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An Investigation of India's Right to Privacy Concerning OTT Regulations

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Abstract :

The right to privacy is among the most significant rights. Despite the requirement of the constitution, neither state nor the legislature of any State has adopted any legislation defining the rule of law that addresses this issue. In the contemporary era, there have been substantial issues for both the states and the general people as a consequence of the increasing utilisation of technology for data analysis. The right to privacy is recognised by the Indian Constitution, according to the Supreme Court of India, and is implicit in the fundamental freedoms of speech, movement, and the right to life. The Aadhaar Act 2016, which permits the state to gather some personal data such as iris scans and biometrics, was found to be constitutional by the same court a year after it issued its initial decision. Data exchange using new technology tools is not very secure without appropriate standards. In cases of duty breach by any official involved in data collecting and storage, the victim has no other suitable place to pursue his claim than the ordinary courts, which are already overburdened. The additional civil rights that people may use to defend their right to privacy have been impacted by the recognition of the right to privacy as a fundamental right. Along with this, it was important to bring regulations or laws to protect the privacy of individuals over social media and OTT platforms. The govt brought the regulations to channelised the area. In this article, the researcher seeks to explain the development of the right to privacy in India with the subject of social media and the use of OTT platforms.

Keywords: Right to Privacy, Data Protection, OTT Platforms and OTT Regulations.

1.1.   Introduction :

Over-the-top, or OTT, is the latest, cutting-edge method of consuming digital content. It also offers producers and advertisers new ways to connect with viewers of video streaming. Rather than using satellite, cable Television, broadcasting, etc., OTT material is distributed straight to audiences via the Web. The Trade Desk reports that media consumption patterns are rapidly shifting online. A study says that a recent trend shows that audience is shifting to OTT platforms rather than cable TV. You've probably used streaming platforms like Netflix, Hotstar or Amazon Video to engage with OTT content. The popularity of these networks suggests a fundamental change in how viewers connect with video material. OTT also offers publishers and advertisers a wealth of audience targeting options, but it also creates new difficulties in protecting user privacy and permission. With the help of this new technique for content dissemination, consumers may now receive hyper-targeted material in more creative and individualised ways. It also complicates how personal data about customers is handled, though. Does our nation have stricter privacy laws? Data is now so crucial that a nation can go to war with another for it. However, are our nation's data protection rules robust enough to prevent our

data from becoming mishandled or sent to any other nation? Due to the rapidly evolving industry, the present Information Technology Act of 2000 requires significant revisions. Additionally, a law protecting the personal data of this nation's residents is urgently needed. The Central government's Ministry of Electronics and Information Technology has announced the Information Technology (Intermediary Guidelines and digital media ethics code) Rules, 2021. The notification by the Ministry of Electronics and Information Technology has imposed numerous restrictions on numerous social and digital media platforms which are to bring all the social media platforms within the ambit of the constitution of India. These regulations were also supported by the Information Technology ministry, which characterised them as progressive, liberal, and despicable. Additionally, it was stated that this framework was created with all the distinctions between theatre and television audiences in mind.

The Ministry of Electronics and Information Technology and the central government defend the recently established guidelines by claiming that they significantly increase the ability of regular individuals who use online sites to file complaints and bear blame when their rights are violated.

1.2. Objective Of Study
- To comprehend the progression of privacy rights in India
- To find out data security threats on OTT the platform.
- To study the regulations introduced to streamline the privacy concerns over the OTT platform.

1.3. Research Methodology
The researcher has used doctrinal research methodology for the research project. It is based on secondary research tools such as reference books, scholarly articles, legal reports, judicial pronouncements and most important laws and regulations in the force.

1.4. Review Of Literature
(Jain, 2007) discourses in his book "Indian Constitutional law" on the many progressions that have taken place in Indian constitutional law. There were various case laws after the constitutional legislation became operative. Few court decisions served as turning points and had a significant impact on constitutional law. The court has implied various rights for the public by reading Article 21, including the right to privacy. One needs to have the right to privacy to live with dignity. The researcher concluded that the right to privacy is one of the essential liberties guaranteed by the Indian Constitution, and even the Supreme Court of India has acknowledged this.

(Becker, M, 2019) discussed in his research article "Privacy in the digital age: comparing and contrasting individual versus social approaches towards privacy" about the right to privacy. Furthermore, the author speaks about how the digital era causes a threat to the privacy of an individual. Even it describes how privacy is important on social media apps and other platforms. And other Acts and Articles are referred to by the researcher.

1.5. Limitation Of Study
The Limitation of the study is the research has focused only on the secondary sources of the available materials on the topic of the project. The researcher has confined the study by referring only to Indian laws and judgements.

1.6.   What is Privacy?

A situation in which a person is not being watched or disturbed by someone who is not authorised to do so is referred to as having "privacy." It is the state of solitude or the capacity to maintain the secrecy of one's personal life and romantic connections. Black's Law Dictionary defines privacy as the situation or state in which other people do not influence a person's choices or behaviours. Being an individual, one has the freedom to be autonomous and to make decisions that will impact his or her life and liberty without interference from others.

1.7.   Right To Privacy

Black's Law Dictionary refers to the right to privacy as a "right to personal autonomy." In this sense, having the freedom to make your own decisions is equivalent to having the right to privacy. One may exercise this privilege to prevent others from using personal information about him, such as his name, picture, etc. Any unjustified interference in his private life could put him through emotional hardship, damage his relationships with his family, and his reputation, and jeopardise his mental health.

1.8.   Threats To The Right To Privacy In The Digital Era

New technological developments also had an impact on privacy rights. Technology has had an impact on people's lives in almost every way. Nowadays, several social media and OTT platforms provide a forum for individuals to communicate with one another. To use these social media sites for financial gain, one must log in and provide personal information. By registering, visitors to the websites can access them. The service providers since many social media platforms are foreigners. Determining who oversees corrective measures whenever one of these suppliers abuses someone's privacy could be quite difficult. Another risk linked with using social media sites or OTT is hacking. In this instance, hackers can access user accounts and exploit them to post news for their purposes.

In its decision in the case of Justice K.S. Puttaswmy, the Supreme Court recognised the right to privacy as an essential element of individual freedom. It might be argued that India's growth of the right to privacy was made possible by the recognition of that right as a fundamental right. India is indeed waiting for a specific law to safeguard a person's data and data privacy.

1.9.   Ott Regulations

The press statement issued by the Ministry of Information & Broadcasting, it was pointed out that "the increasing instances of misuse of social media by criminals, and anti-national elements have brought new challenges for law enforcement agencies. It is found that currently there is no robust complaint mechanism wherein ordinary users of social media and OTT platforms can register their complaints and get them redressed within a defined timeline. Lack of transparency and absence of robust grievance redressal mechanisms have left the users dependent on the whims and fancies of social media platforms."

To regulate OTT services, social media sites, and electronic content, the Ministry of Electronics and Information Technology (MeITY) approved the Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021 (Rules) on February 26, 2021, using the authority granted to it by Sections 69A (2), 79(2)(c), and 87 of the Information Technology Act. There are three distinct sections to the rules. The definitions are covered in Part I, the due diligence standards for social media intermediaries are covered in Part II, and the dispute

settlement mechanism is implemented in Part III. The Ministry of Electronics and Information Technology will be in charge of overseeing the code of conduct as well as the procedure for digital media in Part III.

The due diligence obligation for the social networking intermediaries and extra requirements for the substantial social media intermediary are covered in Part II of the Rules. A person who receives, gathers, transfers, or offers any service related to the records is referred to as an intermediary under Section 2(1)(w), and this includes telecommunication, internet, web-hosting service providers, cyber cafes, browsers, and virtual stores. A social media intermediary is a service whose platform enables its users to communicate with one another online. Between a social media middleman and a substantial social media intermediary, the Rules clearly define each. A social media platform with more than 50,000 registered members in India is considered a substantial social media middleman.

Rule 3 requires intermediaries to perform due diligence, which includes disclosing the regulations and rules, privacy statements, etc. publicly on their site, app, or perhaps both. The visitors must be made aware of the forbidden content in advance. Furthermore, the intermediary shall not host, keep, or publish any such illegal information upon specific knowledge as a result of a decision by a court with jurisdiction or upon notification by the relevant Government or its agency. If such content is hosted, stored, or broadcast, the intermediary must remove access to it within 36 hours of being alerted. Additionally, it must keep these documents for 180 days for law enforcement purposes, or a prolonged duration if necessary due to a court order or a request from a government agency. The Indian Computer Emergency Response Team must receive information from intermediaries within 72 hours of receiving a legal order regarding verification, the prevention, detection, investigation, or prosecution of crimes under any law, or for cyber security incidents. Additionally, the intermediary must make the name, contact information, and complaint procedure of the grievance officer public. Within 24 hours of receiving the complaint, the Grievance Officer is required to recognise it and handle it within 15 days. Additionally, within twenty-four hours after receiving a complaint, intermediaries must remove or limit access to any content that discloses a person's private areas, engages in nudity, or depicts sexual activity, including photographs that have been digitally altered.

1.10. Conclusion

Since the Rules were published, there have been numerous discussions. Social media businesses in India have indeed started seeking an executive to serve as a connection with enforcement agencies in the wake of the IT Rules 2021. The Central Government is empowered by these laws to take action, and direct, block and delete the contents posted on these sites. While it is vital to put in place some regulations to control OTT platforms and social media firms, the government should be restrained to avoid them applying arbitrary judgments to online materials, since that would be a violation of the right to free speech and expression.

These new IT regulations that the government has introduced have a lot of complicated issues to resolve, and even if they are corrected and amended, if the government introduces them as legislation, it might pose a severe danger to many social media sites as well as to people's privacy.

Personal data is information that can be used to identify an individual or an organisation and is observable by those parties. Without the consent of the subject, this information cannot be shared without restriction by anybody. Additionally, India places less emphasis on data privacy

rules, and a typical, prudent person is not aware of the value of his data. Users have become prey to large organisations who take advantage of these flaws and misuse the data because of the lack of relevance and extremeness of the data. But the Honourable Supreme Court of India revolutionised people's perspectives on data privacy with its groundbreaking decision in Justice K.S. Puttaswamy & Others v. Union of India.

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Role of Teachers in Mentoring the Mentor for Educational Reform in the Modern Era

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Abstract:

The contemporary study discusses the role of teachers in mentoring mentors for educational reform in the modern era. Mentor teachers have a significant effect on the growth of student teachers since of the vital role they play as role models and guides. We also suggest keeping an open line of communication with your student teachers and prompting them to think clearly, report back on their observations of your classroom and teaching methods, and even propose and implement new strategies and practices that they have learned but are unaware of. Successful teachers know that their students benefit significantly from forming mentoring relationships with professionals with more experience. A mentor is essential for a future academic's development and growth. This study aims to better inform aspiring teachers about the value of mentors in the classroom. This paper seeks to bring awareness to how mentoring programmes can improve educational outcomes for students and faculty. The presence of a mentor can help teachers and students get along better. Since they inspire teachers to become school leaders, mentoring programs are suitable for students. Teachers collaborate as a valued group who contribute to one another and the classroom. Maintaining mentoring programmes in schools encourages teachers to collaborate and share best practices suitable for students and teachers. An effective teacher can help a less experienced one enhance their educational and classroom program expertise through a three-step process involving an interpersonal interaction, an observation of a lesson, and a response. By observing the changes in the mentoring relationship, a mentor can gain valuable insight into the most effective methods of active learning. If the student-teacher desires the master's assistance and guidance, the master's role may change to that of a true mentor. Mentoring is a complex and diverse strategy when it comes to educating the next generation of teachers. It is common for a more experienced teacher to mentor a less experienced fellow student in a protected and trusting environment. Common strategy schools use to aid educators in their career development is to pair them with a mentor. Both seasoned teachers and those just entering the profession agree that this is essential for creating and retaining a solid faculty. The purpose is to learn how experienced teachers are in mentoring mentors for educational reform in the modern era.

Keywords: Role, Teachers, Mentoring, Mentor, Education, Reform, and Modern Era.

Introduction :

A mentor guides a mentee toward a more excellent personal career and more significant contribution to the organization's goals through an active, two-way process known as mentoring. One can increase their chances of reaching professional success by adhering to these guidelines (Carmin, 1988; Hester & Setzer, 2013). Mentoring is commonly acknowledged as a powerful method for advancing educators' careers. Everyone in the field of education, regardless of how long or short their teaching experience is, can recognize this significance. Mentors are precious

to help new teachers transition from theory to practice. Since you will accept assistance from a mentor, it is only fair that they benefit from the relationship as well. When one person with more experience and knowledge instructs and guides another with less, the less experienced and knowledgeable person is often called their "mentor" (Kumar, S., & Coe, C, 2017). Discovering a mentor is crucial if you want to develop as a person. Enhancing the mentee's general and specialized work competencies, providing emotional support, and passing on the mentor's knowledge, skills, and experience improves the quality of work throughout the institution. The idea of a mentor for a student is not a new one in the classroom. After each recurrence, its effects are slightly different but always present (formal or informal). Mentoring benefits both the more experienced teacher and the newcomer to the profession. Long-term, this kind of guided communication helps inexperienced educators grow as professionals and enhance the quality of their classroom outcomes (Ingersoll & Kralik, 2004). Evidence suggests that mentorship helps educators at all stages of their careers (WashburnMoses, 2010). Teamwork, respectively, a mentor and mentee benefit both people. The mentor and mentee should feel comfortable enough to open up and work together. Important tenets of the mentor/mentee relationship include honesty, availability, openness, optimism, performance, and respect. A successful mentoring programme has these character traits: thorough planning, regular execution, close monitoring, continuous feedback, and periodic self-reflection. Successful mentoring programmes rely on a great bond between mentor and mentee (Ristovska et al., 2016). Interns spend the first few weeks of their training under the strict monitoring of a mentor teacher who visits their classroom regularly and meets with them individually to provide advice and feedback. In a practicum setting, the mentor administrator is responsible for monitoring the Intern's development over time, providing guidance for the Intern's career development, and assessing the executive's achievement. New teachers need strong guidance in their first few years of employment, and a consistent teaching staff provides a solid foundation for learning. Finding and training new teachers to replace departing ones takes time and money. When a teacher leaves, they take their expert knowledge in their subject area with them and the positive, long-lasting connections they have developed with their students, parents, and classmates. Mentor teachers serve as classroom role models for Interns through one-on-one conversations and regular check-ins during the first few weeks of intensive on-the-job training. A mentor teacher's responsibilities toward an intern include checking up on the Intern's progress, providing guidance for future advancement, and evaluating the Intern's overall educational reform in the modern era.

The Concept of Mentoring :

The success of a mentoring relationship hinges on the mentor's capacity to empathize with and encourage the mentee. Mentoring programmes pair mentees with seasoned experts in their field or a closely related one so that the mentee can gain valuable insight and perspective from the mentor. On the other hand, individual mentoring or mentorship is a more targeted way to boost a student's academic performance. A mentor and mentee can develop a strong bond in any relaxed environment, such as a park or a coffee shop. Generally, a formal mentorship programme is established in companies, with mentees and mentors assigned by an administrator to further careers. In contrast to structured mentoring programmes, which prioritize the mentee's career advancement, informal mentoring relationships develop naturally and pay more attention to the mentee's psychological and social requirements. Since technology is so widely available and provides the chance to remove barriers of time and location, its use in mentoring has

increased. Learn more about the current technological innovations that can improve mentoring and the specific issues that have not yet been resolved. Strategies for staying in touch with and learning from your mentor while you are separated by distance will also be covered (Premkumar, K, 2007). To mentor, another person is to encourage their development and progress. The best mentor for a young educator is one who can set a good example (Gay, 1995). A mentor's responsibilities may shift throughout the mentoring relationship (Kram,1983, 1985). Most mentoring studies have focused on mentors' impact on their mentees' work careers, which has been shown to be beneficial (Noe et al., 2002; Ragins, 1999; Wanberg et al., 2003). Mentoring is a powerful tool, but it quickly overlooks how valuable it is for seasoned teachers and their student-teachers (Carr, Herman, & Harris, 2005). Mentoring programs and the field of education have been established through four major time frames (Hargreaves, 2000). Allen and her co-workers conducted a meta-analysis to support the qualitative findings that mentees have more tremendous career success and income than non-mentees (2004). Further, compared to those who do not have a mentor, mentees are more likely to be happy in their employment, committed to their careers, and hopeful about their expert futures. Modern scholars needing mentors are becoming more aware of these restrictions and trying to overcome them. Start exploring the recent growth that has occurred in the study of mentoring. Learning about the success of others is an excellent approach to boosting your motivation. The mentee gains as much, if not more, than the mentor. A mentor's role is similar to a teacher's in that both can assist mentees in improving their skills and knowledge to perform their work today. The mentor's function in the mentee's social and emotional growth is twofold: first, to provide a positive role model; and second, to create a trusting environment in which the mentee feels safe expressing their emotions and thoughts. The capacity to set priorities and organize one's work is highly prized in today's reformed educational system in the modern era.

Mentoring of Mentor :

A mentor can aid their mentee in their academic pursuits by providing constant and open expressions of support and answering their concerns. The relationship between mentee participation in a mentoring program and academic success is poorly understood in the scientific literature on mentoring in higher education. Homer's "The Odyssey," an epic poem set in classical Greece, is the first literary work to feature a mentoring trend prominently. Odysseus entrusts his son Telemachus to his trusted friend Mentor as a mentee or protégé with less experience while Odysseus is away fighting the Trojans (Edlind & Haensly, 1985; Ismail et al., 2005, 2006; Merriam, 1993). The mentor should also be able to demonstrate academic excellence for the mentee to emulate. Mentoring is an effective technique of instruction that may be applied to settings as different as athletics and industrial apprenticeship. We also introduced cognitive coaching, a cutting-edge method of education. Mentors who want to make a difference in the lives of their mentees need to demonstrate a range of cognitive coaching skills, including the capacity to ask reflective questions, paraphrase, probe, employ wait time, gather and analyse data to influence lesson planning, and so on. Just as mentoring is an efficient means of development because of the emphasis placed on transferring information and experience, so is coaching (Gay, 1995). Many shared elements exist between the various mentoring initiatives operating in the US today. Compared to less formalized mentoring forms, formal programmes have many advantages. Most mentoring programs in the classroom are unofficial, with more seasoned educators providing informal guidance to those new to the field. If the formal

mentorship program, both parties must agree and record its aims, methods, and ground rules. Mentoring programmes require carefully chosen mentors and a curriculum that emphasizes teaching, observing, and criticism, as well as ongoing career growth opportunities (Glazerman et al., 2008). A young man's formal education should include mentoring, in which more experienced men serve as role models and teachers to those who are less prepared (Little et al., 2010; Johnson et al., 1991; Gregson, 1994; Zuraidah et al., 2004). You can find specific examples in (Little et al., 2010), (Johnson et al., 1991), (Russell & Adams, 1997), and (Little et al., 2011). (Wanguri, 1996). The mentoring element first appeared in literature in Homer's "The Odyssey," an epic poem set in classical Greece. While Odysseus battles the Trojans, he sends his son, Telemachus, to live with his friend and mentor. Telemachus assumes the role of a protégé, gaining knowledge from the mentor's years of experience (Edlind & Haensly, 1985; Ismail et al., 2005, 2006; Merriam, 1993). Part of a young man's formal education should be spent with an older, more experienced male mentor who can help him develop into a strong leader (Little et al., 2010; Johnson et al., 1991; Gregson, 1994; Zuraidah et al., 2004). Mentoring is a vital feature for the expansion of both people and organizations. A mentor can pave the way for a new employee to thrive in today's complex, competitive, and high-stakes enterprise environment. A good mentor can act as a confidant, teacher, trainer, and sounding board all rolled into one. Every member of staff, no matter their position, must be equipped with the skills necessary to solve issues that may arise on a person, paired, team, or organization level. Mentoring is built on the three pillars of interaction, autonomy, and support. An effective interaction consists of listening to the mentee, asking relevant questions, and providing a timely response. In order to aid the mentee in recognizing and addressing his blind spots, the mentor should encourage candid discussion and provide constructive criticism. The key to empowering a mentee is giving them more freedom and responsibility. The mentor's job is to encourage the mentee to consider options that might not immediately come to mind. A negative impact on the mentee's growth may result from excessively harsh criticism of his actions. A good mentor is someone who genuinely cares about their mentee. A good mentor is invested in his mentee's success and makes himself available whenever needed. A new teacher can benefit from advice from more experienced co-workers if they want to make a good first impression. Academic initiatives, such as study papers, conference presentations, and seminar papers, can benefit from the guidance of mentors in several ways. Training faculty members early on in conflict resolution and communication skills through mentoring programmes have been shown to improve faculty retention. It is helpful to have a mentee because they can provide new insights that can be used to improve teaching strategies. Helping the junior faculty member prioritize between teaching, research, invigilation, evaluation, and paper set are additional benefits of mentoring. Having a mentor can open doors professionally and help you connect with people from all walks of life for educational reform in the modern era.

Mentoring in Education:

　　　Uninformed people can never build a solid nation to support ideals and progress. Education, study, and a nation's development benefit significantly from mentors. This study focuses on the efficiency of mentoring programmes in the classroom. While educating the public at large is essential, training our teachers is an immediate priority. Even though the role of a mentor in a student's life is integrally interconnected with the student's personal, familial, and social-economic contexts, it is impossible to describe the pedagogical process without

mentioning the importance of careful planning, organization, and foresight in educational management. A good mentor can do more than introduce their mentee to novel and exciting avenues of thought; they can also reawaken avenues of thought that their mentee had previously abandoned. Under the tutelage of a caring mentor, a mentee's self-assurance, independence, and determination can flourish. The value of one's instructors and research advisers cannot be emphasized in one's pursuit of specialized actual academic expertise. To build a prosperous nation, you need to educate your people. Firms cannot develop competent staff through inefficient coaching methods (Islam, M. T, 2020). The position of a mentor is far more nuanced than that of a coach or role model because mentoring is a function of a person's required particular vocation. This complicates matters and slows progress (Head, Reiman and Thies-Sprinthall, 1992). *Mentoring* is a broad term that covers various interactions between experienced educators and their students or colleagues just starting in the field (Bey & Holmes, 1992). Good mentors should continue to challenge themselves and embrace new opportunities even as they help the new teacher develop professionally and stay abreast of developments in their field. Mentors push the limits of their mentees and show them how to solve problems constructively (Jones & Brown, 2011; OrlandBarak & Hasin, 2010). Everyone benefits from a mentoring relationship since it is a form of professional development that can be shown to affect the institution (Hobson, Ashby, Malderez, & Tomlinson, 2009). As a result, the benefits of the mentoring relationship extend far beyond the end of the formal support period for both the veteran teacher and the first-year teacher. The outcomes of a mentoring relationship might differ for both the and the mentee. If teachers want their students to learn to love studying and go on to make significant contributions to society, they should take advantage of mentorship opportunities in the classroom. Relationships between mentors and mentees are often collaborative because of the interdependence inherent in the mentoring relationship. The differences between a mentor, a teacher mentor, and a teacher mentee must be crystal apparent. Both the second and third lack the distinct borders of the first since they encompass fewer specific areas. A mentor's role goes beyond being a sympathetic ear in times of need. Friends, family, teachers, and even co-workers can all be positive examples and mentors to those who look up to them. Teachers have the potential to act as mentors if they are viewed as such by their pupils and the administration. No one should take this at face value, even though it can be deployed in educational reform in the modern era.

Role and Responsibilities of the Mentor Teacher:

Teachers need to understand and practise these moral principles to raise children who will become contributing members of society. Teachers should motivate students to do well in class and extracurriculars. Teachers should be free to foster an environment where students feel safe sharing their ideas, taking risks, and expanding their knowledge base (James, M. M, 2019). Our goal is to give education majors a firm grounding in theory and classroom practice. Many teachers take their classes on early field trips to get comfortable lecturing in front of diverse people and conditions. Now they may collaborate with you to learn first-hand about the challenges and benefits of working with children over a whole school year, from the best days to the worst, and everything in between. *Mentoring* is the process by which an experienced teacher helps prospective educator develop their teaching abilities. Mentors on Easter Island must share much of what they have learned with their mentees, and mentees are responsible for absorbing as much knowledge as they can from their teachers (Office of Personnel Services, 1993). The role

of the mentor teacher will evolve depending on several factors, such as the mentee's particular criteria, the program's overarching aims, and the specifics of the mentee's school and community. Mentors in the education sector are "really great people, exemplars of professionalism," but they also serve as "assistants" rather than superiors or arbiters (Office of Personnel Services, 1993). Mentoring programmes help teachers advance their careers and strengthen schools (HM Inspectorate of Education, 2008). Teachers of this type are well-known for their willingness to regularly try new things in the classroom (Portner, 2008). They were taught, and they now lead their groups and societies. Teachers care more about their students' achievement when they see that their work benefits the whole class. Teachers like that labour hard, truly care about their student's academic success and put the needs of their students ahead of their own (Hargreaves, 2009). In most cases, student teaching is the most formative experience for aspiring educators. This is their best chance to put what they have learned into practice, get constructive criticism from more seasoned teachers, and grow as educators. In this phase, aspiring teachers learn the profession's ropes and start forming their own pedagogical identities. We hope you could encourage them to believe in themselves as educators, set high standards for their students, and seek professional and personal growth opportunities. Student teachers greatly benefit from observing an experienced educator who can serve as a mentor. Many pre-service teachers blindly follow the directions of their mentor teachers since they do not know what else to do. Involve your student teachers in the teaching process by keeping lines of communication open and encouraging them to engage in critical thinking, observation notes and reporting, idea generation, and even testing strategies and methods they have learned but you have not. There is no substitute for the actual classroom experience. Therefore, novice teachers should seek a veteran educator to shadow for a while. One way to ease the pressure of joining a new profession is to shadow an experienced teacher. Mentoring teachers profoundly affects their students' development as people and professionals since they impart both intellectual and emotional knowledge. Being a mentor to a future teacher is a great opportunity to give back to the field. Teachers who provide a good example for their pupils should be highly recognized. This is why many teachers are rethinking how they approach professional growth. New teacher mentoring programmes have received much attention for their success in creating skilled instructors. First-year teachers receive assistance in developing their teaching skills, while more seasoned instructors are acknowledged for their effort to mentor their less-experienced colleagues (Little & Nelson, 1990). We ask that you not only work closely with your student teacher in your classroom but also that you introduce him or her to your colleagues, arrange for him or her to visit other classes at the same level and other levels, and introduce him or her to the school staff so he or she can become familiar with school procedures and policies. Your student teachers will build their careers on the foundation you provide them with during their time with you. Make the most of the occasion by giving the student teacher enough opportunity to contribute to all aspects of the lesson. As Interns begin an extended period of classroom observation and instruction, mentor educators serve as role models by guiding and supervising them. The Mentor Teacher's responsibilities include coordinating with the Intern, helping the Intern learn the material, and assessing the latter's growth due to the experience. In addition to preparing students for the workplace, a teacher's responsibilities should also include helping them discover and cultivate their unique strengths. It is important to remind teachers of the significance of volunteer labour in modern society. Teachers who are invested in seeing their students succeed in life should lead

by example. A student's growth is profoundly affected by their teacher. Teachers wish their students to develop virtues such as honesty, self-control, and wisdom in the classroom. Those students will respect those who genuinely care about their student's progress in class. There are repercussions for a teacher's actions in the classroom that go beyond the student's academic success in educational reform in the modern era.

Educational Reformation in the Modern Era :

Today, a severe need exists for education that helps its children fulfil their full potential. This includes encouraging youngsters to explore their hobbies, work on meaningful initiatives, and polish higher-order cognitive skills like critical thinking and creative problem-solving in today's environment. There must be a collaboration between universities, schools, and local communities to find answers to these problems. Education reform led to minimal change in the classroom, even though the world has transformed in ways that teachers and students could not have imagined even 20 years ago. Since one of the aims of education is to help young people develop into productive adults, this is cause for concern. People in a culture that values education tend to be knowledgeable and ethical. An individual's, a company's, or a country's quality of life can all benefit from the guidance of a mentor. The presence of a mentor in the classroom is beneficial to students. Modern education relies heavily on its teaching staff. Even if a school is only as good as its administration, one teacher can make an incalculable difference in a student's life. Traditional methods of getting things done under time constraints are still used today. Today's students need a firm grasp of the fundamentals in subjects like math, science, history, critical thinking skills, and creative approaches to problem-solving that will allow them to apply what they learn effectively. Instead of spending time on mathematical practices that do not seem to be useful, teachers should give their students challenges that require them to use their math knowledge, think scientifically, and apply whatever they have learned. When seen in the context of broader social and political events, *education reform* can be defined as the tale of how a country's public school system adapted its educational law, standards, methodology, and policy to meet the needs and aspirations of the modern world (Swanson, J,1997). Curriculum reform, structural reforms, and personnel changes have all created new challenges for today's teachers. The evaluations and results of educators are based on the work they do every day. Teachers have become "a target" of change in modernizing the educational system. Educators should be at the centre of meaningful educational system changes. Central and local governments in Japan are trying to hire former private sector employees as principals of some schools and introducing systems of evaluating teachers' work and excluding 'incompetent teachers' because of widespread scepticism about the legitimacy of the profession and its practitioners' ability to effectively educate children and their social standing in the wider community (Kudomi, Y, 2005). "Education reform" often refers to initiatives to enhance public education quality. Conflicting viewpoints on what constitutes a well-rounded individual and a well-rounded society have led to changes in both the definition and delivery of education. Reforms have not always been motivated by the necessities of society. A mentor can do more than introduce their mentee to exciting new lines of thought; they can also reawaken dormant systems of thinking that the mentee may have forgotten they even had. Therefore, a fruitful mentoring relationship can do wonders for a mentee's sense of self-worth, make significant contributions to their character development, and motivate them to pursue the highest aspirations. One's growth as a student and later as a professional is greatly aided by the encouragement of one's teachers and thesis

committee members. As a result, a robust educational system is crucial to a country's economic growth and prosperity. It is hard to produce high-calibre personnel without efficient means for developing mentoring programmes. It is widely held among reformers that bettering people's health, wealth, and happiness can be achieved through investing massively and persistently in improving their schools. There is no arguing about the far impacts of the modern education reform. Teachers who feel at ease with their existing policies may resist different concepts. An additional goal of the reform movement is to influence the views of the world of teachers. I have already explained why it is so important for educators to adapt their methods to the standards of educational reform in the twenty-first century. One possible way to start making the adjustments needed to improve democracies is to develop "social competence." Some evidence supports this claim (Davies, 1996, p. 673; Whitty, 2002). Humans, as a species, are built with a natural propensity for learning. Maintaining students' natural curiosity, adaptability, originality, and potentially critical thinking throughout their educational careers and beyond is a primary purpose of education. Numerous studies have shown a causal relationship between high teacher expectations and student achievement, indicating that we tend to underestimate students' innate creativity. Education policy is continuing to focus on reducing the risk that schools would increase academic success in educational reform in the modern era.

Conclusion:

It is well known that learning from an established expert can help one rise in their chosen field. Those who are new to schooling but have aspirations of becoming specialists in the field are well advised to seek out mentors. No matter how the mentor and mentee are paired, the mentoring relationship must be conducted professionally and ethically. In light of the transient nature of mentoring relationships, it is beneficial for mentees to build a mentoring network that can introduce them to several mentors who can offer advice on various facets of their professional growth. A solid and lasting relationship is possible between two persons who can aid and encourage one another. Programs are still an option for those working to improve schools. For mentorship to be successful, however, both parties must have a firm grasp of the work's peculiarities. Planning is essential. Educators are invaluable to a school, and improving students' academic performance on standardized tests should be the primary focus of any reform effort. If first-year teachers have any shot at lasting success in the classroom, they require a system of support that begins on day one. New teachers can gain a great deal from supportive mentoring programmes. A lot is at stake. Producing outstanding educators is crucial for any school system. Programs designed to help today's educators learn the skills they will need to prepare tomorrow's students for success in the twenty-first century are invaluable. However, a successful mentoring programme requires careful design, considering the complexity, strategy, and desired goals of educational reform in the modern era.

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Higher Education in India : A Global Perspective

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Abstract:

Education is a critical component of a nation's development. We should make it appropriate in light of the present and changing world. Education gives people a chance to think about the social, economic, cultural, and moral problems they face. India must prioritize education in order to produce more educated and productive citizens who will lead our nation. Numerous Indians are well-known around the world for their abilities. India must combine higher education with research and development in order to advance as a digital nation or as a prosperous global partner. The overall state of Indian higher education is the primary focus of this paper. The purpose of this paper is to identify issues and obstacles in India's higher education system. Finally, the paper came to the conclusion that all stakeholders must work together to find solutions to issues in India's higher education system.

Keywords : Higher Education, Issues, Challenges,

Introduction:

India is developing, and in order to achieve our objective, we must improve our higher education system. We are aware that the Indian higher education system is unable to meet the growing demand for higher education caused by the country's growing middle class (approximately 200 million people).Even though the Indian government intends to establish new colleges and universities in the near future, these will not be sufficient to accommodate all students interested in higher education. If we consider the future, how will India look in 25 years? Then, we can see that we can estimate quantitatively with some degree of confidence in some areas.In some cases, we have a general idea of the direction, but we are unable to accurately estimate the country's likelihood of success. We can highlight the opportunities and challenges that will present themselves along the way as well as the most desirable outcomes here. The study's main goal is to find problems and obstacles in India's higher education system.

Issues and Challenges:

From the perspective of Indian higher education, the most crucial aspects of the required learning environment are integration, inclusiveness, openness, and flexibility. Traditional distinctions like those between formal, non-formal, and informal learning, as well as those between face-to-face instruction and distance education, become increasingly irrelevant in this setting. We require greater emphasis on technological and scientific advancements. Universities should be encouraged to become centres of higher education and research, contributing to the creation of highly skilled global human resources.

Knowledge is Superpower:

The agricultural, industrial, and knowledge eras of human civilization comprise the three ages of civilization. It is believed that we are in the knowledge age. The current society is known as a knowledge society. Higher education needs to play a crucial role if India is to become a knowledge superpower. Over nine million students receive higher education from colleges and universities. Education and knowledge resources must seamlessly reach a large number of people through a variety of channels in order for India to become a knowledge superpower. Through the Internet, the new information and communication technology has broadened its reach. As a result, the goal is to provide high-quality educational content to a large number of students, educators, and the general public via electronic means in order to address issues of equitable and high-quality access to higher education.

Higher education institutions - most prominently universities - have three functions in total. In addition to education, these are research and contributing to society.2 The research and education functions are two sides of a coin; research makes a higher level of education possible and education, in turn, develops the human resources to do research. Recently, contributions to society have increasingly been demanded of higher education institutions. This means the higher education institutions need to have activities to ensure that accumulated knowledge is circulated directly back to society and that they do not become "ivory towers." (JICA, 1).

In the knowledge race of the 21st century, India has a significant advantage. It has the third-largest higher education sector in the world, after China and the United States, in terms of student numbers. It conducts research and higher education primarily in English. However, the quality sector in higher education can be built on a small number of high-quality departments, centres, and institutions. Although the system allows for a variety of policies and approaches, the structure is rather cumbersome due to the fact that major responsibility for higher education is held by the States rather than the Central Government.

Indian Universities:

In India is one issue, but the quality of those universities is another. We intend to become a developed nation. We should have at least 20% of the age group enrolled in higher education if we really want to achieve that goal. The current figure is not known, but it is said to be around 10%. To put it another way, we will need to double the number of opportunities for higher education within a decade. The Government alone simply cannot construct the necessary facilities. A role must be played by private providers.

UGC assesses the working of the institutions 'Deemed-to-be-Universities' either by conducting inspections on its own, or based on reports received from other credible sources. After considering the explanations provided by the institution, if it is established that the institution has violated any of the provisions mentioned in the UGC Regulations, the UGC can direct the concerned institution to withhold admission for a certain period. Continuous violation of these regulations can lead to withdrawal of the deemed status by the Central Government on the recommendation of the UGC. In such a case, actions would be taken to protect the interests of the current students as determined by the specific situation.

However, all movable and immovable properties of the institution shall be fortified by UGC. This implies that the institution would lose the land, building and all other infrastructural material as well as the corpus fund to the government causing immense loss to the owners. Since an institution of higher education has to be not-for-profit, there is no way for it to earn back its

investment. Hence, it is recommended to revisit the penalty of violation. For instance, the UGC can define a process for re- applying for deemed status, or affiliate the institution to an existing university, which will supervise the compliance of norms and maintain quality (Regulatory Structure, 29).

In a letter to the Prime Minister on November 29, 2006, the Chairman of the National Knowledge Commission recommended 1500 Indian universities. Again, in 2008, two years later, the Yasphal Committee recommended 1500 Indian universities. These numbers aren't very big. There are 3500 universities in the USA; There are 125 universities in the UK, which has a population smaller than Tamil Nadu's; There are 350 universities in Germany, which has an 82 million population;726 universities are located in Japan, which has 127 million people. A nation is said to require periodic minor revolutions. If not, it will have to contend with a significant revolution. Today, higher education in India needs to undergo a significant transformation.

Foreign Educational Institute:

There are numerous justifications for permitting the establishment of foreign educational institutions in India. They are: to enhance the development of human resources; to make higher education in India better by making some specialized research areas more accessible to people outside the country; to reduce the loss of talent; to encourage competition; and to draw in foreign funding for education. What will happen if we allow foreign educational institutions? They won't pay attention to our culture and values, and as a result, our students may become immigrants from within, causing us to lose our young generation. To address these issues, specific policies must be established.

Research in Higher Education:

The Indian higher education sector uses 4.1% of the country's research budget. In Germany, it is 17%;22.6% in the UK and 10.1% in China. There are 8.6 million researchers in China;1.3 lakhs in India, and even 1.5 lakhs in Korea. The Indian higher education system merits your consideration. There are Lecturers, Assistant Professors, and Professors at every institution; and research is expected of everyone. Two thousand affiliated colleges provide higher education in India. There is no professor there; not necessarily even assistant professors. Sixty-six percent (66%) of our postgraduate students and ninety percent (90%) of our undergraduate students; and affiliated colleges house 84% of our higher education faculty. The affiliated colleges have not conducted any research; This indicates that 84% of faculty members in higher education do not conduct research. They are not expected to conduct research, and only 16% of higher education faculty are anticipated to conduct research in the nation. When compared to the entire faculty of higher education that is expected to conduct research in advanced nations, how can university research flourish with such a dearth of researchers? The higher education sector in India ought to devote more resources to research and encourage faculty members working in affiliated colleges.

Teacher Education:

At this time, there is a teacher education program (BEd) is two years long following graduation. The teacher should receive sufficient exposure in pre-service education to fully utilize information and communication technologies. Teacher education ought to shift more toward schools. In order to help teachers become more committed, teacher education programs should provide inputs. Teachers should gain new insight into a variety of perspectives through teacher education programs. This indicates that each person is distinct from the other.

Educational Administrative Bodies:

There is also the National Council of Educational and Training, National Institute of Educational Planning and Administration, State Council of Educational Research and Training, and District Institute of Education and Training's joint development of collaborative teacher education programs.

As a result, organizations like the National Council of Educational and Training, the National Institute of Educational Planning and Administration, the National Council of Teacher Education, and the University Grants Commission, among others, must increase their collaboration on projects.

The academic community has accumulated much experience of inter-university cooperation throughout its centuries-long history. The shapes of this cooperation were initially manifested in exchange of best academic practices, interaction of students and joint scientific research. Such cooperation was created on a voluntary basis between universities of individual countries, most often without participation of the state government or international organizations (ERSJ, 591).

Education at Undergraduate Level:

Higher education should pay more attention to undergraduate instruction. Within ten years, at least fifty percent of college-age students will be eligible for higher education. Higher education and schooling ought to develop connections. In many universities, undergraduate teaching receives little attention. This trend hurts college education and needs to be stopped. The majority of instruction at universities and colleges ignores the potential of the student. University teachers frequently disregard the learner's capacity for assimilation and focus solely on the prescribed material. Through a faculty development program, university teachers ought to be directed in this direction.

Technical and Professional Education:

Technical education is the middle range's continuous advancement in science and technology application. The development of science and technology is based on technical education, both professional and vocational. Numerous engineering colleges in the country need to be upgraded to meet quality standards comparable to those of India's world-class IITs. India must significantly increase its R&D spending, which is currently 1/60th that of Korea. Enhancing the connection between technology development and technology application by fostering close ties between business and basic research is another essential requirement.

Conclusion:

In conclusion, the Government alone cannot meet the requirements of higher education. It necessitates the participation of the government, private providers, and possibly a few international universities. Given that higher education around the world is undergoing a significant transformation, we need to let go of our preconceptions and adopt a more pragmatic perspective. In order to improve our higher education system, we must take certain steps.

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A Study of Growth and Performance of
District Central Cooperative Banks in Maharashtra 2010-11 to 2019-20

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Abstract: -
  Maharashtra plays a very important role in India's economic development. Cooperative credit structures have important institutional arrangements for the development of Agriculture and related sectors in the economy of Maharashtra. DCC banks have played an important role in the country's socio-economic development, especially in rural areas. The growth and performance of DCCBs based on, its numbers, Branches, Membership, Share capital, Reserve fund, Investment, Working Capital and Profitability of the bank. The study is based on secondary data obtained from 31 DCCBs in Maharashtra for the period of 10 years i.e. 2010-11 to 2019-20.

Keywords: - Indian Economy, DCCB, Cooperative Sector, Rural areas.

Introduction: -
  The cooperative banking has played a key role in the economic liberty of thousands of people in our country. Cooperative Banks have helped to improve the growth of the Indian economy by offering inexpensive and hassle-free agricultural financing, hence improving agricultural productivity. Institutionally, the co-operative credit framework is essential for the rural growth of agriculture and associated sectors in the Maharashtra State economy. Maharashtra's cooperative credit framework consists of three tiers. The two types of cooperative credit are short- and medium-term credit and long-term credit. Short- and medium-term credit structure consists of three tiers: State cooperative bank at the apex, Central cooperative bank at the district level, and Primary Agricultural Credit Society at the rural or grass-roots level.

Objective of the study:-
1. To study the Growth and Performance of District Central Cooperative Banks in Maharashtra

Research Methodology:-
  The purpose of this research is to look into the growth and performance of district central cooperative banks in Maharashtra. The analysis relies heavily on secondary data. Secondary data is gathered from Basic Data on District Central Cooperative Bank Performance (NAFSCOB).

Table No: - 1. Progress of DCCBs in its Numbers, No of Branches and Total Membership

Year	No of DCCBs	No of Branches incl. H.O	% Change	Total Membership	% Change
2010-11	31	3715	---	125235	---
2011-12	31	3737	0.59	125756	0.41
2012-13	31	3710	0.72	126218	0.36
2013-14	31	3724	0.37	126401	0.14
2014-15	31	3750	0.69	129580	2.51
2015-16	31	3755	0.13	130531	0.73
2016-17	31	3729	-0.55	130586	0.04
2017-18	31	3697	-0.85	130746	0.12
2018-19	31	3711	0.37	131221	0.36
2019-20	31	3763	1.40	132628	1.07
Source:- Data compiled from Basic Data On Performance of District Central Cooperative Banks (NAFSCOB), Navi Mumbai, India, during the study period 2010-11 to 2019-20.					

Table 2 shows the growth of DCCBs in terms of number, branches and members during the study period from 2010-11 to 2019-20. From 2010-11 to 2019-20, the number of District Central Cooperation Banks (DCCB) in Maharashtra remained constant. The number of offices including HO increased by 38 from 2010-11 to 2019- 20. DCC bank membership in Maharashtra increased by 7393 in the year 2019-20, from 125235 in 2010-11 to 125235 in 2019-20. It showed that the number of DCCB branches and total membership in Maharashtra expanded during the study period.

Table No: - 2. Progress of DCCBs in its Share Capital, Reserve fund   and Deposit

(Rs in lakhs)

Year	Share Capital	% Change	Reserve fund	% Change	Deposit	% Change
2010-11	164600	---	619860	---	4687366	---
2011-12	187333	13.81	658656	6.25	4867429	3.84
2012-13	218774	16.78	721185	9.49	5195260	6.73
2013-14	232296	4.85	772148	7.06	5556953	6.96
2014-15	263677	13.50	826294	7.01	6150297	10.67
2015-16	279230	5.89	892763	8.04	6612994	7.52
2016-17	295681	5.89	1037924	16.25	7039346	6.44
2017-18	301579	1.99	1020993	-1.63	7500711	6.55
2018-19	332108	10.12	1097808	7.52	8110696	8.13
2019-20	347141	4.52	1217151	17.86	8980677	10.72

Source:- Data compiled from Basic Data On Performance of District Central CooperativeBanks (NAFSCOB), Navi Mumbai, India, during the study period 2010-11 to 2019-20**.**

Table no – 3 shows that the progress of DCCBs in terms of Share Capital, Reserve fund and Deposit during the study period of 2010-11 to 2019-20. Share Capital increased by 2.29 times from Rs.164600 Lakhs in 2010-11 to Rs. 377141 Lakhs in 2019-20. Reserve Fund increased from Rs. 619860 lakhs in 2010-11 to Rs. 1217151 lakhs in 2019-20. Deposits increased by Rs. 4293311 Lakhs in from 2010-11 to 2019-20.

Table No:-3. Progress of DCCBs in its Working Capital and Investment

(Rs in lakhs)

Year	Working Capital	% Change	Investment	% Change
2010-11	6108458	---	2359719	---
2011-12	6508574	6.55	2281322	3.32
2012-13	6993396	7.44	2196647	3.71
2013-14	7454237	6.58	2608787	18.76
2014-15	8264845	10.87	2872296	10.10
2015-16	8048193	-2.62	3156342	9.88
2016-17	9773980	21.44	3446368	9.18
2017-18	10176393	4.11	3795116	10.11
2018-19	10917034	7.27	3864660	1.83
2019-20	11755701	7.69	4627751	18.19
Source: - Data compiled from Basic Data on Performance of District Central Cooperative Banks (NAFSCOB), Navi Mumbai, India, during the study period 2010-11 to 2019-20.				

Table no – 4 shows that the progress of DCCBs in its Working Capital and Investment during the study period of 2010-11 to 2019-20. Working Capital increased by Rs. 5647243 Lakhs from 2010-11 to 2019-20. Investment increased by 1.96 times from 2010-11 to 2019-20.

Table No:-4. DCC Bank

(Rs in lakhs)

Year	Profit and Loss (-)
2010-11	-15967
2011-12	55642
2012-13	73724
2013-14	49535
2014-15	17421
2015-16	75495
2016-17	33354
2017-18	34690
2018-19	53200
2019-20	111997

Source:- Data compiled from Basic Data On Performance of District Central Cooperative Banks (NAFSCOB), Navi Mumbai, India, during the study period 2010-11 to 2019-20.

Table no – 5 shows that the Profit and loss of DCCBs during the study period for 2010-11 to

2019- 20. DCCBs recorded highest profit with Rs. 75495 lakhs and Rs. 111997 lakhs in 2015-16

and 2019-20 respectively. DCCBs were incurred losses with Rs. 15967 lakhs in 2010-11. It is

shown in following graph no- 01 .

Graph No- 01
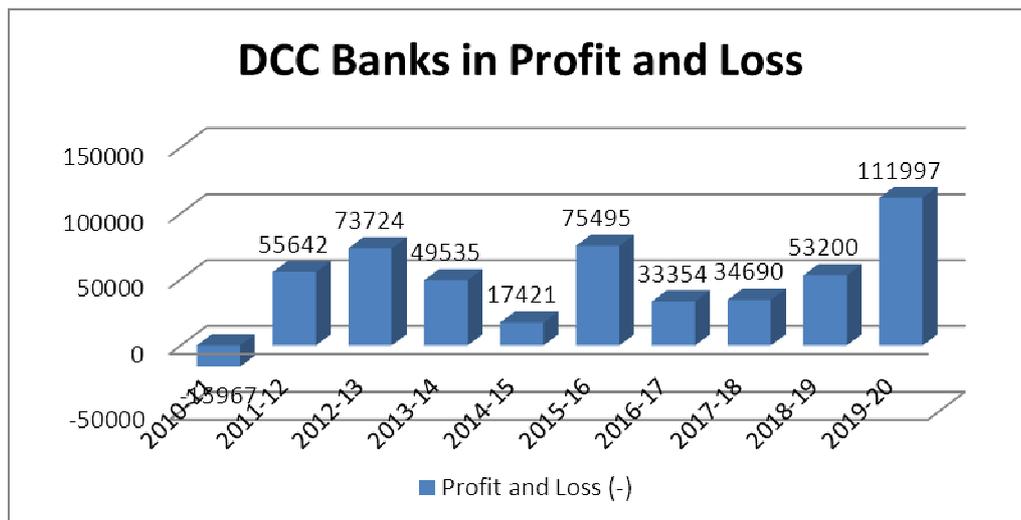
Conclusion: -

In particular in the rural areas, the District Central Cooperative Bank has made a substantial contribution to the state's growth both economically and socially. The study has analysed the progress of DCCBs with regard to, its numbers, Branches, Membership, Share

capital, Reserve fund, Investment, Working Capital and Profitability of the bank. Members of DCCBs are growing at a very slow rate when it should be growing quickly will become strength. There was an increase in share capital, reserve fund, working capital, and investment, which demonstrated the financial stability of DCCBs in the state of Maharashtra.. The bank has increased its profitability through efficient management. operative credit institutions currently face a variety of issues and difficulties. However, in order to support rural areas, the government must vigorously encourage cooperative banks.

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Self-Driving Car Simulation Machine Learning Model with Udacity's Simulator Using Convolutional Neural Networks, Behavioural Cloning, Augmentation and Image Preprocessing

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Abstract :

Self-driving cars have become a trending subject with a significant improvement in the technologies in the last decade. The project purpose is to train a convolutional neural network to drive an autonomous car agent on the tracks of Udacity's Car Simulator environment. Udacity has released the simulator as an open source software. Driving a car in an autonomous manner requires learning to control steering angle, throttle and brakes. Behavioural cloning technique is used to mimic human driving behaviour in the training mode on the track. That means a dataset is generated in the simulator by a user driven car in training mode, and the NVIDIA's convolutional neural network model then drives the car in autonomous mode. Augmentation and image pre-processing are used to increase the accuracy of CNN model.

Keywords – Self-Driving cars, Autonomous Cars, Machine Learning, Deep Learning, CNN (Convolutional Neural Network), Image Augmentation, Image pre-processing, Behavioural Cloning, Computer Vision.

Introduction :

In this work, a Machine Learning based algorithm has been presented to automate the car in Udacity's self driving car simulator. Udacity released an open source simulator for self-driving cars to depict a real-time environment. The simulator contains two tracks and two modes, namely, training mode and autonomous mode. The dataset is generated from the simulator by the user, driving the car in training mode. Total 7 attributes such as Steering angle, Throttle, Brake, Speed and images captured from left, right and centre camera attached to the car are recorded under dataset. After training the dataset, it is generalized for another track with different augmentation techniques like crop, flip, shift, random blur, etc and image pr-processing techniques. Behaviour of a human is mimicked on the simulator with the help of a model trained by deep neural networks. CNN model proposed by NVIDIA which they use in the real car with real data and got promising results is used to train the images recorded by three cameras on the car with the adam optimizer. The concept is called Behavioural Cloning, to mimic how a human drives.

Literature Survey:

In the field of self-driving cars, extensive study is conducted. In Self Driving Cars, Deep learning and Reinforcement learning are the two main approaches involved. A Deep learning method is focused in this research work due to behavioural cloning.

For the developers working in the self-driving car field, deep learning is their first choice due to the availability of powerful GPU's. Huge opportunities can be found with the combination of OpenCV and Deep learning for building autonomous vehicle. Tasks of Object Detection,

Image Recognition & Semantic Segmentation can be solved using Deep Learning involving CNN as demonstrated by Fujiyoshi et al [7]. Papers also cites that the technique known as end-to-end is used to infer the control values of self-driving cars. Visual presentation has also been presented which may boost the confidence of Self driving car's passengers. For detecting traffic lights efficiently Faster Region based Convolutional Neural Network can be used as demonstrated by Kulkarni et al [8]. Using own end-to-end approach comprising of CNN, Bojarski et al. achieved 90% autonomy value [9][10]. This approach demonstrates that for getting accurate steering angles, a single camera may be used to feed images to CNN.

Jain through his self driving car's working model made with raspberry pi and LiDAR sensor, demonstrates that without human intervention CNNs can drive real-world car model [11]. Using the same end-to-end method Kim et al. from a game collected the data and implemented self driving technique using NVIDIA's model [12]. Many authors also have used AlexNet which is also well known CNN model. With 37 open source available datasets and 22 virtual testing platforms Kang et al. has set a benchmark for self driving car researchers & developers [13]. His research includes CamVid (cambridge-driving Labeled Video) dataset [14] & BDDV (Berkeley DeepDrive Video) dataset [15]. TORCS [16], AirSim [17] and CARLA [18] virtual testing platforms have also been discussed in the above research paper.

System Architecture:

This isection iconsists iof ithe iconfigurations iused ito iset iup ithe imodels ifor itraining ithe iPython iClient ito iprovide ithe iNeural iNetwork ioutputs ithat idrive ithe icar ion ithe isimulator. iThe itweaking iof iparameters iand irigorous iexperiments iwere itried ito ireach ithe ibest icombination. iThough ieach iof ithe imodels ihad itheir iunique ibehaviours iand idiffered iin itheir iperformance iwith ieach itweak, ithe ifollowing icombination iof iconfiguration ican ibe iconsidered ias ithe ioptimal: i i

- The iSequential imodels ibuilt ion iKeras iwith ideep ineural inetwork ilayers iare iused ito itrain ithe idata.
- Models iare ionly itrained iusing ithe idataset ifrom iTrack_1. I
- 80% iof ithe iDataset i iis iused ifor iTraining, i20% iis iused ifor iTesting. I
- Epochs i= i50, ii.e inumber iof iiterations ipassess ithrough ithe idataset. I
- Experimented iwith ithe ilarge inumber iof iepochs ialso, ibut ithe imodel itrained ito ioverfit. iIn iother iwords, ithe imodel ilearns ithe idetails iin ithe itraining idata itoo iwell, iwhile iimpacting ithe iperformance ion ithe inew idataset. I
- Batch-size i- i40, ii.e. inumber iof iimage isamples ipropagated ithrough ithe inetwork, ilike ithe isubset iof idata ias ia icomplete idataset iis itoo ibig ito ibe ipassed iall iat ionce.
- Learning irate i= i0.0001, ii.e ihow ithe icoefficients iof ithe iweights ior igradients ichange iin ithe inetwork. I
- ModelCheckPoint() iis ia ifunction iin iKeras ito isave icheckpoints iand ito isave ithe ibest iepoch iaccording ito ithe ivalidation iloss. i

There iare idifferent icombinations iof iConvolutional iLayer, iTime-Distributed iLayer, iMax-Pooling iLayer, iFlatten, iDropout, idense iand iso ion, ithat ican ibe iused ito iimplement ithe iNeural iNetwork iModels.

Solution Approach

The High Level Architecture of the implementation can be seen in the Figure.
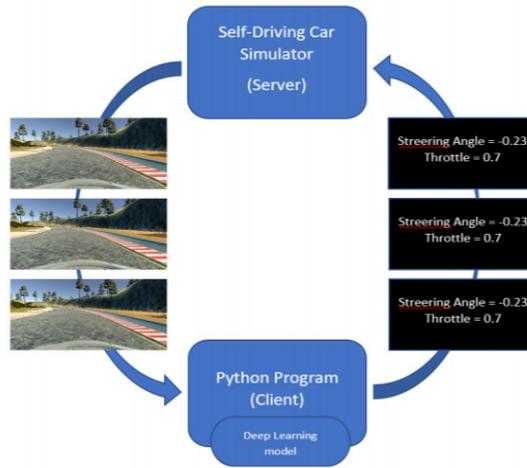
FIGURE 1. Implementation Architecture

The Problem is solved in the following steps :

- The isimulator ican ibe iused ito icollect idata iby idriving ithe icar iin ithe itraining imode iusing ia ijoystick ior ikeyboard, iproviding ithe iso-called i"Good iDriving" iBehaviour iinput idata iin ithe iform iof idriving_log i(.csv ifile) iand ia iset iof iimages. iThe isimulator iacts ias ia iserver iand ipipes ithese iimages iand idata ilog ito ithe ipython iclient. I

- The iclient i(Python iprogram) iis ithe imachine ilearning imodel ibuilt iusing iDeep iNeural iNetworks. iThese iModels iare ideveloped ion iKeras i(a ihigh-level iAPI iover iTensorflow). iKeras iprovides isequential imodels ito ibuild ia ilinear istack iof inetwork ilayers. iSuch iModels iare iused iin ithe iproject ito itrain iover ithe idataset ias ithe isecond istep. iDetailed idescription iof iCNN imodels iexperimented iand iused ican ibe ireferred ito iin ithe ichapter ion inetwork iarchitectures. I

- Once ithe imodel iis itrained, iit iprovides isteering iangles iand ithrottle ito idrive iin ian iautonomous imode ito ithe iserver i(simulator). I

- These iModules, ior iinputs, iare ipiped iback ito ithe iserver iand iare iused ito idrive ithe icar iautonomously iin ithe isimulator iand ikeep iit ifrom ifalling ioff ithe itrack.

The Most important requirement of any Machine Learning project is DataSet. In this research, any open-source dataset is not used instead the dataset is generated.

To Create a Dataset, an open source Self driving car simulator provided by Udacity is used. It has been used by udacity in their Self driving car Nano degree program. It is a Computer Simulator Through Which dataset is recorded.
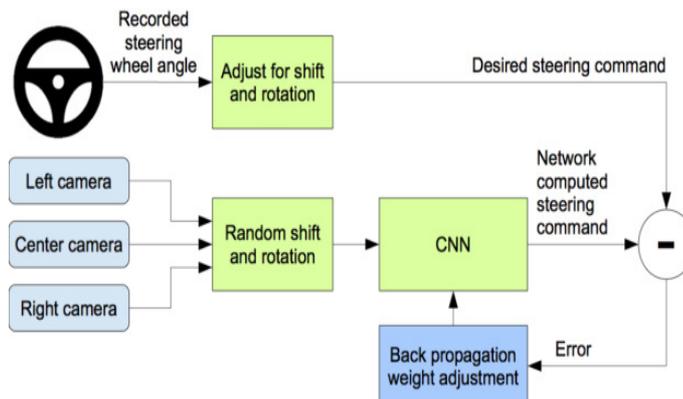
Attributes of the dataset are :

    A. Path to the Image captured by centre Camera.
    B. Path to the image captured by the left camera.
    C. Path to the image captured by the right camera.
    D. Steering angle
    E. Throttle
    F. Brake
    G. Speed

Dataset is present inside the **myData** folder in a project directory. myData folder contains **IMG** and **driving_log.csv** files.

Out of which IMG is the folder containing all the images and driving_log.csv (comma-separated values) file which contains all the data required for the project. Since images can't be stored inside excel sheets, their path is stored inside excel sheet.

The driving_log.csv file is feeded to the algorithm for training.

Step 1. Collecting Data

    Data Collection for this research is a pretty easy task. First install an open source Self Driving car simulator provided by Udacity that is used in their self driving car Nanodegree program. Link to Download the Simulator is given below :

https://github.com/udacity/self-driving-car-sim

After installation, extract the files present inside the zip folder. After extracting, you will see two folders as shown below,

FIGURE 3. Landing window of Udacity's Simulator

There are two options, Training Mode & Autonomous Mode along with Two tracks. You select any track to train a model but for collecting the data you should select Training Mode.

After Selecting the Track and selecting Training Mode you will see the following screen,
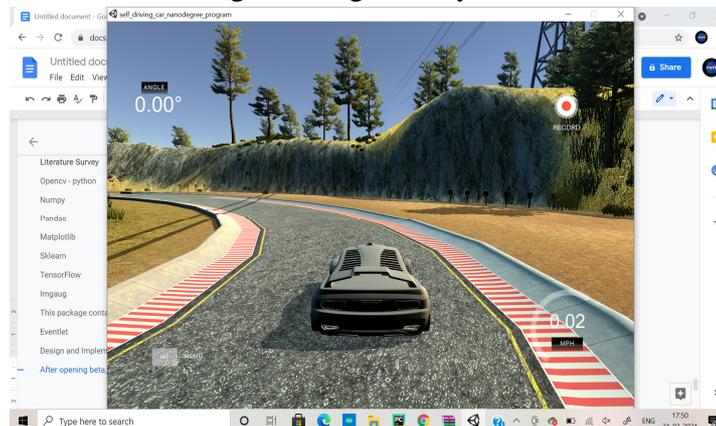
FIGURE 4. TRACK_1

On the screen, there is an option for recording, by clicking on which you can start recording the data.

As already discussed, that data will be stored in the form of csv file and images in the mentioned directory.

The dataset in csv file looks like something below :
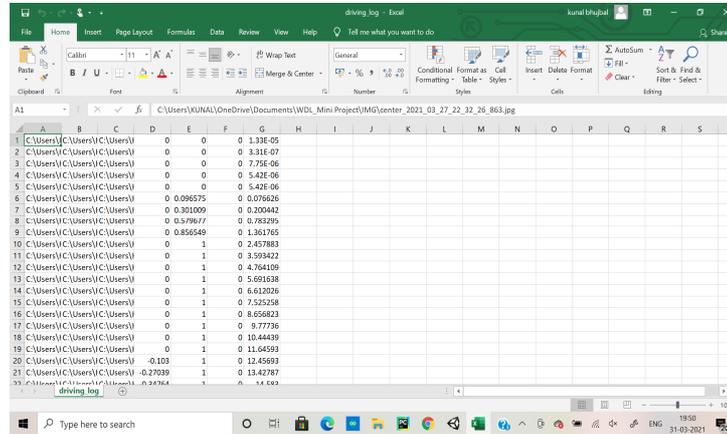
FIGURE 5. driving_log.csv

Step 2 : Training Algorithm

For automation you have to train with the help of a dataset. For that we have made two files,

1. TrainingSimulation.py
2. utlis.py

For running a trained model in an autonomous model, create another file with the name **TestSimulation.py**. Because the two files mentioned above will just train and will generate a new file with the name **model.h5**.

module.h5 file will be used to run the simulator in an autonomous mode.

TrainingSimulation.py is a main file which will be executed while training with the dataset and utlis.py is a file which has a definition of all the functions executed in TrainingSimulation.py.

Since it will be very messy to write the definition of all the functions in just one file and it's not even readable and hence two files for training are created.

Step 3 : Visualization of Data

It is very important to visualise the data. Because if the data has so many data entries which are of left curve or left turn and there are very few entries for right curve then most probably the model will move to the left (It may end up turning in the wrong direction at a wrong turn). And hence it is very important to have balanced data . It is a regression problem . Data after visualizing for the first time looked somehow as shown below.
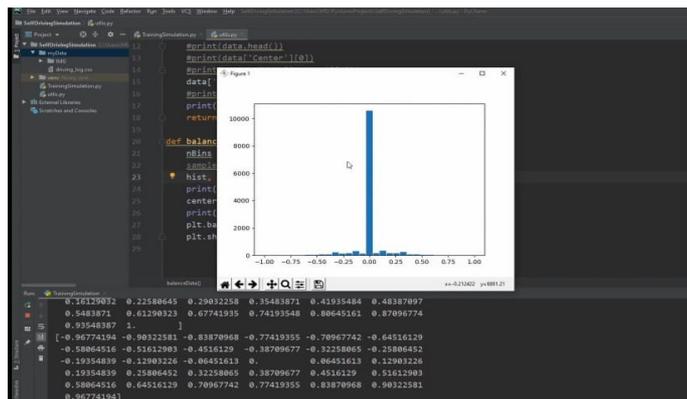
FIGURE 6 (a). Data Visualisation through Matplotlib

And hence it was necessary to balance the data first ! In which most of the values of steering angle were 0 and very rare values of steering angle were left and right . And hence first a cut off value was set which was nothing but samples per bin. After Sampling, data was visualised as follows,
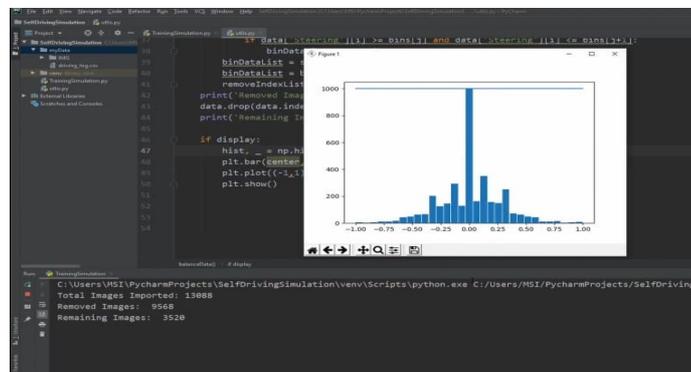
FIGURE 6 (b)

Step 4 : Preparation for Processing

Here all the steering values are collected in one list and all the Images in another list. Now the data is in pandas format. To use data effectively, it is first inserted into a list and then converted into a numpy array.

Here loadData Function is used in the program.

Step 5 : Splitting of a Data

Here data is splitted for Training and Validation. Training Data will be used for the training purpose. Validation Data will be used to test the performance of the created model after each epoch. So after each epoch it will check with the validation data and will train again. Validation Data doesn't affect the weights or parameters of the model, it's just for Testing. For Splitting data the sklearn package will be used.

Step 6 : Augmentation of Data for adding more variety and variance

No matter how much data is present, it's never enough to train a model. Hence adding variety in that data is the best option. So we can change its slighting, we can zoom & panning etc. Matplotlib is used for the same. The main reason for using matplotlib is because it gives image data in RGB format and it is easier to work with RGB than working with BGR. And hence opencv is not used because it gives image data in BGR format.

For augmentation the imgaug library is used. For augmentation, augmentImage() Function is implemented in utlis.py file.

Step 7 : Augmentation & Image Pre - Processing

In utlis.py we have a preProcessing() function.

Q. Why does Image Pre - Processing is needed ?

Ans: The image may not just have roads, it may have some part of a vehicle, then some part of surroundings in the form of water bodies, trees etc. Hence Pre - processing is needed to remove all those unwanted parts from the Image.

In the same step colour space is also changed. NVIDIA Proposed this method to change the colour space and hence the colour space of the image is changed to YUV. Because it's easier to clearly separate out the lane line in YUV colour space than in a normal image.

Even Normalisation is included in this Step .

In a real-life situation, it's impossible to train a self-driving car model for every track possible, as the data will be too huge to process. Also, it is not possible to gather the dataset for all the weather conditions and roads. Thus, there is a need to come up with an idea of generalising the behaviour on different tracks. This problem is solved using image preprocessing and augmentation techniques, Following techniques are used.

- **Crop**

The iimages iin ithe idataset ihave irelevant ifeatures iin ithe ilower ipart iwhere ithe iroad iis ivisible. iThe iexternal ienvironment iabove ia icertain iimage iportion iwill inever ibe iused ito idetermine ithe ioutput iand ithus ican ibe icropped. iApproximately, i30% iof ithe itop iportion iof ithe iimage iis icut iand ipassed iin ithe itraining iset. iThe isnippet iof icode iand itransformation iof ian iimage iafter icropping iand iresizing iit ito ithe ioriginal iimage ican ibe iseen iin ithe ifigure i7A.
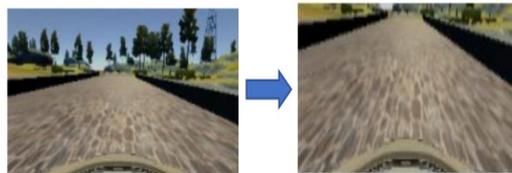
FIGURE 7 (a). Crop Image

- **Flip**

The iimage iis iflipped ihorizontally i(i.e. ia imirror iimage iof ithe ioriginal iimage iis ipassed ito ithe idataset). iThe imotive ibehind ithis iis ithat ithe imodel igets itrained ifor isimilar ikinds iof iturns ion iopposite isides itoo. iThis iis iimportant ibecause iTrack_1 iincludes ionly ileft iturns. iThe isnippet iof icode iand itransformation iof ian iimage iafter iflipping iit ican ibe iseen iin ithe ifigure i7B.
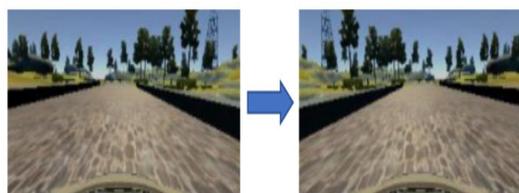
FIGURE 7 (b). Flip Image

- **Shift**

The image is shifted by a small amount, here it is vertical shift in Figure 22 and horizontal shift in Figure 7C.

FIGURE 7 (c)(i). Shift Image Vertical
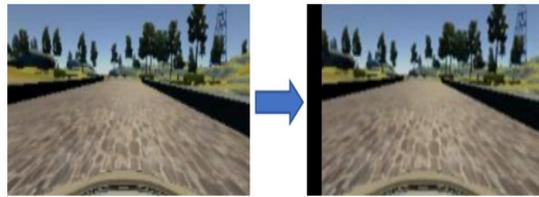
FIGURE 7(c)(ii). Shift Image Horizontal

- **Brightness**

To igeneralise iweather iconditions iwith ibright isunny idays ior icloudy, ilowlight iconditions, ithe ibrightness iaugmentation ican iprove ito ibe ivery iuseful. iThe icode isnippet iand iincrease iof ibrightness ican ibe iseen iin iFigure i7(D). iSimilarly, iI ihave irandomly ialso ilowered idown ithe ilevel iof ibrightness ifor iother iconditions.
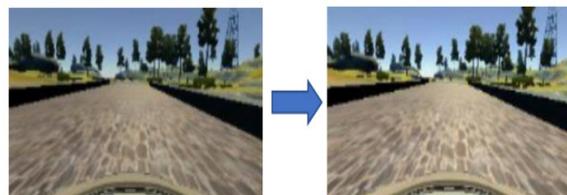
FIGURE 7(d). Brightness Increased

- **Shadows**

Even iafter itaking iinto iconsideration ithe ilight iconditions, ithere iare istill ichances ithat ithere iare ishadows ion ithe iroad. iThis iwill igive ian iinstance iof ihalf ilit iand ihalf ilow ilight iscenes iin ithe iimage. iTo icast irandom ishadows iand isolve ithis ishadow ifitting iproblem, ithis iaugmentation iis iapplied ion ithe idataset. iA isample ishadow iaugmentation iwith iits icode isnippet iis ishown iin iFigure i7(E).
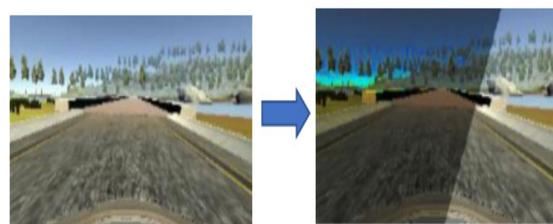
FIGURE 7(e). Random Shadows

- **Random Blur**

To itake icare iof ithe idistortion ieffect iin ithe icamera iwhile icapturing ithe iimages, ithis iaugmentation iis iused ias ian iimage icaptured iis inot iclear ievery itime. iSometimes, ithe i29 icamera igoes iout iof ifocus, ibut ithe icar istill ineeds ito ifit ithat icondition iand ikeep ithe icar isteady. iThis irandom iblur iaugmentation ican itake isuch iscenarios iinto iconsideration. iThe isample icode isnippet iand ithe itransformation ican ibe iseen iin iFigure i7F.
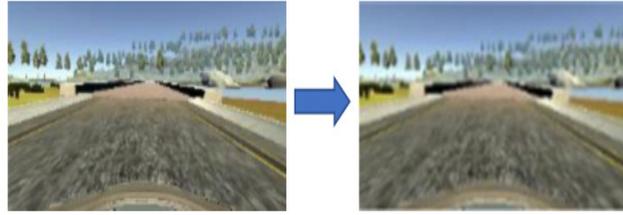
Figure 7(f). Random Blur

Step 8 : Creating Model

In this research, NVIDIA's Convolutional Neural Network Model is incorporated. Tensorflow and Keras will be used to create a model. Keras is a minimalist Python library for deep learning that can run on the top of TensorFlow. In this research, an Adam Optimization algorithm is also used.
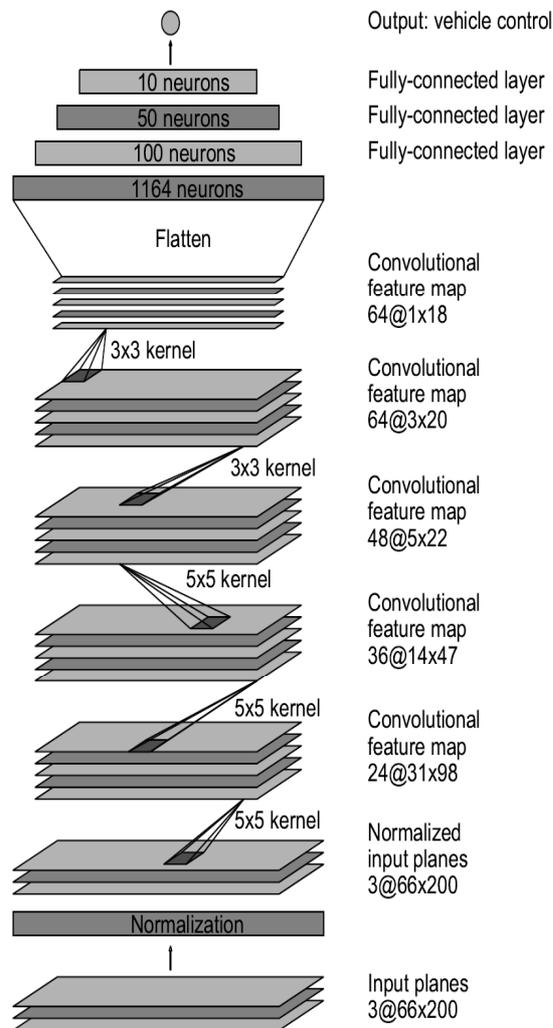
FIGURE 8. CNN Architecture. The Network has about 27 Million connections and 250 thousand parameters.

The above model has been implemented in the project. In utlis.py folder createModel() Function is Implementation of the above model.

FIGURE 9. General Warnings

These are just warnings, Many of these are just notifications that some function or method has been invoked . To hide these unnecessary details, the following lines of code are used.

print('Setting UP')
import os
os.environ['TF_CPP_MIN_LOG_LEVEL'] = '3'

Step 9 : Training the Model

To Train the Model, we will take input as the images and the steering (but we are creating batches of them and sending them to our function). Steps_per_epoch signifies a number of batches. Epochs are nothing but validation steps .

Step 10 : Saving & Plotting a Model

Once it's observed that saving and plotting of the data can be done properly then we'll put actual parameters after which it will take its time to train the model.h5 is the file extension, it saves the weights and architecture of a model. After plotting the Data it will look like,
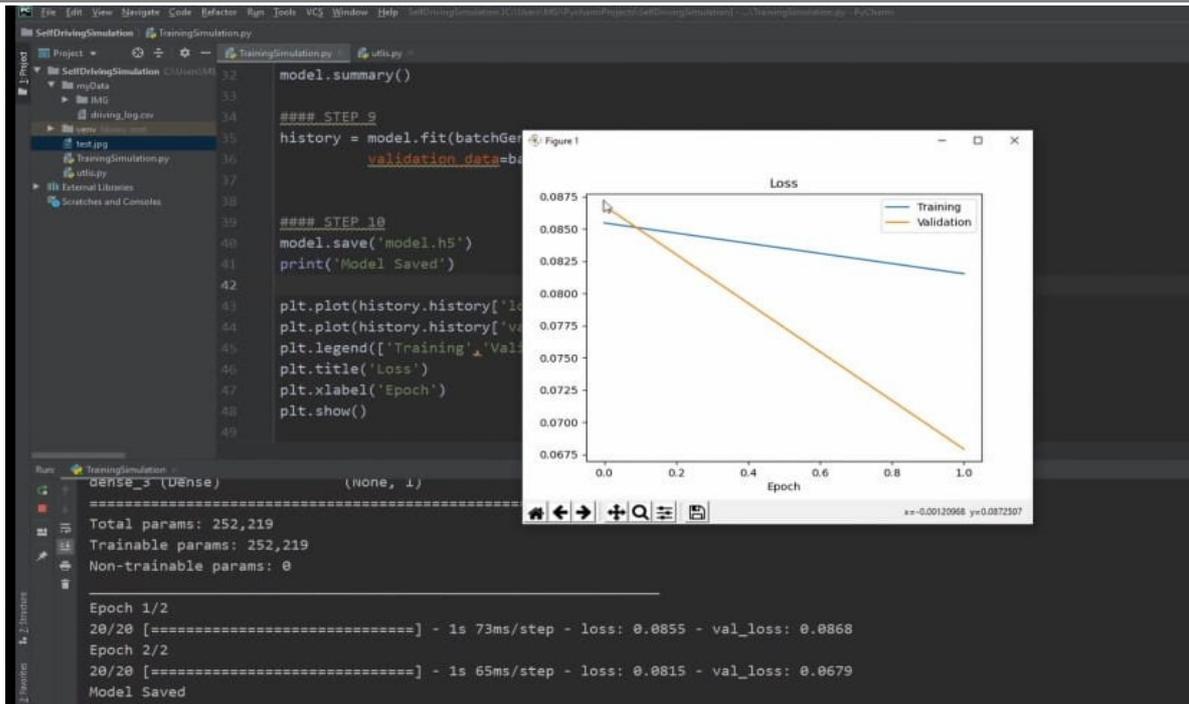
FIGURE 10(a). Data Plotting

Following plot will be obtained after applying the limits between 0 and 1.
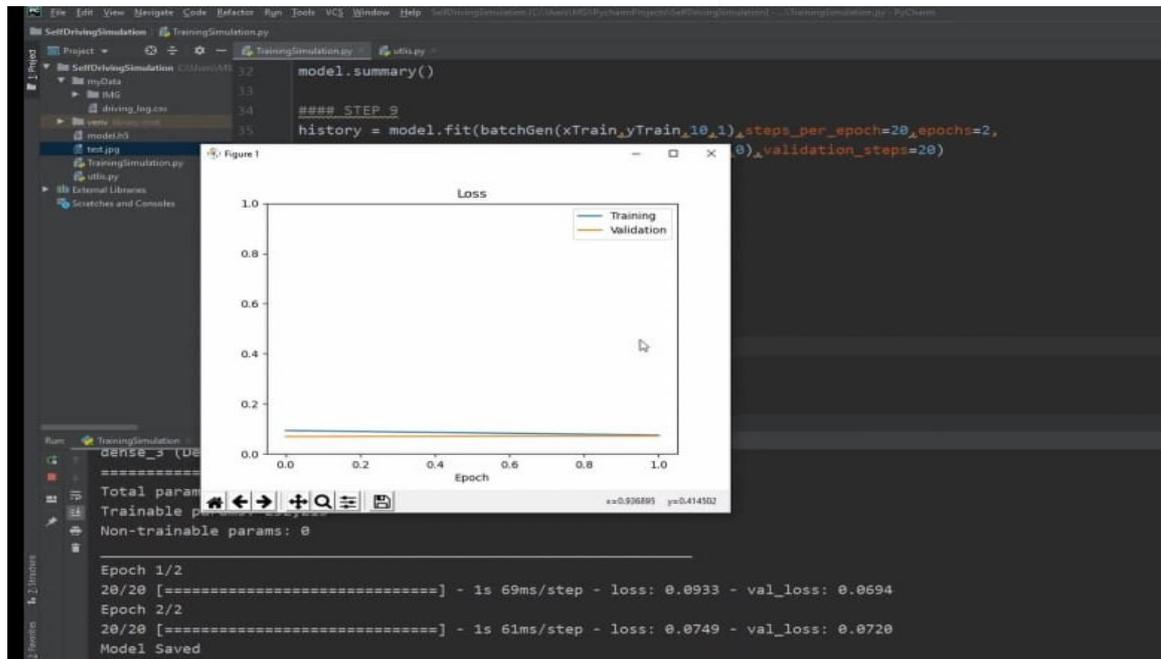
FIGURE 10(b).

Results:

Now we have Images and data, these images will be trained 10 times. And everytime it trains, it will generate a batch of 100 images and it will validate 200 Steps and at each step it will generate 100 images.

To train This Model it will take much time. Speed depends whether we are using CPU or GPU to train the model. In the case of CPU time will be more and in the case of GPU it will be lesser.

We have a total of 10 epochs. When our training of the model is complete, it will be stored in the model.h5 file. We can use this file to test our model. After Training gets complete We will see the following Screen,
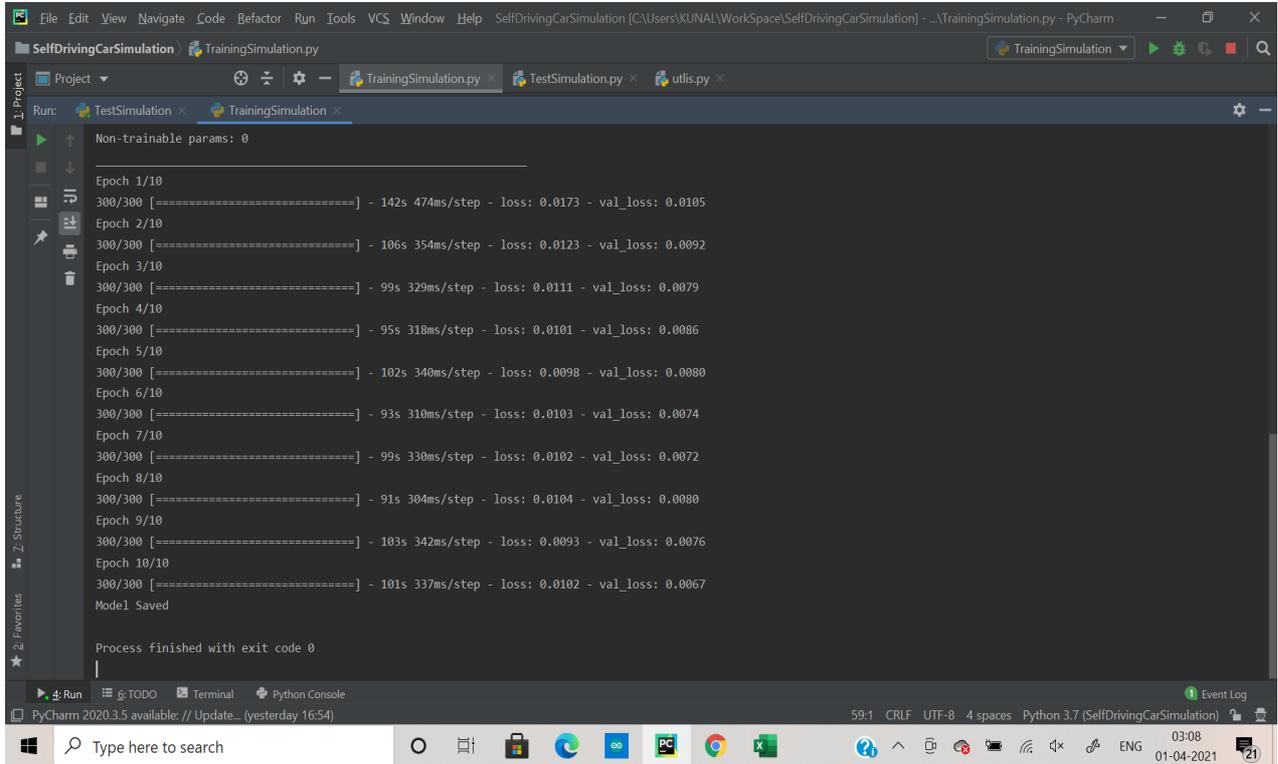
FIGURE 11. Training Dataset

Testing Code is Mostly specific for this simulator and hence we will use the method proposed by NVIDIA .

Here We will Need socketio, eventlet and flask libraries / packages .

TestSimulation.py and utlis.py These two files were to just train our model and to generate model.h5 file. To Run the simulation in an autonomous mode we should run a TestSimulation File Which contains the method proposed by NVIDIA to Deploy or run our Model. We are communicating with the simulator through port Number 4567.

When we deploy our model we can see our desired result as follows,
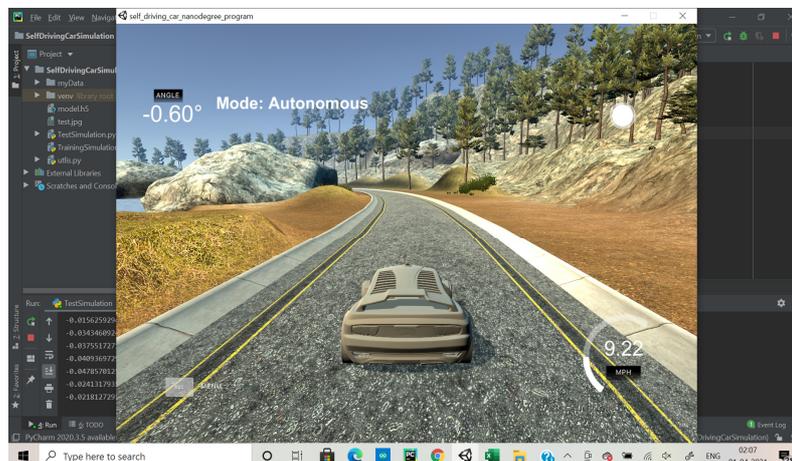
FIGURE 12(a). Car Taking sharp Turn in a simulator Autonomously.

Since in the TestSimulation.py file we have defined the maximum speed to be 10 and hence, the speed of the car is not crossing 10 Mph.
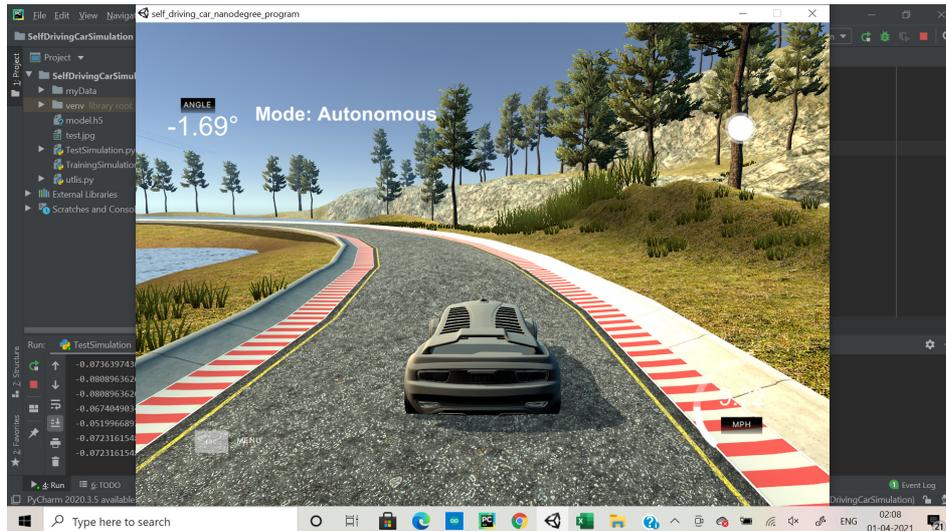
Figure 12(B)

The model developed by us also worked for the Track_2 in the simulator. Since Track_2 has a hilly road in which we can observe more turns and steep slopes it is considered to be difficult as compared to Track_1.

Autonomous Mode in Track_2

Conclusion:

This iproject istarted iwith itraining ithe imodels iand itweaking iparameters ito iget ithe ibest iperformance ion ithe itracks iand ithen itrying ito igeneralise ithe isame iperformance ion idifferent itracks. iThe imodels ithat iperformed ibest ion i1 itrack idid ipoorly ion iTrack_2, ihence ithere iwas ia ineed ito iuse iimage iaugmentation iand iprocessing ito iachieve ireal itime igeneralisation. iThe iuse iof iCNN ifor igetting ithe ispatial ifeatures iand iRNN ifor ithe itemporal ifeatures iin ithe iimage idataset imakes ithis icombination ia igreat ifit ifor ibuilding ifast iand ilesser icomputation irequired ineural inetworks. iSubstituting irecurrent ilayers ifor ipooling ilayers imight ireduce ithe iloss iof iinformation iand iwould ibe iworth iexploring iin ithe ifuture iprojects.

It iis iinteresting ito ifind ithe iuse iof icombinations iof ireal iworld idataset iand isimulator idata ito itrain ithese imodels. iThen iI ican iget ithe itrue inature iof ihow ia imodel ican ibe itrained iin ithe isimulator iand igeneralised ito ithe ireal iworld ior ivice iversa. iThere iare imany iexperimental iimplementations icarried iout iin ithe ifield iof iself-driving icars iand ithis iproject icontributes itowards ia isignificant ipart iof iit.

Future Work:

In ithe iimplementation iof ithe iproject ithe ideep ineural inetwork ilayers iwere iused iin isequential imodels. iUse iof ia iparallel inetwork iof inetwork ilayers ito ilearn itraffic ispecific ibehaviour ion iseparate ibranches ican ibe ia isignificant iimprovement itowards ithe iperformance iof ithe iproject. iOne iof ithe ibranches ican ihave iCNN ilayers, ithe iother iwith ithe iRNN ilayers iand icombining ithe ioutput iwith ithe idense ilayer iat ithe iend. iThere iare isimilar iproblems ithat iare isolved iusing iRESNET i(Deep iResidual iNetworks), ia imodular ilearning iframework. iRESNET iare ideeper ithan itheir i'plain' icounterparts i(state-of-art ideep ineural inetworks) iyet irequire ia isimilar inumber iof iparameters. iImplementing i iReinforcement iLearning iapproaches ifor ideterminining isteering iangles, ithrottle iand ibrake ican ialso ibe ia igreat iway iof itackling isuch iproblems. i

Placing ifake icars iand iobstacles ion ithe itracks, iwould iincrease ithe ilevel iof ichallenges ifaced ito isolve ithis iproblem, ihowever, iit iwill itake iit imuch islower ito ithe ireal-time ienvironment ithat ithe iself-driving icars iwould ibe ifacing iin ithe ireal iworld. iHow iwell ithe imodel iperforms ion ia ireal iworld idataset, ibut ithere iwas ino iway iof itesting iit ion ian ienvironment ilike ia isimulator. iThe ibig iplayers iin ithe iself-driving icar iindustries imust ibe ialready itrying ithis ion itheir iautonomous ivehicles. iThis iwould ibe ia igreat iexperiment ito isee ihow ithis imodel ireally iworks iin ithe ireal-time ienvironment. I

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Usages of Method and Methodology in English Language and Literature

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Abstract:

The usage of research methodology is an integral part of English language teaching and literature. It brings a systematic study of English language or literature. The usage of research methods in English language teaching as a branch of applied linguistics are objective and scientific as they are brought from social sciences. The use of Research methods and methodologies in English studies is not quite easy to Indian contexts. It is quite difficult to make analysis of English language teaching and learning literature. The present paper discuses on well-defined research methods and they are guided by methodologies. It is also a need to nurture research awareness and skills that must be gained and mandatory incorporated into research programmes. It is needed to train for acquiring a research skill and its techniques is a vital element in the development of a research student.

Keywords: Usage, linguistics, Research methods and Methodology, Programme, technique etc.

Introduction:

The use of research method and methodology is required to train to the research student. Thus, workshop and training in research skills, research methods, and research methodologies is a major factor is in the development of a research scholar. It is found that many dissertations are not utilized proper questionaries. It is collected data from texts which is collected from secondary sources at random, or text-wise summary of primary sources of investigation. Research is necessary to develop knowledge and promote inquisitiveness.

The research students are not use the research method and methodology for literary research. They don't used to them even if there is any, except documentation style sheets like MLA. Even they don't have any idea about what to do with texts other than positively endorsing what is found in them. There are assumptions about the notion of text-based research and textual analysis as the proper domain of English studies research. Literary research is not only textual analysis but usages of research method and methodology. It used some important parameters for research. These are Hypothesis, textual analysis, Research methodology is seldom followed in literary research Review of the literature. G. Thomas Tanselle (2002) gives details of extensive resources on introductory readings, literature of textual criticism, reviews of scholarly editions, writings on editing pre-renaissance texts, post-medieval texts, the use of computers in editing, and analytical bibliography. Richard D Altick (1950/1987) confirms that literary research is dull and laborious; by no means all scholars are professional teachers; literary scholars are made and

not born; devotion to books is the primary requisite of a scholar; the literary scholar must have a lively imagination in literature Richard D Altick (1963/1992) gives an idea about doing in-depth research when accepting the challenge of analysing any text. It requires the critical examination of evidence and it describes the major branches of literary enquiry. Gabriele Griffin (2005) has collected the methods for English studies that are both familiar and less commonly found, but importantly contribute to research in English Studies. It includes a textual analysis, auto/biographical methods, discourse analysis, interviewing, visual methods, archival methods, oral history, creative writing as a research method. The first step is a questionnaire on a three-point Likert scale that was administered among research scholars. The second step is the structural study of dissertations. It has explored that 72% of the respondents rejected for doing research in literature is all about reading texts, all most all these kept in the library are texts-based. The respondents of 76% affirmed that there are research methods for literary research and 88% think that types of literary research are determinants of research methods, practically none of them are able to identify five methods in the open-ended question. It observed that 92% respondents believe that research method and methodology is need to be grasped and not taught and learnt explicitly.

It explores that the researcher has used different methods and methodology at PG, M.Phil. and Ph.D. The majority of them have neither research questions nor review of the literature section. They have used the textual analysis as research method; and many of them failed to reflect methodological perspectives for analysis of texts. If we want to do research in English language and literature, one requires skills, methods and methodologies. In the New Education Policy-2020 has used research paper at graduation level. It gives a platform to the research scholar. Research is should be involved at the graduation level. It gives an opportunity to new learner to know the research method and methodology. It is explored that many of the research scholars has not used a review of literature in research.

It is necessary of research skills, methods, and methodologies. They do not provide any significant contribution to quality research that is requisite for investment of knowledge capital and it is the dream of India to become a reality by 2020. It is needed to use the different ways while doing research in English language and literature. It involves search skills in libraries, editorial skills, bibliographic skills, dissertation skills, IT skills, period-specific skills, and professional skills. Research Scholar should have the Bibliographic skills in order to attribute, annotate, link, cross reference the various contents of their research to their originators. The documentation skills will provide by the MLA Handbook. Writing a dissertation is a specific challenge that requires an important amount of advanced planning. Dissertation framing skills include framing research questions to structuring the content: choosing the topic, developing research questions, effective planning of the research, undertaking a literature survey, collecting data, and reporting the research.

Computers have supported to literary research in a great way and they promote quality research as well. Professional skills involve presentation skills at conferences so that researchers can share their seminal findings with a wider audience with similar interests. It includes planning, preparation, practice, performance, questions and the various micro-skills. Research methods are dealt with how researchers carry out their research. The choice of method depends on a wort of research they want to conduct. In India, it is mostly textual analysis. On the other hand, it is not the only method. There are other methods that can be tried and therefore ought to

be tried in English Studies and they are more useful in advancement of relevant, contemporary knowledge. There are different methodologies are using for research at different levels. The auto/biographical methods are underpinned by specific perspectives on those depicted, exploring the fantasies of their authors both about themselves and about others.

Discourse analysis is dealt with the investigation of language, both oral and written. It considers that language is invested, meaning that language is not a neutral tool for transmitting a message but rather shapes human perceptions of the world. It takes place within hierarchical structures of power which are both formulated and upheld by language. It can also be changed according to use of language. Textual analysis is an integral part of English studies research. Its necessaries the close reading of texts. It requires to be known by background research into the context of the text under scrutiny, the context of its production, its content, and its consumption. The creative writing is an important methodology for doing research in English language and literature. Creative writing is seen as a mode of research into the nature of literary form and language. Reading is an activity that informs wiring as discovery both of content and form.

The use of Computers as medium change human relations to texts and the implications it has for literary criticism, for theories of texts, and for interactions with texts. Research methodologies are regarding with the perspectives researchers bring to bear on their work such as a feminist or postcolonial one. It is also used the literary theories into research. They are also known as methodologies or theories of reading. These are deconstruction, modernism & post-modernism, psychoanalysis, feminism, Marxism, new historicism & cultural materialism, and postcolonialism. It gives a sample usages of research methodology in English literature. It discusses about feminism. It is rediscovering the texts written by women. It gives revalue to women's experience in the society at different levels. It will explore the power relations in terms of patriarchy.

Conclusion:

There are several ways to improve their research skills as well as methods and methodology at graduation level. It is included into the New Education Policy-2020. It is needed to implement properly. It gives positive results in future and it will develop the qualitative research in future. Usages of research skills must be cultivated course-wise at the graduate level. Research methods other than textual analysis shall be involved in academic courses. Students should be trained to incorporate their comprehensions of theories of reading with their interpretations of texts prescribed for the courses of study. They should be provided with full training in a wide range of research and professional skills.

It organizes seminars and workshops on research methods and methodologies at colleges and universities. Research scholars must be trained to create research questions and review the literature since they fix the direction of research and enhance quality of research. An attempt should be taken by universities to achieve quality research of international excellence. Postgraduate department of English should have a dynamic research centre with a broad-based pedagogical approach to all types of research/critical methods.

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Study of Fruitfulnes of Central Kitchen
Ref: Palghar District

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Abstract:

Along with a motive of providing education to the tribal students to contribute in tribal community development with the vision of rural development, the residential ashram schools which are located in a backward and remote area also have to ensure providing good nutritious food and proper health facilities for the physical development of the children. Unfortunately, it has been observed that there is a considerable hike in the number of health issues being faced by the students in these schools. This clearly indicates that either the students are not getting nutritious food or the food which they are consuming is contaminated. To resolve this deep rooted problem of malnourishment & other health issues, after going through several suggestions an initiative was taken by the Tribal Development Department of the State of Maharashtra to provide wholesome food to the students of government ashram schools by establishing a Central Kitchen. Accordingly, a Central Kitchen was established and made operational at Vinaval for ITDP, Jawhar and at Kambalgaon for ITDP, Dahanu with the help of NGOs. After the central kitchen was made operational, it has been observed that the quality of food served from this kitchen has brought a substantial improvement in the health of the students. In-spite of achieving a significant improvement in the health issues faced by the students, the aim of the present study is to know the ground level implications of this project.

Keywords - Central Kitchen, Ashram School, Meal, Tribal Student

Objective - To know the ground level implication of Central Kitchen

Introduction:

This central kitchen caters to provide food to 29 ashram schools of ITDP, Jawhar and 34 ashram schools of ITDP, Dahanu which has a strength of more than 60,000 plates per day. The kitchen has a transportation mechanism with specified routes which ensures that hot and healthy food is served to the children without any delay. The kitchen is equipped with advanced machinery and cold storage, avoiding any human touch so that the food is prepared without getting contaminated. It strives to maintain the quality, hygiene and cleanliness of the meal. It is quite noticeable and appreciating that such a huge & useful project has been executed by the concerned department on an industry level and such a large scale to take care of students' health which is a prime concern of the ashram school authorities. Besides the health of the students, there is need to know the impact of central kitchen on operational difficulties, which are being faced by the ashram school, accordingly the study has been conducted.

Hypothesis - Central kitchen has been accepted by ashram schools

Research Methodology :

As discussed above to come to the conclusion, the researcher had to investigate on ground level using judgmental sampling method. 06 government ashram schools of each ITDP

of Palghar District were investigated along with Vinval & Kambalgaon Central Kitchens. As it was a thorough investigation, the researcher had to interact with the ground staff through the 'Interview' which is a primary data collection tool. The superintendents, principals and the central kitchen officials were the primary respondents of this investigation. Accordingly, 28 respondents were interviewed to gather the real data to reach up to the desired level. As expected, the gathered data was in qualitative form, therefore to analyze it in a scientific mode the researcher had to utilize 'Thematic Analysis' method.

Data Analysis And Interpretation:
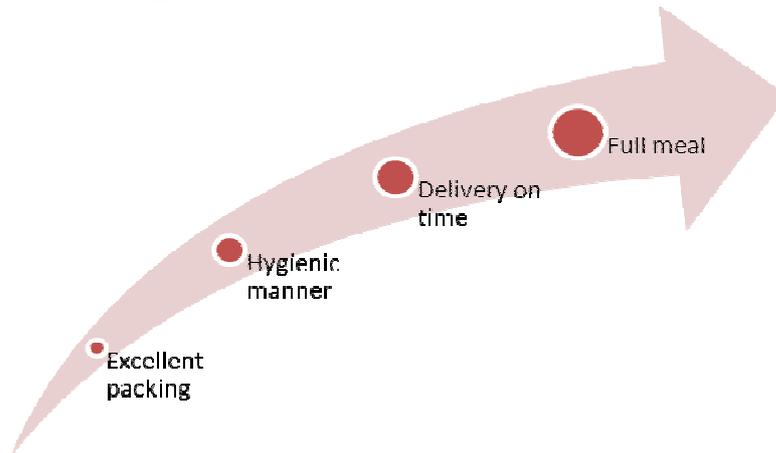
Fig.1. Hallmarks of the Central Kitchen
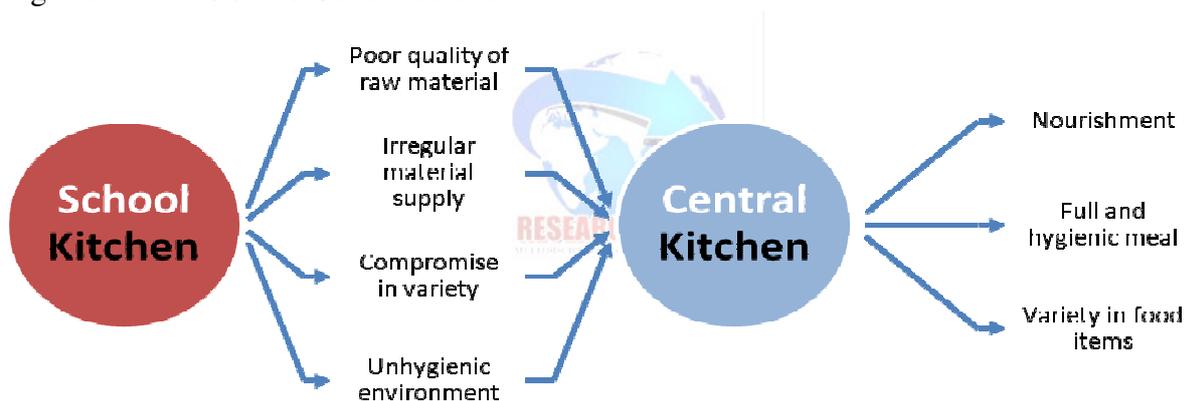
Fig.2. Transformation of Meal
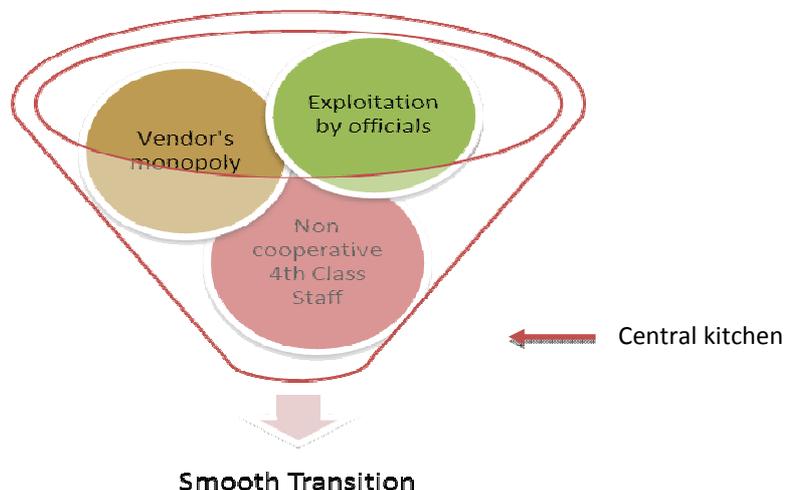
Fig.3. Filtering of Ground Reality

As shown in figure-2, the meal provided in the school kitchen was of poor quality. There was irregularity in providing the meal on time. Children usually prefer a variety in food, but they were not served any variety in the food hence it became a very mundane chore for them and they used to avoid having the food. Proper hygiene was not maintained while preparing the food. There was no sufficient & proper staff to prepare the meals. The fourth class staff who used to prepare the meal used to skip making breakfast and evening snacks for the children. Many a times only rice was cooked and served to the children and they did not get a full meal to eat. The material which was purchased for preparing the food was stolen and sold off to other people. Besides this, the raw material supplied by the vendor was not as per the requirement. The quality standard was not maintained by them and it was not delivered on time too. Even if the supply of raw material was received as per requirement, the delivery of basic cooking material like ginger, garlic, coconut was being skipped by vendors. These were the operational difficulties that the ashram school authorities were facing in maintaining an in-house kitchen. After the establishment of the Central Kitchen, the students started getting nourished food, a full meal and variety in food items due to which the food complaints which they had previously, completely vanished. The food services turned into a hallmark for the ashram school and at the same time it helped them to overcome the ground level constraints as described in figure-3. Earlier the ground level administration of the ashram schools suffered due to the vendor's monopoly in material supply, non-cooperation by the fourth class staff in preparing full/nutritious meal and exploitation by the inspection officials with regards to the quality of food when they used to come on field for inspection. These were the major operational issued faced by the ashram school.

Conclusion:

The study conducted here, highlights the fruitfulness of the central kitchen. The facts which are enlightened through this study was beyond the expectation of the researcher. The researcher feels that the revealed facts could be a hidden agenda behind the initiative of establishing a central kitchen. The above analysed data and the facts revealed hereby points out towards the optimum utilization of the staff members. The said project made the staff comfortable and available to focus on educational activities and their focus will definitely bring educational improvements which will be the actual benefit of the implementation of central kitchen. The beneficiary which is 'Ashram School Administration' is appreciating this effort and wants this initiative to be continued with some minor improvements like improving the taste of food. The enthusiasm which was seen on the face of beneficiaries clearly indicates the acceptance of the said project, accordingly the hypothesis is being accepted.

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Comparative Study of Online and Offline Modes of Education In Higher Education System in India

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Abstract:

The sudden outbreak of covid-19 affected most of the day to day activities throughout the world in the year 2020. Educational institutions and ultimately students were severely affected by this pandemic, as teaching mode was suddenly changed from traditional face-to-face method to online learning method. This left students and teachers alike without the buffer to ease into this new form of education. The objective of this paper is to analyze the impact of online education on university level students pre and post Covid-19. The sample of 145 participants was taken from Dr. Bhim Rao Ambedkar College and the findings were analyzed through an One sample T-test with the whole population describing the individual's preference for the mode of education.

The study shows that there is a statistically significant difference among both the platforms with respect to this sample of 145 participants from Dr. Bhim Rao Ambedkar College, University of Delhi. The analysis shows that how (t-value) of online mode and offline mode is 85.18 yet highly significant at $p < .01$ and $< .05$ by showing how both the learning mediums are different and most of the students are in favor of online teaching and learning .

This paper contains four sections:
  Section 1: Introduction
  Section 2: Objective
  Section 3: Analysis of Questionnaire And Findings
  Section 4: Conclusion

Keywords: Education, Online, Offline, University Students , Covid-19

SECTION 1: Introduction:

Covid-19 was declared as a pandemic by the World Health Organisation(WHO) in March, 2020. The pandemic brought daily life to a halt. Schools, Universities and other educational institutions were closed. Everywhere Covid-19 lockdowns were imposed by the governments and people were forced to stay home. This lock down forced the academic institutions to shift from the traditional physical teaching methods to online teaching. Face-to-face teaching was replaced by online learning and education platforms to control the outbreaks' spread and ensure social distancing. Covid-19 forced the change to online education. However, online teaching comes with certain obstacles in developing countries such as availability of laptops, smart phones, internet connectivity as well as the technological literacy required for online education. The shift to online modes of teaching came with its own benefits and flaws, and due to the polarized opinions on the new learning methods it has become important to analyze the differences between offline and online modes of education.

The most traditional method of teaching is face-to-face education, also termed as offline education method. Some of the important contributions of offline education are better student-teacher interaction, no technical issues, no internet requirement, better focus, etc.

With technological advancements, availability of internet facility everywhere and covid-19 pandemic, alternate methods of education, i.e., online learning and teaching methods have started. Different online platforms are available to conduct online teaching and coordinate other class activities. Some of these platforms are - Google Meet, Zoom, Whatsapp, Skype, phone calls, etc. These platforms facilitate online classes for students so as to reduce and avoid their academic loss.

Online learning process is more convenient for the students in terms of time, effort, cost, flexibility, etc. It helped students navigate the pandemic in terms of their education. Students learned new experiences through online education such as time management, self discipline. It encouraged self learning among the students, reduced cost of traveling to physical classrooms and related expenses as students stay at home. Online learning is a relaxed and productive source of knowledge.

Various challenges were also associated with online learning such as lack of information, technological literacy, internet availability, etc. Students also faced problems in time management, organizing their homework, submitting their assignments and tasks. Further, lack of interaction also posed a challenge for the students affecting their personality growth. Furthermore, online education classes lack rigorous student assessment tools.

Section 2: Objective:

The sample of 145 participants was taken from Dr. Bhim Rao Ambedkar College which analyzes the impact of the pandemic on students in pre and post Covid-19. The study was conducted in the form of an experiment, where the students were asked to fill out an online questionnaire where the findings were analyzed through an One sample T-test with individual means for each variable and the whole population describing their preference for the mode of education.

Section 3: Analysis-

TABLE 1- Descriptive Analysis-

The sample of 145 participants has been shown with their descriptive analysis (mean and standard deviation) in 14 different factors that were asked as questions to them.

S.no	Variables	Mean	Std.Deviation	Std. Error Mean
1.	Did you face any technical problems during the online mode of teaching?	3.50	1.143	0.095
2.	Do you think that the online mode of teaching was beneficial to you?	3.85	1.139	0.095
3.	Did you face any difficulties while doing assignments online?	2.56	1.123	0.093
4.	Were your doubts cleared in the online mode of education?	2.79	1.220	0.101

5.	Was proper guidance available to you in e-learning?	3.01	1.152	0.096
6.	Did you face any health problems due to long sitting hours in front of the laptop?	3.66	1.113	0.092
7.	Was online education cost-efficient?	3.33	1.155	0.096
8.	Did you face any issues regarding the availability of gadgets in your home? (like siblings also using the laptop for his/ her studies)	3.39	1.226	0.102
9.	Online classes saved travel time.	4.26	0.864	0.072
10.	Outstation students saved the cost of living and other expenditures by staying at home during the epidemic?	4.37	0.778	0.066
11.	Satisfied with the online mode of education.	2.75	1.176	0.098
12.	Were you comfortable giving internals through google meet?	3.42	1.295	0.106
13.	Did you miss having interaction with your teachers and friends?	4.12	0.978	0.8123
14.	Did you miss attending different college fests and events?	4.08	1.169	0.9713

TABLE 2- One Sample T-Test-

S.no.	Variables	t-value
1.	Did you face any technical problems during the online mode of teaching?	36.825
2.	Do you think that the online mode of teaching was beneficial to you?	40.701
3.	Did you face any difficulties while doing assignments online?	27.424
4.	Were your doubts cleared in the online mode of education?	27.498
5.	Was proper guidance available to you in e-learning?	31.439
6.	Did you face any health problems due to long sitting hours in	39.614

	front of the laptop?	
7.	Was online education cost-efficient?	34.727
8.	Did you face any issues regarding the availability of gadgets in your home? (like siblings also using the laptop for his/ her studies)	33.264
9.	Online classes saved travel time.	59.287
10.	Outstation students saved the cost of living and other expenditures by staying at home during the epidemic?	66.647
11.	Satisfied with the online mode of education.	28.182
12.	Were you comfortable giving internals through google meet?	32.253
13.	Did you miss having interaction with your teachers and friends?	50.772
14.	Did you miss attending different college fests and events?	42.032

TABLE 3- Comparison between Online and Offline Platform of Education-

The sample of 145 participants taken from Dr. Bhim Rao Ambedkar College showing the comparison with their descriptive values and showing their preferences towards the mode of education.

PLATFORM	MEAN	STD. DEVIATION	STD. ERROR MEAN	T-VALUE
ONLINE	40.85	4.269	0.355	115.213
OFFLINE	8.2069	1.751	0.145	56.420

Null Hypothesis H_0 : $u_A = u_{B-}$: There is no difference between online and offline learning platforms.

Alternate Hypothesis H_a: $u_A \neq u_B$: There is a difference between online and offline learning platforms.

Table 1 and 2 indicates descriptive analysis for different variables that were taken in the form of a survey from all the 145 participants from different universities, analyzing the impact of education on students pre and post Covid-19.

However, with Table 3, the study is able to show the comparison between both of the online and offline learning mediums provided to 145 students during and post pandemic period with the means of 40.85 and 8.20 as well as standard deviation and standard error mean respectively . The (t-value) of online mode is slightly higher by 115.213 and offline mode is comparatively low by 56.420 which indicates that majority of the students prefer online mode of education as the local students saved travel time and outstation students saved the cost of living and other expenditures by staying at home .

Yet, there could be more reasons for students to be more inclined towards online learning mode, as per the survey even though, they did face some technical challenges in understanding the google meet classroom setup and facing network issues as well as getting their physical and mental health at stake due to long sitting hours in front of the laptop but for most of them the priority was to save as much money as they could and started believing that how online classrooms are more beneficial to them.

The reasons for offline mode of education being slightly lower than online mode is how few students do face the interaction among friends and teachers throughout and spend their best and enjoyable years in front of the laptop as well as the youth enjoys attending fests and events to thoroughly live their best years.

The study shows that there is highly significant difference between both the learning mediums by having the (t-value) of 85.18 and (p-value) <.01 and 0.5 indicating that our bully hypothesis has been rejected and brings Type I error due to less variables constrained in offline sector and with such large sample size it's possible to prioritize online mode of learning and even by saving plenty of time, energy money on traveling and for outstation students on the unnecessary high expenditure's , majority of times the students are able to focus more on studies and solve doubts on their own and asks for proper guidance from teachers through online classrooms.

Section 4: Conclusion -

The analysis shows that there is a statistically high significant difference among both the platforms with respect to the particular reasons as stated above and as the (t-value) being (85.18) (p-value) is significant at p <.01 and <.05 respectively. The study analyzed and proved that the majority of the children are satisfied and in favor of online mode of education.

The study is able to conclude that few students still have the nostalgic memories and expectations of having the same offline mode for interaction and attending various fests and events to lead a healthy college life.

However, the majority did cope-up with such technical and pandemic struggles and this is how they are inclined towards online learning mode of education.

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Students Satisfaction about E-PG Pathshala among PG Students in Gadchiroli District (Maharashtra)

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Abstract:

The study examines the awareness and students satisfaction about e-PG Pathshala among PG (postgraduate) students in Gadchiroli District (Maharashtra). The present study is based on a survey method, a web-based structured questionnaire was designed and randomly distributed through e-mail and students whatsapp group to collect the primary data. The result reveals that 52(41.26%) of respondents are aware of e-PG Pathshala. 42(33.33%) of respondents say that teacher is the source of information regarding e-PG Pathshala and the majority of respondents i.e. 84(66.66%) are satisfied with e-PG Pathshala content. This study recommended that the PG colleges in Gadchiroli District should conduct training and awareness program for students to make further awareness regarding e-PG Pathshala.

Key Words: Students Satisfaction, e-PG Pathshala, PG Students, , Gadchiroli District

Introduction:

In the era of cloud computing, online education learning (OEL) has transformed the way of teaching and research drastically. The major role of OEL has been surfaced during the period of COVID-19 which introduced several modes of online education in elementary as well as higher education. Online education learning has produced several digital and remote learning platforms. This transformation of online learning has provided a multi- dimensional tool to the academic community. The government of India has taken many steps for ICT-based e-Learning l i ke e Gyankosh (IGNOU f ree s tudy materials), Sakshat (one-stop education portal), NPTEL (study platform initiative by IITians), e-Pathshala (initiated by INFLIBNET), etc. e-PG Pathshala is an online portal maintained by INFLIBNET devoted to the higher education system. The main objective of e-PG Pathshala is to meet with course content based on the curriculum required for every postgraduate learner (NME-ICT).

e-Learning can be simply understood as it carried out using different types of Information Communication Technology (ICT) applications for educational purposes. It means that all the educational e-resources or e-content like lectures, audio/video, notes having various type of study materials, etc. were delivered to students through technological innovations in digital format where computerized electronic devices are needed for accessing these e-resources. It is only the ICT that made the dream of distance learning a reality.

Literature Review:

Some studies have been carried out on the use of OERs, some of the relevant studies are discussed as under:

Singh & et al. in their study found that a good majority of respondents i.e. 53.62% are aware of e-PG Pathshala. As per the study, teachers are playing a responsible role in educating students regarding the use of e-PG Pathshala. It is further observed that e-PG Pathshala fulfills the purpose of classroom teaching. And they recommended that there is need to be organized a compulsory training program on the use and awareness of e-PG Pathshala so that postgraduate

students can effectively make use of it[1]. Panda conducted a study on "An analysis of e-content modules of Indian OERs: a case study of e-PG Pathshala and found that two broad subject categories, the AHSS (Arts, Humanities & Social Sciences) field occupied 62% of the total uploaded module and the rest 38% covered by STEMM (Science, Technology, Engineering, Medical & Management), the "Social Science" and "Arts, Humanities and Language" contribute double concerning e-content modules[2]. Mishra & et al. examined the awareness and use of e- learning open courseware among students, Tripura University, and found that all respondents are connected with the e- learning sites and think that there is a good impact on the learning environment for the academic purpose[3]. Vanlalpeka in his study on Awareness and Use of e-PG Pathshala by Post Graduate Students in Mizoram University found that more than half of the post-graduate students under the School of Economics, Management and Information Science (SEMIS), are aware of e-PG Pathshala[4]. The study shows a big number of PG students under SEMIS, MZU does not know the contents and learning materials in e-PG Pathshala. Bhusan & Kumar investigated a study on "Role of Indian government portal e- PG Pathshala in digital literacy"[5]. The study found there are many e-learning projects in India but there is a lack of awareness in learners and they are not able to get the benefits from it but e-PG Pathshala is one of the most effective learnings and interactive portals for post-graduate students. In nutshell, the study found that NME-ICT has taken a revolutionary step for enhancing the quality of education with the learning portal of e-PG Pathshala and many others such as NPTEL, NIOS, SWAYAM, MOOC, etc. Krishna & Verma have mentioned in their study that e-learning is the best way of maintaining the learning process compared to traditional learning, and e-PG Pathshala is open courseware for PG students need to promote and make them aware of the usefulness and benefits of accessing study material online[6]. e- Learning is a quick and effective way of learning which gives faster dissemination of information, flexible and lower costs when compared to traditional modes of learning. Maltiwala concluded that SWAYAM is a web portal everywhere Massive Open Online Courses (MOOC) is available on different subjects[7]. It is an Indian electronic platform that offers different courses from the high school stage to Post Graduate stage providing an interactive platform among students and teachers. It is built and expected to be operationalized with a capacity of hosting nearly 2,000 courses. Students from different backgrounds including backward rural areas can easily access teaching from the best institutes in the country electronically through, e-learning or e-education platform. Further, the use of e-learning raised the overall standards of higher education in the country.

Methodology:

The primary data related to the present study was collected through Google Form in September 2022. The study was limited to the postgraduate students of art streams of Gadchiroli District(Maharashtra). An online structured questionnaire was randomly sent through email and students whatsapp group to postgraduate students, a total about 150-200 questionnaires were distributed and 126 filled questionnaires were obtained. The analyzed data is presented in tabular form.

Scope:

The study is undertaken to identify awareness and use of e- PG Pathshala among Postgraduate students of Gadchiroli District (Maharashtra). Postgraduate students of Faculty of

Science & Technology, Faculty of Commerce & Management, Faculty of Humanities and Faculty of Inter-disciplinary Studies has been covered under the study.

Objectives:

- To know the awareness about e-PG Pathshala among the Postgraduate students in Gadchiroli District(Maharashtra)
- To know the quality e-content of e-PG Pathshala.
- To measure the level of satisfaction towards e-PG Pathshala.
- To find out the benefits of e-PG Pathshala among Postgraduate students.
- To measure the problem in accessing e-PG Pathshala by Postgraduate students.

Data Analysis:

➢ **Faculty -Wise Distribution of Respondents:**

Table 1 shows the faculty wise distribution of respondents and reveals that 42(33.33%) students of Faculty of Science & Technology, 36(28.57%) students of Faculty of Commerce & Management, 26(20.63%) students of Faculty of Humanities and 22(17.46%) students of Faculty of Inter-disciplinary Studies are included in the study.

Table 1: Faculty -Wise Distribution of Respondents

Faculties	Respondents (%age)
Faculty of Science & Technology	42(33.33%)
Faculty of Commerce & Management	36(28.57%)
Faculty of Humanities	26(20.63%)
Faculty of Inter-disciplinary Studies	22(17.46%)
Total	**126(100%)**

➢ **Gender-Wise Distribution:**

Table 2 shows the gender-wise distribution of respondents, out of 126 respondents, 56(44.44%)are males and 70(55.55%) are female respondents covered in the study.

Table 2: Gender-Wise Distribution

Gender	Respondents (%age)
Male	56(44.44%)
Female	70(55.55%)
Total	**126(100%)**

➢ **Age-wise Distribution:**

Table 3 reveals the age-wise distribution of respondents and it is clearly shown that the majority of the respondents are between the age group of 24-26 years i.e. 54(42.85%) followed by 42(33.33%) respondents who belongs to 21-23 age group. 30(23.80%) respondents are of 26 and above years.

Table 3: Age-wise Distribution

Age Group	Respondents (%age)
21-23 years	42(33.33%)
24-26 years	54(42.85%)
26 and above years	30(23.80%)
Total	**126(100%)**

➢ **Awareness About e-PG Pathshala:**

Table 4 shows the awareness regarding e-PG Pathshala by the users and found that 52(41.26%) respondents are aware of e- PG Pathshala, while 74(58.73%) respondents are not aware of it. Surprisingly, a large number of respondents in Gadchiroli District are not aware of the e-PG Pathshala. e-PG Pathshala is the renowned and established service provided by the INFLIBNET and directly relevant to the syllabus, still, respondents are not aware of the service.

Table 4: Awareness About e-PG Pathshala

Respondents	Respondents (%age)
Aware	52(41.26%)
Not Aware	74(58.73%)
Total	**126(100%)**

➢ **How to know about e-PG Pathshala:**

Table 5 shows that the majority of the respondents i.e. 42(33.33%) got aware of the e-PG Pathshala from their respective teachers whereas 36(28.57%) respondents got aware of the e-PG Pathshala from social networking sites, 26(20.63%) and respondents got aware of the e-PG Pathshala from through library staff. Only 22(17.46%) respondents revealed that they were aware of e-PG Pathshala from their colleagues.

Table 5: How to know about e-PG Pathshalag

Sources	Respondents (%age)
Through Teacher	42(33.33%)
Social Networking Sites	36(28.57%)
Through Colleagues	26(20.63%)
Through Library Staff	22(17.46%)
Total	**126(100%)**

➢ **Materials Access Through e-PG Pathshala:**

Table 6 shows that the most preferred material to access through e-PG Pathshala is E-Content/E-Resources which is opted by 42(33.33%) respondents. Web resources are the second highest material preferred by the 38(30.15%) respondents, followed by access by 26(20.63%) respondents to use E-Tutorial/Online Tutorial. 20(15.87%) respondents prefer to access material for Self-Assessment.

Table 6: Materials Access Through e-PG Pathshala

Preferred Material	Respondents (%age)
E-Tutorial/Online Tutorial	26(20.63%)
E-Content/E-Resources	42(33.33%)
Web Resources	38(30.15%)
Self-Assessment	20(15.87%)
Total	**126(100%)**

➢ **Quality of E-Content of e-PG Pathshala:**

Table 7 depicts the quality of e-content in e-PG Pathshala. This table shows that 52(41.26%) respondents said that the quality of e-content is good, followed by very good with the 34(26.98%) responses. 22(17.46%) respondents said that the quality of e-content is excellent. Only a few of the respondent's i.e. 18(14.28%) think that the quality of material in e-PG Pathshala is poor.

Table 7: Quality of E-Content of e-PG Pathshala

Quality of E-content	Respondents (%age)
Good	52(41.26%)
Very good	34(26.98%)
Excellent	22(17.46%)
Poor	18(14.28%)
Total	**126(100%)**

➢ **Benefits of Using e-PG Pathshala Over Print Resources:**

Table 8 shows the benefits of using e-PG Pathshala over print resources and reveals that 92(73.01%) respondents said that availability of 24*7 of e- PG Pathshala is the most effective factor which is preferred to use e-PG Pathshala on print sources. 68(53.96%) respondents prefer to use e-PG Pathshala because it is free of cost, whereas 57(45.23%) respondents prefer to use it as it provides multi-user access. 52(41.26%) respondents said that it is easy to use, 48(38.09%) respondents are using e-PG Pathshala because it provides quality content.

Table 8: Benefits of Using e-PG Pathshala over Print Resources

Benefits	Respondents (%age)
Easy to Use	52(41.26%)
Multi-User Access	57(45.23%)
24*7 Availability	92(73.01%)
Free of Cost	68(53.96%)
Quality of Content	48(38.09%)

➢ **Satisfaction Regarding Study Material:**

Table 9 shows the satisfaction regarding the content of e-PG Pathshala and visualized that majority of respondents i.e. 84(66.66%) are satisfied with e-PG Pathshala content, whereas 24(19.04%) respondents are fully satisfied, 18(14.28%) respondents are least satisfied with e-PG Pathshala content.

Table 9: Satisfaction Regarding Study Material

Satisfaction	Respondents (%age)
Satisfied	84(66.66%)
Least Satisfied	18(14.28%)
Fully Satisfied	24(19.04%)
Total	**126(100%)**

➢ **e-PG Pathshala Purpose of Classroom Teaching:**

Table 10 shows that the majority of the respondents i.e. 94(74.60%) opined that e-PG Pathshala fulfills the classroom teaching whereas 32(25.39%) respondents are not agreed with the concept and think that e-PG Pathshala does not fulfill the purpose of classroom teaching.

Table 10: e-PG Pathshala Purpose of Classroom Teaching

No. of respondent	Respondents (%age)
Fulfills the purpose of classroom teaching	94(74.60%)
Does not fulfills the purpose of classroom teaching	32(25.39%)
Total	**126(100%)**

➢ **Problem Faced While Accessing e-PG Pathshala:**

Table 11 shows the problem faced by the respondents while accessing contents in e-PG Pathshala and found that a very few of students i.e. 42(33.33%) face the problem of lack of desired material, followed by lack of search technique by 57(45.23%) respondents. The slow speed of the internet is the concern of 84(66.66%) respondents. Inadequate information regarding the study material and lack of training is the problem faced by 94(74.60%) and 92(73.01%) respondents respectively in using e-PG Pathshala content.

Table 11: Problem Faced While Accessing e-PG Pathshala

Problem Faced	Respondents (%age)
Slow Internet Speed	84(66.66%)
Inadequate Information Regarding Study Materials	94(74.60%)
Lack of Training	92(73.01%)
Lack of Search Techniques	57(45.23%)
Lack of Desirable Materials	42(33.33%)

Findings:

- The study found that 52(41.26%) of respondents are aware of e-PG Pathshala, while 74(58.73%) of respondents are not aware of it.
- 42(33.33%) of respondents say that teacher is the source of information regarding e-PG Pathshala.
- The majority of students i.e. 42(33.33%) prefer to use the "E-content/E-resources" in e-PG Pathshala.
- 52(41.26%) respondents said that the quality of e-content is good, followed by very good with the 34(26.98%) responses.
- 92(73.01%) respondents said that availability of 24*7 of e- PG Pathshala is the most effective factor which is preferred to use e-PG Pathshala on print sources.
- The majority of respondents i.e. 84(66.66%) are satisfied with e-PG Pathshala content, whereas 24(19.04%) respondents are fully satisfied.
- 94(74.60%) respondents opined that e-PG Pathshala fulfills the purpose of classroom teaching.
- Inadequate information regarding the study material and lack of training is the problem faced by 94(74.60%) and 92(73.01%) respondents respectively in using e-PG Pathshala content.

Conclusion:

In the present scenario, e- PG Pathshala is the most effective gateway of scholarly literature in India for postgraduate students and it provides very useful material to its users. The study found that a poor majority of respondents i.e. 52(41.26%) are aware of e-PG Pathshala. As per the study, teachers are playing a responsible role in educating students regarding the use of e-PG Pathshala. It is further observed that e-PG Pathshala fulfills the purpose of classroom teaching. The outcome of the study shows that PG Colleges in Gadchiroli District need to be organized compulsory training programs on the use and awareness of e-PG Pathshala so that PG students can effectively make use of it.

Recommendation:

This study recommended that the PG colleges in Gadchiroli District should conduct compulsory training and awareness programs for students to make further awareness regarding e-PG Pathshala.

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Usages of Method and Methodology in English Language and Literature

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Abstract:

　　The usage of research methodology is an integral part of English language teaching and literature. It brings a systematic study of English language or literature. The usage of research methods in English language teaching as a branch of applied linguistics are objective and scientific as they are brought from social sciences. The use of Research methods and methodologies in English studies is not quite easy to Indian contexts. It is quite difficult to make analysis of English language teaching and learning literature. The present paper discuses on well-defined research methods and they are guided by methodologies. It is also a need to nurture research awareness and skills that must be gained and mandatory incorporated into research programmes. It is needed to train for acquiring a research skill and its techniques is a vital element in the development of a research student.

Keywords: Usage, linguistics, Research methods and Methodology, Programme, technique etc.

Introduction:

　　The use of research method and methodology is required to train to the research student. Thus, workshop and training in research skills, research methods, and research methodologies is a major factor is in the development of a research scholar. It is found that many dissertations are not utilized proper questionaries. It is collected data from texts which is collected from secondary sources at random, or text-wise summary of primary sources of investigation. Research is necessary to develop knowledge and promote inquisitiveness.

　　The research students are not use the research method and methodology for literary research. They don't used to them even if there is any, except documentation style sheets like MLA. Even they don't have any idea about what to do with texts other than positively endorsing what is found in them. There are assumptions about the notion of text-based research and textual analysis as the proper domain of English studies research. Literary research is not only textual analysis but usages of research method and methodology. It used some important parameters for research. These are Hypothesis, textual analysis, Research methodology is seldom followed in literary research Review of the literature. G. Thomas Tanselle (2002) gives details of extensive resources on introductory readings, literature of textual criticism, reviews of scholarly editions, writings on editing pre-renaissance texts, post-medieval texts, the use of computers in editing, and analytical bibliography. Richard D Altick (1950/1987) confirms that literary research is dull and laborious; by no means all scholars are professional teachers; literary scholars are made and not born; devotion to books is the primary requisite of a scholar; the literary scholar must have a lively imagination in literature Richard D Altick (1963/1992) gives an idea about doing in-depth research when accepting the challenge of analysing any text. It requires the critical examination of evidence and it describes the major branches of literary enquiry. Gabriele Griffin (2005) has collected the methods for English studies that are both familiar and less commonly found, but importantly contribute to research in English Studies. It includes a textual analysis, auto/biographical methods, discourse analysis, interviewing, visual methods, archival methods,

oral history, creative writing as a research method. The first step is a questionnaire on a three-point Likert scale that was administered among research scholars. The second step is the structural study of dissertations. It has explored that 72% of the respondents rejected for doing research in literature is all about reading texts, all most all these kept in the library are texts-based. The respondents of 76% affirmed that there are research methods for literary research and 88% think that types of literary research are determinants of research methods, practically none of them are able to identify five methods in the open-ended question. It observed that 92% respondents believe that research method and methodology is need to be grasped and not taught and learnt explicitly.

It explores that the researcher has used different methods and methodology at PG, M.Phil. and Ph.D. The majority of them have neither research questions nor review of the literature section. They have used the textual analysis as research method; and many of them failed to reflect methodological perspectives for analysis of texts. If we want to do research in English language and literature, one requires skills, methods and methodologies. In the New Education Policy-2020 has used research paper at graduation level. It gives a platform to the research scholar. Research is should be involved at the graduation level. It gives an opportunity to new learner to know the research method and methodology. It is explored that many of the research scholars has not used a review of literature in research.

It is necessary of research skills, methods, and methodologies. They do not provide any significant contribution to quality research that is requisite for investment of knowledge capital and it is the dream of India to become a reality by 2020. It is needed to use the different ways while doing research in English language and literature. It involves search skills in libraries, editorial skills, bibliographic skills, dissertation skills, IT skills, period-specific skills, and professional skills. Research Scholar should have the Bibliographic skills in order to attribute, annotate, link, cross reference the various contents of their research to their originators. The documentation skills will provide by the MLA Handbook. Writing a dissertation is a specific challenge that requires an important amount of advanced planning. Dissertation framing skills include framing research questions to structuring the content: choosing the topic, developing research questions, effective planning of the research, undertaking a literature survey, collecting data, and reporting the research.

Computers have supported to literary research in a great way and they promote quality research as well. Professional skills involve presentation skills at conferences so that researchers can share their seminal findings with a wider audience with similar interests. It includes planning, preparation, practice, performance, questions and the various micro-skills. Research methods are dealt with how researchers carry out their research. The choice of method depends on a wort of research they want to conduct. In India, it is mostly textual analysis. On the other hand, it is not the only method. There are other methods that can be tried and therefore ought to be tried in English Studies and they are more useful in advancement of relevant, contemporary knowledge. There are different methodologies are using for research at different levels. The auto/biographical methods are underpinned by specific perspectives on those depicted, exploring the fantasies of their 'authors both about themselves and about others.

Discourse analysis is dealt with the investigation of language, both oral and written. It considers that language is invested, meaning that language is not a neutral tool for transmitting a message but rather shapes human perceptions of the world. It takes place within hierarchical

structures of power which are both formulated and upheld by language. It can also be changed according to use of language. Textual analysis is an integral part of English studies research. Its necessaries the close reading of texts. It requires to be known by background research into the context of the text under scrutiny, the context of its production, its content, and its consumption. The creative writing is an important methodology for doing research in English language and literature. Creative writing is seen as a mode of research into the nature of literary form and language. Reading is an activity that informs wiring as discovery both of content and form.

The use of Computers as medium change human relations to texts and the implications it has for literary criticism, for theories of texts, and for interactions with texts. Research methodologies are regarding with the perspectives researchers bring to bear on their work such as a feminist or postcolonial one. It is also used the literary theories into research. They are also known as methodologies or theories of reading. These are deconstruction, modernism & post-modernism, psychoanalysis, feminism, Marxism, new historicism & cultural materialism, and postcolonialism. It gives a sample usages of research methodology in English literature. It discusses about feminism. It is rediscovering the texts written by women. It gives revalue to women's experience in the society at different levels. It will explore the power relations in terms of patriarchy.

Conclusion:

There are several ways to improve their research skills as well as methods and methodology at graduation level. It is included into the New Education Policy-2020. It is needed to implement properly. It gives positive results in future and it will develop the qualitative research in future. Usages of research skills must be cultivated course-wise at the graduate level. Research methods other than textual analysis shall be involved in academic courses. Students should be trained to incorporate their comprehensions of theories of reading with their interpretations of texts prescribed for the courses of study. They should be provided with full training in a wide range of research and professional skills.

It organizes seminars and workshops on research methods and methodologies at colleges and universities. Research scholars must be trained to create research questions and review the literature since they fix the direction of research and enhance quality of research. An attempt should be taken by universities to achieve quality research of international excellence. Postgraduate department of English should have a dynamic research centre with a broad-based pedagogical approach to all types of research/critical methods.

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Higher Education in India : Challenges and Opportunities

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Abstract :

The world has come to the realization that the financial victory of states is straightforwardly impacted by their instruction frameworks. Challenges and opportunities nation's quality is instruction. An taught country is unavoidable in a created country. India's higher instruction framework positions third within the world, behind China and United States.

Keywords : Education, Opportunities, Challenges, Colleges, Universities

Introduction :

India will before long be one of the foremost vital centres for instruction. Since India's autonomy, the number of colleges, college-level educate, and other instructive foundations has skyrocketed. Statistics show that a staggering number of students have enrolled in schools over the past four years as a result of the "Right to Education Act," which mandates that all children between the ages of 6 and 14 receive free and compulsory education. The field has undergone significant shifts as a result of the private sector's involvement in higher education. Today, the private sector is responsible for the promotion of over 60% of Indian higher education institutions. The number of universities has increased 34 times, from 20 in 1950 to 677 in 2014.

Growth in Higher Education in India :

In spite of these difficulties, India's higher education system has numerous opportunities to overcome them and can establish its international identity. There is no doubt that the private sector has contributed significantly to India's educational advancements.

Such rapid growth, concentrated in private rather than public institutions and focused on only a few professional fields, has given rise to four crucial challenges. These are the need to ensure quality, to build graduate education and research universities, to provide equity of access, and to build excellent liberal arts universities. This chapter considers ways in which the growth of the higher education system has been compressed and the challenges that have followed, and provides suggestions for how these challenges can best be tackled (Forbes, 85).

In point of fact, the private and public sectors of India's education sector collaborate rather than compete with one another. The main governing body, the UGC, helps coordinate between the centre and states, advises the government, and enforces the standards.

Challenges in Higher Education :

In spite of 75 years of Independence, our instruction framework has not completely created. We are incapable to incorporate any college among the world's best 100.Throughout these six decades, different governments changed. They tried to improve education and

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implemented a number of education policies, but they weren't enough to set an example for the rest of the world. In the higher education sector, UGC is always working to improve education quality. Still, our education system is plagued by numerous issues and difficulties.

Higher education system of India is the second largest in the world which caters the education to lakhs of students of various sections of the society. Today our country faces many problems concerning to poverty unemployment and reducing moral and spiritual values (Rani, 62).

Opportunities in Higher Education

The immense size of the market presents enormous opportunities for the growth of India's higher education sector. India now boasts more than 33,000 colleges and 659 universities, a remarkable expansion over the past six decades. With 21.4 million students enrolled in 2012, India's educational system ranks third globally. Sadly, India's educational infrastructure is not up to the task of handling such a large number of students. Even though the government spends a lot of money on education, it just isn't enough to meet the growing demands.

Despite a number of obstacles, the Indian higher education system is expanding rapidly. However, there is no reason why these obstacles cannot be overcome. The possibilities are endless in such a vibrant nation with a large population of educated individuals. Our nation has a good chance of becoming one of the world's most advanced if advanced digital teaching and learning tools are used to impart knowledge and society is made aware of our current gaps.

At the state level, higher education leadership and management can benefit from strategic engagement and capacity building. The fact that "the ability to profit from higher education is spread among all classes of people" is another factor that supports the notion of equalizing educational opportunities. The society has a tremendous amount of untapped talent; they can rise to the top if given the chance.

The strength of any nation depends on its educational system- especially its academic institutions as well as research activities. Institutions of higher education are considered as precious instruments for sustainable human development through creation and dissemination of knowledge which brings a catalytic change in society (Dhal, 17-18).

Role of Colleges and Universities :

India requires highly educated and skilled individuals who can advance our economy. As a result, India provides other nations with highly skilled personnel; The current study aims to highlight the opportunities and challenges of India's higher education system.

Conclusion :

In the seven decades since India's independence, higher education has grown rapidly, but not everyone has equal access to it. With an annual growth rate of more than 9%, India is currently one of the world's fastest-developing nations. The question that needed to be discussed is how best to utilize India's enormous human resource potential. Opportunities exist, but the problem lies in figuring out how to take advantage of them and make them available to others.

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Role of Library Professionals in Promoting the Library Services in Covid-19 Pemdamic

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Abstract -

This paper emphasizes the various roles of library professionals during the pandemic situation like COVID 19. It also identifies the encouragement role that Library Professionals have taken up. It traces the number of digital platforms available around the world. It also promotes the use of social media /networks. Library Professionals can sustain the entire community in their scholarly activities. The role of the Library Professionals is to trace down information as per the user requirement, act as an information disseminator, and controller of knowledge through the varied information pools. Library Professionals can show their proficiency with the assistance of experience in addition to the varied skills they need. Library Professionals can provide E-contents, information links, their commitment to customer service. As a result the role of Library Professionals defines the whole community a new way of doing work and gets the information remotely in the period of a lockdown/pandemic situation. This study helps the Library Professionals to progress their skill set as per the tough conditions & serve the information like a responsible citizen of the country.

As a form of education, in covid-19 pandemic situation distance learning currently shows great promise and the role of online libraries in delivering off-campus information services increases.

Keywords: E-Resources, MOOCs, Webinar, COVID 19, Digital Classrooms, Library services, distance education, online libraries.

Introduction:

Mankind has faced many tough pandemic situations throughout history where some of them were more dangerous for the whole community of humans. This time once again every country is facing a very tough situation, fighting with a hidden enemy called corona virus (COVID-19). Corona virus is a new virus which is spreading all over the world very rapidly. In most of the cases, people infected with the COVID-19 virus experience illness and recover without requiring special treatment. People of higher age groups and those with underlying medical treatments like dialysis, diabetes, respiratory diseases, cancer etc. are more likely to develop serious problems.

American writer and producer Mr. Sidney Sheldon once said, "Libraries store the energy that fuels the imagination. They open up windows to the world and inspire us to explore, and achieve, and contribute to improving our quality of life." In this pandemic situation of COVID 19, the physical library systems are totally stuck due to maintaining the rules of social distancing & also help to overcome the spread of virus infection. Corona virus refers to a family of viruses. In this situation, the role of the Library Professionals is the most important to serve the whole community through a digital platform. Libraries are one of the best places that anybody can go and gain knowledge without the expectation of having to buy something. Libraries also serve as a lifeline for school & college students, researchers, professionals, and many people in our society.

Challenges for Library Professionals during COVID-19

- All over the world, Library Professionals are facing different challenges which services to offer and how to handle these situations of lockdown, ranging from minimal restrictions to full closure.
- Many reputed Libraries like the National Library of India, Delhi Public Library, and other reputed libraries all over the world are affected due to lockdown conditions and it is affecting the whole community of researchers, students, scholars, readers, etc. Shutting down libraries has a tremendous impact on the communities that we serve.
- University & college Libraries, school libraries are also closed and many competitive exams, as well as academic exams, are still pending, therefore in this crucial time Library Professionals can serve those students of our country, they need information through the digital platform.
- It is human nature to feel from normal to sad, stressed, confused, and scared/angry during a crisis. For Library Professionals the biggest challenge to cope up with these conditions during this lockdown & engage the whole community in a healthy environment
- For opening the libraries for users under the government guidelines & human interest.
- Library services restriction or closing a library for the following social distancing principles is a difficult task.[1]

Roles of Library Professionals in Pandemic Situation like COVID-19

To provide the information regarding the available various digital platforms for Users

- In India, during the lockdown period, all people were unable to move from one place to another. The physical interface of Libraries already shut down to follow the lockdown conditions but many libraries around the world offer its digital collection for the whole community for easy access. Library Users who have library cards or not, can easily access and take advantage of available e resources like eBooks, e journals, and online programs offered by different universities, various libraries like Delhi Public Library, NDLI, etc.
- During the lockdown period in the USA, "National Emergency Library" is developed by the Internet archive blogs which has a wide range of collection around 1.4million books on its digital library platform [2].
- The Library Professionals can provide various online digital platforms where users can easily access their information. These online digital platform links can be shared on organization websites as well as through social media platforms. Delhi Public Library provides the various links of the digital platform on its website.
- Library Professionals can create a new app with freely available e-contents to access different resources on a single platform.
- Assist those people who are not familiar with digital tools.

The details of the various online digital platforms for different types of information are given below:-

- **National Digital Library of India (NDLI) (https://ndl.iitkgp.ac.in):** It is the biggest digital library of India .It is developed as a project under the MHRD, India. The Library was initially started as a pilot project form in May 2016. It was officially started by HRD minister Mr. Prakash Javadekar to serve the nation on June 19, 2018.

- As of June 2020, NDLI has 48,582,080+ items in its repository. Items are available in more than 400 languages. 48 million items have been authored by 9 million authors. More than 100 types of eLearning resources are available.

Learning Resource types:

- **Books:** 64+ lakhs books by 15+ lakhs authors in 250 languages.
- **Thesis:** 6+ lakhs thesis by researchers from different institutes.
- **Audio lectures:** More than 4116 lectures in English and Tamil.
- **Manuscript:** Manuscripts from Satyajit ray society, vidya prasarak Mandal, JAIN pedia, and others.
- **Articles:** More than 30 million articles by more than 25 million authors from different fields.
- **Video lectures:** More than 30 lakhs video lectures from 35 sources.
- **Question Papers:** 64000+ question papers from 65+ sources.
- **Web Courses:** Web courses from different domains like agriculture, physics, etc.
- **Annual Reports:** Annual reports from 45 sources.
- **Solutions:** Solution of question papers of different school boards.
- **Data Set:** Data sets from OECD I Library, south Asia archive, and others.
- **Reports:** 12+ lakhs reports from 71 sources.
- **Technical reports:** Technical reports from 38 sources.
- **Manuals:** Manuals from 20 sources.
- **Album:** Albums from 7 Sources.
- **Monograph:** monographs from 22 sources.
- **Technical manuals:** Technical manuals from 12 sources.
- **Law judgments:** Law judgments from 8 sources.

- It is a single platform search engine to access digital contents available in India and any other country with some limitations.
- In this Pandemic situation of COVID 19, NDLI works as a powerhouse of information for Indian Students/researchers/professors and others. For helping the student community in this pandemic situation where schools ,libraries and colleges are closed and physical access in these institutions have been suspended because of COVID-19 lockdown, NDLI has come up with a user oriented interface which is specially designed for digital collections of e-resources like ebooks, ejournals etc. for specific groups of students & continuously enhancing its services. The Researchers, Professors, School & college students can visit the website of NDLI to access these e resources free of cost & easily through the mobiles, laptops or computer systems. It hosts different types of study materials including books, questions papers, Journals, video lectures, model answers self-assessment, and solutions of various educational boards and National Council of Educational Research and Training (NCERT). NDLI also hosts preparation materials for competitive examinations like Joint Entrance Examination or JEE, NEET, etc.
- NDLI is constantly updating & upgrading these collections and services in this lockdown period. Updating & upgrading information of its services is periodically informed through its social networking platforms like Facebook, Twitter, etc. Stay tuned to NDLI & aware of the community.[3]

NDLI social Media outreach through:

● Facebook page: https://www.facebook.com/NDLIndia

● LinkedIn : https://in.linkedin.com/company/ndlindia

● Twitter : https://twitter.com/NDLIndia

● Instagram : https://www.instagram.com/NDLIndia/

● **Bharat Padhe Online:** Recently Government of India Launched 'Bharat Padhe Online'. It invited all the finest brains in India to share new thoughts, new ideas, suggestions, and solutions directly to the government. To eliminate the constraints of online education while promoting through digital education platforms. Professors/ teachers and Students are the main target audience under this program. Recently IGNOU started new online courses under this initiative.

● **YUKTI Portal:** Government of India launched another portal "YUKTI" (Young India Combating COVID with Knowledge, Technology, and Innovation). It is developed to record and watch the efforts and initiatives of MHRD. It will cover a wide range of initiatives and efforts of the academics, research institutions which are especially associated with Covid-19 situations. Social responsibilities and initiatives by the various institutions are the measures taken for the betterment of the whole community of the students/young brigade. It will facilitate various institutions to share their way of working and their strategies for various challenges they are facing due to the unprecedented pandemic situation of Covid-19 coronavirus and other future goals and their initiatives. It will establish a two-way channel between the MHRD .It will help to resolve various critical issues associated with student policies, placements related problems, and the mental and physical well-being of scholars in these challenging times [4].

Objectives:

The portal provides a strength in better planning and can enable it to watch effectively its activities. It aims to fulfill the challenges and goals of the MHRD in the wake of this pandemic situation to stay alert, tutorial community in a healthy environment, both physically as well as mentally to establish endless high-quality learning environments for students/learners.

e PG Pathshala: A gateway to all Postgraduate Courses (http://epgp.inflibnet.ac.in/index.php): It is an initiative of the Ministry of Human resource development (MHRD) under its National Mission on Education through ICT (NME-ICT) which is executed by the University Grant Commission (UGC).A gateway which focuses on high quality education systems, curriculum-based teaching, interactive e-content in more than 70+ subjects across all disciplines of various subjects like social sciences, arts, fine arts and humanities, natural & mathematical sciences, etc.[5].

As of June 2020, ePG Pathshala provides 22000+ modules, 20000+ e-Text, 19000+ video, 3200+ experts, 30000+ quizzes & 723+ papers. Library Professionals can suggest the e PG Pathshala platform for postgraduate students, faculty members as well as researchers which can easily be accessed through mobile, laptop, or desktop systems.

ePathshala (http://epathshala.nic.in/): It is a joint portal which was initiated by the MHRD and National Council of Educational Research and Training (NCERT) in November 2015. The students of school level can get easy access to all educational material, including textbooks, periodicals, audio, video etc. Also print and non-print materials related to study are available through e Pathshala. The useful study materials can be easily downloaded by the different types of user for offline use with no restriction on downloads. Mobile app-based e Pathshala e Library is also launched by MHRD and NCERT which can be downloaded through iOS, android, and

windows system and can see the video, text, curriculum, and periodicals and also listen to audio of study material from class 1 to 12. As of April 2020, ePathshala provides 504+ e-Textbooks, Total e Resources 3886+,and 2.6million downloaded apps [6].

Findings

- Presently, Library Professionals are playing various integrated/Multiple roles beyond their traditional job. With the help of modern technologies or tools, we can provide the e-resources during the lockdown period.
- Library Professionals from around the world are now understanding the need of changing their roles from traditional practice to multidimensional roles. As a result, Library Professionals are now playing multidimensional and versatile roles to meet the demand and expectations of societies, organizations, institution , libraries ,etc. and this is the need of the present situation in Covid19.
- In a pandemic situation, Digital platform is the best way to serve the whole community.

Conclusion :

In thisCovid19 pandemic situation, Library Professionals have to do all the things.

● Easy access to information is an important requirement.

● It is necessary for the enormous needs of all its impending users.

● Digital platforms for education are the futuristic demand of the user.

 ● Digital Library is in more demand in this kind of pandemic situation.

● Library professionals can act as stress busters in this situation.

Library Professionals and information professionals must be ready to meet the requirement of readers whether it is for COVID 19 or any other pandemic situations. Social distancing is the only way to control the transmission of this virus COVID 19 from one person to another. The social responsibility of library professionals is to provide the information access to the users. Information demand is also increasing in this kind of pandemic situation.

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6. http://epathshala.nic.in

Studies of Physico-Chemical Status of Sone River At Amlai

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Abstract: -

Due to numerous anthropogenic stresses and other artificial interventions that have had negative long-term effects on the physical habitats, biodiversity, and other environmental factors, river health has emerged as one of the most crucial environmental challenges of our day. biodiversity, ecological functions and the services given by a water body. This study has been carried out with the primary objective of diagnosing chemical and biological river health of the sone river with regard to physico-chemical parameters and abundance of the plankton community, micro-organism, zooplanktons using statistical analysis. These sites were selected for sampling purposes, namely, (Station. 01)-12 no, primary station of water treatment plant Amlai, (Station. 02)- the site of orient paper mills Amlai (m. p.) physico-chemical parameters was considered for the study and data were collected. month-wise for which results have been shown season-wise. Examine for physico-chemical parameters were done by standard methods. The physico-chemical parameters as well as correlation of the abundance of phytoplankton with abiotic factors the river which was further computed by a regression analysis. Phytoplankton, micro-organism dominated over phytoplankton in both the Stations in the present study. phytoplankton indicating poor ecological health of the 'some other water parameter like that electronic conductivity of water in very hazards, the high percentages of waste coal material and some amount of coal is polluted in this river water quality.

Keywords: Sone River, TDS, Conductivity, ecological, physico-chemical, anthropogenic, environment, etc.

Introduction: -

Water is that the most significant in shaping the land and regulating the climate. it's one amongst the foremost important compounds that profoundly influence life. the standard of water usually described in keeping with its physical, chemical and biological characteristics. Rapid industrialization and indiscriminate use of chemical fertilizers and pesticides in agriculture are causing heavy and varied pollution in aquatic environment resulting in deterioration of water quality and depletion of aquatic biota. thanks to use of contaminated water, human population suffers from water borne diseases. it's therefore necessary to test the water quality at regular interval of your time. Parameters that will be tested include temperature, pH, turbidity, salinity, nitrates and phosphates. An assessment of the aquatic macro invertebrates can even provide a sign of water quality.

Son River may be a perennial river located in central India. It originates near Amarkantak Hill in Annupur district of Madhya Pradesh and eventually merges with the Ganges River near Patna in Bihar. Sone river is that the second-largest southern tributary of the Ganges' after

Yamuna River. India's oldest river bridge Koilwar Bridge over Sone River connects Arrah with Patna. Sone river is legendary for its sand across country.
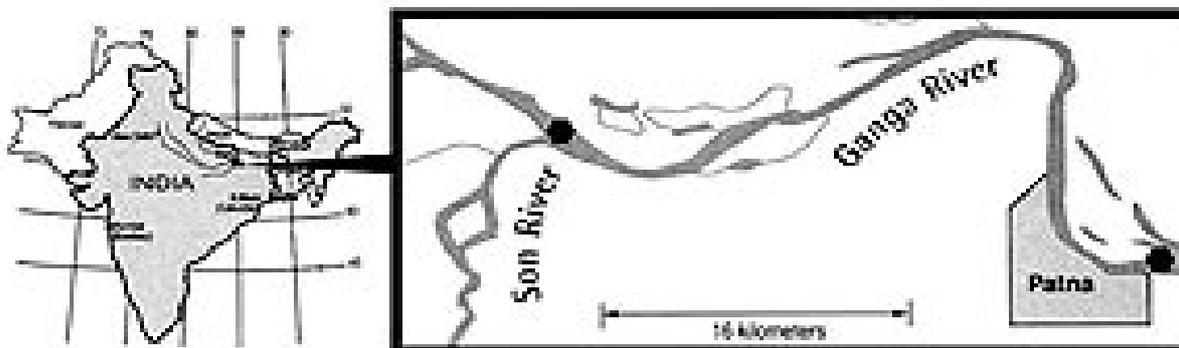
Map of Son River

relates to aesthetic and other commercial benefits from water-use. Deterioration of river health not only endangers and harms natural ecosystems and also the lives of inhabiting species, but also imposes increased costs on households in addition because the society. As such, except ecological assessments of river health, examining the economics of water quality is central to the concept of environmental policymaking. The sone river, which once want to be a prize of farmers. thanks to increase in population, industrialization and urbanization, large quantities of sewage and industrial wastewater are discharged into lake has significantly contributed to the pollution of the river. Water quality assessment studies on the river were conducted from time to time is important.

Material and Methods: -

To study the physico-chemical changes Sone River at Amlai OPM seasonal observation for taken for one year from January 2021 to December 2021. The water samples were collected in the forenoon between 10 A.M. to 12 P.M. Colour, Transparency, Temperature, Dissolved oxygen, Free Carbon dioxide, pH was analysed at the Site. On the basis of the weather elements the year is broadly divisible into four seasons viz. winter (Dec. to Mar.), summer (April to June), Monsoon (July to Sept.), Post Monsoon (Oct. and Nov.). About 5 Lit. of water was collected from river and brought to the lab in an icebox. Immediately after collection, water samples were fixed by using a few drops of chloroform. The samples were kept under refrigeration in plastic bottles in the lab. Standard methods by APHA were followed for analysis of various physico-chemical factors. for analysis of various physicochemical parameters. The brief details of sampling site are presented in the Table and graphs. physico-chemical parameters were studied in sone river, Conductivity, TS, Total dissolved solid (TDS), TSS, Alkalinity, Total hardness $CaCo_3$, of water and chloride, SiO_2(Silica), turbidity, Dissolved oxygen (DO) and biochemical oxygen demand (BOD) of water was calculated by sodium thiosulphate titration method. Chemical oxygen demand (COD) was measured by titration of potassium dichromate and sodium thiosulphate.

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Table No.1

Sr. N0.	Site code	Sites	Location
O1	Station 01	12 no, primary station of water treatment plant	Amlai (m. p.)
02	Station 02	the site of orient paper mills	Amlai (m. p.)

Results And Discussion: -

The Sone River water samples were analysed for physicochemical characteristics. The physicochemical parameters were analysed is pH, EC, TS, TDS, TSS, Alkalinity, Total Hardness, DO, COD, BOD5, Chloride, PO4 and SO4 all are the studied in sone river water in the date of 01/01/2021 to 01/12/2021 its water parameters chemistry is shown by an average month wise reading in make a graphical representation.

pH: -The pH of water is a measure of hydrogen ions (H+) dissolved in it, formally the activity of H+ and is expressed as: pH = -log [H+], where [H+] is a concentration in moles per L. Sone River water tested in the study were found to be in the permissible range of pH value recommended by several health and pollution control organizations. pH is an important factor of fresh water bodies. Factors like, exposure to air, temperature and disposal of industrial wastes etc. bring above changes in pH. In the present study we find maximum average value 8 and minimum 6.8 pH show slightly low values in august month and slightly higher values in January and December months. Though there is not very large difference throughout the year. The pH of sone river water was showing alkaline character the month wise average value Of The pH given below table it's a good pH parameter of water in sone river.

Table No. 2- Average value of pH in 2021

Months	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.
pH	8	7.9	7.5	7.4	7.5	7.2	7	6.8	7.3	7,5	8	7.9
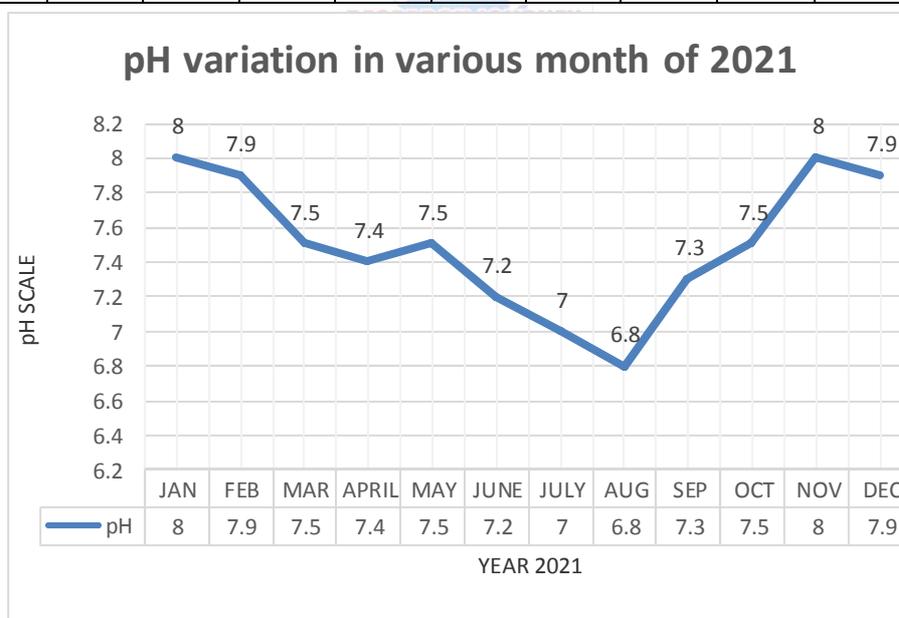
Graph: -1

Electrical conductivity: The electrical conductivity of a water is related to the nature and concentration of ionized substances in the water and to the temperature of the water. The maximum average value of conductivity was observed in the December month (325 µS/cm-1) and minimum in the august month 151 µS/cm-1. Electric conductivity is varying in every month of year its data is on table no. 3.

Table No.3- average conductivity

Months	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.
Conductivity (µS/cm-1)	285	283	230	248	292	225	155	151	196	237	316	325
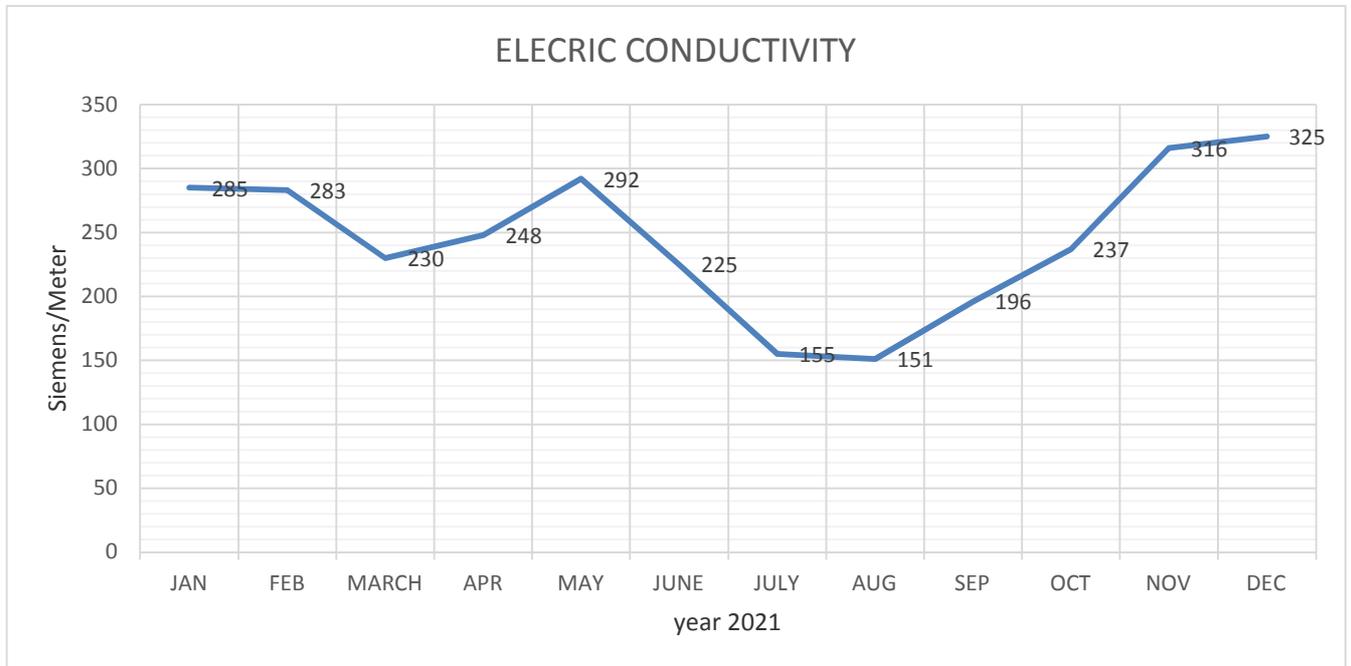
Graph: -2

Alkalinity of water: - Alkalinity of the sample were recorded between 68mEq/l- 120mEq/l higher alkalinity value found120mEq/l of month December   and low alkalinity value 68mEq/l of month august. I observed that the water is shown alkaline character in whole of year. the alkalinity in two types of consider firstly is phenolphthalein indicator alkalinity and second is mix indicator alkalinity that water shown second type of alkalinity mix indicator alkalinity Shown the graph.

Table No.4- average alkalinity of different months 2021

Months	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.
alkalinity of water (mEq/l)	109.8	107	94.72	81	82	80	85	68	72	88	114	120

Graph: -3

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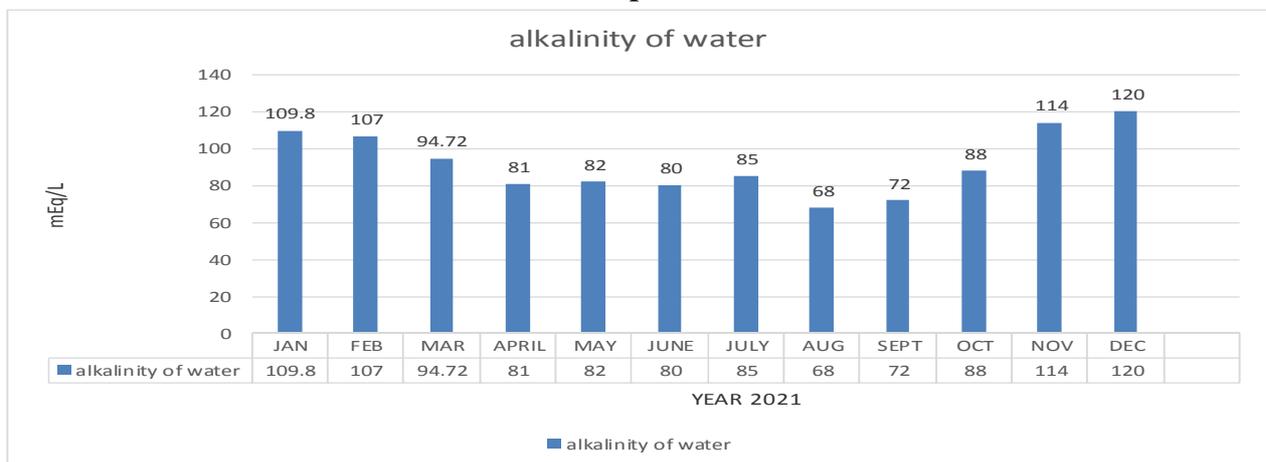
HARDNESSS: - Many Scientists consider hardness the same as total alkalinity, since when both are expressed as Calcium, their value may be approximately equal. Generally, salts of calcium and magnesium contribute hardness to natural water. Throughout year Maximum (141.6mg/l) and minimum average value (78 mg./Lit.) were recorded in December and July month respectively.

Total Dissolved Solids (TDS): - It is describing the number of inorganic salts of calcium, magnesium, sodium etc. and small proportion of organic matter present in the water, where a high TDS value is responsible myocardial infarction as well as ischemic heart diseases in living life few studies.

Total Suspended Solids (TSS): - Total suspended solid content of sone river water depends on the amount of suspended particle, soil and send is directly related to turbidity of water. this study, TDS values showed a considerable variability ranging from < 10 ppm. The sone river water value of TDS we have found <1.0ppm in all of year. but I have decided this particular area is TSS very good quality that's a fact the primary treatment of water. Hardness of water is an important consideration in determining the suitability of water for domestic and industrial uses. Hardness is caused by multivalent metallic cations and with certain anions present in the water to form scale. The principal hardness-causing cations are the divalent calcium, magnesium, strontium, ferrous iron and manganous ions. Total hardness was recorded in sone river water in moths of Hardness is recorded.

Table No.5- average value of total hardness

Months	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.
Total hardness (Mg/l)	121	117	103.17	90	96	90	78	86	80	90	138	141.6
Mg+CaCo3(Mg/l)	80	77	68	60	63	60	51	56	53	61.72	91	93.4
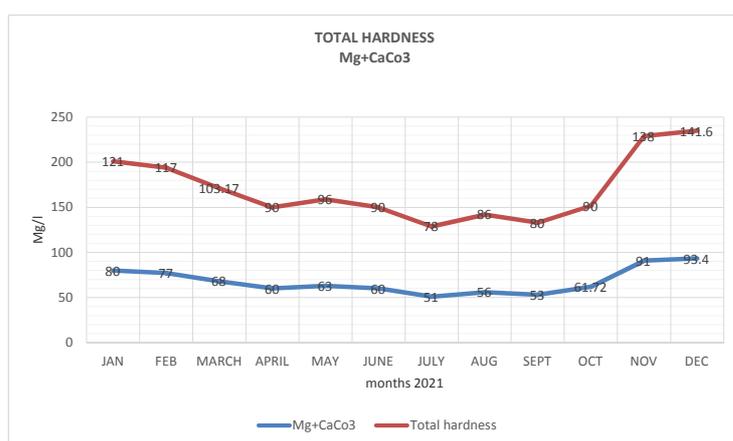
Graph: -4

Chlorides: - It naturally present in all types of waters. High concentration of chlorides is considered to be the indicators of pollution due to organic wastes of animal or industrial origin. Chlorides are troublesome in irrigation water and also harmful to aquatic life. The chloride content showed very narrow changes in sampling points between these two sites. The recorded values of all year 2021 is stable< 240mg/l, Higher concentration of chloride is hazardous to human consumption and creates health problems. Desirable limit of chloride by APHA (2005) for drinking purpose is 250mg/l.

Phosphate: -Phosphate is one of the essential nutrients present in the water in small quantity. Phosphate is rarely found in sone river waters as it is actively taken up by plants. High concentrations of phosphates can indicate the presence of pollution and are largely responsible for eutrophic conditions (WHO, 1993). The anthropogenic additions of phosphorus to the river have a considerable effect on the quality of the water. Such phosphate is derived mainly from domestic sewage and the run off from agricultural areas. The phosphate content not found in sone river water.

Conclusion¬: -

The pH of sone river water was showing alkaline character. Electric conductivity is varying in every month of year. the water is shown alkaline character in whole of year., TDS values of given sample is considerable variability ranging from < 10 ppm. The sone river water value of TDS we have found <1.0ppm in all of year. but I have decided this particular area is TSS very good quality that's a fact the primary treatment of water. The chloride content showed very narrow changes in sampling points between these two sites. Phosphate is rarely found in sone river waters as it is actively taken up by plants. were above the permissible limits as there was absence of sophisticated treatment plant which could reduce the TSS and Turbidity level. Hence proper strategies should be utilized to treat the effluents prior to its disposal to the environment.

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Higher Education in India: An Analysis

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Abstract :

Higher education is an extremely important sector for the growth and development of human resources that are capable of taking responsibility for the country's social, economic, and scientific development. One of the largest systems of its kind in the world, India's higher education system has grown in a remarkable way, particularly since independence. However, the system currently faces a number of concerns, such as access, equity, and relevance, reorientation of programs with an emphasis on health consciousness, values, and ethics, quality of higher education, and institution assessment and accreditation.

Keywords: Higher Education, UGC, Globalization

Introduction:

Education is more than just knowledge; it is also the ability to use it. The capacity for effective learning that it imparts determines the quality of education. To put it another way, the true definition of education is the ability to apply knowledge effectively. As a result, the characteristics that impart the ability to apply newly acquired knowledge are crucial; Knowledge is nothing more than a sealed vault's treasure trove without the necessary application skills. This requirement is met in part by the ethical component of education.

Higher Education:

The higher education consists of academic workers, administrative structures, systems, and conventional procedures. The crisis in higher education can be attributed to all of these factors. India has developed one of the world's largest higher education systems with success. It is acknowledged that the quality of many of the world's top institutions is comparable to that of the best. However, disparities and the adoption of developmental models present challenges to the Indian education system.

India has one of the largest higher education systems in the world, primarily dominated by private players who account for 60% of the total institutes and 64% of total enrolment of students. The higher education sector in India has a three-tier structure comprising the university, college and course. This forms a vital link with the regulatory structure, and with accreditation agencies playing the key role in maintaining quality and standards in this sector (Regulatory Structure, 4).

Higher education is increasingly being sold as a commodity. It's a business worth many billions of dollars. Over the past decade or more, preparations have been made for foreign universities to compete for a share of the Indian educational market.

Quality Oriented Education:

Disparities in development and unresolved Indian issues: India started a lot of colleges and universities to help weaker and disadvantaged classes, especially women, get an education and to get rid of regional imbalances. The disadvantages, ignorance, and poverty of the people these institutions and other developmental programs for the poor serve continue to face resource constraints. Divides are getting wider as a result, and many educated people from underrepresented groups are being kept out of the job market. The marginalized and disadvantaged pose a significant challenge to the educational system.

Graduates' dissatisfaction stems from a lack of connection between education and developmental processes when they discover that education is of little use in the workplace. The system's current model of education must be replaced with developmental education, which links education to changes in society, industry, and the service sector. This presents a challenge.

Expensive Budget:

The Indian middle and lower classes are no longer able to afford traditional education, particularly professional education, because of the high unit costs. With a marketing approach, numerous private entrepreneurs have established educational institutions to provide creamy courses; and have increased fees beyond the majority's means. In light of the large and ever-increasing number of people seeking higher education, the state subsidizing education is not the best option. In some states, like Maharashtra, the situation is already extremely volatile.

Role of UGC:

This will allow for better coordination and the UGC will be able to better design the plans, put them into action, and monitor the results and outputs in a time-bound manner thanks to this.

State Councils of Higher Education:

Only a few states have established State Councils of Higher Education as intermediaries between state governments, state universities, and national organizations like the UGC/All India Council for Technical Education (AICTE), among others. All states will be encouraged and rewarded to establish and activate these Councils in order to facilitate quick implementation of higher education policies and schemes and coordination at the national level. In a similar vein, the Universities' College Development Councils (CDCs), which are supported appropriately by the UGC, will be enhanced in their capacity to channel the UGC schemes to Colleges through the CDCs.

An Analysis:

The crisis of higher education and research in India is briefly discussed in the following lines. For universities which are not tied to a particular industrial segment, it is harder to solve the integration issues, however there are many proven coordination methods, which can provide high competitive ability in the market for educational services. We refer to this type, for example, various types of mergers, which are inevitable for preserving the viability of individual universities and the formation of alliances. The most important issue for implementation of these directions is the search for instruments capable of assessing the current condition of the universities, determining the future model and performing transition towards its implementation (ERSJ, 597).

National Knowledge Commission:

The extent to which private educational establishments have attempted to meet the enormous demand for postsecondary education is one striking aspect of India's development of higher education over the past few decades. This is especially true in management, engineering, and medicine, but not nearly as much at the university level.

As can be seen from the foregoing, we must acknowledge the severe crisis that currently exists in India's higher education system. The urgent requirement is to deal with this crisis in a methodical and forthright manner. Because our future depends on it, we need to emphasize how urgent the situation is. We are convinced that taking immediate action is crucial. In addition, we believe that this crisis presents an opportunity. In light of the young India's demographic reality, higher education expansion, inclusion, and excellence can drive social progress and economic growth. In fact, by 2025, India's economy and society could be transformed by our current efforts in higher education.

In light of the foregoing, a number of questions perplex us, such as whether educational institutions produce individuals who are able to deal with life in its entirety. Can higher education institutions keep up with society's ever-increasing demands? Do we as educators prepare our students for the roles that are expected of them?

University Culture:

However, a healthy mind is necessary for achieving and maintaining a healthy body.

On the one hand, the knowledge and technology society demands are extremely varied. But at the same time, the speed of technological innovation has increased and the period of usefulness for particular knowledge and technology has shortened. Because of this, it is necessary to have a system for continually gathering and choosing among the knowledge and technology and renewing it, and further developing the opportunities for lifelong education (JICA, 6).

As a result, value education emerges as a desirable moral requirement for addressing contemporary issues. To effectively achieve all of these goals, education processes must be properly regulated in terms of learning assessment and evaluation. In order to ensure that the teaching-learning process is not one of superficiality, it is ideal for teachers and students to have close interactions when evaluating students' learning progress.

Conclusion:

Higher education must be expanded without compromising quality. Instead, it must be made more relevant to the requirements and opportunities of a knowledge society by raising the standard of education provided. Both internal and external accountability must be fostered by the higher education system. In order to improve accountability, it will be essential to expand higher education so that students have more options and institutions compete with one another. The seminar's recommendations will necessitate action at all levels, including modifications to or additions to existing statutes or legislation, policy changes, and systemic reforms.

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Parliamentary Privileges : Scope and Limitation

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Introduction:

A privilege of Parliament is more properly called as immunity from the operation of certain laws, which are otherwise unduly restrictive of the proper performance of the duties of members of Parliament. The privileges of Parliament as including those rights which are absolutely necessary for the due execution of powers entrusted upon the Parliament and its members. These are also required for effective discharge of the Assembly's function. The concept of Parliamentary Privilege has its origin in Westminster, Britain in the 17th century with the passage of the Bill of Rights in 1689. Parliamentary Privilege was introduced to prevent any undue interference in the working of the Parliament and thereby enable the members of the Parliament to function effectively and efficiently without unreasonable obstructions. Parliamentary Privilege remains an important feature in any parliamentary democracy. The concept of Parliamentary Privilege requires a balancing act of two opposite arguments i.e. on the one hand the privileges of Parliament are rights 'absolutely necessary for the due execution of its powers' and on the other, the privilege of Parliament granted in regard of public service must not be used for the danger of the commonwealth.

Meaning*:*

The dictionary meaning of privilege is as a particular and peculiar benefit or advantage enjoyed by a person, company, or class, beyond the common advantages of other citizens. It is also known as an exceptional or extraordinary power or exemption. A peculiar right, advantage, exemption, power, franchise, or immunity held by a person or class, not generally possessed by others[1]. Erskine[2] defines parliamentary privilege as 'Parliamentary privilege is the sum of the peculiar rights enjoyed by each House collectively and by Members of each House individually, without which they could not discharge their functions, and which exceed those possessed by other bodies or individuals. Thus privilege, though part of the law of the land, is to a certain extent an exemption from the general law.

Constitutional Provisions:

Articles 105[3], 118[4], 119[5] and 121[6] comprised in Part V of the Constitution deals with the Union and form a part of Chapter II, which deals with Parliament including the provisions as to privileges. The corresponding provisions in regard to State Legislatures are contained in Articles

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[1] Black's Law Dictionary, 6th Ed., 1990, p. 1197

[2] An author Erskine May in Erskine May's Treatise on the Law, Privileges, Proceedings and Usage of Parliament

[3] Powers, privileges, etc., of the Houses of Parliament and of the members and committees thereof.

[4] Rules of procedure of Parliament.

[5] Regulation by law of procedure in Parliament in relation to financial business.

[6] Restriction on discussion in Parliament.

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194[7], 208[8], 209[9] and 212[10]. Article 105 of the Constitution is read mutatis mutandis with Article 194 of the Constitution as the language in both the articles is identical, except that Article 105 employs the word Parliament whereas Article 194 uses the words Legislature of a State.

There are two maxims or principles which govern these privileges. The first implies that 'Privilege of Parliament is part of the law of the land' the second that 'Each House is the judge of its own privileges'. It seems that these maxims are contradictory. If privilege of Parliament is part of the law of the land its meaning and extent must be interpreted by the courts, just like any other part of the law. Therefore, neither House can add to its privileges by its own resolution, any more than it can add to any other part of the law by such a resolution. On the other hand if it is true that each House is the sole judge of its own privileges, it might seem that each House was the sole judge as to whether or not it had got a privilege, and so could add to its privileges by its own resolution.

Scope: An elaborate list of parliamentary privileges*:* An elaborate list of parliamentary privileges exercised by the British House of Commons has been has been quoted by our judiciary in Raja Ram Pal case[11]. The list contains -

1. Privilege of freedom of speech, comprising the right of exclusive control by the House over its own proceedings. This privilege includes:

   - The power to initiate and consider matters of legislation or discussion in such order as it pleases.
   - The privilege of freedom in debate proper which is an absolute immunity of members for statements made in debate is not actionable at law.
   - The power to discipline its own members.
   - The power to regulate its own procedure i.e. the right of the House to be the sole judge of the lawfulness of its own proceedings.
   - The right to exclude the jurisdiction of the courts.
   - The right to exclude strangers.
   - The right to ensure privacy of debate.
   - The right to control or prohibit publication of its debates and proceedings.

2. Privilege of freedom from arrest or molestation the claim of the Commons to freedom of members from arrest in civil action or suits during the time of Parliament and during the period when a member journeys to or returns from Parliament. This privilege includes:

   - Exemption of a member from attending court as a witness, service of a civil or criminal process within the precincts of the House is a breach of privilege.
   - A member cannot be admitted as (sic) bail.
   - Exemption of a member from jury service.
   - No such privilege claimed in respect of criminal offences or statutory detention.
   - Right of the House to be informed of arrest of members on criminal charges.

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[7] Powers, privileges, etc., of the Houses of Legislatures and of the members and committees thereof.

[8] Rules of procedure of State Legislature.

[9] Regulation by law of procedure in the Legislature of the State in relation to financial business.

[10] Courts not to inquire into proceedings of the Legislature.

[11] Raja Ram Pal vs. The Hon'ble Speaker, Lok Sabha & Ors. (2007) 3 SCC 184

- Extension of the privilege to witnesses summoned to attend before the House or its committees and to officers in immediate attendance upon the service of the House.
3. Privilege of freedom of access to the sovereign through the Speaker.
4. Privilege of the House of receiving a favourable construction of the proceedings of the House from the sovereign.
5. Power of the House to inflict punishment for contempt on members or strangers. This power is similar to the powers possessed by the superior courts to punish for contempt. This power includes:
    - The power to commit a person to prison, to the custody of its own officers or to one of the State prisons, the commitment may be for any period not beyond the date of the prorogation of the House.
    - The incompetence of the courts of justice to admit a person committed by the House to bail.
    - When the person is committed by the House upon a general or unspeaking warrant which does not state the particular facts constituting the contempt the incompetence of the courts of justice to inquire into the nature of contempt.
    - The power of the House to arrest an offender through its own officers or through the aid and power of the civil government.
    - The power of the officers of the House to break open outer doors to effect the execution of the warrant of arrest.
    - The power of the House to administer reprimand or admonition to an offender.
    - The power of the House to secure the attendance, whether in custody or not, of persons whose conduct is impugned on a matter of privilege.
    - The power of the House to direct the Attorney General to prosecute an offender where the breach of privilege is also an offence at law and the extent of the power of the House to inflict punishment is not considered adequate to the offence.
    - The power of the House to punish a member either by suspension from the service of the House, or by expulsion, rendering his seat vacant.
6. Privilege of the House to provide for its own due constitution or composition, this power includes -
    - The power of the House to order the issue of new writs to fill vacancies that arise in the Commons in the course of a Parliament.
    - The power of the House in respect of the trial of controverted elections of Members of the Commons.
    - The power of the House to determine the qualifications of its members to sit and vote in the House in cases of doubt. It includes the power of expulsion of a member.
7. The power of the House to compel the attendance of witnesses and the production of papers.

Scope of judicial review over Parliamentary Privilege:
The question of extent of judicial review of parliamentary matters has to be resolved with reference to the provision contained in Article 122(1) that corresponds to Article 212. Article 122(1) prohibits 'the validity of any proceedings in Parliament' from being 'called in question' in a court merely on the ground of 'irregularity of procedure'. In other words, the procedural irregularities cannot be used by the court to undo or vitiate what happens within the four walls of

the legislature. But then, 'procedural irregularity' stands in stark contrast to 'substantive illegality' which cannot be found included in the former. This specific provision with regard to check on the role of the judicial organ vis-à-vis proceedings in Parliament uses language which is neither vague nor ambiguous therefore, must be treated as the constitutional mandate on the subject, rendering unnecessary search for an answer elsewhere or invocation of principles of harmonious construction.

In Raja Ram Pal's case the then Chief Justice of India, Y.K. Sabharwal, observed that -

a) Parliament is a co-ordinate organ and its views do deserve respect even while its acts are open to judicial scrutiny.

b) Constitutional system of government despises absolutism. It is a cardinal principle of our Constitution that no one can claim to be the sole judge of the power given under the Constitution, mere co-ordinate constitutional status, or even the status of an exalted constitutional functionaries, does not disentitle the Court from exercising its jurisdiction of judicial review of action which partake the character of judicial or quasi-judicial decision.

c) The expediency and necessity of exercise of power or privilege by the legislature are for the determination of the legislative authority and not for determination by the courts.

d) The judicial review of the manner of exercise of power of contempt or privilege does not mean that the said jurisdiction is being taken over by the judicature.

e) Considering the importance of the functions discharged by the legislature under the Constitution and the dignity and magnificence of its task, *there would always be an initial presumption that the powers, privileges etc. have been regularly and reasonably exercised, not violating the law or the constitutional provisions, however this presumption being a rebuttable one.*

f) The fact that Parliament is a dignified body of co-ordinate constitutional position does not mean that there can be no judicially manageable standards to review exercise of its power.

g) The powers, privileges and immunities of the legislature being exceptional and extraordinary its acts ought not to be tested on the traditional parameters of judicial review in the same manner as an ordinary administrative action would be tested, and the Court would confine itself to the acknowledged parameters of judicial review and within the judicially discoverable & manageable standards, there is no foundation to the plea that a legislative body cannot be attributed jurisdictional error.

h) The judiciary is not prevented from scrutinizing the validity of the action of the legislature trespassing on the fundamental rights conferred on the citizens. If a citizen, whether a non-Member or a Member of the Legislature, complains that his fundamental rights under Article 20 or 21 had been contravened, it is the duty of this Court to examine the merits of the said contention, especially when the impugned action entails civil consequences.

i) There is no basis to claim of bar of exclusive cognizance or absolute immunity to the Parliamentary proceedings in Article 105(3) of the Constitution.

j) The manner of enforcement of privilege by the legislature can result in judicial scrutiny, though subject to the restrictions contained in the other Constitutional provisions, for example Article 122[12] or 212[13].

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[12] Courts not to inquire into proceedings of Parliament

[13] Courts not to inquire into proceedings of the Legislature

Whether the privilege is restricted to what happened inside the four walls of the Assembly and whether it can travel outside the Assembly?

The said issue was considered in Vijaykant's case[14] it was held that an elected Member, who is debarred by virtue of an order of suspension, from discharging his duties and functions, may have to suffer all the consequences that go with the office and therefore, the contention put forth that suspension for a period spilling over to two sessions, would tantamount to exercise of a power beyond the four walls of the Legislature and that therefore, it is impermissible, cannot be accepted.

Judicial approach and Parliamentary Privileges:

1. The Supreme Court has explained[15] the purpose of conferring privilege upon the House and its members. It has also observed that the fundamental rights of citizens must have primacy over any privilege or special rights of any class of people including elected legislators and that all claims to privilege are subject to judicial scrutiny. While considering the applicability of the Madhya Pradesh Lokayukt Evam Up-Lokayukt Act, 1981 to legislators, the Supreme Court has held that initiation of action against officers belonging to the office of the Speaker of a Legislative Assembly would be tenable since the statute would apply equally to such officers and the initiation of action there under does not amount to breach of privilege of the Legislative Assembly, which has itself conferred the powers in the form of the statute to address the menace of corruption.

2. It is evident, from the Chapter in which Article 194 occurs as well as the heading and its marginal note that the 'powers' meant to be indicated here are not independent. They are powers which depend upon and are necessary for the conduct of the business of each House. They cannot also be expanded into those of the House of Commons for all purposes[16].

3. The scope of the privileges enjoyed depends upon the need for privileges i.e. why they have been provided for. The basic premise for the privileges enjoyed by the Members is to allow them to perform their functions as Members and no hindrance is caused to the functioning of the House.

4. Article 212(1) makes it possible for a citizen to call in question in the appropriate court of law the validity of any proceedings inside the legislative chamber if his case is that the said proceedings suffer not from mere irregularity of procedure, but from an illegality. If the impugned procedure is illegal and unconstitutional, it would be open to be scrutinised in a court of law, though such scrutiny is prohibited if the complaint against the procedure is no more than this that the procedure was irregular. The prohibition contained in Article 122(1) does not provide immunity in cases of illegalities. Article 122(1) must be found to contemplate the twin test of legality and constitutionality for any proceedings within the four walls of Parliament. The fact that U.P. Assembly case (Special Reference No. 1 of 1964) dealt with the exercise of the power of the House beyond its four walls does not affect this view which explicitly interpreted a constitutional provision dealing specifically with the extent of judicial review of the internal proceedings of the legislative body.

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[14] Reported in 2012 (3) CTC 449 (https://indiankanoon.org/doc/16905780/)

[15] Lokayukta, Justice Ripusudan Dayal (Retired) & Ors. vs. State of Madhya Pradesh & Ors. reported as (2014) 4 SCC 473

[16] Karnataka vs. Union of India (1977) 4 SCC 608

Article 122(1) displaces the English doctrine of exclusive cognizance of internal proceedings of the House rendering irrelevant the case-law that emanated from courts in that jurisdiction. Any attempt to read and put a limitation into Article 122 so as to restrict the court's jurisdiction to examination of the Parliament's procedure in case of unconstitutionality, as opposed to illegality would amount to doing violence to the constitutional text. Applying the principle of "expressio unius est exclusion alterius" (whatever has not been included has by implication been excluded), it is plain and clear that prohibition against examination on the touchstone of 'irregularity of procedure' does not make taboo judicial review on findings of illegality or unconstitutionality[17].

Conclusion:

Our Constitution expressly lays certain privileges for the effective working of Parliamentary and State Legislative working that are always acceptable at large. But the constitutional morality and constitutional scheme expects the these privileges to be used only where required to be used in true sense rather than exercising only due to the reason that such privileges are conferred upon under the supreme law of land. To ensure the same our judiciary always has the power to make a review of such powers and taking the required actions. Judiciary plays crucial and important role time to time to put restrictions over such privileges and to ensure the ultimate the supremacy of Constitution of India.

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[17] U.P. Assembly case (Special Reference No. 1 of 1964)

Environmental Issues and Challenges of 21st Century

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Abstract:

A variety of anthropogenic factors contribute to the spread of emerging contaminants throughout environmental matrices. A wide range of undetected contaminants of emerging environmental concern need to be identified and quantified in various environmental components and biological tissues, despite significant advancements in the detection and analysis of trace pollutants in recent decades. This is because specific techniques are still being developed and improved. Even at low concentrations, these pollutants may be dispersed and persistent in the environment's receptors such as the air, water, soil, and sediments. There is still a dearth of reliable information regarding their fate, behaviour in the ecosystem, and risks to both human and ecological health.

Introduction:

Environmental science is the study of our environment in which we live,interact,survive and fulfill our needs without which we cannot survive, remain and sustain , so for sustainability we need clean and green environment which is a need of hours because of increase in human population and in turn the pollution problem also which is very big issue and one cannot neglect it as negligence leads to death of human, flora and fauna. Just have a look on the environment in which we live, is it clean? What kind of air we are getting to inhale, what kind of water we are getting to drink and complete our all necessary work, what kind of soil we are getting to grow crops and do agricultural work and farming.Then your abservation will be that highly polluted air ,water we are getting which is not safe for survival purpose then we understand that this all is due to the environmental degradation and pollution due to large number of anthropogenic activities which are responsible for diminishing the natural resources which are required to maintain the clean environment. These are the great environmental issues and challenges of 21st century and it results in the creation of different kinds of diseases in all living organisms and destruction of natural beauty of environment also (1,2,3).

The destruction and problems of environmental issues can be reduced or solved to some extent if not completely removed by using the concept of sustainable development which involves the principle of green chemistry also. Instead of using the resources which creates a pollution, renewable source of energy or natural resources should be used for production of energy (may be electrical energy) which can be produced by using wind power or wind energy. The most significant environmental issues of the twenty-first century have the power to change how life on Earth develops. Scary issues like acid rain, global warming, hazardous waste, water and air pollution, and declining energy supply could endanger our future if we don't address them (4,5).

The need for EPA to continue and expand its environmental research activities is growing as significant socioeconomic forces are both directly and indirectly driving environmental changes. These socioeconomic factors are frequently reflected in population growth and

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migration, demographic shifts, land-use change and habitat loss, rising energy demand and shifting energy supplies, new consumer technologies and consumption patterns, rising greenhouse gas emissions, and the movement of organisms outside of their traditional ranges, all of which have an impact on the scientific knowledge needed to effectively inform EPA policy decisions. In the upcoming years, EPA will face a difficulty in adapting to the quick changes in society, the environment, and scientific understanding. People's understanding of how human activity affects the environment and human health has risen.Sustainability is defined by the United Nations as "filling the requirements of the present without compromising the ability of future generations to meet their own needs" (the Brundtland Commission of the UN popularised the phrase in 1987). When everyone, everywhere can meet their basic needs forever, that is when sustainability truly exists (6,7).

Energy that is sustainable is energy that satisfies current requirements without jeopardize the ability of future generations to satiate their own needs. Finding clean, self-renewing energy sources rather than resources that can run out of fuel is the goal of sustainable energy.Many energy sources can be categorised as sustainable. In addition to the three sources that are most frequently thought of wind, solar, and water, there are geothermal and bioenergy as well. The technique of generating energy from biological materials like straw, dung, and other agricultural leftovers is known as bioenergy. Geothermal energy is generated by the internal energy systems of the Earth, such as geysers. If the sustainable source of energy is been utilized for useful purpose then it will results in the sustenance of good environment (8,9,10).

There are several factors which are taken in to consideration while studying the damages to the environment as most of the industries, factories, drugs and dyeing industries, several laboratories discharges the waste which are produced during the manufacturing process are, if released unconsciously then it causes several disasters to the environment. This is a very big challenge to 21centuary as new invention in science and technology made the life easy but on the other hand it leads to increase in several bad impact on human being,flora and fauna.This all are due to destruction in the beauty of environment with respect to its proper maintenance and balance of ecological system. Human life comfort but hazardous effect to health due to environmental pollution. Large number of chemicals components are released in the water bodies, air,soil and interrupt their proper functioning for survival of healthy life.All the flora are found to dependent on the good quality of soil and proper supply of manure and fertilizers with respect to good availability of nutrients (4,5).

Despite having advantages for society, chemicals have the potential to harm both people and ecosystems when they are released during their lifetimes. One of the planetary limitations that humans may safely operate inside has been identified as chemical pollution, however it is not fully understood. One should have a proper instructions for handling chemical waste. Chemically toxic waste is any waste that has the potential to kill or harm living things. It has the ability to contaminate lakes and rivers and spreads fast. This phrase is frequently used synonymously with "hazardous garbage," which refers to trash that might provide long-term threats to human health and the environment. Modern production relies heavily on chemicals, therefore handling chemical waste is a top issue that necessitates a specialised management and treatment approach, especially in light of the national trend to capitalise on natural resources. Waste, which comes from numerous sources and manifests itself in a variety of forms, whether liquid or solid or gas.These all chemical contaminants are harmful (1,3,4,5).

If polluted or contaminated water are taken up by the plants then the growth of plants or greenery will not be good and as we all human beings and all the herbivorous animals are found to be dependent on the green and leafy vegetables then directly or indirectly this all contaminants and pollutants are entering in the body of human being and animals similarly the large quantities of chemicals are discharged from the chemical industries and if they are discharged without proper treatment or without considering the principles of green chemistry then it leads to serious and very danger effect on environment like water,soil,air and results in the pollution of environment and destruction of natural resources which leads to killing of aquatic flora and fauna and also aquatic organisms and beneficial microorganisms(2,6).

Chemical waste are the waste produced by dangerous chemicals in hospitals and healthcare institutions, chemical and pharmaceutical industries which is bad for people, animals, and organisms in the environment. It encompasses all chemicals that are administered or products made from solid, liquid, and gaseous chemicals that are currently being utilised or have previously been used in experimentation, research, diagnosis, and therapy. General cleaning tasks for offices and clinics, or for sanitising or sterilising wounds etc. waste from hospitals and healthcare facilities that contains dangerous substances that are detrimental to people, animals, and creatures in the environment.In addition to using special equipment like a rotary kiln and stove to burn all types of waste, which affects air pollution, or chemical methods like ion exchange resin, oxidation, or thermal method that destroys the toxic particles in the waste when exposed to high temperatures, there are also physical methods like sedimentation, evaporation, hardening, float, and filtering, or the biological method. These are the different methods that can be applied for minimizing the hazardous effect of chemical pollutant. Chemical waste is regarded as a hazardous waste and is disposed of by burying it inside metal or concrete drums lined with non-reactive materials.

Sustainability in terms of the environment means that we must be able to meet our needs today without compromising the ability and right of future generations to do the same. Opportunities for reducing waste production and harmful material usage, for preventing soil, water, and air pollution, and for resource conservation and reuse should be sought out. A major problem for a sustainable environment is environmental pollution and its effects on health (United Nations General Assembly 1987). Our desire to advance technologically and economically as well as the need to safeguard the surroundings in which we and others live must be balanced, and this is the core of sustainability and sustainable development. Sustainability is about more than just the environment. It also involves our society's health in ensuring that no individuals or communities are harmed as a result of environmental regulations. Sustainability also entails looking at the long-term effects of human behaviour and considering how it might be improved (World Commission on Environment and Development 1987). The term "sustainability" has grown to encompass a wide range of topics, from local to global in scope, and throughout a variety of time frames. Wetlands and forests that are thriving and long-lasting are examples of sustainable biological systems. Water, oxygen, nitrogen, and carbon are redistributed across the world's living and non-living systems by invisible chemical cycles, which have supported life from the beginning of time. Natural ecosystems have suffered due to a rise in human population, and the equilibrium of natural cycles has changed, which has a detrimental effect on both humans and other living systems (7,8).

The amount of pollution a process produces is decreased by pollution avoidance (industry, agriculture, or consumers). The goal of pollution prevention is to improve a process's efficiency so that less pollution is produced at its source. In contrast to pollution-control techniques, which often aim to manage a pollutant after it has been released and lessen its environmental impact. Although source reduction is generally agreed to be the best course of action, some experts also refer to pollution reduction as pollution prevention.Pollution is now a major concern due to the growing human population. Human activity-related pollution is a concern, yet it need not be unavoidable. The majority of pollution can be avoided, reduced, or repurposed with an all-encompassing programme for its prevention. Pollution's effects on health could be lessened by reducing and regulating it.But preventing pollution is crucial to sustainability. Waste is the cause of pollution. Preventing pollution from being produced in the first place is the greatest way to handle it (9,10).

Conclusion:

The previous several years have seen a significant change in how the 21st Century is approaching environmental issues and new global challenges. Climate change and challenges from developing countries as the release of contaminants to the environment have placed urgent demands on humanity. The Anthropocene Era, which has come to be known as anthropogenic environmental era which leads to an drastic change in the natural climates and interrupted the healthy and natural environment, this anthropogenic activities are actually involve the manpower or it is an man made activities which are made by human being for making life comfort but on the other side it causes a very danger environmental damage and destruction, as has been amply demonstrated over the past few decades. Modern human cultures have adopted more disruptive behaviours as increasing the use of non-renewable energy, food consumption ,generation of waste, and resource exploitation.

Large-scale changes in the water cycle, imbalances and deterioration of the marine and terrestrial ecosystems, acidification of the oceans, and degradation of the wooded area were all brought on by overpopulation and urbanisation. A significant amount of pollutants are still released into the air, sediment, rivers, lakes, and open seas and oceans despite the growing number of international treaties and national and international regulations aimed at reducing air pollution and water contamination by toxic and hazardous chemicals. These all pollutants get mixed with the natural resources and destroy it which leads to an increase in the different health issues, diseases and unhealthy environment.The majority of scientists and environmental state agencies are now aware of the need to drastically reduce chemical pollution and contaminants since it is harming the environment, contaminating food and water, and spreading diseases to people and wildlife. The process of protecting the environment and creating a healthy atmosphere is lengthy, difficult and not easy task as it should come from the heart of each and every individual to protect environment and save the earth from global warming or other all types of pollution and contamination; it need for ongoing planning, governmental rules and regulations, and involvement from the general public and business (1,3,4,5,8,11).

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A Study to Assess the Effectiveness of Information Booklet to Gain Knowledge Regarding Prevention of Mental Stress in Post Covid-19 among B. Sc. Nursing 3rd Year Student in Nursing College of Jabalpur, (M.P.)

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Abstract:

A study to assess the effectiveness of information booklet to gain knowledge regarding prevention of mental stress in post covid-19 among BSC nursing 3rd year student in nursing college of Jabalpur. Objectives: 1.to assess the pretest knowledge score regarding prevention of mental stress in post covid-19 among BSC nursing 3rd year student. 2. Administered information booklet on Knowledge regarding prevention of mental stress in post covid-19 among BSC nursing 3rd year student.3. Assess the post test knowledge score regarding prevention of mental stress in post covid-19 among BSC nursing 3rd year student. 4. Find out the effectiveness of information booklet on Knowledge regarding prevention of mental stress in post covid-19 among BSC nursing 3rd year student.5. Determine the association between pre test knowledge score with their selected demographic variables. Methods: A study Research Design was adapted for 30 samples were selected by using convenient sampling technique at nursing college of Jabalpur to assess the knowledge regarding prevention of mental stress in post covid-19 by using structured questionnaire. Results: In out of 30 sample 60 %(18) had very good knowledge, 40 %(12) had good knowledge and 0 %(0) had average & poor knowledge. Conclusion: There is an association between ages, gender, Lifestyle, type of family, family history, geographical area.

Key words: post covid-19, prevention of mental stress.

Introduction:

In January 2020 the World Health Organization (WHO) declared the outbreak of a new corona virus disease, COVID-19, to be a Public Health Emergency of International Concern. WHO stated that there is a high risk of COVID-19 spreading to other countries around the world In March 2020, WHO made the assessment that COVID-19 can be characterized as a pandemic. WHO and public health authorities around the world are acting to contain the COVID-19 outbreak.

Spectrum of effects

The psychological effects of the pandemic are best understood in terms of psychiatric and psychological problems that were present before the pandemic and the path plastic effects of the pandemic on these problems; the responses to social isolation and lockdown; the psychological response to the diagnosis, public responses to those with symptoms suggestive of COVID-19 infection, as well as the aftermath of the infection.

In India, the first and foremost response to the pandemic has been fear and a sense of clear and imminent danger. Fears have ranged from those based on facts to unfounded fears based on information/misinformation circulating in the media, particularly social media. Each of us responds differently to the barrage of information from global and local sources. This can lead to those who are the "worried well", those who develop distressful psychological symptoms and

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maladaptive coping with stress, and those who develop a mental disorder. The fears of contracting the illness are also frequent and range from misinterpreting every fever or cough as a COVID-19 infection, wanting a test done for reassurance even though there are strict guidelines for testing, to hoarding medications despite there not being indications for their generalized use. Apart from the advisories regarding hand washing, doubts about whether or not to use a mask, what type of mask, what distances to maintain, what surfaces need disinfection with what? There are also real worries of job losses and economic slowdown during and following the pandemic.

Objectives:

1. To assess the pretest knowledge score regarding prevention of mental stress in post covid-19 among BSC nursing 3rd year student**.**

2. Administered information booklet on Knowledge regarding prevention of mental stress in post covid-19 among BSC nursing 3rd year student**.**

3. Assess the post test knowledge score regarding prevention of mental stress in post covid-19 among BSC nursing 3rd year student**.**

4. Find out the effectiveness of information booklet on Knowledge regarding prevention of mental stress in post covid-19 among BSC nursing 3rd year student**.**

5. Determine the association between pre test knowledge score with their selected demographic variables.

Review Of Literature:

Acc to Deblina Roy, Sarvodaya Tripathy; Etal 2020 Study of knowledge, attitude, anxiety & perceived mental healthcare need in Indian population during COVID-19 pandemic**.** Novel Corona Virus Disease (COVID-19) originating from China has rapidly crossed borders, infecting people throughout the whole world. This phenomenon has led to a massive public reaction; the media has been reporting continuously across borders to keep all informed about the pandemic situation. All these things are creating a lot of concern for people leading to heightened levels of anxiety. Pandemics can lead to heightened levels of stress; Anxiety is a common response to any stressful situation. This study attempted to assess the knowledge, attitude, anxiety experience, and perceived mental healthcare need among adult Indian population during the COVID-19 pandemic. An online survey was conducted using a semi-structured questionnaire using a non-probability snowball sampling technique. A total of 662 responses were received. The responders had a moderate level of knowledge about the COVID-19 infection and adequate knowledge about its preventive aspects. The attitude towards COVID-19 showed peoples' willingness to follow government guidelines on quarantine and social distancing. The anxiety levels identified in the study were high. More than 80 % of the people were preoccupied with the thoughts of COVID-19 and 72 % reported the need to use gloves, and sanitizers. In this study, sleep difficulties, paranoia about acquiring COVID-19 infection and distress related social media were reported in 12.5 %, 37.8 %, and 36.4 % participants respectively. The perceived mental healthcare need was seen in more than 80 % of participants. There is a need to intensify the awareness and address the mental health issues of people during this COVID-19 pandemic.

Acc to Ravi Philip Rajkumar**; 2020** a study to assess the COVID-19 pandemic is a major health crisis affecting several nations, with over 720,000 cases and 33,000 confirmed deaths reported to date. Such widespread outbreaks are associated with adverse mental health consequences. Keeping this in mind, existing literature on the COVID-19 outbreak pertinent to

mental health was retrieved via a literature search of the PubMed database. Published articles were classified according to their overall themes and summarized. Preliminary evidence suggests that symptoms of anxiety and depression (16–28%) and self-reported stress (8%) are common psychological reactions to the COVID-19 pandemic, and may be associated with disturbed sleep. A number of individual and structural variables moderate this risk. In planning services for such populations, both the needs of the concerned people and the necessary preventive guidelines must be taken into account. The available literature has emerged from only a few of the affected countries, and may not reflect the experience of persons living in other parts of the world. In conclusion, sub syndrome mental health problems are a common response to the COVID-19 pandemic. There is a need for more representative research from other affected countries, particularly in vulnerable populations.

Acc to Ayesha S. Al Dhaheri ,Mo'ath F. Bataineh; Etal 2020 A cross-sectional study of the MENA region Impact of COVID-19 on mental health and quality of life The COVID-19 pandemic is a major health crisis that has changed the life of millions globally. The purpose of this study was to assess the effect of the pandemic on mental health and quality of life among the general population in the Middle East and North Africa (MENA) region. A total of 6142 adults from eighteen countries within the MENA region completed an online questionnaire between May and June 2020. Psychological impact was assessed using the Impact of Event Scale-Revised (IES-R) and the social and family support impact was assessed with questions from the Perceived Support Scale (PSS). The IES-R mean score was 29.3 (SD = 14.8), corresponding to mild stressful impact with 30.9% reporting severe psychological impact. Most participants (45%–62%) felt horrified, apprehensive, or helpless due to COVID-19. Furthermore, over 40% reported increased stress from work and financial matters. Higher IES-R scores were found among females, participants aged 26–35 years, those with lower educational level, and participants residing in the North Africa region (p<0.005). About 42% reported receiving increased support from family members, 40.5% were paying more attention to their mental health, and over 40% reported spending more time resting since the pandemic started. The COVID-19 pandemic was associated with mild psychological impact while it also encouraged some positive impact on family support and mental health awareness among adults in the MENA region. Clinical interventions targeted towards vulnerable groups such as females and younger adults are needed.

Method Of Data Collection:

An closed ended questions are prepared with right answer given as score 1 and wrong answer is given as 0 Questioners are consists of series of questions prepared by researcher with has to be filled by respondent, data is collected from BSC nursing 3rd year student in selected nursing college of Jabalpur., students age between 19-26 years. Prior permission from Premwati College of nursing is taken by the investigative by conducting the study. Instructions are provided for the variables and questioners to answer by the respondents. The tool is divided into two sections... SECTION A:-Consists of 30 selection demographic variables with regards to ages, gender, Lifestyle, type of family, monthly family income, geographical area, family occupation, weight, habits. SECTION B:-Compose of closed ended questions providing with 4 options for each time. The data includes that more than half of the respondents 10 members (33.4%) belong to the age group of 19-20 years, 15 members (50%) belong to the 21-22 years, and 5 members (16.6%) belong to the 23-24 years, 0 members (0%) belong to the 25-26 years.

Gender: - The data reveals that 11 members (36.6%) are female, 19 members (63.4%) are males. Family Occupation: - The data reveals that 12 members (40%) are industrial workers, 18 members (60%) are daily labour. Life Style: - represents that 12 members (40%) are having self care skills and 18 members (60%) are having deficit self care skills. Monthly Income: - The data represents that income <10000 are 15 members (50%), 10001-15000 are 9 members (30%), and 15001-20000 are 6 members. Type Of Families:- The data represented in table 1 presents nuclear family are 12 members(40%),joint family are 14 members (46.6%),extended family are 4 members (13.4%).Habits:- The data represented 15 members(40%) having habit of smoking, 10 members (33.3%)having habit of alcohol, 5 members (16.7%)having habit of tobacco chewing .Weight:- 12(40%) are having under weight, 17 (56.6%) are having moderate weight, 1 (3.4%) having over weight. Geographical Area: - the geographical area of tropical area 27 (90%), sub-tropical 3 (10%), hilly area 0 (0%).

Results :

States that most of the respondents had 60 %(18) had very good knowledge, 40 %(12) had good knowledge and 0 %(0) had average & poor knowledge

Discussion:

The discussion of the study is based on the findings obtained from descriptive and inferential statistical analysis of collected data. There was no significant of family occupation and geographical area hence the hypothesis partially accepted. **FINDINGS**: • The first objective of the study was to assess the pre test Knowledge regarding prevention of mental stress in post covid-19 among BSC nursing 3rd year student in nursing college of Jabalpur. The results shows that 8(26.6%) are with very good knowledge 20(66.7%) are with had good knowledge and 2(6.7%) with average & 0(0%) had poor knowledge. • The 3rd objective of the study was to assess the post test Knowledge regarding prevention of mental stress in post covid-19. The results shows that 60 %(18) had very good knowledge, 40 %(12) had good knowledge and 0 %(0) had average & poor knowledge. The 4th objective of the study was to find out the effectiveness of the study is pre test mean score was 14.4 and post test mean score was 17.3. and the 5th objective o f the Determine the association between pre test knowledge score with their selected demographic variables with age, sex, geographical region, family income, occupation, habits ,life style ,weight , and type of families. Hence hypothesis was partially accepted.

Summary :

The purpose of the study was focus on student's prevention of mental stress in post covid-19 living in Jabalpur regarding covid-19. investigator to develop conceptual framework, methodology for the study and to plan for the analysis of the analysis of the date in most effective and efficient way the sample assist of nursing college of Jabalpur. The setting of the study was done in Premwati College of nursing. The data was collected and analyzed by using descriptive and inferential statistics. The finding of the study revealed that the students had moderate knowledge regarding prevention of mental stress in post.

Conclusions:

The first objective of the study results shows that 8(26.6%) are with very good knowledge 20(66.7%) are with had good knowledge and 2(6.7%) with average & 0(0%) had poor knowledge. The 4th objective of the study was to Find out the effectiveness of the study is pre test mean score was 14.4 and post test mean score was 17.3. and the 5th objective o f the

Determine the association between pre test knowledge score with their selected demographic variables with age, sex, geographical region, family income, occupation, habits ,life style,weight, and type of families.

Recommendations:

Based on the study the following recommendations are made:

Research Based: • Similar study should be replicated on a large sample. • A descriptive study can be conducted between knowledge and practice. • A similar study may be conducted on a larger sample for wider generation. 80

Non-Research Based: • All nursing students should have regular medical education or short causes to update their recent trends. • Nursing students should have adequate knowledge or orientation program before posting them to community field.

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Role of Digital Libraries in India for Betterment of Higher Education System

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Abstract:

Information and communication technologies have brought significant changes in all-round development of the society through transmission of information. Information is the fulcrum for power and wealth and very crucial for economic and social development of the society. In India, a number of digital library initiatives and digitization programmes have been initiated across the country. Most of the digital library initiatives are government funded. The Ministry of Communications and Information technology has also established the Digital Library of India. This paper discusses various problems, challenges and issues involved in design and development of digital libraries in India.

Keyword: Digital Library, Information Communication Technology, Open Access Movement

Introduction:

The network is of great importance to libraries to tackle today's burning issues, such as knowledge overload, user diversity, and financial crunch, whereby digital service subscription depends on consortia broader access to digital services at a consequently lower cost. The term electronic library resources define the information processed and digitally driven using hardware and software that offer information that can be accessed by digital electronic users through remote information provider networks or mounted locally by digital library managers. In reality, it transfers the citadel of historically getting information to a personalized, adaptable, and synergistic culture based on information, communication, and technology (ICT) Digital libraries are mainly designed to solve specific library problems. Academic institutions, through their library departments, make major investments for DL resources in the area of subscription fees, information management systems, awareness, and marketing of DL resources to ensure clients are aware of the available tools and are actively using them. Therefore, library users must know their information needs and make maximum use of the provided DL resources to appreciate the value of investments made by their libraries.

Digital Library Services :

the quality of service (QoS) has become crucial in assessing the efficacy of service delivery. Diverse models and structures have been suggested to analyze the QoS in DL systems Nevertheless, the prevalent concentration of work in QoS for the DL is about the extent of the user experience perspective. Ahmad and Abawajy addressed different dimensions that are from the perspective of digital service providers. The model shows that the level of QoS provided by digital service providers directly affects the perception and satisfaction of end-users.

Copyright Issue:

Academic librarians have complex barriers and problems in managing the copyright process of the labyrinth. Some of the issues are evident, but others, especially in a digital environment, are much more subtle. Issues that cause confusion and concern about copyright law's applicability include e-reserves, registration, delivery, and equal use of information. The

role of academic libraries is to offer access to information to their constituents anywhere and at any time

Digital library creators and their materials, i.e., digital-born, digital turned, and acquired digital, should preserve copyright issues in the production and management of digital libraries in a legal framework to address copyright issues and protect the rights of content creators and owners. It would be a good idea to consider technical protection measures such as e-watermarking, digital signatures, authentication, etc. since DL are in the process of creating digitally born content to regulate infringement in the digital environment. In the current era of open access (OA) where information is made freely available to users, content producers should be worried about the infringement of copyrights. In addition to uploading digitized content on websites, libraries are digitizing to protect old, fragile documents and posterity. The DL is under contract or has been given licenses to use this material for digital content. Based on the license terms and conditions, the DL must sensitize and notify users, so that there is no total copyright infringement and a strong obligation to comply with the contract terms and conditions. Many owners of digital media copyright are found to rely on technological mechanisms to regulate access to digital files and recycle works. Since technology can provide protection systems, it also has the potential to create systems that can bypass this kind of protection. Some of the rights management functions of computer systems could include tracking, identifying, and authenticating users, providing the copyright status of each digital object and limiting its use or charges, handling user transactions by only allowing access to not so many copies, or charging for copies, or transmitting requests to publishers

Digital Library Discovery System:

Sarkar and Mukhopadhyay discussed the design of an open-source software-based library discovery system for full-text ETD retrieval based on a cataloging framework developed using available global standards and best practices in the domain of these cataloging. The prototype framework provides a single-window search and retrieval system for end-users for discovering ETD at the metadata level and full-text level. This prototype framework is based on a three-layer architecture with Koha ILS as a backend metadata provider, Apache-Tika as a full-text extractor, and VuFind as a discovery system. A MARC-21 bibliographic format that is specifically designed to handle TDs is used as a data handler mechanism in Koha ILS and the harvester of VuFind is tuned to fetch bibliographic data related to ETD in marcxml format.

Open Access Initiative and Adaption:

Open access to information is a generic term used for information tools made available for large-scale commercial or corporate use in the public domain, regardless of subscription fees or access fees Open access facilitators and users need to create an online link for the dissemination of information. The OA movement uses the term Gold OA for OA provided by publishers, and Green OA for OA provided by libraries while work that is not OA or accessible only at a fee is called Toll Access. Thus, all kinds of OA remove price barriers and are termed as Gratis OA, as opposed to Libre OA if at least some permission barrier is removed as well.

The other kind of OA is academic OA journals which are a kind of web-accessible online journal without access restrictions, such as annual subscription fees. Therefore, the owners of the OA systems not only provide free access to academic material but also have to provide other rights packages for research literature producers and consumers. In the past, there was no

freedom to publish, store, recycle, and reconstruct the academic content by normal copyright protection procedures. Due to this, the copyright laws of most countries had prohibited the free distribution or re-use of educational content. At the present, expanding the freedom to distribute or reuse published contents via an alternative to copyright protection mechanisms, such as Creative Commons or Copy left licenses, users are nowadays pleased to use these community resources for further information production and distribution. While preserving creators' interests, creative commons licenses also harness the full potential of OA research literature

Development of User Friendly Digital Library :

Developed DL discovery systems are created using technologies that enable library users to simultaneously search for multiple web-based resources and produce accessible search results. The present development was completed through an open-source software named Black light with features that include organization and indexing, advanced searching, ranking and sorting, enhanced services, enhanced displayed, personal information environment, and support/integration with social networking tools. The advantage of this software is that it is used by libraries to create discovery layers or institutional repositories to improve and update available technical frameworks to suit new digital materials. Backlight was first developed at the University of Virginia based on a Ruby on Rail programming framework and Apache SOLR indexing, search, and retrieval technology. It also provides a flexible toolkit for a broad variety of record types and is the principal search interface to the hydra project digital asset management.

Problems of Digital Libraries:

The digitization initiatives in India are encountered with the problems of lack of technical infrastructure, trained manpower, finances and policy initiatives. Some of the problems are: - a) Lack of clear cut policy at National level with main focus on sustainability b) Outdated software and hardware and difficulty in upgrading the same. c) Non-availability of cost effective new technological advancement. d) Lack of multiple Indian language OCR facilities. e) Non-standard technical activities, data description and transmission characteristics. f) Non-availability of well-trained skilled personnel. g) Lack of management support h) Lack of proper preservation policy I) No Intellectual Property Rights policy for content development of digital information. j) Rigidity in the publishers' policies and data formats

Conclusion :

This review intended to provide a systematic analysis of DL information accessibility and the development of a user-friendly DL discovery system. The analysis shows that the library user's dimension plays the most significant role in DL systems improvement. This allows researchers to identify what aspects could be inherited from the other technologies specifically for the DL system enhancement. This analysis describes the different DL systems and models, DL tools, and the proposed design of library digital services, and finally has developed a user-friendly DL discovery system. The developed DL discovery system considers how to provide their patrons with QoS. In the developed DL discovery system, some components have been highlighted that are concerned with providing environmental quality, delivery quality, outcome quality, and standard with DL procedures. This work contributes to the conceptual design and development of the discovery tool in the university libraries concerning the transition from normal DL resources to modern DL resources. It also offers in-depth user forecasts and

instruction on the management of library tools for references and information processing. Nonetheless, most libraries are now starting to introduce one-stop shopping programs for their customers, where at the same time several different types of resources are being queried. Additionally, this work offers widely library user awareness, adoption, and usage of DL resources in which the use of DL discovery systems' development tools is distinct from the use of other library services such as the online catalog and the repositories.

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A Study on Impact of Violence on Girls' Education

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Introduction:

The Facts about Violence against girls in schools is not only a violation of girls' fundamental human rights but also poses a huge challenge to countries committed to achieving the Millennium Development Goals and the Education for all by 2015 as well as targets set in the national plans of action. At the centre of our concern are the agency, judgment and action of girls in and around schools. While we seek to understand the social conditions and relations that constrain girls, we aim to understand the processes through which girls enhance their capabilities to safety and bodily integrity, and more broadly to claim rights, achieve education, and to work to transform unjust structures. Action Aid understands empowerment as developing girls' individual and collective agency, through: raising critical consciousness of rights and unjust structures and power relations that suppress rights and self-efficacy; developing capabilities (such as decision making, self esteem and negotiation skills) that enable girls to make decisions that shape their world and feel in control of their destiny; through building support, solidarity and networks. The conceptual framework for this project builds on Action Aid's work on education and women rights. At the centre of the project are girls themselves, and their everyday relationships with other girls and boys, with families, with teachers and with others in their communities. While much violence experienced by girls takes place within these relationships, schools, families and neighbourhoods are also important sites for teaching and learning about safety and empowerment. With a central focus on girls and interactions, we are concerned with the gendered power relations in which girls live their lives, where aspects of the local, national, regional and global political economy produce violence and limit their space for action within families, schools and communities. Finally we are concerned to document the types and levels of acts of violence experienced by girls, since this information can be valuable to signal change. By combining these approaches; we can begin to understand why and how change may be happening.

The few female teachers in most schools surveyed, means that girls may lack role models or women in school with whom they can confide. The School Management Committees (SMCs) also lack women members, and receive little training on gender and school management. The absence of pupils from SMCs may also reflect the national policy frameworks, which do not include specifications on involving girls and boys in decision making processes in schools.

Forms of Violence:

Girls experience multiple forms of violence. Those that happen most frequently are physical forms of violence, such as whipping and beating by boys. There are also sexual forms of violence, most often carried out by boys. A quarter of girls reported having experienced sexual harassment such as unwanted touching of breasts, and one in ten reported that they have been raped. Boys and girls experience high levels of physical punishment at school and home, with boys more frequently punished this way in school, and girls more at home. To a large extent such practices are taken for granted by pupils and parents. The majority of teachers disagree with

corporal punishment, although it could be in compliance with the law rather than actual practice, since at least eight in ten children reported being whipped or caned in school or home. Teachers also reported lower levels of violence than girls and boys in school, perhaps for the same reasons. Only one school out of seventeen has a written policy or protocol on discipline or violence, and there are no effective alternative forms of behaviour management being used in schools. In homes, the high rates of physical punishment against girls are linked to roles and responsibilities within families, particularly to the gendered division of labour, and indirectly to poverty, because of the high domestic labour burden. For example, girls are punished for being slow in fetching water.

Sexual violence takes place in schools, homes and communities. Although all seem to recognise these practices as violent, their frequency suggests that some boys and men see touching, grabbing, and sexual insults as acceptable or as a way of demonstrating manliness. There are still occasional incidents of boys or men forcefully taking possession of girls' bodies to claim ownership. In some of the communities, sexual relationships are strongly tabooed, while in others they are common even if not officially sanctioned. Female circumcision is still widely practised in the community, a traditional practice the girls criticise for the pain and distress caused during the procedure, and in later years with menstruation and first sexual activity. Girls out of school also face difficulties. Some of those who are married cited domestic violence, by husbands and marital family. They also pointed out lack of social support systems.

What Is Violence Against Women?

The United Nations defines violence against women as: "Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."

This violence can include:

➢ **Physical abuse:** Slapping, choking, or punching her. Using hands or objects as weapons. Threatening her with a knife or gun. Committing murder.

➢ **Sexual abuse:** Using threats, intimidation, or physical force to force her into unwanted sexual acts.

➢ **Financial abuse:** Stealing or controlling her money or valuables (of particular concern to older women). Forcing her to work. Denying her the right to work.

➢ **Emotional or verbal abuse**: Making degrading comments about her body or behaviour. Forcing her to commit degrading acts. Confining her to the house. Destroying her possessions. Threatening to kill her or the children. Threatening to commit suicide.

➢ **Spiritual abuse:** Using her religious or spiritual beliefs to manipulate, dominate, and control her.

➢ **Criminal harassment/stalking**: Following her or watching her in a persistent, malicious, and unwanted manner. Invading her privacy in a way that threatens her personal safety.

What Causes Violence Against Women?

The roots of violence are founded in the belief that the needs, feelings, or beliefs of one person or group are more correct or more important than those of another person or group. This fundamental inequality creates a rationale for humiliation, intimidation, control, abuse—even murder. In our society, gender inequality is visible in many areas, including politics, religion,

media, cultural norms, and the workplace. Both men and women receive many messages—both blatant and covert—that men are more important than women. In this context, it becomes easier for a man to believe that he has the right to be in charge and to control a woman, even if it takes violence. This is not only wrong, it's against the law. There is no evidence that alcohol or mental illness causes men to be violent against women. Men who assault their partners rarely assault their friends, neighbours, bosses, or strangers.

The study found out that girls are losing out on education in the later primary years. While the gender gap tends to be more marked in schools with pastoralist communities, in almost all the schools there are fewer girls than boys in the later years.

Many parents are unable to afford in-direct fees, uniform, books and sanitary pads for girls despite the policy of FPE. Girls and boys are needed to support their household with labour. But girls are more disadvantaged than boys because traditionally they are responsible for caring of families and undertaking household chores. Thus, most girls tend to miss school to attend to household chores and look after younger children. Pregnancy and marriage are also key reasons for girls being withdrawn from primary school. Marriage in these circumstances might be seen by parents as a way to protect girls from unwanted sex, as well as providing material support in the form of bride price. Without access to health services and reproductive health education, unwanted pregnancies are common. Socio-economic hardship, therefore, clearly influences girls' and boys' access to schooling. Girls are out-performed by boys in national examinations and are unlikely to proceed to secondary education compared to boys. Possible reasons for the lower academic achievement include competing demands on their study time (such as household chores that make them late for school or unable to complete homework), the persistence of stereotypical beliefs that girls are less intelligent and unfriendly school/ classroom environment.

Mechanisms for girls to contest violence are weak. Their main sources of support are friends, family members and teachers. Teachers deal with problems through punishing offenders, but whipping and beating sometimes perpetuates violence. Teachers deal with some incidents by confronting the parents of offenders, with families working together to address problems. Police are occasionally called in, but neither the criminal justice system nor the health services were seen as effective or helpful by participants in the study.

At present, most of the violence against both girls and boys goes unreported. This may be because some actions may not be recognised as violent and so not reported, or the victims may feel that no action will be taken. There is lack of knowledge of laws and procedures, and inadequate systems of child protection. Even for cases of extreme violence, girls are usually not offered therapeutic support to deal with the emotional, and health consequences of physical abuse. In many schools themes of relationships, violence, and gender are not covered in the curriculum. Where they are covered, a large proportion of teachers thought they were not effective. These themes were occasionally discussed in science lessons and assembly, usually to provide factual information or to warn boys and girls from getting involved in sexual relationships.

A major challenge for Action Aid and partners is how to challenge the deeply held practices and traditions such as FGM, early marriage, teenage sexuality, without leading to hostility in communities, and therefore resistance to change. For instance, a group of parents felt that health services are unhelpful because they provide condoms. Nevertheless, the positive ways in which some parents and community members spoke about NGO support gives a good

foundation on which these practices can be challenged. The communities greatly value the material support such as improved school facilities like fences, toilets, sanitary towels, and practical support in helping girls and communities deal with cases of violence, which NGOs have given.

Major Recommendations:

Legislative and policy proposals

There is need to:

1. Examine the views of those who express gender-equitable viewpoints, exploring how the views and practices have changed over time and how the same can be disseminated within communities and beyond.

2. Strengthen lobbying and advocacy for stakeholders to improve school infrastructure such as toilet facilities, water and sanitary provision; Strengthen advocacy on recruitment and posting of female teachers in rural areas; and giving motivational packages for teachers in ASAL areas.

3. Strengthen advocacy and focus on localized implementation of policies promoting gender equality through dissemination and trainings.

4. Promote child participation in school governance at all levels including training and support of teachers, SMCs, children and parents alongside advocacy at national level.

5. Work with local organisations dealing with conflict to learn more about ethnic tensions and links with violence against girls.

How to address violence against girls:

➢ A sustainable and integrated rights-based approach enabling children, communities and schools to challenge violence is required. This will involve applying methods such as training, sensitisation and adult education to address FGM, alternative forms of discipline and gender mainstreaming. Specifically, there is need to:

➢ Work with girls and boys on how to manage relationships, sexuality and sexual and reproductive health.

➢ Promote alternative forms of discipline within a broader gender and rights framework by conducting a mapping exercise of existing and potential alternative discipline practices.

➢ Working with teachers, teacher unions and teacher training institutions. Working with the families.

➢ Challenge the practice of FGM through undertaking research on FGM (including examination of community dynamics and behavioural change mechanisms).

➢ Work to promote implementation of laws banning the practice of FGM.

➢ Share information with other stakeholders for the development of alternative sources of livelihoods for FGM practitioners.

➢ Enhance awareness raising work in communities, (including building networks among girls, community, police, health services and CBOs) to develop preventive and response mechanisms to FGM cases.

Addressing gender parities in education

➢ Work with schools, parents and communities on strategies to increase girls' enrolment and increase retention in Standard 6-8.

➢ Conduct further analysis of school level data to develop school profiles to identify the most gender–friendly and safe schools,

➢ schools that need to be challenged and supported to improve their practices

➢ School development plans that need improvement.

➢ Work with schools and DEO's office to improve school record systems.

➢ Build on existing training on violence and HIV/AIDS to incorporate gender mainstreaming.

Challenging violence:

• Promotion of an effective integrated system to address violence in schools and communities need to be enhanced both at school and community levels. This should include:

• A thorough analysis of the different mechanisms (including traditional justice systems) for addressing violence, and the circumstances in which different forms are more effective for girls.

• Developing a system of communication and referral between different organisations/departments, and community, district and national levels.

• Ongoing support and providing gender sensitive training and VAGS training for referral organizations such as the police, schools and child protection units.

• Supporting schools to implement national guidelines on Gender in Education Policy.

• Working with schools and communities to ensure that girls are able to use the reporting mechanisms to protect themselves.

• Ensuring all teachers (especially those running girl clubs) are trained in gender responsive pedagogies and child rights.

• Ensuring all girls clubs are facilitated by female staff.

• With support of male teachers and head teachers, engaging boys in addressing issues of violence and equality, and creating opportunities for supporting boys to deal with violence.

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A Study of Social Audit and Transparency under the Mahatma Gandhi National Rural Employment Guarantee Act 2005 in East Vidhrbha : Special Reference Bhandara, Gondiya & Nagpur Districts

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Abstract :-

The paper attempt to analyse the social audit and transparency in est. vidhrbha under the mgnerga act.2005.social audit is a powerful tool to enforce transperenct, accountability and democratic participation in goverence.its orgins lay in the extraordinary effort made by social movements and people's campaigns to democratize the demand of accountability and transpereancy, and speaking trutht

To power.however,its breakthrough in terms of institutionalization came in the form of it being mandate under t6hew mahatma Gandhi national rural gurantee act.social audits institutional architecture as provide for under the mgnerga has advanced possibvlilities of extendaing social audit to other programmes as well.this includes the national food securitry act,persons with disabilities act,national social assistance programme,pradhan mantra awaas yojana,pradhanmantri gram sadak yojana,building and other construction workers. And the juvenile justice acts to name a few,where a parliament and government through legislation and executive orders or even the superme court through a directive have mandated social audits.

Keywords: - MGNREGA, social audit, transpeatency, wages, workers, jobcard.

Introduction:-

The Mahatma Gandhi National Rural Employment Guarantee Act (2005) aims to enhance livelihood security for all adults willing to perform unskilled manual labor in rural areas. Any household is entitled to 100 days of employment in a financial year at a minimum daily wage rate. Work can be split among household members, but workers must be at least 18 years old.

The Act envisages not only an immediate livelihood (through employing unskilled labour) but also long-term livelihood opportunities by creating sustainable assets in rural areas. This contributes to enhancing national resources (through water conservation, drought proofing, renovating water bodies, rural connectivity and so forth) and furthering sustainable development.

MGNREGA's planning process is unique among India's government programmes. As a demand-driven, rights-based programme, it begins at the village level. In a public meeting of the village community, the Gram Sabha, individuals and households register their interest in obtaining work. This information is consolidated by the lowest-level governance structure, the Gram Panchayat, which then prepares a list of projects to submit to the intermediate Panchayat at the block level to get project sanction. Thus, the initiative for developing projects rests with local government in response to grassroots demands,

Once projects are approved at the block level, at least 50 percent of MGNREGA works must be implemented by the Gram Panchayat, with at least 60 percent of the expenditure as wages. All workers must be allocated work within five kilometers of their residences. For those

who must travel farther, a 10% wage increment is provided to cover transportation costs. If too few workers demand work within a given Gram Panchayat, the programme officer at the block level must ensure that these workers are accommodated in nearby areas. Thus, the Gram Panchayat and the programme officer at the block level (responding to the intermediate Panchayat) have the primary responsibility for implementation of the programmed.

The availability of funds rose about 25% between 2008-09 and 2009-10, but fell sharply after 2011-12. Funds use after 2010-11 has shown consistent improvement. But completion of projects undertaken has not improved. The ratio of works completed to total works taken up reached a peak at 51% in 2010-11 and fell sharply thereafter. One reason for this dismal performance seems to be the cumulative effect of projects left incomplete while new projects were added to the MGNREGA annual plan. Improving technical capacity at the ground level for project formulation and implementation will improve infrastructure creation under MGNREGA. .social audit is a powerful tool to enforce transperenct, accountability and democratic participation in goverence.its orgins lay in the extraordinary effort made by social movements and people's campaigns to democratize the demand of accountability and transpereancy, and speaking trutht To power.however,its breakthrough in terms of institutionalization came in the form of it being mandate under t6hew mahatma Gandhi national rural gurantee act.social audits institutional architecture as provide for under the mgnerga has advanced possibvlilities of extendaing social audit to other programmes as well.this includes the national food securitry act,persons with disabilities act,national social assistance programme,pradhan mantra awaas yojana,pradhanmantri gram sadak yojana,building and other construction workers. And the juvenile justice acts to name a few, where a parliament and government through legislation and executive orders or even the Supreme Court through a directive have mandated social audits.

III. Objectives of the study:-
1. Understanding the is flow minimum standard under the mahatma Gandhi national rural employment grantee act.
2. A study of social audit and transpearency co-relation.
3. Understanding the what is the effectively implantation for mahatma Gandhi national employment grantee act 2005 in areas of not condition different government department

IV. Research methodology:-
The information the different sources used to primary method structured interview scheduled and gathers secondary information incorporate reports of MGNREGA research papers, journals and the website of MGNREGA.

Hypothesis-
1. Not flow minimum standard under the mahatma Gandhi national rural employment grantee act in est. vidhrbha.
2. The correlation between social audit and transparency.
3. Not condition different government department effect of sufficient implication under the mahatma Gandhi national employment gurantee act 2005.

Research Design- a used by disperective research design for a study.

Sampleling selection- a select the correspondence 384 in East Vidhrbha-Bhandara, Gondia &Nagpur Districts

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And the sampling method used probability-simple random sample and used by grid and regular number system method for a study area.

Resource persons for social audit-the SAU should have an independent staff structure comprising pesons.with the responsibility to evaluative the social audit process and research and data analysis on the finding of social audit and thematic experts.district resource persons responsible for identification And training of village resource persons and anchor the social audit team at district level,block resources person for identifying and train GP LEVEL resource persons and guide them during the Social audit verification process and village resource persons for identifying and train gp level resource person and guide them during the social audit verification process and village resource person to conduct the social audit field level.as per ministary norms the requirement of state team monitor in each state was fixed from seven to 10 persons.district resource person from one two person for each district,block resource persons from one to two persons from two to three persons for each block Village resource person.from four to five persons for each gp depending on the size of the state/district.further,section 4 of the rules provides that SAU sahall identifify and train appropriate Number of SRPS,DRPS and VRPS to facilitate the gram sabha in conducting social audit.

Section 6(1)of the rules provides that each social audit unit shall at the beginning of the year frame An annual calendar to conduct at leat one social audit each gp vevery six months.a copy of the calendar should lay out the sequence and dates of gram sabha and social audit public hearing for all The gps of the state.any change in the actual conduct of social audit vis-à-vis the social audit calendar Approved, is to be considered as a violation of the process and can take place only with the apprpoval of director, sau and principal secretary, rural development department. Commitment to transparency of accountability is an integral part of Mahatma Gandhi national rural employment gurantee act. This commitment also established through the provision made in the act to promote the maximum degree of transparency of all MGNEWRGA related matters.

Table no-1

What is flow minimum standard under the mahtma Gandhi national rural employment grauntee act for implitation?

Sr.No	Classification	Frequency	Percentage
1	YES	68	17.70%
2	NO	316	82.30%
Total		**384**	**100%**

RATIO=68:316   17:79

The correlation between social audit and transparency that hyypthesis clarification flowing questions add in intervivew scheduled.

Table no-2

The growth of transpearency and responsibility of social audit?

Sr.No.	Classification	Frequency	Percentage
1	YES	280	72.91%
2	NO	104	27.09%
Total		**384**	**100%**

RATIO 280:104   35:13

Table no-3

Not cordation different government department effect of sufficient impleation under the mahtma Gandhi national employment gurantee act 2005.?

Sr..No.	Classificatiuon	Frequency	Percentage
1	Strongaly agree	110	28.64%
2	agree	90	23.43%
3	nutral	83	21.63%
4	disagree	51	13.28%
5	Strongly disagree	50	13.02%
	Total	**384**	**100%**

Mean =76.8   standard deviation=25.97   variance=674.7

Conclusion-

1. Not flow minimum standard under the mahtma Gandhi national rural employment grauntee act in est vidhrbha.
2. The correlation between social audit and transparency.
3. Not cordation different government department effect of sufficient impleation under the mahtma Gandhi national employment gurantee act 2005.

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A Brief Study of Yashica Dutta's Coming Out as a Dalit Focusing on Self-Discovery and Self-Illumination

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Abstract

This research paper attempts a brief study of Yashica Dutta's memoir Coming out as Dalit especially focusing upon Self-Discovery and Self-illumination. The memoir depicts the childhood experiences of hiding the caste from others by Dutt's parents. The memoir reveals Dutta's experiences from childhood to adulthood including her school days to Columbia University's Master's Programme in Journalism on a full scholarship. When she went to US for further studies. She realised that there is no caste system, and none gives attention to it. And then she realised that she should not be ashamed of her Dalit parentage. After the death of Rohit Vemula, she realized that hiding a caste is more dangerous than accepting it publicly. This paper further stressed on the performative aspects of caste that gives it synergetic value to add with various universal discourses around the discrimination, exploitation, sexuality, gender as well as race. The paper also highlights the Urban people's understanding of caste and its effects. At the end, Yasica came out as self-discovered and self-illuminated Dalit woman.

Keywords: Caste, Self-Discovery, Self-Illumination, Discrimination

Before culture formation and religious establishment, our ancestors were facing displacement, and everyone was treated equal. After the discovery of wheel, fire, and farming, they started to settle down either at the banks of the rivers or Sea beaches. Few of them realized their muscular power and they initiated exploitation of weak majority of that settlement including women. Class based social structure is the recognition of the Western world. But racial division is the main highlight of United States. People were divided between Whites and Coloured or Black. Caste based society began after the invasion or arrival of Aryans in India. Indian people, especially those who follow Hinduism, were divided between castes. As Whites considered superior to Blacks, Upper Castes held superior place than lower castes in Indian society. African American were brought as slaves from Africa to US for cotton farming after the industrial revolution and great demand of cotton. Slavery ended after the civil war and great efforts by Abraham Lincoln. Initially Hinduism has four Varna system, later it converted into caste system. The fifth varna was untouchables who were treated like slaves. Indian constitution ended the practice of untouchability. But the mentality of those who think they are superior has not changed yet.

Still, people must follow movement likes Black Lives Matter and Dalit lives matter due to that ideology. The memoir of Yasica Dutta's *Coming out of Dalit* represented that social attitude of superiority and domination.

Coming out of Dalit published in 2019. The book expresses one's attention from firs to last as Yasica Dutta illustrate her story through the horrors of the Caste system especially practices against Dalit community. The family background of her family represents the most

upwardly mobile Dalits throughout India. The constitutional rights like reservations in higher education and government jobs play essential part in their success story. Dutta's father and grandfathers had a successful career in government service. They got these jobs because of the policy which was implemented by the Dr Babasaheb Ambedkar who has made it sure in the Indian Constitution.

The life story of Yasica reveals the mirrors of the most upwardly Dalits throughout India. Dr Babasaheb Ambedkar gave rights to Dalits, especially reservations in education and jobs through the affirmative action policy mandated by our constitution. Dutta's father and grandparents had jobs in government services. The great work of Dr Ambedkar, Dalits have been able to break the shackles of their social slavery, and poverty.

The author's family belonged to the lower castes in Rajsthan, and they were able to climb the stairs of the success. Her mother was realistic and knew that education can change the life of low caste people. She thought that they need to get education from good private schools to speak fluent English. She admitted Yasica in the good private school and got a lot of financial problems. They had to hide their caste or Dalit identity. She had to always pretend that she was from the 'upper-caste' – and she succeeded in it.

After her successful education, she became fashion journalist in Delhi and she was making impressions on others by pretending to be a young Brahmin woman, she was welcomed by them. Dalits with fair skins can pass such a fake identity but Black people can not pass their identity as whites due their skin colour in US.

The book further reveals that Dutta's family was mimicking the upper caste culture while hiding their own identity as Dalits. They have arranged birthday pares, while building a house they followed strictly Vastu Shastra seriously and so on. But due to the lack of financia support it was so difficult and unaffordable to keep up this activity.

Towards the end of the book, she wants to become a fashion journalist. But as being a Dalit woman, it was so difficult for her. Accordingly elite class — who like to believe that fashion is the last thing a Dalit should be reporting about.

The book talks about the casteism which is like racism in India. The caste/race identity is more apparent because racist divided people into groups based on their skin colours. The lower caste people were treated as untouchables and poor whereas elite caste people are always wealthy and declared as Upper Caste.

The memoir reveals Dutta's experiences from childhood to adulthood including her school days to Columbia University's Master's Programme in Journalism on a full scholarship. When she went to US for further studies. She realised that there is no caste system, and none gives attention to it. And then she realised that she should not be ashamed of her Dalit parentage.

Reading Dr Babasaheb Ambedkar, she discovered the spirit in which she stated that how Babasaheb never tried to distance himself from his origins, but he used his tremendous learning and great movement to set his people free from the social slavery. The great change occurred in her when she read young Rohith Vemula who died by suicide in the central University of Hyderabad on 17 January 2016. To her horrors she realised that this young Ph. D. scholar had committed suicide due to his caste and treatment he received from the university authorities. He has sent her friend request on Facebook before two weeks of his suicide.

She writes, "Unlike me, Rohith did nothing to bury his Dalitness. Instead, he used it to … stand up for Dalit students at Hyderabad University," His pride and courage despite enjoying none of her advantages prompted her to write a Facebook post announcing her real caste. Vemula's death, she wrote, "made me realise that my history is one of oppression, not shame".

Dutta further writes that, in this moment of truth, she realised that she could easily have been a Rohith Vemula – a Dalit university student who had been 'institutionally murdered'. It was great shock to her because Rohith was totally opposite from her. He has never hidden his caste identity like her. Instead of fading way from the social background as Dalit origins he was whole-heartily working towards the emancipation of Dalits.

This was the reason for her to come out as Dalit. Within few days of this realization, she revealed her identity to the whole world. She was aware that this could cost her the friendships and esteem of almost all her upper caste colleagues and acquaintances.

She has expressed the hope that young Dalits will carry forward their heritage of movement and empowered it to demand their rights to live equally with every Indian citizen. But it is just a dream for her. She tells her own future in US. Because of the caste-racism poisons our polity the most educated young Dalits who wish to leave our benighted society behind, to seek a better life aboard. In the United States, she discovered experiences from the African American people are like her own experiences in India. Light skinned Blacks also tried to pass as white by assuming habits, tastes, language, and mannerism like her mother told her to adopt all the above things of upper caste people.

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Emerging Trend of Medical Tourism

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Tourism is travel for predominantly recreational or leisure purposes or for the provision of services to support this leisure travel. Tourism has emerged during second world war. After second war, non-employment crisis has emerged. Tourism used as a tool to improve poverty and non-employment crisis.

Hunziker and Krapf in 1941 defined tourism as 'the sum of phenomena and relationships arising from travel and stay of non-residents in; so far as they do not lead to permanent residence and are not connected with any earning activity.'

But later this phase of tourism has undergone several changes. In today's era we have know people to back up their lives and just travel across borders for years together. People travel across countries to attend just singular events, some to taste delicate red ant chutney from a corner of the Meghalaya forests, some travel across countries just for ayurvedic massages (Kerala) or travel across the world for thermal baths (Budapest). Well of course this is coupled with interesting conversations, learning about the other regions' culture, lifestyle and food amongst several other things.

Tourism was not always looked at from the perspective of leisure, but had great signification in various regions or geographies through the ages. If we deep dive into history, we will notice that geography and the geographical positioning of regions plays an important aspect in the evolution of that area's tourism. For e.g. the tourism in Europe was faster advanced and tourist friendly compared to that of South Africa. These compel us to study the evolution of these geographies through history; which brings us to an interesting aspect of tourism - Historical Geography.

Historical Geography

Historical geography is a new term of the 20th century that deals with the geography of internal and external boundaries of the locations. It is the branch of geography that studies the ways in which geographical have changed over time. It is a synthesizing discipline which shares both topical and methodological similarities with history, anthropology, ecology, geology, environmental studies, literary studies, and other fields. 'Historical Geography' is the 'geography behind history' as revealed by the changing frontiers and borders of states and empires; and the history of geographical exploration and discovery.

Historical research on regional landscape change, received a powerful stimulus after the First World War. It was then that the national boundaries of nations in Europe and the Middle East were redrawn. It allowed them the opportunity to re-focused their attention on regional landscapes, which as products of long-term economic, social and political evolution which were then objectively analyzed by the scientific interrogation of historical and archaeological evidences, in the form of travel. Several different kinds of historical inquiry emerged within geography as a consequence of this period of uncertainty.

Types of Tourism

Historical Geography and new discoveries of routes and locations developed different types of tourism. Tourism is today's world's largest and fastest expanding industry whose main purpose is the recreational or leisure of mind. It relates to basic human behavior that seeks to make life full of experiences by engaging all human senses. It is the bi product of human curiosity, to explore new places, enjoy new culinary dishes, to meet new people and experience their cultures.

1. Culture Tourism

A nation's heritage is its cultural identity, without which it would be a nameless, and perhaps faceless. Bio-culturally rich landscape of India makes her a unique tourist destination in Asia.

Cultural tourism is complex, which not only includes knowledge, resources, rural tourism but also, folk culture, religious belief, art, architecture, ornaments, morals, law, custom, fairs, festivals, historical and Archaeological heritage. The development of sustainable form of cultural tourism means enrichment of culture itself; its resources and its entire setting; includes protection of urban centers, preservation of pilgrimages, upkeep of museums, restoration of lost traditions and revitalization of dwindling crafts for the simple reason and heritage conversation.

2. Adventure tourism

Adventure tourism has grown in recent decades, as tourists seek out-of-the-ordinary types of vacations.

Adventure Tourism may be defined as a leisure activity that takes place in an unusual, exotic, remote, or wilderness destination and tends to be associated with high levels of involvement and activity by the participants, most of it outdoors. Adventure travelers are explorers of both an outer world, especially the unspoiled, exotic parts of our planet and an inner world of personal challenge, self-perception and self-mastery.

Adventure tourism is currently one of the fastest growing segments of the tourism industry in British Columbia. Historically, individuals drawn to work within the various adventure travel activities have done so because of a primary interest in an outdoor, travel-oriented lifestyle. Increasingly, these individuals are confronting the need for skills such as good marketing and business practices to stay employed and competitive within the field.

Guides are the backbone of the adventure tourism industry. Employers need competent, qualified guides who can provide adequate care and safety for their clients. Many growing companies in the adventure tourism industry are looking for employees who are qualified in adventure sport activities and who possess effective interpersonal, hospitality, and organizational and business skills. The reality is that such guides are still hard to find!

Most of the past and present adventure tourism businesses have been started by these "lifestyle" operators, and we are just now seeing tourism development investors beginning to actively seek out viable operations within adventure travel tourism. This trend will in turn create new issues to address in the integration of operator and investor.

Thompson Rivers University defines Adventure tourism is "explorers of both an outer world, especially the unspoiled, exotic parts of our planet and an inner world of personal challenge, self-perception and self-mastery." Adventure tourists may be motivated to achieve mental states characterized as rush or flow, resulting from stepping outside of their comfort zone. This may be from experiencing culture shock or through the performance of acts, that require significant effort and involve some degree of risk (real or perceived) and /or physical danger

(See extreme sports). This may include activities such as mountaineering, trekking, bungee jumping, mountain biking, canoeing, scuba diving, rafting, kayaking, zip-lining, paragliding, hiking, exploring, sandboarding, caving and rock climbing. Some obscure forms of adventure travel include disaster and ghetto tourism. Other rising forms of adventure travel include jungle tourism.

Access to inexpensive consumer technology, with respect to Global Positioning Systems, flash packing, social networking and photography, have increased the worldwide interest in adventure travel. The interest in independent adventure travel has also increased as more specialist travel websites emerge offering previously niche locations and sports.

Adventure tourism has very vast scope; it covers Accessisible Tourism, Cultural tourism, Disaster tourism, Eco, ethno, Jungle, ghetto, overland tourism and urban explorations.

3. Ethno Tourism

Ethno tourism refers to visiting a foreign location for the sake of observing the indigenous members of its society for the sake of non-scientific gain. Some extreme forms of this include attempting to make first contact with tribes that are protected from outside visitors.

Two controversial issues associated with ethno tourism include bringing natives into contact with diseases they do not have immunities for, and the possible degradation or destruction of a unique culture and/or language.

4. Ghetto tourism

Ghetto tourism includes all forms of entertainment — "gangsta rap," video games, movies, TV, and other forms that allow consumers to traffic in the inner city without leaving home. It focuses Information technology in tourism.

5. Health Tourism

Excessive stress at the work place and mechanics of life in big and crowded cities make people run to unknown places and unwind themselves. Health tourism was always existed but it was not until the eighteenth century that it became important. Ancient Indian medical texts were translated and this knowledge transposed to China, Greek and Europe.

People often visited spas to unwind and relax. Some of them were orthodox like the natural reservoirs in India proved as rich sources of the sulphur where people used to visit and treated their skin diseases.

The spas of the southern states of the USA in the 19th century served a rural market, whilst spas in the north were largely urban in characters. Leisure habits for the German bourgeoisie in the mid-1800s were often highly localized and this contributed to the lack of resort development on the north German coast until the early years of 20th century. In contrast, Italian's indulged in local town, country spas and seaside resorts and limited international tourism and rarely extended beyond Switzerland and the South Tyrol.

The period of spa growth in England (c. 1550-1820) was marked by a multitude of spa births and deaths, not a smooth projection of rise and decline. And, it is also too simplistic to see these English spas operating in isolation from a much wider urban leisure system.

Medical tourism has served as a gateway for patients to receive affordable and quality medical care by crossing borders. The net worth of the health tourism industry is believed to be $40 billion. Savings from medical tourism can be 15 to 85 percent in some cases. Leading

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medical tourism hubs around the world include Brazil, Costa Rica, India, Malaysia, Mexico, Singapore, South Korea, Taiwan, Thailand and Turkey. Estimates show that over 7 million global citizens cross borders every year to appreciate the effects of medical tourism.

Growth of medical tourism in India has been very rapid in the last 10 years and according to Confederation of Indian Industry over   1, 50, 000 patients travelled to India to seek health care services in 2005. And according to Ministry of Tourism, India, medical tourism growth in India is expected to see an exceptional growth rate of 30% by 2015 and set is to become a 2billion USD industry.

Indigenous and Natural Health Tourism

India has an ancient healing system called Ayurveda – knowledge of life – This system combines naturopathy with various natural therapies which include invigorating Yoga lessons added in these therapies. These have no side effects but very much rejuvenating. All around the World there is now a greater interest in this Indian Traditional Medicine System. Tourism Marketing teams have included Rejuvenation packages for travel to Kerala, Goa, Karnataka, Tamil Nadu etc., states which have developed quite a number of resorts with the aim of providing Ayurvedic therapies. These are now receiving worldwide attention.

Treatments are provided for Allergy, Chest & Pulmonary, Cardiothoracic / Cardiovascular Surgeries, Vascular Surgery, Cosmetic Surgery, Pediatrics & Pediatric Surgery, Infertility / Reproductive Medicine and Obstetrics & Gynecology and so on.

6. Globalization and Fertility Tourism

With the onset of globalization, there has been a decline in fertility levels. This has led to what is known as 'reproductive tourism. Of the many options, surrogacy has caught the public-eye and so much so that visa regulations have been changed in line with the growing practice. With no legal regulation and easy availability of surrogate mothers at one-third the global cost, the practice proliferates in an unfettered manner in India. The rapid growth of the industry also poses various challenges to various familial notions and makes settled concepts like 'motherhood' look rather hazy.

In the advanced technological era, there are many alternatives available for the couple who crave to have a child. Despite the fact that adoption and other options of the like nature exist to counteract the issue of childlessness, there is noted a great desire among couples to have a child of their own. That is to say that the infertile couples want a child genetically related to them. It is this yearning and aspiration of the infertile couples for a genetically related child that has fuelled the growth of assisted reproductive techniques, and more particularly, surrogacy.

India's booming commercial surrogacy tourism businesses face a bleak outlook. Official figures suggest 2,000 children are born to surrogate mothers in India each year, and unofficial figures for the value of the industry range from $400 million to $2.3 billion. EY, a consultancy, published research in July 2015 suggesting that the market could grow by 20% a year.

The government is planning legislation to ban most foreigners from hiring Indian surrogates. In October 2015, Indian embassies stopped issuing medical visas allowing foreigners to enter the country for the purposes of hiring a surrogate mother. The Indian Council of Medical Research has also banned clinics from offering such services to foreigners.

What was a $2.3 billion industry will collapse. The government says that the lack of a legal framework has allowed surrogates to be underpaid and exploited by clinics, which charge between $25,000 and $50,000 for the safe delivery of a baby. Surrogates get between $4,000 and $6,500 from foreign couples and between $3,000 and $5,000 from Indian couples.

The new law aims to safeguard the rights of surrogate mothers, as surrogates are sometimes surreptitiously implanted with more than one embryo to improve the success rate, resulting in multiple births that could be difficult for the mothers. Because the business is largely unregulated, there is little recourse if something goes wrong.

Commercial surrogacy is allowed in a number of other countries, including Malaysia, Russia and Ukraine, and in some U.S. states. Most developed countries allow altruistic surrogacy, in which no payment changes hands, but ban commercial surrogacy. The industry was banned in Thailand in August 2015, and legislation is under discussion in Malaysia.

Advantages of Medical Tourism in India

The biggest advantage of medical travel in India is the low cost health care service, Technological advancements and highly educated doctors, Availability of latest medical instruments, High health care standards offered, No language barrier as English is widely spoken across India. Moreover many hospitals in India hire native translators for patients from African countries so that they can communicate effectively, Relaxed visa rules, Visa on India arrival for patients from specific countries (Just announced by P. M. Mr. Modiji in the SAARC, 2016), availability of low cost generic medicines.

Disadvantages of Health Travel in India

Medical practice has known as a noble profession but it changes its nature and became commercial. There are few disadvantages of medical travel in India. Medical malpractice has emerged most danger disadvantage. Misdiagnosis during the treatment can result in unforeseen damages even though hospitals provide malpractice insurance. And since travellers are not aware of the legal rules in India, this can cause further troubles.

Second, Indian Insurance policies are very clumsy and hidden. Insurance coverage varies on the type of medical treatment. So before seeking any treatment it is important to understand all the facts to avoid any unnecessary expenses during your stay abroad. And since medical travellers are unaware of legal issues, it may cause problems to them since in countries like US & UK legal procedures are very transparent. Third is an expense raised in Post Operation Therapy and health check up. Issues arise when the recovery time of procedure is longer and in such cases medical tourists in India have to arrange stays outside the hospital on their own. Legal paperwork and permits are tedious and/ or serve as ahinderance to patients in medical tourism destinations. In foreign countries, it may be possible to unaware the legalities of medical care travel. and Last is Travel Cost is always recommended for medical tourists to accompany someone while travelling abroad for medical treatment. But this spurts the travel, accommodation and other bills.

Health Care Cost – India Vs USA

Here's the summary of important heart surgical procedure in India compared to US. (Source: American Medical Association).

Surgery	US (USD)	India (USD)
Bypass Surgery	130,000	10,000
Heart Valve Replacement	160,000	9,000
Angioplasty	57,000	11,000
Hip Replacement	43,000	9,000
Hysterectomy	20,000	3,000
Knee Replacement	40,000	8,500
Spinal Fusion	62,000	5,500

This table compares medical costs in India to those in Western countries. Second, many private hospitals launched numerous programmes and attracted foreign patients for such treatment. Third, patients were able to get appointments quickly, and once they did, hospital staff and management took care of all basic needs for patients. Some hospitals in India have given new patients, particularly those from outside India, early appointments. In a nutshell, tourism and commercial medical business go hand in hand.

Economy

Economics gains have been a major driving force the growth of tourism in developing countries. The World Travel and Tourism Council calculated that tourism generated $121 billion or 6.4% of the nation's GDP in 2011. It was responsible for 39.3 million jobs, 7.9% of its total employment. The GDP of the tourism sector has expanded 229% between 1990 and 2011. The sector is predicted to grow at an average annual rate of 7.7% in the next decade. In a 2011 forecast the World Travel and Tourism Council predicted the annual growth to be 8.8% between 2011 and 2021.

India is ranked fifth among countries with the fastest growing tourism industry. India has a large medical tourism sector which is expected to grow at an estimated rate of 30% annually to reach about 9,500 crore by 2015.

Conclusion

Tourism is the effective tools for building prosperous community economically, socially and culturally. The Ministry of Tourism designs national policies for the development and promotion of tourism. In the process, the Ministry consults and collaborates with other stakeholders in the sector including various Central Ministries/agencies, state governments, Union Territories and the representatives of the private sector.

This sector must be environmentally sound and followed the regulations of Carrying capacity. Carrying capacity is a central principle in environmental protection and sustainable tourism development. Carrying capacity includes several elements Physical, Ecological, Cultural, and Tourist social, Host social Carrying capacity. Carrying capacity denotes how much tourism is sufficient to yield positive returns and avoid its blights. As a result, people conclude that, despite claims that the medical profession is noble, it has devolved into a commercial enterprise.

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Expression of Self-Emancipation in
'I Know Why the Caged Bird Sings' by Maya Angelou

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Abstract:

The autobiography, I Know Why the Caged Bird Sings focuses on Maya Angelou's experience growing up black in the American South. She uses her autobiography to explore subjects such as self- identity, rape, racism, and literacy. She also writes in new ways about women's lives in a male-dominated society. Her race, violence, discrimination, exploitation, oppression and degradation she faced as a result of her race, played an integral role in shaping her as a person and as an artist. The memoir also focuses on the Black people's resistance to racism and Maya Angelou's search for her own identity, her fight against racism, violence, exploitation and oppression and how she tried to overcome all these hardships and dangers and expressed her self-emancipation.

Introduction:

Autobiography is a prominent genre of literature. An Autobiography expresses the self-emancipation of its author. Oxford Dictionary of Literary Terms defines autobiography as, "A narrative account of an extended period of some person's life, written by, or presented as having been written by, that person; or the practice of writing such works." Autobiography is the form of literature which gives us the account of the writer. But it also talks about the community where the author belongs. It focuses on all the problems faced by the community itself though it deals with a particular person; because this literary genre becomes the voice of suppressed people.

Black people of the USA are brought from Africa as slaves. They had not allotted the freedom like Dalits in India. Presently, African-American literature got its important place in American literature. It had its roots in slave narratives; and these narratives developed the Black autobiographies. The literature of Blacks primarily consisted of memories by people who had escaped from slavery; slave narrative concerned with account of life under slavery and path of justice and redemption to freedom. Black autobiographies deals with black culture, racism, a sense of home, segregation, migration, feminism, and more. The first Black writer is Phillis Wheatley who was a slave. The next major work written by a slave was ***Narrative of the Life of Frederick Douglass***, which was published in 1845, after the author of this book escaped from slavery in second attempt.

Black women also contributed in the slave narrative. Woman has got the secondary position in our patriarchal society. The subordinate position of woman began with sacred texts and the philosophers and religious saints and other scholars supported to the woman's secondary status in the society. Simone De Beauvoir writes in her book *The Second Sex* (1949), "One is not born but rather becomes a woman…….. It is civilization that produces this creature." The gender identity discriminate woman and black woman is doubly marginalized because of she is a woman and she is a black.

The Black woman in America is like a Dalit woman in India as she did not have any right of liberty. Black lady had not legal right on her own children, on her personal life. She was sexually and physically harassed by the both White and Black men. She had to live under the rule of her White master. The autobiographers had to struggle against the inhuman tradition of racism, exploitation and oppression.

I Know Why the Caged Bird Sings is the first of seven autobiographical works by American writer Maya Angelou, published in 1969. She has woven her early life story with poetic descriptions that capture the young voice which tells the tale, but she also offers the adult perspective of the writer reminiscing about her life. *I Know Why the Caged Bird Sings* offers solid character descriptions, a well- defined plot, and is told in a voice that belongs solidly to a woman who has survived racism, abandonment, displacement, and numerous other hardships in her life.

Caged Bird was nominated for a National Book Award in 1970 and remained on The New York Times paperback bestseller list for two years. It has been used in educational settings from high schools to universities, and the book has been celebrated for creating new literary avenues for the American memoir. However, the book's graphic depiction of childhood rape, racism, and sexuality has caused it to be challenged or banned in some schools and libraries.

I Know Why the Caged Bird Sings encompasses the first sixteen years of Maya Angelou's life. The rest of her tale spans five volumes following this first award-winning novel. Maya, the younger version of Angelou and the book's central character, has been called "a symbolic character for every black girl growing up in America". Angelou's description of being raped as an eight-year-old child overwhelms the book, although it is presented briefly in the text. Another metaphor that, of a bird struggling to escape its cage is a central image throughout the work, which consists of "a sequence of lessons about resisting racist oppression". Angelou's treatment of racism provides a thematic unity to the book. Literacy and the power of words help young Maya cope with her bewildering world; books become her refuge as she works through her trauma.

Objectives:
1. To study the historical, racial and religious background of black people in America.
2. To study the consequences of racism, exploitation and oppression on writer and how she tried to emancipate from these hardships.
3. To trace the autobiographical expression of black women in black literature.

I Know Why the Caged Bird Sings illustrates how strength of character and a love of literature can help overcome racism and trauma. The book begins when three-year-old Maya and her older brother are sent to Stamps, Arkansas, to live with their grandmother and ends when Maya becomes a mother at the age of 16. In the course of Caged Bird, Maya transforms from a victim of racism with an inferiority complex into a self-possessed, dignified young woman capable of responding to prejudice.

I Know Why the Caged Bird Sings follows Marguerite's (called "My" or "Maya" by her brother) life from the age of three to seventeen and the struggles she faces – particularly with racism and self-affirmation – in the Southern United States. Abandoned by their parents, Maya and her older brother Bailey are sent to live with their paternal grandmother (Momma) and disabled uncle (Uncle Willie) in Stamps, Arkansas. Maya and Bailey are haunted by their

parents' abandonment throughout the book – they travel alone, are labeled like baggage, and later accepted in the community.

The community of Stamps, Arkansas, is the setting for a large portion of the book. Many of the problems Maya encounters in her childhood stem from the overt racism of her white neighbors and the subliminal awareness of race relations weaved in society. Although Momma is relatively wealthy because she owns the general store at the heart of Stamps' Black community, the white children of their town hassle Maya's family relentlessly. One of these "powhitetrash" girls, for example, reveals her pubic hair to Momma in a humiliating incident which leaves Maya, watching from a distance, indignant and furious. Early in the book, Momma hides Uncle Willie in a vegetable bin to protect him from Ku Klux Klan raiders, where he moans and groans under the potatoes throughout the night. Maya has to endure the insult of her name being changed to Mary by a racist employer. A white speaker at her eighth grade graduation ceremony disparages the Black audience by suggesting that they have limited job opportunities. A white dentist refuses to treat Maya's rotting tooth, even when Momma reminds him that she had loaned him money during the Depression. The Black community of Stamps enjoys a moment of racial victory when they listen to the radio broadcast of Joe Louis's championship fight, but generally, they feel the heavy weight of racist oppression.

A turning point in the book occurs when Maya and Bailey's father unexpectedly appears in Stamps. He takes the two children with him when he departs, but leaves them with their mother in St. Louis, Missouri. Eight-year-old Maya is sexually abused and raped by her mother's boyfriend, Mr. Freeman. He is found guilty during the trial, but escapes jail time and is murdered, presumably by Maya's uncles. Maya feels guilty and withdraws from everyone but her brother. Even after returning to Stamps, Maya remains reclusive and nearly mute until she meets Mrs. Bertha Flowers, "the aristocrat of Black Stamps," who encourages her through books and communication to regain her voice and soul. This coaxes Maya out of her shell.

Later, Momma decides to send her grandchildren to their mother in San Francisco, California, to protect them from the dangers of racism in Stamps. Maya attends George Washington High School and studies dance and drama on a scholarship at the California Labor School. Before graduating, she becomes the first Black female cable car conductor in San Francisco. While still in high school, Maya visits her father in southern California one summer and has some experiences pivotal to her development. She drives a car for the first time when she must transport her intoxicated father home from an excursion to Mexico. She experiences homelessness for a short time after a fight with her father's girlfriend.

During Maya's final year of high school, she worries that she might be a lesbian (which she confuses due to her sexual inexperience with the belief that lesbians are also hermaphrodites). She ultimately initiates sexual intercourse with a teenage boy. She becomes pregnant, which on the advice of her brother, she hides from her family until her eighth month of pregnancy in order to graduate from high school. Maya gives birth at the end of the book.

Maya confronts the insidious effects of racism and segregation in America at a very young age. She internalizes the idea that blond hair is beautiful and that she is a fat black girl trapped in a nightmare. Stamps, Arkansas, is so thoroughly segregated that as a child Maya does not quite believe that white people exist. As Maya gets older, she is confronted by more overt and personal incidents of racism, such as a white speaker's condescending address at her eighth-

grade graduation, her white boss's insistence on calling her Mary, and a white dentist's refusal to treat her. The importance of Joe Louis's world championship boxing match to the black community reveals the dearth of publicly recognized African American heroes. It also demonstrates the desperate nature of the black community's hope for vindication through the athletic triumph of one man. These unjust social realities confine and demean Maya and her relatives. She comes to learn how the pressures of living in a thoroughly racist society have profoundly shaped the character of her family members, and she strives to surmount them.

Maya says, "I wanted to throw a handful of black pepper in their faces, to throw lye on them, to scream that they were dirty, scummy peckerwoods, but I knew I was as clearly imprisoned behind the scene as the actors outside were confined to their roles" (Angelou, 25). Maya couldn't understand why the girls were mocking Momma or why Momma made no attempt to get away from them. This event to her was an act of hate and jealousy, not one of racism and discrimination.

Through hate, discrimination, sexism, racism, and all else, Maya triumphs and brings hope to not only her, but to the black race as a whole. She brings hope that all blacks are capable and having persistence and dedication pays off in the end. She recognizes injustices, and instead of letting it impact her life negatively, she makes positive impacts on her life through the injustices.

Maya's journey throughout the book is one of true strength and empowerment. She fought racism, even when she didn't understand what it was. Discrimination strengthened her before she had graduated eighth grade. She turned hate into motivation and ambition. The racism and discrimination Maya faced throughout *I Know Why the Caged Bird Sings,* affected her attitude, personality, and overall outlook on life in a positive way.

Black peoples' resistance to racism takes many forms in *I Know Why the Caged Bird Sings.* Momma maintains her dignity by seeing things realistically and keeping to herself. Big Bailey buys flashy clothes and drives a fancy car to proclaim his worth and runs around with women to assert his masculinity in the face of dehumanizing and emasculating racism. Daddy Clidell's friends learn to use white peoples' prejudice against them in elaborate and lucrative cons. Vivian's family cultivates toughness and establishes connections to underground forces that deter any harassment. Maya first experiments with resistance when she breaks her white employer's heirloom china. Her bravest act of defiance happens when she becomes the first black streetcar conductor in San Francisco. Blacks also used the church as a venue of subversive resistance. At the revival, the preacher gives a thinly veiled sermon criticizing whites' charity, and the community revels in the idea of white people burning in hell for their actions.

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सामाजिक परिवर्तन में सूचना एवं संचार प्रौद्योगिकी की भूमिका

डॉ० विभा पाण्डेय

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सारांश–

सामाजिक परिवर्त्तन के क्षेत्र में सूचना प्रौद्योगिकी की भूमिका को विभिन्न क्षेत्रों में देखने से इसके प्रभाव की व्यापकता को समझा जा सकता है। सूचना प्रौद्योगिकी के प्रभाव से आज प्रत्येक सामाजिक व्यवस्था में अपने से बाहरी संस्कृतियों की विशेषताओं का मिश्रण देखने को मिलता है। सूचना प्रौद्योगिकी वह महत्वपूर्ण माध्यम है जिसके द्वारा एक–दूसरे से भिन्न धर्म, भाषा, क्षेत्र, समुदाय और संस्कृति के लोग एक–दूसरे की प्रौद्योगिकी तथा सामाजिक-सांस्कृतिक विशेषताओं के सम्पर्क में आने लगते हैं। इससे लोगों की भूमिकाओं में परिवर्तन होने लगता है जो कि सामाजिक संरचना में स्त्रियों की प्रस्थिति और उनकी भूमिका में होने वाले परिवर्तन से स्पष्ट होता है। आज हम अपने गाँव व नगर की तुलना में सम्पूर्ण देश तथा विदेश से सम्बन्धित सामाजिक, सांस्कृतिक, आर्थिक, राजनीतिक इत्यादि जानकारी प्राप्त करना अधिक आवश्यक समझने लगे हैं और इस तरह की जानकारियाँ हमारे व्यवहार-प्रतिमान को प्रभावित करती है।

की वर्ड – सूचना एवं संचार प्रौद्योगिकी, सामाजिक व्यवस्था, सामाजिक स्तरीकरण, सम्बन्धों का वस्तुकरण, आधुनिकीकरण, अर्थव्यवस्था तथा राजनीति में परिमार्जन

प्रस्तावना –

विज्ञान और प्रौद्योगिकी के आधुनिक युग में संचार एक ऐसी विशेषता है जिसका सम्बन्ध समाज में सभी वर्गों के प्रत्येक व्यक्ति से है। सूचना प्रौद्योगिकी संचार का वह सबसे महत्वपूर्ण आधार है जिसने लोगों के परम्परागत सम्बन्धों, विचारों, विश्वासों, मनोवृत्तियों और व्यवहार के तरीकों और सामाजिक संरचना को व्यापक रुप से प्रभावित किया है। जैसे–जैसे किसी समाज में सूचना एवं संचार प्रौद्योगिकी की वृद्धि होती है वैसे–वैसे उस समाज में वैश्वीकरण, आधुनिकीकरण व नवाचारों की प्रक्रिया में भी वृद्धि होने लगती है जिसके परिणामस्वरूप सामाजिक परिवर्तन में भी तेजी से वृद्धि होती है।

सामाजिक व्यवस्था में परिवर्तन –

सामाजिक व्यवस्था एक विशेष दशा है जिसमें विभिन्न व्यक्ति, समूह और संस्थाएँ अपने पूर्व-निर्धारित प्रकार्यों के द्वारा एक–दूसरे से सम्बन्धित रहते हैं। सूचना प्रौद्योगिकी के विकास के फलस्वरुप लोगों का सामूहिक जीवन व्यक्तिवादी मनोवृत्तियों से प्रभावित होने लगा है। समाज में व्यक्ति कि प्रस्थिति का निर्धारण प्रथा, परम्परा, धर्म, नैतिकता अथवा आयु के आधार पर न होकर व्यक्तिगत कुशलता के आधार पर होने लगा है। अधिकांश लोगों के व्यवहार पर प्रथाओं का नियंत्रण समाप्त हो गया है। व्यवसाय का परम्परागत रुप बदलने लगा है। इसके फलस्वरुप परम्परागत सामाजिक व्यवस्था आधुनिक व्यवस्था का रुप लेने लगी। सूचना प्रौद्योगिकी के प्रभाव से आज प्रत्येक सामाजिक व्यवस्था में अपने से बाहरी संस्कृतियों की विशेषताओं का मिश्रण देखने को मिलता है।

सामाजिक संरचना पर प्रभाव –

सामाजिक संरचना का सम्बन्ध विभिन्न समूहों, संगठनों और संस्थाओं के उस रुप से है जिसके अन्तर्गत प्रत्येक समूह और संस्था कुछ विशेष अन्तक्रियाओं के द्वारा एक–दूसरे से सम्बन्धित रहती है। समाज की भी एक संरचना होती है जिसका निर्धारण विभिन्न प्रस्थितियों वाले लोगों द्वारा अपनी निर्धारित भूमिका को इस तरह पूरा

करना होता है जिसके द्वारा वे संस्कृतियों नियमों के अनुसार अपने लक्ष्यों को प्राप्त कर सकें। वर्तमान युग में सूचना प्रौद्योगिकी में परिवर्तन हो जाने से समाज में लोगों की सामाजिक,सांस्कृतिक,आर्थिक तथा वैधानिक प्रस्थितियॉ बदलने लगती है। विभिन्न प्रस्थितियों में परिवर्तन होने से हमारी भूमिकाऍ भी तेजी से बदलने लगती है। कुछ समय पहले तक व्यवहार के जिन नियमों को सांस्कृतिक और धार्मिक आधार पर महत्वपूर्ण समझा जाता था, उन्हें अब उपयोगी नहीं माना जाता था। विभिन्न क्षेत्रों में मिलने वाली वास्तविक सूचनाओं के अनुसार लोगों की भूमिकाओं में परिवर्तन होने लगता है जो कि सामाजिक संरचना में स्त्रियों की प्रस्थिति और उनकी भूमिका में होने वाले परिवर्तन से स्पष्ट होता है।

सामाजिक स्तरीकरण में परिवर्तन –

जब कोई समाज एक-दूसरे से उच्च और निम्न प्रस्थितियों वाले अनेक समूहों में विभाजित होता है तब इस दशा को हम सामाजिक स्तरीकरण कहते है। स्तरीकरण की व्यवस्था के अनुसार ही विभिन्न समूहों के बीच सामाजिक अधिकारों, विभिन्न प्रकार की शक्तियों और सम्पत्ति आदि का विभाजन होता है। सूचना प्रौद्योगिकी का रुप अविकसित होने की दशा में साधारणतया धार्मिक विश्वासों, आयु, लिंग,जाति तथा वंश के आधार पर ही विभिन्न समूहों को विभिन्न प्रस्थितियाँ मिलती हैं। जैसे-जैसे वैज्ञानिक शिक्षा में वृद्धि होने लगती है वैसे-वैसे सूचना प्रौद्योगिकी का विकास होने लगता है और सामाजिक स्तरीकरण की प्रकृति भी बदलने लगती है। आज कम्प्यूटर प्रौद्योगिकी के अत्यधिक विकसित होने के कारण कोई व्यक्ति चाहे वह स्त्री हो या पुरुष, निर्धन हो या धनी, अल्पसंख्यक समुदाय का हो या बहुसंख्यक समुदाय का, वह अपनी योग्यता के द्वारा बड़े से बड़े पद को प्राप्त करके समाज में शक्ति और सम्पत्ति प्राप्त कर सकता है। सूचना प्रौद्योगिकी के प्रभाव से सामाजिक वर्गों में बंटा हुआ समाज आर्थिक वर्गों में विभाजित होने लगता है। यह एक ऐसा परिवर्तन है जिसने सामाजिक संरचना को बदलने में योगदान दिया है।

सामाजिक सम्बन्धों का वस्तुकरण –

समाज में जब नई प्रौद्योगिकी के प्रभाव से नये-नये उपकरणों और प्रविधियों का उपयोग बढ़ने लगता है तब हमारे सामाजिक सम्बन्धों का भावनात्मक आधार कमजोर पड़ने लगता है। आज सामाजिक सम्बन्धों पर कम्प्यूटर के प्रभाव को इस बात से समझा जा सकता है कि नई प्रौद्योगिकी की सहायता से लोगों के विचारों तक को समझना सम्भव हो गया है। जैसे कि आज व्यक्ति झूठ का सहारा लेकर अपने को अधिक ईमानदार, मेहनती,आकर्षक और सच्चा दिखाने का प्रयत्न करते हैं। स्वयं अपने स्वार्थ के लिए लोग वास्तविक तथ्यों को तोड़-मरोड़कर प्रस्तुत करते हैं। आज झूठ पकड़ने वाली मशीन(लाई डिटेक्टर) अथवा प्रौद्योगिकी ऐसा उपकरण है जिसके द्वारा सरलता से यह जाना जा सकता है कि व्यक्ति कोई सूचना कितनी गलत अथवा सही दे रहा है। इसी तरह जीवन के अन्य क्षेत्रों में भी कम्प्यूटर से जुड़ी सूचना प्रौद्योगिकी के फलस्वरुप विभिन्न सामाजिक सम्बन्धों की प्रकृति को अधिक स्पष्ट रुप से समझा जा सकता है।

सामाजिक अन्तःक्रियाओं में परिवर्तन –

व्यक्तियों की पारस्परिक क्रियाओं और व्यवहारों में होने वाले प्रत्येक परिवर्तन सामाजिक परिवर्तन की दशा को स्पष्ट करता है। सूचना प्रौद्योगिकी के प्रभाव से लोगों की अन्तःक्रियाओं और व्यवहारों में भी तेजी से परिवर्तन हो रहा है। सूचना प्रौद्योगिकी के माध्यम के रुप में जैसे –जैसे कम्प्यूटर का उपयोग बढ़ने लगा लोगों के बीच हंसी-मजाक और मनोरंजन के रुप में होने वाली अन्तःक्रियाए ई-मेल पर दिये गये संदेशों और चैटिंग तक ही सिमट कर रह गई। सामान्यतः यह कहा जाता है कि तकनीक सिर्फ वही काम कर सकता है जो हम उसे करने के लिए कहते है।लेकिन इसके विपरित वास्तविकता यह है कि जब हम कम्प्यूटर से जुड़े किसी विशेष कार्यक्रम पर कार्य करने लगते हैं तब हम उससे अलग होकर अपनी जिंदगी को नहीं देख पाते। सूचना प्रौद्योगिकी के प्रभाव से प्रत्यक्ष सहयोग वैचारिक और अप्रत्यछ सहयोग में बदलने लगा है। मित्रता तथा नातेदारी सम्बन्ध टेलिफोन,वाटसएप,

फेसबुक,ट्विटर,इन्सटाग्राम,ई-मेल इत्यादि पर निभाए जाने लगे। आज हम अपने गॉव व नगर की तुलना में सम्पूर्ण देश तथा विदेश से सम्बन्धित सामाजिक, सांस्कृतिक, आर्थिक, राजनीतिक इत्यादि जानकारी प्राप्त करना अधिक आवश्यक समझने लगे हैं और इस तरह की जानकारियॉ हमारे व्यवहार-प्रतिमान को प्रभावित करती है।

विचारों और मनोवृत्तियों में परिवर्तन –

समाज में अधिकांश व्यक्ति परम्परावादी होने के कारण किसी भी नये विचार या व्यवहार के नये तरीके को संदेह की दृष्टि से देखने के कारण उनमें किसी तरह का परिवर्तन करना नहीं चाहते हैं दूसरी ओर एक स्वस्थ सामाजिक व्यवस्था के लिए यह जरुरी होता है कि समय के माँग के अनुसार लोगों के विचारों,विश्वासों,मनोवृत्तियों,दृष्टिकोणों एवं व्यवहारों में परिवर्तन होता रहा है। जब हम सूचना प्रौद्योगिकी का विकास होने के कारण व्यवहार के नये तरीकों और नये विचारों से परिचित होते हैं तो समाज के दुर्बल वर्गों और विभिन्न आवश्यकताओं के प्रति हमारे विचार बदलने लगते हैं। यह परिवर्तन इतना स्वाभाविक होता है कि इसके लिए सरकार अथवा किसी भी वर्ग को अपनी शक्ति का उपयोग नहीं करना पड़ता। वर्तमान युग में हमारे परम्परागत धार्मिकविश्वासों,कुरीतियों,जाति व्यवस्था के असमानताकारी नियमों,नैतिकता तथा स्वास्थ्य से सम्बन्धित विचारों, स्त्रियों की प्रस्थिति तथा पारिवारिक जीवन के प्रति हमारे विचारों और मनोवृत्तियों में जो व्यापक परिवर्तन हो रहे हैं उनका एक मुख्य कारण सूचना प्रौद्योगिकी में होने वाला परिवर्तन ही है। आज टेलीविजन,दूरसंचार,तथा सोशल नेटवर्किंग के द्वारा प्राप्त होने वाली सूचनाओं से समाज सुधार का मार्ग प्रशस्त हुआ है।

वैश्वीकरण में वृद्धि –

आज सूचना प्रौद्योगिकी ने ऐसी दशाएं उत्पन्न की है जिनके फलस्वरुप हम अपने मूल स्थान से बहुत दूर रहने के बाद भी अपने नाते-रिश्तेदारों,मित्रों और विभिन्न हितों से जुड़े हुए लोगों से हर समय सम्बन्ध स्थापित कर सकते हैं। इसी का परिणाम है कि आज भारतीय मूल के लोग दूनिया के सभी देशों में जाकर रहने लगे हैं। भारत में भी यहॉ के व्यापार का बड़ा हिस्सा उन बहुराष्ट्रीय कम्पनियों द्वारा संचालित है जिनमें विदेश के लोगों की बड़ी हिस्सेदारी है। पूँजी तथा बौद्धिक सम्पदा के आदान प्रदान में भी सूचना प्रौद्योगिकी ने विशेष योगदान दिया है।

आधुनिकीकरण को प्रोत्साहन –

किसी समाज में परिवर्तन की प्रक्रिया को समझने के लिए यह देखना जरुरी है कि वहॉ परम्परा की जगह आधुनिकता   में कितनी वृद्धि हुई है। आधुनिकीकरण एक ऐसी दशा है जिसमें परम्परागत सामाजिक संरचना की जगह नगरीकरण तथा प्रौद्योगिक विकास में वृद्धि होने लगती है; धर्मनिरपेक्षता और व्यक्तिगत स्वतंत्रता का महत्व बढ़ने लगता है; लोगों की सामाजिक-आर्थिक प्रस्थिति का निर्धारण वैयक्तिक कुशलता के द्वारा होने लगता है; धार्मिक विश्वासों की जगह तार्किक व्यवहारों का महत्व बढ़ने लगता है तथा समाज में अधिकांश व्यक्ति तरह तरह के परिवर्तनों   में रुचि लेने लगते हैं। आधुनिकीकरण की इन सभी विशेषताओं में वृद्धि करने में सूचना प्रौद्योगिकी का प्रमुख योगदान है। सूचना प्रौद्योगिकी के विकास से आज समाज में समताकारी मूल्यों को प्रोत्साहन मिला। समाज के सभी सामाजिक और आर्थिक वर्गों की परम्परागत दूरी कम होने लगी। वैज्ञानिक शिक्षा में वृद्धि होने से मानवीय मूल्यों को अधिक महत्व मिलने लगा।

नवाचारों में वृद्धि –

नवाचार कोई भी वह विचार, कार्य करने का ढ़ग अथवा विशेषता है जिसे लोगों द्वारा एक नये तथ्य के रुप में देखा जाता है। उदाहरण के रुप में रूढ़िगत व्यवहारों की जगह व्यवहार के सभी नये तरीके, विभिन्न क्षेत्रों में पुराने उपकरणों की जगह नए उपकरणों का प्रयोग, अलौकिक विश्वासों की तुलना में तार्किक मूल्यो में वृद्धि,

सामाजिक और आर्थिक क्षेत्र में नए ज्ञान का उपयोग अथवा विकास से सम्बन्धित कोई भी नया कार्यक्रम नवाचारों के अन्तर्गत ही आते है।

नियोजित परिवर्तन में सहायक –

जब कभी समाज में व्यवहार के पुराने तरीके या नियम अनुपयोगी हो जाते हैं तो सूचना प्रौद्योगिकी की सहायता से ही जीवन में उपयोगी परिवर्तन लाना सम्भव होता है। सूचना प्रौद्योगिकी के विभिन्न साधन भिन्न-भिन्न तरीको से व्यवहार के नये तरीको की उपयोगिता को स्पष्ट करते हैं तथा लोगों को इस तरह की उन्नत प्रविधियों की जानकारी देते हैं जिससे उनके आर्थिक स्तर में सुधार हो सके।

अर्थव्यवस्था तथा राजनीति में परिमार्जन –

वर्तमान लोकतांत्रिक समाजों में एक स्वतन्त्र और निष्पक्ष अर्थव्यवस्था के साथ ही सन्तुलित राजनीति का विशेष महत्व है। अर्थव्यवस्था के विकास के लिए सिद्धान्तों का उतना महत्व नहीं होता है जितना व्यावहारिक नीतियों और विकास कार्यक्रमों का होता है। सूचना प्रौद्योगिकी से सरकार को वे आँकड़े प्राप्त होते हैं जिनकी सहायता से व्यावहारिक नीतियों को लागू किया जा सकता है। विभिन्न आर्थिक वर्गों की आवश्यकताओं और सुविधाओं के बीच संतुलन स्थापित करने में भी सूचना प्रौद्योगिकी का विशेष महत्व है। सूचना प्रौद्योगिकी के विभिन्न साधन द्वारा किये गये जनमत सर्वेक्षण से यह स्पष्ट होता है कि एक विशेष अवधि में विभिन्न राजनीतिक दलों की लोकप्रियता और शक्ति में कितनी कमी या वृद्धि हुई है। सूचना प्रौद्योगिकी के द्वारा सरकार और विभिन्न राजनीतिक दलों के दोषों को भी उजागर करके उनके व्यवहारों पर नियन्त्रण रखना सम्भव हो पाता है। आज किसी भी देश में राजनीतिक भ्रष्टाचार तथा काले धन की व्यापकता को उजागर करने में सूचना प्रौद्योगिकी का योगदान ही सर्वोपरि रहा है।

सूचना एवं संचार प्रौद्योगिकी से उत्पन्न समस्याएं –

आज के दौर में विकास से सम्बन्धित सभी प्रयत्नों से कुछ नयी समस्याओं का भी प्रादुर्भाव हुआ है। सूचना प्रौद्योगिकी से उत्पन्न समस्याएं भी पारस्परिक सम्बन्धों, स्वास्थ्य और सांस्कृतिक क्षेत्र में विघटन की नई दशाएं उत्पन्न करने लगी हैं। ये निम्न है–

(१)   सूचना प्रौद्योगिकी के कारण लोगों के सम्पर्क का दायरा बहुत व्यापक हो जाने के कारण समाज में प्राथमिक और सामुदायिक सम्बन्धों का महत्व कम होता जा रहा है। कुछ समय पहले तक परिवार के सदस्यों और मित्रों के बीच घनिष्ठता का सम्बन्ध होने से व्यक्ति का सामुदायिक जीवन बहुत स्वस्थ था। सूचना प्रौद्योगिकी में विकास होने से जैसे जैसे नये व्यवसायों के द्वारा आजीविका उपार्जित करने लगे, उनमें स्थान परिवर्तन की प्रवृत्ति बढ़ने लगी। फलस्वरुप परिवार के सदस्यों तथा नातेदारों के बीच भी औपचारिक और हितप्रधान सम्बन्धों में वृद्धि होने लगी।

(२)   सूचना प्रौद्योगिकी ने व्यावसायिक मनोरंजन के साधनों को प्रोत्साहन दिया। इसके फलस्वरुप मनोरंजन के वे सांस्कृतिक साधन कमजोर पड़ने लगे जो बच्चो के आरम्भिक जीवन से ही उनके चरित्र-निर्माण और संस्कृति के प्रशिक्षण से सम्बन्धित थे। परिवार में हास्य-व्यंग्य, चुटकुले और कहानियों के माध्यम से होने वाले मनोरंजन का लगभग पूर्ण अभाव हो गया है।

(३)   सूचना प्रौद्योगिकी के विकास से हमारे पारिवारिक सम्बन्धों की घनिष्ठता कम होती जा रही है। आज के दौर में अपनी व्यावसायिक व्यस्तता के चलते माता-पिता को अपने बच्चों से बातचीत करने का भी समय नहीं मिल पाता। अक्सर उनका सम्बन्ध टेलिफोन, मोबाइल,या इन्टरनेट तक ही सीमित रह जाते हैं।

(४)   आज सूचना प्रौद्योगिकी के बढ़ते हुए उपयोग से अब छोटे-छोटे बच्चे भी ऐसी साइट ढूंढ लेते हैं जिनसे वे छिपे तौर पर अश्लील कार्यक्रम देख सकें। इससे एक तनावग्रस्त मानसिकता में वृद्धि होने के साथ ही नैतिक मूल्यों पर भी प्रतिकूल प्रभाव पड़ने लगता है।

(५)   वर्तमान में अनेक स्वास्थ्य समस्याएं भी मोबाइल और कम्प्यूटर के बढ़ते हुए उपयोग का परिणाम है। चिकित्सा विज्ञान का मत है कि केवल मोबाइल के अधिक उपयोग से मस्तिष्क और कानों के विकारों के अतिरिक्त हृदय सम्बन्धी कुछ विकार भी उत्पन्न हो जाते हैं। कम्पयूटर का अधिक उपयोग करने से आंखों पर प्रतिकुल प्रभाव पड़ता है तथा बहुत से लोगों की गर्दन और कमर में दर्द की शिकायत पैदा हो जाती है। कम आयु में रीढ़ की हड्डी से सम्बन्धित बीमारियों के लिए भी कम्पयूटर और मोबाइल का अधिक उपयोग उत्तरदायी है।

(६)   आज एक ओर वैज्ञानिक शिक्षा में वृद्धि हुई है तो दूसरी ओर भाषा और लेखन-शैली के विकास को संचार प्रौद्योगिकी के साधनों ने बहुत दयनीय बना दिया है अब न तो विभिन्न उद्देश्यों के लिए पत्राचार का ही कोई महत्व रहा और न ही अभिव्यक्ति के लिए लेखन शैली को ही एक शक्तिशाली के उपकरण के रुप में देखा जाता है। अधिकांश लोगों की भाषा ई-मेल और एस.एम.एस. की टूटी-फूटी भाषा में सिमट कर रह गई है। इसे हम "भाषा की दरिद्रता"(Poverty of language) कहते हैं।

(७)   सूचना प्रौद्योगिकी के फलस्वरुप अनेक ऐसे अपराधों की वृद्धि होने लगी जिन्हें पकड़ पाना साधारणतया बहुत कठिन होता है। कम्प्यूटर प्रणाली से तरह तरह के आर्थिक धोखाधड़ी को प्रोत्साहन मिला तो दूसरी ओर मोबाइल सुविधाओं के परिणामस्वरुप संगठित अपराधों की संख्या बढ़ने लगी। मल्टीमीडिया के माध्यम से दिखाए गए अपराध सम्बन्धी कार्यक्रमों से भी अपराधी किस्म के लोग अपराध के लिए प्रेरित हुए।

निष्कर्ष –

इसमें कोई संदेह नहीं है कि सूचना प्रौद्योगिकी ने एक नई सामाजिक-आर्थिक क्रान्ति पैदा की है जिसके फलस्वरुप विकास की प्रक्रिया तेजी से आगे बढ़ने लगी। आधुनिक युग में सूचना प्रौद्योगिकी सामाजिक परिवर्तन का एक प्रभावशाली माध्यम है। इसके बाद भी यह ध्यान रखना आवश्यक है कि सामाजिक परिवर्तन लाने में सूचना प्रौद्योगिकी की भी अपनी कुछ सीमाएं है। सूचना प्रौद्योगिकी तभी उपयोगी बन पाता है जब इसके सीमाओं को ध्यान में रखते हुए इसके सकारात्मक पहलुओं पर बल दिया जाए।

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बाल लैंगिक शोषण : भयान वास्तव

डॉ. अजय के. मेश्राम

(सहायक प्राध्यापक)

जोतिराव फुले समाजकार्य

महाविद्यालय, उमरेड, जिल्हा. नागपूर

प्रस्तावना :-

बाल लैंगिक शोषण ही एक जागतिक समस्या आहे. आणि दुर्दैवाने भारतात बालकांचे लैंगिक शोषण दिवसेंदिवस वाढत आहे. 'युनिसेफ' ने 2005 ते 2013 या काळात भारतात केलेल्या सर्वेक्षणानुसार, 10 ते 15 वर्षे वयोगटातील 10 टक्के मुलींना, तर 15 ते 18 वर्षे वयोगटातील जवळजवळ 30 टक्के मुलींना कोणत्या ना कोणत्या प्रकारच्या लैंगिक आणि शारीरिक हिंसेला बळी पडावे लागते. आपल्या भारत देशात लैंगिक शिक्षण किंवा बाल लैंगिक शोषण या विषयावर मनमोकळेपणाने बोलले जात नाही. परंतु सध्याची परिस्थिती बघता पालकांनी मुलांशी अशा विषयांवर संवेदनशीलतेने आणि मोकळेपणाने बोलणे ही काळाची गरज आहे.

भारतातही बालकांचे लैंगिक शोषण दिवसेंदिवस वाढत आहे. गीता पांडे यांनी दिलेल्या बीबीसीच्या एका अहवालानुसार (2017) जगाच्या तुलनेत भारतात बऱ्याच मोठ्या प्रमाणात बाल लैंगिक शोषणाच्या घटना नोंदविण्यात आल्या आहेत. त्याचप्रमाणे भारतात दर 15 मिनिटाला एक बालकाचे लैंगिक शोषण होत असते. अशा काही लाजिरवाण्या नोंदी सुद्धा यामध्ये नमूद केल्या गेल्या आहेत. नॅशनल क्राइम रेकॉर्ड ब्युरो (एन.सी.आर.बी.) च्या 2017 च्या अहवालानुसार 2017 मध्ये पोक्सो (प्रोटेक्शन ऑफ चिल्ड्रन सेक्शुअल ऑफेन्सेस ॲक्ट) कायद्याअंतर्गत 36022 प्रकरणे नोंदविण्यात आली. अशा प्रकारच्या भयावह घटनांपासून बालकांचे संरक्षण व्हावे या दृष्टीने 2012 साली पोक्सो कायद्याला राष्ट्रपती कडून मान्यता मिळाली. महत्त्वाची गोष्ट म्हणजे या कायद्यानुसार तपासणी प्रतिबंधाच्या प्रत्येक पायरीवर पीडित मुलगा किंवा मुलीची संपूर्ण माहिती गुप्त ठेवली जाईल, अशी हमी देण्यात आली. या कायद्यानुसार आपल्यासारख्या समविचारी लोकांनी एकत्र येऊन मुलांच्या संरक्षणाची जबाबदारी घेणे तसेच इतर संस्थांनीही विविध स्तरांवरचे मुलांचे लैंगिक शोषण थांबवण्यासाठी प्रयत्न करणे आवश्यक आहे.

जागतिक आरोग्य संघटनेनुसार :-

WHO नुसार भारतामध्ये जगातल्या सर्वाधिक लैंगिक शोषित मुलांची संख्या आहे. प्रत्येक 155 मिनिटांमध्ये 16 वर्षाच्या आतील बालकांवर बलात्कार होतो. तर दररोज बाल लैंगिक शोषणाचा एक तरी गुन्हा नोंदविला जातो. जागतिक आरोग्य संघटनेनुसार WHO भारतामध्ये जगातल्या सर्वाधिक लैंगिक शोषित मुलांची संख्या आहे. नॅशनल क्राइम रेकॉर्ड ब्युरो 2015 च्या आकडेवारीनुसार लहान मुलांविषयी एकूण 94172 अपराध नोंदविल्या गेले आहेत. त्यामध्ये 19767 मुलांची लैंगिक हिंसा केली गेली. बाल लैंगिक शोषणाविषयी महाराष्ट्रात सर्वाधिक गुन्हे नोंदविले गेले आहेत. बाल लैंगिक शोषण हे प्रामुख्याने स्पर्शित व अस्पर्शित या दोन प्रकारांमध्ये होत असते. मुलांच्या शरीराला इच्छेकरिता कुरुवाळणे, मुलांसोबत अनैतिक संबंध ठेवण्याचा प्रयत्न करणे. तसेच मोबाईल किंवा इतर माध्यमातून मुलांना अश्लील साहित्य दाखवणे, मुलांशी

लैंगिक भाषेत बोलणे तसेच मुलं आंघोळ करत असताना किंवा कपडे बदलत असताना वाईट नजरेने पाहणे. अशा वाईट गोष्टी तात्काळ रोखणे आवश्यक आहे.

लहान मुलांवर लैंगिक शोषणाचे दूरगामी परिणाम होताना दिसतात. मुलांना मानसिक आजार जाणवणे तसेच मुलांच्या मनात भविष्यात पुन्हा आपले शोषण होईल असे भीती राहणे, समाजापासून दूर होणे आरोग्य किंवा प्रमाणाबाहेर लैंगिक वर्तन करणे, कोणावरही विश्वास ठेवण्यास असमर्थता दर्शवणे, अनेक व्यक्तीशी लैंगिक संबंध ठेवणे, अशा समस्यांमुळे बाल वयातच मुले नैराश्याच्या जाळ्यात ओढली जातात. अर्पण ही सामाजिक संस्था 2006 पासून मुंबई, ठाणे, पालघर असे विविध जिल्ह्यात तसेच भारताच्या विविध राज्यांमध्ये बाल लैंगिक शोषण या समस्यांचे निराकरण करण्याचे कार्य ही संस्था करते. बाल लैंगिक शोषण झालेल्या बालकांमध्ये आत्मविश्वास दृढकौशल्य वाढविणे गरजेचे आहे.

बालक म्हणजे कोण? :-

आंतरराष्ट्रीय कायद्याप्रमाणे- "बालक हा 18 वर्षाखालील कोणीही व्यक्ती असू शकते" ही आंतरराष्ट्रीय मान्यताप्राप्त व्याख्या आहे. आणि युनायटेड नॅशनल ऑन द राइट्स ऑफ द चाइल्ड (यु.एन.सी.आर.सी.) ने व अनेक देशांनी ही व्याख्या मान्य केली आहे.

भारतात 18 वर्षाखालील व्यक्तींना नेहमी वेगळ्या दृष्टीने पाहिले जाते. म्हणूनच 18 वर्षावरील व्यक्तींनाच मतदानाचा हक्क व वाहन चालक परवाना कायदेशीर रित्या मिळत असते. कोणत्याही 18 वर्षाच्या खालील मुलींचा लग्न व 21 वर्षाखालील मुलांचा लग्न कायदेशीर रित्या गुन्हा आहे. बालविवाह कायदा 1929 प्रमाणे व यु.एन.सी.आर.सी. 1992 च्या कायद्याप्रमाणे भारताने कायदा लागू केला आहे. भारतात 18 वर्षाखालील व्यक्तींना विकास व संरक्षणाची गरज असल्यास ती त्या त्या राज्याने द्यावी.

पोक्सो कायदा (POCSO ACT) :-

"लैंगिक गुन्ह्यांपासून बालकांचे संरक्षण कायदा 2012" हा बालकांचे लैंगिक अत्याचारांपासून संरक्षण करण्यासाठी आणि अशा घटनातील गुन्हेगारांना शिक्षा देण्यासाठी भारत सरकारने 2012 साली तयार केलेला कायदा आहे. भारतात जगातील सर्वात जास्त बालके राहतात. 2011 च्या जनगणनेनुसार भारतातील बालकांची संख्या 47.2 कोटी इतकी आहे. त्यात मुलींची संख्या 23.5 कोटी इतकी आहे. भारतीय राज्यघटनेच्या कलम 21 नुसार भारताने भारतीय नागरिकांना बालकांच्या संरक्षणाची खात्री दिली आहे. भारतातील बालकांवरील लैंगिक अत्याचार विरोधी कायदे देशाच्या बाल संरक्षण धोरणाचा भाग म्हणून अधिनियमित करण्यात आले होते. लैंगिक गुणांपासून बालकांचे संरक्षण विधेयक 2011 मध्ये पारित केले. आणि 22 मे 2012 रोजी त्याचे कायद्यात रूपांतर झाले. या कायद्यानुसार तयार करण्यात आलेले नियम सुद्धा नोव्हेंबर 2012 मध्ये अधिसूचित करण्यात आले. आणि हा कायदा अंमलबजावणीसाठी तयार झाला. या संदर्भात अधिक कडक कायदे करण्याच्या अनेक मागण्या देशांमध्ये करण्यात येत आहेत.

पोक्सो कायद्यातील महत्त्वाच्या गोष्टी :-

1. पिडीत बालकाचे/बालिकेचे नाव उघड केले जात नाही.

2. तक्रार नोंदवून घेण्यासाठी पोलीस पिडित व्यक्तीच्या घरी साध्या वेशात जातात. शक्यतो महिला पोलीस अधिकारी हे निवेदन नोंदवून घेतात.

3. सुनावणीच्या वेळी फिर्यादी आणि आरोपी समोरासमोर येणार नाही याची काळजी घेतली जाते.

4. न्यायालयात खटला दाखल केल्यावर इन कॅमेरा साक्ष नोंदविली जाते.

5. कोणत्याही कारणासाठी कोणत्याही बालकाला रात्री पोलीस ठाण्यात थांबवून ठेवले जात नाही.

6. जर पिडीत व्यक्ती बालिका असेल तर स्त्री डॉक्टरांकडूनच वैद्यकीय तपासणी करून घेतली जाते.

7. पिडित बालकाची वैद्यकीय तपासणी पालकांच्या किंवा बालकाचा विश्वास असलेल्या प्रौढ व्यक्तीच्या उपस्थितीत केली जाते.

पोक्सो कायद्याच्या अंतर्गत नोंदविण्यात आलेले गुन्हे :-

पोक्सो कायद्याच्या अंतर्गत पुणे पोलीस आयुक्तालयात 2015 मध्ये 335 गुन्हे दाखल करण्यात आले होते. तर मे 2016 मध्ये 147 गुन्हे दाखल करण्यात आले. 14 ते 18 या वयोगटात बाललैंगिक अत्याचाराचे गुन्हे दाखल होण्याचे प्रमाण जास्त आहे. 2016 मध्ये भारतात पोक्सो कायद्याच्या अंतर्गत 36022 गुन्हे नोंदविण्यात आले. सर्वांत जास्त गुन्हे उत्तर प्रदेश, महाराष्ट्र, मध्य प्रदेश, पश्चिम बंगाल, ओडिसा या राज्यातून नोंदविण्यात आले. बालकांवर झालेल्या लैंगिक अत्याचाराच्या नोंदवल्या जाणाऱ्या गुन्ह्यांची संख्या वेगाने वाढत आहे. याचे एक कारण समाजात वाढलेली जागरूकता असे असले तरी, बालकांवर होणाऱ्या अत्याचारांच्या संकेत फार मोठी वाढ झाल्याचे दिसून येते. बालकांवर होणारे लैंगिक अत्याचार हे एक भयान वास्तव आहे. असे देशात नोंदविण्यात आलेल्या गुन्ह्यांवरून सिद्ध होत असते.

पोक्सो कायद्यात करण्यात आलेल्या सुधारणा :-

2018 साली भारतातील कथुआ आणि उन्नाव येथे बालिकांवर बलात्कार झाल्याच्या घटनांनंतर गुन्हेगारांना अधिक कडक शिक्षा देण्याच्या दृष्टीने पोक्सो कायद्यात बदल करण्यात आले. त्यानुसार आता 12 वर्षाखालील मुलींवर बलात्कार केल्यास गुन्हेगाराला फाशीची शिक्षा देण्यात येईल. 16 वर्षावरील मुलींवर बलात्कार केल्यास कमीत कमी 10 वर्षे ते 20 वर्षे शिक्षेची तरतूद पोक्सो कायद्यात करण्यात आलेली आहे.

मुलांचे संरक्षण - समज व वस्तुस्थिती :-

समाजातील लोकांनी मुलांचे दुरुपयोग, शिवीगाळ, अमाणूस व अपमानित वागणूक मुलांकडे दुर्लक्ष या गोष्टीपासून बचाव केला पाहिजे. परंतु मुलांचा बचाव मानसिक, सामाजिक, व राजकीय किंवा मागासवर्गीय स्तरावर असल्यास जास्त संरक्षणाची गरज आहे. काही मुलांना जास्त संरक्षणाची गरज असते जसे की, बेघर मुले, रस्त्यावर राहणारी अनाथ किंवा सोडलेली आश्रीत मुले इत्यादी. तसेच बालमजूर, भिकारी मुले, वेश्यांची मुले, वेश्या असलेल्या लहान मुली, जेल मधील किंवा रिमांड होम मधील मुले, कैद्यांची मुले, भांडण तंट्याला कारणीभूत असलेली मुले, दुष्काळ परिस्थितीतून आलेली मुले, HIV/AIDS असलेली मुले, व्यंग किंवा कुरूप मुले, खालच्या वर्गातील व स्थलांतरित मुले यासारख्या मुलांना किंवा बालकांना जास्त संरक्षणाची गरज आहे.

मुलांना शिवीगाळ किंवा दुरुपयोग होत नाही. मुलांवर सगळे प्रेम करतात असा समज लोकांमध्ये निर्माण झालेला दिसतो. परंतु वस्तुस्थिती वेगळी असते, होय आपण मुलांवर प्रेम करतो हे खरे आहे, पण त्यातही काही त्रुटी आहेत. मजूर मुले, शारीरिक छळ सहन करणारी मुले ही भारतातच आहेत. जन्मजात बाळाचाही विचार न करता त्यांना विकणे किंवा मारून टाकले जाते. घर हा मुलांचा स्वर्ग आहे असा समज

लोकांमध्ये निर्माण झाला आहे, परंतु वस्तुस्थिती फार विरुद्ध असल्याचे दिसून येते. मुलांना घरांमध्ये दिली जाणारी वागणूक, समाजाच्या अगदी विरुद्ध आहे. बहुदा मुलांना आपली स्वतःची मालमत्ता समजून त्यांना शिवीगाळ, मारहाण केली जाते. रोजच्या वर्तमानपत्रांमध्ये किंवा न्यूज चॅनलला आपण वाचतो किंवा ऐकतो की, वडिलांनी मुलीला पैशासाठी किंवा दुसऱ्या काही कारणासाठी आपल्या मित्राला किंवा अनोळखी व्यक्तीला विकले. यामध्ये असे दिसून येते की, लैंगिक छळाचे प्रमाण हे फार जास्त आहे. वडिलांनी मुलीचा लैंगिक छळ केल्याचे बरेच गुन्हे कोर्टात सिद्ध झाले आहेत. जन्मजात बालिकांच्या मृत्यू, मुलांना अंधश्रद्धेला बळी पडले जाणे. भारताच्या काही भागात मुलींना जबरदस्तीने आपल्या संस्कृतीच्या किंवा रुढीपरंपरेच्या नावाखाली "जोगीण किंवा देवदासी" केले जाते. अशा प्रकारे त्या घरगुती अत्याचाराला बळी पडतात. जबरदस्तीने मुलींचे बाल वयात कर्तव्य किंवा ज्ञान म्हणून विवाह केले जातात. मग त्यांना आजारी किंवा व्यंग असलेली मुले होतात.

भारतीय समाजातील संस्कृतीमध्ये मुलगा झाला म्हणजे, त्याला संरक्षणाची गरज नसते असा समज आहे. किंवा त्याची काळजीच नाही असा समज असल्याचे दिसून येते. परंतु वस्तुस्थिती अशी आहे की, जरी मुलींना कमी लेखले जाते किंवा त्यांना समाजात खाली ठेवले जाते, तरी एक मुलगा सुद्धा मुलींप्रमाणे मानसिक किंवा लैंगिक छळाचा बळी होऊ शकतो. संस्कृतीच्या नावाखाली अत्याचार हे फार मोठ्या प्रमाणात होत असतात. बालविवाह संस्कृतीचा भाग म्हणून आटोपल्या जाते. गुलामी, जातीयता, हुंडा या बाबी देखील आहेत. पण ह्या सर्व गोष्टींना आळा घालण्यासाठी कायदेही आहेत. समाजात जेव्हा अशा प्रकारचे अत्याचार घडतात, तेव्हा असे कायदे अस्तित्वात येतात. मग सरळ आहे की, संस्कृती ही स्थिर दिसून येत नाही. वेगवेगळ्या धर्मात वेगवेगळे रितीरिवाज असतात. जरी ते एकाच प्रांतात राहत असले तरी भारताच्या वेगवेगळ्या रितीरिवाजाचे, भाषांचे व धर्मांचे लोक आपआपल्या पद्धती पाडतात. म्हणून भारतात मिश्रित असे रितीरिवाज दिसून येते. जर आपल्या सर्वांना असे वाटत असेल की बालकांचे संरक्षण व्हायला पाहिजे तर, आपल्या संस्कृतीत बदल व्हायला पाहिजे. थोडक्यात आपल्या संस्कृतीतून त्यांना प्रेमाबरोबर संरक्षणाची हमी असायला पाहिजे.

सारांश :-

जवळपास 80 टक्के बाल लैंगिक शोषणाच्या प्रकरणात गुन्हेगार हा, शोषित किंवा पीडित मुला मुलींच्या ओळखीचा किंवा कुटुंबातील असतो. त्यामुळे मुलगा किंवा मुलीने स्वरक्षण करावे या गोष्टीवर अवास्तव भर न देता, मुलांना सुरक्षित आणि संवेदनशील वातावरण कसे पुरवता येईल याकडे अधिक लक्ष देणे अत्यंत आवश्यक आहे. बाल लैंगिक शोषणाच्या प्रतिबंधासाठी अनेक सामाजिक संस्था आणि शाळांमधून प्रतिबंधात्मक योजना, मार्गदर्शन आणि जनजागृती कार्यक्रम राबवले जातील असे प्रभावीपणे प्रयोजन करणे महत्त्वाचे आहे. प्रतिबंधात्मक उपाय हे प्रामुख्याने प्रौढांसाठी आणि नंतर लहान मुलांसाठी असावेत, जेणेकरून मुलांच्या संरक्षणाची जबाबदारी मोठ्यांवर येईल. हे प्रतिबंधात्मक उपाय अल्प कालावधीचे आणि नियमित स्वरूपाचे असावेत. हे उपाय सोप्या आणि योग्य भाषेत सांगावेत जेणेकरून जास्तीत जास्त लोकांपर्यंत ते पोहोचतील. प्रतिबंधात्मक उपाय लोकांपर्यंत पोहोचवणाऱ्या टीम मध्ये स्त्री-पुरुष दोघांचाही समावेश असावा.

बाल लैंगिक अत्याचाराशी संबंधित असे काही घटक आहेत. ज्यांच्यामुळे लैंगिक शोषण होण्याचे धोके जास्त संभावतात. त्यात मुलींमध्ये लैंगिक शोषणाचे प्रमाण मुलांच्या तुलनेत जास्त आहे. गरीब परिस्थिती, दत्तक घेतलेले मुल, शारीरिक आणि मानसिक अपंगत्व, मानसिक किंवा भावनिक समस्या, पालकांना अपंगत्व असणे, घटस्फोटीत पालक, भावनिक आणि मानसिक आधार नसणे असे काही घटक सुद्धा अत्याचारांसाठी कारणीभूत ठरू शकतात. मुले जर लैंगिक अत्याचाराला बळी पडली असेल तर, त्याच्या वागण्यात फरक पडतो. लैंगिक वर्तन जसे चुंबन, गुप्तांगाला नेहमी स्पर्श करणे, हस्तमैथुन अशा गोष्टी मुलांमध्ये वारंवार दिसून येत असतील तर, त्यांच्याकडे अधिक लक्ष पुरवायला हवे. बऱ्याच वेळा मुलांवर लैंगिक अत्याचार होऊनही

पालकांना या गोष्टी कळून येत नाहीत. लैंगिक अत्याचार झाल्यावर बऱ्याच वेळा मुलं उघडपणे बोलू शकत नाही. मुलाला गुन्हेगाराची भीती वाटते. आपल्यावर कोणी विश्वास ठेवणार नाही याची भीती वाटते. यासाठी शाळांकडून पालकांसाठी काही जनजागृती करणारे आणि मार्गदर्शन कार्यक्रम राबवले गेले पाहिजे. जेणेकरून मुलांशी अशा विषयांवर मोकळे मनाने आणि संवेदनशीलतेने संवाद साधने सहज शक्य होईल.

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भारतीय आदिवासी समुदाय : एक ऐतिहासिक दृष्टीकोन

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सारांश:

आदिवासी हे सामान्यतः भारतीय संबंधित भागातील मूळ रहिवासी मानले जातात, शहरी संस्कृतीपासून ते दूर असतात. ते विरळ लोकवस्तीचे आहेत, सहसा जंगलात, दुर्गम दऱ्यांमध्ये आणि सुसंस्कृत समुदायांपासून दूर असलेल्या भागात राहतात. नागरी संस्कृतीच्या विशिष्ट चालीरीती किंवा 'संस्कृती' आदिवासींमध्ये तसेच ज्यांचा समाजाशी कोणताही संबंध नाही. अर्थात, जगातील सर्व जमाती त्या त्या प्रदेशातील आहेत, असे ठामपणे सांगता येणार नाही. परंतु अधिक सार्वत्रिक संज्ञा नसताना, आदिम संस्कृतीचा संदर्भ घेताना आदिवासी ही संज्ञा रूढ झाली आहे. अनेक नागरी संस्कृती उदयास आल्या, पण संपर्क नसल्यामुळे आदिवासी जमाती जशा आहेत तशाच राहिल्या. आदिवासी समुदायांवर बरेच संशोधन आणि लेखन झाले असले तरी, आदिवासी या शब्दाची सार्वत्रिक व्याख्या नाही. वर्तमान शोधपत्रात आदिवासी संस्कृतीचा इतिहास आणि परंपरा यावर चर्चा केली आहे.

मुख्य शब्द - आदिवासी, संस्कृती, मानवी विकास,दृष्टीकोन

उद्देश्य:

- आदिवासी समुदायाचा इतिहास अभ्यासणे
- आदिवासी समुदायाची संस्कृती अभ्यासणे
- भारतिय आदिवासी समुदायाचा विस्तार अभ्यासणे
- भारतिय आदिवासी समुदायाची भौगोलिक विभागणी अभ्यासणे

प्रस्तावना:

एबोरीजीनल हा इंग्रजी शब्द आदिवासी साठी मानक पर्याय आहे. त्यांना वनवासी म्हणावे, आदिवासी नाही, आदिवासींची वेगळी ओळख किंवा संस्कृती नाही, ते इतर नागरिकांसारखेच आहेत, जंगलात राहतात. अनेक आदिवासी समूह डोंगरात राहत असल्याने त्यांना गिरिजन सुद्धा म्हणतात. एका विशिष्ट आदिवासी समूहाला जमात असेही म्हणतात उदा. वारली जमात, ठाकूर जमात इ. आदिम म्हणजे अविकसित लोक आणि 'शैवज' म्हणजे मागासलेले किंवा जंगली लोक. 'आदिमा' किंवा 'जंगली' हे शब्द आदिवासींचे मागासलेपण, अज्ञान किंवा अगदी निष्पापपणा दर्शवतात. आदिवासी या शब्दाला निश्चित अर्थ देणे हे मानववंशशास्त्रातील अजूनही न सुटलेले कोडे आहे. आंतरराष्ट्रीय कामगार संघटनेने शिफारस केली आहे की आदिवासींना स्वदेशी संबोधले जाईल कारण आदिवासी संस्कृती इतर संस्कृतींच्या संपर्कातून स्वतंत्रपणे तयार होते. अलीकडे त्यांना निरक्षर समाज म्हणून संबोधण्याची शिफारसही करण्यात आली आहे. आदिवासी बोलींना लिपी नाही. त्यामुळे आदिवासी समाज निरक्षर आहे. अलीकडच्या मानववंशशास्त्रीय लेखनात आदिवासी समाजांना निरक्षर समाज असे संबोधले जाते.

आदिवासी दृष्टीकोन आणि अभ्यास:

भारतीय संस्मरणात आदिवासी जमातींचा उल्लेख आढळतो. संस्मरण त्या अनुलोम-प्रतिलोमा संकरित आहेत असे म्हणतात. पण त्यातील शबर, रक्षा, निषाद, किरात हे अनेक जातीचे नसून आदिवासी होते त्यामुळे त्यांना हीन दर्जा मिळाला. रामायणात किरात, निषाद, शबर इत्यादी आदिवासींचा उल्लेख आहे. किरात बेटावर राहतात, कच्चे मासे खातात आणि खाली मानवी शरीर आणि वर वाघाचे शरीर असा उल्लेख आहे. निषाद म्हणजे जंगलात राहणारे लोक. पुलिंदा आणि किरात हे हिमालयात राहणारे आदिवासी असल्याचा उल्लेख महाभारतात आहे. एकलव्याची कथा सर्वश्रुत आहे. चेदी राजांच्या नंतरच्या शिलालेखांमध्ये धीरू नावाच्या टोळीने कलचुरी राजाविरुद्ध बंड केल्याचा उल्लेख आहे.

भारताच्या इतिहासात अशी अनेक उदाहरणे आहेत जिथे आदिवासी जमाती स्थानिक राजांच्या वतीने लढल्या. शिवाजी महाराजांना रामोशी व कोळी जमातींची बरीच मदत मिळाली. आदिवासींवर अत्याचार करणाऱ्यांविरुद्ध अनेक बंडखोरी झाल्या. १७७८ ते १९४७ या काळात आसाम, बिहार, मध्य प्रदेश आणि आंध्र प्रदेशात सुमारे ७५ दंगली झाल्या. यातील बहुतांश ब्रिटिश राज्यकर्त्यांच्या विरोधात होते. महाराष्ट्रातही भिल्लांनी इंग्रजांविरुद्ध उठाव केला. अमेरिकेचा शोध लागल्याने पाश्चिमात्य देशांचे लक्ष आदिवासींकडे वळले. युनायटेड स्टेट्समधील वसाहतवाद्यांना स्थानिक लोकांशी सतत युद्धे करावी लागली. त्यावेळी युरोपमध्ये जमातींच्या स्थितीबाबत बराच वाद झाला होता. माँटेग्रे यांनी आदिवासी संस्कृतीत ढवळाढवळ न करण्याचा सल्ला दिला. त्यांच्या मते आदिवासी हे रानफुलांसारखे रानटी आहेत. सतराव्या शतकात आदिवासींच्या सुखी जीवनावर आधारित अनेक उत्कृष्ट साहित्य लिहिले गेले. १६४० मध्ये, वॉल्टर हॅमंडने घोषित केले की मादागास्कर बेटावरील लोक जगातील सर्वांत आनंदी आहेत. प्रसिद्ध फ्रेंच लेखक रुसो यांनी जंगली आदिम माणसाच्या स्वतंत्र काल्पनिक जीवनाची कल्पना मांडली आणि तेव्हापासून नोबल सेव्हेज या शब्दाला लोकप्रियता मिळाली. पुढील शतकातील कॅप्टन नाकुक आणि इतर प्रवाशांच्या प्रवासवर्णनातही हाच आवाज प्रतिध्वनी आहे. कॅप्टन कुक म्हणतो की, ऑस्ट्रेलियातील आदिवासी युरोपियन लोकांपेक्षा जास्त आनंदी आहेत. जसजसा युरोपियन साम्राज्यवाद पसरला, तसतसे ख्रिश्चन मिशनऱ्यांचे कार्यही पसरले. ख्रिश्चन मिशनऱ्यांनी वसाहतवाद्यांना धर्मांतर करण्यास प्रवृत्त केले. साम्राज्यवाद आणि ख्रिश्चन धर्माच्या प्रसारामुळे, आदिवासी संस्कृतीचा अधिकाधिक अभ्यास सुरू झाला आणि त्यांच्यामध्ये धर्माचा प्रसार सुलभ करण्यासाठी, त्यांच्या चालीरीतींचा कठोरपणे अभ्यास केला गेला. पूर्वी अनेक प्रवासवर्णनातून दिलेल्या माहितीच्या आधारे आदिवासी संस्कृतीचा थोडासा परिचय होत असे. सर्वसामान्यांना अतिशय वेगळ्या आदिवासी दृष्टिकोनाचे वर्णन मनोरंजक वाटले. डार्विनने १८५९ मध्ये जैविक उत्क्रांतीचा सिद्धांत मांडला, त्याचप्रमाणे हर्बर्ट स्पेन्सरने सामाजिक संस्थांचा उत्क्रांतीचा सिद्धांत मांडला. साहजिकच मानवाचा विकास कोणत्या ना कोणत्या सिद्धांतानुसार झाला असावा. जर मानव एकाच प्रजातीचे असतील तर त्यांच्या संस्कृती वेगळ्या का आहेत? या प्रश्नाचे उत्तर शोधण्याचा प्रयत्न करण्यात आला. आदिवासी संस्थांच्या अभ्यासामुळे मानवी संस्थांच्या उत्पत्तीची आणि विकासाची निश्चित कल्पना येईल, असे प्राचीन मानववंशशास्त्रज्ञांचे मत होते, कारण आदिवासी समाज अशा खोऱ्यांमध्ये शतकानुशतके आधुनिक संस्कृतीपासून दूर राहत होता. त्या संदर्भात अमेरिका, आफ्रिका, आशिया आणि ऑस्ट्रेलियातील आदिवासी संस्कृतींचा अभ्यास करण्यात आला. मानववंशशास्त्राची तत्त्वे या अभ्यासावर आधारित आहेत. लुईस मॉर्गन या अमेरिकन मानववंशशास्त्रज्ञाचा

असा विश्वास होता की आदिवासी संस्कृतीत साम्यवादी अर्थव्यवस्था आणि सामाजिक व्यवस्था आहे. ही कल्पना मार्क्सवाद्यांनी मान्य केली, परंतु नंतरच्या जमातींच्या तपशीलवार अभ्यासाने ती निराधार असल्याचे सिद्ध केले. मानववंशशास्त्राने आदिवासींच्या अभ्यासाला महत्त्व दिले आहे. मानववंशशास्त्रज्ञांच्या मते, आधुनिक जटिल संस्कृतींचा अभ्यास करण्यापेक्षा जमातींच्या साध्या आणि सरळ संस्कृतींचा अभ्यास करणे अधिक योग्य आहे. याचे कारण असे की साध्या संस्कृतींच्या अभ्यासामुळे मानवी वर्तनाची मूलभूत तत्त्वे शोधणे आणि त्यावर आधारित जटिल संस्कृती समजून घेण्याचा प्रयत्न करणे सोपे आणि अधिक उपयुक्त बनते. मानवी समाजातील सर्व घटकांच्या समान विकासासाठी आदिवासींनीही प्रगती केली पाहिजे या मानवतावादी दृष्टिकोनाच्या अनुषंगाने आदिवासींच्या अभ्यासाला अलीकडे महत्त्व प्राप्त झाले आहे.

भारतिय आदिवासी:

आफ्रिका खंडानंतर भारतामध्ये आदिवासी जमातींची संख्या दुसऱ्या क्रमांकावर आहे. १९६१ च्या जनगणनेनुसार, आदिवासींची संख्या २,९८,४६,३०० होती, जी भारताच्या एकूण लोकसंख्येच्या 6.8 टक्के आहे. यातील निम्मे आदिवासी मध्य प्रदेश (६६ लाख), ओरिसा (४२ लाख) आणि बिहार (४२ लाख) मध्ये आहेत. याशिवाय गुजरात (२७ लाख), राजस्थान (२३ लाख), आसाम (२० लाख), महाराष्ट्र (२४ लाख), पश्चिम बंगाल (२० लाख) आणि आंध्र प्रदेश (१३ लाख) येथेही आदिवासींची संख्या मोठी आहे. नागालँड, मेघालय आणि अरुणाचल प्रदेश ही आदिवासी राज्ये आहेत. भारतीय राज्यघटनेनुसार जमातींना अनुसूचित जमाती म्हणतात. गोंड, संथाल आणि भिल्ल जमातींची प्रत्येकी २.५ दशलक्ष लोकसंख्या आहे. गोंड आदिवासी आंध्र, बिहार, मध्य प्रदेश, महाराष्ट्र आणि ओरिसामध्ये पसरलेले आहेत, संथाल आदिवासी बिहार, ओरिसा आणि पश्चिम बंगालमध्ये पसरलेले आहेत, भिल्ल आदिवासी आंध्र, गुजरात, मध्य प्रदेश, महाराष्ट्र आणि राजस्थानमध्ये पसरलेले आहेत. ओराव, नागा, खोंड आणि मुंडा या आदिवासी जमातींची संख्या ५ ते १० लाख आहे. आदिवासींचे अनेक धर्म आहेत. त्यांचे धर्म इस्लाम, हिंदू, ख्रिश्चन इत्यादी धर्मांपेक्षा पूर्णपणे भिन्न आहेत. ते अनेकदा त्यांच्या पूर्वजांची, गावाची आणि निसर्गाची पूजा करतात. निसर्गाशी संबंधित असलेल्या पर्वत, नद्या, प्राणी इ. ते वेगवेगळ्या ठिकाणांशी संबंधित आहेत आणि तेथे राहतात असे मानले जाते. गावाच्या हद्दीतील पवित्र द्राक्ष बागांमध्ये गावातील आत्म्यांची पूजा केली जाते तर पितरांची घरी पूजा केली जाते. आदिवासींवर त्यांच्या सभोवतालच्या बौद्ध आणि ख्रिश्चन धर्मांचा आणि शाक्त, वैष्णव, भक्ती इत्यादी पंथांचा प्रभाव आहे. पण विविध राज्यांमध्ये प्रचलित असलेल्या प्रबळ धर्मांवरही आदिवासींच्या धर्मांचा प्रभाव पडला आहे हेही खरे आहे. ओरिसातील जगन्नाथ पंथ आणि बंगाल आणि आसाममधील शक्ती आणि तांत्रिक परंपरा ही त्याची उदाहरणे आहेत. एकोणिसाव्या शतकात अनेक आदिवासी जमातींनी ख्रिस्ती धर्म स्वीकारला, जो आधुनिक आदिवासी इतिहासातील महत्त्वाचा धर्म बनला आहे.

भौगोलिकदृष्ट्या, भारतातील आदिवासी चार प्रमुख गटांमध्ये विभागले जाऊ शकतात-

➢ उत्तर आणि ईशान्य:

•   प्रामुख्याने या भागात भुतिया, थारू, लेपचा, नागा, गारो, खासी, डफला, कुकी, अबोर मिकीर इ. जाती येतात. भूटिया आणि थारू जमाती उत्तर प्रदेशच्या उत्तर सीमा भागात राहतात. लेपचा सिक्कीम आणि भारत-सिक्कीम सीमा. इतर जमाती आसाम-उत्तर-पूर्व सीमा आणि नागा आदिवासी याच भागात राहतात.

➢ **मध्यम विभाग:**

▪ या भागात आदिवासींची संख्या सर्वाधिक आहे. बिहारमधील संथाल, मुंडा, ओराव, बिरहोर, ओरिसा बोंडो, खोंड, सावरा आणि जुआंग, मध्य प्रदेशात गोंड, बैगा, कोल, कोरकू, भुजिया इ. राजस्थानातील भिल्ल आणि दख्खनच्या पठारावर चेंचू, कोलम, कोया इ. आदिवासी जमाती प्रसिद्ध आहेत.

➢ **पश्चिम विभाग:**

▪ या विभागामध्ये सह्याद्री प्रदेशात राहणाऱ्या आदिवासी जमातींचा समावेश होतो. यामध्ये वारली, कातकरी, महादेव-कोळी, ठाकूर, भिल्ल यांचा समावेश आहे. याशिवाय आंध, कोलाम इ. जमाती आहेत. गुजरातमध्ये वारली, भिल्ल, दाबला, वाघरी इत्यादी जमाती आहेत.

➢ **दक्षिणेकडील प्रदेश:**

▪ या भागात अनेक अल्पसंख्याक आदिवासी राहतात. यामध्ये तोडा, बडागा, कोरा, इरुला, कुरुंबा, एरवलन, अदियन, अरंडन इत्यादींचा समावेश होतो. त्रिपुरा, मणिपूर, अंदमान आणि निकोबार बेटे देखील अनेक आदिवासींचे निवासस्थान आहेत. भारतात ३०० हून अधिक आदिवासी जमाती आहेत.

निष्कर्ष:

❖ आदिवासी जमाती एका विशिष्ट भागात राहतात आणि ते क्षेत्र प्रगत समाजाच्या क्षेत्रापेक्षा लहान असते. आदिवासी भाग इतर प्रगत समुदायांपासून दूर किंवा जंगलात असते आणि रस्ता नसल्याने हा परिसर दुर्गम असतो.

❖ आदिवासी जमाती सामान्यतः आंतरविवाहित असतात आणि विवाहबाह्य कुळांमध्ये विभागल्या जातात. समाजातील गट लहान आहेत आणि ते नातेसंबंधांवर आधारित आहेत. या गटांचे सदस्यत्व आधुनिक समाजातील कोणत्याही क्लब सदस्यत्वासारखे ऐच्छिक नाही.

❖ प्रत्येक आदिवासी जमातीची स्वतंत्र पंचायत असते. आदिवासी समाजावर पूर्णपणे पंचायत किंवा त्यांच्या प्रमुखाचे नियंत्रण असते.

❖ आदिवासी जमातींची अनेकदा वेगळी भाषा किंवा बोली असते.

❖ आदिवासींचा धर्म प्रादेशिक म्हणजेच त्यांच्या राहण्याच्या ठिकाणापुरता मर्यादित आहे.त्यांची तीर्थक्षेत्रेही त्यांच्या परिसरात आहेत.

❖ प्रत्येकजण सर्व प्रकारची कामे करतो. शिवाय, आदिवासी अर्थव्यवस्थेत उत्पादनाची साधने प्राथमिक आहेत. मूलभूत साधने जसे की हातोडा, विळा इ. उत्पादन कमी असल्याने बाजारपेठ नाही. त्यांची अर्थव्यवस्था मुख्यतः चलन आधारित आणि वस्तु विनिमय आधारित आहे.

❖ आदिवासी समाजात परंपरेला प्राधान्य दिले जाते. एका पिढीकडून दुसऱ्या पिढीला कथा, कविता, नृत्य इत्यादी सांगण्याची परंपरा ते जपतात.

❖ आदिवासी धर्मात निसर्गपूजा, जादू यांसारख्या उपक्रमांना महत्त्व आहे.

❖ आदिवासी समाजात परंपरा आणि सामाजिक नियंत्रणावर भर असल्यामुळे सर्व लोक सारखेच वागतात. दैनंदिन जीवनात काही विशिष्ट कृतींमुळे सवयी आणि प्रथा तयार होतात.

❖ आदिवासी समाज बहुतांशी आत्मकेंद्रित असतात; त्यांचे आत्मकेंद्रित होणे स्वाभाविक आहे कारण त्यांचे आर्थिक, सामाजिक आणि धार्मिक जीवन शतकानुशतके बाहेरील संपर्कापासून अलिप्त राहिले आहे.

समारोप:

सर्वसामान्य समाजात आदिवासींबद्दल भयंकर कुतूहल आहे. ते मोकळ्या मनाचे लोक आहेत असा समज आहे. जगातील सर्व समाज प्रथम आदिवासी होते. पुढे तो ग्रामीण समाज बनला. नंतर, राज्याच्या आगमनाने, राजधानी आणि व्यापार क्षेत्रे उद्भवली, अशा प्रकारे मानवी सभ्यतेची सुरुवात झाली. प्रख्यात मानववंशशास्त्रज्ञ रॉबर्ट रेडफिल्ड यांचे मत आहे की औद्योगिक क्रांतीनंतर मानवी समाजाची वाटचाल पूर्ण सभ्यतेकडे सुरू झाली आहे. आधुनिक काळात, यामुळेच जंगलतोडीची प्रक्रिया सुरू झाली आणि आदिवासी समाजाचे ग्रामीण समाजात रूपांतर सुरू झाले. दुसरीकडे, निसर्गाच्या सान्निध्यात मुक्त असलेले, आधुनिक जगाशी संपर्क साधून भ्रष्ट न झालेल्या आदिवासींचे जीवन आनंदी आणि अनुकरणीय आहे, या विचारावर पाश्चात्य साहित्यातही भर दिला जातो. आधुनिक युगात सभ्यतेचा प्रगतीशील विकास असूनही, विज्ञान लोकांना नैसर्गिक सुखांपासून दूर ठेवते. विज्ञानाने निर्माण केलेली मानसिक वेदना ही शारीरिक वेदनांपेक्षा मोठी आहे. अर्थात, आदिवासींच्या जीवनातील सुखांना साथ देणारे फार कमी लोक आहेत. कोणत्याही समाजाचा भूतकाळ खूप महत्त्वाचा असतो. आदिवासींच्या संदर्भात विचार केला तर प्रश्न अधिक तीव्र होतो की, त्यांना आदिम मानवी सभ्यतेच्या पुरातन वास्तू म्हणून आदिम राहणीमानात एकटे ठेवायचे की आधुनिक विज्ञान आणि तंत्रज्ञानाच्या प्रगतीत सामावून त्यांना संधी द्यायची ? हा प्रश्नही तितकाच महत्त्वाचा आहे की, त्यांच्या विकासाच्या नावाखाली त्यांना आधुनिक गुंतागुंतीच्या राजनैतिक आणि समाजव्यवस्थेसमोर उद्ध्वस्त करण्यासाठी सोडायचे की त्यांना नव्या वातावरणात मुक्तपणे वावरण्याची पुरेशी संधी द्यायची?

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ग्रामीण विकास

प्रा. डॉ. विलास के घाटुर्ले

शि.म.श्री.कृ. झोटींग पाटील कला, वाणिज्य

व सायन्स महाविदयालय, समुद्रपूर जि. वर्धा

सारांश -

मानव हा समाजशील प्राणी आहे. मानवी समाजाचे मूळ स्वरूप ग्रामीण जीवन आहे. खेडयातूनच शहराचा उदय व विकास होतांना दिसून येतो ग्राम हाच मानवी संस्कृतीचा मूळ आधार आहे ग्रामीण समुदाय हे निश्चित उदेशांच्या पूर्तीकरीता काही महत्वाचे कार्य करतात त्यात सामाजिक, सांस्कृतिक, आर्थिक, राजकीय असे प्रकारचे कार्य केलेजाते.

ग्रामीण विकासाची संकल्पना स्थळ, काळ व परिस्थितीनुसार सतत बदलत असते.

व्याख्या – श्री एस. के.डे यांनी ग्रामीण विकासाची संकल्पना पुढीलप्रमाणे केली आहे की, पशुपालन,सहकार, सार्वजनीक आरोग्य, शिक्षण, सामाजीक प्रगती, दळवळण ग्रामपंचायत उदयोग व इतर ज्या घटकांचा भारतातील लोकसंख्येच्या 10 टक्के ग्रामीण भागाशी संबंधीत आहे. त्यांचा समावेष ग्रामीण विकासामध्ये होतो.

ग्रामीण आणि नागरिक समुदायाचा विकास झाला तरच संपूर्ण देशाचा विकास होऊ शकतो. मा जवाहलाल नेहरूच्या मते जोपर्यंत ग्रामीण आणि नागरीक समाजाच्या विकास कार्यक्रमात संलग्रता येत नाही तोपर्यंत संपूर्ण भारताचा आर्थिक सामाजिक विकास होऊ शकत नाही.

मा गांधीजीच्या मते भारत हा खेडयांचा देश आहे जोपर्यंत खेडयांना लक्षात घेउन कोणत्याही योजना राबवीत जात नाही तोपर्यंत भारचा विकास होऊ शकत नाहीत सामुदायीक विकास योजनेचे उददेश भूमिका यं.णा व उपायांचे पालन केल्यानंतर ग्रामीण विकास होऊ शकतो.

प्रस्तावना –

मानव या समाजशील प्राण्याचा विकास समाजातचे झाला आहे प्राचीन काळात मानवाची भटकी व शिकारी अवस्था संपल्यानंतर तो पशुपालन करु लागला. पशुपालनाच्या अवस्थेनंतर तो एकाच ठिकाणी स्थीर होऊन शेती करू लागला शेतीसाठी पशुचा उपयोग होऊ लागलाच त्याची भ्रामंती संपली व मानवाचे स्थीर जीवनाला स्थीरता आली अशा स्थिर जीवनातमन. तो एकाच ठिकाणी घरदार करून राहू लागल्यामुळे खेडयांची उत्पती झाली. ह्या स्थीरता आली जीवनात मानव कृषी, पशुपालन ह्या कामावरोबर छोटे मोइे कुटीर उदोगही कय् लागले. म्हणजे मानवी समाजाचे मुल स्वरूप ग्रामीण जीवन आहे.

खेडयातुनच शहराचा उदय व विकास होतांना दिसून येते. कारण ग्रामीण भागातून शिक्षणासाठी उदोगधदयासाठी व्यवसाय करण्यासाठी शहराकडे मोठया प्रमाणात लोक येतात. त्यातून शहराचा उदय होत जातो आज जी मोठ मोठी शहरे निर्माण झाली त्याचेही मुळ ग्रामीण आहे. अर्थात ज्या खेडयांचे परिवर्तित व विकसित रूप म्हाणजे शहर होय.

व्याख्या –

लॉरी नेल्साने यांच्या मते   "Upto the comparatively recent times the story of man is larely the story of rural aman"

मानवी जीवनाचा खरा आधार, खरा पाया ग्रामीणच आहे ग्राम हाच मानवी संस्कृतीचा मुळ आधार आहे. भारत हा खेडयांचा देश असल्यामुळे व बहु संख्या लोक खेडयातच राहत असल्यामुळे आजही कृषी हाच भारताचा प्रमुख व्यावसाय आहे बहुसंख्या लोक हात गुंतलेले आहे असे म्हणावेस वाटते

ग्रामीण समुद्राय हया निश्चित उदेशांच्या पूर्तीकरीता कार्य करीत असतात की, सामाजीक सांस्कृतीक आर्थिक, राजकीय इत्यादी क्षत्रामध्ये कार्य केला जाते ग्रामीण समुदायातील बहूतांश लोकांचा व्यावसाय हा कृषी संबंधित आहेत. भारताचा विकास करासचा असेल तर नागरी समुदायाप्रमाणे ग्रामीण समुदायाचा विकस करणे महत्वाचे आहे. विकास म्हणजे आर्थिक, मासाजीक, सांस्कृतीक, शैक्षणिक यासर्वच क्षेत्राचा विकास ख-या अर्थाने भारतीय समाजाचा विकास झाला असे म्हणे योग्या ठरेल

ग्रामीण विकासाची संकल्पणा स्थल, काळ व परिसिथतीनुसार सतत बदात असते.

1) श्री एस.के.डे यांनी ग्रामीण विकासाची संकल्पना पुढीलप्रमाणे केली आहे की "कृषी पशंपालन, सहकार, सार्वजनीक आरोग्या, शिक्षण, सामाजीक प्रगती, दळवळण, ग्रामपंचायत, उदोग व इतर ज्या घटकांची भारतातील लोकसंख्याचा 20 टक्के ग्रामीण भागाशी संबंधीत आहे त्यांचा समावेश ग्रामीण्र विकासमध्ये होतो

2) भारतीय नियोजन मंडळाने असे म्हटले आहे की ज्या प्रक्रीयामुळे जनतेचा आर्थिक व समाजिक जीवनात सुधारणा घडवून आणली जाते त्या प्रक्रियेस ग्रामीण विकास असे म्हणता येईल

ग्रामीण आणि नागरी समुदायाचा विकास झाला तरच संपूर्ण देषाचा विकास घडून येईल मा जवाहरलाल नेहरू च्या मते जोपर्यंत ग्रामीण आणि नागरीक समाजाचा विकास कार्यक्रम संतुलन होत नाही तोपर्यंत संपूर्ण भारताचा आर्थिक सामजिक विकास होउ शकत नाहीत.

मण् गांधीजीच्या मते भारत हा खेडयाचा देश आहे जोपर्यंत खेडयांना लक्षात घेउन कोणत्याही योजना राबवील्या जात नाही. तोपर्यंत देशाचा विकास शक्यनाही यासर्व गोष्टीचा विचार करुन भारत सरकारने सामुदायिक विकास योजनाचा कार्यक्रम आखला पाहिजे. कल्याणकारी राज्याची सकल्पणा साकारण्यासाठी शेतीप्रधान अर्थव्यवस्था आणि ग्रामीण सामाजिक पूर्णबांधनी करण्यासठी सामुदायीक विकास कार्यक्रमाची आखणी करुन 2 ऑक्टोबर 1952 पासून या योजनेची सुरुवात करण्यात आली.

सामुदायीक क्रार्यकमाची सुरुवात अमेरीके नंतर ही योजना 1952 पासून भारतात सुरु केली गेली. देशात 55 समुदायीक विकास कार्यक्रम लागू करण्यात आलेत त्यावेळी अन्न उत्पादन शोध समितीने खेडयांच्या सर्वांगीण विकासा करिता एक राष्ट्रीय विस्तारा संघटना स्थापन करण्याची शिफारस केली या शिफारसीमुळे सामुदायीक विकास योजनेचा परसंडा रोवला गेला.

ग्रामीण भागात राहण्या-या सर्व लोकांचा विकास म्हणजे सामुदायिक विकास योजना होय. ग्रामीण भागातील लोकांना प्रेरणा देऊन त्यांना आर्थिक मदत करून त्यांच्याकडून त्यांच्या भागाचा विकास करणे हे सामुदयिक विकास योजनेचे ध्येय आहे.

सामुदायीक विकास योजनेचे उदेश –

१. ग्रामीण समुदायाचा सर्वांगीण विकास करणे.

२. ग्रामीण व्यक्तीमध्ये समुदायीक भावनाचा प्रचार व प्रसार करणे.

३. ग्रामीण व्यक्तीमध्ये सामाजिक जबाबदारीची जाणिव निर्माण करणे.

४. स्थानीक लोकांमध्ये कार्य करणा-या प्रवृतीचा विकास करणे.

५. स्थानीय संस्थाना प्रोत्साहन देणे ज्यामुळे त्या संस्था ग्रामीण पुननिर्माणचा कार्यामध्ये मदत करू शकतील.

६. उत्पादनाचा साधनाचा विकास करणे.

७. शिक्षणाचा पुरेसा प्रचार करणे.

ग्रामीण पुननिर्माणात सामुदायीक विकास योजनेची भूमिका :

सामुदायीक विकास योजनेमुळे ग्रामीण समाजाच्या आर्थिक आणि सामाजिक जीवनात आमुलाग्र परिवर्तन घडून आले. ग्रामीण पूननिर्माणामध्ये सामुदायिक विकास कार्यक्रमाला विशेष महत्वा दिला जाते. यात खालील बाबीचा विचार करण्यात येतो.

1) कृषी व भूमीसंबंधीत विकास करण्यात आला आहे.

2) कुटीरदोगांना प्रोत्साहान देण्यात येतो.

3) आरोग्य विषयक सोयी करण्यावर भर दिला जातो.

4) शिक्षणाचा प्रसार करण्यात येतो.

5) दळणवळणाच्या साधनाचा विकास केला जातो.

6) गृहनिर्माणाची व्यवस्था केली जाते.

7) सामुदायीक विकास योजनेव्दारे समाज निमाणाचे विशेष कार्य करण्यात येते.

या मुद्यांवरून असे लक्षात येते की, कृषी व भूमीसंबंधी विकास करतांना सामुदायीक विकास योजनेव्दारे पडीत जमीन लागवडीखाली आणने एकाच जमिनीत अनेक पिके घेण्याची सोय करणे, ओलीताच्या सोयी करणे, खताचा पुरवठा करणे, वीजेची व्यवस्था करणे. चांगल्या किटकनाशकांचा वापकरणे जैविक शेती करणे, शेनखताचा वापर करणे, पशुची सुधारणा करणे आधुनिक पध्दतीची उपकरणे पुरविणे इत्यादी कार्य केले जाते त्याचप्रमाणे शेतक-यांना विविध बॅकाव्दारे सहाय्यता करणे. विविध तंत्रज्ञानाचा साहयाचे ज्ञान देणे आणि ग्रामीण भागातील लोकांना मागदर्शन करणे अशा प्रकारची कार्य केले जातात

निर्मित वस्तुचे वस्तुचे वितरणाचे कार्य सामुदायीक विकास योजनाव्दारे करण्यात आले आहे. ग्रामीण भागातील लोकांना बराच वेळ रिमाका असतो. त्यामुळे छोटे छोटे व्यावसाय केले जाते उद. कुकुट पालन, बकरी पालन करणे, दुग्धाचा व्यवसाय करणे ग्रामीण भागात सहकारी संस्था स्थापन करने व्दारे संस्थाव्दारे शेतक-यांना कर्ज पुरवठा करणे दत्यादी प्रमाणे कुटीर उदग आणि सहकारी संस्थामुळे ग्रामीण भागातील बेकारी कमी करण्याचा मोठया प्रमाणात प्रयत्न केला जातो.

ग्रामीण समाजात आरोग्याची काळजी घेतांना असतांना पिण्याच्या पाण्याची सोय, सांडपाण्याची व्यवस्था, गटारे व नाल्या बांधणे, ग्राम सफाई, शोष खड्डे तयार करणे, निधूर चुलीची सोय करणे, गोबर गॅस सोय करणे, प्रथमोपचार केंद्रा असणे, दवाखाण्याची व्यावस्था करणे इत्यादी गोष्टींची व्यवस्था करण्यात यावे त्याच बरोबर ग्रामीण भागातील लोकांना आहारासंबंधी मार्गदर्शन करण्यात येत तसेच रोग प्रतिबंधक योजनाचा विचार करण्यात येतो.

खेडयात प्राथमिक शिक्षणाची व्यवस्था करण्यात आली पाहिजे आधुनिक काळात पूर्व माध्यामिक आणि माध्यामिक उच्चा शाळा आहेत मोठया खेडयात तांत्रिक शिक्षणची सोय आहेत. ग्रामीण भागात समाज शिक्षणाबरोबर व प्रौढ शिक्षणाच्या योजना राबविण्यात आल्या पाहिजेज. त्याच बरोबर दळणवळणाच्या सोयीचा अभाव ग्रामीण भागात दिसून येतो. ग्रामीण भागत कच्चा व पक्के रस्ता तयार करणे, पुलांची सोय करणे, बस वाहतुकीची आणि रेल्वे वाहतुकीची सोय करुन खेडयांना शहराशी जोडण्यात आले आहे.

शासनाने व्दारे खेडयातील कच्चा घराऐवजी पक्की घरे बांधण्यास उत्तेजन देण्यात येते त्यासाठी त्यांना आर्थिक मदत दिली जाते. आणि आदिवासी, अनुसूचित जातीच्या लोकांना घरे बांधण्यासाठी विशेष सवलती दिल्या जातात. ग्रामीण भागात कुटीरउददोगांना प्रोत्साहन देण्यात येते ग्रामीण युवकांना विविध प्रकारचे प्रशिक्षण देउन स्वत:चा उद्योगधंदा सुरु करण्यासाठी शासनाव्दारे आर्थिक आणि तांत्रिक मदत देण्यात येते सामुदायीक विकास योजनेव्दारे मुले, मुली, युवक प्रौढ आणि महिलासाठी वेगवेगळे उपक्रम राबविले जातात.

एकात्मिक ग्रामीण विकास कार्यक्रमाचा प्रस्ताव 1976-77 मध्ये केंद्रीय अर्थसंकल्पामध्ये ठेवण्यात आला. 2 आक्टोबर 1980 पासून हा कार्यक्रम सर्वच विकास खंडाकरीता लागू करण्यात आला या कार्यक्रमाचा उदेश गार्रमीण भागातील दारीद्रयरेषाखालील असलेल्सा गरीब कुटुंबाना मदत करुन त्यांचे उत्पन्न वाढविणे हा आहे भारत सरकारणे अनेक महत्वाची पावले उचलली आहे. ज्या कुंटुबाचे आर्थिक उत्पन्न 4800/- पेक्षा कमी आहे. त्या कुंटुबांना सरकातर्फे विविध प्रकारची मदत दिली जाते ही योजना सुरु झल्यापासून मार्च 1998 पर्यंत 5 कोटी 27 लाख कुंटुबांना एकूण 30871 कोटी रुपयांची मदत देण्यात आली.

एकात्मिक ग्रामीण विकास कार्यकमाचे उेदश –

1) गरीबाना रोजगार उपलब्धा करुन देणे.
2) ग्रामीण लोकांच्या उत्पन्नामध्ये वृध्दी करण्यासाठी उत्पादन साधनांची मदत करणे
3) संपूर्ण ग्रामीण समाजाच्या प्रगती आणि विकासाकरीता एकीकृत कार्यक्रम तयार करणे
4) ग्रामीण बेरोजगार व्यक्तीकरीता कुटीर आणि लघु उदोग धंदे स्थापन करणे.
5) एकत्मिक कार्यक्रमाच्या अंतर्गत अनुसूचीत जाती आणि अनुसूचीत जमातीच्या कुंटुबाच्या उत्पादनाकडे विशेष लक्ष देणे.
6) दारीद्रय रेषेखालील असलेल्या ग्रामीण लोकांचा आर्थिक स्तरा वाढावा या करीता विशेष प्रयत्न केले जातात.
7) दारीद्रय रेषेखालील लोकांना आर्थिक अनुदान आणि आर्थिक कर्ज देण्याचे उदिष्टा देखील ठरविण्यात येते.
8) गरीब ग्रामीण व्यक्तींना वेगवेगळे प्रशिक्षण देणे. ज्यामुळे जे उत्पादक कार्यामध्ये स्वावलंबी बनू शकतील आणि स्वयं रोजगाराच्या योजना यशस्वी होऊ शकतील.
9) शेतीचे कामे ज्या काळात नाहीत, त्याकाळात ग्रामीण बेरोजगारांना रोजगारांच्या संधी प्राप्त करून देणे या कामाच्या बदल्यात अन्न देण्याची योजना लागू करण्यात आली.
10) ग्रामीण समाजाच्या परंपरागत मानसिकतेमध्ये बदल घडवून आणणे तसेच त्यांना प्रगतीशील बनविणे.

राष्ट्रीय ग्रामीण युवक स्वा-रोजगार प्रशिक्षण योजना –

ग्रामीण समाजातील समस्यापैकी बेरोजगारी एक महत्वाची समस्या आहे. ग्रामीण बेरोजगारांच्या संख्येत सतत मोठया प्रमाणात वाढ होत आहे. ही समस्या सोडविण्यासाठी "ग्रामीण स्वा-रोजगार प्रशिक्षण कार्यक्रम" 1975 पासून सुरू करण्यात आला. या योजने 18 ते 35 वर्षाच्या युवकांना सामील करुन घेतल्या जाते या कार्यक्रमा साठी निवड होणा-या युवकांच्या कुंटुबाचे वार्षिक उत्पन्न 3500 रुपयापेक्षा कमी असावे. निवड झालेल्या युवकांना विविध प्रकारच्या उदोग धंदयाचे प्रशिक्षण दिले जाते. प्रशिक्षणानंतर प्रत्येक प्रशिक्षार्थीना आपला व्यवसाय सुरु करण्यासाठी 3 हजार रुपयांपर्यंत सुट देण्यात येते. 1998-99 मध्ये या

कार्यक्रमासाठी 60 कोटी रुपये खर्च करण्यात आले या योजने अंतर्गत प्रशिक्षणार्थींना रोजगार सुरु करण्यासाठी कोणत्याही बँकेकडून 6000 रुपयाचे कर्ज देण्याची व्यवस्था केली जाते.

ग्रामीण क्षेत्रातील महिला आणि मुलांचा विकास –

ग्रामीण क्षेत्रातील महिला आणि मुलांचा विकास करण्यासाठी ही योजना सुरु करण्यात आली आहे महिलांच्या परिस्थितीत सुधारणा घडवून आणने हा या योजनेचा मुख्य उदेश आहे. ही योजाना लोगू करण्यासाठी अशा जिल्हाची निवड करण्यात येते जीथे साक्षरतेचे प्रमाण अतिशय कमी आहे व मुलांचा मृत्य दर अधिक आहे. या योजनेतंर्गत 5 ते 10 महिलांचा कार्यक्रमाअंतर्गत एक गट बनविला जातो. हा गट उत्पन्न वाढविणारे काम करतांना दिसून येतो. प्रत्येक गटला 15 हजार रूपये दिले जातात. 6 व्या पंचवार्षिक योजनेच्या दरम्यान या कार्यक्रमाअंतर्गत 3302 महालांचे गट तयार करण्यात आले आहे या गटातील एकूण महिलांची संख्या 52170 इतकी होती. सातव्या पंचवार्षिक योजनेच्या कालावधीमध्ये 28031 महिला बचत गट तयार करण्यात आले. यांची संख्या 4700 लाख होती. 1997-98 मध्ये देशात या कार्यक्रमाच्या अंतर्गत एकूण 7400 महिला गट बणविले होते त्यामुळे ग्रामीण भागातील महिला व मुलांचा विकास झाला आहे.

ग्रामीण रोजगार योजना –

चवथ्या पंचवार्षिक योजनेच्या काळात ऑक्टोबर 1980 मध्ये राष्ट्रीय ग्रामीण रोजगार योजना सुरू करण्यात आली. केंद्र सरकारतर्फे सुरू करण्यात आलेल्या या योजनेचा खर्च केंद्र व राज्य सरकार अर्धा अर्धा करतो. रोजगाराच्या संधी उपलब्ध करून देणे. आणि ग्रामीण क्षेत्रातील लोकांचा जीवन स्तर उंचावणे हा या योजनेचा उदेश आहे. 1983 मध्ये ग्रामीण भूमीहीन रोजगार हमी योजना सुरू करण्यात आली या कार्यक्रमाचा संपूर्ण खर्च केंद्र सरकार करतात खेडयातील भूमीहीन मंजुरांकरीता रोजगाराचा संधी उपलब्ध करुन देणे तसेच खेडयातील प्रत्येक भूमीहीन कुटुबात किमान एका सदस्याला वर्षातून 100 दिवसा रोजगार उपलब्ध करुन देणे. हे या योजनेचे काम आहे. ग्रामीण रोजगार हमी कार्यक्रमावर 6 व्या आणि 7 व्या पंचवार्षिक योजनेत अनुक्रमे 385 कोटी आणि 2412 कोटी रुपये खर्च करण्यात आले. 6 व्या पंचवार्षिक योजनेच्या काळात केंद्र आणि राज्य या दोन्ही क्षेत्रात राष्ट्रीय ग्रामीण रोजगार कार्यक्रमावर 1834 कोटी खर्च करण्यात आले 7 व्या पंचवार्षिक योजनेच्या पहिल्या वर्षातच या कार्यक्रमावर 2940 कोटी रुपये खर्च करण्यात आले होते.

रोजगार हमी योजना –

2 आक्टोबर 1993 पासून "रोजगार हमी योजना" ही नविन योजना सुरु करण्यात आली. ही योजना 366 जिल्हे आणि 2448 विकास खंडामध्ये सुरू करण्यात आली रोजगाराची आवश्यकता असणा-या गावातील गरीबाकरीता सुरु करण्यात आली. गावात राहणा-या 19 वर्षापिक्षा अधिक आणि 60 वर्षापिक्षा कमी सर्व स्त्री-पुरुषाना या योजनेचा लाभ घेता येतो.. जिल्हाधिकारी उपायुक्त हे अंमलबजावणी करणारे अधिकारी म्हणून रोजगार हमी योजनेकरीता पूर्ण जबाबादार असतात.

ग्रामविकास विभागाचा यत्रंणा –

केंद्रीय ग्रामविकास मंत्रालयाकडून 2010 आणि 2011 दोन्ही वर्षाला राज्याशासनाव्दारे एक कोटी रुपयाचे पारितोषीक मिळाले. होते या पारितोषेंकाचे स्वरुप हे देशातील प्रत्येक राज्यात आपल्या स्थानिक स्वराज्या संस्थाकडे किती अधिकार दिले आहेत. भारत सरकारच्या केंद्रीय ग्रामविकास मंत्रालयाकडून देशातील

विविध राज्यांची पाहणी करुन मार्किटींग केले जाते. ज्या राज्याला जास्ता गुध मिहतील त्या राज्यांना पुरस्कार दिला जातो. 2010 आणि 2011 ला महाराष्टाचा देशात तिसरा क्रमांक लागतो. देशात केरळ या राज्याचा पहिला क्रमांक आहे. केरळ येथे विकेंद्रीत व्यावस्थेतचा पूर्ण स्विकार केला आहे. केरळ लहान राज्या असल्यामुळे तेथील गांवाची संख्या ही 960 आहे तर महाराष्टात जवळपास 28 हजार गावे आहेत केरमध्ये गावाना त्यांचे पूर्ण बजेट तयार केले जाते व शासन त्यास तवढा निधी दिला जातो गावाच्या विकासचा अर्थसंकल्पा गावातच तयार करण्यात येतो.

संपूर्ण महाराष्टातील ग्रामपंचायतीमध्ये आता पंचायती ही शासनाची अभिनव कल्पना राबवीली जाणार असल्याने आता ग्रामपंचायतचा नियोजनबध्द ग्रामीण विकासाला चालना मिळणार आहे. ग्रामविकासमध्ये ग्रामपचायतीची भूमिका फार महत्वाची राहणार आहे.

मुंबई ग्रामपंचायत अधिकनियम 1958 नुसार ग्रामपंचायतीत 78 विषय ग्रामसुचित दिलेले आहेत. 73 व्या घटना दुरुस्तीनंतर ग्रामीण विकासाचे कर्तव्य व जबाबदा-या पार पाडून नियोजनबध्द व शाश्वत विकास व्हावा म्हणून राज्य शासनाने ग्राम पंचायत ही संकल्पना गावाच्या विकासाकरीता पुढे आणली. सर्वसाधारपणे ग्रामपंचायत प्रत्येक महिण्यात कोणती कामे करु शकतील हे पंचायत योजनेमुळे स्पष्ट होऊ शकते. पंचायतमध्ये मार्च ते एप्रिल या वर्षभराचा अहवाल सादर केला जातो वर्षभरात केलेली कामे कधी व कशी केली जावीत या विषय योजना आखली जाते. विविध ठराव, नोंदनी, दुरुस्ती, पीक आराखडा मार्गदर्शन, वृक्ष लागवड, माहिती व प्रचार जलस्वाराज्, पेयजल कार्यक्रम, वेगवेगळया आजाराची तपासणी, लसिकरण, बी-बीयाने दुरुस्ती, डास निर्मुलन सर्व शिक्षा अभियान, औषध फवारणी मोहिम, तक्रार शिबीर सप्ताह, नुकसान उपाययोजना, बिले, स्पर्धा, श्रमदान, दारुबंदी, जयंती, पुण्यातीथी, हरकती, लिलाव, अमंलबजावणी, विज चोरी अशा विषयांनुरुप कामाजाचे वर्गीकरण यामध्ये करण्यात येते. ग्रामविकास, पर्यावरण, पाणी स्वच्छता, आरोग्य अशा क्षेत्रात महत्वाचे बदल घडविण्याचे काम या व्दारे होऊ शकते.

तंटामुक्ती मोहिमेमुळे अनेक गावांची संमृध्दीकडे वाटचाल होते. तंटे मिटविले जावेत व भविष्यात तंटे होणार नाही या दृष्टीकोनातून प्रतिवधात्मक उपाययोजना अमलात आणून शांततापूर्ण रचनात्मक समाजाची जडण घडण व्हावी या महत्वाकांक्षी भूमिकेतून राज्य शासनाने महात्मा गांधी तंटामूक्ती मोहिम सुरु केली. या मोहिमेव्दारे अनेक प्रकरणांचा निपटारा केला जातो. ही मोहिम लोक चळवळ म्हणून राबविली जात असून तंटामुक्त गावांना सन्मानीत करुन बक्षीस देण्याची व्यवस्था आहे. मुनो संघटनेने देखील या अभियानाची दखल घेतली असून या अभियानाचा सखोल अभ्यास करुन सदर योजना विकसनशील गावात राबविण्याचे ठरविले. या मोहिमेच्या अंमल बजावणी साठी राज्स्तरीय, विभागीय, जिल्हा, तालुका आणि गाव पातळीवर समित्या स्थापन झाल्या. आता तर अधिकाधिक तंटे मिटवावीत म्हणून लोकन्यालयाचाही आधार घेतला जातो. त्यामुळे अनेक गावाची वाटचाल शांततेतून समुद्रीकडे होत आहे. शेतकरी, जनता, विमा, योजना व ग्रामउदोग रोजगार योजना या सारख्या योजना लेखील कार्यान्वीत आहे.

निष्कर्ष –

भारताचा ग्राम (खेडा) हा प्रमुख घटक आहे. स्वातंत्याच्या पासून तर 75 वर्षामध्ये खेडयांचा जो विकास व्हायला पाहिजे होते, तो झालेला नाही म्हणून देशाचा विकास झाला असे म्हणता येत नाही. हा देश

स्वातंत्र्यप्राप्ती नंतर ग्राम विकासकडे सरकारने लक्ष दिले. आजपर्यंत अनेक उपक्रम, योजना राबविल्या पण त्या अपेक्षित यश मिळाले नाही.

ग्रामीण विकास का व कशासाठी? या प्रश्नांचे उत्तर शोधताना असे लक्षात येते की, शासनाच्या विविध योजना अमलात आण्णा-या यत्रंणा जेवढया दोषी आहेत. तेवढयाच प्रमाणात ग्रामवासी देखील दोषी आहेत कारण त्यांना विकास कामाबाबत आस्था नाही. प्राचीन भारतात खेडी स्वयंपूर्ण होती. आणि त्याबरोबर ती आतमनिर्भर होती. आजही गामविकास साधायचा असेल तर सरकारने आपल्या कार्यात सातत्य व नियमितता आनणे आवश्याक आहे. कामातील सुशुत्रता टिकुन राहिल्यास देशातील सर्व खेडी लवकरच विकसित होऊ न प्रगतीशील भारत निर्माण होऊ शेकेल

संदर्भ ग्रंथ सूची –

1) ग्रामीण समाजशास्त्र व सामुदायीक विकास ले. प्रा. रा.ना घोटोळे

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