advertisements are all designate to create a favorable impression with customers and share analysis. But public images tell us little about an organization as an employer. In fact it obscures the nature of people management. It is people work for organization, who develop services and products of organization and eventually the people and organizations are related to each other and develop mutual cooperation and competitiveness. The result is that the organization is known through its people.

The library is also considered as a modern organization with increasingly variable nature with relation to servicing the people as client of the library. The library professionals work in the library in different capacities to serve the organizations with stipulated job descriptions and job analysis. Understanding people, the library professionals in the library have become a tedious job for library authorities, library managers and the chief librarian. The is taken up seriously by library trainers and teachers of the university to consider this issue as a special case and accordingly the elements is inscribed in the syllabus and the other training aspects of librarianship.

Syllabus and Interdisciplinary:

Library school adopt the contents which best suit the students for the job market. As it is discussed above, one of the primary aspect demand a special module on the management on the library and information science centers. Majority of Indian library schools design their syllabi considering one of the core compulsory papers often entitled, 'library management', 'management of library and information centers' etc. The basic reason of giving importance to management and managerial principles is for considering libraries as a modern complex organization. In special paper on management principles, consisting of four-five parts in the form of units or sections is having a job studies as one of them. In this part the content is so designed that people and their job is considered as one of the substantial part of library as an organization. Orientation to the job or the works, their nature and description are told in the classroom. The entire activity is related to job studies are described herewith the beginning job requirement and to fulfill those requirement, public notices in the form of advertisement to attract the best minds are displayed followed by on the basis recruitment policy and suitable candidates are inducted and introduced to the organization. In some cases job training is initiated for the fresher's and staff development programmed is conducted time to time for updating the compliances of the people along with in-house updating programmes. All these aspects are related to job in the context of library as an organization, needs to be focused, studied and researched for further development.

Teaching management principles in general or job studies in particular are not created in vacuum. Librarianship syllabi designers need the help of others especially, from economics, and management people. Orientation and adoption of the content of management aspects into the field of librarianship is primarily the involvement of two disciplines e.g., economics and librarianship. The job study is borrowed from the content of management to its discipline, and other disciplines also borrow certain elements from the subject of library and information science. The environment of one or more disciplines speaks in the volume about the nature of the interdisciplinary study and research.

An interdisciplinary shows the brevity and credit of a discipline; librarianship is credited with all these attributes and proud to be tagged as one of key professional disciplines in Indian academics. Teaching a paper on managerial principles not only introduces the basics of management to the students of librarianship but also a future librarian is trained with all these management success tips. This interdisciplinary nature of the content of introduced in librarianship discipline, the outgoing students of the subject is empowered multifariously along with fitness to become even managers and other organizations related to libraries and information centers'. Further the interdisciplinary strengthened the discipline and attracts more students for training and research. This symptom of interdisciplinary not only strengthened the discipline but also assisting in enhancing the discipline or subjects. Hence the quality of the university is elevated.

Conclusion:

From the above discussed proposition in support of interdisciplinary, introducing job studies in librarianship while adapting the managerial principles in the training of future librarianship speak the favor of modern librarianship as a subject or discipline. Newer and newer theories and principles are encouraged to be introduced in the syllabi. In some library schools, wherever is warranted by looking into the job market, a full-fledged paper may be taught under the flagship of job studies. By result, the products or students of librarianship, if not many at least

few can get the benefit to be recruited by the big organizations or can be employs as job officers or training officers or as specialized employees in different corporate and government sectors. All these would be possible by adopting and encouraging the interdisciplinary nature of the study from other disciplines and librarianship can be transformed into a newer and newer professional discipline. Hence interdisciplinary can provide flexibility and dynamism from static nature of the discipline and ultimately the dynamism is principle of survival of the fittest attitude in the academics.

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A Study on the Challenges in Post- Goods and Services Tax (GST) Implementation

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Abstract:

GST is levied on all transactions such as sale, transfer, purchase, barter, lease, or import of goods and/or services. India adopted a dual GST model, meaning that taxation is administered by both the Union and State Governments. Transactions made within a single state are levied with Central GST (CGST) by the Central Government and State GST (SGST) by the State governments. For inter-state transactions and imported goods or services, an Integrated GST (IGST) is levied by the Central Government. GST is a consumption-based tax, therefore, taxes are paid to the state where the goods or services are consumed not the state in which they were produced.

Keywords : Destination based, Cascading effect, Value Added Tax, Dual Model , Return filing, Compliance , exemptions.

Review of Literature:

Sl No.	TITLE	AUTHOR	YEAR	FINDINGS
1.	Problems of Double Taxation in India-A Case for progressive GST .	Dr. Ankita Gupta	2019	Even after implementation of GST , there are various slab rates that contradict the objective of "One nation , One Tax".
2.	GST : Impact and implications on various industries in Indian Economy.	Sankar.R	2018	Even though the government said that they will compensate the manufacturing states for their losses, it was borne by the general public.
3.	GST in India: A key tax reform.	Sehrawat M, Dhanda U	2017	It was a major revolution in Indirect tax regime, but lack of proper training to the professionals .
4.	GST , Challenges faced by business operators.	Mohammad Shukry bim Md Taib	2017	All businesses need to keep relevant records , compliance costs will increase.

Need of the Study:

Since almost 5 years have completed after the implementation of GST(01-07-2017), it is very important to study those issues that are still not clarified or addressed.

Objectives of the Study :

To throw light on the problems in post -implementation of GST even after 5 years of operation .
To find out those major issues that cause problems in GST revenue collection.

Limitations of the Study:

1. The study is limited by time constraint.
2. Only secondary data is used.

Research Design:

Descriptive research design is used. Data is collected from secondary sources through peer reviewed journals , articles and government websites .

Problems In Post-Gst Implementation:

Opposition parties claim that the concept of GST is bad, but its implementation by the government has been worse.

1. **Not all items are covered:** Taxation for certain items such as Alcohol, Tobacco etc. are still not under the GST domain. States argue that including them would hamper their revenue and they would suffer a huge resource. However, some experts say that the real reason is the nexus of politicians with some business class and high profile lobbying. Further, the Finance minister of India has said in the parliament that the consensus to include alcohol and tobacco under GST regime is possible in foreseeable future.
2. **Decision criteria for the tax bracket:** There are apprehensions that how to decide about the items and the criteria that which item will fall into which tax bracket. It may lead to lobbying. To this, the Finance minister has said that the decision will be taken by the GST Council only and after due diligence and most probably by the consensus.
3. **Multiple tax rates and brackets:** The philosophical idea that GST means “One Nation one Tax” is currently diluted due to multiple tax rates and brackets. To this, the Finance minister has said that since the target consumer of goods and services have different capabilities and therefore there must be a system similar to the democratic lines where higher value consumer pays more taxes.
4. **Power to impose tax taken away by Central Government from the Parliament:** The Central GST Bill, 2017 allows the central government to notify CGST rates, subject to a cap. This implies that the government may change rates subject to a cap of 20%, without requiring the approval of Parliament. Under the Constitution, the power to levy taxes is vested in Parliament and state legislatures. Though the proposal to set the rates through delegated legislation meets this requirement, the question is whether it is appropriate to do so without prior parliamentary scrutiny and approval.
5. **Confusion regarding the control over taxation:** To avoid dual control, the GST council has reached a compromised formula. 90 percent of tax assesses with an annual turnover of Rs 1.5 crores or less, will be assessed by states and the rest by the Centre. For those with a turnover of over Rs 1.5 crores, the states and the Centre will share it equally. However, this ‘solution’ has its own set of issues.
6. **The issue of casual taxable person:** If a person registered in one state moves to another state for a short period for some business transaction – say to participate in a fair or exhibition, then that person would have to get himself registered in that state for that period.
7. Detailed account keeping needs to be maintained for filing GST return and for claiming INPUT TAX CREDIT , small businesses have neither accounting knowledge nor digital literacy., which results into hiring professionals for these jobs.

Cost of business increases a lot due to this problem.

8. Banks and various manufacturers suffered huge losses because they had to get acquainted with this new system of e-filing , e-way bill and invoicing , which took a lot of time and money.

9. Technical glitches were also seen in online platforms of GSTN and E-way billing.

10. The compliance cost has also increased .

11. Under GST, 37 RETURNS are required to be filed against 3 per month and one annual under the old regime.

12. For those operating across different states , the number of these returns increase as they have to file separate SGST returns for each state.

13. The main objective of ONE NATION ONE TAX is itself a big failure as there are 4 slabs of GST (5 % , 12 % , 18 % , 28 %).

14. In case of services , now almost GST rate is 18 % , before GST , it was just 14 % + 1 % cess = 15 % . This goes against the aim of controlling inflation.

15. Only consuming state are getting the benefit and manufacturing states are suffering losses, either because their consuming population is less or less urbanization.

16. There is GST COMPENSATION CESS, which makes the GST regime much more complicated with multiple tax rates.

17. In case of services that involve three or more parties, in such a case , the application of IGST and SGST is much more complicated. In this case the rules for place of supply are very complicated , which pushes the compliance costs higher.

18. There are a lots of rules for claiming INPUT TAX CREDIT. The buyer must receive tax invoice from the supplier.

The supplier must have paid his duty to the government on the goods and services supplied.

Supplier must have filed GST RETURNS .

The stipulations place the additional responsibility of tax compliance on their sellers who are buyers of large manufacturers and original equipment manufacturer(OEM s).

19. If the supplier has not paid their taxes then the buyer will have to pay the suppliers' tax.

20. MSME s and start ups were exempted from paying taxes up to a turnover of 1.5 crores under EXCISE REGIME, but in this GST REGIME , turnover is reduced to 40 lacs.

Suggestions:

1. Rationalization of multiple tax slabs.
2. Petroleum products, Electricity Alcohol for human consumption must also be bought under the purview of GST .
3. Reduce the tax complexity as much as possible.
4. Don't keep much goods under the exemption list which leads to mis-use and huge losses for the government.
5. Put a limit on the Exemptions .
6. Raw and unbranded items consumed by poor population should be under Zero Percent GST.
7. The number of tax returns to be filled under GST is too many , which needs to be worked out from point of view of both cost and ease.
8. Establish a State –level GST Secretaries and National Appellate Authority for Advance Rulings for speedy disposal of GST disputes.

Conclusion:

Various reforms need to be made and the above suggestions needs to be implemented for better structure of GST and to reduce the compliance cost and increase the revenue of the government.

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The Study of the Impact of Modern Technology on the Teaching and Learning of Mathematics

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Abstract:

Mathematics is a subject that has earned a bad name over the centuries for being a difficult and boring subject. In an era when student attention spans are rapidly shrinking and gadgets play a major role in their lives, forward-thinking teachers are trying to find new ways to help their students learn better. Technology is moving forward. We all depend on different apps for our day-to-day activities. Many apps help in learning as well. The teaching-learning process has been simplified with the advent of apps, especially math apps. For most of us, studying Mathematics is exhausting. The advancement of math apps has helped ease the process for students. These math apps are helping students consolidate basic arithmetic concepts and instill a love for learning math. ICT is mainly employed in the educational process in four ways; Teaching Learning, Evaluation, Administration, and Professional Development. Generally, with the emergence of mathematics teaching technology, many technological tools are employed for the same. The objective of this research paper is to study the impact of modern technology on teaching and learning Mathematics.

Keywords: Technology, Mathematics, Educational Process, Arithmetic Concepts, ICT, App, Teaching-learning

Research Methodology:

The research paper has depended on secondary data.

Objective of Research:

- 1) To study the impact of modern technology on the teaching and learning of mathematics.
- 2) To study the role of modern technology in teaching and learning mathematics.
- 3) To explore the modern technologies available for teaching and learning mathematics.

Introduction:

In ancient times, the purpose of mathematics was the development of mental powers and the emphasis was on character development. But today the need for mathematics is also being emphasized for moral and artistic values. In the modern era, more attention is given to STEM i.e. S-Science, T-Technology, E-Engineering, and M-Mathematics. In the modern era, more emphasis is given to science education because economic progress is possible only through science education, but the progress of science is also not possible without mathematics. Thus the development of STEM is not possible without mathematics. Thus, whatever physical and technical progress has been made due to science, credit should be given to mathematics. Along with the progress of mathematics, there has been progress in science and the progress of science in the future depends on mathematics only. If we study the curriculum of mathematics in the progressive countries of the world, we will find that the level of study material of mathematics in primary and secondary classes there is progressive and students have got unprecedented help in learning science through the study of mathematics.

Presently virtual experiments, PowerPoint presentations, video conferencing, the internet, etc. are used during the mathematics teaching process. Thus, ICT is widely adopted in mathematics teaching-learning processes. Similarly, in the case of evaluation, several tools and software are used. For example, online tests, computer tests, e-portfolios, etc. are used to assess the progress of the learners. Storing the data of the learners in an excel sheet, Management Information System (MIS), etc. are some of them.

The emergence of various learning resources has made the learning process easier for learners. Moreover, teachers are being successful in developing interest and motivation among learners with the help of ICT mathematics teaching resources. Blackboards, charts, models, etc. are the learning resources of the pre-digital age. In addition, teachers are also using digital math teaching resources. Some of the resources for digital learning are computers, e-books, educational software, etc.

At present, the latest technology of various systems of dissemination of information such as television, mobile, computer, and the internet has increased the speed of flow of information, as a result of which information is being received quickly and easily. Today, the interaction of mobile phones and tablets with the Internet has made the flow of information error-free, simple and accessible. Various components of communication technology like smartphones, tab, computers, etc. are used for this work. Apart from this, there are many other means in which mathematics can be taught using electronic media; Such as television, computer, internet, mobile phone, etc., using which the limited scope of the classroom can be expanded.

In its initial form, 'Technology in Education' meant the use of audio-visual material in teaching work. In the education system of that time which was based on the sender-receiver method, the role of audio-visual material was to convey the content to the learner. With time this meaning also changed and now technology in education means the use of machines, gadgets, and equipment to increase the quality of education. This aspect was also called the 'hardware approach' of educational technology. Various instructional media that come under this are traditional media (charts, models), audio-media (radio, tape recorder), visual media (television, DVD player), and project media (slide projector, LCD). Projector) Multimedia (Computer) and Mobile Media (Mobile). It should be noted here that all these media are means of conveying information that conveys different types of information to the learner with the help of different software. In essence, it can be said that the center of technology in education is the tools that are used to make the process of learning and teaching interesting and effective. Here we also have to keep in mind that equipment is a means, not an end.

In the next phase of the development of educational technology, the term 'Technology of Education' came into existence. Through this word, looking at education in a broad sense, words like learner's initial behaviour, objective, subject matter analysis, and evaluation were also brought under the ambit of educational technology. The term 'Technology of Education' refers to the use of various principles, rules, and related subjects to increase the quality of education. These subjects related to educational technology are sociology/sociology of education, philosophy/philosophy of education, psychology/psychology of education, communication, and technology. On this basis, it can be said that all those policies, techniques, and mediums come under the technology of education, using which helps in designing, planning, implementing, and evaluating teaching.

The Impact of Modern Technology on the Teaching and Learning of Mathematics:

The use of technology to enhance student's learning experience is referred to as "technology integration" in education. Learning objectives create actively engaged learners when different types of technology are used, including the virtual classroom. Currently, there are challenges to technology integration in mathematics classrooms, including lack of hardware and guidance, resistance to change, curriculum design, problems with teaching and learning of mathematics, fear of mathematics and a sense of failure among most children, curriculum, Unsophisticated methods of assessment that promote the approach of viewing mathematics as mechanical calculations, lack of teacher preparation and support in teaching mathematics, etc. The use of modern technology has helped reduce these challenges to a great extent.

The change in the learning style of the students proves the relevance of ICT in teaching mathematics. Today's learners are tech-savvy and prefer to use multiple digital tools for learning. A constructivist approach to learning is practiced today which helps learners to develop their understanding of subjects based on their past experiences. In such a scenario, learning should be supplied in multiple sources (preferably digital) as a complement to the learners building their knowledge and learning experiences. The use of ICT in Mathematics teaching is helping the learners to get the latest information/knowledge in various subjects. There are many channels of communication available which are helping learners to interact, communicate and share information. Thus, a flow of information and knowledge is achievable which takes less time. Learners are using various online repositories, online libraries, online books, etc. Thus, ICT in mathematics teaching is providing an opportunity for additional reading and to improve the abstraction of concepts. ICT-integrated education in Mathematics teaching is preparing the learners to have adequate skills and all-around development. Learning efficiency and smartness are being enhanced by the use of ICT in Mathematics teaching. Learners learn better, grasp knowledge more easily, retain the material learned, and apply them more easily in practical situations. It helps in the development of many skills, both cognitive and physical.

Technological tools are helping students build a deeper understanding of mathematical relationships and structures and allow them to focus more on conceptual understanding and problem-solving. Challenges are faced while integrating technology with mathematics as the mathematics curriculum needs to be restructured for the integration of technology. The use of technology helps a lot in technical mathematical exploration and by using these tools intelligently the students are kept engaged. Calculators have traditionally been helpful in arithmetic operations. At the same time, it is also true that the calculator has educational importance. If one asks the question of whether calculators should be allowed in examinations, the answer is that examiners don't have to ask questions that require calculators. In contrast, children in a safe environment can use the calculator to study the repetition of algebraic operations. If the simple calculator has so much potential, then the power of graphing calculators and computers can be of great use in mathematical exploration. It is important to understand that many types of technology are used in mathematics education and the calculator or computer is only a small part of it. Notebooks and blackboards are other things, the use of graph paper, geoboard, abacus, geometry box, etc. is very important. Innovation in the design and use of materials should be encouraged to make school mathematics learning enjoyable and meaningful.

Technology in mathematics education is the web of techniques used to realize predetermined objectives in mathematics. Technology refers to the systematic use of modern systems and

technology in teaching and learning. It helps the teacher in a variety of roles, some traditional and some evolving. The penetration of mobile phones has increased rapidly in India and today most teachers and students have mobile phones. After the advent of mobile internet services, the capabilities of mobile phones have also increased a lot. Through this, today it has become easy to exchange various types of mathematical educational information. New uses of mobile phones are also coming up like using them as a projector. Experts believe that in the future, mobile will attain the status of the most used technology in the field of formal education. Digital games have also emerged as an important tool to be used in formal education. Today CDs/DVDs are available in the market to teach various subjects through games. These digital games can be played on various platforms like mobile, video, computer, etc. While digital games provide an opportunity to the student to learn in an entertaining form, on the other hand, they are also creating an eagerness to learn.

Direct to Home (DTH) technology is also one of the new technologies being used in the field of Mathematics education. With the help of DTH technology, it has become very easy to telecast different types of television programs directly in the classrooms. Through this, the facility of telecasting television programs on a computer and recording programs as per requirement has been obtained. Due to these features, the role of DTH in teaching-learning of mathematics is likely to become more extensive.

Educational technology has an important contribution to making the process of teaching and learning mathematics effective and purposeful. With the effective management of learning situations, the use of educational technology is also helping in making it interesting, meaningful, and enriching. Educational technology is helping to improve the process of teaching and learning mathematics and for this, the coordinated use of media, methods, materials, and technology is being done. Educational technology has helped us to establish synergy between the process of development of instructional design and instructional media. New experiments in educational fields and new tools and methods coming in the field of electronics and communication have provided us with many opportunities, using which we are making the process of learning and teaching mathematics more effective. These trends in educational technology make it important for formal education.

Mathematics is one of the most difficult subjects for most children. There are many tools available online today to help children sharpen their mathematical skills. There are a variety of math learning tools available today, from apps to games and websites. Today children are learning maths from maths apps. Including Komodo Math, Rocket Math, DoodleMaths, Sumaze Primary, MyScript Calculator, Kids Math, Little Panda Math Genius, Toon Math, Math Jumps, Math Doors, Math Racing Games, Quick Brain Math, Math Riddles, Khan Academy, Hard Math Game, Kids Numbers & Math Lite, WolframAlpha, Photomath, Mathway, Microsoft Maths Solve app, Mathway, Symbolab Math Solver, Maple Calculator, Math Scanner By Photo, cymath Math Problem Solver, WolframAlpha, CalcTape Calculator With Tape, Yhomework – Math Solver, etc. Math app included.

Advances in technology are increasingly affecting mathematics teaching. It is the use of systems, tools, systems, materials, and human and non-human, resources to improve teaching-learning and to make the process accessible to a wider range of people. It answers basic educational questions related to needs and resources, prior experiences, tools and materials, administrative and organizational structure, feedback, evaluation, etc.

Computer-aided instruction provides individualized mathematics instruction to students in a variety of ways. Individualized instruction is prepared based on the different interests, aptitudes, and achievements of the students. Computer-Aided Instruction in Mathematics Teaching It is an important source of facts and information for teachers and students. Which provides practice opportunities to the students. Through an interactive tutorial approach, students are taught easily.

Conclusion:

ICT is a constantly evolving set of technologies that have revolutionized the process of information communication and communication. The education world is also not untouched by this revolution. While these new techniques have expanded the classroom interaction of the teacher on the one hand, on the other hand, it has increased the opportunities for self-learning of the students. In such a situation, it is necessary to introduce students to new tools of education. With time, the use of ICT in the field of mathematics education is also becoming inevitable. Information and communication technology is providing you with delightful facilities and support in becoming a better mathematics teacher. With the help of educational technology, there is an opportunity to conceive and use the learning system to achieve the set educational goals. It is helping to train teachers and use the tools according to educational needs. There is an opportunity to use technology to solve the problems of the educational sector and to do research related to it. It is helping in bringing changes in the process of teaching mathematics and making the process of learning and teaching interesting and enjoyable. It is becoming possible to fulfill the objectives of bringing quality to education, increasing its access, and equality of educational opportunities.

Suggestions:

- Transferring the student towards 'higher' goals.
- To imbue every student with a sense of success and at the same time provide conceptual challenges to budding mathematicians.
- Assessment methods should be changed so that instead of procedural knowledge of the student, mathematization abilities are tested.
- It would be appropriate for the government to provide suitable alternative low-rate technology. Research in this direction will be extremely beneficial for school education.
- Teachers should be augmented with various mathematical resources.

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Recent Trends in Library Science Education in the World

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Introduction -

Education is the process of facilitating learning or the acquisition of knowledge skills values morals believes and habits educational methods include teaching training storytelling discussion and directed research. Education frequently takes place under the guidance of educator's however learners can also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one things feels our acts may be considered educational.

The first training course in Library Science in India was established at the Central Library, Baroda in 1911/12 by W. A. Borden and at Punjab University in 1915 by A. D. Dickinson. Gradually other universities and library associations started setting up library schools. Madras Library Association and Bengal Library Association started certificate courses in 1929 and 1935 respectively. Postgraduate courses also started in other universities subsequently, such as Andhra University (1935), Banaras Hindu University (1941) and University of Delhi (1947). The University of Delhi started providing facilities for research leading to doctorate degrees. It was the first institution to start the M.Phil courses in 1977.

In addition to formal teaching courses, many universities have introduced correspondence courses at various levels of education. This provides facilities to library personnel working at the lower level to improve their qualifications and update their limited knowledge and skills and also to those who could not get admission to formal courses earlier. In India, Library Science has almost been recognised as an established discipline now at par with other social sciences courses in the university education system. In spite of this, LIS education is currently facing a turning point. Various factors have contributed to bring about the change from the conventional to an automated library operation. Today only computerised libraries can participate in networking at the national and international levels. Most of the computerised libraries suffer from paucity of competent personnel at top and middle level managerial positions. Presently in India, Library and Information Science (LIS) education is imparted through more than 118 universities and institutions. A total of 105 universities provide Bachelor of Library and Information Science (BLIS) courses, 78 universities provide the Master of Library and Information Science (MLIS) courses, 21 are offering two-year integrated courses, 16 universities provide M.Phil in Library and Information Science, 46 universities provide Ph.D in Library and Information Science and 2 Universities provide D.Litt Degree. Besides this, the National Institute of Science Communication and Information Resources (NISCAIR) which was earlier known as the Indian National Scientific Documentation Centre (INSDOC), New Delhi, and Documentation Research and Training Centre (DRTC), Bangalore, provide Associateship courses in Information Science, which are equivalent to the MLIS degree. Presently the following LIS courses are available in India: - Certificate course in Library and Information Science (C.Lib.Sc) - Diploma in Library and Information Science - B.Lib.Sc. /BLIS (Bachelor Degree in Library and Information Science) - M.Lib.Sc. /MLIS (Master Degree in Library and Information Science) - PGDLAN (Post Graduate Diploma in Library Automation and Networking) - M.Phil (Master of

Philosophy) in Library and Information Science - Ph.D (Doctor of Philosophy) in Library and Information Science - D.Litt in Library and Information Science.

Until the year 2000, most of the library schools in India have adopted the curriculum recommendation of the Report of University Grants Commission Review Committee 1965 (Chairman: Dr S R Ranganathan). In 2001, a Committee was appointed by the University Grants Commission (UGC), Government of India under the Chairmanship of Prof. C R Karisiddappa. This committee included experts, practitioners, teachers and scientists who made an outstanding effort in designing the National Curriculum for LIS Education. The committee, while keeping a practical and feasible approach, framed a modular curriculum keeping in view the contemporary developments in the job market in India suiting the different levels of LIS education. The special features of UGC model curriculum has clearly stated the learning objectives for each module, unitized syllabi, special instructions to emphasize the theoretical and practical aspects, and it also indicates the implied concepts of information literacy in LIS curriculum. The Committee also suggested a 60:40 approach for practical and theoretical sessions respectively. The practical sessions include hands-on experience, assignments, seminar presentation and demonstrations by LIS students during the course of study (UGC Model Curriculum: Library and Information Science 2001 (Chairman: C R Karisiddappa)). With the growth of information technology, LIS Schools have understood the need of periodic examination and analysis leading to necessary changes and improvements in curriculum for the interpolation of new and fast developing areas of information technology and computer science. The objective for training of LIS professionals is to promote library, to educate, to articulate and provide for the need of the clientele to increase productivity and economy. Curriculum is the core of the reform. Most of the library schools and departments have revised or in the process of re-designing their curricula. In their curricula, courses relating to traditional library science with names such as "History of books" and "Libraries" disappeared. Instead, many computer-related courses were added. Examples of some of the topics included are: a) An Introduction to Computers; b) Programming Design; c) Database Management; d) Computerized Information Networks; e) Design and Analysis of Computer Application Systems; and f) Computerized Information Retrieval.

4. Required Skills for LIS Professionals

In the Indian context, the scope of the subjects taught varies from university to university and the students who come out of these universities with degrees mostly fail to perform in a technical or a research library. The electronic environment of the 21st century demands a range of skills from library and information science (LIS) professionals, which include technical skills, IT skills and managerial skills. Library users are turning towards the LIS Professionals for help and advice on search techniques, database development, quality of online databases, and choice of databases that are available. As a result, LIS professionals need organized training programs, which can be in the form of workshops, conferences, seminars, symposia, and so forth.

Information and Communication Technology (ICT) in Libraries:

LIS professionals are at present at the crossroads. Information professionals have started facing the challenges, which are accompanied with the new information resources. The librarians, who are using computers and those who are not using computers but intend to use computers; both require rigorous training on new use of the information technology. The libraries have started using library automation for perform their functions. Computers are now being extensively used in many of the libraries for automating a number of library operations.

Automation activities in special, research, university and academic libraries have been increased. Most LIS professionals are beginning to use e-mails, CD-ROMs, LAN, and Machine Readable Catalogue for resource sharing. But in the colleges, schools and libraries in the rural areas, the librarians lack of computer knowledge and they are not using computers in the libraries. In the present scenario application of information and communication technologies has revolutionized the whole concept of libraries, the system of information storage and retrieval and ways to access the information. Therefore, the objectives of LIS education have been revolutionized with the E Concept. LIS students are presently given more practical oriented computer knowledge equipped with intensive and extensive use of IT in libraries. Application of technology has opened up new vistas and thus, all LIS schools should think seriously in terms of the changing context. Students are given adequate knowledge of computers (including the hardware), computer and communication technologies, networks and networking, operating systems, Internet concepts, database management systems, along with with adequate practical exposure to handle these technological devices. Online resources, online databases, library management software, e-books/journals practical exposure is given to the students. In India most of the libraries are switching themselves from the traditional type of services such as documentation services, reference services, inter-library loan, catalogue based services, current awareness services (CAS) and selective dissemination of information (SDI) to online services and E-generated library services. The situation is changing rapidly with the application of IT in the libraries. Networking of computers at the local, national and international level has made this possible. Collection development pose to be another challenge for the information professionals. The main job of the LIS professionals is to provide relevant information to users as fast as possible. Speedy retrieval of information is very important for information professionals. Presently, LIS professionals talk of computer-based information retrieval, use of computer networks for accessing databases and organising library services on networks. The LIS professionals are concerned with the speed, cost and the reliability of information transfer.

Accreditation of Courses:

There is no accreditation agency in India like the American Library Association (ALA) Committee on Accreditation in USA and Canada to ensure reasonable standards and quality of educational programme. The report of the Committee on National Policy on Library and Information System (NAPLIS) stressed the need for such a body (Agarwal, 1997). The University Grants Commission, India appointed a Committee "UGC Review Committee on Library Science in Indian Universities" under the Chairmanship of Dr. S.R.Ranganathan in the year 1961 and the report published in 1965. So far departments of LIS in the universities have broadly adopted the schemes of papers recommended by UGC Review Committee on Library Science in Indian Universities, 1965. But its other recommendations regarding staff requirement, physical facilities required and maintenance of department libraries have not been faithfully followed. The Review Committee considered a minimum staff of one reader and two lecturers for the BLIS course. Few universities, who have introduced these courses, have provided the recommended staff standard. The accreditation agency should be responsible for recommending minimum standards in terms of faculty strength, intake criteria, teacher student ratio, evaluation methods, library and laboratory facilities, availability of teaching materials, finance and physical facilities. It should also take care of regular revision of LIS syllabi for uniformity and standardization in the overall LIS education system. 7. Role of the Government, UGC,

Professional Bodies and LIS Professionals India's LIS education system requires a strategic planning, in order to develop a comprehensive LIS curriculum at the national level. The Government of India has encouraged the application of computers and use of telecommunication through various policy decisions. But the role of the Government in LIS education is not satisfactory. The Government should play a leading role in promoting LIS education in India, in creating more job opportunities for LIS professionals and removing disparity in pay scales among LIS professionals. LIS professionals' pay are low in India and they should be paid more in the present scenario. The role of University Grants Commission (UGC) is very important in designing the curricula and in providing guidelines for developing LIS education in the country. The role of UGC is becoming more challenging in the context of growing information society and fast growing information technology. The professional bodies like Indian Library Association (ILA) and State Library Associations should organize useful courses, seminars and conferences so that the library professionals may increase their knowledge and efficiency in the application of ICT in their work. The library professionals should also put pressure on the Government of India to form a National Commission on Libraries and Information Science. In this context, the role of LIS schools and faculties is extremely important to improve LIS education. Similarly, University Grants Commission (UGC), the National Information System for Science and Technology (NISSAT) (www.dsr.nic.in/vdsir/division/nissat/nissat.html), the National Social Science Documentation Centre (NASSDOC), NISCAIR (National Institute of Science communication and Information Resources) earlier known as Indian National Scientific Documentation Centre (INSDOC) (www.insdoc.org), the Defence Scientific Information & Documentation Centre (DESIDOC) (www.drdo.org/labs/compsci/desidoc/index.shtml), university libraries, library associations, library and information science departments should play a pivotal role in this direction. 8. Significant Features of Indian LIS Courses Academic institutions act independently in such activities as admission, tenure, curriculum development, and educational grading. Organizations such as the University General Allocation Commission (UGC) merely serve an advisory role. Although in general all educational departments suffer from inadequate or inappropriate levels of faculty memberships, financial assets, equipment, special library and even accommodation, a handful of universities are in a relatively better position. Student graduates from these universities fare better in the job market. There is a lack of a national accreditation centre. Although UGC sets the academic criteria and standards and makes proposals, no national body is charged with their enforcement. There is no control mechanism in place. There is also an absence of a national policy for LIS education. One of the problems plaguing LIS instruction in India is the absence of any body responsible for making manpower projections for the market at different levels, as well as making policies and educational programming. Thus LIS graduates numbers in excess of market need. This has led to unemployment or underemployment. In the past decade alone Indian universities have made an unwarranted push towards establishing and developing LIS courses. Without proper groundwork, they started to establish new courses and increase enrolment. Thus the number of MLS programmes has inflated from 38 to 67 by the end of the last decade. The followings are some suggestions for improving LIS education in India: LIS schools/departments may be provided with IT laboratories fully equipped with the latest hardware and software including Internet connectivity, networking and library management software. National centre for education and research should be established to plan and coordinate cooperative programmes, like exchange of

personnel, curriculum planning, extension lectures, continuing education programmes and so forth. LIS departments provide training programmes with ICT specialisation for teacher librarians. Seminars, tutorials, assignments and field tours should be effectively integrated with curricula involving outside experts and agencies. Syllabus should be revised from time to time with the advent of the information technology changes. The syllabi in the LIS departments should view the developments taking place in information technology, information resources, information access and their impact on libraries and library profession. It is necessary for the University Grant Commission (UGC) to see how these LIS departments could come up to international standards and the students coming out of these Departments excelled in their work. There are many standards and protocols such as Z39.50 standard, Inter library loan Standards, Circulation Interchange Protocol, and the teaching of them in classrooms is necessary. Continuing education/in-service training facilities should be recognized as an essential part of manpower development programmes and sufficient financial resources may be allocated for this. All the present librarians, who completed their LIS education ten year before, should be provided with computer/information technology training through these new LIS schools or through some refresher courses. There is a great necessity of funds for the acquisition of new technology in order to enhance the services in the library. There is a need for strong networking of libraries for resource sharing. The library professionals need more recognition and they are responsible for planning new information system. More orientation courses and refresher courses should be conducted for the LIS professionals and teachers. The LIS students may have training in libraries, which should have IT environment for gaining practical experience. ICT environment may be created in all types of libraries and information centres in the country. Short term and long-term programmes such as seminars, conferences, and workshops be organized at regular intervals by library schools and library associations. National centre for education and research should be established to plan and coordinate cooperative programmes, like exchange of personnel, curriculum planning, extension lectures, and continuing education programmes and so forth. To improve quality of research, talented scholars should be provided financial assistance by research organizations.

Conclusion:

Library and Information Science students in India have to compete with other professionals to survive in the information business; they have to be equipped with a curriculum, which can make them function as competent information professionals. In the networked environment there is a strong need for continuing professional education and training. Library professionals requires training and retraining to use IT-based resources and services, such as e-mail, FTP, telnet, www, browsers, search engines, databases, system software, application software, electronic journals, computer conferences, scholarly discussion lists, mailing lists, Usenet newsgroups, websites, CDs and DVDs. The ground reality of the present LIS education system in India indicates that the quality improvement is essential and unavoidable, not only for its survival but also for facing the major changes and challenges of today and tomorrow. Library schools in India need to look forward and take full advantage of the opportunities lying ahead of us. The use of information technology for training LIS students and professionals has become crucial for meeting the challenges of twenty first century. It has been predicted that a country that leads information revolution will prove to be more powerful than any other country. The

significance of the role of library schools to train manpower for coming decades can contribute to the progress of the nation.

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Micropolar Fluid Flow Over A Permeable Channel

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Abstract:

The problem of micropolar fluid flow in a channel subject to radiation and heat generation is presented. The effect of Magnetic numbers on the Velocity profiles. The rotation profile is determined with the effects of various parameters such as the Reynolds number, and the coupling parameter is shown graphically. The study uses the Adomian decomposition method to find approximate analytical series solutions for the governing system of nonlinear differential equations.

Keywords: Micropolar fluid, Adomian Decomposition Method.

1. Introduction:

The study of free convection flow of an incompressible, electrically conducting fluid under the influence of a magnetic field, finds many applications in the engineering and industry sector, which has thus influenced the interest of many researchers because of its usefulness in the development of magnetic devices. In the flow behavior, when the shear stresses (arise due to relative motions of fluid layers) and rates of strain/deformation are not linearly related, the fluid is known as Non-Newtonian and one of them is Micropolar fluid presented by Eringen [1] which includes the effect of local rotary inertia, the couple stresses and inertial spin satisfactorily provides a model for the non-Newtonian behavior. This theory may be applied to explain the flow of colloidal suspensions, liquid crystals, polymeric fluids, human and animal blood and many other situations. Later, Eringen [2] extended the theory of thermo-micropolar fluids and derived the constitutive laws for fluids with microstructures. An excellent review of micropolar fluids and their applications was given by Ariman et al. [3]. To understand how the micropolar theory may be used to model realistic non-Newtonian flow applications, micropolar extensions have been considered for this and other problems by some researchers [4,5,6,7]. Most of the engineering problems, especially some heat transfer equations are non-linear, therefore some of them are solved using numerical solutions and some are solved using different analytic methods. One of the semi-exact methods which do not need linearization or discretization is Adomian decomposition method. An advantage of this method is that, it can provide analytical approximation or an approximated solution to a rather wide class of nonlinear equations. Its results are more realistic. The main intent of this study is to apply Adomian decomposition method to find the approximate solutions of nonlinear differential equations governing micropolar flow in a porous channel with radiation and heat generation.

Problem Formulation:

We consider the steady laminar flow of a micropolar fluid along a two-dimensional channel with porous walls through which fluid is uniformly injected or removed with speed V_0 . The lower channel wall has a solute concentration C_1 and temperature T_1 while the upper wall has a solute concentration C_2 and temperature T_2 . Using cartesian coordinates, the channel walls are parallel to the x-axis and located at $y = \pm h$ where $2h$ is the channel width.

The relevant equations governing the flow are

$$\frac{\partial U}{\partial X} + \frac{\partial V}{\partial Y} = 0 \tag{1}$$

$$\rho \left(U \frac{\partial U}{\partial X} + V \frac{\partial U}{\partial Y} \right) = -\frac{\partial P}{\partial X} + (\mu + \kappa) \left(\frac{\partial^2 U}{\partial X^2} + \frac{\partial^2 U}{\partial Y^2} \right) + \kappa \frac{\partial N}{\partial Y} - \frac{\nu}{K} U \tag{2}$$

$$\rho \left(U \frac{\partial V}{\partial X} + V \frac{\partial V}{\partial Y} \right) = -\frac{\partial P}{\partial Y} + (\mu + \kappa) \left(\frac{\partial^2 V}{\partial X^2} + \frac{\partial^2 V}{\partial Y^2} \right) - \kappa \frac{\partial N}{\partial X} \tag{3}$$

$$\rho \left(U \frac{\partial N}{\partial X} + V \frac{\partial N}{\partial Y} \right) = -\frac{\kappa}{j} \left(2N + \frac{\partial U}{\partial Y} - \frac{\partial V}{\partial X} \right) + \frac{\mu_s}{j} \left(\frac{\partial^2 V}{\partial X^2} + \frac{\partial^2 V}{\partial Y^2} \right) + k \frac{\partial N}{\partial X} \tag{4}$$

$$U \frac{\partial T}{\partial X} + V \frac{\partial T}{\partial Y} = \frac{k}{\rho C_p} \left(\frac{\partial^2 T}{\partial X^2} + \frac{\partial^2 T}{\partial Y^2} \right) + \tag{5}$$

$$U \frac{\partial C}{\partial X} + V \frac{\partial C}{\partial Y} = D_M \left(\frac{\partial^2 C}{\partial X^2} + \frac{\partial^2 C}{\partial Y^2} \right) \tag{6}$$

The boundary conditions considered for the present discussion are:

i) At $Y = -h$: $U = V = 0, \sigma \frac{\partial U}{\partial Y} = -N, T = T_1, C = C_1$ (7.1)

ii) At $Y = +h$: $V = 0, U = \frac{V_2 X}{h}, N = \frac{V_2 X}{h^2}, T = T_2, C = C_2$ (7.2)

where U , and V are the velocity components along the direction of X , Y respectively, σ is electrical conductivity, C_p is the specific heat at constant pressure, k is thermal conductivity, D_M is the coefficient of mass diffusivity. N is the microrotation or angular velocity whose direction of rotation is in the x - y -plane, and j, g and k are the microinertia per unit mass, spin gradient viscosity and vortex viscosity respectively which are assumed to be constant

We, introduce the similarity variable η as $\eta = \frac{Y}{h}$ and define the stream function Ψ as $\Psi(X, Y) = -V_0 X f(\eta)$, such that $U = \frac{\partial \Psi}{\partial Y}$ and $V = -\frac{\partial \Psi}{\partial X}$. We also consider the non-dimensional quantities for temperature T and concentration C as, θ and ϕ be $\theta(\eta) = \frac{T - T_2}{T_1 - T_2}$ and $\phi(\eta) = \frac{C - C_2}{C_1 - C_2}$ respectively and $T_1 - T_2 = AX, C_1 - C_2 = BX$, where A and B are constants.

The transformed to the above equations are :

$$(1 + N_1) f^{iv} - N_1 g - Re(f f'' - f' f''') - K f'' = 0, \tag{8}$$

$$N_2 g'' + N_1 (f'' - 2g) + N_3 Re(g f' - f g') = 0 \tag{9}$$

$$\theta'' + Pe_h (\theta f' - f \theta') = 0 \tag{10}$$

$$\phi'' + Pe_m (f \phi' - \phi f') = 0 \tag{11}$$

where $N_1 = \frac{k}{\mu}$ represents the coupling parameter, $N_2 = \frac{k}{\mu}$ the spin-gradient viscosity parameter, $N_3 = \frac{k}{\mu}$, $K = \frac{h\nu}{\mu}$ is permeability parameter (inverse of Darcy number), $Re = \frac{\rho V_0 h}{\mu}$ is the local Reynolds number, $Pe_h = Pr Re$ the Peclet numbers for the diffusion of heat, $Pe_m = Sc Re$ the Peclet numbers for the diffusion of mass.

The transformed boundary conditions of equations (7.1), (7.2) are

$$f = f' = g = 0, \theta = \phi = 0 \text{ at } \eta = -1 \tag{12.1}$$

$$f' = -1, g = 1, f = \theta = \phi = 0 \text{ at } \eta = 1 \tag{12.2}$$

Method of solution using Adomian Decomposition (ADM):

To solve equations (6), (7), and (8) with the boundary conditions (9.1) and (9.2), in this case, the Adomian decomposition method (ADM):

$$L_1 f = \frac{1}{1 + N_1} [N_1 g + Re(f f'' - f' f''') + K f''] \tag{13}$$

$$L_2 g = \frac{1}{N_2} [N_1 (f'' - 2g) + N_3 Re(g f' - f g')] \tag{14}$$

$$L_2 \theta = \frac{2}{1+\sqrt{3}} [P_{eh} (\theta f' - f \theta' + SQ)] \quad (15)$$

$$L_2 \phi = [P_{em} (f \phi' - \phi f')] \quad (16)$$

Where the differential operator are given by $L_1 = \frac{d^2}{d\eta^2}$, $L_2 = \frac{d^2}{d\eta^2}$.

Operating with L_1^{-1} , L_2^{-1} on and after using boundary conditions, we get

$$f(\eta) = a_1 + a_2 \eta + a_3 \eta^2 + a_4 \eta^3 + L_1^{-1} \{ L_2 f \}, \quad g(\eta) = a_5 + a_6 \eta + L_2^{-1} \{ L_2 g \},$$

$$\theta(\eta) = a_7 + a_8 \eta + L_2^{-1} \{ L_2 \theta \}, \quad \phi(\eta) = a_9 + a_{10} \eta + L_2^{-1} \{ L_2 \phi \}$$

Results and Discussion:

To impart a physical insight into the problem, the influences of various governed parameters on velocity, temperature and concentration profiles are represented in terms of figures, which will help to understand better the problem and its solution methodology. The values of parameters involved in the discussion, unless specifically mentioned. Increasing N_3 leads to a decrease in g profile which is similar to N_1 effect. Figure 1 shows the effects of Magnetic number on the velocity profile of fluid. It is interesting to note that velocity profile decreases on the lower part and an increase upper part with an increment of Magnetic parameter M. Figure 2 shows the effect of N_2 on the g profile. The effect of this parameter on velocity profile is opposite of that of N_1 . Figure 3 shows the effect of N_2 on the rotation profile. As N_2 increases, rotation profile decreases.

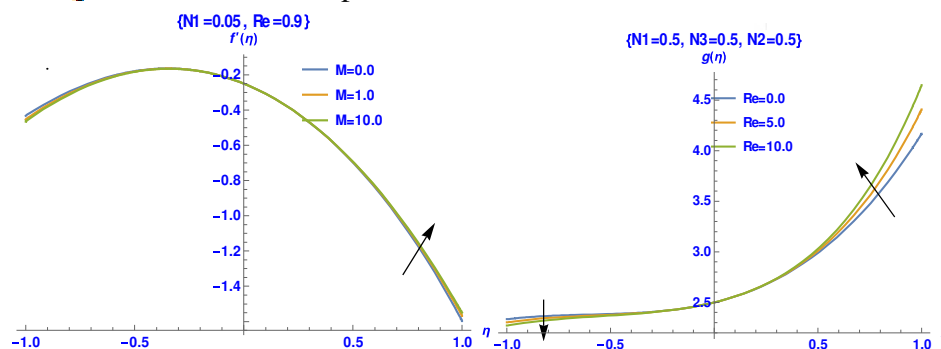


Fig. 1. Effect of different values of M on f' . Fig. 2. Effect of different values of Re on g.

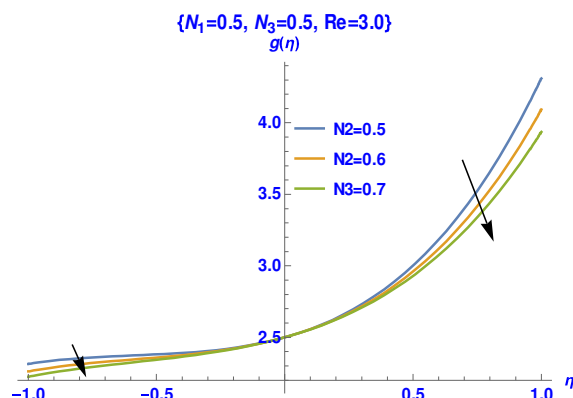


Fig. 3. Effect of different values of N_2 on g.

Conclusion :

In this paper, micropolar flow in a porous channel is solved via a sort of analytical method, the Adomian decomposition method. It can be seen that increases in the value of M have different results in comparison with Re. Rotation profile decreases with an increase of N_2 .

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Propaganda in the Indian Military Novel, Blowback

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Abstract:

The Indian military novels of the twenty first century, not only mirrors the realities of the outside world, but also brings out the crucial issues linked with the peaceful co existence of the citizens. The material and technical progress are complicating the very plain line of Life. Religion, which had to be the stepping stone for the uprightness of men is misunderstood, damaged and complicated the very essence of life. Now to safe guard one's country and honour, a soldier believes in militant steps. Religion has become a tool in the hands of power-mongers. The novel, Blowback looks at the realistic world with high alertness and observes how religious propaganda has been damaging the human world with utter distortion.

Keywords : realities, citizens, uprightness, religion, tool, militant.

Blowback (2010), the third fictional work by Mukul Deva, in the genre of military novels, revolves around two young Indians, both muslims, a boy and a girl, Iqbal and Tanaz who have been recruited by an intelligence squad, called Force 22 and trained in the art of making and unmaking bombs, use of arms and weapons, intelligence activities and skills, survival and self reliance strategies and sent on missions to Islamic terrorist training organisations like ISI(Pakistan) and its agents like Mujahideens, Lashkar- e -Toiba etc., to not only spy for Force 22 and also scuttle their terrorist activities such as indiscriminate killing of people, planting bombs at public places in major Indian cities. In the process, acting under cover Iqbal and Tanaz visit terrorist training at the centres across the border in Pakistan and also join hands with the Indian Muzahideens' in India and abroad, make and unmake bombs, plant and diffuse and also unearth their movements in India and very importantly, inform the Force 22 about the Mujahideens so that their terror acts can be nipped in the bud. In their professional life that can only be described as 'run with the hare and hunt with the hounds' or 'walking on the sharp edge of a sword'. Tanaz, Iqbal's wife loses her life leaving behind a child as a token of her great sacrifice to live with by Iqbal all his life and the readers for all time to come. In yet another novel, Mukul Deva expresses blood-chilling, breath-ceasing, and the rotting underbelly of the terrorists outfits that have been shaking the very foundations of modern civilization as it is going to be shown in the following analysis of the novel. The novel opens in a place called Angoor Adda, in South Waziristan and it is situated in the border between Pakistan and Afghanistan which is a terrorist training centre where the Talibanies, Al Qaedas, Mujahideens are trained in acts of terror and it is run by ISI and its subsidiary MQ 9. And there are eighteen young men, who were gathered to discuss the progress of their activities.

The purpose for which those men were there is to establish the kingdom of God, one Islamic country based on the pristine pure tenets of Islam. Ammer ul Momineem, the Commander of the Faithful, who had called the meeting, said :

“We may belong to different groups, different tribes, different regions, but the god we worship is the same, and before everything else we are Allah’s soldiers.” (Chapter-1, pp. 04)

Despite of the fact that there are so many divisions within Islam that do not see eye to eye which the members of the team are pretty aware of, in an irony of sorts, the group considers all the non-muslims as non-believers and deserving to be eliminated by bombing towns and cities in India as it is a nation of Kafirs for them. This smacks of their short sightedness and immaturity in their understanding of the human society. They are too young, and have been brainwashed into believe that only Islam is the true religion and any sacrifice in the name of the religion is a great sacrifice, and an act of appeasing their God. In this sense, they earn the sympathy of the readers, they get condemned for lacking individual thinking and rational ways of life. The fault also lies with poverty that is haunting the people of the third world background is explained by their living condition in the training camp:

“ A shoulder-high mud wall encircled the entire cluster.

Cowdung and debris littered the area. Broken furniture was strewn around on the flat roofs of most of the houses.”(Chapter-7, pp.80)

Another fact that explains their desperate humble situation is their willingness to risk their life for a small sum of money, ready to be killed, ready to be jailed, hanged to death and buried inside a jail in India . All this for a sum of money which they may have given to their poor parents before they disappeared from their mohallas and small towns, their poor families. The news about missing young boys suspected to have joined terrorist organizations has become very ordinary in the dailies and news channels. Iqbal is in the guise of a terrorist but in reality he is an Indian intelligence agent. In the second novel of Lashkar series, Salim Must Die, we first meet Iqbal who has been caught by the Indian Army in the terrorist acts and Col Anbu transforms Iqbal from a terrorist to a soldier and guides him to fight for the cause of his country. Then on we see Iqbal performing highly challenging tasks. After joining Force 22, Iqbal has been sent on the task to “infiltrate” terrorist group which he is familiar with. We see him as a member of a terrorist group actively participating in various acts of creating terror and also as an informer of Indian Intelligence squad. In this sense he is a double-edged sword; he cuts both sides. He is trained in making and unmaking bombs and secretly plant them in public places to indiscriminately kill people but he works against the terrorist network and works hard to save humanity while risking his life. Here he earns the admiration, sympathy and understanding of the readers for his acts of bravery and sacrifice. Iqbal is not satisfied by the leisurely retaliation actions of the defense forces. Col Anbu replies, “ There is, actually...But it could be dangerous...very dangerous.” (pp137) The officer, who can foresee the damaging effects of any such retaliation action is worried about the aftereffects on the involved members, because he knew for sure, it would be deadly. Iqbal has grown above the narrow , barbaric and irrational understanding of humanity of the terrorist organization and also the promoters of such organizations. He understands the terrorist acts is a never ending war, with no rules and it is an unchartered territory with no certainty of an end . He is not a blind follower of Islam either or any other religious ideology but a believer in humanity. In this way he is satisfied with the profession that he is in and is prepared to do any sacrifice. He is a brave boy of brave India that needs to grow above the sectarian

interests of any religion or culture. Iqbal has been shot at, and he has suffered bullet injuries, two bullets have landed in his chest, gets them removed and manages to live with the timely medical assistance by the terrorist organization who are there everywhere in the jungles, tribal areas, cities and capitals in all forms and incarnations. Iqbal also loses his wife, Tanaz but this does not deter him from continuing in his job of “ an infiltrator” and an “ under cover” agent serving the Indian Intelligence Team. He is clever, winning, intelligent, lives the life of lies and these are the prerequisite qualities of the job, he has chosen. He snatches the motorcycle of a stranger and also take away his valuable belongings- which is robbery and a punishable offence, but he deserves to be forgiven as he is fighting for the cause of saving millions of innocent lives. Similarly, his acts of indiscriminate killing of Pakistani intelligence agents and soldiers which is an act of self-defence. In another sense his actions need to be considered as courage and valour, and a true hero. But for heroes like him serving anonymously, neither this student of Literature, nor the examiners reading this would be safely living in this country. Tanaz, who marries Iqbal later in this novel, in a way is a victim of the vicious world of terrorism. We learn in the novel that she has taken training and joined this terrorist outfit to take revenge for recruiting two of her brothers and employing them to kill the police in Jammu and Kashmir. While facing a crisis as are usual to terrorist groups and members, Tanaz manages them boldly and cleverly. She does not hesitate to use arms and weapons to overcome the police or terrorist attacks. While Iqbal is hurt and wounded, she manages the situation well and also boldly encourages Iqbal to shoot the terrorists.

As a recruit, she undergoes training at the Force 22 centre which had less women and maintains her character and behavior well. This speaks a lot about her integrity and physical energy. To undergo the training meant for men, being a woman, she needs to be strong in will and in body. And Tanaz is. She has fallen in love with Iqbal. To marry him and bear a child for him, is a common thing among the civilians. But among the men and women in the terrorist groups like Lashkars, Muzahideans and Talibans, to have permanent partners –after, by marriage or by association and permanent bonding is an illusion. She marries with small ceremony of gaiety within the compound of the Force 22 office.

In a world that is beset with uncertainties, and the darkest areas of life, Tanaz emerges as a shining star with her determination to expose and annihilate the terrorist network. Like Iqbal her husband, she has also risen above the narrow and sectarian views of the terrorist outfits with regard to Islamic religion. She understands that through hatred, blood shedding no peace and harmonious life can never be achieved. All that boasting about pristine pure Islamic religion, does not convince her. On the other hands, although Tanaz has joined the terrorist organization , it is not to promote but to take revenge on ISI . In these acts, she earns the deep respect of the readers. Tanaz dies in the end of the novel after giving birth to a child. Suspecting her and her husband, Iqbal to be working against the terrorist strategies, Asif and Mujib have tortured her and that leads to her death. It is not uncommon for the people associated with terror groups or spying on terror groups to be in such a way, as they live a hazardous and uncertain life. In her bravery, intelligence, clear cunningness lies the beauty of her character, making her memorable by her creator, Mukul Deva.

While Iqbal and Tanaz work for the nation earning appreciation of the readers, there are so many others- their co- terrorists or group members whose life have universally been condemned as criminal. Based on the terrorist networks some nations have been declared as 'rogue' nations. They have a life of anonymity when they are alive and when they die- with their bodies dismembered by the bombs, bullets or shells of the police or the army. They have lost their identity, the right to live and all the joys of life that an ordinary citizen enjoys. Because they are terrorists, once branded as terrorists they cease to be the members of the civilized world. The lives of Asif, Mujib, Imtiaz, Khalid and so many like them. Whether a leader or an ordinary field hand, a bomb maker or a planter, they die in ignominy as the world has united against terrorism.

There is the third group in the novel who are part of the intelligence wing of the respective nations. These are members of MQ 9 and Force 22. On the Indian part Col Rajan, Capt Vikram Tiwathia, Capt Anitha Bhatnagar and so many others who are first government employees and their services are highly confidential and essential to the government to keep control and check on the terrorist activities. From time to time, their actions go registered and meritorious services also rewarded. Although they enjoy all the necessary support- logistic, technical, financial, intelligence extended to time by various agencies , they also run the risk of being the targets of terrorist groups and organizations.

The timely help they render to Iqbal and Tanaz as part of their duty and responsibility. A nation's safety, security largely depends on the honesty, integrity of the people working in such positions. They earn the appreciation and respect of the readers. On the whole the genre, 'military novel' mainly deserves to be supported, galvanized and popularized making it to be read by more and more readers as it teaches the society to guard itself against the terrorists and their activities. Every citizen needs to participate in the universal crisis- terrorism and help the government to identify and put an end. At a time when nations have come to be ruled by terror funding, promoting organizations, people need to be educated and Mukul Deva's writings in this direction are rendering invaluable service to the humanity. Brigadier Sanjeev Kanal opines that Deva's in-depth knowledge of military affairs coupled with his lucid style of storytelling make the reader to crave for more. Another critic, Neena Singh appreciates the novelist's attention to details in making his characters so live. 'The Hindu', credits Mukul Deva as India's first military action thriller writer.

'Hindusthan Times' identifies Deva's capability in political commentator and soothsayer of national defence. The critics have observed Deva's dream of terror-free India in this novel. The detailing of Pak sponsored terrorism in India is elaborated in this novel.

"Except that the characters have names like Vikram and Rajan and Ankita and Iqbal, or that all the locales are in places like Ahmadabad and Pune and Faisalabad, this book could just as well have been a Ludlum or Clancy or Forsyth ." (www.cse.iitk.ac.in)

Like Dragon Fire of Humphrey Hawksley, the south Asian conflicts have been the subject of Blowback also. Unlike Hawksley's wooden characters, Deva could sketch his characterization with more verisimilitude. The fanatic patriotism found in both the lead characters and the opponents make them one-dimensional. The title of the novel suggests the unintended consequences of an intelligence operation. This well-spun story of

difficulties and the tackling tools of bravery and fortitude tells the modern story of suffering,...even the good and also the bad suffer alike. There is no such a single party winner. The crux lies in the moral dilemma of the 'good' characters. Iqbal exclaims during his training, "I will not plant bombs that kill innocent people." (Chapter-11,pp.161) Ironically the terrorist, Asif repeats much, "Rules are rules and they are the same for everyone."

As the characters are progressed in their actions as per their ideology, their courage or valour to implement their ideas is realized. Deva declares his belief, "I have no literary pretensions." He also suggests compulsory military training for everybody.(The Hindu,11 Feb 2010) So the terror's cause and purpose are entirely different from Kamble's perception. It is in reality fought against the humanity at large. The terrorists' temporary narrow focus in a particular agenda distracts the readers' attention from catching the blueprint of terror plan. The establishment of YPS (Youth for Purity in Society) is one such masked organization of muslim students in India to liberate them from the decadent, materialistic western influences . The terrorists in Blowback are, as per Kamble, the frustrated figures haunted by extraordinary goals. Another terrorist, Salafi is equally antagonist and says, "Can't they see how Muslims are driven into a corner and stepped upon all the time ?" He could impress Asif's naïve mind, a struggler to graduate from the University of Aligarh. It is this peaceful life, which Tanaz yearned to live for herself and for the baby. Terrorism has deprived this basic comfort from all their lives irrespective of religion. It's like cutting the same branch of the tree, on which one stands. The colossal waste of human sensibilities and gratification of leading a simple life are the outcome of these terrorist activities. Mukul Deva has successfully explored this intricate web of terrorism, which destroys the very essence of human life. Deva declares his belief, "I have no literary pretensions." He also suggests compulsory military training for everybody.(The Hindu,11 Feb 2010)

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A Study of Existentialist Crisis in Ralph Ellison's Novel 'Invisible Man'

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Abstract:

Ralph Waldo Ellison's "Invisible Man"(1952), is appraised for its depth and presentation of themes of conflict, racism, identity and ideological conflict amalgamated through the narration of an 'invisible' nameless man-the young black narrator.

The purpose of the paper is to study the existentialist crisis present in the novel and the influence of conflict, hopelessness and absurdity on human identity.

The novel has been widely analysed as a political novel, presenting the nuances of the American black movement, racism and conflict which presents an objective analysis of the novel. Thus, the motivation of the novel is to bring a subjective perspective to the novel and analyse the existential crisis of an invisible man residing in exclusion.

The nuanced interactions of human identity concerning social, political, communal, racial and personal conflicts and the inability to gain freedom without force or violence as the problem of the study.

A qualitative empirical study design is adopted, with the existentialism literary criticism theory as its primary theory.

The results of the study indicate that the existential crisis seen through the metaphorical invisibility of the narrator forces him to realise the truth behind political and social agendas. Therefore, his true identity is never revealed as he remains a nameless, faceless, black man, invisible to everybody else, bearing witness to the violence, oppression and sacrifices made in his community.

Keywords: invisible man, Ralph Waldo Ellison, existentialism, identity crisis

Introduction :

Ralph Waldo Ellison's "*Invisible Man*", is the most popular work of the author, winning the National Book Award for fiction in 1953. Set against the background of post-WWII, the portrayal of African-American political movements and racial conflicts are depicted from the perspective of the protagonist/narrator, who claims himself to be invisible, not physically, but invisible to the world as his actions and contributions towards an honest cause is misrepresented, painting him as a criminal, forcing him to hide underground. The novel is also categorised as a bildungsroman, as the protagonist experiences the struggles of life within a tumultuous political and inter-racial communal space. The novel is a creative presentation of hopeless situations experienced by the narrator, leading him to be ignored by his fellow black brothers as well as the white. Hence, his existence is rejected by the same society and community within which he had perceived himself to be an important agent for anti-oppression and racism.

Ellison's novel *Invisible Man* exhibits the themes of identity conflicts, racism, ideological limitations, opposing societal stereotypes, betrayal and disappointment, and the struggle for freedom and the attainment of power. In essence, the amalgamation of such serious themes within a single novel highlights the prowess of the author to address various problematic issues with sensitivity and realism. There is a certain existential crisis that is evident in the novel

through the characterisation and the plot formation of the novel. During the acceptance of the National Book Award in the year 1953, Ellison had connected while referring to the “crisis in the American novel”, “...though I [the author] was only vaguely aware of it, it was this growing crisis which shaped the writing of *Invisible Man*” (Ellison, 5). He stated that “*Invisible Man* would come to share, that “freedom was not only the recognition of necessity [a necessary aspect for identity of black community], it was the recognition of possibility” for the narrator (Ellison, 5). The crisis of human identity and the following hopelessness is addressed by the author yet the recognition of courage and hope for regaining visibility within the society is also present at the end of the novel. Thus, the research aims to study the existentialist crisis in the selected novel, addressing the nuanced interactions of human identity concerning social, political, communal, racial and personal conflicts and the inability to gain freedom without force or violence as the problem of the study.

The prominence of themes that are present in Ralph Ellison’s novel *Invisible Man* depict the struggles of human existence as one struggles to find the purpose of life. The existentialist philosophy emphasises the position of subjectivity, focusing on regret, guilt, pain, disappointment and other such emotions and feelings that make an individual question the nature of their existence. The prominent themes of racial conflict, identity crisis, freedom, power and ideological limitations in the novel present the mechanisms through which the young, black narrator deals with feelings of disappointment, fear, pain and hopelessness, without fully understanding his place in the world. Through the progression of the story, it is seen that the narrator is exploited by those he thought to be his allies. The purpose of his life was given to him by the Brotherhood in Harlem, and it was swiftly taken away from him as he strived to show his authority and power towards addressing the tensions of racism.

On the other hand, as the narrator recalls his experiences as an invisible man, his identity is shaped more than once by his surroundings. His ability as an orator is exploited by the Brotherhood, denying him of his purpose for fighting against racial inequality and injustice he has been faced with all his life. Callahan commented, “The form of “*Invisible Man*” reinforces its theme of identity”, that paratys “Ellison’s complex metaphor of invisibility” leading him and his narrator to embrace all the glories of the American language, especially the signifying rhetoric and blues imagery of African-American speech” (Callahan, 7). Thus, the prominent themes in the novel are intertwined closely with the narrator’s identity as an invisible entity.

The novel presents the conflicts of identity through the troublesome experiences of the young narrator. His lifelong oppression due to racism and stereotypical behaviour from his superiors had led him to the path of fighting against racial conflict, utilising his oratory skills. However, he is faced with disappointments at every turn to realise that his ideological beliefs are being thwarted by others as they try to fulfil their own agenda. The existentialism philosophy in literature addresses these subjective issues of human identity and gradual transformation. The existentialist movement, promoted by Jean-Paul Sartre, Dostoevsky, Foucault, Nietzsche, Kafka and so on, sought to establish the presence of absurd and hopeless situations that an individual has to go through and experience an array of feelings and emotions to lose their current identity and construct a new one. Golomb articulated, “The quest for authenticity [of the individual] becomes especially pronounced in extreme situations. These include not only personal and external crises [of humans] but also significant social and historical crises such as that arising from the decline of the powerful and long-enduring ethos of objectivity, rationality and

enlightenment" (Golomb, 3). The development of existential crises is, therefore, attributed to human experiences and the responses towards them.

As seen in the selected novel, Ellison's presentation of the narrator's invisibility indicates his rejection from society, which is forgotten by the people that surrounded him. His life underground is not investigated by anyone, no one cares about his actions as long as he remains outside the set boundaries of society. On the other hand, being an invisible man gives him the freedom to live as he pleases, without criticisms or judgements. Thus, the existentialist elements present in the novel lead the narrator to become an exile from the very society he sought to reform.

The methodological structure for the study revolves around a qualitative empirical study design. The data collection and analysis framework established based on this study design has helped in developing a reliable study of existentialist elements and crises located in the chosen novel. The existentialist critical literary theory is adopted as the primary theory for the paper to introduce the nuances of identity crisis and subjectivity presented in the novel. Webber in his preface to Sartre's existentialism theory commented, despite the philosophy being often portrayed as "gloomy and pessimistic" [...] "Sartrean existentialism is an optimistic theory, which teaches that we can learn to accept the way we really are, to see one another as we really are, and thereby get away from the basic problem underlying many of our ills" (Webber, xiii). The theory itself, presented in various literary genres, provides an insight into the loss of control of individual characters.

The scope of existential crisis is linked with this theory as it portrays the inability of a man to control the events external to him. While acknowledging responsibilities, one must also be aware that the volatility of the external world can impact the inner feelings, emotions and experiences of individuals. The adoption of this particular critical theory has helped the study to identify the points of individual conflicts with the outer world that creates pessimism in the character's life.

The *Invisible Man* by Ellison is recognised as a critical portrayal of a black American, striving to find his identity and place within the society from which he has been rejected and excluded. His invisibility becomes more prominent as he remains nameless throughout the novel, yet through his narrations, the readers are acquainted with conflicts, violence and alienation that dominate the experiences of the wider black community. The presentation of existentialism in the works of Camus, Kafka, Sartre, Nietzsche and others is representative of the meaninglessness of life.

However, through such meaninglessness, human beings can acknowledge their truth and find endless possibilities for a life in which they can let go of their meaningless control over unpredictable events. Barnes articulated that, Sartre had called individuals "facticity", and his existence as a combination of consciousness and specific body, "his finiteness" not only in his existence as a mortal but also his choices which are limited by his "material situations and by the laws of logic" (Barnes, 31). The experiences of the narrator in the novel are also absurd and this absurdity is evident from the very beginning of the novel, "I am an invisible man [...] I am invisible, understand, simply because people refuse to see me" (Ellison, Prologue to *Invisible Man*). The nameless narrator always knew that he wanted to do something but he was never certain about his directions. He accepted what was told to him by others and he acknowledges his inability to carve his own destiny later as he is forced to reside underground.

The fight against absurd conditions preys on the mental capacity of human beings and as the story begins, the narrator is only aware of his invisibility as opposed to his identity. His identity was formed once before in the novel, after his injury at the Paint Plant, after which he had to regain himself and continue a path of life uncertain to him. Bloom commented, " In articulating the discontinuity between "A Party Down at the Square " and *Invisible Man*, Foley identified within the story an "allegorical commentary on the costs of racist false consciousness to the white working class" (Bloom, 8). His consciousness as a black, oppressed man by white people is extended to his oppression by his own community and members of the Brotherhood as well. In essence, his identity is exploited and rejected by others around him, leading him to be viewed as guilty of offences he had no part.

The development of the existentialist crisis in the novel is portrayed through the inability of the narrator to fulfil his ideologies concerning equality and the abolition of racism. A black individual within a predominantly white society takes away his power to build an identity for himself. His existence is determined by the degree to which he can benefit others or fit into a certain stereotype. In essence, the existential crisis seen through the metaphorical invisibility of the narrator forces him to realise the truth behind political and social agendas, that on the surface may portray one thing and however, in reality, be driven by mechanisms that are supportive of personal gain.

Being faced with continuous conflict, the narrator develops an existential crisis, leading him to question the true nature of people and societal structures. Conflict and alienation, forming prominent themes in the novel, act as significant forces that bring about the crisis in the narrator's life. The experiences of the author himself are used in the novel extensively, presenting his conflicts as a black writer who was not a prominent part of the black movement of his time. Early described that " On his first day in Harlem, he saw followers of Black Nationalist Marcus Garvey standing in the street corners delivering militant political speeches, an image later used in *Invisible Man* to describe the first encounter his protagonist had with Ras the Exhorter (Garvey, 28). The presentation of conflict and problematization of such national movements as portrayed through the Brotherhood accelerated the development of the crisis.

The narrator's desire to reform society and ensure that violence is minimised is opposed by certain members of the Brotherhood. Due to ideological conflicts, he is even removed as the spokesperson and shifted to the feminist movement committee. He is exploited by the Brotherhood members as well as white people, leaving him distrustful and hopeless to achieve his desire to promote equality, peace and cooperation. Being faced with continuous conflict and betrayal, the narrator's experiences lead him to exclusion. In his exclusion underground, the narrator identifies himself as invisible. Hence, his own identity is destroyed. Noticeably, both the author and the narrator does not mention his name throughout the novel, indicating his inability to gain his identity back.

The author presents the conflict at crucial times in the narrator's life, from his face-to-face encounter with oppression during his scholarship to his fight with another black man in the Paint Plant. His identity seems always to be dictated, projected or assumed by someone else. He lacks control over his own life as everybody around him rejects the notion of the greater good and cripples his ability to avoid violence. Racial conflict and agitation are treated as a weapon by some, enhancing conflict to such a degree that loss of lives and identities are neglected shamelessly.

Hopelessness and absurdity are used as prominent tropes for existential literature. The presence of these elements in this novel indicates the crisis faced by the narrator and the loss of his previous identity. The end of the novel bears similar tones of hopelessness and absurdity as the beginning as the narrator expresses his fears of being rejected after hearing all of his experiences. "Ah", I can hear you say, "so it was all a build-up to bore us with his buggy jiving. He only wanted us to listen to his rave!" But only partially true: Being invisible and without substance, a disembodied voice, as it were, what else could I do? What else but try to tell you what was really happening when your eyes were looking through?" (Ellison, 581). His absurd circumstances make the readers doubt his authenticity and he is aware of it.

On the other hand, His position as an invisible man allows him to portray the truth of each event that he experienced without altering it to suit his position in society. Such absurdity frees him from the chains of the society which excluded him. He suffers throughout the novel as his existence is either exploited or rejected and his only hope is to engage the readers to ensure that his story is not lost to the world altogether. The intertwining of black movements with existential crisis and absurdity makes the novel one of its kind. Bloom commented, "...Clifton's death is self-willed and sacrificial, when we see that physically he suggests some natural but impossible ideal at the same time as he foreshadows the path that the invisible man will follow and the enlightenment he will achieve..." (Bloom, 11). Similarly, the predicament of existentialism as a philosophical movement contributes to the dictation of one's actions and behaviours (Guignon, 75). Therefore, the hopelessness and absurdity of existential crisis are to be considered as a guide towards acceptance. The critical disposition of the invisible man stays as an invisible witness to all the violence and wrongs that cripples human society. Within human society, losing identity may provide freedom of expression while having an identity may lead to exploitation and violence as seen through the narrator's experiences, which indicates that his identity is erased yet his voice remains a potent source of opposition to the traditions and conflicts that push human lives towards absurdity and crisis.

Conclusion:

The elements of existentialist crisis in Ralph Ellison's *Invisible Man* are portrayed by the author with exceptional craft and literary acumen, aligning his own experiences with the narrative that infuses realism with the absurdity of life. Considering the text from the perspective of existentialism, the portrayal of hopelessness and absurdity in the novel leads to an existential crisis for the narrator as he is unable to grasp his own identity. Being forced to live in isolation, the author presents a nameless narrator, who bears witness to absurd, violent and oppressive experiences. As he recounts his past experiences, his exploitation by his allies becomes prominent, positing him in the face of continuous conflict.

He is oppressed not only by the white men but also by his black brothers in the Brotherhood. His incredible ability as an orator is exploited by the Brotherhood while his agendas and ideologies are marked as problematic and selfish. Facing a reality where the narrator is unable to express himself as long as he is included as a member of society makes his experiences nuanced from multidimensional perspectives. On the other hand, he is quickly forgotten, and his existence is erased from society as soon as he accepts exclusion. His inability to gain freedom and authority within such a complicated structure further forces him to understand the inherent crisis of his existence. He feels helpless and hopeless, excluded from the very society he wanted to reform through his ideologies of peace and equality. However, being

invisible and accepting it, he is able to voice his experiences without restrictions to the readers which opens up endless possibilities for him. Therefore, his true identity is never revealed as he remains a nameless, faceless, black man, invisible to everybody else, bearing witness to the violence, oppression and sacrifices made in his community.

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A Study on the Impact of Education in Socio-Economic Empowerment of Tribal's in Telangana State - A Review

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Abstract:

*The present paper is concentrated on Scheduled Tribal's (STs) in Telangana and India. India is the home land a large number of indigenous tribal people ext Africa. Scheduled Tribe population represents a heterogeneous group scattered in different regions of India. The differences are noticed in language, cultural practices, socio - economic status and pattern of livelihood. Education is the most effective instrument for insuring equality of opportunity keeping in view and basic indicator of the level of development achieved by a group/society. It results in more awareness besides contributing to the overall improvement of health, hygiene and other social conditions. As per the article 45 of the constitution of India universalisation of elementary education is a directive principle of state policy that underlines the need to provide free and compulsory education for all children up to the age 14 years, and the article 46 is tress to promote the ST with special care in the educational and economic establishment. The spread of education among the ST during the four decades has been quite uneven. After the formation of the new state of the Telangana on 2nd June 2014 the state government has attached top most priority for the development of Scheduled Tribes which accounts for 9.34 percent of the total population 2018 the government initiates for the development of STs in Telangana. I attempted is made to examine for tribal education, issues and challenges of tribal education, socio-economic conditions of the tribal's in the Telangana state. **Key words:** Scheduled Tribal population in India and Telangana, education levels, socio economic empowerment, and participation.*

Introduction:

India is the second population country in the world Scheduled Tribal's (STs) population is 104.2 million, which is 8.6 percent of the total population of India 2011. India is the only country in the world where so many religious, beliefs, languages, culture, etc. are in existence besides continuation caste system. Traditional Indian society is sometimes defined by social classes known as castes but caste system does not prevail among the ST community a laudable sign. The ST has been defined as per our constitution article 342 under proves for specification of tribes or tribal communities or parts of or groups within tribes or tribal communities which are deemed to be for the purposes of the constitution the scheduled tribes in relation to that state or union territory in pursuance of this provisions the list of scheduled tribes are notified for each state or UTs and are valid only within the jurisdiction of that state or UT and not outside. The growth rate of ST population in our country has been increasing from 1961 6.9 percent and in 2011 8.6 percent. The low socio-economic development and their habitation in various ecological and geo climatic conditions ranging from planes to forest to hills and inaccessible areas are main reasons for low literacy among STs. The state wise literacy rate of total population 64.8 percent and STs Population 47.1 percent and the gapping literacy rate are 17.7 as per the 2001 census, it increased 74.04 percent of total population and 57.9 percent of STs population literacy gap is 17.1 percent in 2011 cncsus. Empowerment as a concept was first

brought at the international women conference in 1985. The economic empowerment of tribal's is a prerequisite for sustainable development pro poor growth and the achievement of all the millennium development goals (MDGs) as part of developmental activity government and other public bodies have committed themselves on social, economic development of STs. Their obligations have been made explicit through the plans and programmes to improve the education, employment, income level, and empowerment of the community as well as the society. The majority of rural tribal's are facing many problems infrastructure, agriculture, housing, electricity, credit facilities, etc. Telangana is very rich in the variety of cultures that represent all stages of human progress. It has Chenchus, as primitive as those who lived in Stone Age, Gonds, Andhs and Bhils, Koyas and Konda Reddis are still found inclined to indulge in shifting cultivation. Mostly they are found in the highland of Adilabad, Karimnagar, Warangal and Khammam districts and also in Nalla-mala Plateaux of Mannanur and Farahabad of Mahaboobnagar districts. Yerukala tribe women are indulged in traditional profession of fortune telling. Pradhans in Adilabad district recite mythologies, folk tales and songs of their gods and goddesses at various festivals, ceremonies and fairs for which service they are paid in cash or kind. Tribal population of the Telangana State, according to 2011 Census, is 32.87 lakhs which constitutes 9.34 percent of the total population of the State. ST literacy rate is 49.51 as against State literacy rate of 66.46. There are 32 Tribal groups living in the State which include PVTGs (Particularly vulnerable Tribal Groups earlier known as Primitive Tribal Group) viz., Kondareddies, Chenchus, Kolams and Thoties living in Khammam, Mahabubnagar, Nalgonda, Ranga Reddy, Adilabad Districts. The dominant tribal groups in the State are Lambada with a population of 20,46,117, Koyas 4,86,391, Gonds 2,97,846, Yerukalas 1,44,128. The Government have accorded high priority for accelerated development of Tribals by implementing socio-economic development schemes for the major focus is on education, socio - economic support to the tribes.

Review of literature:

Empowerment is a word that has been used so often and so widely that its definition has become blurred. Activist groups use the term to rally behind different issues, while academic circles frequently cite the word in scholarly articles. But what do they mean when they say Empowerment and whom do they want to empower. There is no education and there is no socio economic empowerment in the society as well as Scheduled Tribes.

1. **Dewangan et. Al (2019)** in their findings had observed the tribes in Raigarh District of Chhattisgarh were mainly benefited from the programs those implemented under tribal development plan and their income levels were raised to a notable extent through employment generation programs.
2. **Bulender (2017)** had concluded that the high incidence of rape cases and domestic violence are associated with women disempowerment which causes a source of economic poverty. He further observed that the social and economic poverty of tribal women are the significant factors for the incidence of high crime rate in the tribal areas. Awareness programs on social empowerment among the tribal women are to be imparted by both the government and non-governmental agencies.
3. **Roy (2016.)** had observed that in spite of so much emphasis was given to tribal communities since 60 years of independence and more than half century of plan

interventions with a good number of provisions, Indian tribe is nowhere near a satisfactory solution.

4. **Navada (2004:11) reports:** The percentage of permanent houses for tribes is less than 40.0 percent according to the latest data. A higher percentage of rural STs live in semi permanent houses (43.4) than urban STs (23.1) who live predominantly in permanent houses (66.9). The electrical connectivity is fairly high among ST households. According to the 2011 Census, about 70.0 percent of ST households in Karnataka had electricity as a source of lighting, compared with 78.5 percent for all households and 68.5 per cent for SC households. In rural areas, STs depended on electricity (60.3 percent) as well as kerosene (38.8), whereas urban ST households relied principally on electricity (80.6 percent)".

Scope of the study:

Social-economic justice, equality of status and opportunities, assurance of the individual's dignity are ensured by the Constitution of India for all the citizens among other things, The constitution of India is enriched with several provisions for schedule tribes to safeguard and promote their cultural, social, educational, and economic interests to bring them in the mainstream of the nation, both Telangana Governments are working hard towards the enrichment of tribal lives and creates opportunities.

Objectives of the study:

1. To study the socio-economic background of tribal's in India as well as Telangana.
2. To identify the issues and challenges of tribal education and understand the Occupational patterns.
3. To examine the socio-economic conditions of scheduled tribes in the selected study Area, and education level and growth in the tribal's community in Telangana.

Hypothesis of the study:

1. To study the socio-economic empowerment leads participating in all level of Opportunities and decisions making in family affairs.
2. The education pattern reflects that occupational pattern contributes and participation.
3. Increased education levels have no significant impact on socio-economic conditions of the tribes.

Methodology:

The present study is focused on the impact of education in socio economic empowerment of tribal's in newly formed Telangana state. The study is based on the secondary data. Which data will collect The literature used to write and analyse the socio-economic conditions of tribes in this paper is based on the sources like books, publications, articles, seminars, news papers, magazines, internet, research articles, Government reports and websites. A qualitative and quantitative method is employed in this study for the role of education in socio-economic empowerment of tribal's in Telangana state.

Importance of the study:

There has been considerable increase in the fund allocation for the tribal areas most of the tribal's were not able to draw the benefits due to large scale corruption among officials and improper implementation of tribal development schemes. Besides a majority of tribal areas lack proper communication and infrastructure facilities. The various safeguards and protective measures sought to ensure for them all round development and freedom from exploitation and

social injustice so that they could form part of the mainstream of the society. Article 46 of the Constitution of India provides that “the state shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation”. Therefore any attempt by the government that tries to enhance their socio economic conditions has to focus primarily on primitive tribes and the poorest of the poor among the STs, with awareness generation and the people s participation approach and take into account their needs feelings, aspirations, while the development process is taken up. Funding for maintenance of educational institutions, hos-tels, integrated hostels, ashram schools, post -matric hostels, tribal welfare primary schools, teacher education colleges, student coaching programmes for competitive examinations Tuition Fee and Post-Matric Scholarships Pre-Matric Scholarships Monetary Support to study in Hyderabad Public Schools, Upgrading Tribal Welfare Ashram Schools into Schools of Excellence, Setting up Residential Schools for Tribals, Setting up Residential Schools for Tribal Girls, Upgradation of Residential Schools into Junior Colleges of Excellence. Since some of the tribal educated boys felt alienated and cut off their bonds with their families and villages after getting education and good education. Identifying the problems of tribal students. Some factors like most of the tribal children were engaged in crucial family work like cattle grazing, labor on work sites, collecting fire wood and other minor forest products, stone quarrying, mining and home based work such as processing forest products. The level of utilization of technology in the tribal area has remained abysmally low, a significant impact on their overall socio-economic status in the study area, the aspects of level of education, level of income, employment generation programs and tribal development programs are having multi-pronged impact on the living conditions of the tribals in terms of their socio-economic status and they are having specific influence on social emancipation. It is suggested that the financial grants under the tribals sub plan for the subsequent financial years are to be increased to a greater extent and the financial support for the scheduled tribes is to be increased under priority-based areas and small-scale tribal enterprises are to be promoted among the women community in the study area. Promotion of agricultural activities among the tribal community is to be made and necessary logistic support is to be provided to the tribal societies at the identified tribal areas those which are congenial for agriculture and its related activities.

The Scheduled Tribal’s in rural and urban percentages in India from 1961-2011.

Year	Total Population	Rural population	Urban population	Total percentage	Rural percentage	Urban percentage
1961	3,01,30,184 (6.9)	2,93,57,790 (8.1)	7,72,394 (1.0)	-	-	-
1971	3,80,15,162, (6.9)	3,67,20,681 (8.4)	12,94,481 (1.2)	26.2	25.1	67.6
1981	5,16,28,638 (7.6)	4,84,27,604 (9.2)	32,01,034 (2.0)	35.8	31.9	47.3
1991	6,77,58,380 (8.1)	6,27,51,026 (10.1)	50,07,354 (2.3)	31.2	29.6	56.4
2001	8,,43,26,978 (8.2)	7,73,39,335 (10.4)	69,87,643 (2.4)	24.5	23.2	39.5
2011	10,42,81,034 (8.6)	9,38,19,162 (11.3)	1,04,61, 872 (2.8)	23.7	21.3	49.7

Source: census of India tribal in India, 2011 census.

The above table shows that total tribal population 6.9 percent to 8.6 percent rural is 8.1 percent to 11.3 percent and urban is 1.0 percent to 2.8 percent tribal population in India in 1961 to 2011 census in India. Education is a basic right that increases the social economical and political opportunities available to all the communities. The low socio-economic development and their habitation in various ecological and geo climatic conditions ranging from planes to forest to hills and inaccessible areas are main reasons for low literacy among STs. The state wise literacy rate of total population 64.8 percent and STs population 47.1 percent and the gapping literacy rate are 17.7 as per the 2001 census, it increased 74.04 percent of total population and 57.9 percent of STs population literacy gap is 17.1 percent in 2011 cncsus.

The outcomes of the study:

The Scheduled Tribes are participated in various socio, economic, political, opporunities, activities through the educated society, and they participated in political aspects also central, state, and local bodies. Education is the key to tribal development trial but there are many critical issues and problems in the field of tribal education like medium of language, attitude of the parents, economic conditions, lack of proper monitoring, agriculture field, etc. the fact remains that a large number of tribal's rural people might have missed educational opportunities at deferent stages and in order to empower them verities of skills training programs have to designed and organized. The skill could be for assuming political leadership or for economic self reliance or even social transformation. Social development paves the way for economic development. The tribes always face difficulties in their socio-economic development due to various factors like geographical and cultural isolation, lack of proper health facilities, inability to satisfy basic needs, lack of control over resources and assets, lack of education and skills, malnutrition, lack of shelter, poor access to water and sanitation, vulnerability to shocks, violence and crime, lack of access to proper infrastructure facilities and technologies and lack of political free-dom and voice. Social sector comprising of sub sectors like access to education, health and medical care, housing and water supply is very much essential for their economic development in the Telangana state as well as India. The central state governments since Indias independence have initiated several schemes and programs to educate the tribal's in our country. Development in tribal societies should focus on educational programmes that motivate keeping tribal youth integrated in their own culture. And also working with the tribal leaders is a key to ensure their active participation and cooperation in sensitization programmes on the importance of education. The tribal population constitutes a significant part of the underdeveloped parts of the country as well as Telangana state. About 93 percent of them live in rural areas and are engaged agriculture and allied activities. The main issues of tribal population for taking education then we must find that there is higher concentration of poverty among the tribal population for taking in both the rural as well as urban areas. Their weak resources base their low position in socio-economic and political hierarchy, illiteracy, their relative lack of access to facilities provided by the developmental measures. According to the Census of 2011, the total tribal population of Telangana was 31, 77,940. The numerically dominant tribal groups of Telangana are Lambada/Banjara, Koya, Gonds, Yerukala/Kurru and Pradhan; whereas Lambada, Yerukula and Yanadi are numerically dominant tribal groups of Andhra Pradesh. The socio-economic conditions of the tribes of Telangana and the welfare schemes put forth for them by the government. Education is central to the process of empowerment, since consciousness raising essentially a process of education. Education, in the context of empowerment is a weapon

of great potency, as it provides exposure and access to new ideas and way of thinking, and triggered a demand for change. In the absence of education that is relevant to existing knowledge and real needs, women are unable to get access to formal sector jobs, make career advancement, participate in decision making at all levels, and be represented in government and gain political influence. Empowerment is a multi dimensional process which should enable the individuals to realize their full identity and powers in all spheres of life. It brings equal status, opportunity, and freedom to develop to them. The ministry of tribal's affairs is implementing the education oriented schemes which include post matric scholarship for ST students hostel for ST boys and girls establishment of ashram school in tribal sub plan areas up gradation of merit through coaching and remedial classes Rajiv Gandhi national fellowship for ST students top classes education for ST students and national oversees scholarship for ST student for improve the literacy level Telangana 149 hostels 319 ashram schools, 1432 government primary schools 150 post matric hostels catering to total to total of 165179 students, belonging to the STs besides usual reservation The Telangana government increased the reservation for scheduled tribes by 4 percent from 6 percent to 10 percent in the Telangana state educational institutes and government services with immediate effect, according to an official order for STs.

1. To improve the educational status of the tribal the opportunities for basic and adult education with training leading to better employment should be provided. Hostel facilities to tribal students should be surveyed and improved. Tribal welfare department may design and launch new programs to generate employment opportunities for tribal.
2. Educated tribal youth shall be recruited as a teacher and posted in the tribal schools especially in lower classes. Teachers who are working in tribal areas should undergo through a short orientation course in tribal development and culture. Teachers shall build-up and maintain a close relationship with each student for their holistic development.
3. In planning for tribal education the traditional technique of education of various tribal communities and their cultural traits should be taken into consideration and incorporated as far as possible. The education should boost their cultural norms so as to make them proud of their culture, rather than embarrassing them. The kind of education provided now does not take into consideration of this aspect. The syllabus may also include vocational training courses suitable to the children.

Conclusion:

It concludes my paper the Government of India and as well as government of of Telangana initiated several schemes to improve the overall development of the nation, with special efforts made to implant reservations for tribal development. While the Indian and Telangana government realized the importance of education and fulfilled its promises, given the size of the nation and the immense diversity of its people and their educational needs, bottlenecks of development remain present also in primary education. Some problems relate to the mind-boggling extent of diversity. Within the unique features of the Indian secular national context, we find prominently what is often called 'unity in diversity', India is without doubt significant for its multiple cultures, traditions, religions and languages. The scheduled tribes people with special care in the educational and economic establishment. The spread of education among the scheduled tribes during the last four decades has been quite uneven. Ignorance and illiteracy among tribal should be minimized and routed out by providing proper education of

tribal"s. The Director of employment and training may provide effective career guidance service to the tribal students so as to help them to make self assessment of these abilities, aptitudes and plan for the career. Ensuring of high quality education to tribal students, pre-primary education and residential education will be strengthened further. The rate of scholarship will be revised frequently. High priority for the completion of pre, post metric hostels and improving of their infrastructure facilities and revision of mess charges extra, massive awareness and literacy programmes with involvement of NGO"s will be organized in the tribal areas.

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आजादी के बाद सर्वोच्च न्यायालय द्वारा महिलाओं के हक में लिए गए कुछ महत्वपूर्ण निर्णय

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शोध सारांश –

भारत के इतिहास में प्राचीनकाल में महिलाओं की भूमिका बहुत ही महत्वपूर्ण रही है। महिलाओं की सामाजिक एवं राजनैतिक विकास में बराबर की भागीदारी होने के बावजूद उन्हें किसी भी क्षेत्र में पुरुषों के समान आदर एवं सम्मान प्राप्त नहीं हुआ। भारतीय संविधान द्वारा भारत के सभी नागरिकों को समान अधिकार प्रदान करने के बाद भी महिलाओं के प्रति अत्याचार कम नहीं हुए हैं। संविधान द्वारा राज्यों को भी यह दायित्व सौंपा गया है कि वे समाज के कमजोर वर्गों जिनमें महिलाएं भी शामिल हैं, के उत्थान के लिए नीति निर्माण करें। माननीय सर्वोच्च न्यायालय ने भी इस पक्ष को समझते हुए हाल ही के कुछ वर्षों में महिलाओं के उत्थान और उनकी अस्मिता को बनाये रखने के लिए कुछ ऐतिहासिक निर्णय लिए हैं। ये निर्णय उन्हें परिवार, समाज, शिक्षा, रोजगार, समानता आदि के क्षेत्र में अपनी भूमिका मजबूत करने के लिए मील का पत्थर साबित हुए हैं। सर्वोच्च न्यायालय द्वारा महिलाओं के हक में लिए गए निर्णय इस पितृसत्तात्मक समाज में महिलाओं को पुरुषों के समान अधिकार देने की ओर एक महत्वपूर्ण कदम है।

शोध उद्देश्य –

प्रस्तुत शोध पत्र का उद्देश्य यह जानना है कि सर्वोच्च न्यायालय द्वारा लिए गए निर्णयों ने किस प्रकार महिलाओं के जीवन में बदलाव लाया है। इसके साथ ही इनका प्रभाव महिलाओं के निजी जीवन, सामाजिक जीवन तथा आर्थिक जीवन पर किस प्रकार पड़ता है। ये सभी ऐतिहासिक निर्णय किस प्रकार नारीवादी विचारधारा को मजबूती प्रदान करके इस पितृसत्तात्मक समाज में महिलाओं को बराबर का दर्जा प्रदान करने में सहायक है।

परिचय –

भारत में वैदिक काल में महिलाओं को सभी प्रकार के अधिकार प्राप्त थे। उन्हें समाज में पुरुषों के समान ही स्थान प्राप्त था। ऐतिहासिक अध्ययन से पता चलता है कि पूर्व वैदिक काल में महिलाओं को समाज में उच्च स्थान प्राप्त था। परंतु उत्तर वैदिक काल से महिलाओं की स्थिति में बदलाव आना शुरू हुआ। पर्दा प्रथा, सती प्रथा, बाल विवाह, दहेज प्रथा आदि कुरीतियों ने महिलाओं की स्थिति को और खराब कर दिया। इन सब कुरीतियों का कारण था पितृसत्तात्मक समाज। पितृसत्तात्मक समाज में महिलाओं को पुरुषों से हीन समझा जाता है और उन्हें जीवन के किसी भी क्षेत्र में किसी भी प्रकार के अधिकारों से वंचित रखा जाता है।

भारत में महिलाओं की स्थिति बहुत ही दुविधापूर्ण है। जहाँ हम एक ओर स्त्री को देवी के समान समझकर उसकी पूजा करते हैं और 'शक्ति रूपेण संसिथता' मानते हैं वहीं दूसरी ओर उसे कमजोर समझकर उसका शोषण किया जाता है।

जब भी बात अधिकार और बराबरी की आती है ,औरत की दावेदारी हमेशा नकारी जाती रही है। इसलिए नहीं कि औरत को अधिकार और बराबरी की जरूरत नहीं है बल्कि इसलिए कि सारे अधिकारों पर आदमी का कब्ज़ा है। इसके चलते बराबरी की गुंजाईश नहीं है। (1)

ज्यादातर संघर्षों में औरतों ने माँ, बेटी, पत्नी, सहयोगिनी के रूप में हिस्सा लिया है। सत्ता -परिवर्तन, सामाजिक बदलाव ,क्रांति के हर दौर में वह झूमकर सड़कों पर उतरी: इस उम्मीद में कि इस परिवर्तन ,बदलाव, क्रांति ,से उसकी अपनी भी मुक्ति की राह खुलेगी। अभी तक हर बार वह छली गई है। हर बार काम हो चुकने पर आदमी ने उसे घर की चारदीवारी में धकेल दिया है। औरत ने इस पर सोचना सवाल उठाना शुरू किया है। उसने अपने स्व ,अपनी अस्मिता ,अपनी पहचान और अपने अधिकारों की दावेदारी के साथ साथ बराबरी की मांग शुरू की है। (2)

सर्वोच्च न्यायालय की भूमिका –

भारतीय संविधान के भाग 5 में अनुच्छेद 124 से 147 तक, सर्वोच्च न्यायालय के गठन,स्वतंत्रता, न्यायक्षेत्र ,शक्तियां, प्रक्रिया आदि का उल्लेख है। भारतीय लोकतंत्र एवं राजपद्धति में उच्चतम न्यायालय को बहुत महत्वपूर्ण भूमिका प्रदान की गई है। सर्वोच्च न्यायालय नागरिकों के मूल अधिकार का गारंटर और संविधान का अभिभावक है। सर्वोच्च न्यायालय 'न्यायिक सक्रियता ' का प्रयोग करके वैयक्तिक अधिकारों को ऐसे निर्णयों द्वारा संरक्षित या विस्तारित कर सकता है जो कि पूर्व नियमों या परिपाटियों से अलग हटकर होते हैं। पिछले कुछ वर्षों में हमें सर्वोच्च न्यायालय का महिलाओं के अधिकारों ,उनकी गरिमा और अस्मिता के लिए किये गए निर्णयों द्वारा ऐसा ही मजबूत और सराहनीय रूप देखने के लिए मिलता है।(3)

तीन तलाक़ का मुद्दा –

भारतीय सर्वोच्च न्यायालय ने 22 अगस्त 2017 को मुस्लिम महिलाओं के पक्ष में एक महत्वपूर्ण निर्णय सुनाया। सर्वोच्च न्यायालय ने तीन तलाक़ को असंवैधानिक घोषित कर दिया। (4) भारत में तीन तलाक़ का मुद्दा हमेशा से ही बहस और विवाद का विषय रहा है। समय समय पर लोगो द्वारा इस प्रथा के ऊपर सवाल उठाये जाते रहे हैं। जब भी इस प्रथा को लेकर सवाल उठे है ,लोगो ने न्याय ,लैंगिक समानता ,मानव अधिकारों और धर्मनिरपेक्षता को लेकर भी सवाल उठाये हैं। मुस्लिम समुदाय में इस प्रथा के अनुसार यदि कोई पति मौखिक ,लिखित ,ईमेल या एसएमएस जैसे इलेक्ट्रॉनिक माध्यम के द्वारा तीन बार तलाक़ बोलता है तो इसे तलाक़ -ए -विद्वत कहा जाता है और इसके अनुसार इसी तरह तीन बार तलाक़ बोलर कोई भी पति अपनी पत्नी को आसानी से तलाक़ दे सकता है।(5) सर्वोच्च न्यायालय के अनुसार यह मुद्दा भारत में सामान नागरिक संहिता के बारे में बहस से जुड़ा हुआ है। मुस्लिम समुदाय में जब भी महिलाओं के अधिकारों और समानता का मुद्दा उठता है तब तीन तलाक़ और बहुविवाह जैसी प्रथाओं पर सवाल खड़े किये जाते हैं। भारतीय समाज में इस प्रकार की प्रथाएं महिलाओं को समाज में बराबरी का दर्जा न मिलने का एक महत्वपूर्ण कारण बनी हुई हैं। इसी पक्ष को ध्यान मे रखते हुए भारतीय संसद ने 1 अगस्त 2019 से तीन तलाक़ को असंवैधानिक घोषित कर दिया है।

शाह बानो और शायरा बानो जैसे केस में सर्वोच्च न्यायालय और भारतीय संसद का इतनी संवेदनशीलता और समझदारी के साथ संज्ञान लेना बहुत ही सराहनीय है। इस कानून के बनने के बाद निश्चित

तौर पर महिलाएं अपनी सुरक्षा को लेकर चिंतित होने की बजाये अपने अधिकारों और अपने सम्मान के लिए आवाज उठाने के लिए हिम्मत जुटाएंगी। भारत के अलावा पाकिस्तान ,बांग्लादेश और श्रीलंका दुनिया भर के उन 23 देशों में शामिल हैं जिन्होंने तीन तलाक़ पर प्रतिबन्ध लगा दिया है। इस प्रकार की प्रथाएं समाज में पुरुषवर्चस्ववादी सोच को दर्शाती हैं और महिलाओं की स्थिति को पुरुषों की अपेक्षा कम दर्शाने का प्रयास करती है।

यह सही है कि तीन तलाक़ के शब्द बोलने से महिलाओं को जिस पीड़ा, व्यथा और आर्थिक संघर्ष से गुजरना पड़ता था उसके लिए उन्हें कानून के सहारे की बहुत आवश्यकता थी। दरअसल धर्म के साथ किसी भी महिला के किसी भी संघर्ष को जोड़कर नहीं देखा जा सकता। यदि कहीं भी कोई भी महिला किसी अप्रिय स्थिति का किसी भी कारण से सामना कर रही है तो उसे राहत मिलनी ही चाहिए। औरत भी एक मनुष्य है उसके सुख -दुःख सबको दिखने और समझने चाहिए। यदि महिलाओं को तलाक़ तलाक़ तलाक़ के तीन शब्दों से दुःख और परेशानी से गुजरने के लिए मजबूर होना पड़ता रहा है तो इन शब्दों के अस्तित्व को मिटाना बहुत जरूरी था। शासन की ओर से अंततः यह कदम उठा ही लिया गया कि यदि किसी महिला को बेवजह इस त्रासदी से गुजरना पड़े तो वह अपनी शिकायत के लिए न्यायालय का दरवाजा खटखटा सकती है।(6)

वर्तमान में तीन तलाक़ की स्थिति - इस कानून के बनने के बाद महिलाओं की आज की स्थिति को जानना बहुत आवश्यक है। पहले तलाक़ दिए जाने की ख़बरें इस तरह सामने नहीं आती थीं संसद द्वारा महिलाओं के हक़ में जो कानून बना है उसकी सहायता लेकर महिलाएं शिकायत दर्ज करवाने पहुंच रही हैं। इस कानून के बनने के बाद भी क्या पुरुषों की मानसिकता में कोई बदलाव आया है या नहीं यह कह पाना बहुत मुश्किल है। (7)

भारत में गर्भपात कानून –

भारत हमेशा पितृसत्तात्मक सोच से प्रभावित रहा है। 1960 तक भारतीय महिलाओं को गर्भपात से सम्बंधित कोई भी अधिकार नहीं था। कुछ बुद्धिजीवियों का मानना है कि गर्भपात का अधिकार महिलाओं को नहीं दिया जाना चाहिए क्योंकि यह एक अपराध है। परन्तु कुछ उदारवादियों का मानना है कि महिलाओं को गर्भपात से सम्बंधित सभी अधिकार प्राप्त होने चाहिए जिससे वो जब चाहे अपना गर्भपात करवा सकती हैं। 1971 के एमपीटी एक्ट द्वारा पहली बार भारत में महिलाओं को यह अधिकार प्रदान किया गया कि वह अपना गर्भपात डॉक्टर की सलाह से करवा सकती है। 2021 में इस एक्ट में संशोधन करके गर्भपात की समयसीमा को 24 हफ़्तों तक बढ़ाया गया है क्योंकि वर्तमान में समाज में महिलाओं की परिस्थितियों में बहुत बदलाव देखने को मिलता है। हाल ही के समय में एक अविवाहित महिला द्वारा उच्च न्यायालय दिल्ली से 20 हफ़्ते बाद गर्भपात की अनुमति मांगी गई जिसे उच्च न्यायालय ने यह कहकर नकार दिया कि एमपीटी एक्ट द्वारा केवल विवाहित महिलाओं को ही गर्भपात का अधिकार प्रदान किया गया है।(8)

परन्तु माननीय सर्वोच्च न्यायालय ने अविवाहित महिलाओं को भी 20 -24 हफ़्तों के अंदर गर्भपात की अनुमति प्रदान की। सर्वोच्च न्यायालय द्वारा दिए गए ऐतिहासिक निर्णय के कुछ कारण इस प्रकार हैं - विवाहित ओर अविवाहित महिलाओं में फर्क करना अनुच्छेद 14 का उल्लंघन है ,इसके अलावा बहुत सारी महिलाएं जबरदस्ती गर्भ धारण का शिकार होती हैं। यदि हम बलात्कार की शिकार किसी महिला को गर्भपात की अनुमति नहीं देते हैं तो यह उस महिला के साथ अन्याय होगा। सर्वोच्च न्यायालय के अनुसार भारत में प्रतिदिन

8 महिलाओं की मृत्यु असुरक्षित गर्भपात के कारण होती है क्योंकि उन्हें अधिकारों के आभाव में गैरकानूनी तरीकों से गर्भपात करवाना पड़ता है जिससे उनकी जान को खतरा रहता है। इसीलिए महिलाओं की मानसिक स्थिति और शारीरिक स्थिति की सुरक्षा के लिए सर्वोच्च न्यायालय का यह निर्णय एक ऐतिहासिक निर्णय है।

सर्वोच्च न्यायालय के अनुसार किसी भी महिला की वैवाहिक स्थिति को उसे अनचाहे गर्भ को गिराने के अधिकार से वंचित करने का आधार नहीं बनाया जा सकता है। एकल और अविवाहित महिलाओं को भी गर्भावस्था के 24 सप्ताह में उक्त कानून के तहत गर्भपात का अधिकार है। न्यायालय द्वारा सुनाये गए अहम फैसले में कहा है कि पति द्वारा किया जाने वाला दुष्कर्म 'मैरिटल रेप' की दशा में भी 24 सप्ताह की तय सीमा में पत्नी गर्भपात करा सकती है। (9)

सेक्स वर्कर्स पर सर्वोच्च न्यायालय का फैसला –

सर्वोच्च न्यायालय द्वारा लिए गए निर्णय में सेक्स वर्क को अन्य व्यवसायों की तरह ही एक व्यवसाय के रूप में मान्यता प्रदान की गई है। न्यायालय के अनुसार इस व्यवसाय को भी वही गौरव और समान सुरक्षा मिलनी चाहिए जो अन्य व्यवसायों को कानून द्वारा प्रदान की जाती है। सर्वोच्च न्यायालय द्वारा पुलिस को यह हिदायत दी गई है कि यदि कोई सेक्स वर्कर बालिग है और अपनी मर्जी से इस व्यवसाय में है तो उसके खिलाफ कोई भी मुकदमा नहीं चलाया जायेगा। (10) न्यायालय के अनुसार सेक्स वर्कर्स को भी अन्य नागरिकों की तरह सम्मान के साथ जीवन यापन करने का पूरा अधिकार है। वे भी एक मनुष्य हैं और जो अधिकार किसी भी व्यक्ति को मनुष्य होने के नाते समाज और सरकार से प्राप्त होते हैं वे सभी अधिकार इन्हें भी प्राप्त होने चाहिए।

सर्वोच्च न्यायालय के अनुसार सेक्स वर्कर्स के बच्चों को उनकी माँ से अलग नहीं किया जा सकता। जैसा कि आमतौर पर देखा जाता है कि यदि किसी महिला को इस तरह के किसी व्यवसाय में लिप्त पाया जाता है और यदि पुलिस उसे गिरफ्तार करती है तो उसे उसके बच्चों से अलग कर दिया जाता है जिस कारण उस बच्चे के भविष्य पर इसका गहरा प्रभाव पड़ता है। हमारे समाज द्वारा इन बच्चों को कभी भी उसी प्रकार का प्यार और अपनापन नहीं दिया जाता जो अन्य बच्चों को दिया जाता है जिस कारण इन बच्चों के मन में हीन भावना आ जाती है।

सर्वोच्च न्यायालय द्वारा 'Two Finger Test' पर बैन लगाना –

'टू फिंगर टेस्ट' का उपयोग सामान्यतः यह पता लगाने के लिए किया जाता था कि किसी महिला के साथ बलात्कार हुआ है या नहीं। परन्तु भारतीय सर्वोच्च न्यायालय द्वारा इसे गैर कानूनी घोषित कर दिया गया है। न्यायालय के अनुसार किसी भी महिला का इस प्रकार का टेस्ट करना और उसके बाद किसी नतीजे पर पहुंचना अवैज्ञानिक है और पितृसत्तात्मक सोच को बढ़ावा देना है। देर से यह कदम उठाने के बावजूद भारत का सर्वोच्च न्यायालय धन्यवाद का हकदार है। उसने ठीक ही कहा है कि यौन उत्पीड़न के मामले में पीड़िता का 'टू फिंगर टेस्ट' कराने वाला भी कदाचार का दोषी माना जायेगा। अदालत ने माना है कि यह टेस्ट एक गलत धारणा पर आधारित है कि यौन रूप से सक्रिय महिला का बलात्कार नहीं हो सकता। सच्चाई इससे अलग भी हो सकती है, और किसी महिला का यौन इतिहास जानना महत्वहीन है। कौमार्य परीक्षण एक अर्थ में यौन हिंसा ही है। प्राचीन काल से ही पुरुषवर्चस्ववादी समाज में कौमार्य परीक्षण की परम्परा रही है। (11)

कभी किसी समाज में पुरुषों के कौमार्य परीक्षण की परंपरा नहीं रही है। इस मामले में लड़कियां और महिलाएं ही प्राचीन काल से अबतक बार-बार अपमानित-असम्मानित होती रही हैं। इससे बड़ी विडंबना और

क्या होगी कि एक बार पुरुष का शिकार होने के बाद 'टू फिंगर टेस्ट' में उसे फिर डॉक्टर का शिकार होना पड़ता है। सवाल यह है कि ऐसी लड़कियों के प्रति हमारे समाज में घृणा और हिंकारत की भावना ही क्यों पनपती है ?ऐसा क्यों मान लिया जाता है कि इनकी ज़िंदगी अब ख़त्म और व्यर्थ हो गई हो ? लड़कियों और महिलाओं को यौन अत्याचार के क्रूर अनुभवों से गुजरना पड़ता है तो इसके लिए कौन जिम्मेदार है ? हमारा समाज ,हमारी पुलिस व्यवस्था और हमारी पुरुषवर्चस्ववादी सोच।(12)

स्त्री के लिए आर्थिक आज़ादी जितनी जरूरी है ,उतनी ही शारीरिक आज़ादी भी। यह आज़ादी न मिले, तो सामाजिक, आर्थिक और राजनीतिक आज़ादी मिलने का कोई व्यापक और वास्तविक अर्थ नहीं है। भारत में 'टू फिंगर टेस्ट' से मुक्ति यहां की महिलाओं की गरिमा की बहाली की दिशा में उठाया गया एक सही कदम है। (13)

निष्कर्ष –

समकालीन परिस्थितियों में महिलाओं ,बच्चियों और नाबालिग लड़कियों के साथ अपराध , यौन हिंसा और घरेलू हिंसा की घटनाएं दिन -प्रतिदिन बढ़ती जा रही हैं। पितृसत्ता की जड़ें महिलाओं के जीवन के हर क्षेत्र में फैली हुई हैं। पुरुष महिलाओं पर अपना वर्चस्व स्थापित करने के लिए उसके जीवन के प्रत्येक क्षेत्र में अपने अधिकारों और शक्तियों का प्रयोग अनैतिक रूप से करता आया है। समाज की पुरुषवर्चस्ववादी सोच महिलाओं को पिता ,भाई , मित्र और पति आदि के रूप में पुरुषों के संरक्षण में रहने को मजबूर करती है। धर्म और संस्कृति को हथियार बनाकर महिलाओं को इस्तेमाल किया जाता रहा है। वर्तमान समय में इस तरह के व्यवहार को बदलने की आवश्यकता है। सरकार और न्यायालय द्वारा इस दिशा में कई सकारात्मक कदम उठाये जा रहे हैं। इसके साथ साथ कई तरह के NGOs भी महिलाओं की स्थिति को समाज के सामने रखने और महिलाओं के हक में आवाज उठाने में महत्वपूर्ण भूमिका निभा रहे हैं।

आम नागरिकों की भी यह नैतिक जिम्मेदारी बनती है कि महिलाओं के साथ हो रही किसी भी नाइंसाफी के खिलाफ आवाज़ उठाये और एक स्वस्थ सामाजिक वातावरण का निर्माण करें। भारत में महिलाओं की आबादी पुरुषों की आबादी की लगभग आधी है। कोई भी देश अपनी आधी जनसंख्या की कार्यकुशलता ,प्रतिभा एवं दक्षता की उपेक्षा करके आगे नहीं बढ़ सकता। आज भारत में महिलाओं की स्थिति में काफी बदलाव आ चुका है। आज लगभग सभी क्षेत्रों में महिलाओं को पुरुषों के बराबर दर्जा देने का प्रयास किया जा रहा है। हाल ही में BCCI ने भी एक ऐतिहासिक फैसला लिया जिसके अनुसार भारतीय क्रिकेट में अब महिला और पुरुष में वेतन के तौर पर कोई भेदभाव नहीं रहेगा। सभी को बराबर मैच फीस मिलेगी। इस प्रकार के निर्णय महिलाओं को उनकी क्षमता और काबिलियत के आधार पर समाज में अपनी अलग पहचान बनाने के लिए सहायक सिद्ध होते हैं।

अंततः एक शोधार्थी के रूप में मेरा मानना है कि पिछले कुछ वर्षों में जिस प्रकार सरकार और भारतीय न्याय व्यवस्था ने महिलाओं की स्थिति को सुधारने के लिए जो ऐतिहासिक निर्णय लिए हैं उनमें महिलाओं के जीवन के बदलते विकासक्रम और प्रगतिशील चित्र देखे जा सकते हैं। ये सभी ऐतिहासिक निर्णय पुरुषवर्चस्ववादी सोच के खिलाफ महिलाओं के अस्तित्व और नारीवादी आंदोलन को गतिशीलता प्रदान करते हैं।

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चित्रा मुद्गल के उपन्यासों में लिंगभेद का सामाजिक परिदृश्य

स्मृति उरांव

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शोध निर्देशक

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भूमिका :-

हिन्दी साहित्य जगत में अपनी अलग पहचान बना चुकी सुप्रसिद्ध लेखिका चित्रा मुद्गल के उपन्यास आवां और नाला सोपारा में विकलांगता से प्रभावित जीवन की सुन्दर व्याख्या है, मूल रूप से इन दोनों उपन्यासों में विकलांगता को समास के बड़े मुद्दे मजदूर समस्या तथा किन्नर जीवन के साथ ही दिखाया गया है।

चित्रा जी की कृति का यहीं सबसे बड़ी महत्ता एवं विशेषता है कि वे अपने लेखनी से समाज के अनगिनत मुद्दों को एक ही उपन्यास में समाहित कर देती है। एक तरफ आवां में अप्राकृतिक घटना के कारण हुए विकलांगता का जीवन में प्रभाव को दिखाया है तो वहीं नाला सोपारा में प्राकृतिक रूप से प्राप्त शरीर के एक महत्वपूर्ण अंग का अपने सामान्य स्वरूप से अलग होने के कारण मिले समस्या से जीवन के प्रत्येक छड़ मुख्य धारा के समाज से अलग-अलग कर देने की पीड़ा को दिखाया है।

आवां के पात्र देवीशंकर पाण्डेय का औद्योगिक स्थान में असमय दुर्घटना से उसकी जीवन स्थिर हो जाता है साथ ही उसकी बेटी नमिता का जीवन पर इसका व्यापक प्रभाव पड़ता है, तो वहीं नाला सोपारा में प्रकृति प्रदत्त विकलांग अंग के वजह से एक सामान्य से दिखने वाले मनुष्य को समाज ने अलग पहचान दे दिया तथा इस पीड़ा को किन्नर नाम देकर सामान्य जीवन से विपरीत जीवन जीने के लिए मजबूर कर दिया। नाला सोपारा के मुख्य पात्र विनोद ऊर्फ बिन्नी ऊर्फ बिमली इसी पीड़ा से ग्रस्त है जो अपनी पहचान के लिए लड़ रही है।

शोध आलेख :-

आवां उपन्यास को पढ़ने पर प्रथम दृष्टया हमें यह 'स्त्री-विमर्श' को आख्यान करने वाला उपचास नजर आता है लेकिन इसकी पूरी कथा से चरितार्थ होने पर इसका आयाम इससे भी कहीं ज्यादा और वृहद स्वरूप में सरोकार होता है।

इस उपन्यास में मुम्बई, हैदराबाद, कलकता, दिल्ली की स्थिति को चरिवार्थ करती है। यहां यह भी कहना गलत नहीं होगा कि यह कृति अनमोल होने के साथ भारत का चित्रण करता है। सही मायनों में इस कृति को चित्रा मुद्गल जी के जीवन अनुभवों ने वास्तविकता प्रदान किया है।

सुनंदा की बेटी अनाथ होने पर नानी किशोरी बाई द्वारा पालन-पोषण होती है। इधर नमिता अपने पिता का प्रेम संबंध को सहृदय स्वीकार कर लेती है। नमिता जब संजय कनोई से अपने प्रेम संबंध में विफल होती है तो अपने घर वापस आती है तो यह भी

तय हो जाता है कि अनाथ बेटी का पालन-पोषण का अंतिम जिम्मेदारी नमिता के पास आती है। यहां लेखिका चित्रा जी ने अनाथ के जीवन की ओर ध्यान खिंचा है साथ ही बुजुर्ग दम्पति के स्थिति को भी चरितार्थ किया है।

”जर्जर देह-दिमाग सामर्थ्य से अधिक परिश्रम और तनाव नहीं झेल पाया आघाड़ी कार्यालय में ही एक सांझ अस्थायी श्रमिकों के हित-संघर्ष की रणनीति बनाते हुए दाहिने अंग पर लकवे के अकस्मात हुए आक्रमण के चलते वे कुरसी पर झुल गए।”⁹

नमिता के पिता देवीशंकर पाण्डे कामगार आघाड़ी में ट्रेड यूनियन के नेता थे जो एक हिंसात्मक श्रमिक आंदोलन में घायल हो गये जिसके फलस्वरूप चलने-फिरने में पूरी तरह से असमर्थ है।

जब कोई व्यक्ति विकलांगता से ग्रस्त होता है तो उसका स्वयं का जीवन तो मुश्किल होता ही है उसके परिवार वालों की भी दिनचर्या स्वाभाविक नहीं रह पाती। इसकी प्रतिक्रिया समाज में दो तरह से देखने को मिलती है। कुछ परिवारों में या कुछ लोगों में। जैसे नमिता बाबूजी को अस्पताल जाने का सोचती है। ”जिस हालात में भी रहे बाबूजी उनके बीच बने रहें। जिम्मेदारियाँ ढो लेगी वह अकेली। कोई कसर नहीं छोड़ेगी सेवा में।”²

देवीशंकर की पत्नी क्रूर व्यवहार की है जो अपने पति और बेटी को हमेशा बुरा-भला बोलते रहती है। दोनों माँ-बेटी किसी तरह पापड़ बेलकर घर चलाते हैं। अन्ना साहब, नमिता को उसके पिता के जगह नौकरी दे देते हैं परंतु अन्ना साहब नमिता को बेटी मानकर भी उसकी यौनशोषण करने का अनचाहा प्रयास करता है तो नमिता काम छोड़ देती है।

नमिता द्वारा कही और नौकरी खोजने के दरौन अंजना से मुलाकत होती है, जो उसे संजय कनोई के जाल में फंसा देती है। नमिता का दलित पवार से विवाह होता है जो बड़ा श्रमिक नेता बनना चाहता है। नमिता पवार को चाहती तो है पर उसका जाति एक समस्या बन जाता है, वही संजय कनोई की बड़ी जाल में नमिता फस जाती है। नमिता को इसका अहसास तब हाता है जब वह मां बनने वाली होती है। इस संदर्भ में डॉ. शालिनी कहती है ”संजय नमिता को बहलाने के लिए निर्मला से तलाक की बातें करते रहता है किंतु वह नमिता जैसी एक साधारण परिवार की लड़की के साथ साम्मानपूर्वक सामाजिक जीवन व्यतित नहीं करना चाहता।”³

अन्ना साहब का हत्या का समाचार सुनकर नमिता सदमें में चले जाती है, इससे उसकी गर्भपात हो जाता है इस घटना को संजय कनोई, नमिता द्वारा किया गया अन्य प्रयास समझ लेता है और गुस्से में आकर आग बगुला हो जाता है, यहा यह भी पता चलता है कि अंजना ने नमिता को फसाया ताकि संजय कनोई पिता बन सके जिसके लिए अंजना ने पैसे भी लिए थे। इस घटना के बाद नमिता संजय को छोड़कर चले जाती है। नमिता का साथ एक विधवा औरत नीलम्मा देवी है, नीलम्मा अपने बच्चे तथा बूढ़े ससुर का सहारा है। नीलम्मा तन,मन,धन से नमिता की सेवा करती है। नीलम्मा एक कर्मठ और स्वालंबी औरत है जिससे कोई जोर-जबरजस्ती नहीं कर सकता।

नीलम्मा अपने स्वालंबी स्वभाव से ही सम्मान पाती है। नीलम्मा सही मायने में स्त्री शक्ति और सजगता की निशानी है। यह इस बात को उत्थोषित करती है कि स्वामिमान एक मात्र ऐसी चीज है जो अबला एवं निर्बल कहे जाने वाली स्त्री को समाज की चेतना बना देती है।

फलस्वरूप यह भी कहा जा सकता है कि नमिता में साहस और स्त्री शक्ति नीलम्मा से ही आती है। इस उपन्यास में यह भी स्पष्ट किया गया है कि आर्थिक आभाव में विकलांगता से ग्रस्त व्यक्ति साथ ही उसके परिवार न चाहते हुये भी कई बार अन्धविश्वास के चपेट में आ जाते हैं।

मूल रूप से इस उपन्यास में लेखिका ने स्पष्ट किया है कि किसी भी संस्था में जीवन भर कार्य में लगे हुये व्यक्ति यदि दुर्घटनावश विगलांग हो जाता है तो कैसे वह उस संस्था के लिए उपयोगी नहीं रह जाता। साथ ही उसके द्वारा संस्था को दिये गये सेवा समर्पण तथा त्याग का जो मूल्य संस्था को उस व्यक्ति के प्रति दिया जाना चाहिये वह भी मूल्यवान से मूल्यहिन हो जाता है। इस तरह लेखिका ने अपने अमूल्य कृति के माध्यम से औद्योगिक स्थान के अंदर विकलांग व्यक्ति के प्रति होने वाले दुर्व्यवहार को आधुनिक समाज के समक्ष प्रस्तुत करने की कोशिश की है।

'पोस्ट बॉक्स नं. २०३ नाला सोपारा' एक विशेष और अलग ही आयाम को प्रदर्शित करने वाला उपन्यास है। वर्तमान संदर्भ में देखा जाए तो किन्नर समाज की परिस्थितियों एवं उनकी व्यथा को मद्देनजर रखते हुए यह उपन्यास उस समाज का आवाज के रूप में काम करती है, जहाँ यह अर्थात् किन्नर समाज हमारे ही सभ्य समाज का अभिन्न अंग होने के बावजूद भी उसे हम कहीं दूर छोड़ देते हैं, जहाँ उनके आवाजों का गुंज हमारे कानों तक पहुँचना तो दूर की बात है हमारे नजरों को वे लोग दिखाई तक नहीं देते हैं, अगर सुनाई देते हैं तो रेल, बस, मंगल कार्यक्रमों में इसमें भी सबसे अधिक हम उन्हें रेलवे स्टेशनों में देख और सुन सकते हैं लेकिन हम अपने ही समाज के अंग को सम्मान देने के बजाए उनको तिरस्कार की भावना से सुनते और देखते हैं। हिन्दी जगत की वरिष्ठ लेखिका चित्रा मुद्गल जी ने अपने उपन्यास के पात्र बिन्नी के माध्यम के इस विशेष समुदाय के बारे में हमें परिचय कराती है जहाँ बिन्नी एक किन्नर लड़का है और क्या पुकार सकते हैं उस मासूम लड़के को जिसका स्वभाव इस प्रकृति ने स्त्री और पुरुष के विशेषीकृत स्वभाव से कुछ अलग बनाया है। देह पुरुष का है लेकिन आंतरिक भावना स्त्री की है।

“एक वर्ग के प्रति पैदा हुयी नफरत में दुसरे घृणास्पद को महत्व दिलाया हमें यह नहीं भुलना चाहिए की अब भी हमारा समाज इन तृतीय पंथियों को मनुष्य समाज का हिस्सा नहीं मानता और जब तक इस मानसिकता में परिवर्तन नहीं आता किन्नर समुदाय यथा स्थिति की वेदना को भुगतने हेतु विवश ही रहेगा।”^४ बिन्नी खुद से और इस क्रूर समाज से अभी अपरिचित है जब उसे अपने शरीर का अलग होने ज्ञान आता है तो उसके ही घर-परिवार स्वीकार नहीं करते। बिन्नी की मां की ममता अपने बच्चे के प्रति अटूट है लेकिन इस समाज ने उनके प्रेम को तोड़ दिया और वे भी मजबूर है अपने जीगर के तुकड़े से दूर रहने के लिए। बिन्नी किन्नर समूह में रहकर पढ़ लिख रहा है उसे पढ़ना पसंद है वह अन्य किन्नरों से सोच में अलग है वह उनके जैसे भीख नहीं मांगना चाहता न ही स्त्री की तरह पहनावा और सजना-संवरना चाहता है।

“देशी कट्टा सीने पर तना था। हामिद मियाँ ने गिड़गिड़ाते हुए हाथ उठा दिए थे। उस रोज ठिकाने पर पहुंचते ही सरदार ने जिस बेरहमी से मुझे मारा था। खोपड़ी में चार टाँके आए थे। निचले जबड़े के दो दाँत हिल गये थे। सफदरगंज के दांतों के विभाग में उन दांतों को तार से कसा गया था।”^५ वह इसी दृढ़ विश्वास के साथ है कि वह इस समाज में सभी की तरह अपना पहचान बनाएगा जो उसे एक समान भावना प्रदान करे।

बिन्नी को स्थानीय विधायक का मदद प्राप्त होता है इससे वह प्रसन्न है क्योंकि उसे पढ़ने का मौका मिल रहा है इस सफलता का श्रेय किन्नर समूह के ही बिन्नी के प्रिय दोस्त को जाता है जिसके सरल स्वभाव से यह मौका मिला। “तुम इतना तो पढ़ लो कि विष्व के कुछ अच्छे उपन्यास पढ़ सको। हम आपस में उनके चरित्रों पर बात कर सके। पढ़ाई ही हमारी मुक्ति का रास्ता है कोई रास्ता ही नहीं छोड़ा गया है हमारे लिये”^६

बिन्नी विधायक के घर में ही एक छोटे से कमरे में रहकर अपना सपना साकार करने का सोच रहा है वह विधायक के पत्र एवं सामान्य काम भी करता है इससे विधायक जी भी प्रसन्न है क्योंकि बिन्नी स्वावलंबी स्वभाव का है। “बिन्नी होषियार है पढ़ाई में, पिंगेज क्लासेस चलती है कालबा देवी में प्राइवेट फार्म भरवा देंगे बा, रह रह कर उठने वाली पीड़ा की लहर के बावजूद तु घांत चित थी। अपना स्कूल बैग पीठ पर लादे उस दिन का टाईम टेबल लगाये बैठक के कोने में खड़ा छटपटाता मैं सोच रहा था मेरी स्कूल बस छुट गई है। भीतर बैठी अनहोनी की मंडराती काली परछाईयो को परे धकेल में षक्तिभर चिखा था।”^७

बिन्नी अपने परिवार से मिलना चाहता है पर वह कर नहीं सकता उसकी मां से वह खत के माध्यम से बातें करता है। बिन्नी की मां अपने बेटे का खत छुपा-छुपा कर रखती और छुप कर ही पढ़ती थी।

“तु मझे उसी पते पर चिट्ठी डाल सकता है। जवाब दुंगी मै। आज के बाद तू घर पर फोन मत करना तेरा मोटा भाई बहुत शक्की है।”^८

“तेरा भेजा हुआ कार्ड मेरी जिंदगी का पहला ग्रीटिंग कार्ड है पलंग के गद्दे के खोल में उसे मैने छिपा कर रखा हुआ है दीकरा। तेरे हाथ से उस पर लिखी इबारतों को अब तक मै पूरा नहीं पड़ पाई हू। आँसुओं की झड़ी शुरूआत करते ही धूप पैदा कर देती लगता आँखों में मोतियाबिंद उतर आया है।”^९

बिन्नी अपनी हर बातें खत के द्वारा ही अपने मां तक पहुंचाया करता इसलिए मां ने अपने लिए पोस्ट ऑफिस में आवेदन देकर एक बॉक्स भी ले ली थी इसी बॉक्स का नम्बर २०३ था। बिन्नी और उसके मां का दर्द केवल एक पत्र में सीमित रह जाता है इसका कारण हमारा सभ्य समाज ही है जो वे ऐसा करने में मजबूर है। बिन्नी अपने समुदाय के लिए कार्य करना चाहता है किन्तु समूह को आगे बढ़ाने के लिए राजनीतिक कार्यों में भी भाग लेता है परन्तु वह इस बात से अवगत नहीं रहता कि राजनीतिक पार्टियाँ उसका इस्तेमाल कर रहे हैं वे किन्तु केवल एक वोट बैंक है। बिन्नी के ही साथी जो उसका प्रिय दोस्त है उसे विधायक के भतीजा के मंगलदीन पर नाचा करने के लिए बुलाया जाता है जहां उसके साथ मानवता को सर्म्सार करने वाली घटना घट जाती है इस घटना का विरोध करने के लिए बिन्नी को अपने प्राण गवाना पड़ जाता है यह दृश्य पाठक के मन और दिल को चीर देने वाला है। लेखिका इस समूह के साथ होने वाले क्रूर प्रयासों को खुलासा करती है तथा यह सोचने में मजबूर करती है कि क्या हम सच में मानव हैं, हम अपने ही समाज के अंग को अपनी बेईमानी को छुपाने के लिए उसके प्राण हर लेते हैं।

लेखिका अपने कृति के माध्यम से इस सभ्य कहे जाने वाले समाज को उसी के अंदर होने वाली क्रूरता के दृश्यों को दिखाने का साहस करती है और उन समूहों का आवाज बनने का प्रयास करती है जिससे हम इस अभिन्न अंग को ससम्मान स्वीकार करे साथ ही किन्तु समुदाय के प्रति सजगता भी प्रदान करती है। फलतः यह कहा जा सकता है कि लेखिका अपने उपन्यास के ध्येय को पूरा करने में सफल दिखाई देती है।

निष्कर्ष :-

किसी एक सामान्य घटना चाहे वह जो भी हो मनुष्य के सम्पूर्ण जीवन पर वह अपना प्रभाव छोड़ता है। मेरी यह एक सामान्य सी कथन है लेकिन इसका पर्याय जीवन के अन्त तक जाती है।

दोनो ही उपन्यास में एक सामान्य घटना से विकलांगता से ग्रस्त पात्रों का जीवन उसी छड़ बदल जाता है तथा उस पल से जीवन के अंतिम सांस तक वह घटना अपने मौजूद होने का अहसास कराता है।

आवां और नाला सोपारा दोनो ही उपन्यास के गहन अध्ययन से मैं यह पूरे विश्वास के साथ कह सकती हूँ कि विकलांगता चाहे प्राकृतिक व अप्राकृतिक जिस भी प्रकार से एक मनुष्य के जीवन को प्राप्त हुए हो उस व्यक्ति को अन-उपयोगी होने का भावना देता है साथ ही उसके जीवन तक इसका प्रभाव सीमित नहीं होता बल्कि उससे जुड़े व्यक्ति का भी पूरा जीवन उस घटने से बदल जाता है जैसे आवां के पात्र नमिता के जीवन के साथ हुआ।

चित्रा जी के उपन्यास आवां और नाला सोपारा को पढ़ने के बाद मैं इस निष्कर्ष पर पहुंची हूँ कि विकलांगता से प्रभावित व्यक्ति को समाज में उपयोगी स्थान देना समाज का मूल कर्तव्य होना चाहिए जिससे वे खुद को बाकि व्यक्तियों के जैसे ही हर स्थान पर मौजूद पाये, लेकिन इसके लिए सर्वप्रथम समाज के वे लोग जो किसी भी प्रकार चाहे वह प्राकृतिक हो या अप्राकृतिक हो जो विकलांगता से प्रभावित नहीं है उन व्यक्तियों को अपनी विकलांग सोच पर भी अंकुश लगाना होगा साथ ही अपने परिवेश में उचित स्तर की बदलाव भी करना होगा जिससे अन्य व्यक्ति भी उनसे प्रभावित होकर विकलांग व्यक्ति के प्रति सम्मान का भाव पैदा हो । इस तरह हमें नाला सोपारा के पात्र विनोद एवं आवां के पात्र नमिता और उसके पिता देवीशंकर पाण्डेय के साथ हुए अभद्र व्यवहार वास्तविक जीवन में देखना न पड़े ।

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कमला हैरिस की मानवतावादी दृष्टि

प्रा. डॉ. मल्लिनाथ बिराजदार

हिन्दी के प्रसिद्ध कवि उदयशंकर भट्ट के शब्दों में -

“जीवन एक श्वेत धार है

जिसमें कोई रंग नहीं

जिसमें निश्चित स्वर्ग नहीं, जिसमे

निश्चित नर्क नहीं।”

जीवन के इस श्वेत धार को कर्म के रंग से रंगीन बनाया जा सकता है। और इस कर्म में मानवतावादी दृष्टि की झलक आवश्यक है। मानवतावादी दृष्टि मानव को महानता की ओर ले जाती है। मानवतावादी दृष्टि रखकर भारतीय वंश की एक महिला अमेरिका के उपराष्ट्रपति पद तक पहुँच सकती है। यह मानवतावादी दृष्टि और अच्छे कर्म का फल है। यह सिद्ध कर दिखाने का कार्य कमला हैरिस ने किया है। कमला की मानवतावादी दृष्टि और कर्म आम आदमी के दुःख-दर्द और पर्यावरण संवर्धन को स्पर्श करने वाली है, इसलिए महान है।

मानवतावाद को अंग्रेजी में **Humanism** शब्द से संबोधित किया जाता है। मानवतावाद के चिंतन का केंद्रबिंदू मानव है। यह दर्शन मानव के सम्मान, मानव की गरिमा और मानव की मात्रा में आस्था रखता है। मानव कल्याण में इसका विश्वास है। मानव कल्याण के लिए जो तत्व उपयोगी है उन सबका संबंध **Humanism** से है। इसके अनुसार मानव से परे कुछ भी नहीं है। इसीलिए परलोक, स्वर्ग या नर्क जैसे बातों में इसका कोई विश्वास नहीं है।

'कमला हैरिस' भारत में शुरू हुई अमेरिका की कहानी, एक अमेरिकी राजनीतिज्ञ तथा वर्तमान में कैलिफोर्निया से सीनेटर तथा भारतीय आफ्रिकी मूल की है। कमला संयुक्त राज्य अमेरिका की पहली महिला उपराष्ट्रपति है। अमेरिकी इतिहास में सबसे अधिक रैंकिंगवाली महिला निर्वाचित अधिकारी, पहली आफ्रिकी अमेरिकी उपराष्ट्रपति और पहली एशियाई अमेरिकी उपराष्ट्रपति है।

'कमला'ने स्वास्थ्य सेवा में सुधार, भांग के संघीय को सेडयुलिंग, अनिर्दिष्ट अप्रवासियों के लिए नागरिकता का मार्ग, ड्रीम अधिनियम, हथियारों पर प्रतिबंध, प्रगतिशील कर सुधार की वकालत, पर्यावरण संरक्षण, शिक्षा, न्याय आदि में महत्वपूर्ण योगदान दिया है। अपने कर्म के बल पर कमला ने **2020** के डेमोक्रेटिक राष्ट्रपति पद के लिए नामांकन की मांग की लेकिन प्राइमरी से पहले दौड़ से बाहर कर दिया। पूर्व राष्ट्रपति जो बाइडेन ने कमला हैरिस को अगस्त **2020** में अपने चल रहे साथी के रूप में चुना और बाइडेन हैरिस टिकट ने नवंबर **2020** चुनाव जीता और **20** जनवरी **2021** को उपराष्ट्रपति के रूप में शपथ ली।

ओकलैंड, कैलिफोर्निया में जन्मी कमला ने हावर्ड विश्वविद्यालय और कैलिफोर्निया विश्वविद्यालय हेस्टिंग कॉलेज ऑफ लॉ से स्नातक किया। उन्होंने सैन फ्रांसिस्को जिला अटर्नी कार्यालय और बाद में आल्मों काउंटी जिला कार्यालय में अपना कैरियर शुरू किया। कमला ने **2017** से **2021** तक कैलिफोर्निया से ज्युनियर युनाइटेड स्टेट्स के रूप में उल्लेखनीय कार्य किया।

प्रारंभिक जीवन परिवार और शिक्षा :

कमला देवी हैरिस का जन्म 20 अक्तुबर 1964 को कैलिफोर्निया के ओकलैंड में हुआ। उनकी माँ श्यामला गोपालन एक तमिल भारतीय जीव विज्ञानी थी। जिनके प्रोजेस्टेरोन जीन पर काम करने भारत से संयुक्त राज्य अमेरिका आयी थी। जमेका मूल के डोनाल्ड हैरिस ने नागरिक अधिकार आंदोलन के माध्यम से अपनी भावी पत्नी श्यामला गोपालन से मुलाकात की और मुलाकात विवाह में रूपांतरित हो गया।

हैरिस और उसकी छोटी बहन माया अपने माता पिता के पढाई के दौरान और बाद में कैलिफोर्निया के बर्कले में रहते थे। हैरिस और उसकी छोटी बहन माया अपने माता-पिता के परिवार से मिलने गए। वह कहती है कि वह अपने नाना पी.वी. गोपालन से काफी प्रभावित है, जो एक सेवानिवृत्त भारतीय सिविल सेवक है। जिनके लोकतंत्र और महिलाओं के अधिकारों पर प्रगतिशील विचारों ने उन्हें प्रभावित किया है। हैरिस अपने पूरे वयस्क जीवन में अपनी भारतीय चाची और चाचाओं के संपर्क में रही है। हैरिस जमेका मे अपने पिता के परिवार से भी मिलने गई है।

जब वह सात साल की थी तब उसके माता पिता का तलाक हो गया ,हैरिस ने कहा है कि जब वह और उसकी बहन अपने पिता से मिलने जात थे, तो पडोस के अन्य बच्चों को उनके साथ खेलने की अनुमति नहीं थी क्योंकि वे काले थे। पढाई के दौरान संघर्ष करना पड़ा, हाईस्कूल के बाद 1982 में हैरिस ने हावर्ड विश्वविद्यालय में भाग लिया। कैलिफोलिया में इंटरनेट की, अर्थशास्त्र समाज की अध्यक्षता की, वादविवाद टीम का नेतृत्व किया। 1986 में हावर्ड राजनीति विज्ञान और अर्थशास्त्र में डिग्री के साथ स्नातक किया। कमला की बहन मायाने सैन फ्रान्सिस को गेट के एक वार्तालाप में कहा है कि " तेरह वर्ष की अवस्था में कमला ने अपने घर के सामने एक निषेध सभा का आयोजन किया था। घर के सामने हरियाली पर खेलने के लिए मना करने पर घर मालिक के खिलाफ मित्रों को संघटित कर आंदोलन किया था। इसमें वह सफल भी हो गयी। अन्याय के खिलाफ और न्याय के पक्ष में डटकर मुकाबला करने का ज्ञान माँ ने बचपन से ही दिया था। यह पहला प्रयास और शुरुआत थी,"²

* गोपनीयता अधिकार:

कमला हैरिस ने साइबर गोपनीयता पहचान की चोरी और डेटा उल्लंघनों से संबंधित कानूनों को लागू करने के लिए गोपनीयता प्रवर्तन और सुरक्षा इकाई के निर्माण की घोषणा की। गोपनीयता कानून के साथ उनके गैर अनुपालन के बारे में सूचित किया और कैलिफोर्निया के निवासी द्वारा गैर अनुपालन पर 2,500 जुर्माना का सामना करने के लिए आदेश दिया।

सार्वजनिक सुरक्षा:-,

| 2011 में हैरिस ने भटके हुए बच्चों के माता-पिता के लिए आपराधिक दंड का आग्रह किया। अगर माता-पिता अपने बच्चों को स्कूल में वापस लाने के लिए मध्यस्थता अवधि के लिए सहमत होते हैं, तो अदोलन को निर्णय को स्थगित करने की अनुमति मिलती है। 2013 में हैरिस ने

इन स्कूल यॉन ट्रैक" शीर्षक से एक रिपोर्ट जारी की, जिसमें पाया गया की राज्य में 240,000 से अधिक प्राथमिक विद्यालय से छात्र अनुपस्थित थे। कमला के अनुसार, "अशिक्षा कमला के लिए एक विशेष बात थी। अटर्नी जनरल पद के चुनाव में सर फ्रान्सिस्को कॉमन वेल्थ क्लव में स्थित भाषण में उन्होंने कहा था कि, मेरा यह ठोस विचार है कि किसी बालक को शिक्षा न मिलना यह एक गुनाह ही है। यह समस्या सहज मिटने वाली नहीं है। 30,40 उम्र के स्कूल से भटके लोग एक तो कैदी बनने के मार्गदर् रहते हैं या मरे आदमी के समाना" ³

*पर्यावरण संरक्षण:

कमला हैरिस ने अटनी जनरल के रूप में पर्यावरण संरक्षण को प्राथमिकता दी, पहले कास्को बुसान तेल रिसाव से जुड़े सभी नुकसानों और लागतों को हल करने के लिए 44 मिलियन का समझौता हासिल किया। जिसमें एक कंटेनर जहाज सैन फ्रांसिस्को ओकलैंड से ब्रिज से टकरा गया और 50,000 गैलन बंकर इंधन गिरा दिया। हैरिस ने समुद्र तट का दौरा किया और अपने कार्यालय के संसाधनों और वकीलो को संभावित आपराधिक उल्लंघनों की जांच करने का निर्देश दिया, और सजा सुनाई गई। अपनी धरती और पर्यावरण के प्रति प्रेम कमला के इन शब्दों से स्पष्ट दिखाई देती है,

" सैन फ्रान्सिस्को के लिए बे एक अनमोल रत्न है। कास्को बुसान का तेल रिसाव अपनी जलसंपदा, नैसर्गिक अधिवास और वन्य जीव का न बुझनेवाला एक गंभीर आघात है। मौल्यवान नैसर्गिक संपदा को बचाना, पर्यावरण सुंदरता को बचाए रखना जीवन के लिए अत्यंत आवश्यक है।"4

इस प्रकार मानवतावाद एक सोच है जो पर्यावरण, मानव मूल्यों और उससे जुड़ी समस्याओं के समाधान पर केंद्रित है। यह मूल रूप से पूनर्जागरण से अवतरित हुआ है। यह मूलतः मानव के कल्याण के विचारों को बढ़ावा देता है। * उपभोक्ता संरक्षण:- धोकाधड़ी, बरबादी और दुर्व्यवहार

2011में हैरिस ने संयुक्त राज अमेरिका के फौजदारी संकट के मद्देनजर, बंधक, धोकाधड़ी स्ट्राइक निर्माण की घोषणा की। उसी वर्ष हैरिस ने कैलिफोर्निया के झूठे दावा अधिनियम के इतिहास में दो सबसे बड़ी वसुली प्राप्त की। 2012 में हैरिस ने देश के पांच सबसे बड़े बंधक सेव को जे.पी मार्गन चैस, बैंक ऑफ अमेरिका, वेल्स फार्गो और एली बैंक के खिलाफ राष्ट्रीय बंधक निपटान के बेहतर शर्तें प्राप्त करने के लिए कैलिफोर्निया के आर्थिक दबदबे का लाभ उठाया। बंधक फर्मों पर, मकान माली को पर अवैध रूप से जबरन कब्जा करने का आरोप लगाया था। कैलिफोरनिया यावासियों के लिए 2.4 बिलियन डॉलर की राहत की। प्रारंभिक पेशकश को खारिज करने के बाद कैलिफोर्निया के ग्रहस्वामियों के लिए अन्य वित्तीय सहायता 2 बिलियन तक बढ़ा दिया गया। फल स्वरूप हैरिस ने सैकड़ों मिलियन राहत प्राप्त किया। यह सब कमला के मानवतावादी दृष्टि का फल है, क्योंकि मानवतावाद साधक की अभिव्यक्ति है जो मानव और उसकी शक्तियों, मामलों अलौकिक आकांक्षाओं तथा उसकी भलाई को प्राथमिकता प्रदान करता है। कमला की मी श्यामला को लगता था कि, " जीवनोपयोगी टीका पिलाने से अच्छा मात्र एक रात्री में श्यामला गोपालन हैरिश ने अपने लड़कियों को न्यायपूर्ण और समान दर्जा की बरताव, ममत्व और दूसरो के अधिकार के लिए लढने का पाठ पढाया। एक पल में यह सिद्ध कर दिखाया कि, संकट में फंसे किसी व्यक्ति को बाहर निकालने के लिए अपनी क्षमतानुसार जो संभव हो सके तो वह अंततक कर उसे बचाना ही सही कार्य है। यह माँ के विचार कमला के मानसपटल पर हमेशा के लिए अंकित हो गये परिणाम स्वरूप कमला के जीवन का मार्ग प्रशस्त हो गया।" 5

इप्रकार मानवतावाद इस विचार में निहित है कि लोगों के पास जीवन जीने की नैतिक जिम्मेदारी है, जो व्यक्तिगत रूप से पूरी हो रही है जब कि साथ ही साथ सभी लोगों की भलाई में योगदान दे रही है। मानवतावाद आत्मसाक्षात्कार के महत्व पर जोर देता है और किसी की पूरी क्षमता तक पहुँचता है। इसे आत्मखोज और व्यक्तिगत विकास के एक उपकरण के रूप में इस्तेमाल किया जा सकता है।

कमला की दृष्टि मानवतावादि होने के कारण वह कैदियों को भी मानव के रूप में देखती थी जैसे " कमला की एक ठोस भूमिका थी कि,, कैदी को कैदी के रूप में न देखकर मानव के रूप में देख उन्हें परिवर्तन के लिए अवसर

देना चाहिए। इससे समाज गुनाह मुक्त हो सकता है। गुनाहगारों को एक जिम्मेदार नागरिक बनने के लिए मार्दर्शन किया जाये। उन्होंने इस कार्य को कृति में उतारा . 'बैंक ऑन ट्रेक' नाम की एक सुधार मुहिम शुरू की और जनता से इसका सहर्ष स्वागत किया "6

संक्षेप में कहा जा सकता है कि, मानवतावाद एक अन्य महत्वपूर्ण पहलू समुदायों, प्रकृति, पर्यावरण और समाज में सुधार करना है। व्यक्तियों के स्वस्थ और संपूर्ण होने के लिए ऐसे समाज का विकास करना महत्वपूर्ण है जो व्यक्तिगत कल्याण को बढ़ावा देते हैं और सामाजिक समर्थन प्रदान करते हैं। मानवतावाद के अनुसार मानव इस सृष्टी का एक अंग है और स्वस्थ विकास की प्रक्रिया का परिणाम है।

संप्रति,

जवाहर महाविद्यालय अणदूर तहसिल तुलजापुर

संदर्भ

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अमिश के शिव रचना त्रय का पाठको की मनोदशा पर प्रभाव

लेखक

ज्योति शर्मा

पीएच.डी. शोधार्थी

कला संकाय

डॉ. सी. व्ही. रामन विश्वविद्यालय

सह-लेखक

डॉ. आँचल श्रीवास्तव

सह-प्राध्यापक

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सार :

इस शोध का उद्देश्य अमीश के उपन्यासों के पाठकों की राय का उनकी मनोवैज्ञानिक अवस्था पर प्रभाव का आकलन करना है। इसके लिए मनोवैज्ञानिक अवस्था के चार घटक अर्थात् २. आश्रित चर के रूप में चुना गया है। तुषार पिंडिय प्रतिचयन प्रणाली का उपयोग करके बिलासपुर शहर में अमिश के उपन्यासों के पाठकों के बीच १०० उत्तरदाताओं का एक न्यायदर्श चुना गया है और संरचित प्रश्नावली की सहायता से व्यक्तिगत साक्षात्कार कर आंकड़ों का संकलन किया गया है। इस अध्ययन के निष्कर्ष बताते हैं कि अमीश के उपन्यास के प्रति पाठकों की राय का उनकी मनोवैज्ञानिक स्थिति पर महत्वपूर्ण प्रभाव पड़ता है। यह पौराणिक कथाओं के आधुनिकीकरण का सौंदर्य है जो पाठकों को न केवल कहानी का आनंद लेने की अनुमति देता है बल्कि वे इससे जुड़ सकते हैं और इससे मिले ज्ञान को अपने व्यवहार और जीवन में समाहित करने का प्रयास कर सकते हैं। इस अध्ययन के निष्कर्ष ऐसे लेखकों के लिए प्रभावी तरीके से लिखने में सहायक होंगे ताकि लोग सीख सकें और प्राप्त ज्ञान को अपने व्यवहार में समाहित कर एक अच्छा नागरिक और समाज का सदस्य बनने के लिए नियोजित कर सकें।

कीवर्ड - अमीश, पौराणिक कथा, आधुनिकीकरण, मनोविज्ञान, व्यवहार, शिव

प्रस्तावना

अमिश द्वारा रचित शिव त्रय ने कई भारतीय पौराणिक पात्रों और पौराणिक कथाओं को अपनी कथा में समाहित किया है। उन्होंने दार्शनिक तर्कों के लिए वेदों और उपनिषदों के शास्त्रीय ज्ञान का उपयोग किया है। श्रृंखला वर्ग की तीन पुस्तकें अमीश की क्षमता का एकमात्र वास्तविक प्रमाण मापती हैं। भारतीय लेखकों ने पौराणिक कथाओं का विशिष्ट उपयोग किया है। उन्होंने अपने कार्यों में या तो पौराणिक विषयों या पौराणिक पात्रों का इस्तेमाल किया। अमीश ने पौराणिक कथाओं को आधुनिक रूप से प्रस्तुत कर इसे एक नया दृष्टिकोण दिया है। अमीश ने अपनी कहानी बुनने के लिए हिंदू पौराणिक कथाओं के सबसे प्रमुख विविध देवताओं में से एक को चुना है। उन्होंने एक ऐसे ईश्वर का चुनाव किया है जिसमें हम विश्वास करने की प्रवृत्ति रखते हैं और उसे एक सामान्य आदमी के रूप में प्रस्तुत किया जो की अपने कर्मों और विवेक से भगवान के रूप में कैसे बदल जाता है। यह आकर्षक प्रस्तुतीकरण पूरी तरह से अलग दृष्टिकोण के साथ, दर्शन के एक नाजुक रूपक के पक्ष में भारत को शिवपुराण के एक अतिरिक्त नवीन और रोमांचक संस्करण को जगाने का प्रबंधन करता है।

पौराणिक ग्रंथों का भारत भूमि पर अलग ही महत्त्व है क्योंकि सनातन धर्म का आधार इन्हीं ग्रंथों को माना गया है इसलिए जितना की मानव जीवन के लिए प्राणवायु। परन्तु युगीन परिस्थितियों के अनुसार इसका स्वरूप परिवर्तित होता चला आ रहा है, जहाँ पौराणिक ग्रंथों में आत्मा-परमात्मा चराचर जगत पर ईश्वरीय सत्ता के आधिपत्य की बातें कही गयी हैं, वहीं आधुनिक समाज और पाठक इन तथ्यों को निरर्थक और काल्पनिक मानते हैं। प्रारंभिक लेखको ने अपनी कृत्यों में जहाँ दैवीय शक्तियों और विभिन्न अवतारों जैसे राम कृष्णा शिव को चमत्कारिक और विलक्षण शक्तियों से युक्त अमानवीय और सांसारिक जगत से परे

बताया है, वहीं आधुनिक लेखक इन पौराणिक ग्रंथों पर आधारित नवीन कृत्यों में इन्हीं अवतारों धनायको को अति साधारण सामान्य मनुष्य के रूप में चित्रित करते हैं, साथ ही उनके कर्मों को असामान्य न बता कर सामान्य से असामान्य घटित होते हुए बताया है, जिसे वर्तमान पाठक अपने जीवन जगत के समीप पाते हैं। अमिश ने अपने रचित उपन्यासों में शिव को इस प्रकार चित्रित किया है की उसे आम पाठक सहज रूप में स्वीकार करते हैं भले ही वे पात्र काल्पनिक ही क्यों न हों, वे अपनी कल्पना जगत में स्वयं को इन पात्रों के इर्द गिर्द ही पाते हैं और इसका प्रमुख कारण शायद यह भी है की वर्तमान युग वैज्ञानिक युग है, अतः पाठकों की विचारधारा वैज्ञानिक दृष्टिकोण लिए हुए है।

सार रूप में देखे तो नवीन रचनाओं के प्रति वर्तमान पाठकों का रुझान अत्यधिक है। ये अपनी कल्पना जगत के सरोवर में पुष्पित कमल के सामान इन कथाओं और पात्रों से आकर्षित और प्रफुलित होते हैं, आंशिक ही सही परन्तु इन ग्रंथों और पत्रों से पाठक प्रभावित अवश्य होता है और इन पात्रों के जीवन चरित्र को अपने व्यवहारिक जीवन में अपनाने का प्रयास करता है।

साहित्य समीक्षा

शर्मा (२०१८) ने अपने लेख में लिखा है की प्राचीन कथाओं के वृहद् वर्णन को ही पौराणिक साहित्य की संज्ञा दी गयी है और इन साहित्यों का काफी महत्व है। इन साहित्यों में वर्णित पात्रों का पाठको अथवा जनता पर गहन प्रभाव पड़ता है। वेद पुराण हमारी प्राचीन धरोहर है, हमें सभ्य और सुसंस्कृत बनाने में ये नीव के पत्थर की भूमिका निभाता चला आ रहा है। प्राचीन समय में शिक्षा संस्कार प्रदान करने का माध्यम पौराणिक ग्रन्थ वेद पुराण ही थे जिन्हें समयानुसार सहजता और सरलता से ग्रहण करने हेतु, उन्हें नवीन तरीके से लिखा गया। इस प्रकार साहित्यिक परिवर्तन या रूपांतरण का एक उद्देश्य यह भी था कि जन सामान्य दैविक शक्तियों के साथ उस समय की परिस्थितियों और पहलुओं से भी अवगत हो सके। इन सभी तथ्यों के साथ ही पौराणिक चरित्रों को मिथक और काल्पनिक रूप में देखा और स्वीकारा जाता है। युगानुरूप इन पात्रों और चरित्रों को लेखकों ने पाठकों की रुचि, मनोदशा और परिस्थिति अनुसार नवीन या परिवर्तित रूप में चित्रित किया है परन्तु इन सभी लेखकों का एक ही उद्देश्य है इन पात्रों के माध्यम से मानव जाति को एक नवीन सोच एवं आयाम प्रदान करना है। हिंदी साहित्य के विभिन्न कालों के आधुनिक काल से ही काल्पनिक या मिथक साहित्यों का लेखन कार्य होता चला आ रहा है परन्तु भारतीय समाज पर पौराणिक साहित्यों का गहन प्रभाव पड़ा हुआ है। अधिकांश जनता, दैविक शक्तियों को स्वीकृत करती है अतः नवीन लेखकों ने उन्हीं दैविक पात्रों को आधार बनाकर उन्हें युगानुकूल परिष्कृत और परिमार्जित करके नवीन रूप प्रदान किया है जैसे राधा कृष्ण को भक्ति युग में देवों की उपाधि मिली तो रीतिकाल में उनका वर्णन प्रेमी-प्रेमिका के रूप में हुआ। समय और परिस्थितियों अनुसार पात्रों को चित्रित किया गया। सार यह है कि चरित चित्रण का केवल एक ही उद्देश्य रहा, जन साधारण की विचारधारा को उन्नत और समृद्धशाली बनाना।

पटनायक (२०१४) ने अपने लेख में लिखा है कि छोटे छोटे कथानकों, रोचक तथ्यों, घटनाओं का सम्मिलित रूप पौराणिक ग्रंथों में देखने मिलता है जिसमें जीव जगत, देवलोक रिवाज, परंपरा, आडम्बर, पाप-पुण्य सबका वर्णन मिलता है। इन्हीं सबको आधार कर कथाओं को नए ढंग से प्रस्तुत किया गया है जिन्हें आधुनिक सन्दर्भ में मिथक या काल्पनिक कहा जाता है और इन्हीं मिथकों द्वारा पौराणिक कथाओं के उलझी हुए गुत्थियों को सुलझाने अथवा सरल, सहज ढंग से समझाने के प्रयत्न आधुनिक कथाओं के माध्यम से होता है।

रहबर्ट (२०१३) ने अपने लेख में मिथक-साहित्य संबंध के विभिन्न रूपों के विषय में लिखा है। सबसे सुगम और सरल तरीका साहित्य के क्षेत्र में मिथक का उपयोग था। मिथक और साहित्य दोनों 'साहित्य की अलौकिक तथ्यों' की चर्चा करता है। यह उन लेखकों और साहित्यों के बारे में बात करता है, जिन्होंने नायक को मिथकों के रूप में चित्रित किए गए रुझानों के बारे में कहा है। मिथक आम तौर पर एक

साहित्यिक घटना को साझा करने के लिए बहुत विविध होते हैं, कुछ मिथक प्रकार, जैसे कि सृजन मिथक, स्वर्ग मिथक, और भविष्य के मिथक, सभी व्यापक लेकिन सामान्य समानता के लिए बहुत विविध रहे हैं।

हालेप (२०१०) ने बीसवीं शताब्दी के एंजेलोफोन पोस्टकोलोनियल साहित्य के दौरान, मिथक को फ्रेमन टूल के रूप में उपयोग किया है, जिसमें ऐतिहासिक घटनाओं को चुनौती दी जाती है, जिससे वैकल्पिक इतिहास के रूप में सेवा की जाती है। क्रहस-सांस्कृतिक प्रतीकात्मक संरचनाओं और मौलिक रूप से हाइब्रिड कथा रूपों के प्रसार को देखते हुए, औपनिवेशिक साहित्यिक आलोचना में मिथक को पढ़ने का प्रचलित सिद्धांत सैद्धांतिक महडल पर आधारित है जो एक मूल नस्लीय कथा के रूप में मिथक का निर्माण करते हैं दक्षिण पूर्व एशिया, दक्षिण एशिया और कैरिबियन के चार उपन्यासों पर ध्यान केंद्रित करते हुए, मिथक के निरंतर प्रभाव और अनुकूलन को बड़े पैमाने पर विभिन्न ऐतिहासिक और सामाजिक-सांस्कृतिक साहित्यिक संदर्भों को चित्रित करने के लिए बताता है।

हेंसन एट.एल. (२००२) ने आधुनिक साहित्य के भीतर, एक नई प्रेरणा के आधार के रूप में मिथक की भूमिका की चर्चा की है। ऐसा करते हुए, उन्होंने साहित्यिक के विकास में मौखिकता के महत्व को पहचान कर १९ वीं शताब्दी के बाद से साहित्य के बढ़ते आयाम के बीच इसकी गिरावट की चर्चा की। अभिव्यक्ति के रूप में कहानी का प्रसारण एक पुराने साहित्य प्रकार के लिए आवश्यक है। इसके बाद स्वदेशी लोगों के बीच जीवित मिथक समकालीन भाषण को प्रोत्साहित करने में कैसे भूमिका निभा सकता है इस विषय में बताया है

एलर एट एल., (२०००) ने अपने निबंध साहित्य में मिथकों को लेने वाले विभिन्न रूपों पर चर्चा की है नौ खंडों के तहत, साहित्य को आमतौर पर वर्गीकृत किया है, इनमें शामिल हैं: साहित्य में ग्रीक पौराणिक कथाएँ, साहित्य में भारतीय पौराणिक कथाएँ, मूल अमेरिकी मिथक, तुलनात्मक पौराणिक कथाएँ, ईसाई मिथक और सांस्कृतिक, साहित्यिक आलोचना में मिथक और पंथ, जीवन और साहित्य मिथक मनोविज्ञान, जीवन और मृत्यु विरोधाभास, और आधुनिक मिथक बनाने की प्रक्रिया आदि।

अध्ययन के उद्देश्य

- पौराणिक कथाओं के आधुनिक प्रस्तुतीकरण का अध्ययन करना।
- पौराणिक कथाओं के आधुनिक प्रस्तुतीकरण का पाठको की मनोदशा पर पड़ने वाले प्रभाव को जानना।

शोध प्रविधि

इस शोध का उद्देश्य अमीश के उपन्यासों का पाठकों के मनोवैज्ञानिक स्थिति पर पड़ने वाले प्रभाव का आकलन करना है। बिलासपुर शहर को इस शोध कार्य हेतु अध्ययन क्षेत्र के रूप में चुना गया है और १०० उत्तरदाताओं के न्यायदर्श का चयन तुषार पिंडिय न्यायदर्श तकनीक का उपयोग करके चुना गया है, क्योंकि अमीश के उपन्यासों के पाठकों की पहचान करना बहुत कठिन है। वांछित जानकारी की प्राप्ति और आंकड़ों के संकलन हेतु एक संरचित प्रश्नावली का निर्माण किया गया जिसमें अमीश के उपन्यासों के प्रति पाठकों की राय, पाठकों की मनोवैज्ञानिक स्थिति से संबंधित प्रश्न शामिल हैं। चयनित न्यायदर्श से व्यक्तिगत साक्षात्कार कर वांछित जानकारी और आंकड़ों के संकलन किया गया और एकत्रित आंकड़ों के विश्लेषण के लिए २१.० में भरा गया है।

आंकड़ों का विश्लेषण एवं चर्चा

तालिका १ न्यायदर्श प्रतिवादी की जनसांख्यिकीय विश्लेषण प्रस्तुत करती है, जो दर्शाती है कि अधिकांश पाठक पुरुष (६६%) हैं जबकि महिला पाठक ३१% हैं। न्यायदर्श में २६-४५ वर्ष (६६%) आयु वर्ग के लोगों का सबसे बड़ा हिस्सा है, इसके बाद २५ वर्ष (२१%) और ४५ वर्ष (११%) से अधिक आयु वर्ग के लोगों का स्थान है, जो दर्शाता है कि इस तरह की पौराणिक कथाओं की आधुनिक प्रस्तुति को ज्यादातर युवाओं द्वारा पसंद किया जाता था और वृद्ध लोग इस तरह के पौराणिक कथाओं को स्वीकार नहीं करते हैं। अधिकांश पाठक विवाहित (५६%) पाए गए जबकि कुछ उत्तरदाता अविवाहित (४१%) पाए गए। उत्तरदाताओं की

शिक्षा के संदर्भ में, यह पाया गया कि अधिकांश उत्तरदाताओं के पास स्नातक स्तर (३६:) तक शैक्षिक योग्यता है, जबकि लगभग ३८: के पास स्नातकोत्तर या उससे ऊपर के स्तर की योग्यता है और लगभग २१: के पास डिप्लोमा है। न्यायदर्श से यह भी पता चला कि अधिकांश उत्तरदाता छात्र (३६:) हैं, उसके बाद अन्य पेशे (२४:) के उत्तरदाता हैं जबकि लगभग १६: व्यवसायी हैं और लगभग १६: सेवाओं में लिप्त हैं। कुल मिलाकर, न्यायदर्श विविध है और वास्तविक जनसंख्या का उचित प्रतिनिधित्व करता है।

तालिका 1 – न्यायदर्श उत्तरदाताओं की जनसांख्यिकीय (n=100)

जनसांख्यिकीय	आवृत्ति	%
लिंग		
पुरुष	52	52
महिला	48	48
आयु		
25 वर्ष तक	21	21
26–35 वर्ष	33	33
36–45 वर्ष	35	35
45 वर्ष से अधिक	11	11
वैवाहिक स्थिति		
विवाहित	89	89
अविवाहित	11	11
शिक्षा		
12वीं तक	02	02
डिप्लोमा	21	21
स्नातक	39	39
स्नातकोत्तर या उससे ऊपर	38	39
व्यवसाय		
छात्र	37	37
सेवा	16	16
व्यापार	19	19
अन्य	28	28

तालिका 2 – पाठकों की राय का आंकलन

निर्भर चर	स्वतंत्र चर	B	SE	t	R ²	Adj. R ²
आत्म-प्रभावकारिता		0.76	0.06	12.22*	.887*	.851*
समुत्थानशक्ति	पाठकों की राय	0.69	0.06	7.55*	.699*	.632*
आशाएं		0.72	0.09	6.87*	.725*	.714*
आशावाद		0.66	0.06	4.16*	.671*	.659*

अमिश के उपन्यासों के संबंध में पाठकों की राय का पाठकों की मनोवैज्ञानिक स्थिति पर प्रभाव के आंकलन करने हेतु बहु-प्रतिगमन विश्लेषण किया गया। पाठकों की मनोवैज्ञानिक स्थिति के लिए महत्वपूर्ण चरों की पहचान करने में, यह पाया गया कि पाठकों की राय का पाठकों की मनोवैज्ञानिक अवस्था के सभी चार

आयामों पर महत्वपूर्ण प्रभाव पड़ता है। आत्म-प्रभावकारिता के संदर्भ में, महडल के त्र के माध्यम से प्रभाव का आकलन किया गया जो कि ०.८५१ पाया गया और यह दर्शाता है कि पाठकों की राय पाठकों की आत्म-प्रभावकारिता पर ८५.१: का अंतर पैदा करती है। महत्वपूर्ण ज-मान (ज = १२.२२, च ढ ०.०५) इंगित करता है कि चर के बीच महत्वपूर्ण संबंध। समुत्त्वशक्ति के संदर्भ में, महडल का त्र ०.६३२ पाया जाता है जो यह दर्शाता है कि पाठकों की राय पाठकों के समत शक्ति पर ६३.२: का अंतर पैदा करती है। महत्वपूर्ण ज-मान (ज = ७.५५, च ढ ०.०५) इंगित करता है कि चर के बीच महत्वपूर्ण संबंध। आशाओं के संदर्भ में, महडल का त्र ०.७१४ पाया गया है जो दर्शाता है कि पाठकों की राय पाठकों की आशाओं पर ७१.४: का अंतर पैदा करती है। महत्वपूर्ण ज-मान (ज = ६.८७, च ढ ०.०५) इंगित करता है कि चर के बीच महत्वपूर्ण संबंध। आशावाद के संदर्भ में, महडल का त्र ०.६५६ पाया गया है जो दर्शाता है कि पाठकों की राय पाठकों की आशाओं पर ६५.६: का अंतर पैदा करती है। महत्वपूर्ण ज-मान (ज = ४.१६, च ढ ०.०५) इंगित करता है कि चर के बीच महत्वपूर्ण संबंध।

निष्कर्ष

इस शोध का उद्देश्य मुख्य रूप से पाताखों की अवधारणा का उनके मनोवैज्ञानिक स्थिति पर पड़ने वाले प्राभावों का आंकलन करना था जिससे आने वाले समय में एडसे लेखकों को जो की अन्य पौराणिक कथाओं को आधुनिक रूप से प्रस्तुत करने की इच्छा रखते हैं उन्हें पाठको ककी मनोवैज्ञानिक दशा से परिचित करा सके ताकि वे अपनी कथाओं को कुछ इस तरह से लिख पायें जिसे आज के आधुनिक और युवा पीढ़ी न केवल स्वीकार कर पाए बल्कि उससे मिले ज्ञान को अपने जीवन और व्यवहार में आत्सात भी कर सके और अपने जीवन को एक नयी गति और दिशा दे पाए। निसंदेह अमिश के उपन्यास शिव तरी रचना ने पाठको के दिलो में अपनी जगह बनायीं और और पुरे देश में सराही गयी है जो अन्य लेखकों को प्रेरणा देगी।

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सारांश:

भारताचा इतिहास आधुनिक स्वरूपात लिहिण्यासाठी पाश्चिमात्य विद्वानांनी जोरदार प्रयत्न केले. त्या वेळी देशातील इतिहासवादाच्या क्षेत्राला जोड असल्याने इतर क्षेत्रांप्रमाणेच संशोधन आणि लेखनाचे प्रयत्नही नव्या पद्धतीने सुरू झाले. ते प्रशंसनीय होते कारण गेल्या एक हजार वर्षांहून अधिक कालावधीत भारतीयांनी 'राजतरंगिणी'च्या निर्मितीशिवाय या दिशेने कोणतेही लक्षणीय काम केले नाही. परंपरा, श्रद्धा आणि दंतकथांमध्येच इतिहास लिहल्या जात होता त्या प्रकाराला भावी पिढ्यांच्या कथा आणि संघर्षांचा एकत्रित लेखाजोखा म्हणतात. आज इतिहासाचे पुनर्लेखन करण्यासाठी व्यापक संकल्पाची गरज आहे. हा संकल्प देशभर पसरलेल्या इतिहासकारांमध्ये दिसला पाहिजे, त्याहून अधिक आपल्या संपूर्ण बुद्धिजीवी वर्गात आणि समाजात दिसला पाहिजे. प्रस्तुत शोधपत्रात भारतातील आधुनिक इतिहासलेखनाचे विश्लेषण आणि गरज यावर विचार मांडण्यात आलेले आहेत.

उद्दिष्ट:

- भारतात आधुनिक इतिहासलेखनाचा अभ्यास करणे.
- ब्रिटिश राजवटीपासून ते आजपर्यंतच्या इतिहास लेखनाचे विश्लेषण करणे.
- भारतातील आधुनिक इतिहासलेखनाची प्रासंगिकता अभ्यासणे.
- भारताच्या इतिहासलेखनातील उणीवा अभ्यासणे

प्रस्तावना:

भारताचा आधुनिक लिखित इतिहास आधुनिक स्वरूपात लिहिण्याची परंपरा देशात ईस्ट इंडिया कंपनीच्या राजवटीच्या स्थापनेपासून सुरू झाली. कंपनीच्या राजवटीत देशातील राजकीय, सामाजिक, साहित्यिक, ऐतिहासिक, शैक्षणिक, आर्थिक इत्यादी क्षेत्रात पाश्चात्यीकरणाचे नवे शोध, विवेचन आणि प्रक्रिया सुरू झाल्या. यातील काही भारतीयांसाठी फायदेशीर असतील तर काही हानिकारकही आहेत. तरीही, ते पुढे चालू ठेवले गेले आणि ओळखले गेले कारण वॉरन हेस्टिंग्जच्या वेळी सत्तेचा लगाम पूर्णपणे ब्रिटीशांच्या हातात होता आणि देशातील सर्व कामे त्यांच्या स्वतःच्या इच्छा आणि आकांक्षांनुसार होऊ लागली. पण एवढ्या मेहनतीनंतर त्यांनी तयार केलेला भारताचा इतिहास, भारतातील ऐतिहासिक घटना आणि तारखा अशा प्रकारे मांडल्या की, त्याचे वास्तव आज अनेक भारतीय अभ्यासकांना प्रश्नचिन्ह वाटू लागले. एवढेच नव्हे तर इंग्रजांना २०० वर्षात या क्षेत्रात जे काही करता आले नाही, ते स्वतंत्र भारताच्या ५० वर्षात पाश्चिमात्य भारतीय इतिहासकारांनी दाखवून दिले. किंबहुना, इतिहास हा देशाच्या किंवा जातीच्या महापुरुषांच्या विविध परंपरा, श्रद्धा आणि गौरवगाथा आणि संघर्ष यांचा एकत्रित लेखाजोखा आहे, जेणेकरून त्या देशाच्या किंवा जातीच्या भावी पिढ्यांना प्रेरणा घेता येईल. भारताचा इतिहास आजही उपलब्ध असताना, या दृष्टिकोनातून विचार केल्यास निराशा जाणवते कारण त्यातून भावी पिढीला मार्गदर्शन करण्याची प्रेरणा मिळत नाही. त्याच्याकडून

एवढीच माहिती मिळते की, या देशात आजवर कोणाचीही मालकी नाही. इथे एकामागून एक आक्रमक होत गेले आणि त्यांनी आधीच्या आक्रमकांना उजाळा करून आपले वर्चस्व प्रस्थापित केले. हा देश, देश नव्हे, फक्त एक धर्मशाळा राहिली आहे, ज्यामध्ये कोणीही जेव्हा पाहिजे तेव्हा तेथे येऊन ताब्यात घेतो आणि मालक होऊन बसतो असेच आपल्या इतिहास लेखनातून जाणवते.

इतिहासलेखनाची सुरुवात:

देशातील इतिहासलेखनाच्या क्षेत्रात इतिहासलेखनाचा विचार करता इतर क्षेत्रांप्रमाणेच संशोधन आणि लेखनाचे प्रयत्न नव्या पद्धतीने सुरू झाले. या दृष्टिकोनातून सर विल्यम जोन्स, कोलब्रुक, जॉर्ज टर्नर, जेम्स प्रिन्सेप, पॅरिटर इत्यादींची नावे उल्लेखनीय असली तरी या दिशेने सर्वात महत्त्वाचे काम कलकत्ता येथील तत्कालीन न्यायाधीश सर विल्यम जोन्स यांनी केले. भारताचा इतिहास आधुनिक पद्धतीने लिहिण्यासाठी त्यांनी संशोधनाची प्रक्रिया सुरू केली. या कामात त्यांना कंपनीचे तत्कालीन गव्हर्नर जनरल वॉरन हेस्टिंग्ज यांचे पूर्ण सहकार्य लाभले. परिणामी, एक व्यापारी कंपनी भारतात एक मजबूत राजेशाही बनली. भारताचा इतिहास आधुनिक स्वरूपात लिहावा यासाठी ब्रिटीश कंपनी सरकारने ब्रिटीश इतिहासकारांच्या माध्यमातून जोरदार प्रयत्न केले, ज्यांनी भारतातील प्राचीन साहित्य जसे की ग्रंथ, शिलालेख इत्यादी शोधून काढले. तसेच, भारताला भेट देणाऱ्या परदेशी प्रवाशांच्या प्रवासाचे तपशील इंग्रजीत भाषांतरित करून अभ्यासले गेले, परंतु त्यांच्यासाठी उपयुक्त ठरू शकेल अशा भारतीय साहित्यातून फारच कमी साहित्य सापडले. त्यामुळे त्यांनी ते अयोग्य मानले आणि अनैसर्गिक म्हटले.

भारताच्या इतिहासलेखनातील उणीवा :

भारतातील इतिहासलेखनात काही त्रुटी होत्या. भारताचा इतिहास लिहिण्याच्या दृष्टिकोनातून इंग्रजांनी स्वतःच्या विवेकबुद्धीच्या जोरावर अनेक खोडसाळ निष्कर्ष काढले. सत्तेच्या बळावर त्यांचा प्रचार मिळवायला सुरुवात केली. यापैकी काही उल्लेखनीय आहेत:-

- प्राचीन भारतीय विद्वानांमध्ये ऐतिहासिक लेखन करण्याची क्षमता नव्हती.
- निव्वळ ऐतिहासिक अभ्यासासाठी भारतात फार कमी साहित्य उपलब्ध होते.
- भारतातील प्राचीन विद्वानांच्या जनगणनेची निश्चित आणि ठोस पद्धत कधीच नव्हती.
- भारताच्या इतिहासाच्या अधिक अचूक तारखा भारतातून नसून परदेशातून सापडल्या होत्या.
- भारताच्या इतिहासातील सर्वात जुनी श्रेणी २५००-३००० पर्यंतची आहे.
- आर्य बाहेरून भारतात आले, त्यांनी या प्रदेशातील पूर्वीच्या रहिवाशांना युद्धात पराभूत करून स्वतःचे राज्य स्थापन केले आणि पराभूत लोकांना गुलाम केले.
- प्राचीन भारतीय पौराणिक साहित्यात वर्णन केलेले राजवंश आणि प्राचीन राज्ये अतिशयोक्तीमुळे अनैसर्गिक आणि अविश्वसनीय आहेत.
- रामायण, महाभारत आणि इतर प्राचीन भारतीय ग्रंथ 'मिथक' आहेत.
- ब्रिटीश राजवट येण्यापूर्वी संपूर्ण भारताची सत्ता कधीही केंद्रीय अधिकाराखाली नव्हती.

वरील निष्कर्षांचा प्रसार करून, त्यांनी भारतातील सर्व प्राचीन साहित्य, तसेच भारतीय पुराण, धार्मिक ग्रंथ आणि अनैसर्गिक आणि अविश्वसनीय मानल्या जाणाऱ्या प्राचीन साहित्यात उपलब्ध असलेल्या सर्व ऐतिहासिक तथ्ये आणि कथा नाकारल्या.

इतिहासलेखनाचे विश्लेषण:

भारतात जवाहरलाल नेहरू आणि त्यांच्या उत्तराधिकार्यांनी कम्युनिस्ट बुद्धिमंतांना सत्तेवर येण्याची आणि ती आपल्या ताब्यात घेण्याची संधी दिली. राजकीय शक्ती म्हणून मार्क्सवाद्यांना फारसा विकास करता आला नाही. कामगार चळवळीतही ते मागे पडले. पण इतिहास लेखनात त्यांनी स्वतःची पकड ठेवली. ब्रिटिश आणि अमेरिकन शैक्षणिक संस्थांमध्ये त्यांना डाव्यांकडून मिळणारा पाठिंबा हे त्यांचे प्रमुख कारण आहे. मार्क्सवादी हेच भारतातील ब्रिटिश साम्राज्यवादाच्या खऱ्या आत्म्याचे बौद्धिक उत्तराधिकारी आहेत. भारताच्या इतिहासाकडे नकारात्मक दृष्टीने पाहण्याची मोहीम त्यांनी सुरु केली. ब्रिटिश राज्यकर्त्यांप्रमाणे तेही भारतीय इतिहासाचा अवमान करण्यासाठी मुस्लिमांचा वापर करत आले आहेत. त्यांनी निर्लज्जपणे मुस्लिम राज्यकर्त्यांची पापे धुवून टाकण्याचे आणि हिंदू समाज आणि तेथील व्यवस्थांचे निंदनीय अर्थ काढण्याचे काम केले आहे. मार्क्सवादी इतिहासकार भारतातील तरुणांमध्ये आपल्या इतिहासाबद्दल तिरस्कार निर्माण करण्याचा प्रयत्न करत होते. याचाच परिणाम म्हणून अलीकडच्या चळवळीतील अनेक तरुण हिंदू राष्ट्राचा उल्लेख अत्यंत अक्षील रीतीने करत आहेत.

आजच्या काळात इतिहास लेखनाची प्रासंगिकता:

इतिहास लिहिण्याचे काम सोपे नाही, त्यासाठी राज्याचा निर्धार आणि साधन हवे, परंतु इतिहास लेखन हे कोणत्याही राज्याच्या स्थापनेवर सोडता येत नाही. इतिहासाचे पुनर्लेखन करण्यासाठी व्यापक संकल्प आवश्यक आहे. हा संकल्प देशभर पसरलेल्या इतिहासकारांमध्ये दिसला पाहिजे, त्याहून अधिक आपल्या संपूर्ण बुद्धिजीवी वर्गात आणि समाजात दिसला पाहिजे. काही काळापूर्वी, भारतातील विद्वानांनी, बनारस हिंदू विद्यापीठात स्कंदगुप्तावरील आंतरराष्ट्रीय परिसंवादात बोलताना, भारतीय इतिहासाचे पुनर्लेखन करण्याचा आग्रह धरला. हा विषय देशाच्या प्राधान्यक्रमात समाविष्ट करण्यात आला आहे. आजवर जो इतिहास लिहिला गेला त्यावरून भारतीय समाजात विविध स्तरांतून असंतोष व्यक्त होत आहे. अनेकांनी आपला इतिहास स्थानिक पातळीवर लिहिण्याचाही प्रयत्न केला आहे. परंतु असे तुरळक प्रयत्न भारतीय इतिहासातील विसंगती दूर करू शकत नाहीत. हे काम नियोजनबद्ध पद्धतीने व्हायला हवे. प्रत्येक इतिहासकाराने आपल्या शैक्षणिक कारकिर्दीची सुरुवात स्थानिक इतिहासाने करणे आवश्यक आहे. इतिहासाचा स्रोत म्हणून आपण आपल्या लोकसाहित्याला आणि लोकस्मृतीलाही योग्य महत्त्व दिले पाहिजे. या आधारावर भारताचा मोठा आणि राष्ट्रीय इतिहास लिहिता येईल. यासोबतच आपला इतिहास आपण आपल्या दृष्टिकोनातून लिहिणे आवश्यक आहे. आधुनिक इतिहासलेखनाचा पाया भारतात ब्रिटिशांनी घातला. इतिहासलेखन लिहिण्यामागे त्यांचा राजकीय हेतू होता. आपल्या इतिहासकारांनी त्याकडे लक्ष दिले नाही. भारतीय इतिहासाच्या पुनर्लेखनासाठी आपण आपला इतिहास आपल्या दृष्टिकोनातून लिहिणे आवश्यक आहे.

वास्तविकता:

इतिहास हा कथेसारखा लिहिला जात नाही. हे विविध स्रोतांवर आधारित भूतकाळाचे वर्णन आहे. आज अनेक प्रकारचे स्रोत विविध आधुनिक वैज्ञानिक तंत्रांवर आधारित आहेत, जसे की परिपूर्ण पर्यावरणीय अभ्यास, भूगर्भीय अभ्यास इ. हे सर्व विविध स्रोतांची पडताळणी किंवा संबंधित करण्यासाठी एक वैज्ञानिक आधार प्रदान करतात. अलीकडील शोधांमुळे मिथकांची सत्यता सिद्ध होण्यास मदत झाली आहे. उदाहरणार्थ, व्दारका या प्राचीन शहराच्या बाबतीत, हे महाभारतात उल्लेखित एक मिथक असल्याचे मानले जात होते.

तथापि, नुकतेच पाण्याखाली बुडलेले अवशेष शोधून काढलेल्या पुरातत्वशास्त्रज्ञांनी प्राचीन द्वारका असल्याचे भासणाऱ्या बुडलेल्या शहराचे अवशेष शोधून काढले आहेत. त्याचप्रमाणे पश्चिम उत्तर प्रदेशातील बागपत जिल्ह्यात नुकतेच उत्खनन केलेल्या सनौली येथील 'रथ' या पुरातत्व स्थळाचा शोध महाभारताच्या पुरातत्वशास्त्राचा नवा आयाम समोर आणतो. नुकत्याच सापडलेल्या स्त्रोतांची स्थापना आणि अभ्यास करण्याची प्रक्रिया नक्कीच चालू आहे. तरीही येथे हे लक्षात घेणे आवश्यक आहे की पुरातत्वशास्त्र आपल्या भूतकाळाचे ज्ञान वाढवत आहे. पूर्वी जे अज्ञात क्षेत्र मानले जात होते त्याचे आता वैज्ञानिकदृष्ट्या विश्लेषण केले जात आहे. स्रोत हा इतिहासलेखनाचा महत्त्वाचा भाग आहे. त्या स्त्रोतांच्या आधारे आपण आपल्या भूतकाळाची पुनर्रचना करतो. इतिहासलेखनासाठी इतिहासकाराला स्रोतांची आवश्यकता असते. इतिहासकार स्रोतांचा सतत शोध, तपास, अन्वेषण, विश्लेषण, चिंतन आणि पुनर्विचार करून भूतकाळ उलगडण्याचे काम करतात. भूतकाळातील कोणतेही अवशेष स्रोताचा उद्देश पूर्ण करू शकतात. प्राचीन भारताच्या इतिहासाची पुनर्रचना करण्यासाठी आपल्याकडे विविध स्रोत आहेत. व्यापकपणे, त्यांचे दोन मुख्य श्रेणींमध्ये वर्गीकरण केले जाऊ शकते:

- ❖ साहित्य
- ❖ पुरातत्व

साहित्यिक स्रोतांमध्ये वैदिक, बौद्ध आणि जैन साहित्य, महाकाव्ये, पुराणे, संगम साहित्य, प्राचीन चरित्रे, काव्य आणि नाटक यांचा समावेश असू शकतो. पुरातत्वशास्त्रांतर्गत, आपण पुरातत्व संशोधन आणि उत्खननाच्या परिणामी मिळालेले शिलालेख, सील आणि स्थापत्य पुरातत्व अवशेषांचा विचार करू शकतो.

भारतीय इतिहासात लिखित नोंदी प्रबळ आहेत. तथापि, मंदिराचे अवशेष, नाणी, घराचे अवशेष, पोस्ट छिद्र, मातीची भांडी, अंधारकोठडी इत्यादींच्या रूपातील पुरातन वास्तू देखील पुराव्याचा एक महत्त्वाचा वर्ग आहे. भारतीय इतिहासातील प्राचीन, मध्ययुगीन आणि आधुनिक या तिन्ही कालखंडासाठी पुरातत्वीय पुरावे अत्यंत महत्त्वाचे आहेत. ज्या कालखंडात कोणतेही लिखाण नव्हते त्यांच्यासाठी निर्विवाद आहे; उदाहरणार्थ, भारतीय इतिहासाचे प्रागैतिहासिक आणि आद्य-ऐतिहासिक कालखंड. स्रोत देखील प्राथमिक आणि दुय्यम म्हणून विभागले जाऊ शकतात. सर्व पुरातन वस्तू; मंदिरातील शिलालेख आणि लिखित दस्तऐवजांच्या स्वरूपात तलपत्रस (पाम पानांची हस्तलिखिते) खांब, खडक, तांब्याची तबकडी, मातीची भांडी इत्यादींवरील शिलालेख हे प्राथमिक स्रोत असल्याचे सांगितले जाते. हे इतिहासकार लेख, पुस्तके किंवा लिखित इतिहासाचे कोणतेही स्वरूप लिहिण्यासाठी वापरतात जे नंतरच्या संशोधकांनी वापरले आणि म्हणून त्यांना दुय्यम स्रोत म्हटले जाते. लिखित प्राथमिक स्रोतांचे दोन प्रकार आहेत:

- ❖ हस्तलिखित/शिलालेख
- ❖ प्रकाशित साहित्य.

पुरातत्व स्रोत:

भारतीय इतिहासाच्या पुनर्रचनेसाठी विविध प्रकारचे पुरातत्व अवशेष उपयुक्त आहेत. उदाहरणार्थ, उत्खनन केलेले अवशेष, उभी स्मारके, शिल्पकला आणि कोरीव शिलालेख. पुरातत्व स्थळे जमिनीच्या

सर्वेक्षणाद्वारे ओळखली जातात. यामध्ये डॉक्युमेंटरी स्रोत आणि प्राचीन नावे तपासणे समाविष्ट आहे. हवाई सर्वेक्षणांद्वारे ज्यामध्ये हवाई किंवा अंतराळजन्य रिमोट सेन्सिंगचा समावेश असतो, अशी ठिकाणे शोधली जातात जी अनेकदा जमिनीवर ओळखता येत नाहीत. एकदा जमिनीवर चिन्हांकित केलेल्या जागेची तुलना केली जाऊ शकते आणि भू-पुरातत्व विश्लेषणापर्यंत पोहोचण्यासाठी पद्धतशीरपणे अभ्यास केला जाऊ शकतो. पुरातत्वशास्त्रज्ञ जसे की जीवाश्मशास्त्रज्ञ (जे प्राणी हाडांचा अभ्यास करतात), जीवाश्मशास्त्रज्ञ (जे जीवाश्म परागकणांचा अभ्यास करतात आणि त्यांचे विश्लेषण करतात), भू-पुरातत्वशास्त्रज्ञ (जे पृथ्वीची निर्मिती आणि माती आणि गाळाच्या नमुन्यांचा अभ्यास करतात), पुरातत्वशास्त्रज्ञ- प्राणीशास्त्रज्ञ (जे साइटवरून प्राण्यांच्या प्रजातींचा अभ्यास करतात, ओळखतात आणि त्यांचे विश्लेषण करतात); वांशिक-पुरातत्वशास्त्रज्ञ (जे भूतकाळाबद्दल गृहीतके तयार करण्यासाठी जिवंत लोक आणि जमातींचा अभ्यास करतात) यांना वैज्ञानिक आधार असतो.

निष्कर्ष:

वरील विवेचनावरून हे स्पष्ट होते की ब्रिटिश राजवटीने इतिहासलेखनाच्या कार्याला पूर्ण पाठिंबा दिला होता, तर ब्रिटिश कंपनीने भारतीय इतिहासाशी संबंधित विधाने आणि तथ्ये अनैसर्गिक, अवास्तव, अतिशयोक्तीपूर्ण आणि अभौतिक वाटणाऱ्यांना पाठिंबा आणि प्रोत्साहन दिले. पाश्चिमात्य विद्वानांच्या भारतीय इतिहासलेखनाच्या संदर्भात तत्कालीन राज्यकर्त्यांनी वरील निष्कर्ष आणि निकषांच्या आधारे आधुनिक स्वरूपात भारताचे इतिहासलेखन तयार केले होते. इतिहास लिहिण्याचे काम सोपे नाही, त्यासाठी राज्याचा निर्धार आणि साधन हवे, परंतु इतिहास लेखन हे कोणत्याही राज्याच्या स्थापनेवर सोडता येत नाही. इतिहासाचे पुनर्लेखन करण्यासाठी व्यापक संकल्प आवश्यक आहे. हा संकल्प देशभर पसरलेल्या इतिहासकारांमध्ये दिसला पाहिजे, त्याहून अधिक आपल्या संपूर्ण बुद्धिजीवी वर्गात आणि समाजात दिसला पाहिजे. त्यामुळे भारतीय इतिहासाचे पुनर्लेखन करायचे असेल तर वर्तमानात योग्य आणि अस्सल इतिहास लिहिणे आवश्यक आहे.

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कोविड के पूर्व एवं पश्चात पुस्तकालय प्रबंध पर सूचना प्रौद्योगिकी प्रभाव : छत्तीसगढ़ के निजी विश्वविद्यालय के विशेष संदर्भ में

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सारांश:-

कोविड का दौर बड़ा ही भयावह रहा जहाँ हर कोई अपने को सुरक्षित रखने और घर पर ही रह कर अध्ययन और संसाधनों का उपयोग करना सीख लिया। वर्तमान समय में सूचना प्रौद्योगिकी का इलेक्ट्रॉनिक प्रकाशन एवं पुस्तकालयों पर प्रभाव का अध्ययन किया गया है। इस शोध कार्य में मुख्य रूप से छत्तीसगढ़ के छत्तीसगढ़ के निजी विश्वविद्यालय पुस्तकालयों का अध्ययन किया गया है। जिसमें उपयोगकर्ताओं और ग्रंथपालों से मौखिक साक्षात्कार के माध्यम से उनके विचार प्राप्त हुए उन्हीं का विवरणत्मक विवेचना के माध्य से विश्लेषण कर निष्कर्ष तक पहुँचा गया है। इसमें मुख्य रूप से सूचना प्रौद्योगिकी का इलेक्ट्रॉनिक प्रकाशन एवं पुस्तकालयों पर प्रभाव को वर्णित किया गया है, व कोविड के पूर्व एवं पश्चात पुस्तकालय प्रबंध पर सूचना प्रौद्योगिकी के प्रभाव को विशेष रूप से देखा जा सकता है।

मुख्य शब्द :-

सूचना प्रौद्योगिकी इलेक्ट्रॉनिक प्रकाशन पुस्तकालय के कार्यों एवं सेवाओं में प्रभाव वर्तमान परिप्रेक्ष्य, कोविड का प्रभाव, कोविड के पूर्व एवं पश्चात, छत्तीसगढ़ के निजी विश्वविद्यालय।

प्रस्तावना:-

11 मार्च, 2020 को विश्व स्वास्थ्य संगठन ने कोविड-19 को वैश्विक महामारी घोषित किया। जिस गति के साथ कोविड-19 दुनिया के सभी हिस्सों में फैल गया और बीमारी के प्रसार को रोकने के लिए, अमेरिका सहित दुनिया भर की अधिकांश सरकारों ने ज्वार को रोकने के लिए अभूतपूर्व सामाजिक रोकथाम उपायों को अधिकृत किया और शैक्षणिक संस्थानों को अस्थायी रूप से बंद करने की आवश्यकता पड़ी, जिसके परिणाम स्वरूप शिक्षा और पुस्तकालय सेवाओं का रूप रेखा ही बदल गई। वर्तमान परिप्रेक्ष्य को सूचना प्रौद्योगिकी के युग के नाम से जाना जाता है। सूचना विज्ञान केन्द्र भारत का प्रथम सूचना प्रौद्योगिकी की आवश्यकताओं के लिए अत्याधुनिक स्थापित संगठन है। जो भारत सरकार कि सभी स्तरों के लिए समाधान प्रदान करने में प्रतिबद्ध है। सूचना विज्ञान केन्द्र देश का सबसे बड़ा सूचना प्रौद्योगिकी केन्द्र है।

आज के प्रगतिशील इलेक्ट्रॉनिक युग में सूचना प्रौद्योगिकी के व्यापक प्रभाव ने मान जीवन के प्रत्येक क्षेत्र में दिखाई देते हैं। ठीक उसी प्रकार से सूचना प्रौद्योगिकी का इलेक्ट्रॉनिक प्रकाशन और पुस्तकालयों के कार्यों एवं सेवाओं में भी वर्तमान परिप्रेक्ष्य में प्रभाव दिखाई देते हैं। इन्हीं सभी क्षेत्रों में ही नहीं सूचना प्रौद्योगिकी प्रत्येक क्षेत्र में अपना प्रभाव डाले हुए है।

सूचना प्रौद्योगिकी का अर्थ:-

सूचना प्रौद्योगिकी का सामान्य अर्थ आई सी ही समझा जाता है। संक्षेप में आई. सी. टी. वर्तमान तकनीकों एवं प्रविधियों का उपयोग करने से सम्बन्धित होते हैं। पुस्तकालयों के कार्यों एवं सेवाओं और इलेक्ट्रॉनिक प्रकाशनों में भी आई सी. टी का प्रभाव देखने को मिलता है। कोविड के

दौरान व्यापक मात्रा में पुस्तकालय सेवाओं पर प्रभाव पड़ा है, पुस्तकालयों की सेवाएँ एवं कार्यों में कम्प्यूटर प्रभावकारी ढंग से उपयोग होने लगी है। पुस्तकालय में सूचना प्रौद्योगिकी की सहायता से अनेक प्रकार का कार्यों का निष्पादन किया जा रहा है।

उद्देश्य :-

प्रस्तुत शोध अध्ययन का मुख्य उद्देश्य निम्नलिखित इस प्रकार है –

- 1- सूचना प्रौद्योगिकी का इलेक्ट्रॉनिक प्रकाशनो में क्या प्रभाव पड़ा है ज्ञात करना।
- 2- इलेक्ट्रॉनिक प्रकाशन से सम्बंधित इलेक्ट्रॉनिक संसाधनो एवं स्तर की जानकारी ज्ञात करना।
- 3- पुस्तकालयो में सूचना प्रौद्योगिकी का प्रभाव ज्ञात करना।
- 4- सूचना प्रौद्योगिकी से लाभ एवं हानि दोनो स्तर पर प्रभाव को ज्ञात करना।
- 5- सूचना प्रौद्योगिक का पुस्तकालयों के कार्यों एवं सेवाओं में योगदान से अवगत होगा।

अध्ययन का क्षेत्र :-

उपयुक्त शोध अध्ययन का क्षेत्र छत्तीसगढ़ राज्य के नामी जिलो में से एक विकसित एवं प्रगतिशील जिला बिलासपुर, रायपुर को मेरे द्वारा शोध अध्ययन के लिए चयन किया गया है। जिसमें इन दोनो जिलो के विश्वविद्यालय पुस्तकालयो में कोविड के पूर्व एवं पश्चात पडने वाले प्रभावो में इलेक्ट्रॉनिक प्रकाशन और पुस्तकालयो में सूचना प्रौद्योगिकी का प्रभाव को वर्णित किया गया है। वर्तमान में छत्तीसगढ़ में निम्नांकित निजी विश्वविद्यालय है जो इस प्रकार है—

महर्षि युनिवर्सिटी ऑफ मैनेजमेंट टेक्नोलॉजी

महर्षि प्रबंधन और प्रौद्योगिकी विश्वविद्यालय मंगला बिलासपुर की स्थापना छत्तीसगढ़ निजी विश्वविद्यालय स्थापना और संचालन अधिनियम 2005 के तहत की गई है।

डॉ. सी. वी. रामन् विश्वविद्यालय,

यह छत्तीसगढ़ के न्यायधानी बिलासपुर कें करगी रोड कोटा में स्थित है, व मध्य भारत के अग्रणीय निजी विश्वविद्यालय में से एक है, जिसकी स्थापना 2006 में कि गई थी।

एमटी विश्वविद्यालय

यह रायपुर में स्थित है और विश्व स्तर पर बेंचमार्क अनुसंधान और रोजगार उन्मुख शिक्षा प्रदान करके भारतीय उच्च शिक्षा के क्षेत्र में क्रांति लाने के लिए प्रयासरत है।

इक्फाई विश्वविद्यालय

यह विश्वविद्यालय की स्थापना 2011 रायपुर छत्तीसगढ़ में निजी विश्वविद्यालय स्थापना और संचालन अधिनियम 2005 की धारा 9(2) के तहत की गई है

ओ.पी. जिन्दल विश्वविद्यालय

जिंदल एजुकेशन एंड वेलफेयर सोसाईटी द्वारा स्थापित ओ.पी. जिंदल विश्वविद्यालय को विश्व स्तर के शिक्षा व गुणवत्ता युक्त शिक्षा प्रदान हेतु स्थापित किया गया है।

आई. एस. बी. एम. विश्वविद्यालय

यह विश्वविद्यालय गरियाबंद छत्तीसगढ़ में स्थित है, इसकी स्थापना 2016 में कि गई है।

मैट्स विश्वविद्यालय,

यह छत्तीसगढ़ के राजधानी रायपुर में स्थित है और इसकी स्थापना 2006 में कि गई थी।

कलिंगा विश्वविद्यालय.

कलिंगा विश्वविद्यालय छत्तीसगढ़ के नवा रायपुर के स्मार्ट सिटी में स्थित है इसकी स्थापना 2013 में कि गई थी।

भारती विश्वविद्यालय

2021 से इसे होलिस्टिक फाउन्डेसन के द्वारा संचालित किया जा रहा है जो कि दुर्ग में स्थापित है।

परिकल्पना :-

किसी भी शोध कार्य में परिकल्पना का एक मुख्य स्थान होता है। शोध विषय के चयन के पश्चात ही पहले से परिकल्पना हम कर लेते है। ताकि हमे सही दिशा एवं समाधान और निष्कर्षों तक पहुँचने में आसानी पूर्वक शोध कार्य पूरा किया जा सके। हम बिना परिकल्पना किये सिद्ध नहीं कर सकते कि वह कितना सत्य और असत्य है इसी प्रकार शोध करने से पहले ही परिकल्पना भी तैयार कर लिये जाते है। इस शोध से सम्बंधित परिकल्पना निम्नलिखित है –

- 1- सूचना प्रौद्योगिकी का पुस्तकालयो पर प्रभाव दिखाई दे सकते है।
- 2- इलेक्ट्रॉनिक प्रकाशनों में भी आई टी का योगदान हो सकते है।
- 3- पुस्तकालयो कि कार्यो एवं सेवाओ में भी आई टी का प्रभाव स्थायी रूप से दिखाई पड़ सकते है।
- 4- अन्य क्षेत्रो में भी आई टी का प्रभाव देखने को मिल सकते है।

शोध प्रविधि :-

प्रस्तुत शोध कार्य के लिए छत्तीसगढ़ राज्य के निजि विश्वविद्यालय में नमुना विधि का प्रयोग करते हुए प्रमुख जिला बिलासपुर, रायपुर के विश्वविद्यालय शैक्षणिक पुस्तकालयो के ग्रंथपालो और अपयोगकर्ताओ से मौखिक साक्षात्कार के माध्यम से चर्चा कर विवरण तैयार किया गया है। कोविड के पूर्व एवं पश्चात पुस्तकालय प्रबंध पर सूचना प्रौद्योगिकी का प्रभाव का आंकलन किया गया है।

शोध कार्य के प्रयुक्त चर

- 1- सूचना प्रौद्योगिकी।
- 2- इलेक्ट्रॉनिक प्रकाशन ।
- 3- पुस्तकालयों के कार्यो एवं सेवाओ पर प्रभाव।

शोध कार्य में मौखिक रूप से ऑकडो के संकलन के प्रश्चात परिणाम निकालने के लिए निम्न मापको का प्रयोग किया गया है :-

इलेक्ट्रॉनिक प्रकाशन :-

कोविड के दौरान सूचना प्रौद्योगिकी की सहायता से इलेक्ट्रॉनिक प्रकाशनों की व्यापक रूप से शुरुआत हुई है। तभी से सूचना संग्रह एवं पुनः प्राप्ति बहुत ही आसान हो गई है। इलेक्ट्रॉनिक प्रकाशन में इलेक्ट्रॉनिक संसाधन के प्रकार इस प्रकार है। जो निम्न है :-

1. CD-ROM
2. WORM
3. E-BOOK
4. E-JOURNAL
5. E-MAGAZINE
6. E-ELECTRONIC PEDES
7. E- NEWS PAPER

8. E-REPORTS
9. E-POTHEIETE

इलेक्ट्रॉनिक प्रकाशन के प्रकार :-

कोविड के दौरान इलेक्ट्रॉनिक प्रकाशनो की संख्या में अपार वृद्धि हुई है। कोविड के पश्चात आप आयेंगे जगह-जगह इलेक्ट्रॉनिक प्रकाशन विभिन्न प्रकार की भाषाओं में व विभिन्न स्तर के प्रकाशन प्रकाशित कर रहे है।

जैसे :-

- अंतराष्ट्रीय स्तर का प्रकाशन।
- राष्ट्रीय स्तर का प्रकाशन।
- क्षेत्रीय स्तर का प्रकाशन।
- स्थानीय स्तर का प्रकाशन अदि।

पुस्तकालय के कार्य एवं सेवाएँ :-

कोविड के कुछ वर्ष पहले सभी कार्या एवं सेवाएँ मानव के द्वारा हाथों से ही किये जाते थे। लेकिन जब काविड का दौर आया तब से आई टी का प्रभाव पुस्तकालयों पर पड़ा है। तब से पुस्तकालयों के सारी गतिविधियाँ कम्प्यूटर एवं सॉफ्टवेयरों की सहायता व उपयोग से किये जा रहे है।

जैसे :-

- 1) पुस्तकालयों के कार्य :- वर्गीकरण, सूचीकरण भण्डार सत्यापन, बार कोडिंग, पुस्तक आदान प्रदान आदि।
- 2) पुस्तकालयों के सेवाएँ :- प्रतिलिपिकरण, अनुवाद, अनुक्रमणीकरण, सारकरण, सी एस एस एस डी आई आदि से सभी प्रकार के कार्यों एवं सेवाओं में सूचना प्रौद्योगिकी ने अपना भरपूर प्रभाव डाले हुए है।

सूचना प्रौद्योगिकी के प्रभाव से लाभ :-

- 1) समय की बचत।
- 2) श्रम की बचत।
- 3) कार्य करने में आसानी।
- 4) सूचनाओं का आदान प्रदान में सुविधा।
- 5) सूचना पुनः प्राप्ति में लाभ।

कोविड का सूचना प्रौद्योगिकी व इलेक्ट्रॉनिक प्रकाशनो और पुस्तकालयों पर प्रभाव के अध्ययन हेतु सम्बंधित आँकड़ों का संग्रह के लिए मौखिक साक्षात्कार विधि के माध्यम से व्याख्या किया गया है। जो वर्तमान समय में अवश्य रूप से आई सी. टी का प्रभाव भरपूर मात्रा में देखने को मिलता है।

सूचना प्रौद्योगिकी का इलेक्ट्रॉनिक प्रकाशन पर प्रभाव

सुझाव :-

सूचना प्रौद्योगिकी के उपयोग हेतु सुझाव निम्न है :-

- 1) पुस्तकालय कर्मचारियों एवं उपयोगकर्ताओं को आई टी के उपयोग हेतु प्रशिक्षण दिया जाना चाहिए।

- 2) विश्वविद्यालय एवं महाविद्यालय स्तर पर भी आई टी से सम्बंधित सूचना दी जानी चाहिए।
- 3) एन आई सी द्वारा भी से विज्ञान एवं तकनीकी की जानकारियों दी जानी चाहिए।
- 4) अप्रशिक्षित कर्मचारी को विषय एवं आई टी की जानकारी प्रदान किया जाना चाहिए।
- 5) उपयोगकर्ता एवं को से सम्बंधित सूचना दी जानी चाहिए। आदि।

निष्कर्ष :-

कोविड से कोई भी देश अछुता नहीं रहा, कहीं न कहीं कोविड ने पूरे विश्व में बदलाव लाया है, आज कोविड भले ही समाप्त हो चुका है, कोविड को समाप्त हो गया है यह नहीं कह सकते पर यह जरूर कह सकते हैं कि कोविड निष्कृत्य हो गया है। और कोविड के पश्चात हम देख सकते हैं कि आज विश्व किस अर्थिक तंगी से जुझ रहा है। सूचना प्रौद्योगिकी ने पल-पल की जानकारी हमें प्रदान की है जिससे हम आज कोविड से बचने के उपाय जान पाये हैं। सूचना प्रौद्योगिकी का प्रभाव सबसे अधिक कोविड के दौरान हमें देखने को मिलता है जब सभी जगहों का आवागमन बंद हो गया था तब सूचना प्रौद्योगिकी ने पुस्तकालय सूचना का प्रदृश्य ही बदल दिया और सूचना को प्रत्येक पटक के समक्ष पहुंचाने में सूचना प्रौद्योगिकी की अहम भूमिका रही।

आज भले ही कोविड का प्रभाव नहीं है पर इस कोविड के प्रभाव ने सूचना प्रौद्योगिकी और पुस्तकालय सूचना को किस तरह का होना चाहिए यह हमें सीखा दिया है। आज प्रत्येक पुस्तकालय को सूचना प्रौद्योगिकी को मजबूत करने का समय है जिससे हम पुस्तकालय को किसी भी परिस्थिति में उपयोगकर्ता के विकास के लिए उपयोग में ला सकें।

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प्रधानमंत्री मुद्रा ऋण योजना अंतर्गत किशोर लोन की भूमिका - एक विश्लेषणात्मक अध्ययन

छत्ती साहू

शोधार्थी, वाणिज्य विभाग शा.दिग्विजय स्वशासी स्नातकोत्तर महाविद्यालय राजनांदगांव जिला-राजनांदगांव,
(छत्तीसगढ़) भारत

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डा०. के.एल.टाण्डेकर

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राजनांदगांव , (छत्तीसगढ़) भारत

शोधसार:-

प्रस्तुत शोध-पत्र में प्रधानमंत्री मुद्रा ऋण योजना के अंतर्गत किशोर लोन की भूमिका का अध्ययन किया गया है। प्रधानमंत्री मुद्रा योजना निम्न वर्गों के आर्थिक विकास के लिए एक महत्वपूर्ण योजना है। इस योजना की सहायता से आज समाज के निम्न वर्ग के लोग भी अच्छा जीवन निर्वाह कर रहे हैं तथा इस योजना के माध्यम से उनका आर्थिक सुदृढीकरण हुआ है। जिससे वे आज समाज में समान रूप से कार्य कर रहे हैं। किशोर लोन उन हितग्राहियों के लिए एक बहुत अच्छा उपहार साबित हुआ है, जो अपने व्यवसाय को स्थापित करना चाहते हैं उसे बढ़ाना चाहते हैं तथा वित्त की कमी के कारण कुछ नहीं कर पा रहे थे। इस शोध-पत्र का उद्देश्य प्रधानमंत्री मुद्रा योजना के अंतर्गत किशोर लोन की भूमिका, उसके लाभ को बताना है।

प्रस्तावना:-

भारत एक विकासशील देश है। हमारे सरकार ने भारत को और अधिक सम्पन्न और विकसित बनाने के लिए अनेक प्रयास किये हैं अनेक योजनाएं बनाई हैं तथा उनका अच्छे से क्रियान्वयन भी किया है। भारत देश की सबसे बड़ी समस्या गरीबी एवं बेरोजगारी है। इस समस्या को दूर करने के लिए पहले भी योजनाएं बनीं तथा इसी क्रम में प्रधानमंत्री मुद्रा ऋण योजना का भी शुभारंभ हमारे देश के प्रधानमंत्री श्री नरेन्द्र मोदी जी के द्वारा 8 अप्रैल 2015 को किया गया।

हमारे देश के सकल घरेलू उत्पाद का अधिकांश हिस्सा उद्यमियों के माध्यम से ही आता है। हमारे देश में ऐसे लाखों उद्यम हैं जो अपंजीकृत हैं। ऐसे अपंजीकृत उद्यमों को जब व्यवसाय में वृद्धि करने के लिए वित्त की आवश्यकता होती है तब वे बैंको के पास जाते हैं और उद्यम अपंजीकृत होने के कारण बैंक उन्हें ऋण देने में असमर्थता व्यक्त करते हैं। हमारे देश में कई ऐसे लोग हैं, जिनके पास अपने जीवन निर्वाह के लिए ऐसा कोई काम नहीं है, जिससे वे अपने परिवार का पेट पाल सकें। यदि वे कुछ करना भी चाहे तो उनके पास सबसे बड़ी समस्या धन की होती है। पुराने जमाने में यदि किसी को पैसों की आवश्यकता होती थी तो वह सीधे साहूकार के पास जाता था और उंचे ब्याज दर होने के बावजूद भी वह साहूकार से ऋण ले लेता था क्योंकि कोई भी व्यक्ति बैंको के झंझट में फंसना नहीं चाहता था। कोई भी बैंक किसी व्यक्ति को ऋण देने के लिए बहुत सारी जानकारियां, जमानत तथा दस्तावेज मांगते हैं, जिनसे हर व्यक्ति बचना चाहता है और इस झंझट में नहीं पड़ना चाहता और अगर इतनी झंझट के बाद भी यदि बैंक से ऋण प्राप्त हो भी जाता था तो बहुत अधिक प्रोसेसिंग चार्ज लगता था इसलिए लोग बैंक से लोन लेने से घबराते थे।

प्रधानमंत्री मुद्रा ऋण योजना इन्हीं सभी खामियों को पूर्ति करता है। इस योजना के आ जाने से निम्न वर्गों के लोगो को बहुत अधिक राहत मिली है। कोई भी व्यक्ति जिसकी उम्र 18 वर्ष से 65 वर्ष तक है वह इस

योजना के माध्यम से आसानी से 50000 से 1000000 रूपये तक का लोन बिना किसी गारंटी के, बिना प्रोसेसिंग चार्ज के आसानी से उचित ब्याज दर में प्राप्त कर सकता है।

मुख्य शब्द:-

प्रधानमंत्री मुद्रा ऋण योजना, हितग्राही, उद्यमी, आर्थिक विकास, सामाजिक विकाश, रोजगार, गरीबी, बेरोजगारी, व्यवसायी, शिशु लोन, किशोर लोन, तरुण लान।

शोध अध्ययन का उद्देश्य-

1. प्रधानमंत्री मुद्रा ऋण योजना अंतर्गत किशोर लोन की भूमिका का अध्ययन।
2. भारत में प्रधानमंत्री मुद्रा योजना अंतर्गत किशोर लोन का प्रदर्शन करना।
3. प्रधानमंत्री मुद्रा ऋण योजना अंतर्गत किशोर लोन की विगत वर्षों की उपब्धियों एवं उनके लाभ को उजागर करना।

शोध परिकल्पना:-

1. प्रधानमंत्री मुद्रा ऋण योजना अंतर्गत किशोर लोन से निम्न वर्गों में आय एवं रोजगार में वृद्धि हुई है।
2. प्रधानमंत्री मुद्रा ऋण योजना अंतर्गत किशोर लोन से हितग्राहियों का आर्थिक विकास हुआ है, वे आर्थिक रूप से सुदृढ़ हुए हैं।

शोध अध्ययन की प्रविधि:-

इस शोध अध्ययन में प्रधानमंत्री मुद्रा योजना की पोर्टल साईट से प्रधानमंत्री मुद्रा योजना से संबद्धित आकड़ों को द्वितीयक समंक के रूप में लिया गया है तथा अन्य आकड़े संबंधित संस्था में उपलब्ध अभिलेखों से, वार्षिक प्रतिवेदनों से, बजट रिपोर्टों से, अधिकारिक वेबसाईट से प्राप्त किये गये हैं।

उक्त स्रोत से प्राप्त जानकारियों को संकलित करने के पश्चात उपर्युक्त सांख्यिकी प्रविधियों का आवश्यकतानुसार उपयोग कर सारणी एवं ग्राफ के माध्यम से विश्लेषण किया गया है।

प्रधानमंत्री मुद्रा योजना का परिचय:-

प्रधानमंत्री मुद्रा योजना का प्रारंभ हमारे देश के प्रधानमंत्री श्री नरेन्द्र मोदी जी के द्वारा 8 अप्रैल 2015 को की गयी थी। राष्ट्रीय नमूना सर्वेक्षण संगठन के सर्वेक्षण (2013) के अनुसार हमारे देश में लगभग 5.77 करोड़ लघु/सूक्ष्म इकाइयाँ हैं, जिनमें लगभग 12 करोड़ लोग कार्यरत हैं। इनमें से ज्यादातर स्वामित्व-आधारित/लेखा उद्यम है। 60 प्रतिशत से अधिक इकाइयों के मालिक अनुसूचित जाति, अनुसूचित जनजाति अथवा पिछड़े वर्ग के लोग हैं। इनमें से अधिकतर उद्यम औपचारिक बैंकिंग प्रणाली के दायरे के बाहर हैं। इसलिए उन्हें या तो अनौपचारिक माध्यमों से ऋण लेने के लिए बाध्य होना पड़ता है या अपने सीमित धन का उपयोग करने के लिए। मुद्रा ऋण योजना इस कमी को दूर करने के लिए बनाई गयी है। मुद्रा ऋण योजना का उद्देश्य पहली बार व्यवसाय प्रारंभ करने वाले इच्छुक युवाओं तथा अपनी गतिविधियों का विस्तार करने के लिए मौजूदा लघु व्यवसायियों के मनोबल में वृद्धि करना है।

इस योजना अंतर्गत लोन तीन प्रकार से दिया जाता है।

1. **शिशु लोन**-इसके अंतर्गत उन उद्यमियों को लोन दिया जाता है जो पहली बार अपना व्यवसाय प्रारंभ करना चाहते हैं, इसके अंतर्गत उन्हें 50,000/-रूपये तक का लोन उपलब्ध कराया जाता है।
2. **किशोर लोन**-इसके अंतर्गत उन लोगों को लोन दिया जाता है जो अपना व्यवसाय तो प्रारंभ कर चुके पर पर स्थापित करने के लिए उन्हें पैसों की आवश्यकता है। इसके अंतर्गत उन्हें 50,000/-रूपये से 5,00,000/-रूपये तक का लोन उपलब्ध कराया जाता है।

3. **तरुण लोन**-यह लोन उन लोगों को दिया जाता है अपने व्यवसाय के लिए संयंत्र का कोई मशीनरी खरीदना चाहते हैं। इसके अंतर्गत उन्हें 5,00,000/-रूपये से 10,00,000/-रूपये तक का लोन उपलब्ध कराया जाता है।

मुद्रा ऋण वाणिज्यिक बैंक, सहकारी बैंक, लघु वित्त बैंक, सूक्ष्म वित्तीय संस्थान, लघु, द्वारा प्रदान किये जाते हैं। मुद्रा ऋण के तहत कोई निश्चित ब्याज दर नहीं है। विभिन्न बैंक मुद्रा ऋण के लिए अलग-अलग ब्याज दर लेती हैं। मुख्यतः ब्याज दर 10 से 12 प्रतिशत है।

योजना के अंतर्गत सरकार द्वारा वित्तीय वर्ष 2021-2022 में खातों की संख्या 53795526 तथा संवितरण राशि 331402.2 है। जिसमें किशोर लोन के खातों की संख्या 11088206 तथा संवितरण राशि 133389.24 है। जिसके माध्यम से समाज के निम्न वर्गों के लोग लाभान्वित हुए हैं। मुद्रा एक पुनर्वित्त संस्थान है। यह सीधे सूक्ष्म उद्यमियों या व्यक्तियों को उधार नहीं देता।

मुद्रा यानि माइक्रो यूनिट्स डेवलपमेंट एंड रिफाइनंस एजेंसी लिमिटेड सूक्ष्म ईकाईयों के विकास तथा पुनर्वित्तपोषण से संबंधित गतिविधियों हेतु भारत सरकार द्वारा गठित एक नयी संस्था है। इसकी घोषणा माननीय वित्तमंत्री जी ने वित्तीय वर्ष 2016 का बजट पेश करते हुए की थी। मुद्रा का उद्देश्य गैर निगमित लघु व्यवसाय क्षेत्र को निधि/वित्तपोषण प्रदान करना है।

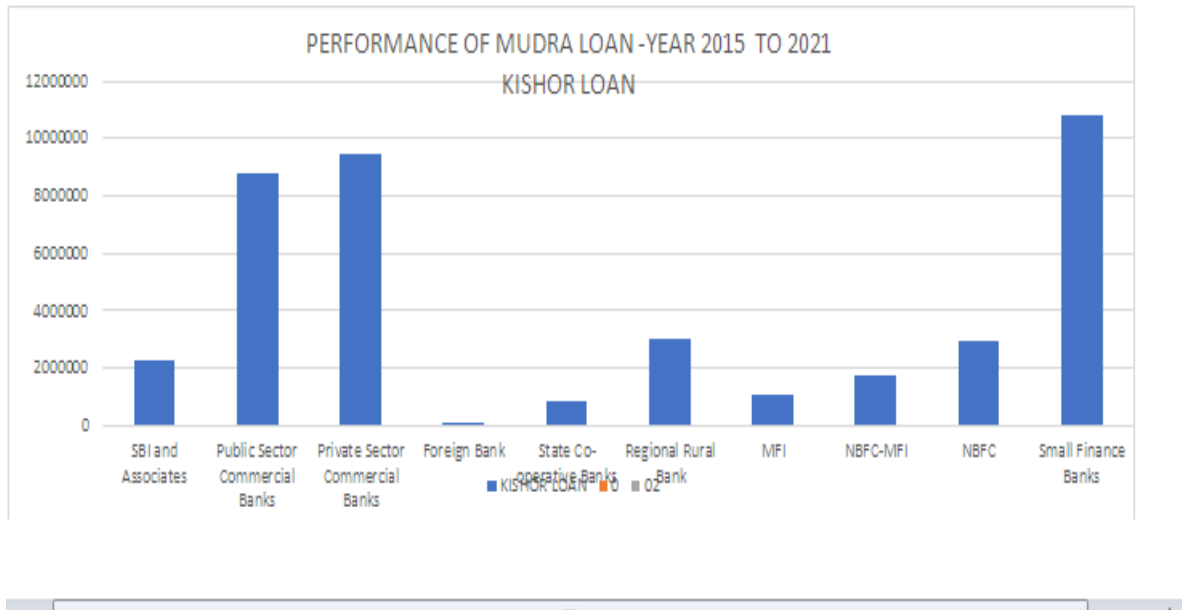
भिन्न-भिन्न बैंको द्वारा हितग्राहियों के खाते खोले गये तथा उनके खातों में लोन का वितरण किया गया जिन्हे सारणी के माध्यम से बताया गया है। वित्तीय वर्ष 2015-2016 से 2020-2021 तक की किशोर लोन की स्थिति को सारणी के माध्यम से बताया गया है। इनमें किशोर लोन के खातों की संख्या तथा वितरण की राशि है। खातों की संख्या के आधार पर अनुमान लगाया जा सकता है कि इतने अधिक संख्या में किशोर लोन के हितग्राहियों को रोजगार मिला है।

भारत में प्रधानमंत्री मुद्रा योजना अंतर्गत किशोर लोन के हितग्राहियों का बैकवार प्रदर्शन

TABLE-1 : (Amount Rs. in Crore) Source: (<http://www.mudra.org.in/>)

financial year	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
BANKS	No. of A/cs	Disbursement Amt	No. of A/cs	Disbursement Amt	No. of A/cs	Disbursement Amt	No. of A/cs	Disbursement Amt	No. of A/cs	Disbursement Amt	No. of A/cs	Disbursement Amt
SBI and Associates	259973	6850.85	341199	8809.8	409067	11093.99	405922	10676.1	398373	9671.07	441204	12842.4
Public Sector Commercial Banks	1047953	19729.1	1286539	24087	1710782	31441.01	1497350	29298.4	1410345	28141.09	1815988	32048.4
Private Sector Commercial Banks	299495	6987.36	300449	7112.2	927510	12996.01	1901603	19775.9	1906701	21627.06	4096658	43225.3
Foreign Bank	295	8.96	88	2.94	137	4.04	272	8.36	85	2.95	30	0.3
State Co-operative Banks	0	0	0	0	0	0	60	0.6	64	0.64	5	83960.9
Regional Rural Bank	364791	6715.28	499471	6987.2	652279	9820.31	711424	11636.3	760788	11331.59	42368	322.81
MFI	694	13.7	0	0	7846	140.72	0	0	0	0	1072841	7236.85
NBFC-MFI	96260	767.99	107984	855.61	34537	222.04	294164	2055.06	728428	4617.08	505788	13233.5
NBFC	0	0	38360	964	748419	14106.37	1192476	20877.3	275201	8189.61	671678	5747.18
Small Finance Banks	0	0	89412	2244.4	163297	3373.2	602738	5539.94	991891	7845.98	8980372	11400.6
Total	2069461	41073.3	2663502	51063	4653874	83197.69	6606009	99868	6471873	91427.07	9486160	127240

उपरोक्त आकड़ों को हम ग्राफ के माध्यम से आसानी से समझ सकते हैं कि किस बैंक में लाभार्थियों की संख्या अधिक है और यह निम्न वर्गों के आय एवं रोजगार में बहुत अधिक सहायक हुई है।



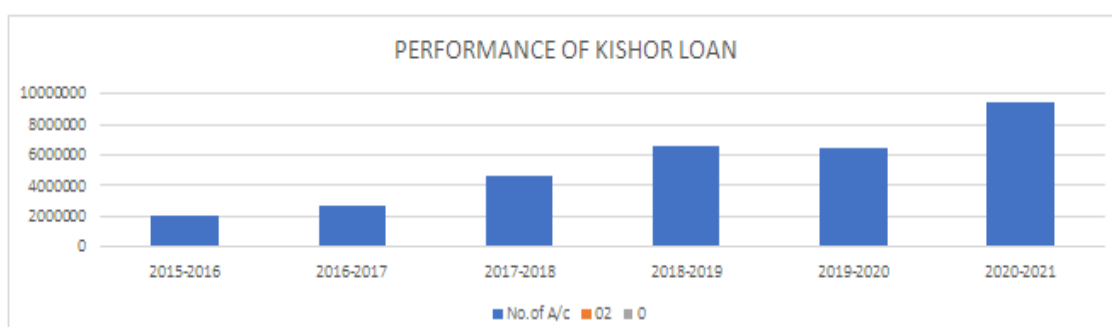
इस ग्राफ से पता चलता है कि सबसे अधिक लाभार्थी स्मॉल फायनेंस बैंक में है उसके पश्चात प्राइवेट सेक्टर वाणिज्य बैंक के हितग्राहियों की संख्या है तत्पश्चात पब्लिक बैंक के हितग्राहियों की संख्या है। इन बैंकों ने मुद्रा लोन अन्तर्गत किशोर लोन के माध्यम से निम्न वर्गों के आय एवं रोजगार सृजन में बहुत योगदान दिया है।

TABLE-2 : किशोर लोन का भारत में वर्षवार प्रदर्शन
(Amount Rs. in Crore)

FINANCIAL YEAR	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
No. of A/Cs	2069461	2663502	4653874	6606009	6471873	9486160
Disbursement Amt	41073.28	51063.12	83197.09	99868	91427.07	127239.57

Source: (<http://www.mudra.org.in/>)

अगर हम मुद्रा ऋण योजना अन्तर्गत किशोर लोन का भारत में प्रदर्शन देखेंगे तो इससे साफ पता चलता है कि प्रत्येक वित्तीय वर्ष में क्रमशः उद्यमियों/लाभार्थियों की संख्या में वृद्धि ही हुई है जो मुद्रा योजना की सफलता को दर्शाता है। यद्यपि वित्तीय वर्ष 2019-2020 में इनकी संख्या में कमी नजर आयी है जिसका कारण देश में कोरोना का प्रकोप है। इसके बावजूद वित्तीय वर्ष 2020-2021 में लाभार्थियों की संख्या में काफी ज्यादा वृद्धि हुई है। इसे ग्राफ के माध्यम से प्रदर्शित कर अधिक सरलता से समझ सकते हैं।



ग्राफ में नीला रंग हितग्राहियों के खातों की संख्या को प्रदर्शित करता है। ग्राफ को देखने से स्पष्ट पता चलता है कि भारत में किशोर लोन जो मुख्यतः प्रारंभ किये हुए व्यवसाय में वृद्धि करने के लिए लिया जाता है प्रत्येक वित्तीय वर्ष में क्रमशः बढ़ते क्रम में है। वित्तीय वर्ष 2019-2020 में कोरोना काल की वजह से खातों की संख्या गिरी है परन्तु वित्तीय वर्ष 2020-2021 में इनकी संख्या में बहुत अधिक वृद्धि हुई है।

इससे साफ पता चलता है कि मुद्रा योजना अपने उद्देश्यों को पूरा करने में सफल हुई है क्योंकि खाताओं की संख्या उन उद्यमियों की संख्या है जिन्होंने अपने व्यवसाय में वृद्धि किया है। इस प्रकार रोजगार के अवसरों की वृद्धि हुई है, जिससे आय का सृजन हुआ है। जिससे वे आर्थिक रूप सुदृढ़ हुए हैं।

समस्याएं:-

1. ग्रामीण इलाकों में जहाँ तक अभी शिक्षा की पहुंच नहीं हो पायी है वहाँ अभी भी लोग जानकारी के अभाव में इस योजना से मिलने वाले लाभ से बहुत दूर हैं।
2. इस योजना के अंतर्गत जो लोन दिया जाता है वह बिना गारंटी के होता है, इसलिए ऋण राशि वापस प्राप्त करने की संभावना बहुत ही कम हो जाती है, जिसके कारण बैंक को एन.पी.ए. की समस्या का सामना करना पड़ता है।
3. ग्रामीण क्षेत्रों के लोगों में जागरूकता का अभाव है तथा उचित साधन नहीं होने के कारण वे इस योजना से वंचित हो जाते हैं।

निष्कर्ष:-

केन्द्र सरकार ने देश में बेरोजगारी और गरीबी को दूर करने के लिए अनेक प्रयास किये हैं इसी क्रम में अनेक योजनाएं भी तैयार की हैं, इसी क्रम में प्रधानमंत्री मुद्रा ऋण योजना अंतर्गत किशोर लोन उद्यमियों के आर्थिक विकास के लिए एक अच्छी योजना साबित हुई है, जिसे वे अपने व्यवसाय में वृद्धि करके अपना जीवन स्तर सुधार पाये हैं। यह योजना जिला स्तर, राज्य स्तर तथा केन्द्र स्तर सभी में सफल साबित हुई है। आज हमारे समाज के लोगों को जागरूक होने की आवश्यकता है, यदि वे इस योजना के उद्देश्यों को अच्छे से समझ जायें तो यह योजना पूरे देश के लिए एक महत्वपूर्ण योजना साबित हो सकती है। इस योजना का लाभ करोड़ों लोगों को मिला है। यह योजना छ0ग0 के राजनांदगांव जिले में अधिक सफल हुई है, जो आकड़ों से स्पष्ट नजर आता है।

सुझाव:-

1. इस योजना की जानकारी अधिक से अधिक लोगों को हो सके इस हेतु प्रचार-प्रसार किया जाना चाहिए।
2. ग्रामीण क्षेत्रों में इस योजना के प्रचार के लिए प्रतिमाह एक जागरूकता कार्यक्रम सम्पन्न किया जाना चाहिए जहाँ इस योजना के लाभ के बारे में बताया जाना चाहिए।
3. इस योजना अंतर्गत जो लोन दिया जाता है वह बिना किसी गारंटी के दिया जाता है, इस कारण अधिकांश लोन यह सोचकर लोन नहीं चुकाते की, उनके लोन ना चुकाने से सरकार उनकी लोन राशि को माफ कर देगा, ऐसा करने से वे बैंक के डिफाल्टर की श्रेणी में आ जाते हैं और यदि उन्हें कभी भी किसी भी बैंक से ऋण की आवश्यकता होती है तो बैंक उनके पूर्व रिकार्ड को देखकर उन्हें ऋण नहीं देती है। इस जानकारी

का हितग्राहियों को आभाव होता है इससे उन्हें अवगत कराने हेतु बैंक को जागरूक होना चाहिए तथा उन्हें सभी प्रकार की जानकारी उपलब्ध कराते रहना चाहिए।

4. इस योजना के अंतर्गत जो लोन दिया जाता है वह लोन हितग्राहियों द्वारा उसी उद्देश्य के लिए उपयोग किया जा रहा है या नहीं इस बात की जानकारी के लिए बैंक को सतर्क रहना चाहिए।

सन्दर्भ ग्रन्थ सूची-

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3. योजना पत्रिका
4. कुरूक्षेत्र पत्रिका
5. <https://www.cg.gov.in>
6. मुद्रा योजना की वार्षिक प्रतिवेदन 2015 से 2021 तक
7. वित्तीय वर्ष 2015-2016 से 2018-2019 तक का बजट भाषण नोडल मंत्रालय वित्तीय सेवाएं विभाग।



भारतीय चिकित्सा पद्धति में जल चिकित्सा

आदर्श ज्योति

शोधच्छात्रा

बुंदेलखंड विश्वविद्यालय

झांसी

ईमेल -jyotiadarsh3@gmail.com

जल ही जीवन है। जल हमारी दैनिक आवश्यकताओं का अभिन्न अंग है। यही एकमात्र कारण है कि संसार के समस्त प्राचीन सभ्यताएं, नदियों के किनारे विकसित हुईं और समृद्धि हुईं। वर्तमान में यह बहुत बड़ी विडंबना है कि पृथ्वी का दो तिहाई भाग जल होते हुए भी शुद्ध जल की मात्रा बहुत अल्प हो गई है। बढ़ती जनसंख्या के कारण समस्त प्रकार के प्रदूषण अपनी चरम सीमा पर है। यह सब प्राकृतिक संसाधनों का अत्यधिक दोहन एवं प्रकृति के साथ छेड़छाड़ करने के कारण समस्त प्रकार के प्रदूषण वृद्धि को प्राप्त कर रहे हैं। जल जो जीवन के लिए अति आवश्यक है, जिसके बिना जीवन संभव नहीं है; नित् प्रतिदिन प्रदूषित होता जा रहा है। जबकि स्वस्थ एवं उत्तम जीवन के लिए स्वच्छ जल का प्रयोग अत्यावश्यक है।

हमारे शरीर में लगभग 70% जल है। प्रकृति ने हमें जल के अनेक स्रोत प्रदान किए हैं। वर्षा, नदियां, सागर, झरने, तालाब आदि से हमें जल प्राप्त होता है। प्रकृति में पानी का चक्र भाप, बादल और वर्षा के रूप में चलता रहता है। जल के अभाव में जीवन की कल्पना भी नहीं की जा सकती स्वस्थ जीवन के लिए स्वच्छ जल की आवश्यकता होती है जल मानव शरीर का एक महत्वपूर्ण कारक है हमारा शरीर पंच तत्त्वों से बना हुआ है इन्हीं पंच तत्त्वों में से एक तत्त्व जल भी है। भारतीय चिकित्सा पद्धति में जल को औषधि की संज्ञा दी गई है। वेदों में जल के लिए प्रत्यक्ष जल, अमृत भेषज, रोग नाशक और आयु वर्धक बताया गया है। जल में सोम आदि का रस मिलाकर पीने से मानव दीर्घायु को प्राप्त करता है।

अमूर्या उप सूर्ये याभिर्वा सूर्यः सह ।
या नो हित्वन्त्वध्वरम् ॥१

अर्थात् सूर्य की किरणों में जल का समावेश है। सूर्य की किरणों में समाहित सभी भेषज्य गुण जल के माध्यम से पर्यावरण में उपस्थित हैं। यही शुद्ध पर्यावरण मानव जीवन की रक्षा में सहायक है।
अप्स्वदन्तरमृतमप्सु भेषजमपामुत प्रशस्तये ।

देवा भवत् वाजिनः ॥२

अर्थात् जल में अमृत के समान गुण हैं, जल में औषधीय गुण हैं ऐसा इसमें वर्णित है। अथर्ववेद में जल चिकित्सा को अत्यधिक महत्वपूर्ण माना गया है इसका वर्णन इस प्रकार प्राप्त होता है –

आप इद वा भेषजीरोयो अमीवचातनीः ।

आपको विश्वस्त भेषजीस्तास्त्वा भुंचंतु क्षेत्रियात् ॥३

अर्थात् जल समस्त रोगों की औषधि है। जल में समस्त औषधियों के गुण विद्यमान हैं, यह सब के लिए कल्याणकारी है। ४ जल सभी प्राणियों को सुख देने वाला है। ५ जिस प्रकार एक मां का स्नेहा सदैव उमड़ता रहता है, ऐसी माताओं की भांति आप (जल) अपने सबसे कल्याण प्रद रस को प्रदान करता रहता है। ६ अथर्ववेद में जल का एक दिव्य औषधि के रूप में वर्णन किया गया है। ७ जीवनी शक्ति, रोग नाशक एवं पुष्टि कारक आदि दैवी गुणों से युक्त आपः को अमृत के तुल्य माना गया है। ८

भारतीय चिकित्सा पद्धति में जल चिकित्सा की विधियां –

भारतीय चिकित्सा पद्धति में जल चिकित्सा की अनेक विधियों का वर्णन मिलता है-

१- **स्नान द्वारा चिकित्सा** – जल को समस्त रोगों की औषधि माना गया है केवल स्नान मात्र से ही शरीर के समस्त चर्म रोग नष्ट हो जाते हैं। १९

२ – **कुस्वप्न , स्वप्न दोष आदि की चिकित्सा** – कुस्वप्न , स्वप्नदोष के लिए जल चिकित्सा सर्वोत्तम है। कुस्वप्न और स्वप्नदोष आदि के निवारण के लिए सोते समय शीतल जल से पैरों को धोना बहुत लाभप्रद होता है। १०

२- **क्षति , व्रण आदि की चिकित्सा**- अथर्ववेद में शीघ्र लगी चोट के लिए जल चिकित्सा बतलाई गई है। ११ जल चिकित्सा को रुद्र के द्वारा दी गई चिकित्सा कहा गया है ,इस प्रकार की चिकित्सा में चोट, घाव आदि को धोकर व गीली पट्टी बांधकर ठीक किया जाता है। १२

४ - **विष निवारण** -अथर्ववेद में विष निवारण के लिए अनेक सूक्तों का वर्णन मिलता है। नदी के जल में नहाने, तैरने आदि से सर्प विष नष्ट हो जाने का उल्लेख भारतीय चिकित्सा पद्धति में मिलता है। १३ नदी के जल से विष कम हो जाता है, अतएव पानी वाले सांपों में भी विष कम होता है। नदियों पर्वतों आदि को सर्प विष नाशक कहा गया है। १४

५ **कटि स्नान** – जल से आधा स्नान, कटि स्नान करने से सब रोग दूर हो जाते हैं; क्योंकि जल बड़ी तीव्र औषधि है। १५ अर्थात् कब्ज आदि रोग हटाने के लिए नाभि से लेकर जंघा तक का भाग पानी में भिगो के बैठ जाएं और कपड़े से पेट और नाभि के स्थान की मालिश पानी में करने कब्जियत समाप्त होती हैं और शरीर के आम रोग दूर होते हैं। शरीर में सड़न उत्पन्न करने वाले समस्त दोष दूर होते हैं और शरीर आरोग्य प्राप्त करता है। १६

६ - **नेत्र रोगों की चिकित्सा** -भारतीय चिकित्सा पद्धति में नेत्र रोगों को दूर करने के लिए जल को उत्तम औषधि के रूप में माना गया है। १७ लाल फिटकरी के ऊपर पतली धार से पानी डालकर जो लोशन तैयार होता है वह आंखों की समस्त व्याधियों को दूर करता है।

७- **ज्वर ताप** - अथर्ववेद में ज्वर ताप को कम करने के लिए जल का प्रयोग बताया गया है। जोर में मस्तिष्क तपने से उन्माद हुआ तो सिर पर शीत जल की पट्टी रखने से त्वरित उन्माद हट जाता है। १८

८-**वन्ध्यात्वनाशक** - अथर्ववेद में जल को वन्ध्यात्व का नाशक कहा गया है। १९

९- **कास (खांसी) की चिकित्सा** - अथर्ववेद में खांसी की चिकित्सा के लिए समुद्र के फेन का वर्णन मिलता है। २० इस प्रकार यह ज्ञात होता है कि जल में समस्त औषधियों के गुण विद्यमान हैं। २१ जल निर्दोष है वह समस्त दोषों को दूर करता है। २२ ऋग्वेद में जल और औषधियों से कल्याण की कामना की गई है। २३ व्याधि निवारण के लिए जल अमृत के समान है। २४

जल में अग्नि का निवास है अतएव जल की रगड़ से विद्युत् उत्पन्न की जाती है। जल मनुष्य को बल और तेज प्रदान करता है। २५ जल चिकित्सा को जलाषभेषज कहा गया है। २६ रुद्र को इस विद्या का विशेषज्ञ माना गया है। २७

इस प्रकार **आपः(जल)** से संबंधित अथर्ववेद में अनेक सूक्त वर्णित है जो इस प्रकार है-

- (1) 4. 15, (2) 4.27, (3) 6.22, (4) 7.1.1, (5) 19.2.1-4, (6) 11.10.28-30, (7) 11.10.34, (8) 3.13, (9) 3.21.1, (10) 6.80.3, (11) 19.54.1
- (12) 6.85.3, (13) 8.11.8, (14) 7.41.1 (15) 11.2.24, (16) 18.3.5, (17) 8.1.11, (18) 11.6.26, (19) 1.30.3, (20) 7.19.2, (21) 7.92.1, (22) 8.7.3, (23) 19.45.3, (24) 7.94.3, (25) 11.9.2, (26) 19.33.1, (27) 7.42.1, (28) 3.12.89, (29) 11.1.13,15

इस प्रकार स्पष्ट है कि जल चिकित्सा भी भारतीय चिकित्सा पद्धति के अनुसार अत्यंत उपयोगी है। भारतीय चिकित्सा पद्धति के अनुसार जल चिकित्सा मानव शरीर की पाचन क्रिया और चयापचय दर में वृद्धि करती है जल चिकित्सा हमारी रोग प्रतिरोधक क्षमता को बढ़ाने में भी सहायक है जल चिकित्सा हमारे आंतरिक अंगों में रक्त प्रवाह को बढ़ाकर मांस पेशियों की कार्य क्षमता में वृद्धि करती है आम जनमानस को जल चिकित्सा से अवगत कराना प्रस्तुत शोध पत्र का उद्देश्य है।

संदर्भ :-

- 1- ऋग्वेद -1.23-17
- 2- ऋग्वेद -1.23.19
- 3- अ० - 3.7.5
- 4- अ० - 1.6.2
- 5- अ० - 1.5.2
- 6- अ० - 8.7.3 आपो अग्रं दिव्या ओषधयः।
- 7- अ० - 1.4.4
- 8- अ० - 3.7.5
- 9- अ० - 16.3.11,12
- 10- अ० - 2.27.6
- 11- अ० - 6.57.1
- 12- अ० - 20.4.19-20
- 13- अ० - 6.12.3
- 14- अ० - 6.57.2
- 15- अ० - 6.57.3
- 16- अ० - 6.23.2
- 17- अ० - 6.57.3
- 18- अ० - 3.23.6
- 19- अ० - 6.105.3- कासे प्रपत समुद्र स्यानु विक्षरम्।
- 20- अ० - 1.6.2
- 21- अ० - 10.5.24
- 22- ऋग्वेद- 6.50.7 (मण्डल, सूक्त, ऋचा)
- 23- अ० - 1.4.4 (अप्सु, अन्तः अमृतमय)
- 24- अ० - 16.1.53 (शिवान् आग्नीध्र अप्सुसदः)
- 25- अ० - 2.27.6 (रूद्र जलाषभेषज०)



सावित्रीबाई फुले यांच्या काव्यातील सामाजिक जाणीवांचे स्वरूप !

डॉ. राजेंद्र करनकाळ

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सामाजिक क्रांतीचे प्रणेते क्रांतीकारक म. ज्योतिबा फुले यांच्या स्त्री आणि शूद्रातिशूद्रांच्या समाज उध्दारकाच्या चळवळीत सावित्रीबाई फुलेंचे योगदान अनन्यसाधारण आहे. ज्योतिबांबरोबर सहचारिणी म्हणून आपला धर्म निभावतांना सावित्रीबाई फुले यांनी आपल्या कर्तृत्वाचा ठसा स्वतंत्रपणे उमटवला आहे. पुणे हे सनातन्यांचे रोम म्हटले जाते. अशा तत्कालिन सनातन्यांच्या रोममध्ये स्त्रीशिक्षण आणि समाज सुधारणेची चळवळ सर्वप्रथम सुरू करून आधुनिक काळातील क्रांतिवादी प्रबोधन युगाला म. फुले व सावित्रीबाईंनी सुरुवात केली. ज्या काळात धर्म व परंपरांच्या शृंखलेत स्त्रियांना जखडलेले होते. त्या काळात सावित्रीबाई फुले स्त्री-शिक्षणाचे कार्य धिटपणे करित होत्या व धार्मिक गुलामगिरीतून स्त्रियांची मुक्तता करित होत्या. सामाजिक जाणीवांचे तीव्रभान, बहुजनांच्या दुःख मुक्तीसाठी सनातन्यांविरुद्ध केलेला टोकदार संघर्ष, नव्या समाजाच्या पुनर्रचनेसाठी सुरू केलेली स्त्री शिक्षणाची चळवळ इत्यादी सर्व कार्यातून प्रतिबिंबित होणारे सावित्रीबाईंचे द्रष्टेपण या सर्व पैलूंचे पडसाद सावित्रीबाईंच्या काव्यात उमटले आहेत. सावित्रीबाईंचे सामाजिक व शैक्षणिक कार्य सर्वाना सुपरिचित आहे. त्याच बरोबर त्यांचे वाङ्मयीन कर्तृत्वही प्रेरणादायी आहे. अर्वाचीन मराठी वाङ्मयाच्या प्रारंभीच्या कालखंडातील सामाजिक जाणीवांचे द्रष्टेपण सावित्रीबाईंच्या कवितेतून सूचित होते. त्यामुळे सावित्रीबाई फुले यांची कविता आधुनिक मराठी कवितेचा पाया ठरते.

आधुनिक मराठी कविता केशवसुतांपासून सुरू झालेली असली तरी त्या आधी सावित्रीबाई फुलेंच्या कवितेने आधुनिक मराठी कवितेचे बिजांकूर केलेले आहे. या संदर्भात कृ. पा. देशपांडे यांनी सावित्रीबाई फुलेंच्या कवितेचा केलेला गौरव उचित वाटतो. १ "अर्वाचीन मराठी साहित्यात केशवसुतांनी पुढे जी क्रांती केली असे आपण म्हणतो. त्याची पूर्वतयारी या कवितांनी केली असे म्हणायला तरी कोणतीही अडचण दिसत नाही. किंबहुना केशवसुतांनी काव्य क्षेत्रात क्रांती केली की ती एक उत्क्रांतिची अवस्था होती या मताचाही पुनर्विचार करण्याची वेळ आता आली आहे असे मला वाटते. नदीच्या उगमाजवळ तिचा प्रवाह अगदी तोकडा असतो, क्षीण असतो. पण तो त्या नदीचा उगम असतो हे मान्य करावे लागते. तद्वत सावित्रीबाई ह्या अर्वाचीन मराठी काव्याच्या जननी होत्या किंवा केशवसुतांचे काव्य हो अर्वाचीन मराठी काव्यातील फक्त एक प्रगत अवस्था होती. असे जर उदया कोणी सिध्द केले तर मला नवल वाटणार नाही." कृ. पा. देशपांडे यांनी सावित्रीबाई फुलेंना सामाजिक क्रांतीच्या काव्याचे आद्य प्रवर्तक जे म्हटले आहे ते बरोबरच आहे कारण केशवसुतांच्या पूर्वी सावित्रीबाईंच्या कवितेने सामाजिक क्रांतीची मशागत केली आहे.

सन १८१८ मध्ये पेशवाईचा अस्त झाला व ब्रिटीशांच्या हातात सत्ता आली. हे सत्तांतर केवळ राजकीय स्वरूपाचेच नव्हते तर ते सामाजिक व सांस्कृतिक क्षेत्रातील खुप मोठे संक्रमण होते. इंग्रजी वाङ्मयाच्या परिचया बरोबरच शास्त्री पंडितांनी सामाजिक प्रश्नांकडे पाठ फिरवून भाषांतर करायला सुरुवात केली. कविता पंडिती व शाहिरी वळण गिरवत अध्यात्म आणि रंजनवाद प्रकट करित होती. तर याच काळातील ज्योतिबांची सामाजिकतेचे तीव्रभान असलेली 'अखंड' ची निर्मिती व शिवाजी महाराजांवरील ऐतिहासिक पोवाडा या घी निर्मिती चालू होती. त्याच बरोबर सावित्रीबाई फुलेंची कविता निसर्ग, बोध व सामाजिक जाणीवेने युक्त प्रबोधन इ. विषयांना स्पर्श करत वाङ्मयीन क्षेत्रात वेगळेपणाने लक्षवेधी ठरत होती.

आधुनिक काळात सावित्रीबाईंच्या समकालिन एकही स्त्री साहित्य निर्मिती करताना दिसत नाही. पंडिता रमाबाई, आनंदीबाई जोशी, ताराबाई शिंदे, काशिबाई कानिटकर व लक्ष्मीबाई टिळक इ. स्त्रिया सामाजिक व वाङ्मयीन क्षेत्रात एक पाऊल पुढे टाकून स्त्री अस्मिता जपणाऱ्या होत्या परंतु या सर्वांच्या अग्रणी दोन तीन दशके ब्राम्हणेत्तर समाजातील सावित्रीबाई फुले आहेत. आधुनिक काळात एकोणिसाव्या शतकाच्या मध्यावर सर्वकष पातळीवर क्रांतीची धुरा समर्थपणे पेलताना, नवसमाज रचनेच्या जडणघडणीत वाङ्मयीन व सामाजिक क्षेत्रात अचूक भान ठेवणाऱ्या आणि आपल्या कृतिशील चळवळीच्या माध्यमातून व प्रेरणादायी नेतृत्वातून आपले कर्तृत्व स्वयंसिद्ध करणा-या सावित्रीबाई फुले या ब्राम्हणेत्तर समाजातील स्त्रीपुढेच नव्हे तर समस्त स्त्री वर्गापुढे आदर्श ठरतात हे सूर्यप्रकाशाइतके सत्य आहे.

सावित्रीबाईंचे 'काव्यफुले' आणि 'बावनकशी सुबोध रत्नाकर' हे दोन काव्यसंग्रह प्रसिद्ध आहेत. या शिवाय ज्योतिबांना सावित्रीबाईंनी लिहिलेली दोन पत्रे व ज्योतिबांच्या भाषणाचे संपादन इ. साहित्य संपदा सावित्रीबाईंनी प्रसिद्ध केलेली आहे. काव्यफुले हा काव्यसंग्रह १८५४ मध्ये शिळा प्रेसवर छापून प्रसिद्ध करण्यात आला. सावित्रीबाईंनी शिक्षण विषयक काव्यविषयक, आत्मनिष्ठ अनुभव, बोधपर निसर्गवर्णनात्मक इत्यादि कविता लिहिल्या आहेत. अनेक विषय सावित्रीबाईंच्या काव्याचा विषय असला तरी सावित्रीबाईंचा खरा पिंड हा समाज सुधारकाचा व दुःखी, शोषितांच्या उध्दाराचा असल्यामुळे सामाजिक विषयात त्यांची कविता जास्तित जास्त संचार करते तसेच जनसामान्यांच्या दुःखाशी समरस होऊन, परंपरेविरुद्ध प्रखर लढा देतांना सावित्रीबाईंच्या काव्यातून सामाजिक जाणीवेबरोबरच त्यांचे द्रष्टेपणही सूचित होते. सावित्रीबाई उत्तम शिक्षिका होत्या. शूद्रातिशूद्रांना हिंदूधर्म व्यवस्थ शिक्षण नाकारून अज्ञानात बंदिवान केले होते. या वर्गाला अज्ञान ठेवूनच पिढ्यानपिढ्या त्यांच्यावर आपले वर्चस्व कायम ठेवता येईल ही विषम जाती केंद्रित सरंजामी वृत्ती उच्चवर्णियांच्या ठिकाणी प्रबळ होती.

म. फुले व सावित्रीबाई यांनी १८४८ मध्ये पुण्यात पहिल्या प्रथम मुलींसाठी शाळा सुरू करून विषमतेच्या व्यवस्थेला सुरुंग लावला आणि नवसमाज निर्मितीच्या पुनर्रचनेसाठी सुधारणावादाचे व प्रबोधनाचे नवे युग सुरू केले. विषमतेचे गोडवे गाणा-या ब्राम्हणवर्गापर्यंतच सिमित असणाऱ्या संस्कृत भाषेपेक्षा इंग्रजी राज्य बहुजनांना वरदान ठरले आणि संत परंपरेतील मराठी मायबोलीचे रूपही ज्योतिबा व सावित्रीबाईंनी वाङ्मय निर्मिती करून जतन करून ठेवले. इंग्रजी शिक्षणाचे महत्त्व जाति व्यवस्थेतून शूद्रातिशूद्रांचे निर्माण झालेले दुःख प्रकट करताना आजच्या कॉम्प्युटर युगात इंग्रजी शिक्षणाला आलेले महत्त्व द्रष्टेपण सावित्रीबाईंच्या कवितेत व्यक्त होते.

विद्येविण गेले वाया गेले पशु
स्वस्थ नका बसु विद्या घेणे
शुद्र अतिशूद्र दुःख निपाराया
इंग्रजी शिकाया संधि आलो
इंग्रजी शिकुनि जातिभेद मोडा
भटजी भारूडा फेकुनिया

म. फुले यांनी शिक्षणाशिवाय समाजाच्या दुरावस्थेचे भीषण वर्णन विद्येविना मती गेली..... या ओळीतून सांगितले आहे ते सुपरिचित आहेच. समाज सुधारणेची आणि एकूणच परिवर्तनवादी क्रांतिकारक कर्तृत्वाची सुरुवात सर्वच महापुरुषांनी शिक्षणापासून सुरू केली आहे. प्राचीन काळापासून ते आधुनिक काळापर्यंत वर्णाश्रम धर्माच्या चौकटीत शिक्षण बंदिस्त होते. स्त्रिया व शूद्र यांना सर्वप्रथम म. फुले व

सावित्रीबाई फुले यांनी ज्ञानाची कवाडे खुली करून दिली. शिक्षण हे सर्व उन्नतीचे व प्रगतीचे प्रवेशद्वार आहे. हे द्रष्टेपण ओळखून सावित्रीबाईंची शिक्षणाविषयीची तळमळ ज्योतिबांच्या कार्य व विचारांशी संवादी आहे व ती उत्कटतेने सावित्रीबाईंनी व्यक्त केली आहे. त्यांचा जातीय व्यवस्थेच्या श्रृंखलेत बंदिस्त असणा-या स्त्रिया व शूद्रातिशूद्र यांच्या वेदनेच्या हुंकार आणि दुःखमुक्तीचा उद्-घोष सामाजिक जाणवा व्यक्त करणारा आहे. शिक्षणाशिवाय माणसांचे जगणे पशूसारखे असून सर्व प्रकारचे शोषण व दुःखमुक्तीचा उपाय विद्या आहे हे द्रष्टेपण सावित्रीबाईंची कविता व्यक्त करते. सावित्रीबाई फुलेंची कविता तत्कालीन दस्तऐवज आहे. सामाजिक जीवनाचे त्यांच्या काव्यात पडलेले प्रतिबिंब समाजशास्त्रीय दृष्ट्या अभ्यासनीय आहे. २ "खरे म्हणजे सावित्रीबाईंचे सर्व वाङ्मय, समग्र वाङ्मय स्वरूपात प्रसिध्द केल्यास साहित्यात व एकोणिसाव्या शतकातील समजशास्त्रीय अभ्यासात मोलाची भर पडणार आहे." संस्कृतिनिष्ठ परंपरेतून आलेली मराठी भाषा आपले प्राकृतिक रूप हरवून, वर्ण व्यवस्थेचे आख्यान गात, पंडिती कवितेमुळे जातियतेत व अध्यात्मात अडकलेली होती. तर बाजीरावांच्या काळात सामाजिक दुःख व विषमतेकडे पाठ फिरवून विदागीसाठी व बाजीरावांच्या आशीर्वादाने शाहिरांनी ज्ञानेश्वरांच्या मायबोलीला दरबारात उभे केले तसेच शृंगारिक लावण्यातून विलासिनी व कामिनीचा साज चढविला. ज्योतिबा व सावित्रीबाईंनी बाजीरावानंतरच्या काळात मात्र प्राकृतिक भाषेत रचना करून मायबोली मराठीचे अस्सल रूप जतन केले व लोकधारेतील संतपरंपरेशी आपली नाळ जोडली. त्यामुळे भटजींचे संस्कृतचे सांस्कृतिक वर्णवर्चस्ववादाचे भारूड फेकून, इंग्रजी भाषा शिकून, जाती भेद मोडून टाकण्याचे आवाहन सावित्रीबाई करतात. जातीयतेच्या गर्तेतून बहुजनांना मुक्त करण्याची सावित्रीबाईंची तळमळ व भटजींच्या भारूडांविरूद्धची बंडखोरी सामाजिक जाणीवा व्यक्त करणारी आहे तसेच उद्याच्या समताधिष्ठीत समाजाच्या निर्मितीचे द्रष्टेपणही सूचित करणारी आहे. आज जागतिक पातळीवर सर्व ज्ञान शाखा समजून घेण्याचा मार्ग इंग्रजीतून जातो तसेच आजच्या स्पर्धात्मक युगात आपल्या अस्तित्वाच्या जिवघेण्या संघर्षांच्या पर्वात इंग्रजीला आलेले महत्त्व या दृष्टिने सावित्रीबाईंनी इंग्रजी शिक्षणाचा धरलेला आग्रह भाषिक व सांस्कृतिक पातळीवर त्यांचे द्रष्टेपण सूचित करणारा आहे.

'मनू म्हणे' या कवितेत मनूची विषम परंपरा ही बळी राजाच्या परंपरेच्या विरोधात असून, कर्मकांड व विषमव्यवस्था पोसणारी आहे.. हा सामाजिक जाणीवेचा आशय सावित्रीबाई व्यक्त करतात. नांगर धरती शेती जे करती ॥ मठ ते असती मनू म्हणे

शूद्र जन्म घेती पूर्वीची पापे ती ॥ जन्मी या फेडती । शूद्र सारे ।

विषम रचती समाजाची रीती । धूर्ताची ही नीती । अमानव ।

मनूने विषम समाजाची रचना करून धूर्त व कावेबाजपणाने बहुजनांवर आपल्या जमातीचा अंकुश राहावा यासाठी पद्धतशिरपणे नीती अवलंबिली. शेतात नांगर धरून काळ्या मातीत नंदनवन फुलविणारे व अनेकांचे जीव पोसणारे बळीराजाचे वंशज शेतकरी यांना मनू मठ म्हणतो. पुनर्जन्म, कर्मविपाक, पापपुण्य या भ्रामक शस्त्रांचा मनूने धाक दाखविला. मनुस्मृती, श्रुती, पुराणे या सारख्या शास्त्रांतून निर्माण केलेल्या शस्त्रांच्या जोरावर रक्ताचा थेंबही न सांडता प्रतिक्रांती केली. विषम समाजाची निर्मिती करणारे व शूद्रातिशूद्रांचे शोषण करणारे धूर्त यांचा पाखंडीपणा व नीती यावर सावित्रीबाई सडेतोड हल्ला चढवतात. धार्मिक गुलामगीरीत अडकलेल्या समाजाविषयीच्या नैतिक जाणीवेतून समाज वास्तवाची वेदना व शोषकांचा दांभिकपणा सावित्रीबाई परखडपणे मांडतात.

गोटाला शेंदूर फासुन तेलात

मसवी देवात दगड तो ।

नवस करती बकरू मारीन
नवस फेडीन बाळ जन्मी ।

दगडाला शेंदूर फासून त्याला तेलात बसवून पुजा करणाऱ्या लोकांचे अज्ञान सावित्रीमाईच्या संवेदनशील मनाला अस्वस्थ करते. मूल जन्माला यावे म्हणून बकरे कोंबडे मारून लोक नवस करतात. विज्ञाननिष्ठ इहवादी जीवन जाणीवेची दृष्टी स्वीकारून सावित्रीबाई देवधर्म, अंधश्रद्धा व कर्मकांडाच्या नादी लागलेल्या लोकांना यापासून परावृत्त होण्याचे आवाहन करतात. तेव्हा धर्मनिष्ठ विषमतेच्या आह होणारे शोषण थांबवण्यासाठी मानवी मूल्ये व विज्ञाननिष्ठ सत्याला सावित्रीबाई महत्त्व देतात. ज्योतिबा व सावित्रीबाईंनी पुत्र प्राप्ती नसतांनाही एका विधवेच्या मुलाला यशवंताला दत्तक घेऊन त्याला मोठे केले. कृतिशील प्रबोधनाची चळवळ सुरू करून आदर्शाचा नवा मानदंड समाजापुढे ठेवला. मूल म्हणजे वारसा, वंशाचा दिवा, धर्मनिष्ठ परंपरेतून पुरुषप्रधानता व अज्ञान ठसवणाऱ्या या संकल्पनांना सावित्रीबाई व ज्योतिबा यांनी जबरदस्त धक्का दिला आहे. सावित्रीबाईंच्या कवितेतूनही हे समाजवास्तव प्रखरपणे दिसून येते.

धोंडे मुले देती नवसा पावती
लग्न का करती नारी नर

दगडाला देव बनवून पुत्र प्राप्तीसाठी त्याला नवस करणे हे किती हास्यास्पद व अज्ञान प्रकट करणारे आहे. या अज्ञानात गुरफटलेल्या समाजाला जागे करण्यासाठी दगड जर नवसाला पावून मुले जन्माला येतात तर स्त्री पुरुष लग्न का करतात? असा बिनतोड प्रश्न सावित्रीबाई उपस्थित करतात. स्त्री पुरुषांच्या वैवाहिक संबंधातूनच अपत्य निर्मिती संभवते. हे नैसर्गिक सत्य सूचवून वैज्ञानिक जीवनदृष्टीतून इहवादी जाणीवा त्यांची कविता व्यक्त करते. सामाजिक जाणीवांचे तीव्रभान व्यक्त करतांना सावित्रीबाईंची कविता तत्कालिन समाजाचे अज्ञान, अंधश्रद्धा व कर्मकांड यात अडकलेल्या बहुजन समाजाची दुरावस्था प्रकट करते. त्याच बरोबर समाजाच्या शोषणाला कारणीभूत ठरणाऱ्या ब्राह्मणांच्या धूर्त नितीचाही पर्दाफाश करते..

काव्यफुलेच्या मुखपृष्ठावर शिवपार्वतीच्या प्रतिमा आहेत. लोकमानसामध्ये आदिम, अवैदिक परंपरेतील प्रतिमा म्हणून शिवपार्वतीचे स्थान आहे. शिवपार्वती हे मिथक लोकपरंपरेत अविभाज्य व एकरूपता दर्शविणारे आहे. यातील ज्योतिबा हे शिवाचे रूप आहे. ३ "शिवाप्रमाणे सावित्रीबाईंचे श्रद्धास्थान ज्योतिबा फुले आहेत. शिव हे पार्वतीचे पुरुष रूप आहे आणि पार्वती ही शिवाचे स्त्रीरूप आहे एवढेच नव्हे तर अर्धांगी पार्वती, अर्धांगी नटेश्वर या पारंपरिक शिवप्रतिमा म्हणजेच पती-पत्नीचे परस्परांशी असलेले तादात्म्य व परस्पर समरसता यांचे मूर्तरूप आहे म्हणून 'काव्यफुले' या काव्यसंग्रहाच्या मुखपृष्ठावर शिव-पार्वतीचे छायाचित्र छापलेले असावे. शिव-पार्वती या अवैदिक परंपरेच्या प्रवाहातील लोकसंस्कृतीत असणाऱ्या आदर्श पती-पत्नीच्या प्रतिमा आहेत. ज्योतिबांच्या प्रति सावित्रीबाईंची अतुट श्रद्धा व एकरूपता बावनकशी सुबोध रत्नाकर या काव्यसंग्रहात प्रकट झाली आहे.

ज्योतिषांना नमस्कार । मनोभावे

जानामृत आम्हा देई । आशा जीवन देता ॥

ज्योतिबांविषयी सावित्रीबाईंच्या मनात असणारी श्रद्धा शब्दातून व्यक्त होतांना दिसते त्यामुळे शिवाचे रूप ज्योतिबाच आहेत मात्र यावरून सावित्रीबाई, शिवभक्त दैववादी आहेत असा निष्कर्ष काढणे चुकीचे होईल. कवितेतील रूपनिष्ठ आविष्कारापेक्षा आशयनिष्ठ आविष्कार महत्त्वाचा आहे. समाजवास्तव प्रकट

करतांना सावित्रीबाईंची कविता विद्रोहाचे रूप धारण करते त्याचबरोबर ती सकारात्मक दृष्टिने मानवता वादाची ही जोपासना करते.

जयापाशी सद्गुण नाही
तयास मानव म्हणावे का ?
गुलामगिरीचे दुःख नाही
जराही त्यास जाणवत नाही
माणूसकीही समजत नाही
तयास मानव म्हणावे का?

धार्मिक व सांस्कृतिक वर्णवर्चस्ववाद्यांनी मानवता टाचेखाली चिरडली ते बहुसंख्यांना छळणारे मानव या संज्ञेला पात्र नाहीत. माणूसकीला काळिमा फासणारे एका अर्थाने पशूच आहेत. मानवी दुःखाशी समरस न होणा-या छळवाद्यांचा निषेध व्यक्त करून सावित्रीबाईंची कविता मानवतावादी मूल्यांची जोपासना करते. दुस-याच्या वेदनेशी समरस होणारी संवेदना माणूस या संज्ञेला पात्र ठरते. सद्गुण व माणूसकीचा अभाव यामुळे गुलामीचे दुःख अनेकांवर लादलेले आहे. ही गुलामी तिरस्करणीय आहे. सावित्रीबाईंची कविता दुःख व शोषण मुक्तीचा ध्यास घेणारी असून बुध्द, कबीर व म. फुले यांच्या मानवतावादी मूल्यांशी संवादी ठरते. एकोणिसाव्या शतकाच्या मध्यावर ब्राम्हणेतर समाजाची माणूसकीसाठी असणारी ओढ, मध्ययुगीन काळातील संत तुकाराम, नामदेव, चोखामेळा, कर्ममेळा पासून माणसाचेच गाणे माणसाणे गावे म्हणणाऱ्या नामदेव ढसाळांपर्यंत झिरपत येते. बहिणाबाई चौधरी सुध्दा याच मानवतावादाच्या परंपरेतील कवयित्री आहेत.

मानसा मानसा, कधी होशील माणूस
लोभासाठी झाला
रे माणसाचा रे कानुस

स्वार्थीवृत्तीमुळे माणूस पशू होतो. माणसातील माणूसपण जागृत करण्यासाठी बहिणाबाई आवाहन करतात. त्यामुळे आधुनिक मराठी कवितेचा सावित्रीबाई ते बहिणाबाई असा प्रवाह सुरू होऊन आजच्या आंबेडकरवादी विद्रोही कवितेला येऊन मिळाला आहे. समाजवास्तवाची प्रखर जाणीव, समाज सुधारण्याची व उध्दाराची अत्यंतिक तळमळ, ब्राम्हणी वर्णवर्चस्ववाद्यांविरुध्दचा विद्रोह आणि मानवतावादी मूल्यांची प्रतिष्ठापना यामुळे सावित्रीबाई फुलेंची कविता समाजवास्तव पेलून अर्वाचीन मराठी वाङ्मयाच्या इतिहासात संतपरंपरा, केशवसुत, बहिणाबाई व आत्ताच्या परिवर्तनवादी जाणीवेने लिहिणाऱ्या ढसाळपूर्व व ढसाळोत्तर कवितेतील महत्त्वाचा दुवा ठरते.

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डॉ. बाबासाहेब आंबेडकरांचा तर्काधारित विवेकवादी बुद्धविचार

डॉ. प्रविण बोरकर

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संशोधन लेखाचा उद्देश :

हा शोधनिबंध डॉ. बाबासाहेब आंबेडकरांच्या तर्काधारित विवेकवादी बुद्धविचारांवर प्रकाश टाकणारा असून याद्वारे आंबेडकरांच्या बुद्धविचारांचे वेगळेपण अधोरेखित केलेले आहे. आंबेडकर हे किती डोळसपणे प्रत्येक बाबीकडे बघत असत, त्याची चिकित्सा व छाननी करत असत याची प्रचीती या लेखातून येते. या लेखाद्वारे आंबेडकरांच्या धर्मांतराच्या घोषणेपासून ते बौद्ध धम्माचा स्वीकार, बुद्ध आणि त्यांचा धम्म या ग्रंथाची निर्मिती त्यात उपस्थित केलेले प्रश्न, बुद्ध आणि मार्क्स या सर्वांची सांगोपांग चर्चा केलेली आहे. प्रस्तुत लेखात आंबेडकरांनी धम्मपरिवर्तनाद्वारे ब्राह्मणवाद, मार्क्सवाद व पारंपारिक बौद्ध धर्माला कशाप्रकारे आव्हान दिले होते याचेही विश्लेषण केलेले आहे. आंबेडकरांनी बौद्ध धम्म स्वीकारत असतांना त्याला व त्यातील तत्त्वज्ञानाला कालसुसंगत स्वरूप देण्याचा प्रयत्न केलेला असून त्याचे उत्तम उदाहरण म्हणजे २२ प्रतिज्ञांची दिलेली जोड होय.

मुख्य लेख :

डॉ. बाबासाहेब आंबेडकर हे त्यांच्या ज्ञानासाठी विद्वत्तेसाठी ओळखले जातात. आंबेडकरांनी सामाजिक विषमता नष्ट करण्यासाठी आणि जातीच्या अंतासाठी आयुष्यभर दैदीप्यमान असा संघर्ष केला. त्यांनी हिंदू धर्मात सुधारणेचे, हिंदू समाजाच्या पुनर्रचनेचे अनेक प्रयत्न केलेत, हिंदू समाजाला नैतिक पुनरुज्जीवनाची आवश्यकता असे ते म्हणत असत. (कीर, २०१४ : ३०२) हिंदू समाजाच्या पुनर्रचनेसाठी जातींचे उच्चाटन केले पाहिजे असे त्यांचे ठाम मत होते. पण आपल्या या प्रयत्नांचा फारसा फरक पडत नसल्याचे त्यांना लक्षात आले होते, शिवाय हिंदू धर्मात व्यक्तीला स्थान नाही, समाजाची विभागणी चार वर्ण व जातीत केली असल्याने मोठी विषमता निर्माण झाली आहे, धार्मिक अधिकारभेद आहेत, आर्थिक स्वातंत्र्याच्या अभाव आहे, शिक्षणावर बंदी आहे, बंधुभावाची शक्यताही नाही त्यामुळे हिंदू धर्म सोडल्याशिवाय गत्यंतर नाही हे त्यांना कळून चुकले होते. “जो धर्म तुम्हांस माणूस म्हणून ओळखावयास तयार नाही, तो तुम्हांस पाणी मिळू देत नाही, तुमच्या ऐहिक उत्कर्षाच्या आड येतो, तो ‘धर्म’ या संज्ञेला पत्र नाही.” या अशी कटू टीका आंबेडकरांनी हिंदू धर्मावर केली व सरतेशेवटी १३ ऑक्टोबर १९३५ रोजी येवले परिषदेत धर्मांतराची घोषणा करत (कीर, २०१४ : २८३-२८४) त्यांनी इथल्या सनातनी धर्मव्यवस्थेवर मोठा वज्रप्रहार केला. आंबेडकरांच्या धर्मांतराच्या घोषणेमुळे देशातील अनेक सामाजिक, धार्मिक व राजकीय संस्थांना मोठा धक्का बसला. आंबेडकर हे लाखो दलित अस्पृश्यांचे नेते असल्याने त्यांचा हा निर्णय भारताच्या इतिहासावर दूरगामी परिणाम करणारा ठरला.

धर्मांतराच्या घोषणेनंतर त्या अनुषंगाने विचार विनिमय व चर्चा करण्यासाठी दिनांक ३१ मे १९३६ रोजी ‘अखिल मुंबई इलाखा महार परिषद’ घेण्यात आली. या परिषदेत त्यांनी केलेले भाषण ‘मुक्ती कोण पथे?’ या नावाने प्रसिद्ध आहे. या ऐतिहासिक भाषणाच्या शेवटी बाबासाहेबांनी मुक्ती ही बुद्धाच्याच मार्गाने मिळू शकते असे सूतोवाच केल्याचे दिसते. महापरिनिब्बान सुत्तात नमूद असलेला भिक्खू आनंद आणि तथागत यांच्या संवादाचा उल्लेख करत तथागतांनी आनंदाला दिव्याप्रमाणे स्वयंप्रकाशित व्हा! पृथ्वीप्रमाणे परप्रकाशित

होऊ नका! असा उपदेश केला होता. याच संवादाचा दाखला देत बाबासाहेब परिषदेत जमलेल्या लोकांना आवाहन करतात की, “मी देखील बुद्धाच्या शब्दांचाच आश्रय करून तुम्हाला असा निरोप देतो की, तुम्हीच आपले आधार व्हा! तुम्ही स्वतःच्या बुद्धीला शरण जा! दुसऱ्या कोणाचेही उपदेश ऐकू नका! दुसऱ्या कोणालाही वश होऊ नका! सत्याचा आधार घ्या! सत्यास शरण जा! दुसऱ्या कशासही जाऊ नका! हा भगवान बुद्धाचा उपदेश तुम्ही याप्रसंगी ध्यानात ठेवा! तर माझी खात्री आहे की तुमचा निर्णय चुकीचा होणार नाही.” (आंबेडकर, २०१३ : ३२) विषमतावादी व्यवस्थेशी संघर्ष करत असतांना भारतीय समाज व्यवस्थेत बौद्ध तत्त्वज्ञानानेच परिवर्तन शक्य आहे या निष्कर्षापर्यंत ते पोहोचले होते. धर्मांतराचा निर्णय घेत असताना बाबासाहेबांनी बुद्धालाच आदर्श मानल्याचे दिसते. १९३५ ते १९५६ या काळात आंबेडकरांनी शीख, ख्रिश्चन, इस्लाम व बौद्ध इत्यादी धर्मांचा सखोल अभ्यास केला, याकाळात त्यांना विविध धर्मांच्या नेत्यांकडून आमचा धर्म स्वीकारावा असे आवाहनही करण्यात आले, अनेक धर्मगुरूंनी त्यांच्या भेटीही घेतल्या. पण सरते शेवटी आंबेडकरांनी बौद्ध धम्म स्वीकारायचे निश्चित केले. त्यांनी बौद्ध धर्मच का निवडला तर, हा धर्म आधुनिक विज्ञान व लोकशाही यांच्याशी सुसंगत आहे असे त्यांना वाटत होते. स्वतः आंबेडकर लिहितात, “जर एखाद्या विज्ञाननिष्ठ आधुनिक व्यक्तीला धर्म हवा असेल तर त्याला बुद्धाच्या धम्माशिवाय पर्याय नाही, असे माझे पक्के मत सर्व धर्मांचा पस्तीस वर्षे सखोल अभ्यास केल्यावर तयार झाले आहे.” (आंबेडकर, २००७ : १२) पुढे १४ ऑक्टोबर १९५६ रोजी नागपूर येथे आपल्या लाखो अनुयायांसह डॉ. आंबेडकरांनी बौद्ध धम्माची दीक्षा घेतली. भारताच्या इतिहासात न भूतो न भविष्यती अशा प्रकारची ही घटना घडली होती, आंबेडकरांनी घडवून आणलेली ही आधुनिक धम्मक्रांती होती.

आंबेडकरांनी धर्माचा उद्देश जगाच्या निर्मितीची उकल करणे हा आहे, तर धम्माचा उद्देश जगाची पुनर्रचना करणे हा आहे असे म्हटले होते. आंबेडकरांनी इथे ‘धर्म आणि धम्म’ यात स्पष्टपणे फरक केलेला आहे. धर्म स्थिर असतो तर धम्म गतिमान असतो असे त्यांना सुचवायचे आहे. त्यांनी बौद्ध धम्माची दीक्षा घेणे, ही वरून साधी वाटणारी गोष्ट, आतून मात्र तेवढी साधी नव्हती. नविन धर्म स्वीकारल्याने सर्व काही बदलणार होते, काही प्रश्न निर्माण होणार होते त्यांना योग्यरीत्या उत्तरे देणे गरजेचे होते. आचार, विचार, संस्कृती या अनुषंगाने नवी रचना करावयाची होती, त्यासाठी काही बाबी ठरवून करावयाच्या होत्या त्यातील महत्त्वाची बाब म्हणजे नवदिक्षित बौद्धांना धर्माचे तत्त्वज्ञान सुलभ करून सांगणे होय. बौद्ध साहित्य हे विशाल असल्याने कुणी एक व्यक्ती ते वाचणे शक्य नव्हते, त्यामुळे बायबलसारखे एखादे पुस्तक बौद्धांकडे असावे ज्याद्वारे त्यांना सुलभ पद्धतीने धम्म कळू शकेल या हेतूने त्यांनी बौद्धधम्मशास्त्राच्या पुनर्लेखनाचे काम हाती घेतले व त्यातून ‘बुद्ध आणि त्यांचा धम्म’ हा ग्रंथ साकारला. या ग्रंथाचे काम सुरू केले तेव्हा ते आजारी होते पण तशाही परिस्थितीत त्यांनी त्यांच्या पत्नी डॉ. सविता आंबेडकर व डॉ. मालवणकर यांच्या औषधोपचाराच्या बळावर हे काम पूर्णत्वास नेले. (आंबेडकर, २००७ : १४) विज्ञाननिष्ठ व तार्किक स्वरूपाच्या बुद्ध विचारासाठी असा ग्रंथ लिहिणे काळाची गरज होती. आंबेडकरांनी या ग्रंथात प्रामुख्याने बुद्धाची शिकवण, धर्म आणि धम्म, संघ, बुद्ध आणि त्याचे समकालीन आणि सिद्धार्थ गौतमाच्या चरित्राची मांडणी केली आहे. आंबेडकरांनी बुद्धाची शिकवण काय होती हे सांगतांना प्रस्तुत ग्रंथात काही प्रमुख बाबींचा उल्लेख केलेला आहे. i. बुद्धाने त्याच्या धम्मात स्वतःकरिता विशेष स्थान निर्माण केले नाही. ii. बुद्धाने मुक्ती देतो असे आश्वासन दिले नाही, तो मार्गदाता

होता, मोक्षदाता नाही. iii. बुद्धाने स्वतःविषयी किंवा त्याच्या धर्माविषयी अपौरुषेय असल्याचा दावा केला नाही. त्याचा धम्म माणसाने माणसासाठी आविष्कारलेला धम्म आहे. त्याचा धम्म साक्षात्कारी धम्म नाही. (आंबेडकर, २००७ : १२९-१३४) यावरून आंबेडकरांनी बुद्धाच्या धम्माचे इतर धर्मापेक्षा वेगळेपण स्पष्ट केलेले आहे.

आंबेडकर जगाला व मनुष्यमात्राला बदलणारा धर्म म्हणून बौद्ध धर्माकडे पाहत होते. त्यांनी बौद्ध धम्माची दीक्षा घेऊन मोठे आव्हान उभे केले होते, हे आव्हान बहुआयामी होते. गेल ऑम्बेट यांच्या मते “आंबेडकरांनी तिहेरी आव्हान उभे केले. पहिले आव्हान ब्राह्मणी परंपरेला होते, जी पारंपारिक भारतीय समाजातील प्रमुख शोषणकारी व्यवस्था होती. दुसरे आव्हान मार्क्सवादाला होते, जी शोषणाविरुद्ध उभी राहणारी एक प्रमुख विचारधारा होती आणि तिसरे आव्हान खुद्द बौद्ध धम्माच्याच प्रचलित स्पष्टीकरणांना होते.” (ऑम्बेट, २०१६ : १) बौद्ध धम्माला आंबेडकर एक आदर्श म्हणून बघत असत आणि म्हणून त्या आधारे नव्या भारताची ‘प्रबुद्ध भारताची’ निर्मिती करणे त्यांना महत्त्वाचे वाटत होते. नव्या भारताची आधारशिला बौद्ध धम्म बनू शकतो याची त्यांना पूर्ण खात्री होती. आंबेडकरांनी बौद्ध धम्म स्वीकारत असताना त्याला आपल्या २२ प्रतिज्ञांची जोड दिली, या प्रतिज्ञांचे पालन सर्वांनी करावे असा आग्रह बुद्धा त्यांनी धरला. आंबेडकरांनी बौद्ध धम्माचे अर्थाकन हे मूळ बौद्ध तत्त्वांना धक्का न लावता काळानुरूप केले होते. त्यांनी बौद्ध धर्मात प्रचलित कुठल्याही पंथाला शरण न जाण्याचे ठरवल्याने व बौद्ध धम्म स्वीकारत असताना त्याला २२ प्रतिज्ञांची जोड दिल्याने त्यांच्या बौद्ध धम्म विषयक दृष्टिकोनाला ‘नवयान’ असे म्हटले जाऊ लागले. त्यांनी दिलेल्या २२ प्रतिज्ञा या अतिशय क्रांतिकारक होत्या. या प्रतिज्ञांद्वारे हिंदू धर्माशी असृष्ट्यांचा असलेल्या पारंपारिक संबंधांचा विच्छेद होणार होता जो प्रबुद्ध भारताच्या निर्मितीसाठी गरजेचा होता. एकप्रकारे बौद्धधम्म स्वीकारण्याची ती पूर्वअट होती असे म्हटल्यास वावगे ठरू नये, कारण त्याशिवाय नवदक्षित बौद्धांची स्वतंत्र संस्कृती उभी राहू शकणार नव्हती.

आंबेडकर बौद्ध धम्माकडे आश्वासक दृष्टीने बघतात. इतरांना जसे बौद्ध धर्माचा उदय हा तत्कालीन परिस्थितीतील कर्मकांडांच्या विरुद्ध झाला होता किंवा ती वैदिक धर्माविरुद्ध एक प्रतिक्रिया वा बंड होता असे वाटते पण आंबेडकर बौद्ध धर्माकडे क्रांतीच्या स्वरूपात बघतात. त्यांच्या मते, “बौद्ध धर्म ही एक क्रांती होती, फ्रान्सच्या क्रांती एवढीच ती महान क्रांती होती. जरी ही धार्मिक क्रांती असली तरी ती धार्मिक क्रांती पेक्षाही मोठी होती. ही क्रांती पुढे सामाजिक व राजकीय क्रांतीत परिवर्तित झाली.” (आंबेडकर, २०१४ : ७) ज्याप्रमाणे आंबेडकरांनी अर्थशास्त्राचा सूक्ष्म अभ्यास केला होता तद्वतच त्यांनी इतिहासाचाही अभ्यास केला होता त्यामुळे भारतीय विशेषतः प्राचीन भारतीय इतिहासातील द्वंद्व त्यांना माहित होते. त्यामुळेच त्यांनी प्राचीन भारताच्या इतिहासाला “ब्राह्मण धर्म व बौद्ध धर्म यांच्यातील प्रभूत्वासाठीचा झालेला संघर्ष” असे संबोधून. (आंबेडकर, २०१४ : ४२) त्याचे विश्लेषण केलेले आहे. एवढेच नाही तर “बौद्ध साहित्याच्या मदतीने ब्राह्मणवादी मलबा दूर केल्यावर प्राचीन भारताचे वास्तविक स्वरूप आपणांस स्पष्टपणे दिसू लागते” (आंबेडकर, २०१४ : ५-६) असेही त्यांनी नमूद केलेले आहे. आंबेडकरांसाठी बुद्धविचार केवळ मुक्तीचा मार्गच नव्हता तर तो भारताचा इतिहास, राजकारण, समाजकारण, अर्थकारण व संस्कृती बदलण्याचा व प्रबुद्ध भारत घडवण्याचा मार्ग होता. रावसाहेब कसबे म्हणतात त्याप्रमाणे, “आंबेडकरांच्या धम्माच्या प्रयोजनाचा विचार केला तर असे दिसते कि, आंबेडकरांच्या मनात दया, स्वातंत्र्य, समता, बंधुता आणि न्यायावर आधारलेल्या समाजव्यवस्थेचे स्वप्न होते, त्यासाठी त्यांनी ज्या शासनसंस्थेचा आराखडा तयार केलेला होता, ती शासनसंस्था निर्माण करणे म्हणजेच

धम्म होय.” (कसवे, २०१७ : १९५) व अशा धम्म निर्मितीची प्रक्रिया राबवणे म्हणजेच प्रबुद्ध भारत निर्माण करणे होय.

आंबेडकरांनी बौद्ध धम्माचा स्वीकार केल्यावर त्याचे अर्थनिर्णयन तर्काच्या ब बुद्धीच्या कसोटीवर केले. त्यावेळी भारतीय समाजात बौद्ध धम्माविषयी अनेक धारणा व अपअप्रचार प्रचलित होते त्यांना त्यांनी सप्रमाण खोडून काढले. उदा. बुद्ध हा विष्णूचा नववा अवतार आहे, हा खोडसाळ प्रचार असल्याचे त्यांनी मानले. आंबेडकरांनी तत्कालीन प्रचलित बौद्ध धर्माच्या अनुषंगानेही काही महत्त्वाच्या समस्या पुढे आणल्यात. त्यातील पहिली समस्या होती ती बुद्धाच्या जीवनातील प्रव्रज्येशी ? सिद्धार्थाने मृतदेह, रुग्ण आणि वृद्ध पाहिला यामुळे त्याला दुःखाची कल्पना आली व त्याने प्रव्रज्या ग्रहण केली असे पारंपारिक बौद्धमत आहे. आंबेडकरांच्या बुद्धीला हे मत पटत नव्हते, त्यांच्या मते, “सकृतदर्शनी हे उत्तर हास्यास्पद वाटते. बुद्धाने वयाच्या एकोणतिसाव्या वर्षी प्रव्रज्या ग्रहण केली. ही तीन दृश्ये पाहून त्याने प्रव्रज्या ग्रहण केली असेल तर, त्याला ही तीन दृश्ये पूर्वी कधीही दिसली नसणे कसे शक्य आहे? (आंबेडकर, २००७ : १५) आंबेडकरांनी निर्माण केलेला प्रश्न हा महत्त्वाचा होता. प्रव्रज्येचे पारंपारिक विश्लेषण हे विवेकास न पटणारे व स्वीकारण्यास योग्य नसल्याचे त्यांचे मत व्यावहारिक वाटते. आंबेडकर इथे केवळ प्रव्रजेच्या संदर्भात प्रश्न विचारून थांबत नाही तर त्याला त्यांनी त्यांच्या बुद्ध आणि त्याचा धम्म या ग्रंथात उत्तरही दिले आहे. सिद्धार्थाच्या प्रव्रज्येचे कारण शाक्य व कोलीयांमधील रोहिणी नदीच्या पाण्याच्या वाटपावरून असलेला वाद व त्यातून ओढवलेला युद्धाचा प्रसंग व त्या युद्धाला असलेला सिद्धार्थाचा विरोध व त्यातून सिद्धार्थाने प्रव्रज्या घेऊन देशत्याग करणे असा क्रम आंबेडकरांनी दिलेला आहे. (आंबेडकर, २००७ : ३२-३५)

आंबेडकरांच्या मते दुसरी समस्या ‘चार आर्यसत्यां’च्या संदर्भात आहे. संसार दुःखमय आहे, या दुःखाला कारण आहे, दुःखाचे निराकरण करता येते आणि ते करण्याचा मार्ग उपलब्ध आहे, ही बौद्ध धर्मातील चार आर्यसत्ये होत. बुद्धाच्या मूळ शिकवणीत त्यांचा अंतर्भाव होता काय? असा प्रश्न ते विचारतात. त्यांना हे सूत्र बौद्धधम्माच्या मुळावरच आघात करणारे वाटते. त्यांच्या मते, “जीवन म्हणजेच दुःख, मृत्यू म्हणजे दुःख, आणि पुनर्जन्म म्हणजेही दुःख तर सर्वकाही संपलेच म्हणावे लागेल...दुखा:पासून मुक्तीच नसेल तर धम्म काय करणार ? अबौद्धांनी बौद्ध धम्म ग्रहण करण्याच्या मार्गात ही चार आर्यसत्ये म्हणजे मोठीच बाधा होय.” (आंबेडकर, २००७ : १५) चार आर्यसत्ये माणसाला आशावाद नाकारतात व बौद्ध धम्माला निराशावादी रूपाने प्रस्तुत करतात असे त्यांना वाटत होते. ही चार आर्यसत्ये भिक्खूंनी नंतर प्रक्षिप्त केली आहेत काय? असेही आंबेडकर विचारतात. आंबेडकर धम्माकडे आशावादी दृष्टीने बघतात, धम्म त्यांना जीवन जगण्याचा मार्ग वाटतो, शोषित-पीडितांच्या मुक्तीचा मार्ग वाटतो त्या पार्श्वभूमीवर धम्म हा निराशाजनक नसावा तो आशेचा किरण असावा असे त्यांना वाटते. नलिनी पंडित अगदी योग्य लिहितात, “माणूस आणि त्याचे या जगातील इतर माणसांशी असलेले संबंध हा आंबेडकरांनी बौद्ध विचारांचा केंद्रबिंदू मानला आहे. माणसे दारिद्र्यात, दुःखात, दैन्यात राहतात, हे तर खरेच. बुद्धाने ज्या दुःखांचा विचार केला तर दुःख नैसर्गिक कारणांमुळे निर्माण झालेले नाही. त्याची कारणे सामाजिक आहेत...सामाजिक अन्याय, विषमता आणि संघर्ष यांमधून दुःखाचा उद्भव होतो. ही कारणे नष्ट करण्याचा मार्ग बुद्धाने दाखवून दिला आहे. बुद्धाने उपदेशिलेली पंचशील, अष्टांगमार्ग आणि शील, करुणा, प्रज्ञा, मैत्री, दान, उपेक्षा ही मुल्ये सर्वांनी स्वीकारली व त्याप्रमाणे वर्तन केले तर दुःखाचा नाश करता येईल. बुद्धाची ही नैतिक शिकवण आंबेडकरांनी पूर्णपणे पत्करलेली आहे.” (पंडित, २००५ : १६३)

आंबेडकरांना तिसरी समस्या बौद्ध धम्मातील आत्मा, कर्म आणि पुनर्जन्माच्या सिद्धांताची वाटते. बुद्धाने आत्म्याचे अस्तित्त्व नाकारले पण त्याने कर्म आणि पुनर्जन्माचा सिद्धांतही सांगितला असे म्हटले जाते. “जर आत्मा नाही तर मग कर्म व पुनर्जन्म कसा असू शकतो ?...आत्म्याचे अस्तित्त्व नाकारणे आणि कर्म व पुनर्जन्मावर विश्वास यात त्यांना प्रचंड विसंगती वाटते. कर्म व पुनर्जन्म हे शब्द बुद्धाने कोणत्या अर्थाने घेतले

होते." (आंबेडकर, २००७ : १५-१६) असे प्रश्न आंबेडकर विचारतात व ही विसंगती निवारणे आवश्यक आहे असेही नमूद करतात. कर्माची संकल्पना ही अन्यायकारक आहे, माणसाच्या वाढ्याला आलेले वर्तमानातील जीवन त्याच्या गतजन्मातील कर्माची फळे होत असे मानले जाते. याच आधारावर माणसाच्या वाढ्याला आलेले खालच्या जातीतील जन्म, त्यांचे दुःख हे त्यांच्या गतजन्मातील पापपुण्याचे परिमाण मानले जाणे हा लबाडपणा आहे, त्यांच्या वाढ्याला आलेले जीवन हे समाजातील उच्चवर्गाने त्यांच्यावर लादलेले आहे. उच्चवर्णीय लोकांनी या सिद्धांताला मान्यता दिली आहे. नलिनी पंडित यांच्या मते, "गौतम बुद्ध मात्र महाकारुणिक असल्याने तो हा सिद्धांत मान्य करील हे कदापि शक्य नव्हते असे आंबेडकरांना वाटत होते." (पंडित, २००५ : १६४) त्यामुळेच त्यांनी कर्माच्या सिद्धांतावर प्रश्न उभा केला होता. आत्म्याचे अस्तित्व जर नाकारले असेल तर मग पुनर्जन्म कसा ? हाही आंबेडकरांचा एक रास्त प्रश्न होता. वैदिकांनी मानवी देह व त्यातील आत्मा यात फरक करून मानवी देह हा नाश पावणारा असून आत्मा मात्र चिरंतन आहे असा अध्यात्मवाद सांगितला आहे. गौतम बुद्ध अध्यात्मवादी नव्हते त्यामुळे आत्म्याच्या पुनर्जन्मावर त्यांचा विश्वास नव्हता. आंबेडकरांनी कर्म व पुनर्जन्माच्या सिद्धांतावर प्रश्न उपस्थित करून ह्या दोन्ही बाबी मूळ बुद्ध तत्त्वज्ञानाशी कशा विसंगत आहेत हे सांगण्याचा प्रयत्न केला आहे.

डॉ. आंबेडकरांनी चवथी समस्या भिक्खूसंबंधी उपस्थित केलेली आहे. "भिक्खू संस्था निर्माण करण्यात बुद्धाचा हेतू काय होता ? काय त्याचा हेतू परिपूर्ण माणूस निर्माण करणे होता. अथवा त्याचा हेतू जो आपले आयुष्य मित्र, मार्गदर्शक आणि तत्त्वज्ञ म्हणून लोकांच्या सेवेत समर्पित करेल असा समाजसेवक निर्माण करणे हा होता?" (आंबेडकर, २००७ : १६) असा प्रश्न आंबेडकर विचारतात. असा प्रश्न विचारण्याचे कारण की, जर भिक्खू एक परिपूर्ण माणूस असेल तर बौद्ध धम्माच्या दृष्टीने त्याचा काहीही उपयोग नव्हता कारण तो स्वार्थी असू शकेल. पण त्याची भूमिका समाजसेवकाची असेल तर तो धम्माचे आशास्थान ठरेल असे आंबेडकरांना वाटत होते. भिक्खू हा नीतिनिष्ठ समाजाचा अग्रदूत होता. (पंडित, २००५ : १६६) त्याची भूमिका समाजशिक्षकाची होती त्याने स्वतः धम्म समजून घेऊन नंतर तो उपासकांना समजावून सांगावा, जे लोक दुःखी आहेत विवंचनेत सापडले आहेत व स्वतः त्यातून बाहेर पडू शकत नाही अशांना मार्ग दाखवणे हे भिक्खूचे काम होते, भिक्खूने स्वतःचे आदर्श उदाहरण उभे करावे जेणेकरून उपासक त्याचे अनुकरण करतील असे बुद्धाला वाटत होते, हीच भूमिका आंबेडकरांचीही होती. एकूणच आंबेडकरांनी उपस्थित केलेल्या चारही समस्या या विचारप्रवर्तक आहेत. याद्वारे आंबेडकरांचा बौद्ध धम्माकडे बघण्याचा दृष्टीकोन स्पष्ट होतो. एखादा डॉक्टर ज्याप्रमाणे शस्त्रक्रिया करतांना अनावश्यक ते काढून टाकतो त्याचप्रमाणे आंबेडकर देखील इथे जे तर्काधारित नाही त्यावर बोट ठेवून त्याला वगळण्याची भूमिका घेतात व जे तर्काधारित आहे त्याला स्वीकारण्याची भूमिका घेतात. पारंपारिक बौद्ध धर्मात तत्त्वज्ञानविषयक ज्या विसंगती आंबेडकरांना वाटत होत्या त्यावर खुलेपणाने चर्चा करण्याची त्यांची भूमिका निश्चितच व्यवहार्य होती यात शंका नाही.

डॉ. आंबेडकरांच्या बौद्ध धम्मविषयक विचारांची चर्चा करतांना त्यांनी १९५६ साली खाटमांडू येथे जागतिक परिषदेत जे भाषण केले ते 'बुद्ध आणि कार्ल मार्क्स' या नावाने प्रसिद्ध आहे, यात त्यांनी बुद्ध आणि मार्क्स यांच्या शिकवणीची तुलना केलेली आहे. भाषणाच्या प्रारंभीच त्यांनी "जर मार्क्सवाद्यांनी त्यांचे पूर्वग्रह मागे सारले आणि बुद्धाचा अभ्यास केला व त्याची भूमिका काय होती हे समजून घेतले तर मला खात्री वाटते की, ते त्यांचा रोख बदलतील...त्यांच्या योग्यतेचे बुद्धाच्या शिकवणुकीतून काहीतरी आहे, हे त्यांच्या लक्षात येईल." (आंबेडकर, २०१४ : ३-४) असे म्हणत मार्क्सवाद्यांचे कान टोचले आहेत. आंबेडकरांनी बुद्ध व मार्क्सच्या तत्त्वज्ञानाचा स्वतंत्रपणे आढावा घेत नंतर त्याची तुलना केलेली आहे. तत्त्वज्ञानाचे कार्य जगाची पुनर्रचना करणे आहे, विश्वाच्या उगमस्थानाचे स्पष्टीकरण करण्यात वेळ नष्ट करणे नव्हे, यावर बुद्ध व मार्क्सचे एकमत असल्याचे ते सांगतात. (आंबेडकर, २०१४ : ८) साधनांच्या बाबतीत मात्र दोघांमध्ये भेद असल्याचे ते

निदर्शनास आणून देतात. जगातील दुःख व दैन्य संपुष्टात आणण्यासाठी बुद्धाने स्वीकारलेली साधने (पंचशील, अष्टांगमार्ग, पारमिता, प्रज्ञा, शील, दान, शांती, सत्य, मैत्री) ही माणसाने (स्वच्छेने) प्रज्ञा व शील याचा सन्मार्ग अनुसरून आपले नैतिक आचरण बदलवावे व मतांतर घडवून आणावे यासाठी होती तर साम्यवाद्यांनी स्वीकारलेली साधने (हिंसा, कामगारांची हुकुमशाही) तितकीच स्पष्ट, अपुरी व झटपट अमलात येणारी आहेत. असे आंबेडकर नमूद करतात. (आंबेडकर, २०१४ : १४-१५) त्यांचा साम्यवादात प्रचलित हिंसा व हुकुमशाही वर मोठा आक्षेप आहे, तुलनेने बुद्धाची साधने त्यांना अधिक उपयुक्त वाटतात. आंबेडकरांना मनुष्यप्राण्यांसाठी धर्म गरजेचा वाटतो तर मार्क्सवादांमध्ये धर्माविषयीचा द्वेष इतका खोलवर रुजलेला आहे की, ते कोणते धर्म साम्यवादाला सहायक आहेत आणि कोणते धर्म तसे नाहीत यांमध्ये भेददेखील करायला तयार नाहीत. साम्यवाद्यांनी ख्रिस्ती धर्माविषयीचा द्वेष बौद्ध धर्मालाही लागू केला असल्याचे त्यांचे मत आहे. तसेच धर्म ही अफूची गोळी आहे हा आरोपही बौद्ध धर्माला लागू होत नसल्याचे आंबेडकर सांगतात. (आंबेडकर, २०१४ : २९-३०) साम्यवाद्यांनी हुकुमशाहीने निर्माण केलेल्या रशियन साम्यवादापेक्षा बुद्धाने त्यांच्या संघात छोटेखानी निर्माण केलेला साम्यवाद हा आंबेडकरांना महत्त्वाचा वाटतो. बुद्धाचा साम्यवाद हा हुकुमशाहीशिवाय निर्माण झाला होता व असे आश्चर्य लेनिनलासुद्धा करता आले नसल्याचे त्यांनी विशद केलेले आहे. (आंबेडकर, २०१४ : ३१) स्वातंत्र्य, समता व बंधुता या तत्त्वांचा उद्धोष करत फ्रेंच क्रांती झाली खरी पण या क्रांतीला समता प्रस्थापित करण्यात यश मिळाले नाही, यापार्श्वभूमीवर आंबेडकर समता प्रस्थापित करण्याचे ध्येय असलेल्या रशियन क्रांतीचे स्वागत करतात. पण तिला अवास्तव महत्त्व देता येणार नसल्याचेही सांगतात, कारण बंधुभाव व स्वातंत्र्य याशिवाय समतेला कसलाही अर्थ उरत नाही. साम्यवाद केवळ समता हीच गोष्ट देऊ शकतो बुद्धाच्या मार्गात स्वातंत्र्य, समता व बंधुता या तीनही गोष्टी एकत्र राहू शकतात असे आंबेडकर स्पष्ट करतात. (आंबेडकर, २०१४ : ३२)

विविध दृष्टीने आंबेडकरांनी बुद्धाच्या विचारांचे केलेले अर्थांकन महत्त्वाचे ठरते, बुद्ध विचार व धम्म कसा वेगळा आहे हे यातून त्यांना सांगावयाचे होते, शिवाय धम्म हा जगण्याचा मार्ग आहे तो केवळ उपदेशांचे गाठोळे नाही हे त्यांना अभिप्रेत होते. खरा धर्म माणसाच्या मनात बसत असतो, शास्त्रात नव्हे हे बुद्धवचन ध्यानात ठेवत आंबेडकरांनी मानसिक बदल महत्त्वाचा मानला आहे. मानसिक बदल जेव्हा कृतीत उतरतील तेव्हा खऱ्या अर्थाने परिवर्तन होईल असे त्यांना वाटत असल्याने, मानसिक बदलासाठी धम्म धारणा होणे त्यांना गरजेचे वाटत होते. त्यामुळे धम्म धारणेसाठी धम्म व अधम्म काय हे जाणून घेणे महत्त्वाचे होते. आंबेडकरांनी धम्म व अधम्म म्हणजे काय याचे विस्तृतपणे विवरणच केलेले आहे. धम्म म्हणजे काय ? हे सांगतांना i. जीवन पवित्र राखणे म्हणजे धम्म होय. ii. जीवनात पूर्णत्व प्राप्त करणे म्हणजे धम्म होय. iii. निर्वाण प्राप्त करणे म्हणजे धम्म होय. iv. तृष्णात्याग म्हणजे धम्म होय. v. विविध तत्त्वांच्या संयोगाने निर्मित वस्तू अनित्य आहेत यावर विश्वास म्हणजे धम्म होय. vi. कर्म हे मानवी जीवनाच्या नैतिक व्यवस्थेचा आधार आहे यावर विश्वास ठेवणे म्हणजे धम्म होय. (आंबेडकर, २००७ : १३६-१४६) असे सांगितले असून अधम्माचे वर्णन करत असतांना १. पराप्राकृतिक शक्तीवर श्रद्धा म्हणजे अधम्म. २. ईश्वरावर श्रद्धा हे धम्माचे अनिवार्य, आवश्यक अंग नव्हे. ३. ब्रह्माशी एकाकार होणे यावर आधारित धर्म हा मिथ्या धम्म होय. ४. आत्म्यावर श्रद्धा म्हणजे अधम्म होय. ५. यज्ञयाग (आहुती बळी) यावर यावर श्रद्धा म्हणजे अधम्म होय. ६. कल्पनाविलासाश्रित श्रद्धा हा अधम्म होय. ७. केवळ धम्मग्रंथांचे पठन म्हणजे अधम्म होय. ८. धम्मग्रंथ प्रमादातीत आहेत अशी श्रद्धा म्हणजे अधम्म होय. (आंबेडकर, २००७ : १४७-१६६) याद्वारे आंबेडकरांनी स्पष्टपणे कुठल्या गोष्टीचे पालन करावे व कुठल्या गोष्टीने नाही याची एकप्रकारे आचारसंहिताच नमूद केलेली आहे. याही ठिकाणी आंबेडकरांचा तर्काधारित, विवेकवादी बुद्धविचार ठळकपणे व्यक्त होतांना दिसतो.

निष्कर्ष :

डॉ. बाबासाहेब आंबेडकरांनी बौद्ध धम्माची मूळ शिकवण कायम ठेवत धम्माचे तर्काधारित विवेकवादी अर्थनिर्णयन केलेले आहे. त्यांनी त्यांच्या अर्थकनाद्वारे धम्मातील विसंगती दूर करून त्याला कालसुसंगत बनवण्याचा प्रयत्न केलेला आहे. आंबेडकरांनी बुद्धविचारांना २२ प्रतिज्ञांची दिलेली जोड ही क्रांतिकारी कृती होती. बुद्ध आणि त्यांचा धम्म या ग्रंथाद्वारे त्यांनी बौद्ध धम्माला विज्ञान व लोकशाहीशी जोडण्याचा प्रयत्न करून नवसमाज निर्मितीचे स्वप्न बघितले आहे. आंबेडकरांच्या बुद्धविचारांनी चिकित्सेची एक नवी आधुनिक दृष्टी भारतीय समाजाला मिळाली. सनातनी विचार आणि मार्क्सवाद या दोघांपेक्षा व इतर धर्मापेक्षाही बुद्धविचार कसा अधिक उपयुक्त, समाजहिताचा व लोककल्याणकारी मार्ग आहे हे पटवून देण्याचा प्रयत्न त्यांनी केला आहे. भारतातील शोषित-पीडितांच्या मुक्तीचा तो मार्ग असून स्वातंत्र्य, समता व बंधुता स्थापन करण्याचा एकमेव सुयोग्य मार्ग असल्याचे त्यांचे ठाम मत आहे. आंबेडकरांचा बुद्धविचार हा प्रवाही असून भारताच्या उन्नयनासाठी, प्रबुद्ध भारताच्या निर्मितीसाठी पोषक आहे. वर्तमानात बौद्धधम्म देशाला व जगाला भरपूर काही देऊ शकतो, नव्या भारतातील दलित-वंचित-बहुजनांना बौद्ध धम्मामे प्रेरणा दिली तर आहेच शिवाय तत्त्वज्ञानाची तर्काधारित नवीन बैठकही दिली आहे जी ऐतिहासिक द्वंद्वात त्यांना उपयोगी पडत आहे. एक जीवन जगण्याची सन्मार्गी पद्धत म्हणूनही आंबेडकरकृत नवयान मोलाचे आहे. आज संबंध भारतामध्ये आंबेडकरी चळवळीसोबतच बौद्ध धम्माची चळवळही मोठ्या प्रमाणात पसरत असून आंबेडकरांनी अनुसरलेला बुद्धविचार व मार्ग अधिक बृहत होतांना दिसतो.

संदर्भ :

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स्वतंत्र भारत में राज्यों का पुनर्गठन : जम्मू-कश्मीर के विशेष सन्दर्भ में

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शोध सारांश –

भारत भौगोलिक, सामाजिक तथा ऐतिहासिक दृष्टि से विविधता से परिपूर्ण देश है। स्वतंत्रता के उपरांत सर्वाधिक महत्वपूर्ण प्रश्न भारत के एकीकरण का था। इसके अलावा इसे ऐसी प्रशासनिक इकाइयों में विभाजित करना था जिससे विकास परियोजनाओं का समुचित संचालन किया जा सके। क्षेत्रीय तथा भाषाई विविधता को ध्यान में रखते हुए भारतीय नीति-निर्माताओं ने राज्यों के पुनर्गठन के लिए समय-समय पर कई आयोगों का गठन किया। 1953 में गठित फजल अली आयोग ने भाषाई आधार पर राज्यों के गठन को स्वीकार किया। इस आधार पर 1956 में 14 राज्यों तथा 6 केंद्र शासित प्रदेशों का गठन किया गया। किंतु समय-समय पर राज्यों के गठन तथा पुनर्गठन की आवश्यकता पड़ती रही। साथ ही सिक्किम, गोवा, दमन, दीव, दादरा, नागर हवेली, पुदुचेरी आदि को भारतीय संघ में शामिल करने के साथ ही भारत के एकीकरण की प्रक्रिया चलती रही। जम्मू-कश्मीर के संबंध में अनुच्छेद 370 के विशेष प्रावधान देश के पूर्व एकीकरण में रुकावट थे। 2019 में जम्मू-कश्मीर के विशेष प्रावधानों को समाप्त कर दो नए केंद्र शासित प्रदेशों के गठन के साथ भारत के एकीकरण की प्रक्रिया पूर्ण हुई। इसके साथ ही जम्मू-कश्मीर अब अन्य भारतीय क्षेत्रों की भांति मुख्यधारा में आ गया है। इससे केंद्र की विकास परियोजनाओं का लाभ जम्मू-कश्मीर तथा लद्दाख के दूरदराज के क्षेत्रों तक पहुंच रहा है। इस क्षेत्र की सुरक्षा व्यवस्था, उद्योग, शिक्षा, स्वास्थ्य, पर्यटन आदि सकारात्मक रूप से प्रभावित हुए हैं।

शोध-पत्र का उद्देश्य -

भारत में राज्यों के पुनर्गठन की प्रक्रिया आजादी के दौर से प्रारंभ हुई। यह बात सर्वविदित है कि देश की आजादी के समय लगभग 600 देशी रियासतों का स्वतंत्र अस्तित्व था। सरदार वल्लभ भाई पटेल के प्रयासों से अखंड और एकीकृत भारत का निर्माण संभव हुआ। तब से लेकर समय-समय पर राज्यों के पुनर्गठन के साथ ही राज्य निर्माण की प्रक्रिया चलती रही। वर्ष 2019 में जम्मू-कश्मीर के पुनर्गठन के साथ ही पूर्ण रूप से एकीकृत भारत का निर्माण हुआ। यही इस शोध-पत्र का केंद्रीय विवेच्य विषय है। प्रस्तुत शोध-पत्र का उद्देश्य स्वतंत्र भारत में राज्यों के पुनर्गठन के क्रम को समझना है। विशेषतः जम्मू-कश्मीर के विलय तथा उसको दिए गए विशेष प्रावधानों का विश्लेषण करना भी इस शोध-पत्र का उद्देश्य है। साथ ही शोध-पत्र में अनुच्छेद 370 की समाप्ति तथा उसके उपरान्त जम्मू-कश्मीर में हुए बदलावों को जानने का प्रयास भी किया जाएगा।

राज्य की संकल्पना-

आधुनिक राष्ट्र-राज्य का विकास पश्चिमी यूरोप में पंद्रहवीं शताब्दी से ही शुरू हो गया था। सत्रहवीं शताब्दी तक आते-आते जगह-जगह राष्ट्र-राज्यों का उदय हुआ और इसका स्वरूप भी अधिक स्पष्ट हो गया। बीसवीं शताब्दी में तो पूरे विश्व में राष्ट्र-राज्यों का जाल-सा बिछ गया। आज विश्व के मानचित्र पर करीब दो सौ राष्ट्र-राज्य दिखाई देते हैं। जब हम राज्य को एक विशेष प्रकार का सामाजिक संगठन मानते हैं, तब उसके मूल तत्वों का विवरण देना आवश्यक हो जाता है। यही तत्व अन्य मानव समुदायों की तुलना में राज्य की अलग पहचान बनाते हैं। ये तत्व हैं- जनसँख्या, भूभाग, सरकार और प्रभुसत्ता।(1)

राज्य की सरकार अथवा राज्य व्यवस्थाओं को परिसंघीय एवं एकात्मक में वर्गीकृत किया जाता है। अमेरिकी राज्य व्यवस्था प्रथम श्रेणी का तथा ब्रिटिश राज्य व्यवस्था द्वितीय श्रेणी का अत्युत्तम उदाहरण है। एकात्मक राज्य व्यवस्था में सभी शक्तियाँ केंद्रीय सरकार में निहित होती हैं और इकाइयों के प्राधिकारी उसके अधीन होते हैं तथा केंद्रीय सरकार के एजेंट के रूप में कार्य करते हैं और केंद्र द्वारा प्रत्यायोजित अधिकार का प्रयोग करते हैं। परिसंघीय राज्य व्यवस्था में सामान्यतया अनिवार्य है कि एक अनम्य, लिखित संविधान हो; संविधान सर्वोच्च हो और इसके अंतर्गत परिसंघीय सरकार तथा इकाइयों की सरकारों के बीच शक्तियों का विशिष्ट रूप से विभाजन हो और दोनों अपने- अपने क्षेत्रों में अपने निजी ढंग से तथा स्वतंत्र रूप से शक्तियों का प्रयोग करें। वास्तव में, उत्तम श्रेणी के परिसंघ में, परिसंघीय सरकार को केवल वही शक्तियाँ प्राप्त होती हैं, जो उसे इकाइयों द्वारा समझौते के माध्यम से दी जाती हैं। इसके अलावा, अनिवार्य है कि यदि परिसंघ तथा राज्यों के बीच कोई विवाद हो तो उसके विवाचन के लिए एक स्वतंत्र उच्चतम न्यायालय हो।(2)

भारतीय राज्य व्यवस्था का स्वरूप-

भारतीय संविधान का अनुच्छेद 1 कहता है "भारत, अर्थात् इंडिया, राज्यों का संघ (Union of states) होगा"। प्रारूप संविधान प्रस्तुत करते हुए प्रारूप समिति के अध्यक्ष डॉ. अम्बेडकर ने यह कहा था "यद्यपि संविधान की संरचना परिसंघात्मक है" किन्तु समिति ने "संघ" शब्द का प्रयोग किया है क्योंकि इससे कुछ लाभ हैं। संविधान सभा में इस बात का निर्वचन करते हुए उन्होंने यह कहा कि ये लाभ दो दृष्टि से हैं अर्थात् -1. भारत का परिसंघ इकाइयों के बीच किसी करार के परिणामस्वरूप नहीं है, और 2. संघटक इकाइयों को उससे विलग होने का अधिकार नहीं है।(3)

भारत का परिसंघ पारम्परिक परिसंघ प्रणाली से भिन्न है क्योंकि इसमें संसद को यह शक्ति दी गई है कि वह इकाइयों के राज्यक्षेत्र या उनकी अखंडता में अर्थात् राज्यों में बिना उनकी सम्मति या सहमति के परिवर्तन कर दे। भारत का परिसंघ स्वतंत्र राज्यों के बीच प्रसंविदा का परिणाम नहीं है। हमारे संविधान के निर्माताओं ने संसद को सादी प्रक्रिया से राज्यों का पुनर्गठन करने के लिए शक्ति दी है।(4)

अनुच्छेद 3 के अधीन संसद किसी राज्य का क्षेत्र बढ़ा या घटा सकती है और यहाँ तक कि किसी राज्य के नाम में या उसकी सीमाओं में परिवर्तन भी कर सकती है। इस प्रकार किसी राज्य की क्षेत्रीय अखंडता अथवा उसके अस्तित्व में बने रहने की कोई गारंटी नहीं है। लेकिन सर्वोच्च न्यायालय ने यह निर्णय दिया गया है कि किसी राज्य के क्षेत्र को घटाने की संसद की शक्ति में भारतीय राज्य क्षेत्र को किसी विदेशी राज्य को समर्पित करने की शक्ति सम्मिलित नहीं है (बेरुबाड़ी के सम्बन्ध में संघ तथा बस्तियों का विनियम, ए. आई. आर. 1950 एस. सी. 845, 857)। अतः कहा जा सकता है कि भारत नाशवान राज्यों का अविनाशी संघ है।(5)

राज्यों को अनुच्छेद 3 के अंतर्गत उनके राज्य क्षेत्रों में परिवर्तन के सम्बन्ध में अपनी बात कहने का अधिकार है। उनके इन अधिकार की रक्षा के लिए अनुच्छेद 3 के प्रयोग की दो शर्तें राखी गई हैं। पहली शर्त यह है कि इस प्रयोजन के लिए राष्ट्रपति की सिफारिश के बिना, संसद में कोई विधेयक पेश नहीं किया जा सकता। दूसरे, यदि विधेयक में शामिल प्रस्ताव किसी भी राज्य के क्षेत्र, उसकी सीमाओं या उसके नाम को प्रभावित करता हो तो वह विधेयक राष्ट्रपति द्वारा सम्बन्धित राज्य के विधानमंडल के पास उस पर राय व्यक्त करने के लिए भेजा जाना चाहिए। इस प्रकार की राय निर्दिष्ट अवधि के अंदर-अंदर व्यक्त की जानी चाहिए। बहरहाल, राज्य विधानमंडल द्वारा व्यक्त विचार राष्ट्रपति या संसद पर बाध्यकारी नहीं होते। (बाबूलाल बनाम बम्बई राज्य, ए. आई. आर. 1960 एस. सी. 51)।(6)

देश की स्वतंत्रता तथा देशी रियासतों का विलय –

आज़ादी के समय भारत में राजनीतिक इकाइयों की दो श्रेणियां थीं- ब्रिटिश प्रान्त (ब्रिटिश सरकार के शासन के अधीन) और देशी रियासतें (राजा के शासन के अधीन लेकिन ब्रिटिश राजशाही से सम्बद्ध)। भारतीय स्वतंत्रता अधिनियम (1947) के अंतर्गत दो स्वतंत्र एवं पृथक् प्रभुत्व वाले देश भारत और पाकिस्तान का निर्माण किया गया और देशी रियासतों को तीन विकल्प दिए गए- भारत में शामिल हों, पाकिस्तान में शामिल हों या स्वतंत्र रहें। 552 देशी रियासतें भारत की भौगोलिक सीमा में थीं। 549 भारत में शामिल हो गईं और बची हुई तीन रियासतों (हैदराबाद, जूनागढ़ और कश्मीर) ने भारत में शामिल होने से इंकार कर दिया। यद्यपि कुछ समय बाद इन्हें भी भारत में मिला लिया गया- हैदराबाद को पुलिस कार्यवाही के द्वारा, जूनागढ़ को जनमत संग्रह के द्वारा एवं कश्मीर को विलय-पत्र के द्वारा भारत में शामिल कर लिया गया।(7)

जम्मू-कश्मीर का विलय-

कश्मीर रियासत की सीमा भारत और पाकिस्तान दोनों से मिलती थी। इसका शासक हरि सिंह एक हिन्दू था जबकि राज्य की 75 प्रतिशत आबादी मुसलमान थी। हरि सिंह भारत और पाकिस्तान दोनों में विलय से बचना चाहता था। उसे एक तरफ भारत के जनवाद से डर था तो दूसरी तरफ पाकिस्तान के संप्रदायवाद से। इसलिए वह दोनों से अलग रहकर स्वतंत्र शासक के रूप में अपनी सत्ता बनाए रखने की आशा करता था। हालांकि नेशनल कॉन्फ्रेंस के नेतृत्व में लोकप्रिय राजनीतिक शक्तियाँ और इसके नेता शेख अब्दुल्ला भारत में विलय चाहते थे। भारतीय राजनीतिक नेताओं ने कश्मीर के विलय को हासिल करने के लिए अपनी तरफ से कोई कदम नहीं उठाया। इसमें उन्हें गांधीजी का समर्थन भी प्राप्त था जिन्होंने अगस्त 1947 में यह घोषित किया कि कश्मीर अपनी जनता की आकांक्षाओं के अनुरूप भारत या पाकिस्तान किसी में शामिल होने के लिए स्वतंत्र है।(8)

परन्तु पाकिस्तान ने कश्मीर के मामले में अपने अदूरदर्शितापूर्ण कार्य से आम जनता के निर्णय की अवहेलना करने की कोशिश की। इसने भारत को भी कश्मीर के विषय में अपनी नीति आंशिक रूप से बदलने के लिए मजबूर कर दिया। 22 अक्टूबर को सर्दियों की शुरुआत के साथ ही अनाधिकारिक रूप से पाकिस्तानी सैनिक अफसरों के नेतृत्व में कई पठान कबीलाइयों ने कश्मीर की सीमा का अतिक्रमण किया और वे तेजी से कश्मीर की राजधानी श्रीनगर की तरफ बढ़ने लगे। महाराज की अकुशल सेना आक्रमणकारी सेनाओं के सामने ठहर नहीं सकी। घबराकर 24 अक्टूबर को महाराज ने भारत से सैनिक सहायता की अपील की। परन्तु गवर्नर जनरल माउंटबेटन ने यह रेखांकित किया कि अंतर्राष्ट्रीय कानूनों के तहत भारत अपनी सेनाएं कश्मीर तभी भेज सकता है जबकि राज्य का औपचारिक तौर पर भारत में विलय हो चुका हो। शेख अब्दुल्ला और सरदार पटेल भी विलय के पक्ष में जोर डाल रहे थे। और इस प्रकार 26 अक्टूबर को महाराज कश्मीर का भारत में विलय कर शेख अब्दुल्ला को रियासत के प्रशासन का प्रमुख बनाने को तैयार हो गए।(9)

जम्मू-कश्मीर के विशेष प्रावधान-

अक्टूबर 1947 में विलय के जिन दस्तावेजों पर दस्तखत हुए उनके तहत जम्मू और कश्मीर रियासत को भारतीय संघ में भारतीय संविधान के अनुच्छेद 370 के अंतर्गत एक तात्कालिक विशेष दर्जा प्रदान किया गया। रियासत ने भारतीय संघ में विलय सिर्फ प्रतिरक्षा, विदेश और संचार के मामले में ही किया था तथा अन्य सभी मामलों में अपनी स्वायत्तता बनाए रखी थी। इस राज्य को अपनी अलग संविधान सभा और संविधान बनाने, सद्र-ए-रियासत नाम से अपना अलग राज्य प्रमुख निर्वाचित करने और अपना अलग झंडा बनाए रखने की इजाज़त दे दी गई। अनुच्छेद 370 का सम्बन्ध केंद्र-राज्य संबंधों से था न कि कश्मीर का भारत में विलय से

जो पहले ही पूरा हो चुका था। 1956 में जम्मू-कश्मीर की संविधान सभा ने इस राज्य के भारत में विलय को मंजूरी दे दी।(10)

स्वतंत्र भारत में राज्यों का पुनर्गठन (1950 से 2020 तक क्रमशः)-

1. संविधान के द्वारा

1950 में संविधान ने भारतीय संघ के राज्यों को चार प्रकार से वर्गीकृत किया- भाग 'क' में ऐसे 9 राज्य थे जहाँ ब्रिटिश भारत में गवर्नर का शासन था। भाग 'ख' में 9 राज्य विधानमण्डल के साथ शाही शासन वाले थे। भाग 'ग' में मुख्य आयुक्त का शासन एवं कुछ में शाही शासन था। भाग 'ग' के इन 10 राज्यों का प्रशासन केंद्रीकृत था। अंडमान एवं निकोबार द्वीप समूह को अकेले भाग 'घ' में रखा गया था।(11)


भाग-क में राज्य	भाग-ख में राज्य	भाग-ग में राज्य	भाग-घ में राज्य
1. असम	1. हैदराबाद	1. अजमेर	1. अंडमान और निकोबार द्वीपसमूह
2. बिहार	2. जम्मू और कश्मीर	2. भोपाल	
3. बम्बई	3. मध्य भारत	3. बिलासपुर	
4. मध्य प्रदेश	4. मैसूर	4. कूच बिहार	
5. मद्रास	5. पटियाला एवं पूर्वी पंजाब	5. कुर्ग	
6. उड़ीसा	6. राजस्थान	6. दिल्ली	
7. पंजाब	7. सौराष्ट्र	7. हिमाचल प्रदेश	
8. संयुक्त प्रान्त	8. त्रावणकोर-कोचीन	8. कच्छ	
9. पश्चिम बंगाल	9. विंध्य प्रदेश	9. मणिपुर	
		10. त्रिपुरा	

2. 1956 में राज्यों का पुनर्गठन

देशी रियासतों का शेष भारत से एकीकरण विशुद्ध रूप से अस्थायी व्यवस्था थी। देश के विभिन्न भागों, विशेष रूप से दक्षिण से मांग उठने लगी कि राज्यों का भाषा के आधार पर पुनर्गठन हो। जून 1948 में भारत सरकार ने एस. के. धर. की अध्यक्षता में भाषायी प्रान्त आयोग की नियुक्ति की। आयोग ने अपनी रिपोर्ट दिसंबर 1948 में पेश की। आयोग ने सिफारिश की कि राज्यों का पुनर्गठन भाषायी कारक की बजाय प्रशासनिक सुविधा के अनुसार होना चाहिए। इससे अत्यधिक असंतोष फैल गया, परिणामस्वरूप कांग्रेस द्वारा दिसंबर 1948 में एक अन्य भाषायी प्रान्त समिति का गठन किया गया। इसमें जवाहरलाल नेहरू, वल्लभभाई पटेल और पट्टाभिसीतारमैया शामिल थे, जिसे जेवीपी समिति के रूप में जाना गया। इसने अपनी रिपोर्ट अप्रैल 1949 में पेश की और इस बात को औपचारिक रूप से अस्वीकार किया कि राज्यों के पुनर्गठन का आधार भाषा होना चाहिए। हालाँकि अक्टूबर 1953 में भारत सरकार को भाषा के आधार पर पहले राज्य के गठन के लिए मजबूर होना पड़ा, जब मद्रास से तेलुगू भाषी क्षेत्रों को पृथक कर आंध्र प्रदेश का गठन किया गया। इसके लिए एक लम्बा विरोध आंदोलन हुआ था, जिसके अंतर्गत 56 दिनों की भूख हड़ताल के बाद एक कांग्रेसी कार्यकर्ता पोर्टी श्रीरामुलु का निधन हो गया था।(12)

आंध्र प्रदेश के निर्माण से अन्य क्षेत्रों से भी भाषा के आधार पर राज्य बनाने की मांग उठने लगी। इसके कारण भारत सरकार को दिसम्बर 1953 में एक तीन सदस्यीय राज्य पुनर्गठन आयोग, फज़ल अली की अध्यक्षता में गठित करने के लिए विवश होना पड़ा। इसके अन्य सदस्य थे के. एम. पणिक्कर और एच. एन.

कुंजरू। इसने अपनी रिपोर्ट 1955 में पेश की और इस बात को व्यापक रूप से स्वीकार किया कि राज्यों के पुनर्गठन में भाषा को मुख्य आधार बनाया जाना चाहिए। लेकिन इसने 'एक राज्य एक भाषा' के सिद्धांत को अस्वीकार कर दिया। भारत सरकार ने बहुत कम परिवर्तनों के साथ आयोग की सिफारिशों को स्वीकार कर लिया। राज्य पुनर्गठन अधिनियम (1956) और सातवें संविधान संशोधन अधिनियम (1956) के द्वारा राज्यों के भाग 'क', 'ख', 'ग', 'घ' के वितरण को समाप्त कर दिया गया। परिणामस्वरूप 1 नवंबर, 1956 को 14 राज्य और 6 केंद्र शासित प्रदेशों का गठन किया गया।(13)

राज्य	केंद्र शासित प्रदेश
1. आंध्र प्रदेश	1. अंडमान और निकोबार द्वीपसमूह
2. असम	2. दिल्ली
3. बिहार	3. हिमाचल प्रदेश
4. बम्बई	4. लकादीव, मिनिक्ॉय और अमीनदीवी द्वीप समूह
5. जम्मू और कश्मीर	5. मणिपुर
6. केरल	6. त्रिपुरा
7. मध्य प्रदेश	
8. मद्रास	
9. मैसूर	
10. उड़ीसा	
11. पंजाब	
12. राजस्थान	
13. उत्तर प्रदेश	
14. पश्चिम बंगाल	

3. 1956 के बाद बनाए गए नए राज्य एवं संघ शासित क्षेत्र-

1956 में व्यापक स्तर पर राज्यों के पुनर्गठन के बावजूद भारत के राजनीतिक मानचित्र में व्यापक विभेदता व राजनीतिक दबाव के चलते परिवर्तन की आवश्यकता महसूस की गई। 1960 में द्विभाषी राज्य बम्बई को दो पृथक राज्यों में विभक्त किया गया- महाराष्ट्र मराठी भाषी लोगों के लिए एवं गुजरात गुजराती भाषी लोगों के लिए।(14)

दादरा एवं नागर हवेली, गोवा, दमन एवं दीव, पुर्तगाल शासित क्षेत्र थे। दादरा एवं नागर हवेली 1954 में स्वतंत्र हुआ तथा 1961 तक यहाँ लोगों द्वारा स्वयं चुना गया प्रशासन चलता रहा। 1961 में इसे भारतीय संघ के संघ शासित प्रदेश में परिवर्तित कर दिया गया। 1961 में पुलिस कार्यवाही के द्वारा गोवा, दमन एवं दीव को अधिगृहीत किया गया तथा 1962 में इन्हें संघ शासित क्षेत्र के रूप में स्थापित किया गया। बाद में 1987 में गोवा को एक पूर्ण राज्य बना दिया गया। इसी तरह दमन और दीव को पृथक केंद्र शासित प्रदेश बना दिया गया। जनवरी 2020 में दादरा और नगर हवेली तथा दमन और दीव को मिलकर एक संघ

शासित प्रदेश बना दिया गया। 1954 में फ्रांस ने पुडुचेरी, कराइकल, माहे और यनम को भारत के सुपुर्द कर दिया। 1962 में इसे पुडुचेरी नाम से एक संघ शासित प्रदेश बनाया गया।(15)

नागा आंदोलनकारियों की संतुष्टि के लिए 1963 में नागा पहाड़ियों और असम के बाहर त्वेनसांग क्षेत्रों को मिलाकर नागालैंड राज्य का गठन किया गया। तत्पश्चात पूर्वोत्तर क्षेत्र में 1972 में केंद्र शासित प्रदेश मणिपुर, त्रिपुरा एवं उपराज्य मेघालय को राज्य का दर्जा दिया गया। साथ ही दो केंद्र शासित प्रदेश मिजोरम और अरुणाचल प्रदेश बनाए गए। बाद में 1987 में मिजोरम और अरुणाचल प्रदेश को भी राज्य का दर्जा दिया गया।(16)

शाह आयोग की सिफारिश पर 1966 में पंजाब राज्य को चार भागों में विभाजित किया गया। इस प्रकार पंजाबी भाषी पंजाब राज्य, हिंदी भाषी हरियाणा राज्य, केंद्र शासित प्रदेश चण्डीगढ़ तथा पहाड़ी क्षेत्र वाला केंद्र शासित प्रदेश हिमाचल प्रदेश बनाया गया। बाद में 1971 में हिमाचल प्रदेश को राज्य का दर्जा दे दिया गया।(17)

1947 तक सिक्किम भारत का एक शाही राज्य था, जहाँ चोग्याल का शासन था। 1947 में ब्रिटिश शासन के समाप्त होने पर भारत द्वारा इसको रक्षित किया गया। भारत सरकार ने इसके रक्षा, विदेश मामले एवं संचार का उत्तरदायित्व लिया। 1974 में सिक्किम ने भारत में सम्मिलित होने के प्रति अपनी इच्छा दर्शायी। तदनुसार, 1974 में इसे संबद्ध राज्य का तथा 1975 में पूर्ण राज्य का दर्जा दिया गया।(18)

सन 2000 में छत्तीसगढ़, उत्तराखंड और झारखंड को क्रमशः मध्य प्रदेश, उत्तर प्रदेश तथा बिहार से पृथक करके राज्यों के रूप में मान्यता दी गई। वर्ष 2014 में तेलंगाना राज्य अस्तित्व में आया जिसे आंध्र प्रदेश राज्य के भूभाग को काटकर बनाया गया। तत्पश्चात 2019 में जम्मू-कश्मीर राज्य को दो संघ शासित क्षेत्रों जम्मू-कश्मीर तथा लद्दाख में विभाजित किया गया। इस प्रकार वर्तमान में भारत में कुल 28 राज्य तथा 8 संघ शासित प्रदेश हैं।(19)

राज्य	केंद्र शासित प्रदेश		
1. आंध्र प्रदेश	11. कर्नाटक	20. पंजाब	1. अंडमान एवं निकोबार द्वीप समूह
2. अरुणाचल प्रदेश	12. केरल	21. राजस्थान	2. चंडीगढ़
3. असम	13. मध्य प्रदेश	22. सिक्किम	3. दादरा एवं नगर हवेली तथा दमन एवं दीव
4. बिहार	14. महाराष्ट्र	23. तमिलनाडु	4. दिल्ली
5. छत्तीसगढ़	15. मणिपुर	24. तेलंगाना	5. जम्मू-कश्मीर
6. गोवा	16. मेघालय	25. त्रिपुरा	6. लद्दाख
7. गुजरात	17. मिजोरम	26. उत्तराखंड	7. लक्षदीप
8. हरियाणा	18. नागालैंड	27. उत्तर प्रदेश	8. पुदुचेरी
9. हिमाचल प्रदेश	19. उड़ीसा	28. पश्चिम बंगाल	
10. झारखंड			

अनुच्छेद 370 की समाप्ति तथा जम्मू-कश्मीर पुनर्गठन अधिनियम-2019-

केंद्रीय गृह मंत्री ने 5 अगस्त 2019 को संसद में जम्मू कश्मीर से जुड़े दो बिल और दो प्रस्ताव पेश किए। गृह मंत्रालय के आदेश एसओ संख्या 3979 (ई) दिनांक 2 नवंबर, 2019 द्वारा जम्मू और कश्मीर का पुनर्गठन अधिनियम, 2019 लागू किया गया। इस आदेश के बाद जम्मू और कश्मीर राज्य को दो भागों - जम्मू और कश्मीर तथा लद्दाख में विभाजित कर दोनों को केंद्र शासित प्रदेश बनाया गया है। इसके साथ ही पूर्ववर्ती राज्य की विधायिका जिसमें विधान परिषद् भी शामिल है, को समाप्त कर दिया गया है और अब उसे 'केंद्र शासित प्रदेश जम्मू और कश्मीर की विधान सभा' कहा जाएगा।(20)

अनुच्छेद 370 की समाप्ति के उपरान्त जम्मू-कश्मीर में बदलाव-

भारत सरकार द्वारा तत्कालीन जम्मू-कश्मीर राज्य का विशेष दर्जा समाप्त करके दो नए केंद्र शासित प्रदेश जम्मू-कश्मीर और लद्दाख की स्थापना किए जाने के 3 वर्ष पूरे हो गए हैं। केंद्र शासित प्रदेश जम्मू-कश्मीर के प्रशासन तंत्र और सुरक्षा तंत्र ने अनेक नई पहलें शुरू की हैं जिससे वहां के लोगों में उज्ज्वल भविष्य की आशा का संचार हुआ है। आज भारतीय सुरक्षा तंत्र ने जम्मू-कश्मीर की स्थिति पूरी तरह अपने नियंत्रण में ले ली। 'जम्मू-कश्मीर औद्योगिक नीति 2021-30', 'जम्मू-कश्मीर की फिल्म नीति' बनाने के साथ ही अनेक नई परियोजनाओं को प्रारंभ किया गया है। पुरानी लंबित परियोजनाओं को पूरा किया जा रहा है। पर्यटन को प्रोत्साहन दिया जा रहा है। नए मेडिकल कॉलेजों, प्रौद्योगिकी संस्थानों, प्रबंधन संस्थानों का निर्माण किया गया है। अनुच्छेद 370 की समाप्ति के उपरान्त केंद्र की विकास परियोजनाओं का क्रियान्वयन जम्मू-कश्मीर में संभव हुआ है। जम्मू-कश्मीर में पंचायत चुनावों का सफल कार्यान्वयन कर सत्ता का विकेन्द्रीकरण किया गया है। अब जम्मू-कश्मीर अन्य राज्यों की भांति विकास की मुख्यधारा में शामिल हो रहा है।

निष्कर्ष-

आज़ादी के साथ ही प्रारम्भ हुआ नए, एकीकृत एवं अखण्ड भारत का निर्माण अनुच्छेद 370 की समाप्ति के साथ पूर्ण हो गया है। अब भारत देश में 'दो निशान- दो विधान- दो प्रधान' समाप्त हो गए हैं। 'एक भारत- श्रेष्ठ भारत' के निर्माण में अब भारत कश्मीर से लेकर कन्याकुमारी तक एक हो गया है तथा श्रेष्ठता की ओर अग्रसर है।

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