

Practical Application of Strategic Management for Business Discipline

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Abstract:

Marketing management is a business discipline which is focused on the practical application of marketing techniques and the management of a firm's marketing resources and activities. Globalization has led firms to market beyond the borders of their home countries, making international marketing highly significant and an integral part of a firm's marketing strategy. Marketing managers are often responsible for influencing the level, timing, and composition of customer demand accepted definition of the term. In part, this is because the role of a marketing manager can vary significantly based on a business's size, corporate culture, and industry context. For example, in a large consumer products company, the marketing manager may act as the overall general manager of his or her assigned product. To create an effective, cost-efficient marketing management strategy, firms must possess a detailed, objective understanding of their own business and the market in which they operate. In analyzing these issues, the discipline of marketing management often overlaps with the related discipline of strategic planning.

1) Structure: - Marketing management employs various tools from economics and competitive strategy to analyze the industry context in which the firm operates. These include Porter's five forces, analysis of strategic groups of competitors, value chain analysis and others. Depending on the industry, there regulatory context may also be important to examine in detail.

In competitor analysis, marketers build detailed profiles of each competitor in the market, focusing especially on their relative competitive strengths and weaknesses using SWOT analysis. Marketing managers will examine each competitor's cost structure, sources of profits, resources and competencies, competitive positioning and product differentiation, degree of vertical integration, historical responses to industry developments, and other factors.

Marketing management often finds it necessary to invest in research to collect the data required to perform accurate marketing analysis. As such, they often conduct market research (alternately marketing research) to obtain this information. Marketers employ a variety of techniques to conduct market research, but some of the more common include:

- Qualitative marketing research, such as focus groups and various types of interviews
- Quantitative marketing research, such as statistical surveys
- Experimental techniques such as test markets
- Observational techniques such as ethnographic (on-site) observation

Marketing managers may also design and oversee various environmental scanning and competitive intelligence processes to help identify trends and inform the company's marketing analysis.

A brand audit is a thorough examination of a brand's current position in an industry compared to its competitors and the examination of its effectiveness. When it comes to brand auditing, five questions should be carefully examined and assessed. These five questions are how well the business' current brand strategy is working, what are the company's established resource strengths and weaknesses, what are its external opportunities and threats, how

competitive are the business' prices and costs, how strong is the business' competitive position in comparison to its competitors, and what strategic issues are facing the business. Generally, when a business is conducting a brand audit, the main goal is to uncover business' resource strengths, deficiencies, best market opportunities, outside threats, future profitability, and its competitive standing in comparison to existing competitors. A brand audit establishes the strategic elements needed to improve brand position and competitive capabilities within the industry. Once a brand is audited, any business that ends up with a strong financial performance and market position is more likely than not to have a properly conceived and effectively executed brand strategy.

A brand audit examines whether a business' share of the market is increasing, decreasing, or stable. It determines if the company's margin of profit is improving, decreasing, and how much it is in comparison to the profit margin of established competitors. Additionally, a brand audit investigates trends in a business' net profits, the return on existing investments, and its established economic value. It determines whether or not the business' entire financial strength and credit rating is improving or getting worse. This kind of audit also assesses a business' image and reputation with its customers. Furthermore, a brand audit seeks to determine whether or not a business is perceived as an industry leader in technology, offering product or service innovations, along with exceptional customer service, among other relevant issues that customers use to decide on a brand of preference.

A brand audit usually focuses on a business' strengths and resource capabilities because these are the elements that enhance its competitiveness. A business' competitive strengths can exist in several forms. Some of these forms include skilled or pertinent expertise, valuable physical assets, valuable human assets, valuable organizational assets, valuable intangible assets, competitive capabilities, achievements and attributes that position the business into a competitive advantage, and alliances or cooperative ventures.

The basic concept of a brand audit is to determine whether a business' resource strengths are competitive assets or competitive liabilities. This type of audit seeks to ensure that a business maintains a distinctive competence that allows it to build and reinforce its competitive advantage. What's more, a successful brand audit seeks to establish what a business capitalizes on best, its level of expertise, resource strengths, and strongest competitive capabilities, while aiming to identify a business' position and future performance.

2) Marketing strategy:- To achieve the desired objectives, marketers typically identify one or more target customer segments which they intend to pursue. Customer segments are often selected as targets because they score highly on two dimensions: 1) The segment is attractive to serve because it is large, growing, makes frequent purchases, is not price sensitive (i.e. is willing to pay high prices), or other factors; and 2) The company has the resources and capabilities to compete for the segment's business, can meet their needs better than the competition, and can do so profitably. In fact, a commonly cited definition of marketing is simply "meeting needs profitably." The implication of selecting target segments is that the business will subsequently allocate more resources to acquire and retain customers in the target segment(s) than it will for other, non-targeted customers. In some cases, the firm may go so far as to turn away customers who are not in its target segment. The doorman at a swanky nightclub, for example, may deny entry to unfashionably dressed individuals because the business has made a strategic decision to target the "high fashion" segment of nightclub patrons.

In conjunction with targeting decisions, marketing managers will identify the desired positioning they want the company, product, or brand to occupy in the target customer's mind. This positioning is often an encapsulation of a key benefit the company's product or service offers that is differentiated and superior to the benefits offered by competitive products. For example, Volvo has traditionally positioned its products in

the automobile market in North America in order to be perceived as the leader in "safety", whereas BMW has traditionally positioned its brand to be perceived as the leader in "performance".

Ideally, a firm's positioning can be maintained over a long period of time because the company possesses, or can develop, some form of sustainable competitive advantage. The positioning should also be sufficiently relevant to the target segment such that it will drive the purchasing behavior of target customers. To sum up, the marketing branch of a company is to deal with the selling and popularity of its products among people and its customers, as the central and eventual goal of a company is customer satisfaction and the return of revenue.

3Implementation planning:-If the company has obtained an adequate understanding of the customer base and its own competitive position in the industry, marketing managers are able to make their own key strategic decisions and develop a marketing strategy designed to maximize the revenues and profits of the firm. The selected strategy may aim for any of a variety of specific objectives, including optimizing short-term unit margins, revenue growth, market share, long-term profitability, or other goals.

After the firm's strategic objectives have been identified, the target market selected, and the desired positioning for the company, product or brand has been determined, marketing managers focus on how to best implement the chosen strategy. Traditionally, this has involved implementation planning across the "4 Ps" of marketing: product management, pricing (at what price slot does a producer position a product, e.g. low, medium or high price), place (the place or area where the products are going to be sold, which could be local, regional, countrywide or international) (i.e. sales and distribution channels), and Promotion. Now new P has been added making it a total of five P's. The fifth P is politics, which affects marketing in a significant way.

Taken together, the company's implementation choices across the 4(5) Ps are often described as the marketing mix, meaning the mix of elements the business will employ to "go to market" and execute the marketing strategy. The overall goal for the marketing mix is to consistently deliver a compelling value proposition that reinforces the firm's chosen positioning, builds customer loyalty and brand equity among target customers, and achieves the firm's marketing and financial objectives.

In many cases, marketing management will develop a marketing plan to specify how the company will execute the chosen strategy and achieve the business' objectives. The content of marketing plans varies from firm to firm, but commonly includes:

- An executive summary
- Situation analysis to summarize facts and insights gained from market research and marketing analysis
- The company's mission statement or long-term strategic vision
- A statement of the company's key objectives, often subdivided into marketing objectives and financial objectives
- The marketing strategy the business has chosen, specifying the target segments to be pursued and the competitive positioning to be achieved
- Implementation choices for each element of the marketing mix (the 4(5)Ps)

4)Project, process, and vendor management:-More broadly, marketing managers work to design and improve the effectiveness of core marketing processes, such as new product development, brand management, marketing communications, and pricing. Marketers may employ the tools of business process reengineering to ensure these processes are properly designed, and use a variety of process management techniques to keep them operating smoothly.

Effective execution may require management of both internal resources and a variety of external vendors and service providers, such as the firm's advertising agency. Marketers may

therefore coordinate with the company's Purchasing department on the procurement of these services. Under the area of marketing agency management (i.e. working with external marketing agencies and suppliers) are techniques such as agency performance evaluation, scope of work, incentive compensation, information in a supplier database.

5) Conclusion:-Marketing management employs a variety of metrics to measure progress against objectives. It is the responsibility of marketing managers – in the marketing department or elsewhere – to ensure that the execution of marketing programs achieves the desired objectives and does so in a cost-efficient manner.

Marketing management therefore often makes use of various organizational control systems, such as sales forecasts, sales force and reseller incentive programs, sales force management systems, and customer relationship management tools (CRM). Recently, some software vendors have begun using the term "marketing operations management" or "marketing resource management" to describe systems that facilitate an integrated approach for controlling marketing resources. In some cases, these efforts may be linked to various supply chain management systems, such as enterprise resource planning (ERP), material requirements planning (MRP), efficient consumer response (ECR), and inventory management systems.

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सारांश: महात्मा फुले हे भारतातील १९ व्या शतकातील सामाजिक व शैक्षणिक क्रांतिकारक होते. समाजसुधारणेची तळमळ असल्याने समाजातील सामाजिक व शैक्षणिक दोषांवर कडक टीका करून प्रत्यक्ष कार्याद्वारा त्यांनी समाजसुधाराचे प्रयत्न केले. त्यासाठी त्यांना प्रचंड लोकशोभाला तोंड द्यावे लागले. ते स्पष्टवक्ते व निभीड होते. बोलण्यापेक्षा करून दाखविणे त्यांना पसंत होते. त्यांच्या मते, एक पुरुष शिकला तर तो एकटाच शिक्षित बनतो, परंतु जर एक स्त्री शिकली तर ती संपूर्ण कुटुंबासच शिक्षित करते. यासाठी स्त्री शिक्षणास त्यांनी प्राधान्य दिले. स्त्रियांच्या उत्कर्षामध्ये त्यांचे फार मोठे योगदान लाभलेले आहे.

प्रस्तावना-

आधुनिक महाराष्ट्राच्या उभारणीत ज्या थोर पुरुषांनी हातभार लावला त्यात महात्मा जोतीबा फुले यांचा मान अप्रकमाचा आहे. महात्मा फुले हे भारतातील १९ व्या शतकातील सामाजिक व शैक्षणिक क्रांतिकारक होते. समाजसुधारणेची तळमळ असल्याने समाजातील सामाजिक व शैक्षणिक दोषांवर कडक टीका करून प्रत्यक्ष कार्याद्वारा त्यांनी समाजसुधाराचे प्रयत्न केले.

महात्मा जोतीबा फुले यांचा जन्म इ.स. २० फेब्रुवारी १८२७ रोजी सातारा जिल्ह्यातील कटगुण या गावी झाला. त्यांच्या पुर्वजांचे मूळ गाव सातारा जिल्ह्यातील कटगुण हे होते. त्यांचे वडिलांचे नाव गोविंद व आईचे नाव चिमणाबाई होते. त्यांचे मुळ आडनाव गोन्हे होते. परंतु त्यांचे वडील फुलांचा धंदा करीत होते, त्यावरून त्यांना लोक 'फुले' म्हणू लागले. इ.स. १८४७ मध्ये त्यांनी आपले इंग्रजी शाळेतील शिक्षण पूर्ण केले. त्यांच्या वयाच्या १३ व्या वर्षीच पुण्याजवळील धनकवडी गावच्या झगडे पाटील यांच्या

मुलीशी लग्न झाले. आपल्या सभोवतालच्या परिस्थितीचे बारकाईने अवलोकन केल्यावर जोतीबांचे मन सामाजिक विषमता अन्यायाविरुद्ध पेटून उठले.

स्त्री मुक्तीचा वसा-

महात्मा जोतीबा फुले यांच्या मनात सामाजिक अन्यायाविरुद्ध चोंड ओतप्रोत भरलेली होती. म्हणूनच स्त्रिया आणि अस्पृश्य जाती यांच्या उद्धारासाठी प्रथमपासूनच कार्य केले. माणसाला आपल्या सर्वांगीण विकासाठी गुलामगिरीतून मुक्त होण्यासाठी, विषमतेमुळे होणाऱ्या अन्यायाविरुद्ध दाद मागण्यासाठी समाजाच्या सर्व थरांतील स्त्री-पुरुष अस्पृश्य शेतकरी व मजूर या सर्वांच्या उद्धारासाठी शिक्षणाशिवाय अन्य मार्ग नाही किंबहुना शिक्षण नसल्याने अथवा नाकारले गेल्यानेच त्यांना ही स्थिती प्राप्त झाली आहे. शिक्षणाच्या संदर्भात त्यांनी म्हटले आहे.

"विद्येविना मती गेली, मतिविना नीती गेली,

नीतीविना गति गेली, गतीविना वित्त गेले,

वित्ताविना शूद्र खचले, इतके अर्थ एका अविद्येने केले."

त्यावेळी स्त्री वर्गावर अनेक प्रकारचे सामाजिक निर्बंध समाजाने लादले होते. त्यामुळे अनेक अशिक्षित अडाणी, परावलंबी आर्थिक गुलाम, चूल व मूल एवढेच सांभाळणारी व उपभोगाची वस्तू होती. तिच्यावर अनेक सामाजिक व नैतिक बंधने होती. स्त्रियांनी घराबाहेर पडणे शिष्टसंगत मानले जात नव्हते. पतिसेवा हाच तिचा धर्म मानला जाई, सारे आयुष्य कष्टात जाई. तिला पतीच्या निधनानंतर केशवपन करावे लागे. पुनर्विवाह करता येत नसे, जरठ-कुमारी विवाहासही तिला तोंड द्यावे लागे. बालविधवा मोहाला बळी पडली तर पूर्ण दोष तिचाच मानून तिला प्राणत्यागाशिवाय अन्य मार्ग उरत नसे. स्वतंत्र राहण्याची तिला मनाई होती. समाजातील स्त्रियांच्या बाबतीतील ही भयानक परिस्थिती पाहून महात्मा फुले यांना खूप अस्वस्थ होई. या अन्यायाविरुद्ध आवाज उठविण्याचा जणू त्यांनी विडाच उचलला होता. यासाठी त्यांनी स्त्री-मुक्तीचा वसा घेतला.

स्त्री-शिक्षण-

स्त्रियांच्या स्थितीत सुधारणा करावयाची असेल तर त्यांना ज्ञानाचे दरवाजे खुले करून दिले पाहिजेत हे जोतिबा ओळखून होते. तेव्हा त्यांनी प्रथम स्त्री शिक्षणाचे कार्य हाती घेतले. त्या काळात स्त्री-शिक्षण घेणे म्हणजे धर्माच्या विरोधात आहे असे सनातण्यांना वाटत असे. अशा प्रतिकूल परिस्थितीत महात्मा फुले यांनी इ.स. १८४८ मध्ये पुण्यात मुर्लीसाठी एक शाळा काढली. ही शाळा बुधवार पेठेतील भिड्यांच्या वाड्यात उघडण्यात आली होती. तिथे अतिशूद्रांच्या मुली शिकत होत्या. त्यांनी अस्पृश्यांच्या मुर्लीच्या शाळेचे काम आपल्या पत्नी सावित्रीबाई फुले यांच्याकडे सोपविण्यात आले. अशा आणखी वेगवेगळ्या ठिकाणी दोन शाळा सुरू केल्या.

विधवा पुनर्विवाह -

समाजातील विधवा स्त्रियांना भोगावे लागणारे दुःख पाहून या प्रश्नांसंबंधीही आपण काही तरी करावे असे जोतिबांना वाटू लागले. अन्यायाचा प्रतिकार करणे हा त्यांचा बाणा होता. त्यामुळे त्यांनी विधवा पुनर्विवाहाच्या चळवळीस सक्रिय पाठिंबा देऊन त्यात पुढाकारही घेतला. इ.स. १८६४ मध्ये पुणे येथे गोखल्यांच्या बागेत एक पुनर्विवाह घडवून आणला.

बालहत्या प्रतिबंध-

स्त्रियांची भ्रूणहत्या अवस्थेतून सुटका व्हावी म्हणून जोतिबांनी इ.स. १८३३ मध्ये एक बालहत्या प्रतिबंधगृह स्थापन केले व मुलांची व्यवस्थित काळजी घेण्याची सोयही या बालहत्या प्रतिबंधगृहात केली.

अस्पृश्यांच्या उद्धाराचे कार्य-

अस्पृश्यांचा उद्धार करावयाचा असेल तर वर्षानुवर्षे त्यांना नाकारण्यात आलेले हक्क मिळवून दिले पाहिजेत आणि त्यांना प्रथम शिक्षण देऊन त्यांचे अज्ञान दूर केले पाहिजे. याची जाणीव महात्मा फुल्यांना झाली म्हणून त्यांनी अस्पृश्यांच्या शिक्षणाचे कार्य हाती घ्यावे लागले. इ.स. १८५२ मध्ये त्यांनी वेताळपेठेत अस्पृश्य जातीच्या मुलांसाठी दोन शाळा सुरू केल्या. १० सप्टेंबर १८५३ रोजी जोतिबांनी आपल्या काही मित्रांच्या सहकार्याने अस्पृश्यांच्या शिक्षणासाठी 'मंडळी' नावाची संस्था स्थापन केली. जोतीबांच्या या कार्यालाही समाजाकडून खूप विरोध झाला. पण त्यांच्या स्वभावानुसार जोतीबा या बाबतीतही मुळीच डगमगले नाहीत. समाजद्रोह्यांनी तर महात्मा जोतीबा फुले यांच्यावर मारेकरी घालून त्यांना ठार मारण्याचा कट केला होता. अतिशूद्रांची शाळा स्थापन करण्यात जोतीबांनी जी नीतिधैर्य प्रकट केले त्याला तत्कालीन महाराष्ट्राच्या इतिहासात तोड नाही.

समाजातील सर्व थरांतील स्त्री-पुरुषांना शिक्षण मिळाल्याशिवाय स्वातंत्र्य मिळणार नाही असे त्यांचे मत होते. फुल्यांनी अस्पृश्यांची स्थिती सुधारण्यासाठी आणि त्यांच्यात जागृती घडवून आणण्यासाठी शिक्षणाची गोडी निर्माण करून दिली. शिक्षणाचे दरवाजे कनिष्ठ वर्गातील लोकांसाठी उघडले गेले पाहिजेत अशी त्यांची तळमळीची इच्छा होती. बहुजन समाजाला शिक्षण मिळाल्याशिवाय त्यांची प्रगती होऊ शकणार नाही असे त्यांनी सरकारला आग्रहपूर्वक सांगितले. इंग्रज अधिकाऱ्यांनीही त्यांच्या सामाजिक व शैक्षणिक कार्याचा गौरव करून त्यांच्या शाळेला २०० रुपये देणगी दिली होती. १८८२ मध्ये भारतातील शैक्षणिक परिस्थितीत सुधारणा घडवून आणण्याच्या दृष्टीने ब्रिटिश सरकारने एक अधिकारी हंटर यांच्या अध्यक्षतेखाली शिक्षण आयोग स्थापला. या आयोगापुढे शिक्षणविषयक आपले विचार साक्ष म्हणून नोंदविताना महात्मा फुले यांनी बहुउपयोगी अशा अनेक शिफारशी आयोगापुढे सादर केल्या. त्यात त्यांनी असे सांगितले की, "सरकार गरीब शेतकऱ्यांकडून जो सारा वसूल करते त्या वसुलीचे उत्पन्न वरिष्ठ वर्गाच्या शिक्षणावर खर्च होते. वरिष्ठ वर्गातील लोकांमध्ये शिक्षणाचा प्रसार करतील असले तरी सरकारची ही अपेक्षा कधीच पूर्ण होणार नाही. वरिष्ठ वर्ग फक्त स्वतःपुरताच विचार करतो म्हणून सरकारने कनिष्ठ वर्गाच्या शिक्षणाकडे लक्ष दिले पाहिजे."

त्या हंटर आयोगापुढील साक्षीत तक्रार होती की, मुंबई इलाख्यात प्राथमिक शिक्षणाची आबाळ झाली आहे. सरकार शिक्षणासाठी खास कर घेते पण तो शिक्षणावर खर्च केला जात नाही. ग्रामीण भागात पुरेशा प्राथमिक शाळा उघडल्या नाहीत. अस्पृश्य

जातीतील मुलांच्या व मुलींच्या शिक्षणाकडेही सरकारने विशेष लक्ष दिले नाही तेव्हा सरकारने आता शिक्षणाच्या सार्वत्रिक प्रसाराकडे गांभीर्याने पाहणे गरजेचे आहे. त्याकरिता प्राथमिक शाळांची संख्या वाढवावी. शेतकऱ्यांकडून घेण्यात येणाऱ्या साऱ्यापैकी अर्धा भाग प्राथमिक शिक्षणावर खर्च करावा अशी मागणी त्यांनी केली होती.

इ.स. १८६८ मध्ये 'ब्राह्मणांचे कसब' आणि इ.स. १८७३ मध्ये जोतिबांनी 'गुलामगिरी' हा ग्रंथ प्रसिद्ध केला. या ग्रंथात जोतिबांनी ब्राह्मणांचे समाजावरील वर्चस्वासंबंधी विवेचन केले आहे.

सामाजिक विषमता नष्ट करावयाची असेल तर कनिष्ठ वर्गांना त्यांचे हक्क परत मिळविण्यासाठी बहुजन समाजाची एक संघटना निर्माण करावी असे ठरवून त्यांनी २४ सप्टेंबर १८७३ रोजी पुणे येथे 'सत्यशोधक समाजाची' स्थापना केली.

महात्मा फुले यांचे धार्मिक विचारदेखील क्रांतिकारक तसेच अतिशय उदात्त होते. सर्व मानवांनी एकमेकांशी बंधूभावाने वागावे म्हणजे सत्यधर्म आचरणात आणला असे म्हणता येईल असे त्यांचे विचार होते. सामाजिक परिस्थिती आज कायद्याने बदलली असली तरी शैक्षणिक अनास्था आजही आहे. आजही खेड्यांतून शिक्षण घेण्यासाठी अनेक उपाय करावे लागत आहेत. महात्मा फुले यांच्या विचारानुसार समाजातील सर्व थरांच्या स्त्री पुरुषांना शिक्षणाचा हक्क मिळाला आहे. स्त्रियांना महाविद्यालयीन शिक्षणापर्यंत मोफत शिक्षण दिले जाते. शिक्षिकांनाही उत्तेजन दिले जाते.

मागासवर्गीय विद्यार्थ्यांसाठी वसतिगृहे, आर्थिक मदत, शिष्यवृत्त्या, साहित्य मदत व उपस्थिती, मदत केली जाते. स्वतंत्र स्त्रियांच्या व मागासवर्गीय

समाजाच्या शिक्षकांना व शिक्षणसंस्थांना उत्तेजन दिले जाते.

अधिकाधिक लोकांना शिक्षण घेता यावे यासाठी विनाअनुदान तत्त्वावर खासगी संस्थांना शैक्षणिक संस्था सुरू करण्यास प्रोत्साहन दिले जाते. स्त्रियांसाठी व मागासवर्गीयांसाठी राखीव जागांची व्यवस्था करण्यात आली आहे. नगरपालिकांनी, महानगरपालिकांनी प्राथमिक व माध्यमिक शिक्षणाची जबाबदारी स्वीकारली आहे. शाळांतून समाजपयोगी व व्यावसायिक शिक्षण दिले जात आहे. या सर्व सोयी-सुविधा महात्मा फुले यांच्या कार्यामुळे, मार्गदर्शन लाभल्यामुळे आजच्या काळातही आपणास प्रत्यक्षात उतरलेल्या दिसून येतात.

भारतातील शेतकऱ्यांच्या हालाखीच्या परिस्थितीचे समाजाला व सरकारला विदारक दर्शन घडवून त्यांच्या प्रश्नाला वाचा फोडण्याचे कार्य महात्मा फुल्यांनीच केले. इ.स. १८८३ मध्ये त्यांनी आपला सुप्रसिद्ध 'शेतकऱ्यांचा असूड' हा ग्रंथ लिहिला.

महात्मा जोतीबा फुले यांची वैचारिकता व्यापक स्वरूपाची होती. त्यांच्या जीवनाची सदाचार, विवेक, न्यायप्रियता व सहिष्णुता ही चतुःसुत्री होती. विचारांना कृतीने मूल्य येते असे त्यांचे तत्त्वज्ञान होते व त्यांनी ते प्रत्यक्ष कृतीत करून समाजापुढे दाखविले. विचारांना कृतीने मूल्य येते असे त्यांचे तत्त्वज्ञान होते.

'प्रयत्न हाच परमेश्वर' असे मानणारे फुले सत्यधर्माचे पुरस्कर्ते होते.

'प्रयत्न हाच परमेश्वर' असे ते मानत. त्यांचा उद्योगशीलता, प्रामाणिकपणा, कृतज्ञता, नम्रता आणि मानवता यावर विश्वास होता. त्यांच्या तत्त्वज्ञानाचे आत्मज्ञान व आत्मनिरीक्षण हे दोन मुख्य स्तंभ होते. महात्मा फुले यांच्या मते एक पुरुष शिकला तर तो एकटाच शिक्षित बनतो. परंतु जर एक स्त्री शिकली तर ती संपूर्ण कुटुंबासच शिक्षित करते. यासाठी स्त्री शिक्षणास त्यांनी प्राधान्य दिले.

महात्मा जोतीबा फुले यांच्यामुळे सामाजिक व सांस्कृतिक परिवर्तनाविषयी नव्या जाणिवा निर्माण होऊन समाजसुधारणेची तळमळ असणारी सुशिक्षित तरुणांची पिढी उदयास आली. यांच्यामुळेच महाराष्ट्रात सामाजिक सुधारणांच्या चळवळीला गती मिळाली. महात्मा जोतीबा फुले यांच्यासारख्या दूरदृष्टी असलेल्या समाजसुधारकांचा जन्म महाराष्ट्रात व्हावा हे महाराष्ट्राचे भाग्यच आहे !

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संदर्भग्रंथ

- १) महात्मा फुले - सार्वजनिक सत्यधर्म
- २) सामाजिक क्रांती के अग्रदूत, महात्मा फुले - मुरलीधर जगताप
- ३) गुलामगिरी - अनु. अनिल सूर्या.
- ४) वृत्तपत्रे व मासिके



स्त्री शिक्षणाची सामाजिक परिवर्तनातील भूमिका

- सोनिया वामनराव डावरे
- डॉ. अजित सूर्यवंशी

- संशोधक विद्यार्थी, इतिहास विभाग
- मा. बाळासाहेब जाधव महाविद्यालय, आळे, ता. जुन्नर, जि. पुणे

सारांश:

भारतीय पुरुषप्रधान समाजव्यवस्थेत स्त्रियांची जीवनपद्धती विशिष्ट चोकटीत आखून दिलेली आहे. त्याच चाकोरीत स्त्रियांनी जगावे ही समाजमान्य भूमिका आहे. त्या रुढ आणि चाकोरीबद्ध जीवनामध्येच स्त्रियांची इतिकर्तव्यता आहे असे स्त्रियांच्या मनात सतत बिंबविले गेले. चूल आणि मूल हेच तिचे मर्यादित विश्व होते. स्त्रियांना स्वतःच्या अस्तित्वाची जाणीव नव्हती.

स्त्रियांनी शिक्षण घेणे, महागाई वाढल्याने गरजेपोटी नोकरी करणे म्हणजे पुरुषप्रधान समाजरचनेला स्त्रीने दिलेले हे आव्हानच होते. शतकानुशतके परंपरांचे व जाचक रुढींचे ओझे मनावर बाळगणाऱ्या आणि त्याखाली दबून जाणाऱ्या स्त्रीचे हे नवे रूप लक्ष वेधण्यासारखे ठरले. शिक्षणामुळेच हे परिवर्तन घडले. शिक्षणाच्या निमित्ताने घराबाहेरच्या जगाची, समाजाची नव्याने ओळख होऊन तिच्या जाणिवांच्या कक्षा रुंदावत गेल्या. नोकरी करण्यामुळे आर्थिक स्वातंत्र्य तिला लाभले. त्यामुळे तिच्यामध्ये एक प्रकारचा आत्मविश्वास वाढून स्वतंत्रपणे निर्णय घेण्याची क्षमता तिच्यात वाढली. स्वतःच्या जाणीव तिच्या ठायी निर्माण झाली. स्त्रीतील हा बदल समाजाला त्याचप्रमाणे घरातील पुरुषालाही विचारप्रवृत्त करणारा ठरला. अन् हे परिवर्तन घडून आले ते म्हणजे फक्त न फक्त स्त्री-शिक्षणामुळेच.

प्रस्तावना -

भारतीय समाजात पुरुषांनी स्त्रियांवर घातलेली बंधने न कुरकुरता स्वीकारलीच पाहिजेत, हा दंडक रुढ होता. सामाजिक चालीरीतीच्या नावाखाली स्त्रीला समाजाने कैदी बनविले आणि धार्मिक पापपुण्याच्या नावाखाली स्त्रीसा मनाने दुबळे बनविले होते.

हुंडा पद्धत, सती, बालविवाह, जरठ, कुमारी विवाह, पडदा पद्धती अशा अनेक अनिष्ट रुढी, परंपरांनी स्त्रियांना समाजानं जखडून टाकलं होतं. सर्व परीनं जणु तिचे पंख कापले, खुरटलेले होते. पुरुष प्रधानतेच्या साच्यात जणु बंदिस्त झालेली स्वतःवरील अधिकार गमावून बसलेली, पुरुषांची वसाहत म्हणून जगणारी, इतिहासाच्या पानापानांतून अदृश्यपणे मिरवणारी, पुरुषांच्या संपत्तीला वारस जन्माला घालून स्वतःच्या नावा गावासकट मिटून जाणारी याहून

निराळीच नव्हती. तिची स्थिती... तिला गरज होती ती एका धाडसी नेतृत्वाची, एका हाकेची... जिने सर्व पुरुष जातीची सनातनी रुढी, परंपरांखाली गाडल्या गेलेल्या समाजाविरुद्ध बंड पुकारले.

स्त्रियांवरील अन्यायाला वाचा फोडण्याचे, स्त्रियांना त्यांच्या अस्तित्वाची जाणीव करून दिली ते युग प्रवर्तक समाज सुधारकांनी. स्त्रियांचा स्वाभिमान जागृत केला तो थोर समाज सुधारक मंडळीनींच, ज्यात राजाराममोहन रॉय, महात्मा फुले, महर्षि धोंडो केशव कर्वे, सावित्रीबाई फुले, महात्मा गांधी, डॉ. आंबेडकर अशा अनेक समाज सुधारकांनी स्त्रियांचे समाजातील स्थान विचारात घेऊन स्त्रियांच्या विकासासाठी, हक्कासाठी त्यांना माणूस म्हणून जगण्यासाठी, शिक्षणाची वाटचाल स्त्रियांसाठी सुरू केली समाजसुधारकांच्या प्रेरणेनंच मग ही दुर्गा वर्षानुवर्षांच्या त्या जटिल अनिष्ट रुढींच्या शृंखला तोडून प्रकट झाली

ती स्त्रीच्या रूपानं.... एक .. एक.. करत सर्वच क्षेत्रांना पादाक्रांत करत विसाव्या शतकातून एकविसाव्या शतकाला साद घालून “आज सारा जहाँ मेरी मुट्टी मे..” म्हणून जगाच्या कानाकोपऱ्यात यशाची उत्तुंग भरारी घेतांना आज आपण स्त्रियांना पाहातो. असं कोणतंही क्षेत्र नाही की ज्यांत स्त्रियांचा हस्तक्षेप नाही असा...

भारतातल्या अनेक स्त्रियांना आज स्वातंत्र्याची नवनवी दालनं खुली झाली आहेत. विज्ञान व तंत्रज्ञान क्षेत्रांमध्ये स्त्रियांची आघाडी आहे. आर्थिक, सामाजिक आणि राजकीय स्वातंत्र्याचा फायदा स्त्रियांना स्वउत्कर्षासाठी, आर्थिक स्वातंत्र्याद्वारे अर्थार्जन करून स्वतःच्या कमाईवर स्वतःचा अधिकार आणि सोबतच आर्थिक बाबतीत निर्णयाचे स्वातंत्र्य स्त्रियांनी आत्मसात केलेले आहे. राजकीय स्वातंत्र्यामुळे स्त्रियांना केवळ मतदानाचाच नव्हे तर आपल्या समूहामध्ये राजकीय विषयांवर निश्चित भूमिका घेण्याचा आणि स्वतःच्या बळावर निवडणुकीला उभे राहण्याचा अधिकारही आज मिळतो आहे. सामाजिक स्वातंत्र्यामुळे स्त्रिया सर्व ठिकाणी अगदी मोकळेपणाने आणि सुरक्षितपणे वावरताना दिसतात. निर्भयतेने अभिव्यक्त होताना दिसत आहेत. या सामाजिक स्वातंत्र्यात स्त्रीला कायद्यासमोर एक नागरिक म्हणून आणि व्यापक स्तरावर कुटुंब, समूह आणि समाज यात समान वागणूक मिळताना दिसते.

एक स्त्री म्हणून निश्चितच या प्रगतीचा आपल्याला अभिमान वाटला पाहिजे. कारण ही प्रगती अनेक दशकांच्या प्रयत्नांतून झाली आहे.

पुरुषप्रधान जगाने प्रस्थापित केलेल्या प्रत्येक व्यवस्थेविषयी स्त्रियांकडे स्वतःचा विचार अस्तित्वात असण्यामागे स्त्रीचे आजवरचे प्रचंड सोसणे कारणीभूत आहे. स्त्री मूकपणाने जे सहन करत होती, सोसत होती त्याला आज वैचारिकतेची, चिंतनाची जोड लाभलेली आहे. अशा सोशिकतेतून स्त्री सर्व जाणिवांनिशी जेव्हा उभी राहते तेव्हा तिचे उभे राहणे विलक्षणच असते!

स्त्री ही मुलगी, पत्नी, माता असते. याशिवाय बहीण, नणंद अशा विविध भूमिका ती निभावत असते. या भूमिका पार पाडत असताना प्रेरणा देणे, मार्गदर्शन करणे, मुलांच्या संगोपनाचे, मूल्य संक्रमणाचे आणि कुटुंबाच्या विकासाचे कार्य करण्यासाठी स्त्रियांचे योगदान भरीव असते. कारण विनोबा भावेंनी म्हटले आहे की, “मातृहस्ते भोजनम् आणि मातृमुखेन शिक्षणम्.”

स्त्री जीवनाची दुर्बलतेचे कनिष्ठत्वाच्या पारंपरिक रुढी बदलून नवीन मूल्य निर्माणातून स्त्रियांचे सामाजिक परिवर्तन घडून येताना आज आपणांस दिसून येत आहे. ते म्हणजे फक्त स्त्री शिक्षणाद्वारेच.

स्त्री - शिक्षणाचे महत्त्व -

- १) स्त्री समाजाचा एक महत्त्वपूर्ण घटक
- २) स्त्री राष्ट्र विकासाचा आधारस्तंभ
- ३) स्त्री विविधांगी भूमिका
- ४) स्त्री लोकशाहीचा आधारस्तंभ
- ५) व्यक्तिमत्त्वाचा सर्वांगीण विकास

स्त्री शिक्षणाने, समाजाचा पर्यायाने देशाचा विकास घडून येतो. भारत आधुनिकतेकडे वाटचाल करत आहे. त्यात निश्चित स्त्रियांचा सहभाग महत्त्वपूर्ण आहे.

पुढीलप्रमाणे स्त्रिया शिक्षित होऊन सामाजिक परिवर्तनातील आपली भूमिका निभावत आहेत.

व्यक्तिमत्त्वाचा सर्वांगीण विकास - भारतीय राज्यघटनेत स्त्री व पुरुषांना समान दर्जा दिलेला आहे. त्यामुळे प्रत्येक स्त्रीच्या व्यक्तिगत पातळीवर विकास होणे ही आज काळाची गरज आहे. म्हणून शिक्षणामुळे स्त्रीमध्ये विज्ञाननिष्ठा, व्यक्तिस्वातंत्र्य, हक्कांबद्दल जागरूकता व कौशल्य संपादन याबद्दल जागृती निर्माण होताना आज आपणांस दिसत आहे. शिक्षणाद्वारे स्त्रिया आज स्त्रीविषयक शासनाने केलेल्या विविध कायद्यांचे ज्ञान मिळवितात. व्यक्तिगत पातळीवर स्वावलंबी, सबल, स्वतंत्र होताना दिसतात.

कौटुंबिक विकास - अडाणी आई, घर वाया जाई, या प्रौढ शिक्षणाच्या घोषणेप्रमाणे घर वाया जाऊ नये म्हणजेच अशिक्षित, असंस्कृत राहू नये यासाठी स्त्रियांनी शिक्षणाद्वारे आपला कौटुंबिक विकास साधला आहे. एक आदर्श माता शंभर शिक्षकांहून श्रेष्ठ असते. कुटुंबात स्त्रीचे महत्त्व अनन्यसाधारण आहे. मग अशी स्त्री अडाणी, अशिक्षित व अंधश्रद्धाळू असेल तर, कुटुंबाचा विकास होणार नाही. म्हणून शिक्षणाद्वारे स्त्रिया आपला कौटुंबिक विकास साधत आहेत.

सामाजिक विकास - समाजात स्त्री व पुरुष या दोघांनाही सारखेच महत्त्व आहे. तरीही स्त्री व पुरुष यांच्या चरित्र्याचे, वागण्याचे व राहण्याचे निकष वेगवेगळे आहेत. याला अनेक गोष्टी कारणीभूत आहेत. स्त्री ही पुरुषाची अर्धांगिनी आहे. त्यामुळे तिला पुरुषांएवढेच हक्क मिळाले पाहिजेत. तरच समाजाचा निकोप विकास होईल. समाजात स्त्रीचे स्थान व प्रतिष्ठा पुरुषांएवढीच वाढविण्यासाठी जीवन सुरक्षित बनविण्यासाठी सामाजिक परिवर्तन घडवून आणत आहे.

आदर्श नागरिक बनविणे - स्त्री ही देशाची एक आदर्श नागरिक आहे. तिचा सामाजिक, आर्थिक, व राजकीय विकास होत आहे. याशिवाय मुलांद्वारे तिच्या हातून काही भावी आदर्श नागरिक घडत असतात. याचे योगदान फक्त स्त्री शिक्षणाची सामाजिक परिवर्तनातील भूमिकेलाच..

व्यावसायिक प्रगती घडविणे - स्त्रिया प्रत्येक क्षेत्रात पुरुषांएवढेच काम, व्यवसाय करू शकतात. यासाठी त्या व्यावसायिक शिक्षण घेऊ लागल्या आहेत. व्यावसायिक शिक्षणाचा उपयोग त्या चरितार्थ चालविण्यासाठी करतात. व्यवसायामध्ये येणाऱ्या अडचणी, याशिवाय जीवन जगताना येणाऱ्या अडचणी यांना तोंड देण्यासाठी व त्यावर उपाय शोधून काढण्यासाठी शिक्षणाची आवश्यकता असते आणि त्याचा त्या पुरेपुर उपयोग करताना आज दिसतात. कारण शिक्षण हे स्त्रियांच्या आकलनशक्तीला, विचारशक्तीला व बुद्धिमत्तेला चालना देते. अशा प्रकारे

स्त्रिया त्यांच्या बाबतीतील जुने मत पुसून टाकून परिवर्तन घडवून आणत आहेत.

सांस्कृतिक मूल्ये जोपासणे - एक माता आपल्या मुलांवर संस्कार करून भारतीय संस्कृती टिकवून राहण्यासाठी तिची सांस्कृतिक मूल्ये जोपासण्यासाठी मदत करते. सांस्कृतिक नीतिमूल्यांची जोपासना करणे हे प्रत्येक नागरिकाचे कर्तव्य आहे. शिक्षणाद्वारे स्त्रिया या सांस्कृतिक मूल्ये अधिक चांगल्या तऱ्हेने जोपासतात. अशा तऱ्हेने समाज, देश व पर्यायाने राष्ट्र हितासाठी स्त्री शिक्षणाची गरज असते. आणि त्याचा फायदा म्हणजे सामाजिक परिवर्तन होताना दिसून येत आहे. यात स्त्रियांची भूमिका ही महत्त्वपूर्ण अशी आहे.

शासकीय विविध योजनांमधून मुलींचा शैक्षणिक विकास आपणांस पाहावयास मिळतो आहे. सावित्रीबाई फुले दत्तक पालक योजना, माहेर प्रकल्प सर्व क्षेत्रांत स्त्रियांना समान संधी, प्रौढशिक्षणातून आरोग्य, शिक्षण इत्यादींमुळे स्त्रियांचा सामाजिक व आर्थिक स्वावलंबनाचा आलेख वर जाताना आपण पाहत आहोत. यातून स्त्रियांचा सामाजिक, विकासात्मक व राष्ट्रीय कार्यात सहभाग सक्रिय आहे.

स्त्री शिक्षणामुळे समाजाच्या व राष्ट्राच्या विकासात स्त्रियांची महत्त्वाची भूमिका आहे. त्यामुळे स्त्रियांना स्वतंत्र अस्तित्त्व प्राप्त झाले आहे. आज स्त्रिया स्वतःच्या हक्कांसाठी समाजाच्या पुढे येऊ लागल्या आहेत. स्त्रियांना स्वतःची अंगभूत शक्तीची जाणीव करून दिली आहे. स्त्रियांच्या शिक्षणाने आमूलाग्र असे परिवर्तन आज दिसून येत आहे.

स्त्री शिक्षणामुळे समाज हा तेजस्वी, प्रभावशाली, समृद्ध, गतिशील, आधुनिकतेकडे वाटचाल करू शकतो. परिणामी काही स्त्रियांनी क्रांतीचा जयजयकार करत स्वतःचे अस्तित्त्व सिद्ध केले आहे, करीत आहेत. जगातील सर्व महत्त्वाच्या विकसित देशांबरोबरच विकसनशील व अविकसित देशांतून वैविध्यपूर्ण विचारधारा निर्माण होत आहेत. भारतासारख्या प्राचीन विचारधारा अस्तित्त्वात असणाऱ्या स्त्रीविषयक विचार, चिंतन असणाऱ्या

देशांतूनही स्त्रीवाद स्वतःच्या स्वतंत्र रूपासह आकारत असल्याची चिन्हे स्पष्ट होऊ लागलेली दिसून येत आहेत. या दृष्टिकोनातून जागृत झालेली भारतीय स्त्री ही नक्कीच वैशिष्ट्यपूर्ण आहे. याचे श्रेय हे केवळ स्त्री शिक्षणातील सामाजिक परिवर्तनालाच दिले जाते.

भारतीय स्त्रियांच्या परिषदेनं (AIWC) स्त्रियांना पुरुषांच्या बरोबरीने समान शिक्षण मिळावे अशी ही मागणी करून सर्वांसाठी मूलभूत, पायाभूत शिक्षण मिळावे असे गांधीवादी संकल्पनेनुसारचे म्हणणे पुढे ठेवले गेले. याची फलश्रुती आपण पाहतोच आहे.

यशस्वी महिला आता केवळ दंतकथेतच राहिलेल्या नाहीत. आपण मोजायला सुरुवात केली, तर महिला उद्योगपती आणि धनाढ्य महिलांची संख्या पुरुषांपेक्षा अधिकच असेल.

स्त्री ही राष्ट्र विकासाचा आधारस्तंभ आहे. देशाचा विकास साधावयाचा असेल तर स्त्रीला अज्ञानाच्या अंधारात ठेवून चालणार नाही. तिचे समाजातील स्थान उच्च झाले पाहिजे. चार्लस फेरियर यांच्या मते, “एखाद्या राष्ट्राकडून स्त्रीला दिल्या जाणाऱ्या सामाजिक व राजकीय महत्त्वावरून त्या राष्ट्राची सांस्कृतिक उंची मोजता येते.” यावरून स्त्री शिक्षणाचे महत्त्व स्पष्ट होते.

स्त्री हा लोकशाहीचा एक अविभाज्य घटक आहे. लोकशाही टिकवून ठेवण्यासाठी स्त्रीला तिच्या मताधिकाराचा व्यवस्थित उपयोग करता येण्यासाठी स्त्रियांचा विकास महत्त्वपूर्ण आहे.

प्रत्येक क्षेत्र स्त्रियांनी आत्मसात करून आपापलं योगदान दिलेलं आपणास आज दिसत आहे.

स्त्रियांच्या यशाचं रहस्य अधिक पैसा कमावण्याची आवड, घाम गाळून कमावलेलं यश आणि या सगळ्यांचं रहस्य एकच ते म्हणजे स्त्रियांची तिच्या कार्यक्षेत्रावरील निष्ठा.

स्त्री शिक्षणामुळे समाजाचा कायापालट होऊन उज्वल, उत्तुंग समाज आपणास पाहावयास मिळतो. स्त्रियांनी या शिक्षणाचा उपयोग करून आज जगाला गवसणी घालून समाजापुढे एक आदर्श निर्माण केलेला आहे. त्यात न्या. फतिमा बीबी, इंदिरा गांधी, प्रतिभाताई पाटील, मीराकुमारी, किरण बेदी, कल्पना चावला, पी.टी. उषा, भाग्यश्री साठे, नवरोतिलावा, मेधा पाटकर, सोनिया गांधी, मायावती, ममता बॅनर्जी, सानिया मिर्झा अशा किती तरी यशस्वी महिला निर्भोडपणे आपलं आकाश जग कवेत घेऊन जणू स्त्री शिक्षणाची सामाजिक परिवर्तनांतील भूमिका सिद्ध करीत आहेत.

आज स्त्रिया स्वतःच्या हक्कांसाठी समाजाच्या पुढे येऊ लागल्या आहेत. भारताच्या स्वातंत्र्यलढ्यात स्त्रियांनी पुरुषांबरोबरीने भाग घेतला आहे. भारताने जर लोकशाही स्वीकारली आहे, तर लोकशाहीचे सर्व हक्क नागरिकाला प्राप्त झाले पाहिजेत. दुर्दैवाने काही काही ठिकाणी परंपरागत रुढी, परंपरा, अंधश्रद्धा इत्यादीमुळे स्त्रिया हक्कांपासून वंचित राहत आहेत. त्यासाठी शिक्षणातून परिवर्तन करणे गरजेचे आहे. शिक्षण हे विकासाचे एक अविभाज्य अंग आहे. यातून योजना राबविणे आवश्यक आहे.

...

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ऋतू प्रकाशन

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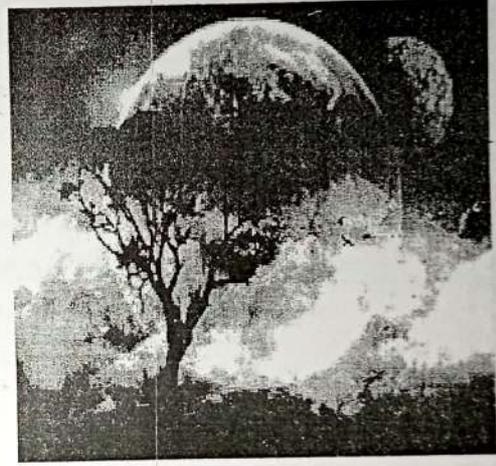
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॥ अभिनव वाग्विलास ॥



संपादक

प्रा. डॉ. चं. वि. जोशी

सहसंपादक

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श्री. चंद्रकांत पालवे

'अभिनव वाग्विलास' हे त्रैमासिक ऋतू प्रकाशनमार्फत डॉ. चं. वि. जोशी यांनी सिध्दीगणेश ऑफसेट, केडगाव-अ.नगर येथे छापून सौ. सुहासिनी जोशी यांनी १०, सारधी, सरस्वती कॉलनी / पोस्ट कॉलनीमार्गे पार्श्वलाईन रोड, सावेडी जि. अहमदनगर पीन - ४१४००३ (महाराष्ट्र) येथे प्रकाशित केले.

वर्ष-२ रे अंक -२

एप्रिल - जून व जुलै - सप्टे. २०१४

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पीन - ४१४००३ (महाराष्ट्र)

दूरध्वनी - ०२४१-२४२२३१८

प्रकाशिका । प्रा. सुहासिनी जोशी

मुद्रक । सिध्दीगणेश ऑफसेट, कोडगांव, अ.नगर

संपर्क - भ्रमणध्वनी - १. संपादक - डॉ.चं.वि.जोशी -

९३२५४५९२२९

सहसंपादक

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मुखपृष्ठ - चि.ऋतुपर्णा जोशी, अ.नगर

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सूचना -

या अंकात व्यक्त झालेले विचार त्या त्या शोधनिबंधकांचे आहेत. त्यांच्याशी संपादक, सहसंपादक सहमत असतीलच असे नाही. तसेच शोधनिबंधातील मजकुराचा व सदर्भाचा संपादक, प्रकाशकाचा काहीही संबंध नाही. ती जबाबदारी सर्वस्वी शोधनिबंध लेखकाचीच आहे.

॥ अनुक्रमणिका ॥

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ओवीच्या रचनेचा हाच विशेष आहे. आपला अनुभव व्यक्त करणे हा ओवीगीताचा मुख्य गुणधर्म किंवा मुख्य सूत्र आहे ओवीच्या प्रत्येक चरणातील अक्षरांची संख्या एकसमान आच्छत नाही. याचा अर्थ ओवीगीतात अक्षर संख्येचा नियम शिथिल आहे. यावरून लवचिकता हे ओवीगीताचे एक महत्त्वाचे लक्षण ठरते. यामुळेच की काय दोन चरणी, तीन चरणी, साडेतीन चरणी, चार चरणी ओवी आच्छते. ओवी हा प्रकार स्त्री जीवनाशी संबंधित असल्याने ती स्त्री प्रमाणेच नाजूकही आहे. साने गुरुजींनी एके ठिकाणी असे म्हटले की, "ज्या वाङ्मयात स्त्रियांनी आपला आत्मा संपूर्णपणे ओतला आहे असे वाङ्मय म्हणजे ओवी वाङ्मय. जात्यावर दळण दळताना, पाळणा हलवताना, मुलाला खेळवताना, थोपटताना, झोपाळयावर झोके घेताना या ओव्या सहजस्फूर्तीने रचल्या गेल्या आहेत. ओव्यातील अकृत्रिम सहृदयता अपूर्व आहे. या ओव्यात वत्सलतेचा सिंधू आहे. कोठे कोठे विनोदाची सुंदर छटाही आहे".^५ यावरून स्त्री आणि तिची ओवी यांचा अनुबंध किती जवळचा आहे याचा प्रत्यय येतो. स्त्रीने आपल्या अंतःकरणातील भावना व्यक्त करण्यासाठी ओवी या गीतप्रकारालाच आपले जवळचे मानले आहे. ओवीतूनच स्त्री आपल्या भावनांना हळुवारपणे व्यक्त करू शकते. या दृष्टीने ओवी आणि स्त्री यांचा अन्योन्य संबंध आहे.

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- प्रा. डॉ. उगले ए. बी.

सामाजिक, शैक्षणिक, साहित्यिक, सहकार क्षेत्रातील व्यक्ती व संस्था स्मरणिका काढत असतात. व्यक्तींच्या किंवा संस्थेच्या जीवनातील महत्त्वपूर्ण घटनेच्या स्मरणार्थ किंवा आपल्या कार्याचा गौरव, यश समाजासमोर मांडण्यासाठी स्मरणिका काढल्या जातात. मुद्रित स्मरणिकेच्या रुपाने त्या कार्याचे स्मरण जनमानसात दोर्घकाळ राहते. तसेच संस्थेच्या इतिहासाचा एक दस्तऐवज व संदर्भग्रथ म्हणूनही स्मरणिकेचे स्थान महत्त्वाचे आहे. स्मरणिका प्रकाशित करण्याचे विविध प्रसंग दिसून येतात.

- १) वार्षिकोत्सव - Anniversary - प्रतिवर्षी होणारा वर्धापनदिन
- २) दशवार्षिक महोत्सव- Decennial Ceremony- १० वर्षे पूर्ण झाल्यावर
- ३) सौम्य महोत्सव - Silver Jubilee - २५ वर्षे पूर्ण झाल्यावर
- ४) सुवर्ण महोत्सव- Golden Jubilee - ५० वर्षे पूर्ण झाल्यावर
- ५) पध्द्विपूर्ती समारंभ - Diamond Jubilee - ६० वर्षे पूर्ण झाल्यावर
- ६) अमृतमहोत्सव - - ७५ वर्षे पूर्ण झाल्यावर
- ७) शताब्दी समारंभ- Centenary - १०० वर्षे पूर्ण झाल्यावर

याशिवाय काही विशिष्ट प्रसंगाच्या निमित्ताने स्मरणिका काढल्या जातात.

- १) संस्थेच्या नव्या वारसूंचा कोनशिला किंवा उदघाटन समारंभ.
- २) एखाद्या राष्ट्रीय आंतरराष्ट्रीय कितींच्या व्यक्तीने संस्थेला दिलेल्या खास भेटीचा प्रसंग.

३) महाविद्यालयातील चर्चासत्राच्या निमित्ताने दखील स्मरणिका काढल्या जातात.

स्मरणिकेचे स्वरूप:- स्मरणिकेचे स्वरूप व्यक्ती आणि संस्था यांच्या कार्यानुसार बदलते. तसेच संपादकानुसारही बदलते. एखादा कल्पक संपादक तिला वेगळे स्वरूप देऊ शकतो. संस्थेच्या एकूण धोरणास अनुसरून स्मरणिकेत वेगवेगळे विषय व तिची वेगळी रचना असू शकतो तरी स्थूलमानाने स्मरणिकेचे स्वरूप पुढीलप्रमाणे असते.

१) आकार व पृष्ठ:- स्मरणिकेचा आकार नेहमीचा मासिकाएवढा असतो. स्मरणिका आकर्षक दिसावी व लक्षात रहावी अशी त्या मागील भूमिका असते. सामान्यपणे स्मरणिकेची पृष्ठसंख्या ७५ पासून ते १५० पर्यंत असते.

२) मुखपृष्ठ व मलपृष्ठ :- स्मरणिकेचे मुखपृष्ठ आकर्षक केले जाते. मुखपृष्ठावर ज्या व्यक्तीच्या किंवा संस्थेच्या गौरवार्थ स्मरणिका काढली जाते त्या व्यक्तीचे / संस्थेचे नाव तसेच इमारतीचे छायाचित्रही चपले जाते. संस्थेचा रौप्य महोत्सव, सुवर्ण महोत्सव व प्रकाशन वर्ष असा उल्लेख असतो. तसेच स्मरणिकेला शीर्षकही दिलेले असते. उदा - अक्षरपालवी, पुण्याई, ऐसी अक्षरे इत्यादी.

मलपृष्ठावर बहुधा जाहिराती छापलेल्या असतात. या जाहिराती आतील पानापेक्षा जास्त दराच्या असतात. मोठ्या संस्था किंवा कंपन्यांना यावर जाहिराती दणे परवडते. मुखपृष्ठानंतर लगेच नजरेत भरणारे हे पान असते. म्हणून जाहिरातीची चांगली सजावट केली जाते.

३) शीर्षक पृष्ठ:- शीर्षक पृष्ठ (टायटल पेज) हे स्मरणिकेचे आतील दर्शनी पहिले पान होय. त्यावर स्मरणिकेचे नाव, जिच्या गौरवार्थ स्मरणिका काढली जात आहे. त्या व्यक्तीचे / संस्थेचे नाव, निमित्त किंवा प्रसंगाविषयी तसेच स्मरणिका प्रकाशनाची तारीख याची लागते. याच पानावर संपादक मंडळाचा उल्लेख असतो.

४) शीर्षक पृष्ठाची मागील बाजू:- या पानावर प्रकाशकाचे नाव व पत्ता, मुद्रकाचे नाव व पत्ता, मुखपृष्ठ तयार करणारा कलावंत, मजकुराची मांडणी

२६

करणारा कलावंत, चित्रकार आणि ठसे तयार करणारा यांची नावे दिलेली असतात. पुनर्मुद्रणाचे हक्क कोणाच्या स्वाधीन आहेत या विषयी उल्लेख आणि लेखातील मतांशी संपादक सहमत असतीलच असे नाही या बद्दलचे निवेदन असते. तसेच प्रस्तुत स्मरणिका ही केवळ खाजगी वितरणासाठी असल्याची नोंद असते. स्मरणिकेतील लेखांची संख्या जास्त असेल तर अनुक्रमिका दिलेली असते.

५) शुभसंदेश:- राष्ट्रपती, पंतप्रधान, मुख्यमंत्री, मंत्री, खासदार, आमदार, साहित्यिक तसेच सामाजिक क्षेत्रातील महत्त्वाच्या व्यक्ती यांचे शुभसंदेश चपले जातात. संदेशाबाबत त्यांची छायाचित्रे व त्यांच्या पत्रावरील राजमुद्राही छापली जाते.

संपादकीय:- संपादकाने अगदी थोडक्यात आपले मनोगत द्यायचे असते. स्मरणिका काढण्यामागील भूमिका, संस्थेची वाटचाल, प्रगती द्यायची असते. स्मरणिकेच्या अंतरंगाची माहिती व यासाठी ज्यांचे सहकार्य लाभले त्यांचा ऋणनिर्देश करायचा असतो.

७) स्मरणिकेतील लेखांचे स्वरूप:- स्मरणिका ज्या व्यक्तीशी संस्थेशी संबंधित असेल त्यानुसार लेखांचे स्वरूप निश्चित होते. स्मरणिका ज्या व्यक्तीच्या गौरवार्थ असेल त्या व्यक्तीच्या राजकीय सामाजिक, धार्मिक स्वरूपाच्या कार्यांचे तसेच वाङ्मय निर्मितीचे लेख स्मरणिकेत यावेत. तसेच त्यांच्या व्यक्तिमत्त्वाचा परिचय, जीवनरेखा चित्रित करणारा लेख असावा. तो लेख सत्कारमूलींच्या कुटुंबातील, मित्रपरिवारातील, नात्यातील व्यक्तीने लिहिलेला असेल तर त्यांच्या व्यक्तीमत्त्वाचे सखोल दर्शन घडू शकते. स्मरणिका संस्थेसंबंधी असल्यास ती संस्थापक, कार्यकारी मंडळ यांचा परिचय, संस्थेच्या कार्यांचे स्वरूप, संस्थेची वाटचाल, विकास, संस्थेने चालविलेले नवे उपक्रम, ज्यांनी संस्थेला हातभार लावला असेल, मदत केली असेल त्या व्यक्तींचा परिचय या विषयांना धरून लेख असावेत. साहित्य संमेलनासारख्या एखाद्या उपक्रमाच्या निमित्ताने स्मरणिका प्रकाशित होत असल्यास संमेलनाध्यक्ष, स्वागताध्यक्ष, उद्घाटक यांचा परिचय करून दणारे लेख व मुलाखती, त्यांच्या लेखनाची सूची इ. स्वरूपाचा मजकूर दणे आवश्यक आहे.

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८) कार्यनियोजन व कार्यकर्ते यांचो ओळख:- स्मरणिका ज्या समारंभाच्या

निमित्ताने प्रकाशित होते त्या समारंभाची कार्यकारी समिती असतेच तरी दखील अन्य छोट्या मोठ्या जबाबदा-या काही कार्यकर्त्यांवर सोपविलेल्या असतात. कामाची विभागणी करून अनेक उपसमित्या नेमलेल्या असतात, त्यांचा उल्लेख असावा.

९) छायाचित्रे:- स्मरणिकेतील छायाचित्रांचे स्थान अत्यंत महत्त्वपूर्ण आहे. संस्थेचे संस्थापक, पदाधिकारी, कार्यकर्ते यांची छायाचित्रे स्मरणिकेत दणे आवश्यक असते. संस्थेसाठी ज्यांनी परिश्रम घेतले त्या व्यक्ती कशा होत्या याची पुढील पिढ्यांना ओळख होते. संस्थेला थोर व्यक्तींनी दिलेल्या भेटी, साजरे झालेले विविध समारंभ यांचीही छायाचित्रे स्मरणिकेत असतात. छायाचित्रणामुळे स्मरणिकेतील मजकुराला अर्थपूर्णता येते.

१०) जाहिराती:- निधी संकलनासाठी विविध संस्था व कंपनी यांच्या जाहिराती स्मरणिकेत दिल्या जातात. वृत्तपत्रातील जाहिरातीपेक्षा स्मरणिकेतील जाहिरातींना अधिक वर मिळू शकतो. कारण संस्थेला आर्थिक मदत करण्यासाठी जाहिरात हे माध्यम वापरले जाते.यासाठी मजकुराची आकर्षक मांडणी, चांगला कागद, सुबक मुद्रण असावे लागते.जाहिरातीचा मसुदा मोजक्या शब्दातील आणि अर्थपूर्ण असल्यास स्मरणिकेला प्रतिष्ठित व आकर्षक रूप प्राप्त होते.

मुलाखतलेखन

मुलाखत हा शब्द मराठीत मुलाकात या अरबी शब्दावरून आला आहे. याचा शब्दकोशातील अर्थ भेट, गाठ, विचारपूस असा आहे. दान व्यक्ती भेटल्यावर त्यांच्यात संवाद होतो ते काही विषयांवर चर्चा करतात यालाही मुलाखत म्हणतात. नोकरीसाठी नेमणूक करताना उमेदवारास प्रश्न विचारले जातात त्यासही मुलाखत म्हणतात. एखाद्या विशिष्ट निमित्ताने दान व्यक्तींमध्ये औपचारिक किंवा अनौपचारिक संभाषण होते.त्या संभाषणातून विशिष्ट माहिती मिळविली जाते.हे संभाषण

२८

प्रसारमाध्यमांसाठी असते. त्यास मुलाखत म्हणता येईल.ज्या व्यक्तींनी आपल्या क्षेत्रात कर्तृत्व दाखविले आहे.त्यामध्ये साहित्यिक,कलावंत, राजकीय नेते. अभिनेते, उद्योगपती, प्रगतिशील शेतकरी, इत्यादींची मुलाखत घेतली जाते. तरी भोवतालची माणसे व त्यांचे जीवन समजावून घेण्यासारखे असते. म्हणून सामान्य माणूस दखील मुलाखतीचा विषय होऊ शकतो.

मुलाखत हे तंत्र आहे तशी कलाही आहे.कारण कोणत्या क्षेत्रातील व्यक्तीस कसे, कोणते प्रश्न विचारायचे याचे तंत्र आहे. त्यासाठी मुलाखतकर्त्याला त्या त्या क्षेत्राचा थोडाफार अभ्यास करावा लागतो. त्या क्षेत्रातील नवीन घडामोडींछी माहिती घ्यावी लागते. त्यावरून त्या व्यक्तीस कोणते प्रश्न विचारायचे, त्यास बोलके कसे करायचे ही कला साध्य करून घेतली तर मुलाखतीत जिवंतपणा येतो. अशा मुलाखतींमुळे मुलाखत दणारी व्यक्ती आणि प्रेक्षक किंवा वाचक या दोघांनाही आनंद मिळतो.

मुलाखत घेणा-याने कमीत कमी बोलून नेमके प्रश्न विचारावेत. ज्या क्षेत्रात त्या व्यक्तीचे कार्य आहे ते क्षेत्र त्यातील भिन्न भिन्न प्रवाह, नवप्रवृत्ती, नवीन घडामोडी यांची माहिती मुलाखतकारास असावी.मुलाखतीत विचारायचे प्रश्न संबंधित व्यक्तीस अगोदर दऊन ठेवले तर त्या व्यक्तीला पुरेसा वेळ मिळेल व ती विचार करून काही संदर्भ, धाखले मिळवू शकेल.काही वेळेस प्रतिष्ठित अथवा प्रसिद्धीच्या झोतात असणा-या व्यक्तींच्या मुलाखती वादग्रस्त ठरतात. तेव्हा मी असे म्हणाले नाही, असे उत्तर दिले जाते.म्हणून मुलाखत लिहून झाल्यावर तिच्याखाली त्या व्यक्तीची सही घेणे तसेच स्थळ व दिनांक नोंदविणे आवश्यक ठरते.

मुलाखतीचे लेखन करताना ज्या क्रमाने मुलाखत घेतली त्या क्रमाने ती लिहिलेली पाहिजे किंवा प्रश्न उत्तर अशा स्वरूपात लिहिली पाहिजे. याशिवाय एखाथ आकर्षक कुतूहलपूर्ण भाग आधी सांगून इतर भाग नंतर लिहावा. थोडक्यात मुलाखतीचे संपादन करावे तसेच संबंधित व्यक्तीचे अगदी मोजक्या शब्दात ओळख करून दणारे टिपण ठळक टाईपात दिले तर वाचकांना मुलाखत विषय व व्यक्तीबद्दल उत्सुकता वाटेले आणि तो वाचायला प्रवृत्त होईल.मुलाखतीच्या

२९

मजकुराची भाषा ग्राथिक किंवा अकारण औपचारिक असू नये. आपल्या नेहमीच्या बोलण्यातील भाषा असावी. मुलाखत दणारा आणि घेणारा अशा दोघांच्याही व्यक्तीमत्त्वाचा स्पर्श लामलेला असतो. तो लेखन करताना यावा.

आकाशवाणी या माध्यमासाठी मुलाखत घेताना वेळेचे बंधन काटेकोरपणे पाळणे आवश्यक असते. दिलेल्या वेळेत मुलाखत पूर्ण होण्यासाठी पुढील व्यक्तीला योग्य अपेक्षित उत्तराकडे वळविणे आवश्यक असते. हे केवळ श्राव्य माध्यम असल्याने दान व्यक्तीच्या बोलण्यात फार अंतर नसावे. समोरील व्यक्ती सलग उत्तर दत असेल तर मुलाखतकर्त्याने त्यास होकार देऊन मुलाखतीत प्रवाहीपणा ठेवावा. त्यामुळे मुलाखतीत जिवंतपणा येतो आणि ते भाषण वाटत नाही. दूरदर्शनसाठी मुलाखत घेताना दूरदर्शन हे दृश्य माध्यम असल्याने ज्या व्यक्तीची मुलाखत घ्यायची त्या व्यक्तीच्या कार्यकर्तृत्वाची छायाचित्रे दाखविण्यास वाव असतो. म्हणून त्याच्या कर्तृत्वाच्या परिसराचे (उदा. कारखाना, सेवाभावी संस्था, घर, ग्रीडॉंगण इत्यादी) छायाचित्रण करणे शक्य असते. आकाशवाणी किंवा दूरदर्शन ही दृक-श्राव्य माध्यमे असल्याने त्या माध्यमांसाठी घेतल्या जाणा-या मुलाखतीच्या आरंभी व अखेरीस केलेली निवेदने ही श्रोते व प्रेक्षक यांना उद्देशून असावी. तसेच मुलाखतीच्या अखेरीस मुलाखत दणा-या व्यक्तीचे मुलाखतकाराने आभार मानून मुलाखत संपवावी.

संदर्भ ग्रंथ

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मराठी विभाग
मा.वाळासाहेब जाधव महाविद्यालय, आळे

ता. जुन्नर, जि. पुणे- ४१२४११.

30

६. कादंबरीचे कथानक व 'इंधन' चे कथानक

- प्रा. डॉ. चं. वि. जोशी

कादंबरीतील महत्त्वाचा घटक म्हणून कथानकाला विशेष महत्त्व असते. कादंबरीत लेखकाला जो विषय सांगायचा असतो तो कथानकातूनच मांडलेला असतो.

प्रा. ना. सी. फडके यांच्यामते कथानकापेक्षा plot हा शब्द अधिक अर्थपूर्ण आहे. 'प्रतिमासाधन' या ग्रंथात कथानकासंदर्भात त्यांनी संघर्षाचे महत्त्व व गुंतागुंत निरगाट आणि उकल ही अवस्थायत्री सांगितलेली आहे.

प्रा. श्री. मा. कुलकर्णी यांनी मौलिकता, सुसंघटितता, कौशल्य आणि रोचकता अशी कथानकाची काही गुणवैशिष्ट्ये नोंदली आहेत.

"कथानकासोबत अनेक उपकथानके असतात. ही उपकथानके मूळ कथानकाला जोडूनच आल्याने त्यांची पध्दतशीर जुळणी होणे कादंबरीच्या कथानकाच्या दृष्टीने महत्त्वाचे असते. घटनेसारखी आहे. कादंबरीत अनेक केंद्रे असतात; स्वतंत्रपणे विकास पावणारी कथाबीजे असतात. या संघटना अर्थातच परस्पर संबद्ध असतात, पुष्कळदा तिच्यातील भिन्न कथासूत्रे परस्परांच्या प्रगतीला मदत करतात. कोणत्याही कादंबरीतील या स्वायत्त अनुभव संघटनांचा परस्परांशी कलात्मकसंबंध मात्र निश्चित असतो. तसे नसले तर या संघटना कादंबरीत येणे अर्थशून्य ठरते." इथे कादंबरीचे कथानक व उपकथानके यांचा संबंध स्पष्ट होतो.

एका प्रसंगावरोबर अनेक प्रसंगांच्या मनोहर गुंफणीने कथानक तयार होते, परंतु कथानकाच्या संदर्भात आजच्या ललित लेखांची दृष्टी काहीशी बदलत आहे. कथानकाविषयी त्यांची दृष्टी, कल्पना रावधिक होत आहे.

प्रवेशिक कादंबरीकार श्री. ना. पेंडसे म्हणतात- "जीवनातील घटना कार्यकारणभावाने बांधलेल्या असत नाहीत म्हणून कादंबरीवरील बंधनेही कमी केली पाहिजेत. ही गोष्ट मान्य करूनही घटनांना स्थूल आकार असतो याची त्यांना कल्पना असल्याने एका बाजूला

31

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SWATIDHAN PUBLICATIONS



INDEX

No.	Title of the Paper	Author's Name	Page No.
1	The Study of The Audio Visual Aids and Its Impact on New Hockey Players Skills.	Ajitkumar Sadasiv Kadam	05
2	Attitude and Physical Education	Bharat Chapke	09
3	Physical Education and Its Impact on Health	S. N. Mane	12
4	Sports Coaching	Suhas Bhairat	15
5	Psychological Factors Influencing Exercise Adherence Among Young Adult Females In Pune City – A Pilot Study	Ankita Dhone	18
6	Importance of Yoga in Daily Life	Vikram Satpute	22
7	Effect of Running on Physiological and Psychological of Human Health	P. K. Lohote	27
8	Physical Exercise : Part of Our Life	Bharat Bhujbal	31
9	Importance of Nutrition	Ramhari Nagtilak & Sharad Aher	34
10	The Role of Yoga in Sport and Exercise Psychology	Sunita Desale	36
11	Benefits of Yoga	Subhash Wankhade	38
12	A Research on the Benefits of Regular Yogic and Physical Exercises in Sports	Pravin Shiledar & Ravi Bhushan	42
13	Importance of Physical Education and Sports for Youth	Umeshraj Paneru	49
14	Adventure Sports and Associated Career in India	Ravi Bhushan & Pravin Shiledar	53
15	Importance of Yoga In Life	Vijay Deshmukh	57
16	Yoga Benefits for Fitness and Sports	Pravin Shiledar & Tattapure J. G.	61
17	Yoga and Modern Life Style	Harde Machhindra & Prakash Kadu	66
18	Physical Activity, Fitness and Health	Chavan. R. R	68
19	Importance of Yoga in Sports	Rajendra Waman	71
20	Effect of Yoga on Physical Health: A Summary of Reviews	Mahesh V. Rajenimbalkar & Nilesh R. Gadekar	74
21	Technology Addiction through Psychological Perspective	Ameet Prabhu	76
22	Yoga in Sports	Amit Mane & S. E. Kangane	82
23	Sports and Osteoarthritis Management through Exercises	Rushikesh Kumbhar	86
24	Role of Yoga for Improving Health and Sports Performance	Balasaheb Margaje	90
25	Important of Yoga in Physical Education and Sports	Mahesh Patil	93
26	To Study Effect of Social and Economic Thing on Competency of Sports Man	Vikas Shelar & Kishor Pathare	97
27	An Impact of Psychological Parameters on Libraries : A Theoretical Study.	Nilesh Hande	99
28	Yoga for Health And Sports Performance	Vairagar C.B. & Wangujare S.A.	105
29	Yoga for Healthy Life	Vishal Salunkhe	107
30	Training Methods And Sports Performance	Dhande S.V. & Kshirsagar R.P.	108
31	A Study of Different Barriers in Sports Participation to Girls And Women	Pratiksha P. Gangale, & Usha Kodgire	110
32	Yoga and Its Positive Effects on Human-Being	Amol Datar	113



33	Simulation of Ideal Body Mass in Adult Human Samples Chandrajit Jadhav & Ravi Bhushan	117
34	Meditation: A Solution to Today's Stressful Life Rahul Bhosale	120
35	Value of Yoga in Student's Life Purnima Karale	122
36	Exercise Behaviour Pallavi Walke	125
37	Benefits of Yoga in Physical Education And Sports Dr. B.G. Kale	129
38	Benefits of Yoga in Sports-A Study B.M. Dhonde	132
39	The Contributions of Physical Education in Personality Development Vikrant Rajole	135
40	Importance of Yoga And Meditation in Students Life Dhanajay Sirsat & A. P. Gingine	138
41	Study of Yoga Exercises on Softball Skills Bhima Mane	142
42	Kinesiological Principles Involved in Table Tennis A Theoretical View B.M. Sanap	144
43	Bioelectrical Impedance Analysis in Body Composition Measurement Mukesh Pawar	147
44	Effects of Yoga on Mental Health Sateesh Surye	152
45	Yoga : Fitness :Physical Education Bhagat S. B.	154
46	Challenges and Issues of Women's of Nandurbar District In The Perspective Competitive Sports Tarak Lakhanchandra Das	158
47	Womens Participation in Sports : Challenges, Issues Gautam Jadhav	160
48	Importance of Physical Education to Development of Total Education Process and Society Surekha Daptare	163
49	Impact of Recent Trendes on Physical Education Gayatri Ambhore	168
50	The Importance of Sport in Society Bhushan Waykar & Milind Thorat	171
51	Aquatic Exercise for all Neetin Walke	175
52	Importance of Physical Education, Sports, Yoga in Human Life Ramesh Gaikwad & Raosaheb Garad	180
53	Yoga for Stress Management Kiran Aher & Vijay Ambare	185
54	Job Satisfaction among Physical Education Teacher : A Review of Literature Umesh Bibave & D.S. Viegus	187
55	Physics of the Taekwondo Axe Kick Avadhut Kardile, Shweta Dodmani, Umesh Paneru & Ajit Dumbre	191
56	An Analytical Study of the Academic Achievement, and its Relation to Physical Fitness Components of Pune University Boys Players Yogesh Pawar	193
57	Effect of Vipassana Meditation Techniques for Sports Performance Sachin Ubale	198
58	महाराष्ट्र राज्य क्रीडा धोरण २०१२ ची विद्यापीठ व महाविद्यालयीन स्तरावरील अमंलबजावणी व त्याच्या परिणामांचा चिकित्सक अभ्यास प्रा. आर. एस. देवकाते व डॉ. शरद आहेर	204
59	प्राथमिक शिक्षण घेणाऱ्या विद्यार्थ्यांनी मधल्या सुट्टीत केलेल्या शारीरिक उपक्रमांवर अडथळा मालिका कार्यक्रमांमुळे होणाऱ्या परिणामांचा अभ्यास विलास एलके	211
60	योग प्रशिक्षणाचा महिलांच्या वजन, चरबी व हाडांचे वजन या निवडक घटकांवर होणाऱ्या परिणामांचा अभ्यास डॉ. नागनाथ गजमल व प्रा. अंबादास एस. फटांगरे	218

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- Chief & Executive Editor



Importance of Physical Education, Sports, Yoga in Human Life

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Abstract:

In today's world physical education is essential. Man can live healthy and better life only by doing physical exercise. Physical education plays important role in man's development and proves helpful for better physical, mental, social, emotional and spiritual life. There is a saying in English that healthy mind in healthy body. It is so true because for a man to be successful his physical, as well as mental state should be well. 'Health is a greater than wealth' phrase states that who are very wealthy and prosperous; they not happier with their health compared than poor people, because they have not money, but they have better health. Physical fitness is defined as your ability to carry out daily tasks and routine physical activities without undue fatigue Physical education plays an important role in the development of an individual just as a school room education does. Physical fitness is an important component to leading a healthy lifestyle. The inclusion of regular fitness activity helps students maintain fitness, develop muscular strength and improve cardiovascular health. Yoga refers to the spiritual discipline that includes meditation, exercises, physical postures, breathing techniques. It is done to improve physical health, mental health, relaxation, and overall well-being of the individual. Yoga helps in improving flexibility in the back, shoulders and hamstring. The very first thing that yoga does is improves the circulation of blood. This means better transportation of oxygen and nutrients throughout the body. Improved blood flow also indicates healthier organs and glowing skin. The government has taken lot of initiative in the past few years and things are improving. The governments initiatives has paid good dividend in the Common Wealth Games, Asian Games and Olympic games recently held. Let us hope that we will continue to march in the right direction so that the present day life style will further improve and will enjoy good health to contribute to the country's economy as well.

Keywords: physical fitness, good diet and regular exercises, health is wealth, importance of yogic exercises, government initiatives.

Importance Of Sound Health:

In today's world physical education is essential. Man can live healthy and better life only by doing physical exercise. Physical education plays important role in man's development and proves helpful for better physical, mental, social, emotional and spiritual life. Health is a level of functional efficiency of human beings and a general condition of a person's mind, body and spirit. It means human being is free from illness, injury and pain. It is a resource of everyday life and a positive concept emphasizing physical capabilities.

There is a link between good nutrition and healthy weight. It reduces chronic disease risks. By proper nutrition you become active and strong. There is a saying in English that healthy mind in healthy body. It is so true because for a man to be successful his physical, as well as mental state should be well. 'Health is a greater than wealth' phrase states that who are very wealthy and prosperous; they not happier with their health compared than poor people, because they have not money, but they have better health.

Health is a complete physical, social and mental will be good in any way, then no any diseases or infirmity will happen in the life, and it will not cause on the health.

Following are the benefits of healthy diet

- Weight loss. ...
- Reduced cancer risk. ...
- Diabetes management. ...



- Heart health and stroke prevention.
- The health of the next generation.
- Strong bones and teeth. ...
- Better mood. ...

Improved memory:

If you're eating the right food and keeping fit, your body will be strong and help you to cope with stress and also fight illness. Eating well and exercising often when you're a teenager will also help you stay in good health later in life. Getting regular sleep is another really important way to stay healthy. Eating a diet rich in vegetables and fruits as part of an overall healthy diet may reduce risk for heart disease, including heart attack and stroke. Eating a diet rich in some vegetables and fruits as part of an overall healthy diet may protect against certain types of cancers.

Concept Of Physical Fitness:

Physical fitness is defined as your ability to carry out daily tasks and routine physical activities without undue fatigue. ... This component can be improved through aerobic exercise, which is a type of exercise that uses oxygen to meet energy demands, like going for a jog.

Few Steps To Maintain Good Health:

There are number of factors that play a role in keeping healthy body. Good health leads to avoid risk of developing certain diseases. These include heart disease, stroke, some cancers and injuries. Here are a few tips to maintain healthy body.

Eat healthy food: Today we find from various reports that the present day youth is facing blood pressure, weak eyesight, and heart failures at an early age. During the past three months in the state of Maharashtra there were three incidents of death of players on the ground. When this state was discussed by the expert, the outcome of the discussion was that there is a need for the youth to change their lifestyle. Eating junk food and fast food, excessive exercise, tensions, and absence of timely health check-up was the root cause for this state of affair. This fact highlights the importance of healthy food. It should be nutritious, providing carbohydrates and essential vitamins to maintain the vitality required. A healthy diet can help you lose weight and lower your cholesterol, as well.

Regular Exercise: In order to have sound health one must regularly exercise. Exercise helps to prevent diseases. Keep your weight in limits. If you are facing any disease already, then it is always advisable to take exercises only after consulting a physician. If you are making a career in sports it is advisable to have a regular physical medical check and follow the doctor's advice. For different games in todays specialized there are different diets are prescribed by the dieticians. Follow those for better results. This highlights the importance of physical education in maintaining healthy body.

Skin Protection: There is a need to protect your skin from the sunshine. . You must have seen while watching cricket matches in sunshine the players use cream on body parts. Sun exposure is linked to skin cancer. Be sure to wear protective clothing and hats when you are outside. Use sunscreen year-round on exposed skin, like your face and hands. It protects your skin and helps prevent skin cancer.

Avoid Smoking and Tobacco: Smoking and tobacco use are harmful habits. They can cause heart disease and mouth, throat, or lung cancer. Also avoid alcoholic drinks.

Habits To Be Cultivated For Better Health:

Drink less water: Your body requires water to function and drinking more water can alleviate aches and pains, improve energy levels, and flush out toxins. Staying hydrated keeps your body functioning at an optimal level. Keeping a bottle of water with you throughout the day will give you the chance to stay hydrated more easily.



Enjoy adequate sleep: A good night's sleep is always a good idea. Sleep allows your body to heal and recharge, giving you more energy for the next day. If sleep is something that you struggle with, take steps to eliminate stimulants before bed such as caffeine, alcohol, or screens.

Importance of Good Work Life Balance: Maintaining a positive work-life balance can increase your overall satisfaction and reduce your stress levels.

Ear mark time for physical exercise: Getting your body moving is extremely important to maintain your overall mental and physical health. Depending on the type of exercise that you prefer, you can promote bone health, encourage weight loss, and increase muscular strength.

Importance Of Physical Education:

Physical education plays an important role in the development of an individual just as a school room education does. Physical fitness is an important component to leading a healthy lifestyle. The inclusion of regular fitness activity helps students maintain fitness, develop muscular strength and improve cardiovascular health. Balancing exercise and stretching, helps improve physical balance which decreases the chances of injuries. Those students who make physical education as important as their school work become more flexible in their routine life. Healthy and well-connected neurons help improve the over-all thinking ability of students. Physical education is an essential part of healthy living for people of all age groups, especially those going to school. This is because school life is full of stress and anxiety at every stage. Several Researches have proved the importance of physical activities of students in a school environment. Physical education teaches the students to improve the quality of their life. Focusing only on school work can make their life boring and stagnant which in turn can cause depression and failure. Such activities and exercises boost their stamina which can make them fall in love with their intelligence and abilities.

1. Enhances an individual's ability to concentrate and maintain focus:
2. Important for healthy growth and development:
3. Prevents sleep deprivation
4. Helps in relieving stress and anxiety
5. Physical education makes an individual flexible and happy

Scientific research reveals the fact that physical education in school helps in improving the connections between neurons of the brain. Healthy and well-connected neurons help improve the over-all thinking ability of students, thus making them better students in classroom.

Physical education develops the following traits in Human being:

- Boosts the self confidence
- Inculcate discipline
- Character building
- Judicious use of time
- Development of awareness in the society
- Physical education prepares an ideal citizen unknowingly and unintentionally

Importance Of Sports:

Sport develops a sense of friendliness among the children and develops their team spirit. It helps children to develop mental and physical toughness. ... Children should actively participate in sports to avoid being tired and lethargy. This is because sports improve their blood circulation and their physical well-being. Sports are very important for one's life and participation in sports should always be encouraged. Participation in sports makes us active, healthy, fit, and also the development of our social and communication skills. Sports remove stress and provide relaxation to our mind and body. Participating in sports helps us to tackle the problems such as hardships, hurdles, and sudden miseries etc. Sports improve blood circulation of our body too.



Concept Of Yoga And Its Importance:

- Yoga refers to the spiritual discipline that includes meditation, exercises, physical postures, breathing techniques. It is done to improve physical health, mental health, relaxation, and overall well-being of the individual. Yoga is not a religion; it's a way of living that aims towards a healthy mind in a healthy body. Man is a physical, mental and spiritual being; Yoga helps in developing the balance between all the three as stated in Ayurveda. Yoga as a practice has countless benefits that positively affect you both physically and mentally.
- Yoga could increase bone density among older adults. Physical yogic postures improve cognitive functions thereby boosting focus and memory. Yoga helps in improving flexibility in the back, shoulders and hamstring. The very first thing that yoga does is improves the circulation of blood. This means better transportation of oxygen and nutrients throughout the body. Improved blood flow also indicates healthier organs and glowing skin. When you practice yoga regularly, the blood circulation in the body is enhanced. This also allows oxygenation in the body. There is a significant reduction in blood pressure as the body calms down. Yoga reduces the strain in the body, thereby easing it down. When the body relaxes, the pulse rate is lowered. Yoga improves oxygenation in the body and also lowers the heart rate. This results in higher cardiovascular endurance. When you practice yoga, the internal organs are massaged, thereby increasing your resistance to diseases.
- Yoga and immunity go hand in hand. As yoga works towards healing and enhancing every cell in the body, your body automatically becomes more immune. Yoga has this ability to rejuvenate you. Most Yogis feel energized after a session of yoga. Yoga helps you relax your mind completely. It helps you work on unnecessary tensions, thus facilitating better sleep.

Problems And Challenges Before The Youth:

- So far as the students in the urban and metropolitan areas are concerned, by and large they are deprived of playgrounds in the proximity to their place of residence. They get coaching but for practice playgrounds are inadequate. Those in the rural areas find open spaces for playing but those are not properly developed as a playground. They find it difficult to get proper coaching. The government should come out with a solution for these genuine problems.
- So far as those who are employed are concerned, in the today's competitive world there are no fixed office timings. After globalization the entire world has become one and the trade / industry are required to adhere to the timings of their overseas customers. This creates a problem of finding a specific time for the exercises. Therefore, it is advised for those who are facing this problem they should learn yoga exercises so that they can perform this exercise at home. In the urban areas there are number of Yoga Classes available.

Conclusion:

- Today, we see lot of change in the mind-set of the younger generation. Particularly those who are employed they are also on their own pursue exercises of a kind that suit them. Some join gym, some perform yoga exercises, some go for regular walking. But most of them do not follow the diet restrictions as a result of which the risk element continues. More particularly those who are employed in the IT or ITE sector have difficulty in finding out time because of their service hours. Even then it would be advisable for them to organize their schedule to have regular exercise and refrain from eating junk food. A new dimension of digital literacy is that on the social media there are several advices that come up for diet as well as exercises. However, it is advisable that before commencing any exercise and diet consultation with the family doctor will help the youth. The government has taken lot of initiative in the past few years and things are improving. The governments initiatives has paid good dividend in the Common Wealth Games, Asian Games and Olympic games recently held.



Let us hope that we will continue to march in the right direction so that the present day life style will further improve and will enjoy good health to contribute to the country's economy.

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“Study of Role of Media in Promotion of Sports in India”

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ABSTRACT

In India sports were played since ages. The sports participation certainly benefits the players on health ground as well as building character at individual level. The sport events benefit the community development on sound lines. Participating in sports/physical activity develops the 5 components of fitness, which are: strength, speed, skill, stamina and flexibility. Participation in sports builds character, teaches and develops strategic thinking, analytical thinking, leadership skills, goal setting and risk taking, just to name a few. Over the past few years the Indian sports have shown tremendous progress in respect of all the games that are being played in India. In the field of Cricket, hockey, kabaddi, shooting, chess, badminton, tennis etc. in both genders we have achieved international ranking. Media plays a greater role in the development of the nation. There are some channels which are wholly devoted to sports activity, E.g. ESPN, Ten Sports, Star Sports etc. The media both print media and digital media are giving wide publicity to the various sports events and this is being watched by many people. Even in the interior areas, local channels also cover the various sport events give wide publicity to the sportsmen. This has certainly led to gradually change the mind-set of the parents and they are also in deserving cases motivate their kids to participate in the sports at various levels. Therefore there is every hope that, in times to come India has a bright future. The media will also be continuing its support to the sports events.

Key words: Sports, Media, importance of the sports, change in mind-set, dedicated sports channels.

Historical perspective of Sports in India

In India sports were played since ages. Sports since ancient times have been considered as a means to remain fit. Marbles, balls and dice were commonly used for playing games. Hunting was also popular as a game. Even in the Vedic literature we find reference to the games like chess, and races. Both in Ramayana and Mahabharata references are there of various games then played. During the princely regime the sports used to receive royal patronage. Takshashila and Nalanda universities were famous for sports activities like archery, Yoga, military training, swimming, etc. Thus we can see that right from the early age the Indian society has accorded prime place for the games.

The sports participation certainly benefits the players on health ground as well as building character at individual level. The sport events benefit the community development on sound lines. Participation in sports by an individual certainly helps in developing his personality on sound footing. In India for the last several generations' sports is regarded as an extra curricula activity in schools which certainly creates disrespect and its benefit. The families were not supporting the sport participation under the guise of that sport will be a barrier for career development. Since childhood, children are motivated to study and score marks, not to give priority to sports as it is not linked to academic performance and jobs.



On the above backdrop there is a need to change the mind-set of the parents about the participation of their wards in sports. The parents should understand in right perspective the benefits associated with the participation in sports. Gradually we witness that the expected change is taking place. This is mainly because of the wide media coverage and the success that the Indian players are getting at national and international level. Even the government is also actively supporting the players having national / international ranking. The corporates are also giving due weightage to sports persons while recruiting their human resources.

Significance of Sports

There is a saying in English which reads "A healthy mind in Healthy Body". Participation in sports builds character, teaches and develops strategic thinking, analytical thinking, leadership skills, goal setting and risk taking, just to name a few. Sports keep the human being physically and mentally fit and active, which results in healthy approach to human life. The participation in sports shapes your personality in a positive way. If the game is a team event then it builds team spirit. It builds character, teaches and develops strategic thinking, analytical thinking, leadership skills, goal setting and risk taking, just to name a few.

Participating in sports/physical activity develops the 5 components of fitness, which are: strength, speed, skill, stamina and flexibility.

When we are under stress from personal problems, work pressures and anxiety, apart from the fitness benefits, exercise through playing sports helps release pressure and tension in a healthy and controlled way.

The World Health Organization has highlighted the importance in the following statement: "Experience and scientific evidence show that regular participation in appropriate physical activity and sport provides people of both sexes and all ages and conditions, including persons with disabilities, with a wide range of physical, social and mental health benefits. It improves diet and discourages the use of tobacco, alcohol and drugs. It helps to reduce violence, enhance functional capacity, and promote social interaction and integration."

1. **Team spirit:** When one is working in a team the team members has to sacrifice personal interest and has to play for the common goals.
2. **Leadership skills:** The team member learns to lead the team members who come from different walks of life
3. **Fair play:**As a team member he has to sportingly accept win or defeat. He should have respect for the rules of the game and the umpire's decision.
4. **Never give up:**The team member has to fight to the last without giving up in between. Perhaps you may win at the end.
5. **Great leveller:**The team members learn to believe that no loss is permanent. In course of time he understands that failure is the first step towards success.
6. **Focus:**Sports teaches the players how to concentrate on your goal using full strength and abilities. .
7. **Strengths and abilities:** The sport person is benefited by the participation as he can build sound health.

Current status of Indian Sport

Over the past few years the Indian sports have shown tremendous progress in respect of all the games that are being played in India. In the field of Cricket in both genders we have achieved



international ranking. Our players are performing very well and bringing name and fame to the country. Our hockey teams, football teams are performing better. In the badminton and tennis our players again from both the genders have earned international fame and have won titles. Even in the Olympics though our performance is not satisfactory but it is certainly better than ever and the trend of getting medals is moving upward. Our players have won title in Weight lifting, wrestling, badminton, shooting, chess etc., in the last Olympic. Adding to this is the slew of recent wins by Indian sporting icons that have inspired youngsters to pursue their passion for sports. The success stories of Saina Nehwal, Mary Kom and Dipika Pallikal have also inspired a lot of young girls to pursue sports. The government is also taking initiative to promote sports in a big way. For the international and national players the government is providing suitable jobs to the medal winners besides the cash prizes or allotment of flats/plots. So far as the student stage is concerned the colleges have sports quota as well as extra rating for qualifying in the administration process.

Media

Media plays a greater role in the development of the nation. There are various forms of Media. E.g. print media, digital media, Radio Broadcasting etc. In India the first print media was established in the year 1870. In 1927, first radio broadcasting was established in the private sector and in the year 1930 it became the state responsibility. In India traditionally the print media and television media are owned by families. Today's digital media is owned by the State as well as by corporate sector. Since 1991, when Indian govt. initiated economic reforms it also opened up its economy to the foreign investors as a result of which number of Multi-National Companies have made their presence in India. E.g. BBC, CNN, There are some channels which are wholly devoted to sports activity, E.g. ESPN, Ten Sports, Star Sports etc.

Until recently in India only the game of Cricket was overshadowing the other games. However, during the last decade several Indian games like Kabbadi, Mallakhamb, shooting, chess, etc. have also been gaining popularity not only in India but also overseas. The world popular game football was also not so popular but now because of special efforts to make it popular with the private initiative of Mrs. Neeta Ambani's NGO the game has now reached every nook and corner of India.

The sports channels mentioned above which are throughout the day go on exhibiting the game events. They cover all the games. It is only because of this audio-visual media games like Tennis, Badminton, Table Tennis, Football, etc. have become so familiar not only to the youth but even the elders are also getting interest in watching these games. Now even ladies are also conversant about the rules of various games.

The media both print media and digital media are giving wide publicity to the various sports events and this is being watched by many people. Even in the interior areas, local channels also cover the various sport events give wide publicity to the sportsmen. This has certainly led to gradually change the mind-set of the parents and they are also in deserving cases motivate their kids to participate in the sports at various levels. This support from the family is certainly helpful for the sportsmen to concentrate on their sports.

The media is also benefitted by getting commercial sponsorship as well as advertisements from the corporates both domestic and multinationals. These channel owners are also funding the national organizations of various sports which in turn help the grass root level organization for development of the particular sport. Thus the sport stands benefitted. The media is also



highlighting the failure of the government or the society if a particular sportsman is not given his due credit and brings it to the notice of the govt. so that corrective steps can be taken. This act on the part of the media is also creditable.

The channels which are devoted to sports exclusively, they also release repeat telecast of the international matches which helps the sportsmen to watch those again and again and study their faults to improve their performance.

Conclusion:

Presently the overall tempo for all the sports is very much encouraging. Our teams as well as individual players are registering very good performance at the national and international levels. This also encourages the parents as well as the government efforts in promoting the sports. Even the corporate sector under the Corporate Social Responsibilities is supporting the sports activities in the rural area and deserving sportsmen. Therefore there is every hope that, in times to come India has a bright future. The media will also be continuing its support to the sports events.

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Value Added Statement

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Abstract

Financial statement which shows how much value (wealth) has been created by an enterprise through utilization of its capacity, capital, manpower, and other resources, and how it is allocated among different stakeholders (employees, lenders, shareholders, government, etc.) in an accounting period. The Indian telecom industry is one of the fastest growing in the world and India is projected to become second largest telecom market globally by 2010. This has helped the VAS Industry in India to come out of its infancy. Even the global economic slowdown has done less to affect its growth. With the social awareness it was realized that business should disclose its social responsibilities towards the society. It is in this direction that value added statement is prepared as an improved replacement of profit & loss account. The concept of value added is considerably old. Its originated in the U.S. Treasury in the 18th century & periodically accountant have deliberated upon whether the concept should be incorporated in financial accounting in practice.

Keywords – Value Added Statement, Value Added Tax, Net Value Added

INTRODUCTION

So far business enterprises were preparing Profit & loss account or income statement to know the amount of profit earned. With the social awareness it was realized that business should disclose its social responsibilities towards the society. It is in this direction that value added statement is prepared as an improved replacement of profit & loss account. The concept of value added is considerably old. Its originated in the U.S. Treasury in the 18th century & periodically accountant have deliberated upon whether the concept should be incorporated in financial accounting in practice.

The Indian telecom industry is one of the fastest growing in the world and India is projected to become second largest telecom market globally by 2010. This has helped the VAS Industry in India to come out of its infancy. Even the global economic slowdown has done less to affect its growth.

The mobile VAS market has grown by around 60% year on year and is estimated to touch INR 251 billion in FY 2009-10. This trend is expected to increase in future, as VAS services will become a major revenue source for telecom operators in India. This becomes critical, as the Average Revenue Per User (ARPU) for telecom operators is decreasing despite the overall increase in consumer base. The growth in tier 2-3 cities has helped increase the overall consumer base of mobile services in India but this has created problems of its own. Currently companies working in VAS segment are facing challenges like high cost of VAS, limited availability of content in local language(s) and non-availability of enough high-end mobile phones.

These challenges will still not affect the growth of VAS in India due to factors like increase in awareness of VAS, increased subscriber base, introduction of 3G services and increased focus on m-Commerce.

This report forecasts VAS Market size over the period of 2009-13. This report maps under various categories. The report also profiles two major industry players and has comprehensive list of all well known players in this segment.

The report is designed to help:

- VAS companies in identifying market potential, competitive landscape and need gaps in their service offerings
- Telecom companies in identifying the right VAS vendors
- Media and Entertainment companies in identifying the market potential for their media content(s)
- Companies looking for organic or in-organic growth in VAS market in India
- Companies looking to enter in Indian VAS market
- Investment banks, venture capitalists who are looking to invest in VAS market in India.

CONCEPTUAL BACKGROUND

Value Added is the wealth a reporting entity has been able to create through the collective effort of capital, management and employees. The excess of market value over cost of material is value added.

"It is the difference between cost of material and the price consumer is ready to pay. By CIMA ..." Value added is sale value less the cost of purchase material and services. This represents the worth of alternation in form, location or availability of product and service."

Value added depends on various factors such as location, Geographical, Area, Demand factor, Supply factor.

OBJECTIVE OF THE RESEARCH STUDY

1. To know the concept of value added which related to recent trends.
2. To know the statement is additional statement difference from profit & loss statement.
3. To know the statement explains wealth generated by businessman and how he has distributed this fund.

DIFFERENCE BETWEEN VALUE ADDED AND PROFIT & LOSS

Profit is calculated after deducting all expenses incurred from purchases of material till its reaches in the hand of consumer. On the other hand value added is difference between revenue from sales and services brought into product and material. Profit is a micro concept while value added is a macro concept. Therefore the figure of profit measures the welfare of shareholder while the figure of value added measures the welfare of society as a whole.

CLASSIFICATION OF VALUE ADDED

Value added may be classified as a **GROSS VALUE ADDED & NET VALUE ADDED**.

Gross value added refers to sale plus income from service less bought in material and services purchased from outsider. The amount of Net value added is calculated by deducting the figure of depreciation from the figure of Gross value added.

EFFECTS ON THE INDIAN SOCIETY

In this diagram the Value added is the value that a producer (whether manufacturer, distributor, advertising agent, farmer etc.) adds to his raw materials, or purchases before selling the new or improved product or service. That is the inputs (the raw materials, transport, rent, advertising and so on are brought, people are paid wages to work on these inputs and when final goods and services is sold some profit is left. As the term indicates, it is a tax imposed on value addition of the goods in chain of transaction from pro duction, distribution and retail. A full fledged VAT in essence an *ad valorem* tax on domestic final consumption levied at all stages between production and final point of sale. At each stage tax is confined only to value added.

So, Vat is a tax not on the total value of the goods being sold but only on the value added to it by seller. The seller is therefore liable to pay tax not on its gross value but on the net value, the gross value minus the value of input. It is a multi stage tax is being collected in instalment. Therefore, VAT may be called as modified multipoint sales tax. In this calculation starts from Rs.10/- from a trader to retailer ends in Rs. 19/- showing a difference of Rs.9 the additional value being extra charged till it reaches the consumers by the retailers. The importance of value added tax in India and other countries are due to the following accounting standards which include:

1. Simple tax structure and transparency;
2. Neutrality of tax with respect to behaviour of consumer and of producer;
3. Transparency of tax amount in cost of goods and zero rating of tax on exports are easily identifiable.

ADVATAGE OF VALUE ADDED

1. **Ratios :-** It help to calculate earning capacity of business. It helps to calculate efficiency of business.
2. **Operating Efficiency :-** Operating efficiency is calculated with the help of ratio analysis. It explain company s role in creating wealth and in generating national income.
3. **Cost of capital employed :-** Cost of capital is very crucial factor while determining the capital structure. While selecting the cost of capital it is necessary to pay attention to cost of each source to select beneficial source of capital is necessary.
4. **Helpful to build integrity of employee :-** The value added is not focus to profit i.e. owners interest only, it focuses the collective efforts put by the capital, management, and employees to create the wealth. It help to increase loyalty of employees.
5. **Helpful to executing productivity linked bonus schemes :-** This statement helps to introduce and execute productivity linked bonus scheme.

LIMITATION OF VALUE ADDED

1. Value added statement are not popular with many companies they do not have any specific format. Lack of standardized format is the major limitation of value added statement.
2. Supplementary statements and not substitute:- profit and loss statement is treated as a traditional measure performance still it cannot be replace by VAS . The VAS is prepared and published on a supplementary statement but it can never substitute the income statement.

MEHODS OF CALCULATING THE AMOUNT OF VALUE ADDED

1) Additive Method :

Gross Value Added = Profit Benefit Tax + Employee Cost + Depreciation+ Intrest.

$$Gva = Pbt + Ec + D + I$$

Employee Cost = Wages + Salaries + Other Benefit To Employee.

2) Subtractive Method:

Gross value added = Sale + Income from service – Cost of bought in Goods and Service.

$$GVA = S + IS - (CBGS)$$

APPLICATION OF VALUE ADDED

The amount of value added by a concern is shared by its employees, provider of capital and government while a part of Value added is reinvested in the business. The description of the above cited application of value added is as given below:

Employee Provider of Capital Government Reinvestment in the Business

VALUE ADDED STATEMENT - REPORT FORM

Items	Rs
A) Generation of value added	
Sale	XXX
Add: Income from service	XXX
Less : Cost of bought in materials & service	XXX
GROSS VALUE ADDED	XXX
Less : Depreciation	XXX
NET VALUE ADDED	XXX
B) APPLICATION OF VALUE ADDED	
Payment to Employee	XXX
Payment to Government	XXX
Payment to provider of capital	XXX
Retained Earning	XXX
NET VALUE ADDED	XXX

VALUE ADDED STATEMENT - ACCOUNT FORM

Generation of value added	AMT. RS	APPLICATION VALUE ADDED	OF	AMT. RS
Sale	XXX	Payment to Employee		XXX
Add : Income from Service	XXX	Payment to Government		
Less : Cost of bought in materials & service	XXX	Payment to provider of capital		XXX
GROSS VALUE ADDED	XXX	Retained Earning		XXX
Less : Depreciation	XXX			XXX
NET VALUE ADDED	XXX	NET VALUE ADDED		XXX

CONCLUSION

No doubt profit is one of the mean to measuring the performance but Value Added statement is the step ahead of it. It represents the results of the company due to collective efforts of capital, management and employees. It represents wealth created by company in manufacturing process. This wealth is due to collective efforts of management, capital and employees. It does not consider only profit but it consider the salaries and wages paid to employee, dividend paid to shareholder, various taxes paid to government.

This value added statement is prepared by many companies as a supplementary financial statement in their annual report as a part of social responsibility reporting.

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INDEX

Sr.No.	Topic	Author	Page No.
1.	Drudgery Reducing Frontier Technologies for Farm Women: A Step towards Farm Women empowerment	Dr. Raksha	05
2.	'Feminism' in The Novel Of Manju Kapur	Neeraj Rana	10
३.	मराठी उपन्यासों में नारी अस्मिता की तलाश	डॉ. बाबासाहेब कोकाटे	१२
४.	स्त्री भ्रूणहत्या : कारण एवं समाधान	डॉ. (श्रीमती) आशुतोष	१७
५.	स्त्री विमर्श : भारतीय स्त्री के संदर्भ में	प्रा. सुनिल बाबुराव काळे	२२
६.	नारी जगत की जननी	प्रा. वैशाली बाबुराव कोटंबे	२४
७.	स्त्रियांचे शिक्षण क्षेत्रातील मौलिक कार्य	प्रा.डॉ. सुरेश आर.वराडे	२६
८.	एकविसाव्या शतकातील स्त्री उद्योजकता	प्रा.लुंबिनी हरीदास गणवीर	३०
९.	ग्रामीण भागातील स्त्रियांचा शैक्षणिक विकास - काळाची गरज	प्रा. डॉ. अजित सुर्यवंशी, सोनिया वामनराव डावरे	३५
१०.	एकविसाव्या शतकातील स्त्रियांचे स्थान	प्रा. कु. मंगला अजाबराव कडवे	३८
११.	ग्रामीण भागात नोकरी करणाऱ्या स्त्रियांच्या समस्या	प्रा.डॉ. विद्या मुकुंद ठवकर	४१
१२.	<u>१९व्या शतकातील समाज सुधारकांची स्त्री-पुरुष समानतेकडे होणारी वाटचाल</u>	<u>प्रा.सौ. वाघोले अरूणा रवींद्र</u>	४४
१३.	गुप्तकाळातील स्त्रियांचे संपत्तीविषयक अधिकार	प्रा. अनिल विठ्ठल बाविस्कर	५०

✍ ... ✓ १९व्या शतकातील समाज सुधारकांची स्त्री-पुरुष समानतेकडे
होणारी वाटचाल

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प्रास्ताविक :

आज सर्व स्तरांवर सर्व स्त्री पुरुष समानतेचा विचार मांडला जातो. तो काही प्रमाणात यशस्वीपणे झालेला आढळतो. पण आणखी किती तरी क्षेत्रे, ठिकाणे, स्तर समाज व्यवस्थेतील स्त्री पुरुष समानता मानण्यास धजावत नाही. कारण संस्कार, शिक्षण, परिस्थिती इ. गोष्टी कारणीभूत ठरतात महिलांच्या दृष्टीने आणि पुरुषांच्या विचार शैलीतून दिसतो. तो दूर करण्यासाठी कसा टप्पा गाठता येईल या दृष्टीने एक विचार मांडण्याचा प्रयत्न या "आदर्श समानतेचे श्रेष्ठ पाऊल" शोध निबंधातून केला आहे. कोणत्याही देशाच्या आणि तेथील लोकशाही समाजव्यवस्थेचा कणा व आधारस्तंभ स्त्रिया आहेत. प्राचीन काळापासून स्त्रियांच्या क्षेत्रातील प्रगती, त्यांचे हक्क, त्यांचे स्थान यातून त्यांना दुर्लभत्व देण्याचा प्रयत्न २० व्या शतकापर्यंत झालेला दिसतो. तो दूर करण्याचा प्रयत्न विविध समाजसुधारक, धर्मसुधारक, नेते, कार्यकर्ते व संस्थात्मक पातळीवर स्त्रियांना स्थान मिळवून देण्याचा प्रयत्न वारंवार शतकानुशतक झाला आहे म्हणून एकविसाव्या शतकात स्त्रियांचे स्थान ह्या दृष्टीने विचार पुढे आला आहे. हे स्त्रियांच्या कर्तबगारीचे यशस्वी पाऊल होय.

१९ व्या शतकातील व २० व्या शतकातील महाराष्ट्रातील समाजसुधारकांनी केलेले प्रयत्न करून पुन्हा पुन्हा IT, B.T. च्या क्षेत्रात, अंतराळात, राजकारणात, औद्योगिक क्षेत्रातील व सर्वसामान्य स्तरातील स्त्री-पुरुषांना याची गोड आठवण करून देण्याचा प्रयत्न १९ व्या शतकातही स्त्रीजन्म, बालहत्त्या, बालविवाह, विधवा पुनर्विवाह, केशवपन, स्त्रियांचा शिक्षण

हक्क, मालमत्ता हक्क, इ. प्रश्न २० व्या शतकात सुध्दा होते व आज त्यांचे स्वरूप काही प्रमाणात बदललेले दिसते. पण 'स्त्री', 'मुलगी', जन्म, शिक्षण, नोकरी, मालमत्तेबाबतचे प्रश्न आहेत. त्यासाठी सतर्कतेने पुन्हा पुन्हा विचार करावा लागेल.

१९ व्या भातकातील समाजसुधारकांचे प्रयत्न:

"स्त्रियांच्या शिक्षणासाठीही जगन्नाथ शंकर शेट यांनी प्रयत्न केले."^(१) त्याकाळी समाजात स्त्रियांना शिक्षण दिल्यास त्यांच्या पतीचे आयुष्य कमी होते अशी त्या काळात समजूत होती. त्यामुळे स्त्रीशिक्षणाचे कार्य करण्याची निंदा करण्यात येऊन त्यांचा छळ केला जात असे. छळाचा व निंदेची पर्वा न करता जगन्नाथ शंकर शेट यांनी मुंबई येथे आपल्या वाड्यात इ. स. १८४८ मध्ये जगन्नाथ शंकर शेट या नावाची मुलींची (हायस्कूल) शाळा काढली व स्त्री शिक्षणाचा पाया घातला. तसेच इ. स. १८५७ मध्ये मुंबई विद्यापीठ स्थापन केले. या विद्यापीठाचे पहिले फेलो म्हणून जगन्नाथ शंकर शेट यांची नियुक्ती झाली. मुंबई प्रांतात पुढील काळात शिक्षणाचा जो वृक्ष फोफावला त्याचे बीजारोपण जगन्नाथ शंकर शेट यांनी केले होते. पुणे विद्येचे माहेर घर येथे १८४८ मध्ये महात्मा फुले यांनी शाळा सुरू करून स्वतःच्या पत्नीला स्त्री शिक्षण व मुख्याध्यापिका केले. हा इतिहास सर्वांना ज्ञात आहेच. तेव्हा लहूजी साळवे (१८११-१८८१) यांनी, "महात्मा फुले यांनी सुरू केलेल्या सामाजिक कार्यात सहभाग घेतला. त्या काळात महार, मांग, व चांभार या लोकांना शिक्षण घेण्याचा अधिकार नव्हता परंतू

अस्पृश्यांचे अज्ञान दूर होण्यासाठी शिक्षणाशिवाय पर्याय नाही हे महात्मा फुले यांनी ओळखले. त्यामूळे त्यांनी इ. स. १८५१ मध्ये पुणे शहरात नाना पेटेट दलितांसाठी शिक्षण हे महात्मा फुले यांचे उद्दिष्ट डोळ्यांसमोर ठेवून लहूजी साळवे आणि राणोजी मल्हार यांनी एकत्र येऊन त्यांनी दलितांना शिक्षणाचे महत्त्व पटवून दिले आणि त्यांना महात्मा फुले यांनी सुरु केलेल्या शाळेत आपल्या मुलांना पाठविण्यासाठी प्रयत्न केले.^(२) आचार्य बाळशास्त्री जांभेकर (१८१०-१८४६) : बाळशास्त्री जांभेकर हे महाराष्ट्रातील पहिले समाज प्रबोधनकार ठरतात. त्यांनी आपल्या सेवेतून "कुटुंब पोषणाची जबाबदारी दुय्यम मानून समाजसेवेला प्राधान्य दिले.^(३) त्यांनी "बालविवाह, पुनर्विवाह, सती प्रथा याबद्दल जांभेकरांनी सर्वप्रथम लिखाण केले व या प्रथांना विरोध केला. स्त्री शिक्षणाचे ते पहिले पुरस्कर्ते ठरतात.^(४) त्यांनी जगाचा देशाच्या इतिहासाचा प्रथम अभ्यास केला व इतिहास समोर. ठेवून प्रत्येकाने ते जगले पाहिजे असा त्यांच्या संदेश होता. त्यांनी "हिंदू स्त्रियांच्या समस्याकडे समाज सुधारकांचे प्रथम लक्ष वेधले.^(५) समाजप्रबोधनाचे कार्य फार मोठे केले. कृतीतून, लेखनातून, कार्यातून स्रमस्त सर्व स्तरांतीलच स्त्रियांना "विद्याभिलासी व्हा, विद्याभ्यास करा, लोकांना शिक्षण द्या, लोकांत देशाभिमान व स्वधर्माभिमान निर्माण करा असा त्यांनी समाजात उपदेश केला, त्यांनी स्त्री शिक्षणाचा पुरस्कार केला.^(६)

१९ व्या शतकात महाराष्ट्रात आद्य सुधारक व आद्य प्रबोधनकार म्हणून गोपाळ हरी देशमुख यांना लोकहितवादी म्हणून ओळखतात. "प्रभाकर या वृत्तपत्रात लोकहितवादी या नावाने लेख लिहिले.^(७) इ. स. १८४८ पासून त्यांनी शतपत्रे लिहिण्यास सुरुवात केली होती. "महाराष्ट्रातील समाज मागासलेला होता. त्याचा मागासलेपणा घालवून, त्यांची प्रगती घडवून आणायची असेल तर भारतीयांनी पाश्चात्य ज्ञान घेतले पाहिजे असा विचार त्यांनी समाजापुढे ठेवला.^(८) "समाजाचा विकास होण्यासाठी

जातिभेद हा मोठा अडसर आहे म्हणून समाजातील लोकांनी जातीचा आभिमान धरू नये असा उपदेश लोकहितवादींनी समाजाला साहित्यातून केले. यावर उपाय म्हणून त्यांनी सांगितले की, समाजात जाती ह्या दोनच आहेत. त्या म्हणजे 'स्त्री' आणि 'पुरुष'.^(९) पुरुष व स्त्री समाजाची दोन चाके आहेत. तेव्हा स्त्रियांच्या प्रगतीसाठी त्यांना हक्काची जाणीव करुण दिली पाहिजे असा त्यांनी समाजापुढे विचार मांडला. गोपाळराव हे बोलके आणि कर्ते समाजसुधारक होते. म्हणूनच त्यांना राष्ट्रवादाचे आद्य सुधारक म्हणून ओळखले जाते. लोकहितवादींनी कर्मकांड, व्रतवैकल्प यांना विरोध केला होता. "ते म्हणतात लोक इतके मूर्ख आहेत की, त्यांना 'चाल' म्हणजे काय असे विचारले तर चाल म्हणजे 'धर्म' असेच ते म्हणतात. पण धर्म व चाल ही वेगवेगळी आहेत, हे त्यांना कळत नाही. धर्म ही निती, संचार, सदाचार, दया, प्रेम हे शिकवतो परंतु त्या काळातील समाजात हे गुण दिसत नाहीत. म्हणून लोकहितवादी म्हणतात घरांतील मुलामुलींना सदाचार, निती, प्रेम या गोष्टी शिकवाव्यात म्हणजे त्यांचा उत्कर्ष होईल.^(१०)

डॉ. भाऊ दाजी लाड इ. स. १८२४-१८७४ : डॉ. भाऊ दाजी लाड हे फार बुद्धिमान होते. रामचंद्र विठ्ठल लाड हे त्यांचे मुळ नाव. "मुंबई प्रांत सरकारने 'बालकन्या' हत्येच्या संदर्भात एक निबंध स्पर्धा आयोजित केली होती. त्यांनी प्रथम क्रमांक मिळवला. ६०० रु. बक्षिस मिळवले. त्यांनी बालकन्या वधाची प्रथा हिंदू धर्मशास्त्राच्या विरुद्ध आहे. ती धर्म, भूतदया, माणूसकीला सोडून असून ती अमानुष आहे असे त्यांनी आपल्या निबंधात म्हटले होते.^(११)

स्त्री शिक्षणाचे कार्य - १९ व्या शतकात स्त्रियांना शिक्षण घेण्याचा अधिकार नव्हता. त्यांनी शिक्षण घेतल्यास त्यांच्या पतीचे आयुष्य कमी होते अशी गैरसमजूत समाजात प्रचलित होती. डॉ. भाऊ दाजी लाड यांनी स्त्रियांच्या शिक्षणाचा पुरस्कार केला. त्यांनी स्वखर्चाने मुलींसाठी एक शाळा सुरु केली. स्त्रियांमध्ये शिक्षणाचा प्रसार

झाल्याशिवाय समाजात सुधारणा होणे शक्य नाही असे त्यांचे मत होते. त्यांनी मुलींच्या शाळेस आर्थिक मदतही केली. मुंबईत लोहारचाळ येथे 'स्टुडंटस लिटररी अॅण्ड सायंटिफीक असोसिएशन' या संस्थेचे कन्या हायस्कूल होते. त्यांनी विधवा विवाहाचा पुरस्कार केला. ते पुनर्विवाहोत्तेजक मंडळाचे ते सदस्य होते. इ. स. १८६९ मध्ये वेणूबाई या विधवेचा पुनर्विवाह पांडुरंग विनायक करमरकर यांच्याशी झाला. कुवर नावाच्या स्त्रीनेही पुनर्विवाह केला होता. या दोन्ही पुनर्विवाहाच्या वेळी डॉ. भाऊ दाजी लाड हजर होते. "विधवांची संख्या - महाराष्ट्रातील. १८९१ मधील (० ते १२) संख्या पुढीलप्रमाणे -

वयोगट	विधवा
१. ० ते ४ वर्षे	१३,८७८
२. ५ ते ९ वर्षे	६४,०४०
३. १० ते १२ वर्षे	८७,२६६ ^(१३)

तर "धर्मशास्त्रानुसार समुद्र पर्यटन निषिद्ध मानले गेले. डॉ. लाड यांनी भारतीयांनी समुद्र पर्यटन करून परदेशात जाऊन उच्च शिक्षण घ्यावे यासाठी प्रयत्न केले. समाजातील अनेक प्रथांना त्यांनी विरोध केला.

महात्मा फुलेंच्या शाळेतील अकरा वर्षे वयाच्या मुक्ता साळवे नावाच्या मातंग विद्यार्थिनीने महार-मांगाच्या दुखा:विषयीचा एक निबंध लिहिला होता. त्यात तिने महार-मांगांना तेल, शेंदूर पाजून किल्यांच्या आणि इमारतींच्या पायांत पुरत असत असे म्हटले.

इ.स. १८५२ च्या सुमारास महात्मा जोतिरावांच्या मार्गदर्शनाखाली महिला सेवा मंडळाची स्थापना करण्यात आली. सावित्रीबाईना पदाचा कधीच हव्यास नव्हता. म्हणून त्यांनी अध्यक्षपद स्वतःकडे न घेता त्या महिला मंडळाच्या सचिव झाल्या. तर अध्यक्ष मिसेस. इ. सी. जोन्स यांना करण्यात आले. स्त्रियांच्या प्रगतीसाठी झटणारी, लढणारी ही देशातील पहिली संस्था होय. कर्मठ सनातनी काळात सामाजिक परिवर्तनाच्या चळवळीची सुरुवात एका बहुजन स्त्रीने करणे हे तत्कालीन मोठे

धाडसच होते. याबाबत नामवंत विचारवंत हरी नरके म्हणतात "त्यांनी शिकविण्यासाठी घराच्या उंबरठ्याबाहेर टाकलेले पहिले पाऊल हीच आधुनिक भारतीय स्त्रीच्या सार्वजनिक जीवनाची सुरुवात होय."^(१३)

"सावित्रीबाईंनी वयाच्या २१व्या वर्षी महिला सेवा मंडळाची स्थापना केली. या संस्थेने सामाजिक सुधारणा चळवळींची पायाभरणी करून चळवळ गतिमान केली. या मंडळाने विधवा पुनर्विवाह घडून आणण्यासाठी हळदीकुंकू, प्रौढ स्त्रियांचे शिक्षण, रसपान तसेच व्यसनाच्या अधीन गेलेल्या पुरुषांच्या जाचातून स्त्रीमुक्ती करण्याचाही प्रयत्न मंडळ करित असे. पंधरा दिवसातून एकदा या मंडळाची बैठक होत असे. मिसेस. जोन्स मंडळाच्या अध्यक्ष असल्या तरी सर्व कार्याची जबाबदारी सावित्रीबाईंच्या खांद्यावर होती"^(१४)

भारतामध्ये एकूण ४२९ अस्पृश्य जाती होत्या. समाज व्यवस्थेत त्यांचा दर्जा खालचा होता. फुले दाम्पत्यांनी सर्वप्रथम मनुष्य धर्म सांगितला. "त्यांच्या मते महार, मांग, चांभार यांचे पूर्वज व आपले पूर्वज एकच आहेत. तेव्हा त्यांना समानतेने व माणुसकीने वागविण्याचे समाजाचे आणि देशाचे कल्याण साधले जाऊ शकेल आपले समाज बांधव फक्त घोटभर पाण्यासाठी भटकत आहेत. याचे शल्य त्यांना टोचत होते. यावर उपाय म्हणून सावित्रीबाईंनी स्वतःच्या मालकीची विहीर इ. स. १८६८ मध्ये सुरू केली. कोणीही अस्पृश्य, बालक, वयोवृद्ध व बंधू भगिनींनी येऊन पाणी भरून न्यावे अशी दवंडी दिली. आणि विहिरीजवळ तशी पाटीही लावली" पुढे २० मार्च १९२७ रोजी "डॉ. बाबासाहेब आंबेडकरांनी ज्या चवदार तळ्याचे आंदोलन केले त्या आंदोलनाची दिशा व पार्श्वभूमी सावित्रीबाईंनी तयार करून दिली होती. स्वतःच्या वाड्यातील विहीर व हौद अस्पृश्यांना पाणी भरण्यासाठी खुले करणारे फुले दाम्पत्य हे आद्य भारतीय अस्पृश्योद्धारक ठरतात."^(१५)

स्त्री शिक्षणाचा पुरस्कार - गोपाळ गणेश आगरकरांनी स्त्री शिक्षणाचा पुरस्कार केला. मुला-मुलींना समान व बरोबरीने शिक्षण दिले पाहिजे असे त्यांनी मत मांडले. त्यांनी मुलां इतकीच मुलींच्या शिक्षणाची सक्ती हा 'सुधारक'मध्ये लेख लिहिला होता. स्त्रियांना चरितार्थ चालविण्याचे शिक्षण दिले पाहिजे असे त्यांना वाटत होते. कारण सुशिक्षित स्त्रिया बालसंगोपन व संसार चांगला करतील. तसेच विधवांना आर्थिकदृष्ट्या पायावर उभे राहता येईल. स्त्रियांना वरिष्ठ प्रतीचे शिक्षण द्यावे की नाही या लेखात ते म्हणतात "स्त्रियांना वरिष्ठ प्रतीचे शिक्षण देण्यापूर्वी त्यांचा विवाह वयात व विवाह पध्दतीत बराच फरक होण्याची आवश्यकता आहे. बी. ए., एलएल. बी व एम. ए उत्तीर्ण होण्यासाठी त्या अविवाहित राहणे आवश्यक आहे. मुलींना शिक्षण देण्यात यावे व प्रत्येक क्षेत्रात स्त्री-पुरुषांची स्पर्धा चालली पाहिजे. स्त्री-पुरुषांना समान व एकत्र शिक्षण दिल्यामुळे त्यांच्यात अनीती वाढणार नाही."^(१२) असे आगरकरांचे मत होते. ते 'सुधारक' मध्ये सुशिक्षित स्त्रियांचे लेख प्रसिध्द करीत.

महर्षी धोंडो केशव कर्वे- यांनी विधवा विवाह-विधवा विवाहोत्तेजक मंडळ या संस्थेची स्थापना केली. "त्या काळात बालविवाह प्रचलित होते. कर्वेचा विवाहसुध्दा त्यांच्या वयाच्या पंधराव्या वर्षी इ. स. १८७३ मध्ये राधाबाईशी झाला होता. राधाबाई ९ वर्षांच्या होत्या. विधवा स्त्रियांचे जीवन फार कष्टमय होते. त्यांना अत्यंत हालअपेष्टा सहन कराव्या लागत असत. त्यामुळे कर्वेनी विधवा स्त्रियांच्या जीवनात सुधारणा करण्याचे ठरविले, पण दुर्दैवाने १८९१ मध्ये त्यांची पत्नी राधाबाई यांचा मृत्यू झाला. त्यावेळी कर्वेचे वय ४२ होते. ११ मार्च १८९५ रोजी कुमारीकेशी लग्न न करता पंडिता रमाबाई यांच्या मुंबई येथील शारदा आश्रमात ४ वर्षे वास्तव्यास आसलेल्या २८ वर्ष वयाच्या गोदुबाई नावाच्या विधवा स्त्रीशी पुनर्विवाह करून समाजासमोर आदर्श निर्माण केला. या घटनेमुळे

महाराष्ट्रात खळबळ उडाली. तसेच समाज सुधारणा करणाऱ्यांनाही आश्चर्याचा धक्का बसला. पुढे गोदुबाईचे नाव आनंदीबाई असे ठेवले. हा पुनर्विवाह पुणे येथे अण्णासाहेब भांडारकरांच्या घरात संपन्न झाला. याच घरात इ. स. १८७४ मध्ये पुणे येथील पहिला पुनर्विवाह झाला होता."^(१३) महिला विद्यालयाची स्थापना कर्वे यांनी इ.स. १९०७ मध्ये हिंगणे येथे केली. या विद्यालयात स्त्रियांमध्ये सुपत्नी आणि सुमाता होण्याची पात्रता निर्माण करणारे शैक्षणिक उपक्रम राबविण्यात आले. सुरुवातीस हे महिला विद्यालय ४ मार्च १९०८ रोजी पुणे येथे लकडी पुलाजवळ एका वाड्यात सुरु केले. प्रथम या विद्यालयात ६ विद्यार्थिनी शिक्षण घेत होत्या. ४ नोव्हेंबर १९०८ रोजी निष्काम कर्ममठाची स्थापना केली. स्त्रियांची सेवा करणे, स्त्री समाजाच्या उपयोगी पडणाऱ्या संस्था चालविणे व कार्यकर्त्यांची भक्कम फळी निर्माण करणे, हे या मठाचे उद्देश होते. हा मठ लोकसेवेसाठी निष्काम बुध्दीने तन, मन, धन अर्पण करणारा संघ निर्माण करून त्यांचा विस्तार करणे हे या संस्थेचे ब्रीदवाक्य होते. मठातील सामील होणाऱ्या प्रत्येक व्यक्तीला शपथ घ्यावी लागे. की "माझे स्वतःचे जे काही आहे, त्यावरील सर्व हक्क मी सोडून देत आहे, मी या मठाचा सेवक झालो असून माझ्यापासून आणि माझ्या या कुटुंबासाठी मठाने केलेली तरतूद मला मान्य आहे" ६ डिसेंबर १९१० रोजी कर्वे मठाच्या सेवक व सेविकांचे महिला विद्यालयात सभा घेऊन त्यांनी मठासाठी नियम केले. "१. सेवक सेविकांनी आपले राहणीमान साधे ठेवावे., २. वागणूक शूध्द ठेवणे., ३. कोणाचाही व्देष न करणे., ४. मठाच्या नियमांचे पालन करणे., ५. मठाच्या कार्यासाठी खर्च करणे., ६. विद्यार्थ्यांसाठी धान्य जमविणे."^(१४) या नंतर १९१५ ला महिला आश्रमाची स्थापना झाली. १९१५ मध्ये अनाथ बालिका श्रम, महिला विद्यालय, निष्काम कर्ममठ यांची स्थापना केल्यानंतर कर्वे यांनी आयुष्यभर स्त्रियांच्या उध्दाराचाच विचार केला. स्त्रियांच्या शिक्षणाचा

प्रसार केला. महिला विद्यापीठाची स्थापना १९१६ - स्त्रियांमध्ये शिक्षण प्रसार करणे हे पवित्र देशकार्य आणि धर्मकार्य आहे असे कर्वे यांचे मत होते. स्त्रियांसाठी स्वतंत्र विद्यापीठ असावे असेही त्यांना वाटत होते. त्यामुळे त्यांनी पुणे येथे १९१६ मध्ये महिला विद्यापीठ सुरू केले. या विद्यापीठाचे उद्देश- १. स्त्रियांना उच्च शिक्षण देणे., २. स्त्रियांना स्वावलंबी, स्वाभिमानी व स्वकर्तृत्ववान बनविणे., ३. स्त्रियांना प्रपंचास्त्र, आरोग्यशास्त्र व गायण कलेचे शिक्षण देणे. (६२) महिला विद्यापीठाने नुकतेच शतकोत्तरात पाऊल ठेवले आहे. "१९ व्या शतकातील वरील सर्व संस्थाचालक, समाजसुधारकांनी स्त्री जीवनासाठी कार्य केले. १४ एप्रिल १८९१ मध्ये जन्मलेले डॉ. बाबासाहेब आंबेडकरांच्या शतकोत्तर १२५ विजयंतीच्या निमित्ताने. शाहू, फुले, आंबेडकरांच्या महाराष्ट्रात बहूजनांसाठी त्रिमूर्तीने त्यांच्या काळात भरीव कार्य केले. "अस्पृश्यवर्गाची सुधारणा होण्यास त्यास दोन गोष्टींची अत्यंत आवश्यकता आहे. त्यांच्या मनावर जो जुन्या, खुळचट, अनिष्ट विचारांचा गंज चढला आहे तो धुऊन निघाला पाहिजे. आचार, विचार आणि उच्चार यांची शुध्दी जोपर्यंत झाली नाही तोपर्यंत अस्पृश्य समाजात जागृतीचे अथवा प्रगतीचे बीज कधीच रुजणार नाही. सद्यःस्थितीत त्यांच्या खडकाळ मनावर कसलेही नवरोप उगवणार नाही. त्यांची मने अशा रितीने सुसंस्कृत होण्यासाठी त्यांनी पांढरपेषाचा अवलंब केला पाहिजे." (२०)

ऑक्टोबर १९४८ मध्ये आंबेडकरांनी हिंदू संहिता (हिंदू कोड) मांडले होते. हिंदू कोड बिलात "त्यातील एकत्र कुटुंब पध्दती आणि स्त्रियांचा मालमत्तेवरील अधिकार या संबंधीचा भाग प्रवर समितीला सादर केला." (२१) तसेच बृहस्पती स्मृतीत स्त्रियांचा मालमत्तेवरील हक्क मान्य केलेला आहे. 'महाबोधी' या मासिकात हिंदू स्त्रियांची उन्नती आणि अनवती नावाचा लेख लिहिला. त्यात १९५० च्या लेखात ते म्हणतात "पुरुषांप्रमाणेच स्त्रियांनाही मोकळीक दिली.

भारतीय स्त्रियांना स्वातंत्र्य आणि प्रतिष्ठा देणारी ती एक मोठी क्रांती होती." (२२) दलित चळवळीच्या संदर्भात आपणास असे म्हणता येईल की, "ज्योतीराव रचला पाया। बाबासाहेब झालासे कळस ।।" (२३) महात्मा फुल्यांनी शिक्षणातून स्वत्वाचे भान असणारी पिढी तयार केली.

शाहू महाराजांनी स्त्री मुक्तीचे पाच कायदे संमत करून घेतले होते. १. पुनर्विवाह नोंदणी कायदा., २. आंतरधर्मीय व आंतरजातीय विवाह कायदा., ३. स्त्री अत्याचारांना प्रतिबंध करणारा कायदा., ४. काडीमोड किंवा घटस्फोट कायदा. व ५. जोगतिणी प्रतिबंधक कायदा."

शाहू महाराजांचा पाचवा कायदा जोगतिणी, मुरळी, देवदासी इ. कनिष्ठ दर्जाचे व उपेक्षित जीवन जगणाऱ्या या स्त्रियांच्या संदर्भातील कायदा १७ जानेवारी १९२० रोजी संमत केला गेला. देवाच्या नावाने लहानपणीच सोडलेल्या या स्त्रियांना पुढे अत्यंत अनैतिक व दयनीय आयुष्य काढावे लागत असे. महाराजांनी हा कायदा करून या स्त्रियांना देवाला सोडल्यामुळे जे विशिष्ट हक्क प्राप्त होतात तेच कायद्याने रद्द केले. (२४)

डॉ. बाबासाहेब आंबेडकरांच्या (१२५ वी जयंती वर्ष) जन्मशताब्दी वर्षात डॉ. सविता ऊर्फ माईसाहेब आंबेडकर यांच्या द्वितीय चरित्राच्या आवृत्तीचे प्रकाशन होत आहे. माईनी बाबासाहेबांशी विवाह करतांना त्यांची जात पाहिली नाही, त्यांचे व्याधिग्रस्त शरीर पाहिले नाही. कसलाही विचार न करता बाबासाहेबांचा विवाहाचा प्रस्ताव स्वीकारला." (२५) कारण त्यांना एकच कळकळ होती की, या महापुरुषाला स्वास्थ्य लाभले पाहिजे आणि त्यांच्या हातून राष्ट्र उभारणीची, घटना निर्मितीचे, अस्पृश्य व स्त्रियांच्या उध्दाराचे ऐतिहासिक कार्य झाले पाहिजे. या ध्येयाने प्रेरित होऊन त्यांनी बाबासाहेबांना स्वीकारले आणि आपले अवघे जीवन समर्पित केले. "आपल्या महान पतीवर औषोघोपचार केले, जेवणाची, पथ्यांची काळजी घेतली. त्यांना तळहातावरील फोडासारखे जपले.

त्यांच्या प्रत्येक कार्यात धडाडीने खांद्यालो खांदा लावून साथ दिली नि त्यांची नियोजित कार्ये यशस्वी केली. (२६)

"भारत सरकारने डॉ. बाबासाहेब आंबेडकरांना 'भारतरत्न' (मरणोत्तर) हा सर्वोच्च नागरी बहुमान बहाल केला. १४ एप्रिल १९९० रोजी राष्ट्रपती आर. वेंकटरामन यांच्या हस्ते स्वीकारला. आपल्या महान पतीला हा सर्वोच्च बहुमान प्राप्त झाल्याबद्दल कृतज्ञता व्यक्त करण्यासाठी माईनी बौध्द पवित्र स्थळांना भेटी देऊन आदरांजली वाहिली. (२७) डॉ. माई आंबेडकरांना बुध्दांबद्दल पराकोटीचा आदर होता. त्या मला (ले. विजय सुरवाडे) एकदा म्हणाला होता की, "सिध्दार्थाने राज्य, तरुण व सुंदर पत्नी, गोंडस मुलगा, सर्व ऐश्वर्य व सुख ऐषआराम यांचा तत्त्वासाठी अगदी तरुण वयात त्याग केला. तू विचार कर की, तू तरी असा

त्याग करू शकशील का? त्या म्हणायच्या की, बुध्दाच्या महानतेपुढे त्याला कोटा कोटी वंदन करावे. सिध्दार्थाच्या वर्तमाने त्या प्रेरित झालेल्या होत्या. आणि बाबासाहेबांच्या कार्याने प्रभावित झाल्या होत्या. तो वारसा पुढे त्यांनी चालविला.

निष्कर्ष— आजच्या काळात महाराष्ट्रातील समाज सुधारकांनी केलेल्या योगदानातून शाहू, फुले, आंबेडकर यांच्या स्त्रीविषयक विचारांमुळे स्त्रियांना आजच्या युगात मानाचे स्थान मिळाले आहे हे लक्षात घेणे गरजेचे आहे. डॉ. बाबासाहेब आंबेडकरांचा वारसा माई आंबेडकरांनी चालवला याचा पुन्हा पुन्हा अभ्यास करण्याची गरज या १२५ व्या शताब्दी जयंती निमित्ताने पुढे येत आहे हे सुध्दा लक्षात घेणे फार महत्त्वाचे आहे.

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संदर्भ

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२. महाराष्ट्रातील समाज सुधारक : - कित्ता . पृ. ७, ८
३. महाराष्ट्रातील समाज सुधारक : - कित्ता . पृ. ९
४. महाराष्ट्रातील समाज सुधारक : - कित्ता . पृ. ११
५. महाराष्ट्रातील समाज सुधारक : - कित्ता . पृ. ११
६. महाराष्ट्रातील समाज सुधारक : - कित्ता . पृ. १२
७. महाराष्ट्रातील समाज सुधारक : - कित्ता . पृ. १४
८. महाराष्ट्रातील समाज सुधारक : - कित्ता . पृ. १७
९. महाराष्ट्रातील समाज सुधारक : - कित्ता . पृ. १८
१०. महाराष्ट्रातील समाज सुधारक : - कित्ता . पृ. २२
११. महाराष्ट्रातील समाज सुधारक : - कित्ता . पृ. २६
१२. आधुनिक भारतातील स्त्री जीवन. ले. डॉ. सरला धामणकर, य.च.म.मु.विद्यापीठ, पुस्तक ३ रे. पृ. १४
१३. महाराष्ट्रातील समाज सुधारक : - कित्ता पृ. ६८
१४. महाराष्ट्रातील समाज सुधारक : - कित्ता पृ. ६८, ६९
१५. महाराष्ट्रातील समाज सुधारक : - कित्ता पृ. ६९, ७०
१६. महाराष्ट्रातील समाज सुधारक : - कित्ता पृ. १०७
१७. महाराष्ट्रातील समाज सुधारक : - कित्ता पृ. १४४
१८. महाराष्ट्रातील समाज सुधारक : - कित्ता पृ. २६७
१९. महाराष्ट्रातील समाज सुधारक : - कित्ता पृ. १४८
२०. डॉ. बाबासाहेब आंबेडकर, ले. धनंजय कीर, प्रकाशन पॉप्युलर प्रकाशन मुंबई आ. ६ वी. पृ. ७२
२१. डॉ. बाबासाहेब आंबेडकर : - कित्ता पृ. ४३१, ४३२
२२. डॉ. बाबासाहेब आंबेडकर : - कित्ता पृ. ४४३
२३. डॉ. बाबासाहेब आंबेडकर : - कित्ता पृ. ४४३
२४. डॉ. बाबासाहेब आंबेडकर : - कित्ता पृ. ४४३
२५. सक्षम समीक्षा, त्रैमासिक, वर्ष ६, अंक ३ रा, संपादक, डॉ. शैलेश त्रिभुवन, ऑक्टोबर नोव्हेंबर, डिसेंबर २०१५. (ले. विजय सुरवाडे, डॉ. आंबेडकरांच्या सहवासात : डॉ. सविता आंबेडकर) पृ. ६६
२६. सक्षम समीक्षा, त्रैमासिक : - कित्ता पृ. ६६
२७. सक्षम समीक्षा, त्रैमासिक : - कित्ता पृ. ६७

ISSN 2320-4915

॥ अभिनव वाग्विलास ॥

संपादक
प्रा.डॉ.चं.वि.जोशी

सहसंपादक
डॉ.अशोक शिंदे
श्री.चंद्रकांत पालवे

मार्गदर्शक
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डॉ.गोपाळराव मिष्ट्रीकर
डॉ.विष्टीश कुलकर्णी

वर्ष-२ रे अंक -१

जाने.-मार्च २०१४

अभिनव वाग्विलास / वर्ष-२ रे अंक १

जाने.-मार्च २०१४

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१०, सारथी, सरस्वती कॉलनी/पोस्ट कॉलनीमागे /

पाईपलाईन रोड, सावेडी जि. अहमदनगर

पीन - ४१४००३ (महाराष्ट्र)

दूरध्वनी - ०२४१-२४२२३१८

प्रकाशिका । प्रा. सुहासिनी जोशी

मुद्रक । सिध्दीगणेश ऑफसेट, केडगांव, अ.नगर

संपर्क - भ्रमणध्वनी - १. संपादक - डॉ.चं.वि.जोशी -

९३२५४५९२२९

सहसंपादक

१. डॉ.अशोक शिंदे - ९८८१९४०४४२३.

२. श्री. चंद्रकांत पालवे - ९३७२४१५५३५

मुखपृष्ठ - अमोल पोटे, अ.नगर

या अंकाची किंमत - ६० रूपये मात्र

सूचना -

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संपादक, सहसंपादक सहमत असतीलच असे नाही. तसेच शोधनिबंधातील
मजकुराचा व संदर्भाचा संपादक, प्रकाशकाचा काहीही संबंध नाही. ती जबाबदारी
सर्वस्वी शोधनिबंध लेखकाचीच आहे.

अभिनव वाग्विलास / वर्ष-२ रे अंक १

जाने.-मार्च २०१४

॥ अनुक्रमणिका ॥

संपादकीय / २

१. समकालीन ग्रामीण कथा - डॉ.मनोहर सुरवाडे / ३

२. आदिबंधात्मक समीक्षा : वाटचाल, स्वरूप व मर्यादा - प्रा. डॉ. एकनाथ ढोणे / १३

३. संत साहित्य समीक्षेचे बीजप्रवाह - एक आकलन - - प्रा. डॉ. द.के.गंधारे / २०

४. 'दीनमित्र' या वृत्तपत्राचे वेगळेपण - प्रा. संजय दरवडे / २२

५. व्यक्तिमत्त्व विकासात भाषिक कौशल्याचे महत्त्व - डॉ. प्रकाश सूर्यवंशी / २६

६. वृत्तपत्र कायदा आणि केसरीचे कार्य - प्रा. क्षीरसागर गिरीजाप्रसाद शंकरलाल / ३२

७. 'प्रत्ययपर्व' मधील भिन्न जीवनाची आशयसूत्रे - प्रा.डॉ.सोमनाथ महादेव दडस / ३५

८. ग्रेस यांच्या कवितेतील चंद्र चित्रे - प्रा.डॉ.चं.वि.जोशी / ४३

९. आत्मस्वरूपाची ज्योत: संत जनाबाईचे अभंग - डॉ.सुभाष शेकडे / ४८

१०. लोकसाहित्यातील मंचीय आविष्कार - शाहीरी - डॉ. मार्तंड कुलकर्णी / ५३

११. संत तुकाराम महाराजांच्या अभंगातील विठ्ठल भक्तीचे सगुण-निर्गुणत्व -

प्रा. अनिता आढाव / ६१

१२. लेखन विकास - प्राचार्य जगदिश राठोड / ६७



अभिनव वाग्विलास / वर्ष-२ रे अंक १

जाने.-मार्च २०१४

६. वृत्तपत्र कायदा आणि केसरीचे काय

- प्रा. क्षीरसागर गिरीजाप्रसाद शंकरलाल

विचार स्वातंत्र्याने प्रभावीत झालेली नेतेमंडळी आणि देश व देशाचे स्वातंत्र्य हा नवा विचार मनात पेरून निघालेली भारतीय जनता यामुळे राष्ट्रीय स्वातंत्र्य मिळविण्याची चळवळ हळूहळू प्रभावी होऊ लागली. सरकारविरोधी निदर्शने सुरू झाली. सरकारच्या अन्यायकारक धोरणांचा जाहीर निषेध होऊ लागला. सरकारने या निषेधाची प्रतिक्रिया म्हणून लाठीहल्ला केला तर त्यांनाही वृत्तपत्रांमधून ठळक प्रसिध्द दिली जाऊ लागली.

थोडक्यात राष्ट्रीय विचारांचे वारे देशभर वाढू लागलेले पाहताच इंग्रज सरकारने १९३१ साली वृत्तपत्रांवर आणखी नवे निर्बंध लादले. जामिनाची रक्कम सरकारने वाढवली. ती छापखान्याचे मालक आणि वृत्तपत्रकर्ते या दोघांनाही त्रासदायक होती. इंग्रज सरकारने प्रांतीय सरकारांना एक अधिकार दिला तो म्हणजे - जे लिखाण आक्षेपार्ह असेल त्याची आक्षेपार्हता तीव्रता ठरवून त्याप्रमाणे अनामत रकमेतील रक्कम जप्त करण्याचा अधिकार! एवढेच नव्हे तर सरकारने जप्त करण्याचा अधिकार! एवढेच नव्हे तर सरकारने अनामत म्हणून जी रक्कम ठरविली होती ती भरली नाही तर अशी रक्कम न भरणारी वृत्तपत्रे आपोआप अनधिकृत ठरविली जात होती.असा हा जुलमी वृत्तपत्र निर्बंधाचा कायदा होता.राष्ट्रीय सभेचा म्हणजे काँग्रेसचा प्रचार, त्याच्या बातम्या तसेच कायदेभंगाच्या विविध कार्यक्रमांसाठी नेत्यांनी दिलेले आदेश, त्याचे छापील रूप, या संघटनेत कार्य करणाऱ्या नेत्यांच्या बैठकीचे वृत्तांत वा कार्यक्रमाची जाहिरात करणे ह्या साऱ्या बाबी इंग्रज सरकारच्या दृष्टीने आक्षेपार्ह होत्या.या कायद्याच्या तडाख्यात अनेक वृत्तपत्रे सापडली.त्याचे परिणाम त्यांना भोगावे लागले.यामध्ये आनंदबझार,बॉम्बे कॉनिकल,दि लिबर्टी,फी प्रेस जर्नल अशासारख्या कितीतरी वृत्तपत्रांनी जमा केलेल्या अनामत रकमा इंग्रज सरकारने जप्त केल्या.सरकारची एकाप्रकारची वैचारिक दडपशाहीच होती.या देशात स्वातंत्र्य मिळविण्याचा विचार रुजूच घ्यायचा नाहीअसाच जणू काही पण इंग्रज सरकारने केला होता.एकप्रकारे तो इंग्रज सरकारच्या अस्तित्वाचा आणि भारतीयांनी निर्माण केलेल्या स्वतंत्र भारताच्या स्वप्नाच्या अस्तित्वाचा लढा होता.याच काळाच्या पूर्वी २० वर्षे लोकमान्य टिळकांचा केसरी विविध अंगांनी आपले योगदान देत होता.इंग्रज सरकारचे वृत्तपत्र निर्बंधासाठीचे विविध कायदे

३२

आणि त्यामधूनही अत्यंत निर्भिडपणे,नेमकेपणाने,स्वतःचे अस्तित्व जपत चालविलेला केसरी ही संपादक टिळक यांची मोठीच यशोगाथा म्हणावी लागेल.लोकमान्य टिळक यांचे सामाजिक,राजकीय व इतर क्षेत्रातील कार्य आणि दैनिक केसरी चे प्रतिनिधीत्व या साऱ्याचा विचार केल्यानंतर दैनिक केसरी च्या कार्याचा वेगळेपणा स्पष्ट होतो.

१९३१ च्या या कायद्यानंतर स्थिती आणखीनच बिघडली.यानंतरही सरकारने अनेक कायदे व वटहुकूम काढून वृत्तपत्र स्वातंत्र्यावर जास्तीत जास्त निर्बंध लादण्याचा प्रयत्न केला.स.१९३२ च्या कायद्याने भारत सरकार व परराज्ये यांच्यातील संबंधावर टीका करण्यास वृत्तपत्रांना मनाई करण्यात आली. तर १९३४च्या कायद्याने देशी कारभारावर टीका करण्याचा अधिकारही काढून घेण्यात आला.भारतीय वृत्तपत्रांवर निर्बंध लादण्यासाठी केले गेलेले हे कायदे पाहिल्यानंतर एक गोष्ट स्पष्ट होते ती म्हणजे वृत्तपत्रांचा प्रवास हा साधा प्रवास नव्हता. ही वृत्तपत्रे चालविणे ही सुळावरची पोळी होती.एकीकडे वृत्तपत्रांना आपले अस्तित्व टिकविण्यासाठी कसरत करावी लागत होती.एकीकडे सरकारची खपामर्जी होऊ नये म्हणून डोळ्यात तेल घालून लक्ष ठेवायचे,त्याचवेळी सामान्य माणसांचे प्रबोधन करीत स्वातंत्र्यासाठी मनोभूमी तयार करायची.त्यामध्ये स्वातंत्र्याचे विचार पेरायचे,हे सारे सांभाळण्यासाठी या वृत्तपत्रांच्या संपादकांना वेगळी कौशल्ये विकसीत करावी लागली.यात नवल ते कसले? या दृष्टीने लो.टिळकांच्या केसरी आणि लोकमान्य टिळक यांनाही या वृत्तपत्र निर्बंध कायद्याचे परिणाम भोगावे लागले होते.याविषयी एक संदर्भी २३जून १९१४ रोजीच्या केसरीच्या अंकात पहावयास मिळतो.टिळकांना ६वर्षाची झालेली तुरुंगवासाची शिक्षा २२जुलै १९१४ रोजी संपणार होती.म्हणून त्यावेळेचे संपादक न.चिं.केळकर यांनी या संदर्भात आणि प्रेस अॅक्टच्या दडपशाहीबद्दल केसरीचा २३जून १९१४ च्या अंकात टिळक सुटले या मथळाच्या अग्रलेखात लिहिले होते-"त्यांच्या सुटकेबद्दल स्वतः केसरीने उदगार काढल्यास औचित्यभंग होईल असे आम्हात वाटत नाही.म्हणून टिळक स्वस्थानी सुखरूप परत आल्याबद्दल आम्ही त्यांचे सप्रेम स्वागत करतो.आम्ही केसरी हाती घेतल्यानंतर नऊ महिन्यातच नवीन प्रेस अॅक्टचा अंमल केसरीवर होण्याचे प्रश्नचिन्ह दिसून आले आणि इशारती च्या रूपाने मखमाली पिशवीत घातलेल्या प्रेस अॅक्टच्या पंजाचा आघात केसरीवर पडला... केसरी बंद पडावा अशी राज्याप्रमाणे अधिकारी वर्गास उत्कट इच्छा असणार,त्याप्रमाणे तो बंद न पडावा,आज तीस वर्षे चालू असलेली महाराष्ट्राची ही एक संस्था पुढेही चालू रहावी,निदान आजपर्यंत या संस्थेचे चालकत्व मुख्यतः ज्यांच्याकडे होते

३३

ते गृहस्थ म्हणजे लोकमान्य टिळक हे कारागृहातून परत येऊन आपला खाजगी व सार्वजनिक कारभार फिरुन आपल्या हाती घेईपर्यंत तरी ती नष्ट होऊ नये, अशी केसरीच्या हल्लीच्या संपादकाची, त्यांच्या सरकारी वर्गाची व केसरीच्या हजारो वाचकांची उत्कट इच्छा असावी हेही स्वाभाविक आहे. "यावरुन सर्व काही स्पष्ट होते. दैनिक 'केसरी'ला किती यातनांमधून जावे लागले असेल. या वस्तुस्थितीचे एक चित्र आपल्यासमोर उभे राहते. इंग्रज सरकारने केलेले वृत्तपत्र निर्बंधाचे विविध कायदे, वृत्तपत्रे बंद पाडण्यासाठी आखलेले विविध डावपेच या सायांचा सामना करित वाचकांचा विश्वास अखंड ठेवित 'केसरी' ने अखंडपणे चालविलेला पत्रकारितेचा वसा अनेक अंगांनी विचार करायला भाग पाडतो. या वृत्तपत्राने केलेल्या वाङ्मयीन आणि सांस्कृतिक कार्याची भव्यता लक्षात येऊ लागते.

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३४

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७. 'प्रत्ययपर्व' मधील भिन्न जीवनाची आशयसूत्रे

- प्रा. डॉ. सोमनाथ महादेव दडस

प्रास्ताविक:

प्रा. डॉ. मनोहर जाधव हे १९८० सालापासून कविता लेखन आलेले आहेत. ते मराठी साहित्याचे जाणकार, अभ्यासक, समीक्षक, संशोधक म्हणून ते परिचित आहेत. त्यांचा 'प्रत्ययपर्व' हा कवितासंग्रह अंतर्मुख आणि चिंतनशील बनविणारा आहे. त्यांनी या कवितेतून व्यक्तीव्यक्ती मधील संघर्षाचे, सामाजिक जाणिवांचे, दुःखाचे, प्रेमाचे चित्रण केलेले आहे. मानवी जीवनातील समस्या, व्यक्ती प्रवृत्ती कवीने मोजक्या शब्दात केलेल्या आहेत. जीवनातील विविध घटकांना स्पर्श करण्याचा प्रयत्न त्यांची कविता करते. या काव्यसंग्रहाच्या मलपृष्ठावर प्रा. रा. ग. जाधव यांनी या कवितेविषयी व्यक्त केलेले उद्गार कवितेचे अंतरंग स्पष्ट करणारे आहेत. ते लिहितात, "सामान्य माणसाला शोधणे, सामान्य माणसांतील सृजनात्म भेटणे हेच कला साहित्याचे उद्दिष्ट आहे असे वाटते ते या अर्थाने या कवितेचे वास्तवाचे, मूर्त अवती-भवतीच्या घटिकांचे संवेदन जागृत आहे. त्यांची कविता अशाच संवेदनातून शब्दबद्ध केलेला आहे. भोवतालचे वास्तव आणि मानवी प्रवृत्तीचे नेमकेपणाने चित्रण करुन मानवी मनाला जागृत केले आहे, त्याचा अनुभव या कवितेतून येतो."

'प्रत्ययपर्व' या कवितासंग्रहाच्या प्रस्तावनेत डॉ. राजन गवस त्यांच्या कवितेविषयी लिहितात, "जगण्याचा धकाधकीत ते आपल्या आतला आवाज प्रदुषित न होऊ देता जपून ठेवतात. त्यामुळे ते भोवतालला समंजस प्रतिक्रिया देऊ शकतात" ही प्रतिक्रिया त्यांच्या चिंतनशीलतेने भारित झालेली, टोकदार स्वरुपाची असते. होणाऱ्या बदलाला ते फक्त बदल म्हणून पाहत नाहीत तर त्यामागचे समाजमानस खणून प्रक्रियेच्या मूळाकडे जाणे पसंत करतात. परिणामी, त्यांची कविता दर्शनी साधी, सरळ व सोपी वाटत असली तरी ती आशयगर्भ आणि धारदार बनत जाते [पृ. क्र. ५] या मताचा अनुभव या काव्यसंग्रहातील प्रत्येक कवितेतून येतो म्हणून त्यांचे मत योग्य वाटते.

डॉ. मनोहर जाधव स्वतःच्या कवितेबद्दल लिहितात, "आतून कविता उन्मळून यायची, पण लिहायची घाई नव्हती. जे लिहिता येईल ते आपलं स्वतःचं असावं" [पृ. क्र. ९]. या

अभिनव वाग्विलास / वर्ष-२ रे

अंक १

जाने. - मार्च २०१४

३५



A study of agricultural productivity in Nasik district

Dr. Seema S. Malewar and Prof. Sudhir Tambe

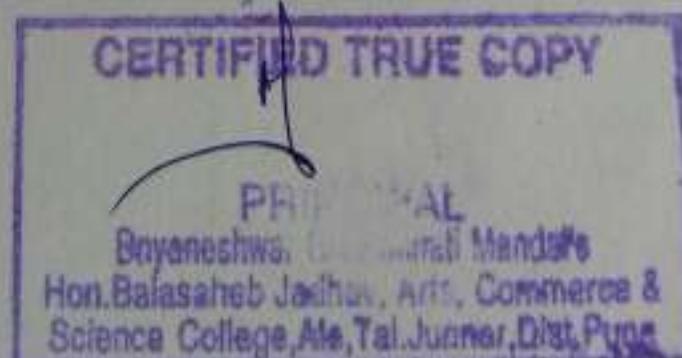
Introduction:

It is a well-known fact that India lives in the villages. Majority of the population (around 60%) resides in rural areas with agriculture as the only occupation for about 58.5 per cent of the Indians. Agriculture is not only a source of livelihood but also a way of life. In the years of planning, the policy makers had attempted to give a due focus to the primary sector. The development of agriculture became a basic objective of the first five year plan launched in 1951. Even after the six decades of planning the conditions in the rural societies have not changed much. There is only a marginal shift of population to the industrial and services sector. In fact a review of the recent statistics reveals that the problems of the agriculture sector have become more serious compared to the early days of planning.

The agricultural output in our national income has declined compared to the industries and services. With a very marginal shift of population, the pressure on agriculture has increased in the country. Agriculture contributes a great deal in earning foreign currencies for the country. Agriculture and allied activities currently account for 14 per cent which include the total export. Tea, Coffee, Cashew, Fish, Tobacco, Fruits and Vegetables, Rice, Wheat, Spices, Sesame and Niger seeds etc. are important agricultural items of Indian exports. Total exports of agriculture and allied products had shot up from Rs 487 crore in 1970-71 to Rs. 29,312 crore in 2001-02 and further to about Rs. 49803 crore in 2005-06. Since independent the

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Indian agriculture has seen a metamorphic transition. From food shortages and import, the country has moved towards self-sufficiency and export of foodgrains to about fifty countries in the world. It is not only in foodgrains that the country has done very well, but also in several other areas of agriculture like horticulture, milk and milk products, darning etc. where new heights have been achieved. Country has emerged as largest producer of milk and third largest producer of poultry in the world.

Agriculture continues to sustain millions of people in India. This is despite the rapid industrialization which is acquiring significant properties in many regions of the country. The twin process of industrialization and urbanization is transforming the traditional economic relations between the rural and the urban cements of population. Agriculture is perhaps the most complex phenomenon. This is because of the large number of geo- hydrological, environmental, biological and socio-economic variables influencing the agricultural production. As a result, diversities abound, not only in the cropping system but also in the farming system as well. Agriculture is one of the oldest economic activities of man.

Generally it is understood to mean both, cultivation of food and fiber crops and the rising of livestock's. It has remained an important source of livelihood even today over the years in spite of growing industrialization and urbanization in the world and nearly fifty percent working population is still engaged in agriculture (Gigg, 1974). In the developing countries, agriculture sector has been a principal source of employment and largest source of income. However, it provides raw material to industry and much of export items (Davis, 1982). Agriculture in India is a major source of economy. It contributes fifty percent to national income and gives direct employment to about 68 percent of total population and nearly 90 percent population to rural area (India, 1983) and provides nearly 35 percent of country's export, besides supplying of wage goods required the non-agricultural section in industry.

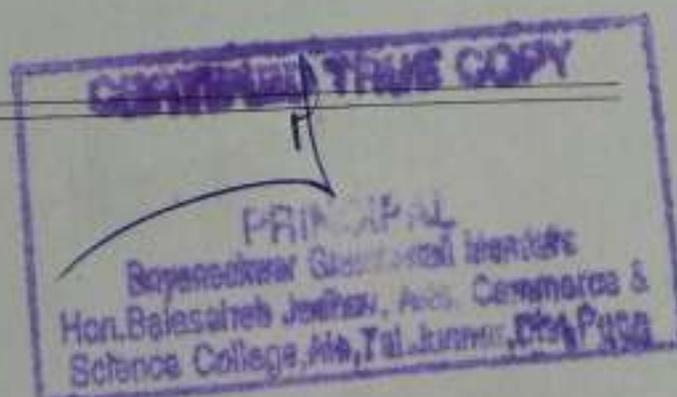
Area under Cultivation

Geographical Area - 1563000 Hectors

Cultivable Area - 864000 Hectors

Average Kharip Crop Area - 663200 Hectors

Average Rabbi Crop Area - 136500 Hectors



Actual Sown Area - 658763 Hectors (99 %)

Forest Land - 340000 Hectors (21.75 %)

Uncultivable Area - 23000 Hectors (1.48 %)

Rainfall

Annual average rainfall - 1056.5 M.M.

June - October 2004 average rainfall - 1304.8 M.M. (124 %)

Supply of Fertilizers and Pesticides :

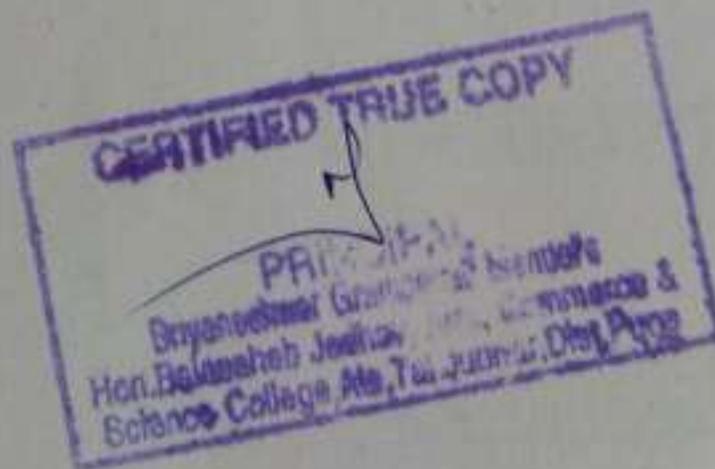
Since sufficient fertilizers and pesticides are available in open market, the same is not monitored by the agriculture Department. Farmers purchase fertilizers and Pesticides through PACs and private dealers. Liquid fertilizers required for horticultural crops are also available in the District. The Agriculture Department of the State Govt. has successfully experimented using Urea Briquettes for Paddy in tribal area. The Urea Briquettes release the Nitrogen slowly giving best result. It has been noticed that the paddy yield increases by 50 to 75 percent with use of Urea Briquettes.

The Companies manufacturing pesticides and fertilizers have very good net work of their dealers and sales personnel in the District. The MAIDC has it's Regional Office in Nashik. They play major role in distribution of fertilizers, pesticides and animal feed.

Farm Demonstration

The subject matter specialist of Agriculture Department arranges Farm Demonstration plot of the different crops in different plots of Districts . Farmers ' visits to such farms are arranged by them to take to take technology from laboratory to the farm. Educational tours of farmers are also arranged to visit Agriculture College and Research Institutes. Yashvantrao Chavan Open University also carry out farm experiments through Krishi Vikas Kendra (KVK) for latest technology and disseminate the knowledge to the farmers under ICAR project.

Apart from above efforts from the Government , Companies dealing with fertilizers and pesticides arrange farm demonstrations as a part of promotional activities.



Horticulture:

The Horticulture Department now since merged in Agriculture Department due to the concept of Single Window, the nurseries at various places in the District is managed by the Agriculture Department. These nurseries raise saplings and supply to the farmers under Horticulture Development scheme. The Department have nurseries at Chadwad(Mango, Pomegranate), Pimpalgaon Baswant (Guava), Sakora (Chiku), Dindori, Yeola, Nilgavan and Ravalgoan. All these nurseries have supplied saplings during 2000-2001 more than the targets and they have sufficient arrangements for 2001-2002.

The State Agriculture Department makes arrangement for issuance of Certificate to the exporters about chemical residues in the grape fruits. During 2000 grape season the Department has issued certificates for export of 321 containers (4650 MT.). The certificates are issued after examination of laboratory reports. No container has been rejected by the importing country.

Crop Protection:

Due to various disease infections to crop, number of farmers uses the pesticides and other chemical pesticides. For this purpose, Agriculture Officers in district implements various schemes to provide the subsidy for purchasing the pesticides and other chemicals. Also for protection to Orange crops due to Kolshi disease, Deputy Director, Horticulture implements Immunization Schemes.

Facility of Storage for Agricultural Products and Controlled Market places

In Nashik district, Various Tahasils have the Agriculture Products Market Centers (APMC) which provides the facility to the farmers for Marketing and storage of their products with proper values. In district, there are Godowns of Maharashtra State Godown Corporation.

Land Development:

Land development work is carried out through regional Soil Conservation officers in district by blocking the water, keeping the level at hilly area etc. In spite of that, Revenue department provides the economic support for land development to land acquired peoples who got extra land. Also for land development purpose, economical support provided to selected Schedule



Casts peoples under Special Group Scheme by District Agriculture Development Officer. Land-Development Bank, Nationalize Banks provides loan to the less land holder farmers for well development and for increase the facilities of irrigation

Other Development Program:

Follows are various programs implementing under District Annual Planning for agriculture development purpose: 1) To decrease the loan loading, 33 % of average subsidy is providing on the bank loan. Government have started the Krishi Pandhari Yojana for un-irrigated land development purpose. From each Tahasils, further finalizes the villages which have major un-irrigated land and gives the benefits of these schemes to the farmers of that villages. 2) Under the Integrated Village development Scheme, provides support to sanction the loan from Nationalized and other banks to construct or reconstruct the well or buy the electric water pump or bullock cart or bulls and on that loan at least 25 to 33 percent rebate is provided by the District Rural Development Agency. 3) Provides the rebate on increased prizes on chemical fertilizers for the small land holders. 4) Provides the financial support for pesticides. 5) Traditional oil seeds development program.

Following few Schemes are sponsored by Central as well as State Government through Panchayat Samities under the jurisdiction of Zilla Parishad.

Centrally Sponsored Scheme for Sugarcane Development:

Crop Protection Pesticides on 25% subsidy

Gypsum Rs. 800% per Metric Ton

National Oil Seed and Pulses Development Program.

1. Crop protection equipments on 50 % subsidy.
2. Sprinkler sets on 50% subsidy to reserve category.
3. Gypsum available on subsidy Rs.500/- per Metric Ton.
4. Farm implements on 50% subsidy to Rs.1500/- per implementation.
5. P.S.B. packets are available on 50% subsidy.



Integrated Cereals Development Program.

- Seed Manikins – Seed Manikins of improved varieties are provided with 30% subsidy.
- 30% to 50% subsidy on Improved Automatic as well as manual Agricultural implements.
- Automatic or manual implements and crop protection equipments on 50% subsidy.
- Utilization of Gypsum 400 KG per Hector for Rs. 500/-
- Sprinkler sets on 50% subsidy to S.C., S.T., Women and 25% subsidy for other farmers.

Integrated Cotton Development Program.

1. Improved Seeds i.e. Mahabij, NSC etc. on 50% subsidy per Quintal.
2. Crop Protection Equipments on 50% subsidy
3. Sprinkler set for all categories on 25% subsidy

Conclusion:

The broad conclusion from the present study emerges that the agriculture of the entire state of Maharashtra is at the crossroads. This is in respect of its production, productivity and the shift in the area under various crops. There is also a shift from the traditional livelihood agriculture towards the more efficient and commercial agriculture. This is proved from the significant rate of intercrop substitution. The area under traditional livelihood crops such as the pulses, cereals and oilseeds has decelerated and the same is occupied by high value cash crops like the sugarcane, soyabean, onions, floricultures, gram, tur, maize, horticulture and cotton. All these crops are irrigation and fertilizer demanding crops. Also these crops demand better role of the government in education on water and fertilizer use efficiency otherwise the excess use of the same could deplete availability of quality and quantity of water and the productivity of land will make sustainability of the local agriculture difficult in future as has happened in many of the agriculturally progressive states like Punjab and Haryana at national level and has made agriculture a field of distress for cultivation.

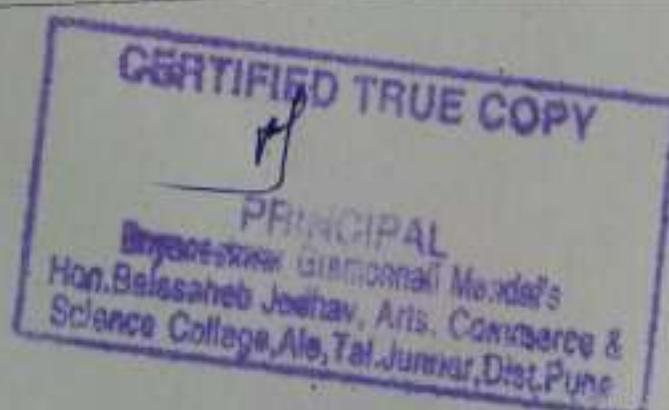
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Sr. No.	Title of the Article & Author	Page No.
34	मानवी अधिकार आणि महिला सबलीकरण प्रा. डॉ. सौ. वंदना विनायक नडे	115
35	पारधी जमात आणि मानवी हक्क सहा. प्रा. रणदिवे टी. वाय. सहा. प्रा. सुपेकर व्ही. पी.	117
36	स्त्रिया आणि मानवी हक्क डॉ. वैजयंतीमाला जाधव	119
37	भारतीय संविधान आणि मानवाधिकार प्रा. चव्हाण जी, पी.	121
38	मानवी हक्क व भारतीय स्त्रियांची बदलती स्थिती प्रा. भाऊसाहेब सांगळे	123
39	भारतीय कशामगारांच्या समस्या प्रा. डॉ. प्रमोदिनी विठ्ठल कदम	125
40	महिला हक्क आणि कायदे प्रा. डॉ. राहुल यशवंत माने	128
41	पारधी अधिकारांची मौलिकता : एक विवेचन प्रा. डॉ. उगले ए. बी.	132
42	मानवी हक्क आणि भटकें विमुक्त समाज प्रा. मुळूक एस. एस.	134
43	भारतीय मानवी हक्काचे उल्लंघन प्रा. खोपले डी. एल.	136
44	दृष्ट आणि मानवी हक्क प्रा. नवनाथ नागरे	140
45	स्त्रीवाद आणि मानवी हक्क प्रा. काळे संजय अंकुश	143
46	पारधी हक्क व महिला : भारतीय वस्तुस्थिती काळे अविनाश राजामाऊ विशाल व्यंकट रणखांब	146
47	मानवी अधिकार आणि आदिवासी समाज प्रा. प्रदिप वि. देशपांडे	149
48	विकलांग आणि मानवी अधिकार प्रा. डॉ. सुहास आव्हाड	155
49	अपंग व्यक्तींचे मानवी हक्क आणि भारत सरकारची भूमिका : एक चिकित्सक अभ्यास किर्तीकर वाल्मीक भीमराव	158
50	भारतीय संविधान में मानवाधिकारों का महत्व डॉ. नारायण पोहकर	161
51	मानवाधिकार : अल्पसंख्यांक और भारतीय राजनीति डॉ. जी. आर. अदचार	164
52	व्यक्ति की गरिमा और मानव अधिकशार डॉ. बाबासाहेब माने	167

प्रा. डॉ. उगले ए.बी.

सहायोगी प्राध्यापक, मराठी विभाग

मा. बी. जे. महाविद्यालय, आळे

मानवी हक्क किंवा अधिकार हे मानवी जीवनात फार महत्त्वाचे आहेत. माणूस जीवन जगत असताना त्याला स्वातंत्र्य, समता, न्याय, बंधुता ही जीवनमूल्ये लाभली पाहिजे. भारतीय राज्य घटनेतील मुलभूत अधिकाराची माहिती माणसाला झाली पाहिजे. ती त्याने जाणून घेतली पाहिजेत. असे प्रयत्न आपणा सर्वांकडून होणे आवश्यक आहेत. समाजात मानवी अधिकारांची अवहेलना झाल्याने अमानुष कृत्य घडून आली आणि त्यायोगे मानवजातीच्या सदसद्विवेक बुद्धीवर भयंकर आघात झाला आहे. आणि म्हणून माणसांना भाषण व श्रद्धा स्वातंत्र्याचा उपभोग घेता येईल यासाठी मानवी हक्क व अधिकार घोषित करण्यात आले आहेत.

१) सर्व मानवी व्यक्ती जन्मतःच स्वतःच स्वतंत्र आहेत व त्यांना समान प्रतिष्ठा व समान अधिकार आहेत. त्यांना विचार शक्ती व सदसद्विवेक बुद्धी लाभलेली आहे व त्यांनी एकमेकांशी बंधुत्वाच्या भावनेने आचरण करावे. हा अधिकार राज्य घटनेच्या कलम ०१ मध्ये सांगितलेला आहे.

२) वंश, वर्ण, स्त्री-पुरुष, भेद, भाषा, धर्म, राजकीय किंवा इतर मत प्रणाली, राष्ट्रीय किंवा सामाजिक मूलस्थान संपत्ती, जन्म किंवा इतर दर्जा यासारखा कोणताही भेदभाव केला जाता कामा नये. देशातील किंवा परदेशातील कोणालाही माणसाच्या बाबतीत उच्च नीचतेचा भेदभाव केला जाऊ नये. समाजातील प्रत्येकाला समानतेचा जीवन जगण्याचे अधिकार आहेत.

३) प्रत्येकास जगण्याचा, स्वातंत्र्य उपभोगण्याचा व सुरक्षित राहण्याचा अधिकार आहे. या बाबतीत समाजातील कोणत्याही व्यक्तीचे स्वातंत्र्य घोष्यात येणार नाही याची काळजी सर्वांनीच घ्यावी असा अर्थ या कलमाचा आहे.

४) कोणालाही गुलामगिरीत किंवा दास्यात ठेवता कामा नये. सर्व प्रकारच्या गुलामगिरीस, गुलामांच्या व्यापारास मनाई करण्यात आली आहे. - कोणालाही गुलामगिरीत राहणे म्हणजे जीवनातील प्रगती, विकास यापासून वंचित राहणे. आपले जीवन घोष्यात येऊ नये म्हणून हा अधिकार महत्त्वाचा आहे.

५) कोणाचाही छळ करता कामा नये किंवा त्यास क्रूर, अमानुष किंवा कमीपणा आणणारी वागणूक किंवा शिक्षा देता कामा नये. समाजातील माणसे निर्भयपणे जीवन जगले पाहिजेत, आपला स्वातंत्र्याचा, समातनेचा त्यांना पुरेपूर उपयोग झाला पाहिजे. तरच त्यांचे जीवनमान उंचावू शकेल या दृष्टीने हा अधिकार महत्त्वाचा आहे.

६) प्रत्येकाला सर्वत्र फायद्याच्या दृष्टीने माणूस म्हणून मान्यता मिळण्याचा अधिकार आहे. समाजात जाती धर्मानुसार कोणताही भेदभाव नसावा. त्यामुळे समाजाचा विकास होत नाही. माणुसकी हा एकच धर्म पाळला जावा असा या अधिकाराचा उद्देश आहे.

७) प्रत्येकाला समान भूमिकेवरून त्याचे अधिकार व जबाबदाऱ्या निश्चित करण्याच्या संबंधात किंवा त्याच्या वरील कोणताही दंडनीय आरोपाचा न्याय निर्णय करण्याच्या संबंधात स्वतंत्र व निःपक्षपाती अधिकारामार्फत न्याय व जाहीर सुनावणी केली जाण्याचा हक्क आहे. या कलमात व्यक्तीला कायद्याने न्याय मिळविण्याचा अधिकार दिला आहे. तो निर्दोश असेल तर त्याला मुक्तता व दोशी असेल तर शिक्षा असा अर्थ अभिप्रेत आहे.

८) कोणाचेही खाजगी जीवन, त्याचे कुटुंब, घर अथवा त्याचा पत्रव्यवहार या संबंधात ढवळाढवळ होता कामा नये; त्याचप्रमाणे त्याची प्रतिष्ठा किंवा नावलौकिक यावर हल्ला होता कामा नये, अशी ढवळाढवळ, हल्ला झाल्यास त्याविरुद्ध प्रत्येकास कायद्याने संरक्षण मिळण्याचा अधिकार आहे. ही परिस्थिती समाज जीवनात अनेक ठिकाणी दिसून येते. परंतु याबाबतीत लोकांमध्ये जागृती होणे आवश्यक आहे. या कलमातील मौलिकता आपण सर्वांनीच पाळणे आवश्यक झाले आहे.

९) प्रत्येकास प्रत्येक राष्ट्राच्या हद्दीत संचार व वास्तव्य करण्याचे स्वातंत्र्य असण्याचे अधिकार आहे. तसेच प्रत्येकाला स्वतःचा देश धरून कोणताही देश सोडून जाण्याचा अथवा स्वतःच्या देशात परत येण्याचा अधिकार आहे. दुसऱ्या देशात जाणे व परत येणे ही गोष्ट कायदानुसार व नियमानुसार झाली पाहिजे. कोणतीही सीमा पार करून दुसऱ्या देशात जाणे अयोग्य आहे.



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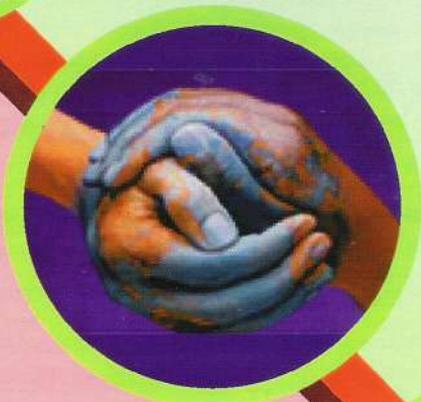
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22 A NEW METHOD TO INCULCATE THE CONCEPTS OF HUMAN RIGHTS AND TO INCREASE THEIR COVERAGE TO COMMON PEOPLES IN INDIA

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ABSTRACT

The Human Rights are inculcated in Indian citizens in the form of ethical and social values since the ancient times. The structure and perspectives of the Human Rights or natural rights are ever changing to some extent with the influence of the perspectives of the stronger sections of any society. This is the common phenomenon throughout the world. Still in the present scenario the approaches adopted by the government as well as non government agencies in the available framework of resources are found to be insufficient to reach the masses at large. Therefore, a new method to spread awareness about the Human Rights among the common peoples is being proposed in the present paper.

KEY WORDS: Human Rights, Education, School Children, Society, India.

INTRODUCTION

Human rights are the norms of basic standards of living of a human being irrespective of its birth, caste, religion, country, education, sex, or any other status. These are now protected by legal framework at local as well as international levels. These are called to be the inherent and inalienable rights because of being the human. The human rights are universally uniform and governed by the same standards and laws. A simple and basic human right is, right to food, means everyone who is living on the earth should get sufficient food of good quality for his/her hunger. The human rights are being the part and parcel of the each civilization in one way or another, generally may not be denoted by the word 'rights' in most of the ancient civilizations. In the ancient India, there were the ethics under the term '*Dharma*' – representing the duties of the persons at different levels towards the other persons related to him/her; such as the '*Rajdharma*'- guiding the acts of a King towards his citizens, his empire, and so on. Thus, *Dharma* on one hand was a guiding principle to the duties of one person and the rights of all other related to him/her, thereby protecting the inherent rights of the later. According to the '*Geeta*', 'he who has no ill will to anybody, who is friendly and compassionate, who is free from egoism and self sense and who is even-minded in pain and pleasure and patient is dear to God'. It also says that divinity (the qualities of a good human being) in humans is represented by the virtues of non-violence, truth, freedom from anger, renunciation, aversion to fault-finding, compassion to living being, freedom from covetousness, gentleness, modesty and steadiness. The Buddhist and Jain doctrines of non-violence indeed are humanitarian doctrines par excellence, teaching to protect the rights of the other human beings. Not only that, these doctrines also suggested protecting the other organisms too (Nehru, 1992). 3 The concept of the human rights was evolved and founded in Europe during 19th century and finally the "Universal Declaration of Human rights" (UDHR) was formulated in principle at the Yalta conference in 1945 and enacted on 10th December 1948 by UN (Anonymous, 2016a). Contemporary to this significant development, the Constitution of India which is based on the objectives of justice, freedom, equality and unitedness have adopted the similar policy and included total of 21 human rights under different articles of Indian Constitution, e.g., the Article 14 gives right to uniformity to the law and Article 15 against the discrimination on any basis (Govt. of India, 2006). UN structured the World Programme in consecutive three phases, in order to focus national human rights education efforts on specific sectors/issues. The first phase (2005-2009) focused on human rights education in the primary and secondary school systems. The second phase (2010-2014) focused

on human rights education for higher education and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel, while the third phase (2015-2018) focuses on strengthening the implementation of the first two phases and promoting human rights training to media professionals and journalists.

The awareness about the human rights in Indian civilization is more or less neglected part and remained unnoticed until any severe incident, such as in case of Bhopal Gas tragedy (the world's worst industrial disaster) which happened on the night of 2-3 December 1984. The peoples were unaware of the storage of several poisonous chemicals and gas by the pesticide producing multinational company, Union Carbide India Limited. In this, more than 500000 people were exposed to Methyl Isocyanate (MIC) gas and other extremely hazardous chemicals. Total of 2259 peoples were killed in their deep sleep, while 4 about 16000 died during next 2 weeks and more than 10000 peoples were permanently disabled (Anonymous, 2016b). Unfortunately, no accountability in case of any accident was assigned to any of the party; nor the company neither the government. This is the most severe and eye opening incident of negligence of the human rights in the history of India. The right to get safe and non contaminated food is one of the important issue, but the indiscriminate use of the pesticides and chemical fertilizers lead to the high amount of residual chemicals in the food items are leading to increased cases of tooth and cancer is another example of violations of human rights.

There are total 60 issues of UDHR of which only a few are at the centre stage of the Indian scenario. Most predominantly the issues like, women, gender equality, prisoners' rights, child, poverty, disability, freedom of opinion and expression, and minority are being put forward with strong support from the NGOs. Beside these there are several other issues of human rights which are not yet addressed to the common peoples.

Therefore, there is strong need to educate the peoples about the human rights, their coverage and implications for betterment of the society. Towards this, the Central and State Governments have developed the judicial framework and also the implementation of awareness programs is initiated. The awareness is presently done by the NGOs at different places and levels while by the government agencies is through the higher education in the form of extra credits in the syllabi of PG level. The primary survey of these revealed that, both these systems have their own limitations. The NGOs could not reach to the common peoples at large and also reach the very remote places at a considerable frequency. On the other hand the higher education system is well spread 5 but it is not accommodating the large number of school dropouts and the citizens / working persons, labours in unorganized sectors, farmers, etc. The students also consider the credit as a casual one to fulfill the formality of educational requirement. Both these methods of awareness programs do not able to address many of the issues of human rights, such as Sustainable development, Environment, etc. Therefore, to cater the needs of all these stakeholders, the comprehensive model should be prepared and implemented for better results. Here a model is suggested for better awareness program.

THE MODEL

This model focuses on the involvement of primary and secondary school children as target group for the education of Human rights, because it is conceptually and socially the most flexible group of stakeholders and budding leaders of future. This is not the case with the students pursuing higher education, because till the age of higher education a person generally makes its views nearly firm towards the concepts perceived by him or her from the surrounding, media, social treatments and several other means during young age.

The model expects an action plan for a decade to be implemented in all the education institutions within the definition as per the provisions of international human rights instruments. Thus, the human rights education can be defined as, "training, dissemination and information efforts aimed at the building of a universal cultural of human rights through the imparting of knowledge and skills and the moulding of attitudes and directed to:

(a) The strengthening of respect for human rights and fundamental freedoms; 6 (b) The full development of

- human personality and the sense of its dignity; (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups; (d) The enabling of all persons to participate effectively in a free society; (e) The furtherance of the activities of the United Nations for the maintenance of peace.”

The objective to formulate the Decade's Plan of Action is making provision and allow the plan to be executed for sufficient time frame through implementation, assessment of the needs and formulation of effective strategies; building the new and strengthening of running programmes and capacities at the international, regional, national and local levels. It also provides the time for development of coordinated materials; the strengthening of the role of the mass media; and the global dissemination of the Universal Declaration of Human Rights.

In the Russia, Germany, France, USA, and some other European countries, the human rights are taught to the students right from the primary education. In India it has been started but limited to only a negligible fraction of them and that too only in big cities; e.g. only 50 schools and 6000 students are targeted in Mumbai, Maharashtra. The rest of the students are deprived of this education, ultimately leaving the similar extent of population unaware about their rights. Therefore, the schoolchildren could be taught about the human rights by following ways.

THE PROCESS

For sustainable, comprehensive and effective way of infusing human rights education into educational systems may include various courses of action, such as:

- i. The incorporation of human rights education in national legislation regulating education in schools;
- ii. The steps to be taken for such incorporation in legislature;
- iii. The revision of curricula and textbooks;
- iv. Pre-service and in service training for teachers to include training on human rights and human rights education methodologies;
- v. The organization of extracurricular activities within the schools and extension to the families and the community;
- vi. The development of educational materials for different levels;
- vii. The establishment of support networks of teachers and other professionals from human rights groups, teachers' unions, government agencies, non-governmental organizations or professional associations, etc.

Beside the rights the responsibilities coming along with them should also be inculcated in the minds of students, which is essential to maintain a balance in the system.

PEDAGOGICAL TECHNIQUES TO BE USED

i) **Brain storming:** This technique can be used to seek solutions to problems that are both theoretical and practical. It requires a problem to be analysed and then solutions to be developed. Brainstorming encourages a high degree of participation, and it stimulates those involved to maximum creativity. Following presentation of a problem, all ideas in response to it are recorded on a board or chart paper. At this stage only responses are recorded; no explanations are required and no suggestions are judged or rejected. The teacher then categorizes and analyses the responses, at which stage some may be combined, adapted or rejected. Finally the group makes recommendations and takes decisions on the problem.

ii) **Case Studies:** Students in small groups work with real or fictional cases that require them to apply human rights standards. Case studies should be based on credible and realistic scenarios that focus on two or three main issues. The scenario for a study can be presented to students for consideration and then asked to respond. This method encourages analysis, problem-solving and planning skills, as well as cooperation and team building.

iii) **Creative Expression:** This may include stories, poetry, graphic arts, sculpture, drama, song and dance. Teachers may ask the students to be artists themselves and provide a way for students to share their creations. He himself must not essential to be an artist. This can help to make concepts more concrete, personalize

Table 1. Model of step by step target goals for different levels and the involved trainers

Level	Goals	Main Concepts	Practices	Specific problems	Standards and instruments	Trainers
Preschool & Primary (Early childhood) Age 3-7	<ul style="list-style-type: none"> Respect for self Respect for parents & teachers Respect for others 	<ul style="list-style-type: none"> Self, Community, Personal responsibility 	<ul style="list-style-type: none"> Duty, Self expression, Small group work, Individual work 	<ul style="list-style-type: none"> Racism, Unfairness, Different abilities of individuals (Divyanga) 	<ul style="list-style-type: none"> Classroom rules, Family life, Community standards Examples at local levels 	Teachers
Lower secondary (Later Childhood) Age 8-11*	<ul style="list-style-type: none"> Social responsibility Citizenship Distinguishing wants from needs, from rights 	<ul style="list-style-type: none"> Individual rights Group rights Freedom Equality Justice Rule of law Government Security 	<ul style="list-style-type: none"> Valuing diversity Fairness Distinguishing between fact and opinion Performing school or community service Civic participation 	<ul style="list-style-type: none"> Discrimination/ prejudice Poverty/hunger Injustice Ethnocentrism Egocentrism Passivity 	<ul style="list-style-type: none"> History of human rights in India and abroad Local & national legal systems Local & national history in terms of human rights UNESCO, UNICEF Non-governmental organizations (NGOs) 	Teachers, Experts outside school may be from other school or NGOs
Secondary (Adolescence) Age 12-14*	<ul style="list-style-type: none"> Knowledge of specific human rights 	<ul style="list-style-type: none"> International law World peace World development World political economy World ecology 	<ul style="list-style-type: none"> Understanding other points of view Citing evidence in support of ideas Doing research / gathering information Sharing information 	<ul style="list-style-type: none"> Ignorance Apathy Cynicism Political repression Colonialism/ imperialism Economic globalization Environmental degradation 	<ul style="list-style-type: none"> United Nations Covenants Elimination of racism Elimination of sexism United Nations High Commissioner for Refugees Regional human rights Conventions 	Teachers, Experts outside school may be from other school/college, Government agencies or NGOs
Higher Secondary (Youth) And Undergraduate level Age 15-17* And Age 18-22*	<ul style="list-style-type: none"> Knowledge of human rights as universal standards Integration of human rights into personal awareness and behaviour Social responsibility towards Human rights awareness 	<ul style="list-style-type: none"> Moral inclusion /exclusion Moral responsibility/ literacy 	<ul style="list-style-type: none"> Participation in civic organizations Fulfilling civic responsibilities Civic disobedience 	<ul style="list-style-type: none"> Genocide Torture War crimes etc 	<ul style="list-style-type: none"> Geneva Conventions Specialized conventions Evolving human rights standards 	Teachers, Experts outside school may be from other school/college, Government agencies, International association or NGOs

* These levels have to be taught with all aspects mentioned for previous levels + the specified ones for each level (Adopted from UN with few modification)

abstractions and affect attitudes by involving emotional as well as intellectual responses to human rights.

vi) **Discussions:** Many techniques exist for stimulating meaningful discussion in pairs, small groups or the whole class. To create an environment of trust and respect, students might develop their own "rules for discussion". Personal or emotional topics are best discussed in pairs or small groups.

vii) **Field trips/community visits:** Students can be greatly benefited if they visit a place like courts, or underprivileged areas as an extension of school into the community. The purpose of the visit should be explained in advance, and students should be instructed to pay critical attention and to record their observations for a subsequent discussion or written reflection following the visit. 10

viii) **Interviews:** Interviews provide direct learning to personalize issues and history. Those interviewed might be family and community members, activists, leaders or eye-witnesses to human rights events. Such oral histories can contribute to documenting and understanding human right issues in the home community.

ix) **Research projects:** smaller research projects could be given to the students in the form of questionnaires or survey sheets to get the information of awareness of the human rights or their violations. The clear methodology should be provided to the students.

x) **Role plays:** Role-plays work best when kept short. Allow enough time for discussion afterwards: it is crucial for children to be able to express themselves about feelings, fears or understandings after such activities, to maximize possible benefits and dissipate negative feelings, if any.

xi) **Visual aids:** Visual aids are the most effective teaching learning modules. Its use can be enhanced by the use of blackboards, overhead transparencies, posters, displayed objects, flip charts, photographs, slides, videos and films. They should be brief and concise with supportive information in the form of handouts or notes. They also help during the discussions and increase the student's direct participation.

There is freedom to use a few or all of the above given pedagogies for a group. There may be variation in their use as per the target group and availability of the resources. The main emphasis for present situation in India is to target possibly all the school going children and through them to the society, irrespective of the rural or urban sectors, poor or rich, educated or uneducated. Mere creation of the awareness among the peoples is not the ultimate goal of this practice, it is aimed towards the protection of the 11 rights for all the citizens of India; but the first step goes through the education of Human Rights. A similar approach was adopted in Russia to overcome the phenomenon of "legal nihilism" i.e., disrespect for the written law and an unwillingness to observe it, targeting the school students and success was satisfactory. In India similar phenomenon is growing very fast and people feel proud after breaking the rules and regulations of either society or the judiciary.

CONCLUSION

The most sensitive target group of the stake holders should be brought under the umbrella of the Human Rights which is actually deprived of it in the present situation. The proposed model is having wide applications and covers the largest section of the society that will fulfil the need of time in Indian scenario.

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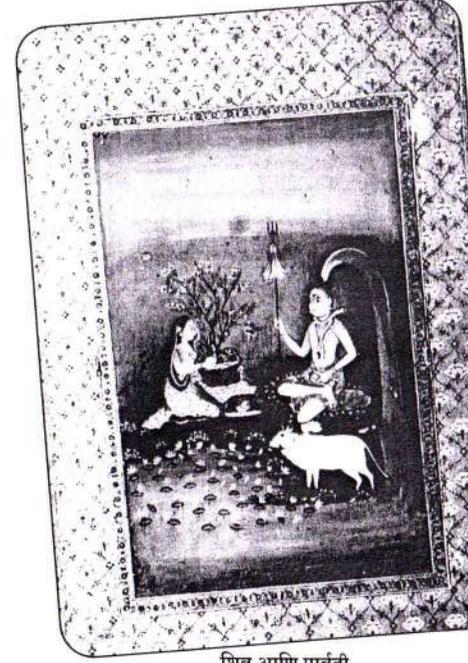
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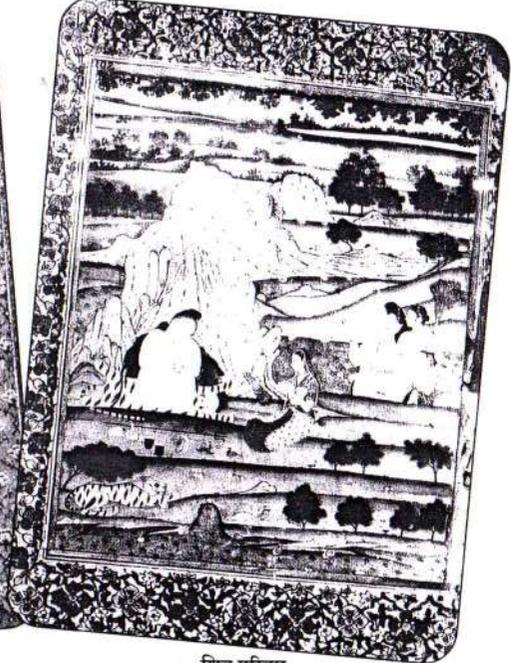
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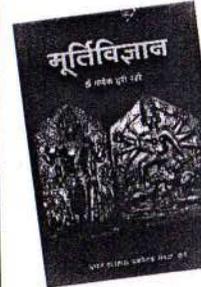


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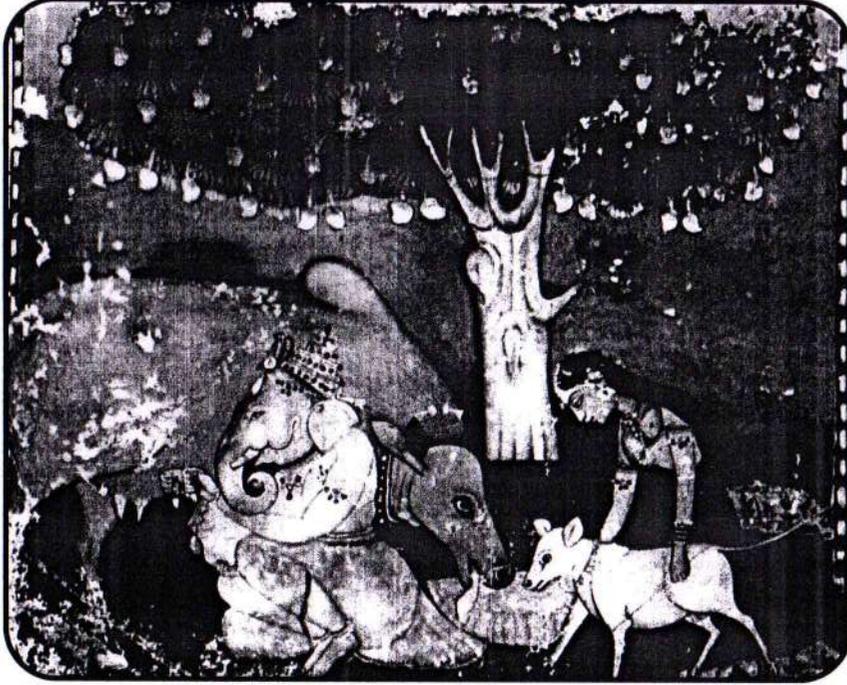
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July 2015 - April 2016

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डॉ. श्री. मा. भावे

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मंडळ संग्रहातील हे एक अनोखे चित्र आहे. या चित्रात 'गणपती गायीची धार काढीत आहे.' - असे दृश्य चित्रित केले आहे.
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* शाहजादा अली याचा पुणे परगण्यावरील अंमल अजित पटवर्धन	- १०७
* उरूस अफजल कंच अजित यशवंतराव माने	- ११४
* शिवछत्रपतींचे वाकनिस दत्ताजी त्रिमल यांचे एक पत्र डॉ. सौ. अनुराधा कुलकर्णी	- १२०
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* जकात व्यवस्था : प्रांत कल्याण भिवंडी १८ वे शतक संदीप तिखे	- १२७
* मेडता युद्ध आणि मराठ्यांच्या प्रभुत्वाखालील मारवाड चंद्रकांत अभंग	- १३३
* मराठेकालीन तुरुंग व्यवस्था (शिवकाळ व पेशवेकाळ-जुन्नर) प्रा. अरुणा लहानबा लोंढे	- १४६
* 'मोकासा-मिराशी-चांगभलं-सरपाटीलकी' या शब्दांची उत्पत्ती, अर्थ व व्याप्ती श्री. शिवाजीराव एक्के	- १५७

- संपादकीय -

भारत इतिहास संशोधक मंडळाच्या त्रैमासिकाचा हा ९२ वा अंक वाचकांच्या हाती देताना आम्हाला अतिशय आनंद होत आहे.

भारत इतिहास संशोधक मंडळाचा हा शतकोत्तर सहावा अंक आहे. गेली १०५ वर्षे संशोधकांनी परिश्रमाने केलेले संशोधन समाजापर्यंत पोहचविण्याची परंपरा याही अंकाद्वारे अखंडपणे सुरू आहे.

या अंकात आदरणीय इतिहासाचार्य वि. का. राजवाडे यांचा शंभर वर्षापूर्वी, म्हणजे १९१६च्या त्रैमासिकात, मंडळाने प्रकाशित केलेला शोधनिबंध पुनःप्रकाशित करित आहोत.

प्रतिवर्षी प्रमाणे इतिहासाचार्य वि. का. राजवाडे स्मृतिदिनानिमित्त मंडळात ३१ डिसेंबर २०१५ रोजी श्री. शेषराव मोरे यांचे 'भारतीय स्वातंत्र्यलढ्याच्या पुनरावलोकनाची गरज' या विषयावर विशेष व्याख्यान आयोजित करण्यात आले होते. ते व्याख्यान या अंकासोबत पण स्वतंत्र पुस्तिकेतून आम्ही देत आहोत.

महाराष्ट्रातील विविध भागात संशोधन करित असलेल्या संशोधकांनी आपले अभ्यासपूर्ण लेख मंडळाच्या प्रेमापोटी परिश्रमपूर्वक लिहून प्रकाशित करण्याकरिता पाठविले या बद्दल मंडळ त्यांचे ऋणी आहे.

मंडळाच्या संग्रहात असणाऱ्या देवदेवतांच्या चित्रांची माहिती देणारा लेख या अंकात प्रकाशित करित आहोत. संग्रहातील चित्रे अंकाच्या मुखपृष्ठावर छापली आहेत.

या वर्षातील उल्लेखनीय बाब म्हणजे प्रतिवर्षीप्रमाणे दि. ३१ डिसेंबर २०१५ ला कै. इतिहासाचार्य वि. का. राजवाडे स्मृतिदिना निमित्त विशेष व्याख्यान आयोजित करण्यात आले होतेच, परंतु त्या शिवाय राजवाडे स्मृतिदिनाला जोडून आठवडाभर व्याख्यानमालिका योजण्यात आली. विशेष बाब म्हणजे हे सातही व्याख्याते मंडळात येणारे तरुण संशोधक व अभ्यासक आहेत. अभ्यास, संशोधनाविषयीची आस्था व तळमळ आणि संशोधनाकरिता करावे लागणारे श्रम यात ते कुठेही कमी पडत नाहीत. अशा तरुण संशोधकांची धडपड पाहिली असता मंडळाचे भविष्य उज्वल आहे असा विश्वास वाटू लागतो.

या अंकाच्या प्रकाशनाकरिता ग्रंथपाल श्रीमती जयश्री बागाईतकर व उपग्रंथपाल सौ. अश्विनी पाठक यांनी तत्परतेने लेखकांना आवश्यक ते संदर्भ उपलब्ध करून दिले. कार्यालयीन सहकारी श्री. गजाननराव खळदकर व श्री. अच्युतराव देशपांडे यांचेही सहकार्य लाभले. या सर्व सहकाऱ्यांचे आभार.

- श्री. मा. भावे

- बी. डी. कुलकर्णी

१९. मराठेकालीन तुरुंग व्यवस्था

(शिवकाळ व पेशवेकाळ-जुन्नर)

प्रा. अरुणा लहानबा लोंढे

प्रास्ताविक-

शिवपूर्वकाळ व शिवकाळ यामध्ये तुरुंगव्यवस्था कशा पध्दतीची होती याची निश्चित माहिती मिळत नाही. पण पेशवेकाळातील माहिती मात्र काही प्रमाणात उपलब्ध होते. गुन्ह्यांचे प्रमाण अतिशय कमी होते.

आजच्या प्रमाणे पेशवेकाळात स्वतंत्र तुरुंगाची व्यवस्था नव्हती. त्या काळात किल्ल्यांवर तुरुंगाची व्यवस्था होती. विविध गुन्हे करणारे कैदी आणि राजकीय कैदी अशा दोन प्रकारच्या कैद्यांना तेथे बंदोबस्तात ठेवले जात असे. तुरुंगात बंदिस्त करण्यासाठी कैद्यांना पाठविले जात असे. काही किल्ल्यांमधून कैद्यांना ठेवण्यासाठी बंदीखाने असत. गंभीर स्वरूपाचे गुन्हे त्यावेळी केलेल्या कैद्यांसाठी आदबखाने असत. बंदीखाना किंवा आदबखाना यांच्यावर देखरेख ठेवण्याचे काम सुभेदार करत असे^१ त्यावेळी सरकारकडून हवालदाराच्या नावे पत्र पाठविण्यात येई. शिवकाळातील किल्ले व्यवस्थापनाबाबत 'गडाच्या अंतर्गत व्यवस्थेबाबत कृष्णाजी अनंत सभासद बखरीत, 'जे जे गड घेतले त्या गडावर राजियाने कारभारी बंदोबस्ती ऐसी पध्दत घातली की गडावरील हवालदार एक व सबनिस एक सबनीस एक असे तिघेजन जन एका प्रतिचे. जो कारभार करणे तो तिघांनी एका प्रतिचा करावा. गडावरील गल्ल्याचे, सामानाचे अंबर करावे त्यास कारखानीस म्हणून कारभारी केला. त्याचे विद्यमाने सर्व कारखाने यास जमाखर्च लिहावा. गड तोलदार आहे तेथे त्या गटाचा घेरा थोर, त्या जागा सात, पाच तट सरनौबत ठेवावे. त्यास तट वाटून द्यावे, हुशारी. खबरदारीस त्यांनी सावध असावे. गडावरी लोक ठेवावे, त्यास दहा लोकास एक नाईक करावा, नऊ पाईक दहावा नाईक येणे प्रमाणे जातीचे लोक ठेवावे. लोकांत बंदुखी व ईटेकरी व तिरंदाज व आड हत्यारी असे लोक मर्दानी चौकशीने आपण राजीयाने नजर गुजर (करून) एक एक माणूस पाहून ठेवावे. गडावरी लोक हवालदार व सरनौबत मराठे जातिवंत ठेवावे. त्यास जामीन आपले हुजरातीस लोक असतील त्यापैकी घेऊन मग ठेवावे. सबनीस ब्राह्मण हुजरातीचे ओळखीचे ठेवावे व कारखानीस परभू (प्रभू) ठेवावे. असे एकास एक प्रतिमेळ ठेवावे एक हवालदाराचे हाती किल्ला नाही. हरएक फितवाफंदा यास किल्ला कोण्याच्याने देववेना ये रितीने बंदोबस्ताने गडकोटांचे मामले केले,^२ तसेच एखाद्या कैद्याची सुटका करावयाची झाल्यास, तसे आज्ञापत्र सरकारातून हवालदारास पाठविण्यात येत असे. कैद्यास तुरुंगात आणून बंदिस्त केल्यावर तशी वार्ता सरकारात कळवावी लागत असे.

तुरुंगात असलेल्या कैद्यांनी कोणते गुन्हे केले याची सविस्तर माहिती सरकारात कळविण्यात येई. गुन्हेगाराने केलेल्या गुन्ह्याच्या स्वरूपानुसार त्यास तुरुंगात दरमहा किती व कोणते अन्न द्यावे हे सरकारातून ठरवून दिले जाई. ब्राह्मण कैद्यांना विविध सवलती देण्यात येत असत. उदा. त्यास राहण्यासाठी चांगले घर देण्यात येई. उत्तम भोजन देण्याचीही व्यवस्था करण्यात येई. त्याचप्रमाणे तुरुंगात असलेल्या ब्राह्मणांना धार्मिक व्यवस्था करण्याच्या दृष्टीने काही दिवस मुक्त केले जाई. धार्मिक विधी करण्यासाठी या ब्राह्मणांना आर्थिक मदतही दिली जात असे. लग्नकार्य करण्यासाठी त्यांना काही काळ मुक्त ही केले जात असे. तसेच तुरुंगात त्यांना पुत्रोत्सवाच्या निमित्तानेही सोडत असत. तुरुंगात असणाऱ्या ब्राह्मण गुन्हेगारांच्या तब्येतीची पण काळजी घेतली जात असे. मुलाच्या व्रतबंधासाठी देखील गुन्हेगारास काही काळ सोडत असत.

ब्राह्मणांना वरील सवलती देण्यात येत असल्यातरी ब्रह्महत्येसारखे गुन्हे करणाऱ्या ब्राह्मण गुन्हेगारास सामान्य प्रतीचे भोजन दिले जाई. तुरुंगात बंदिस्त असणाऱ्या ब्राह्मणांप्रमाणेच इतर गुन्हेगारांना काही सवलती देण्यात येत असत. उदा. तुरुंगात गरोदर असणाऱ्या स्त्रीस त्रास होत असेल तर तिला तिच्या नातेवाईकांकडे पाठविले जाई. तसेच गुन्हेगाराचा जवळचा नातेवाईक आजारी असेल तर त्यास पाहण्यासाठी शिबंदीतील काही लोकांसमवेत नातेवाईकांच्या भेटीसाठी पाठविण्याची सवलत मिळत असे.

प्रतिष्ठित व्यक्तींच्या स्त्रियांना तुरुंगात असतांना उत्तम प्रतीचे भोजन दिले जाई, तसेच एखाद्या प्रतिष्ठित व्यक्तीने विनंती केल्यास तुरुंगातून कैद्याची मुक्तता केली जाई. कैद्यास किरकोळ आजार असला तरी त्याच्या औषधाची व्यवस्था केली जाई. तसेच एखाद्या किल्ल्यावरील हवामान मानवत नसेल तर त्याची रवानगी दुसऱ्या किल्ल्यावर केली जाई. तसेच एखाद्या कैद्याची तब्येत बरी होत नसेल तर त्याला सोडून देऊन त्याच्याऐवजी त्याच्या जवळच्या नातेवाईकास तुरुंगात ठेवण्यात येत असे. ज्यांना असाध्य रोग झाला असेल त्यांना तुरुंगातून मुक्त केले जाई.

राजकीय कैद्यांच्या बाबतीत योग्य काळजी घेतली जाई, "राजकीय कैद्यांना सर्वसामान्य कैद्यांपेक्षा वेगळी व मानाची वागणूक दिली जात असे. त्यांना सर्व प्रकारच्या सुखसोयी पुरवल्या जात असते. त्यांना मनोरंजनाची सर्व साधने पुरवली जात असत.

राजद्रोह करणाऱ्या गुन्हेगारास कोणत्या किल्ल्यावर बंदिस्त केले आहे हे बाहेर कोणासही कळू देत नसत. अशा कैद्याशी कोणीही बोलू नये त्यास फराळाचे पदार्थ घेऊन येणाऱ्यास येऊ देऊ नये तसेच चौकीस असणाऱ्या लोकांनी सतर्कतेने पहारा द्यावा व दोन तीन दिवसात चौकीचे लोक बदलावेत. ही पथ्ये पाळली जात. तोतयास सामील होऊन जे लोक बंड करण्याचा प्रयत्न करित त्यांनाही बेड्या घालून तुरुंगात बंदिस्त केले जाई. तुरुंगात बंदिस्त

असलेल्या कैद्यांकडून इमारतीचे, चुना मळण्याचे व इतर कामे करवून घेतली जात असत. शत्रूकडील गुमहेर सापडल्यास पायात बेड्या घालून बंदोबस्तात ठेवले जात असे. राजकीय कैद्यांना तुरुंगात चांगली वागणूक दिली जात असे. तसेच त्यांना चांगल्या सुविधा उपलब्ध करून दिल्या जात असत. तर त्यांच्या बरोबर असणाऱ्या नोकरांना मध्यम प्रतीचे भोजन दिले जात असे. पण अशा कैद्यांच्या पायात बेड्या घालून त्यांच्यावर सक्त पहारा ठेवण्यात येत असे. राजकीय कैद्यांनी त्यांच्या सेवेसाठी व कामासाठी नोकर ठेवण्याची परवानगी दिली जाई. तसेच त्यांच्या सेवेसाठी कुणबिणी ठेवण्याची सवलत दिली जाई.

ब्रिटिशासारख्या परकीय कैद्यांची देखील उत्तम प्रतीची व्यवस्था ठेवण्यात येत असे. त्यांना इतर कैद्यांपेक्षाही उत्तम वागणूक देण्यात येत असे. तसेच त्यांना तुरुंगात न ठेवता एखाद्या गावातील चांगल्या घरात ठेवत आणि सभोवती कडक पहारा ठेवला जाई. त्यांना पान, सुपारी, हिंग, जिरेमिरे, तंबाखू या गोष्टीही पुरविल्या जात असत.

असे असले तरी फितुरीसारखे गंभीर गुन्हे करणाऱ्या ब्रिटीश व पोर्तुगीज यांसारख्या परकीय लोकांनाही सामान्य स्वरूपाचे भोजन दिले जाई.

प्रसंगी तुरुंगात बंदिस्त असलेल्या कैद्यांचा काहीच उपयोग नाही व त्यांच्यावर सरकारचा उगीच खर्च होतो म्हणजे संबंधित कैदी सतत आजारी राहत असेल तसेच त्यांच्या हातून झालेली नुकसान भरपाई त्याला करून देणे शक्य नाही व ज्यास कुणीही वारसदार नाही किंवा पत्नी नाही अशा निराधार व्यक्तीस सरकारची परवानगी घेऊन सोडून दिले जात असे.

गोहत्या करणे, खून करणे, फसवणूक करणे, फंदफितुरी व राजद्रोह करणे, चोरी करणे, बदकर्म करणे, लुटालुट व दंगा करणे, मद्यपान करून बदकर्म करणे, दरोडा टाकणे व कृत्रिम कागदपत्रे तयार करणे असे विविध प्रकारचे गुन्हे करणाऱ्यांना तुरुंगात बंदिस्त केले जाई. या संदर्भात पूर्वीच्या विविध सत्तांच्या व मराठ्यांच्या काळातील तुरुंग व्यवस्था पुढीलप्रमाणे आढळते.

जुन्नर तालुक्यातील किल्ल्यांवरील कैदी -

जुन्नर तालुक्यात चावंड, शिवनेर, हडसर, नारायणगड इत्यादी किल्ल्यात कैदी ठेवल्याची नोंद मोडी कागदपत्रे, रोजनिशी, सनदापत्रे इत्यादी नोंद आढळते. किल्ल्याचे व्यवस्थापन व जबाबदारी कोणाही एका व्यक्तीवर पूर्णपणे सोपविली नाही. प्रत्येक किल्ल्यावर समान दर्जाचे तीन अधिकारी असत. "In every fort there were three officers of the same status and co-joint authority." हवालदार हा किल्ल्यावरील शिबंदीचा प्रमुख असे. तो मराठा जातीचा असे. सबनीसाकडे अर्थव्यवहार तर कारखानीस हा धान्यपुरवठा करणारा असे."

चावंड किल्ला -

"बहामनी साम्राज्याच्या विघटनानंतर निर्माण झालेल्या पाच शाह्यांपैकी निजामशाहीचे

इ. स. १४८९ मध्ये चावंडवर सत्ता होती. निजामशाहीचा मुख्य प्रधान आसदखानास निजामशाहाने पदावरून दूर करून मुख्य प्रधानपदाची सुत्रे सलाबतखानाकडे दिली. त्यावेळी आसदखानास चावंडच्या किल्ल्यामध्ये कैदेत टाकले."

निजामशाहाचा सुलतान बुन्हाण निजामशाहा पोर्तुगीजांविरुद्ध स्वारीची योजना आखण्यामध्ये मग्न होता. त्यावेळी चावंड किल्ल्याच्या पायथ्याशी वास्तव्यास असलेल्या अमजाद-उल-मुल्क मेहेदवी या सरदाराने चावंडमधील नायकोडींना पैसे देऊन आपल्या बाजूस वळवून घेतले. त्यावेळी बुन्हाण निजामशाहाचा मुलगा ईस्माईल हा चावंडच्या किल्ल्यावर कैदेत होता. त्यास सोडवून सुलतानाविरुद्ध बंड करण्याची त्याची योजना होती. ही सर्व बातमी चावंडच्या किल्लेदाराने निजामशाहास कळविली. त्याने अमजादला बोलावून घेऊन कैदेत टाकले. त्याचे प्रचंड हाल करण्यात आले. त्याचे डोळे काढून घेतले. नंतर ठार मारले. आपल्या विरुद्ध होणाऱ्या बंडामध्ये चावंड किल्ल्यावरील सामील असणाऱ्या नायकोडींनाही ठार मारले."

१५९५ च्या सप्टेंबर महिन्यामध्ये आदिलशाही, निजामशाही संघर्षामध्ये इब्राहिम निजामशाहाच्या कपाळावर तीन लागून तो ठार झाला. आता गादीवर कोणास बसवावे हा प्रश्न उभा राहिला. मियानमंजून दौलताबादहून इब्राहिम निजामशाहाचा मुलगा अहमद यास अहमदनगरला आणले. मात्र त्यास नाममात्र पदावर ठेवून चावंडच्या किल्ल्यामध्ये ठेवले. इब्राहिम निजामशाहाचा दुसरा बहादूरशाहासही चावंडमध्ये कैदेत टाकले. पुढे चांदबिबीने चावंडहून सोडवून बहादूरशाहाला अहमदनगरला आणले."

थोरल्या माधवराव पेशव्यांच्या कालावधीत चावंडचा कारभार गणेश केशव व त्रिंबकपंत या दोन मराठी सरदारांकडे होता. "थोरल्या माधवरावानंतर पेशवेपदी असलेल्या नारायणरावांचा दि. ३० ऑगस्ट १७७३ रोजी शनिवाड्यात खून झाला. राघोबास दूर ठेवण्यासाठी बारभाई मंडळाची स्थापना झाली. नारायणरावांनंतर बारभाईंनी माधवरावास पेशवाईची बस्त्रे दिली. तो लहान असतांना मराठी राज्याचा कारभार बारभाई मंडळाकडे होता. "चावंड किल्ल्यावरील तुरुंगामध्ये बारभाईंनी राज्याच्या विविध भागांमधून कैदी आणून ठेवले होते. मराठी सैन्यातील गंगाराम परदेशी जमादार हा प्यादा म्हणजे शिपाई होता. त्यास चावंडच्या किल्ल्यात कैदेत ठेवले. सवाई माधवरावाच्या रोजनिशीमध्ये मजकुर आला आहे. गंगाराम परदेशी जमादार प्यादे यासी किल्ले चावंड तालुके शिवनेर येथे अटकेस ठेवावयाबद्दल पाठविला आहे. तरी पायांत बेडी घालून पक्के बंदोबस्ताने अटकेस ठेऊन पोटास शेर शिरस्ते प्रमाणे देत जाणे म्हणोन."

शिवनेरी-

बहामनी राजवट ते पेशवाईपर्यंतच्या कालखंडामध्ये विविध कैद्यांना या ठिकाणी ठेवल्याची उदाहरणे आहेत. "उदा. माळव्यातील धंधेरा गावचा राजपूत राजा इंद्रमन हा

मुघलांचा मनसबदार होता. शाहजहानची त्याच्यावर इतराजी झाली. कारण १६६३ च्या मार्च महिन्यामध्ये शाहजहानने धंधेरा गावचा मुलुख शिवराम गौड या राजपूर मनसबदारास जहागीर म्हणून दिला. शिवरामने तिकडे चालून जाऊन तो मुलुख परत ताब्यात घेतला. तेव्हा शाहजहानने राजा विठ्ठलदास या राजपूत मनसबदाराच्या हाताखाली फौज देऊन त्याला १६२६ च्या नोव्हेंबर महिन्यामध्ये इंद्रमनविरुद्ध रवाना केले. विठ्ठलदासाने धंधेरावर आक्रमण केले. नाईलाजाने इंद्रमन अभय मागून शरण आला. त्याला बरोबर घेऊन विठ्ठलदास दरबारी आला. तेव्हा इंद्रमनला जुन्नरच्या शिवनेरी किल्ल्यात कैदेत ठेवावे असा हुकूम २६ डिसेंबर १६३६ रोजी शाहजहानने दिला. पुढील २० वर्षे इंद्रमन शिवनेरीवर कैदेत होता.”

“१६५५ मध्ये इंद्रमनने औरंगजेबाकडे आपला माणूस पाठवून आपली कैदेतून सुटका करावी अशी विनंती केली आणि तसे केल्यास मी खंडणी म्हणून ५०,००० रुपये बादशाही खजिन्यात भरीन व एक वर्ष कोणत्याही मनसबीखेरीज स्वखर्चाने दख्खनमध्ये बादशाहाची नोकरी करीन. धंधेरास परत जाण्याचा विचार करणार नाही अशी तयारी दाखविली. याबाबत इंद्रमनला जामीन राहण्यास शिवनेरीचा किल्लेदार नरसिंहदास तयार होता. पुढे २५ जानेवारी १६५८ पूर्वी इंद्रमन शिवनेरी किल्ल्यावरून सुटलेला दिसतो.”

इ. स. १५६४ मध्ये निजामशाहीमध्ये दख्खनी मुसलमान आणि इराणमधून आलले मुसलमान यांच्यातील संघर्ष उफाळून आला. जुन्नर व चाकण परिसरात दख्खनी मुसलमानांची मोठ्या प्रमाणात कत्तल करण्यात आली. इ. स. १५६५ मध्ये मुर्तझा निजामशाहा अहमदनगरच्या निजामशाहीचा प्रमुख बनला. त्याची आई खूनजाँ व मुर्तझा निजामशाहा यांच्यामध्ये मतभेद होते. मुर्तझाने अधिकाऱ्यांच्या मदतीने आपल्या आईच्या महत्त्वाकांक्षेस आळा घालण्यासाठी आईला व लहान भाऊ बुन्हाण यांना १५६९ मध्ये शिवनेरी किल्ल्यावर कैदेत टाकले.”

मोगल सरदार शामसिंग हा इ. स. १६८२ मध्ये शिवनेरीचा किल्लेदार होता. या काळात छत्रपती संभाजी महाराजांचा विठोजी काटे नावाच्या सरदाराचा ‘सयाजी’ हा विश्वासू नोकर शिवनेरी किल्ल्यातील कैदेत होता.” पेशवाईमध्ये दुसरा बाजीराव व अमृतराव दोघांनाही नाना फडनिसांनी येथेच कैदेत ठेवले होते.”

जुन्नर परिसर पुण्याजवळ असल्याने जुन्नर व शिवनेरीवरून पुण्यावर आक्रमण करणे सोपे जाई. ही बाबत ओळखून नानासाहेब पेशव्यांनी इ. स. १७५७ मध्ये जुन्नर परगणा आणि शिवनेरी किल्ला काबीज केला. १७५७ मध्ये नानासाहेब पेशव्यांने शिवनेरी हा नवा तालुका बनविला. इ. स. १७५७ च्या मे. महिन्यापासून ते १७५९च्या एप्रिल महिन्यापर्यंत उद्धव विरेश्वर चितळे हा जुन्नरचा कारभार पाहत होता. नानासाहेब पेशव्यांनी इ. स. १७६१ मध्ये जुन्नर प्रांत व शिवनेरीचा कारभार हरी दामोदर या मराठी सरदारावर सोपविला.

पेशवा बाळाजी बाजीराव उर्फ नानासाहेब पेशवा यांनी कान्होजी आंग्रे यांचे आरमार बुडविले. यांच्यात झालेल्या विजयदुर्गाच्या युद्धात पराभूत होऊन तुळाजी आंग्रे पेशव्यांच्या स्वाधीन झाला होता. त्याचवेळी तुळाजी समवेत त्याच्या व मुले होती. तुळाजी आंग्रे यास १७५६ पासून १७८६ पर्यंत विविध किल्ल्यांवरील कैदेत ठेवले. तुळाजीस १७६४ मध्ये शिवनेरीवर किल्ल्यात कैदेत ठेवले. तुळाजीस शिवनेरी किल्ल्यात कैदेत ठेवण्यासाठी नानासाहेबाने शिवनेरीचा फौजदार रामचंद्र नारायण यास लेखी सूचना दिली होती. असा उल्लेख नानासाहेब पेशवा वाड डायरीमध्ये पृष्ठ क्रमांक २४० वर उल्लेख आहे. इ. स. १७९८ मध्ये होळकरांचे नाव सांगून शिवनेरी परिसरात लुटालुट करण्यास सुरुवात केली. दुसऱ्या बाजीरावाने त्यांचा बंदोबस्त करण्याची जबाबदारी नरसिंह खंडेराव या मराठी सरदारावर सोपविली. पेंढान्यांची नाकेबंद करून त्यांच्या मालाची जप्ती करण्यात आली. २४ ऑगस्ट १७९९ रोजी भास्कर गणेश आंबेडकर यांच्याकडे शिवनेरी किल्ल्याचा आर्थिक कारभार पाहण्याची जबाबदारी सोपविली. कृष्णा सावंत हा हडसर किल्ल्याचा किल्लेदार होता. त्याची हडसर किल्ल्यावरून शिवनेरी किल्ल्यावर करण्यात आली. इ. स. १८०० पासून मराठी सत्तेला उतरती कळा लागली. उत्तरार्धात सरदार पेशव्यांच्या विरोधात गेले. जिवाजी यशवंत हा एक होता. त्याचा बंदोबस्त करून शिवनेरी परिसरातील इतर किल्ल्यांची संरक्षण व्यवस्था मजबुत करण्यात आली. परशुराम खंडेराव यांच्याकडे हडसर किल्ल्याची संरक्षणाची व्यवस्था सोपविली. जिवाजी यशवंत व इतर मराठी बंडखोर सरदारांना शिवनेरी किल्ला व परिसरातील लोकांनी मदत केली होती. त्या सर्वांची वतने जप्त केली. या सरदारांचा उपद्रव होऊ नये म्हणून शिवनेरी जवळचे माळशेज आणि नाण घाटातील पायवाटा बंद करण्यात आल्या. जुन्नर परिसरातील सर्व किल्ल्यांवरील साधन सामुग्री असलेल्या कोठ्यांची मोजदाद करून संकटकाळी आवश्यक त्या वस्तूंचा साठा करून ठेवला. इ. स. १८११ मध्ये माऊंट स्टुअर्ट एल्फिन्स्टन पुण्यात रेसिडेंट म्हणून आला. इ. स. १८१२ पासून दुसरा बाजीराव व इंग्रज यांच्यातील परस्पर संबंध बिघडू लागला. मराठी मुलुख जिंकण्याची जबाबदारी एल्फिन्स्टनवर सोपविली. ब्रिटिश ईस्ट इंडिया कंपनीने दिलेल्या जबाबदारीचे काम पूर्ण करण्यासाठी त्याची गुप्तहेर यंत्रणा अतिशय शिस्तबद्ध व मराठी सत्तेच्या मानाने अद्ययावत होती.

इ. स. १८१७ पासून इंग्रजी फौजा बाजीरावाच्या पाठलागावर होत्या. इंग्रजी फौजेचा मारा चुकवीत दुसरा बाजीराव शिवनेरी किल्ल्याच्या आसपास आला. १७ नोव्हेंबर १८१७ रोजी माऊंट स्टुअर्ट एल्फिन्स्टनने पुणे शहराचा ताबा घेतला. माऊंट स्टुअर्ट एल्फिन्स्टनने लगेच मराठी राज्यातील विशेषतः पुणे परिसरातील पेशव्यांचे किल्ले ताब्यात घेण्यास सुरुवात केली. २४ एप्रिल १८१७ रोजी एल्ड्रिच या इंग्रज अधिकाऱ्याने जुन्नरवर हल्ला करून शिवनेरी

किल्ला ताब्यात घेतला आणि जुन्नरवर इंग्रजी सत्तेचा अंमल सुरु झाला.

जीवधन किल्ला -

“जुन्नर येथून वीस कोसावर तळकोकणाकडे जिवधनी म्हणोन किल्ला आहे. त्या किल्ल्यावर निजामशाहाचे वंशापैकी दहा अकरा वर्षांचे मुर्तजा म्हणोन मुलगा नजरबंदीत पहाण्यात होता. त्यास शहाजीराजांनी कैदेतून मोकळा करून आणे मुशरी व आपण मिळोन पेमगडच्या किल्ल्यामध्ये तख्तावर बसविला.”^{१२}

निजामशाहीचा मुख्य प्रधान मलिक अंबर १६२६ च्या मे महिन्यामध्ये निधन पावला. निजामशाहीतील आपला प्रतिस्पर्धी निधन पावल्याने शाहजी पुन्हा निजामशाहीच्या नोकरित आले. शिवाजी महाराजांच्या जन्मानंतर शाहजींनी निजामशाहीचे पुनरुज्जीवन करण्यास प्रारंभ केला. निजामशाही वंशातील मुर्तजा नावाच्या एका मुलास गादीवर बसविण्यासाठी योजना आखली. मुर्तजा निजामशाहा जुन्नरच्या पश्चिमेकडील नाणेघाटाजवळील जीवधन किल्ल्यात कैदेत होता. शाहजींनी त्याची सुटका करून त्यास निजामाच्या तख्तावर बसविले.^{१३}

नारायणगडावरील कैदी-

पानिपत युद्धानंतर तोतया प्रकरण उद्भवले. ही बाब इतिहासामध्ये प्रसिद्ध आहे. तोतयांना माधवरावाच्या राजवटीत अंधश्रद्धेच्या भाविक लोकांनी पाठिंबा दिल्याने मराठी राज्यात एक नवीनच चिंता प्रकट झाली होती. त्यापैकी गोविंद प्रभू हा सरदार तोतयांस सामील होता.^{१४}

गोविंद प्रभू तोतया प्रकरणामध्ये फितूरी करत होता. त्यास पकडण्याची आज्ञा झाल्यावर तो पळून गेला. त्यास कोणीही पाठीशी घालू नये असे पेशवे दरबारापासून आदेश निघाले होते. मात्र चिमी नावाच्या कुणबी स्त्रीने गोविंद प्रभूस मदत केली. त्याबद्दल तिला शिक्षा झाली. तिला कैदेसाठी नारायणगडावर आणण्यात आले.^{१५}

मिर्जा फाजलबेग हा देखील फितुर होता. सवाई माधवरावाच्या काळात त्यास पकडून नारायणगडावर कैदेत टाकले. त्याविषयीचा उल्लेख^{१६} सवाई माधवराव पेशव्यांच्या कारकिर्दीत मिर्जा फाजलबेग हा मराठ्यांविरुद्ध निजामास फितुर झाला होता.^{१७} त्यास पकडण्यात आले व नारायणगडावर कैदेत टाकण्यात आले.^{१८} नारायणगडाची किल्लेदारी रामचंद्र शिवाजी यांच्याकडे दिली होती.^{१९} त्या विषयीचा सवाई माधवरावाच्या रोजनिशीमध्ये पुढीलप्रमाणे मजकूर आहे. मिर्जा फाजलबेग फितुर करित आहे. सबब बेडी (बिडी) घालून तुम्हांकडे किल्ले नारायणगड येथे अटकेस ठेवावयास पाठविले आहे. त्यांस पोहोचवावयास भुळचंद कारकून व स्वार व गाडदी दिले आहेत. तरी पक्क्या बंदोबस्ताने ठेऊन पोटास शेर देत जाणे म्हणोन रामचंद्र शिवाजी यांचे नावे सनद.

नारायणगड किल्ला म्हणून प्रसिद्ध असली तरी तो संरक्षणाच्या दृष्टीने महत्त्वाचा होता.

किल्ल्यावर पाण्याचे साठे पुरेशा प्रमाणात असल्याने नारायणगडाच्या कैदखान्यामध्ये राज्याच्या इतर भागातून गुन्हेगारांना आणून ठेवीत. इ. स. १७९३ मध्ये नारायणगडावर टाकळी आणि पारगाव या गावच्या कैद्यांना आणले.^{२०}

पेशवे दरबारामध्ये देणग्या, धार्मिक बाबींवरील खर्च आणि नवस फेडण्यासाठी मोठा खर्च केला जात असे. दरवर्षी श्रावण महिन्यामध्ये ब्राह्मणांना दानधर्म करत. त्यास रमणा म्हणत. इ.स. १७९० मधील श्रावण महिन्यातील रमणा कार्यक्रमासाठी व त्यांच्या बंदोबस्तासाठी नारायणगडावरून पंधरा सैनिकांची तुकडी मदतीस बोलविण्यात आली.^{२१} इ. स. १८०८ च्या श्रावण महिन्यातील रमण्याच्या कार्यक्रमासाठी नारायणगडावरून सैनिक नेले होते. दुसऱ्या बाजीरावाच्या रोजनिशीतील उल्लेख आहे.^{२२}

सवाई माधवरावाच्या कालावधीत नारायणगडावर गोविंद प्रभूने फितूरी केली म्हणून त्यास कोणीही मदत करू नये असा आदेश सवाई माधवरावाने दिला होता. तरीही चिमी कुणबीण या स्त्रीने त्याच्या बिन्हाडासाठी जागा दिली. पेशव्यांचा आदेश न मानल्याने तिला नारायणगडावर कैदेत ठेवावे अशा आशयाचे आज्ञापत्र सवाई माधवरावाने नारायणगडाचा हवालदार रामचंद्र शिवाजी यांस दिले आहे.^{२३} असे उल्लेख आढळतात.

हडसर किल्ला-

हडसर किल्ल्याचा ताबा शहाजीराजांकडे होता. त्यांनी आदिलशाही, मोगल बादशाही, निजामशाही या तिन्ही सत्तांकडे काम केले पण पुणे परगण्यातील आपला ताबा सोडला नाही. इ. स. १६३६ मध्ये आदिलशाही व मोगलशाही यांनी संयुक्तपणे शाहजींविरुद्ध मोहिम हाती घेतली. दोन्ही सैन्यांबरोबर आपला टिकाव लागणार नाही म्हणून त्यांच्याशी माहुलीचा तह केला. त्यानुसार जुन्नर परिसरातील शिवनेरी, हडसर, चावंड, जिवधन व नारायणगड हे पाचही किल्ले मोगलांना दिले.

१७५९ मध्ये हडसर किल्ला मराठ्यांच्या ताब्यात आला. नानासाहेब उर्फ बाळाजी बाजीराव पेशवा यांच्या कालावधीत शिवनेरी परिसरातील किल्ले मराठ्यांच्या ताब्यात आले. सवाई माधवरावाच्या काळात हडसर किल्ल्याचा कारभार उधो विरेश्वर चितळे हा सरदार पहात होता. किल्ल्यावरील तुरुंगामध्ये राघोबा ठोसर या कैद्यास बंदोबस्ताने ठेवावे आणि त्याच्या पोटास देत जावे असे सवाई माधवरावाने उद्धव विरेश्वरास पाठविल्याचा उल्लेख पत्रात आला आहे.

मराठेशाहीच्या उत्तरार्धात मराठी सरदारांमध्ये मतभेद उन्माळून आले. तेव्हा दुसऱ्या बाजीरावाच्या रोजनिशीमध्ये-

१) नारो शिवराम चक्रदेव, २) लक्ष्मण बल्लाळ चक्रदेव, ३) नरसो तुकदेव, ४) धोंडो नारायण लिमये, ५) राघो विश्वनाथ गोडबोले.

पाच आसामीयांचे पायात बेड्या घालून समागमे बाळाजी रघुनाथ पागा व गाडदीसुद्धा

देऊन पाठविले. तरी सदरील पाच आसामी यास किल्ले मजकुरी पक्के बंदोबस्तामध्ये ठेऊन पोटास शिद्दा (शिधा) उत्तम प्रकारचा देणे. यास कैदेत वेगळे ठेऊन एकमेकांची गाठ पडो न देणे. यांजकडे चाकरीस ब्राह्मण व आचारी चांगली स्वयंपाक करावयास ठेऊन देणे हे तेथे पोहोचल्यावर बाळाजी रघुनाथ यास पगार व गाडदीसुद्धा माघारी पाठविणे. या पाच आसामींची जपोन निगा करीत जाणे. म्हणोन परशराम खंडेरावाच्या नावे सनद देण्यात आली.

निष्कर्ष -

मराठे काळातील तुरुंग व्यवस्था ही आजच्या प्रमाणे नव्हती हे जरी सत्य असले तरी तेव्हा त्या त्या काळातील गुन्हांना प्रमाणे, व्यक्तीप्रमाणे त्यांची रवानगी किल्ल्यांमध्ये केली जात असे व व्यक्तीच्या स्वभावधर्मानुसार कर्मानुसार त्यांना कैदी म्हणून वागणूक दिली जात असे हा विचार केला जात असे. त्याकाळी मानवधर्म, स्वभावधर्म, कर्तव्यकर्म त्यानुसार राज्यकर्ते कैद्यांना वागवित होते. आजच्या काळात किल्ल्यांना भेटी देतांना त्या काळातील किल्ल्यांचे महत्त्व लक्षात येते. आज पर्यटन म्हणून किल्ल्यांचा ऐतिहासिक वारसा जतन करणे गरजेचे आहे.

- जुन्नरच्या किल्ल्यांमधील कैदी -

चावड किल्ला

- | | |
|--|----------------|
| १) आसदखान | शिवनेरी किल्ला |
| २) ईस्माईल (बुऱ्हाण निजामाचा मुलगा) | १) बुऱ्हाण |
| ३) अहमद (इब्राहिम निजामशहाचा मुलगा) | २) सयाजी |
| ४) बहादूरशहा (इब्राहिम निजामशहाचा दुसरा मुलगा) | |

जीवधन किल्ला

- | | |
|----------------------------|-----------------------|
| १) मुर्तजा | नारायणगड |
| २) इंद्रमन | १) गोविंद प्रभू सरदार |
| ३) दुसरा बाजीराव व अमृतराव | २) चिमी कुणबीन स्त्री |
| | ३) मिर्झा फाजलबेग |

हडसर किल्ला

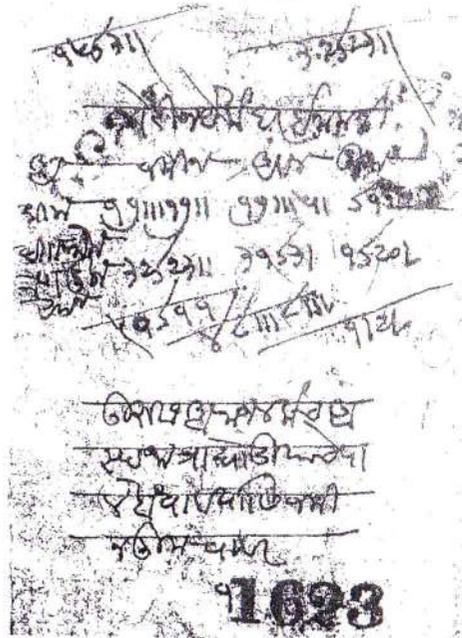
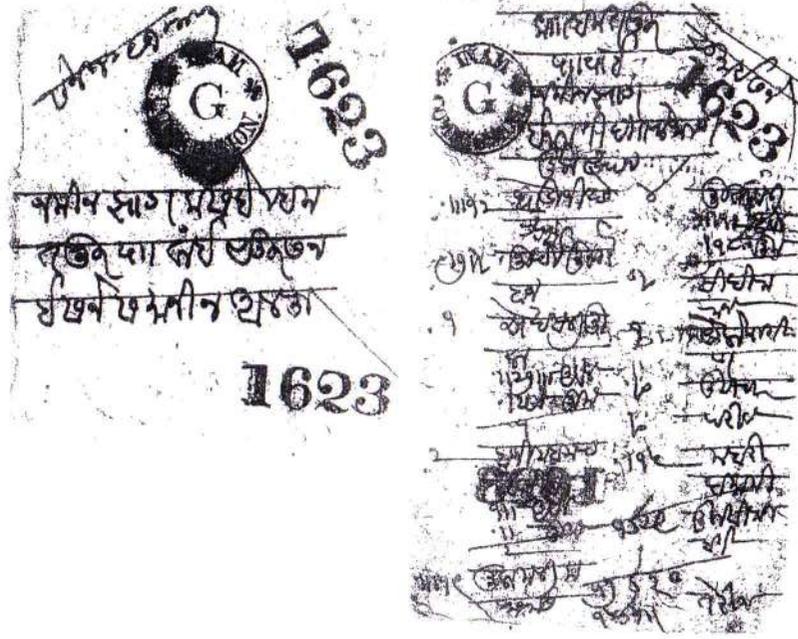
- १) नारो शिवराम चक्रदेव
- २) लक्ष्मण बल्लाळ चक्रदेव
- ३) नरसो तुकदेव
- ४) धोंडो नारायण लिमये

५) राघो विश्वनाथ गोडबोले.

तळटीपा व संदर्भग्रंथ सूची-

- १) मराठेकालीन संस्था व विचार: लेख प्राचार्य आर. डी. गायकवाड, प्रा. डॉ. बी. एन. सरदेसाई, प्रा. डी. डी. थोरात. प्रा. व्ही. एन. हनमाने, प्रकाशन, फडके बुक सेलर्स, कोल्हापूर, १९८७, द्वितीयावृत्ती, प्र. ४०४
- २) मराठेकालीन संस्था व विचार: कित्ता पृ. ३०९.
- ३) मराठेकालीन संस्था व विचार: कित्ता पृ. ४०५.
- ४) अहमदनगरची निजामशाही, मुंबई, १९६६, पृ. २३५.
- ५) अहमदनगरची निजामशाही, मुंबई, कित्ता पृ. २८०.
- ६) मालोजी राजे व शहाजी महाराज यांची चिकित्सक चरित्रे, मुंबई, १९६७, पृ. ८९ व ९१.
- ७) जुन्नर तालुक्यातील किल्ले: ले. लहू गायकवाड, पृ. ५०.
- ८) जुन्नर तालुक्यातील किल्ले: कित्ता पृ. ४८, ४९.
- ९) जुन्नर तालुक्यातील किल्ले: कित्ता पृ. ५०.
- १०) कमल गोखले, शिवपूत्र संभाजी, पुणे, १९८१, पृ. २८१.
- ११) जुन्नर तालुक्यातील किल्ले: कित्ता ४८, ४९.
- १२) मालोजी राजे व शहाजी महाराज यांची चिकित्सक चरित्रे, मुंबई, १९७८, पृ. २८६.
- १३) जुन्नर तालुक्यातील किल्ले: कित्ता ५१, ५२.
- १४) दुसरा बाजीराव पेशवा यांची रोजनिशी: (संपा.)-गणेश वाड, पुणे १९११, पृ. २१९, २२०.
- १५) संशोधनासाठी निवडलेले कागद, दसर ३०, पुडके ७, पत्र क्र. १६६३५, अप्रकाशित.
- १६) संशोधनासाठी निवडलेले कागद, दसर २२, पुडके १, पत्र क्र. १३२२८, अप्रकाशित.
- १७) सवाई माधवराव पेशवे यांची रोजनिशी: (संपा.)-ग. चिमणाजी वाड, अंक ३, पुणे १९९१, पृ. ७६.
- १८) सवाई माधवराव पेशवे यांची रोजनिशी: कित्ता पृ. १५३.
- १९) संशोधनासाठी निवडलेले कागद, दसर ५६, पृ. ४, पत्र क्र. २५७८४, अप्रकाशित.
- २०) संशोधनासाठी निवडलेले कागद, दसर ५६, पृ. ४, पत्र क्र. २५७८४, अप्रकाशित.
- २१) चिटणिसी दसर, रुमाल क्र. १, पुडका क्र. ४, पत्र क्र. ४९५, अप्रकाशित.
- २२) सवाई माधवराव पेशवे यांची रोजनिशी: (संपा.)-ग. चिमणाजी वाड, अंक ३, पुणे १९९१, पृ. २०३, २०४.
- २३) दुसरे बाजीराव पेशवे यांची रोजनिशी, पुणे, १९०८, पृ. २३७.





२०. 'मोकासा-मिराशी-चांगभलं-सरपाटीलकी'

या शब्दांची उत्पत्ती, अर्थ व व्याप्ती

श्री. शिवाजीराव एव्के

'मोकासा' हा मूळ अरबी शब्द मुखस्सिस यावरून मुकासा असे देशी रूप झाले. जहागीर अथवा मुकासा हे साधारणतः एकच समजले जातात; पण दोन्हीमध्ये व्याप्ती व दर्जा याबाबत मूलतः फरक आहे. आदिलशाहीत मुकासा शब्द प्रचलित होता. ज्या व्यक्तीस मुकासा दिला तो मुकासी आणि या मुकासीचे रूप मोकाशी असे झाले.

बादशहाच्या अथवा राजा मर्जीनुसार मुकासा किंवा जहागिरीचे हक्क कमी-जास्त होत असत. तसेच ठिकाण किंवा स्थान बदलत असे. हे हक्क वंशपरंपरेने दिले जात नसत. पण सतराव्या शतकाच्या उत्तरार्धापासून मराठेशाहीत मुकासा, वतने, जहागिरी इत्यादी वंशपरंपरेने देण्याची प्रथा सुरू झाली.

ज्या व्यक्ती मोकासा हक्काची सनद प्राप्त झाली आहे. त्या मोकासदारास 'मोकाशी' हे आडनाव कालानुक्रमे मिळाले. त्याचबरोबर मोकासदाराने मुकासा हा हक्क गोळा करण्यासाठी जो अधिकारी नेमलेला असे त्यासही यथावकाश मोकाशी हे उपनाम प्राप्त झाले. याप्रमाणे मुखस्सिस ते मोकाशी या शब्दाची व वतनाची वाटचाल दिसून येते.

मोकासा-मोकासा उत्पन्नाचा हक्क म्हणजे देशमुखी सोडून राज्यात किंवा त्या मोकासा वतनात जो वसूल येत असे त्या उत्पन्नाचा चौथा हिस्सा. म्हणजेच चौथाई आणि या चौथाईचा तीन आणि म्हणजे ७५ टक्के मोकासा हक्क राहात असे. उदा. म्हणजे जर १०० रूपये वसूल येत असेल तर २५ रूपये चौथाई व त्याच्या ७५ टक्के (तीन आणे) मोकासदाराचा हक्क म्हणजे १८ रूपये ७५ पैसे असे.

मराठे सरदारांना अथवा मोकासदारांना मोकासा या हक्काची सनद लष्करी नोकरीची अट घालून दिली जात असे. यामध्ये गावे, जमिनी इत्यादी इनाम देत असत. त्यासही मोकासा असे म्हणत. (संदर्भ-सुलभ विश्वकोश, भाग ५, दाते-कर्वे पान २०५२)

मोकासदार हा पाटील किंवा चौगुला यांच्यापेक्षा काही वरच्या दर्जाचा समजला जात असे.

'मिराशी' या शब्दास अर्थास वेगवेगळ्या छटा आहेत.

मुसलमान लोकांमध्ये मिराशी नावाची जमात आहे. हे लोक गाणारे, जुन्या गोष्टी व वंशावळी आणि पूर्वजांची कृत्ये सांगणारे भाटांसारखे लोक आहेत. जातिसंशोधक क्रुक्सच्या मते, 'हे डोम जातीतील असावेत. हे लोक पूर्वी हिंदू होते.' इ. स. १२९५ मध्ये अल्लाउद्दीन खिलजीच्या दरबारी असलेल्या अमीरखुसू या कवीने त्यांना मुसलमान केले असे म्हणतात.

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INDEX

Sr.No.	Topic	Author	Page No.
1.	Drudgery Reducing Frontier Technologies for Farm Women: A Step towards Farm Women empowerment	Dr. Raksha	05
2.	'Feminism' in The Novel Of Manju Kapur	Neeraj Rana	10
३.	मराठी उपन्यासों में नारी अस्मिता की तलाश	डॉ. बाबासाहेब कोकाटे	१२
४.	स्त्री भ्रूणहत्या : कारण एवं समाधान	डॉ. (श्रीमती) आशुतोष	१७
५.	स्त्री विमर्श : भारतीय स्त्री के संदर्भ में	प्रा. सुनिल बाबुराव काळे	२२
६.	नारी जगत की जननी	प्रा. वैशाली बाबुराव कोटंबे	२४
७.	स्त्रियांचे शिक्षण क्षेत्रातील मौलिक कार्य	प्रा.डॉ. सुरेश आर.वराडे	२६
८.	एकविसाव्या शतकातील स्त्री उद्योजकता	प्रा.लुंबिनी हरीदास गणवीर	३०
९.	ग्रामीण भागातील स्त्रियांचा शैक्षणिक विकास - काळाची गरज	प्रा. डॉ. अजित सुर्यवंशी, सोनिया वामनराव डावरे	३५
१०.	एकविसाव्या शतकातील स्त्रियांचे स्थान	प्रा. कु. मंगला अजाबराव कडवे	३८
११.	ग्रामीण भागात नोकरी करणाऱ्या स्त्रियांच्या समस्या	प्रा.डॉ. विद्या मुकुंद ठवकर	४१
१२.	<u>१९व्या शतकातील समाज सुधारकांची स्त्री-पुरुष समानतेकडे होणारी वाटचाल</u>	<u>प्रा.सौ. वाघोले अरूणा रवींद्र</u>	४४
१३.	गुप्तकाळातील स्त्रियांचे संपत्तीविषयक अधिकार	प्रा. अनिल विठ्ठल बाविस्कर	५०

✍ ... ✓ १९व्या शतकातील समाज सुधारकांची स्त्री-पुरुष समानतेकडे
होणारी वाटचाल

प्रा.सौ. वाघोले अरूणा रवींद्र

- इतिहास विभागप्रमुख, मा. बाळासाहेब जाधव महाविद्यालय, आळे, ता. जुन्नर, जि. पुणे (महाराष्ट्र)

प्रास्ताविक :

आज सर्व स्तरांवर सर्व स्त्री पुरुष समानतेचा विचार मांडला जातो. तो काही प्रमाणात यशस्वीपणे झालेला आढळतो. पण आणखी किती तरी क्षेत्रे, ठिकाणे, स्तर समाज व्यवस्थेतील स्त्री पुरुष समानता मानण्यास धजावत नाही. कारण संस्कार, शिक्षण, परिस्थिती इ. गोष्टी कारणीभूत ठरतात महिलांच्या दृष्टीने आणि पुरुषांच्या विचार शैलीतून दिसतो. तो दूर करण्यासाठी कसा टप्पा गाठता येईल या दृष्टीने एक विचार मांडण्याचा प्रयत्न या "आदर्श समानतेचे श्रेष्ठ पाऊल" शोध निबंधातून केला आहे. कोणत्याही देशाच्या आणि तेथील लोकशाही समाजव्यवस्थेचा कणा व आधारस्तंभ स्त्रिया आहेत. प्राचीन काळापासून स्त्रियांच्या क्षेत्रातील प्रगती, त्यांचे हक्क, त्यांचे स्थान यातून त्यांना दुर्घ्यमत्व देण्याचा प्रयत्न २० व्या शतकापर्यंत झालेला दिसतो. तो दूर करण्याचा प्रयत्न विविध समाजसुधारक, धर्मसुधारक, नेते, कार्यकर्ते व संस्थात्मक पातळीवर स्त्रियांना स्थान मिळवून देण्याचा प्रयत्न वारंवार शतकानुशतक झाला आहे म्हणून एकविसाव्या शतकात स्त्रियांचे स्थान ह्या दृष्टीने विचार पुढे आला आहे. हे स्त्रियांच्या कर्तबगारीचे यशस्वी पाऊल होय.

१९ व्या शतकातील व २० व्या शतकातील महाराष्ट्रातील समाजसुधारकांनी केलेले प्रयत्न करून पुन्हा पुन्हा IT, B.T. च्या क्षेत्रात, अंतराळात, राजकारणात, औद्योगिक क्षेत्रातील व सर्वसामान्य स्तरातील स्त्री-पुरुषांना याची गोड आठवण करून देण्याचा प्रयत्न १९ व्या शतकातही स्त्रीजन्म, बालहत्त्या, बालविवाह, विधवा पुनर्विवाह, केशवपन, स्त्रियांचा शिक्षण

हक्क, मालमत्ता हक्क, इ. प्रश्न २० व्या शतकात सुध्दा होते व आज त्यांचे स्वरूप काही प्रमाणात बदललेले दिसते. पण 'स्त्री', 'मुलगी', जन्म, शिक्षण, नोकरी, मालमत्तेबाबतचे प्रश्न आहेत. त्यासाठी सतर्कतेने पुन्हा पुन्हा विचार करावा लागेल.

१९ व्या भातकातील समाजसुधारकांचे प्रयत्न:

"स्त्रियांच्या शिक्षणासाठीही जगन्नाथ शंकर शेट यांनी प्रयत्न केले."^(१) त्याकाळी समाजात स्त्रियांना शिक्षण दिल्यास त्यांच्या पतीचे आयुष्य कमी होते अशी त्या काळात समजूत होती. त्यामुळे स्त्रीशिक्षणाचे कार्य करण्याची निंदा करण्यात येऊन त्यांचा छळ केला जात असे. छळाचा व निंदेची पर्वा न करता जगन्नाथ शंकर शेट यांनी मुंबई येथे आपल्या वाड्यात इ. स. १८४८ मध्ये जगन्नाथ शंकर शेट या नावाची मुलीची (हायस्कूल) शाळा काढली व स्त्री शिक्षणाचा पाया घातला. तसेच इ. स. १८५७ मध्ये मुंबई विद्यापीठ स्थापन केले. या विद्यापीठाचे पहिले फेलो म्हणून जगन्नाथ शंकर शेट यांची नियुक्ती झाली. मुंबई प्रांतात पुढील काळात शिक्षणाचा जो वृक्ष फोफावला त्याचे बीजारोपण जगन्नाथ शंकर शेट यांनी केले होते. पुणे विद्येचे माहेर घर येथे १८४८ मध्ये महात्मा फुले यांनी शाळा सुरू करून स्वतःच्या पत्नीला स्त्री शिक्षण व मुख्याध्यापिका केले. हा इतिहास सर्वांना ज्ञात आहेच. तेव्हा लहूजी साळवे (१८११-१८८१) यांनी, "महात्मा फुले यांनी सुरू केलेल्या सामाजिक कार्यात सहभाग घेतला. त्या काळात महार, मांग, व चांभार या लोकांना शिक्षण घेण्याचा अधिकार नव्हता परंतू

अस्पृश्यांचे अज्ञान दूर होण्यासाठी शिक्षणाशिवाय पर्याय नाही हे महात्मा फुले यांनी ओळखले. त्यामूळे त्यांनी इ. स. १८५१ मध्ये पुणे शहरात नाना पेटेट दलितांसाठी शिक्षण हे महात्मा फुले यांचे उद्दिष्ट डोळ्यांसमोर ठेवून लहूजी साळवे आणि राणोजी मल्हार यांनी एकत्र येऊन त्यांनी दलितांना शिक्षणाचे महत्त्व पटवून दिले आणि त्यांना महात्मा फुले यांनी सुरु केलेल्या शाळेत आपल्या मुलांना पाठविण्यासाठी प्रयत्न केले.^(२)

आचार्य बाळशास्त्री जांभेकर (१८१०-१८४६) : बाळशास्त्री जांभेकर हे महाराष्ट्रातील पहिले समाज प्रबोधनकार ठरतात. त्यांनी आपल्या सेवेतून "कुटुंब पोषणाची जबाबदारी दुय्यम मानून समाजसेवेला प्राधान्य दिले.^(३) त्यांनी "बालविवाह, पुनर्विवाह, सती प्रथा याबद्दल जांभेकरांनी सर्वप्रथम लिखाण केले व या प्रथांना विरोध केला. स्त्री शिक्षणाचे ते पहिले पुरस्कर्ते ठरतात.^(४) त्यांनी जगाचा देशाच्या इतिहासाचा प्रथम अभ्यास केला व इतिहास समोर. ठेवून प्रत्येकाने ते जगले पाहिजे असा त्यांच्या संदेश होता. त्यांनी "हिंदू स्त्रियांच्या समस्याकडे समाज सुधारकांचे प्रथम लक्ष वेधले.^(५) समाजप्रबोधनाचे कार्य फार मोठे केले. कृतीतून, लेखनातून, कार्यातून स्रमस्त सर्व स्तरांतीलच स्त्रियांना "विद्याभिलासी व्हा, विद्याभ्यास करा, लोकांना शिक्षण द्या, लोकांत देशाभिमान व स्वधर्माभिमान निर्माण करा असा त्यांनी समाजात उपदेश केला, त्यांनी स्त्री शिक्षणाचा पुरस्कार केला.^(६)

१९ व्या शतकात महाराष्ट्रात आद्य सुधारक व आद्य प्रबोधनकार म्हणून गोपाळ हरी देशमुख यांना लोकहितवादी म्हणून ओळखतात. "प्रभाकर या वृत्तपत्रात लोकहितवादी या नावाने लेख लिहिले.^(७) इ. स. १८४८ पासून त्यांनी शतपत्रे लिहिण्यास सुरुवात केली होती. "महाराष्ट्रातील समाज मागासलेला होता. त्याचा मागासलेपणा घालवून, त्यांची प्रगती घडवून आणायची असेल तर भारतीयांनी पाश्चात्य ज्ञान घेतले पाहिजे असा विचार त्यांनी समाजापुढे ठेवला.^(८) "समाजाचा विकास होण्यासाठी

जातिभेद हा मोठा अडसर आहे म्हणून समाजातील लोकांनी जातीचा आभिमान धरू नये असा उपदेश लोकहितवादींनी समाजाला साहित्यातून केले. यावर उपाय म्हणून त्यांनी सांगितले की, समाजात जाती ह्या दोनच आहेत. त्या म्हणजे 'स्त्री' आणि 'पुरुष'.^(९) पुरुष व स्त्री समाजाची दोन चाके आहेत. तेव्हा स्त्रियांच्या प्रगतीसाठी त्यांना हक्काची जाणीव करुण दिली पाहिजे असा त्यांनी समाजापुढे विचार मांडला. गोपाळराव हे बोलके आणि कर्ते समाजसुधारक होते. म्हणूनच त्यांना राष्ट्रवादाचे आद्य सुधारक म्हणून ओळखले जाते. लोकहितवादींनी कर्मकांड, व्रतवैकल्प यांना विरोध केला होता. "ते म्हणतात लोक इतके मूर्ख आहेत की, त्यांना 'चाल' म्हणजे काय असे विचारले तर चाल म्हणजे 'धर्म' असेच ते म्हणतात. पण धर्म व चाल ही वेगवेगळी आहेत, हे त्यांना कळत नाही. धर्म ही निती, संचार, सदाचार, दया, प्रेम हे शिकवतो परंतु त्या काळातील समाजात हे गुण दिसत नाहीत. म्हणून लोकहितवादी म्हणतात घरांतील मुलामुलींना सदाचार, निती, प्रेम या गोष्टी शिकवाव्यात म्हणजे त्यांचा उत्कर्ष होईल.^(१०)

डॉ. भाऊ दाजी लाड इ. स. १८२४-१८७४ :

डॉ. भाऊ दाजी लाड हे फार बुद्धिमान होते. रामचंद्र विठ्ठल लाड हे त्यांचे मुळ नाव. "मुंबई प्रांत सरकारने 'बालकन्या' हत्येच्या संदर्भात एक निबंध स्पर्धा आयोजित केली होती. त्यांनी प्रथम क्रमांक मिळवला. ६०० रु. बक्षिस मिळवले. त्यांनी बालकन्या वधाची प्रथा हिंदू धर्मशास्त्राच्या विरुद्ध आहे. ती धर्म, भूतदया, माणूसकीला सोडून असून ती अमानुष आहे असे त्यांनी आपल्या निबंधात म्हटले होते.^(११)

स्त्री शिक्षणाचे कार्य - १९ व्या शतकात स्त्रियांना शिक्षण घेण्याचा अधिकार नव्हता. त्यांनी शिक्षण घेतल्यास त्यांच्या पतीचे आयुष्य कमी होते अशी गैरसमजूत समाजात प्रचलित होती. डॉ. भाऊ दाजी लाड यांनी स्त्रियांच्या शिक्षणाचा पुरस्कार केला. त्यांनी स्वखर्चाने मुलींसाठी एक शाळा सुरु केली. स्त्रियांमध्ये शिक्षणाचा प्रसार

झाल्याशिवाय समाजात सुधारणा होणे शक्य नाही असे त्यांचे मत होते. त्यांनी मुलींच्या शाळेस आर्थिक मदतही केली. मुंबईत लोहारचाळ येथे 'स्टुडंटस लिटररी अॅण्ड सायंटिफीक असोसिएशन' या संस्थेचे कन्या हायस्कूल होते. त्यांनी विधवा विवाहाचा पुरस्कार केला. ते पुनर्विवाहोत्तेजक मंडळाचे ते सदस्य होते. इ. स. १८६९ मध्ये वेणूबाई या विधवेचा पुनर्विवाह पांडुरंग विनायक करमरकर यांच्याशी झाला. कुवर नावाच्या स्त्रीनेही पुनर्विवाह केला होता. या दोन्ही पुनर्विवाहाच्या वेळी डॉ. भाऊ दाजी लाड हजर होते. "विधवांची संख्या - महाराष्ट्रातील. १८९१ मधील (० ते १२) संख्या पुढीलप्रमाणे -

वयोगट	विधवा
१. ० ते ४ वर्षे	१३,८७८
२. ५ ते ९ वर्षे	६४,०४०
३. १० ते १२ वर्षे	८७,२६६ ^(१३)

तर "धर्मशास्त्रानुसार समुद्र पर्यटन निषिद्ध मानले गेले. डॉ. लाड यांनी भारतीयांनी समुद्र पर्यटन करून परदेशात जाऊन उच्च शिक्षण घ्यावे यासाठी प्रयत्न केले. समाजातील अनेक प्रथांना त्यांनी विरोध केला.

महात्मा फुलेंच्या शाळेतील अकरा वर्षे वयाच्या मुक्ता साळवे नावाच्या मातंग विद्यार्थिनीने महार-मांगाच्या दुखा:विषयीचा एक निबंध लिहिला होता. त्यात तिने महार-मांगांना तेल, शेंदूर पाजून किल्यांच्या आणि इमारतींच्या पायांत पुरत असत असे म्हटले.

इ.स. १८५२ च्या सुमारास महात्मा जोतिरावांच्या मार्गदर्शनाखाली महिला सेवा मंडळाची स्थापना करण्यात आली. सावित्रीबाईना पदाचा कधीच हव्यास नव्हता. म्हणून त्यांनी अध्यक्षपद स्वतःकडे न घेता त्या महिला मंडळाच्या सचिव झाल्या. तर अध्यक्ष मिसेस. इ. सी. जोन्स यांना करण्यात आले. स्त्रियांच्या प्रगतीसाठी झटणारी, लढणारी ही देशातील पहिली संस्था होय. कर्मठ सनातनी काळात सामाजिक परिवर्तनाच्या चळवळीची सुरुवात एका बहुजन स्त्रीने करणे हे तत्कालीन मोठे

धाडसच होते. याबाबत नामवंत विचारवंत हरी नरके म्हणतात "त्यांनी शिकविण्यासाठी घराच्या उंबरठ्याबाहेर टाकलेले पहिले पाऊल हीच आधुनिक भारतीय स्त्रीच्या सार्वजनिक जीवनाची सुरुवात होय."^(१३)

"सावित्रीबाईंनी वयाच्या २१व्या वर्षी महिला सेवा मंडळाची स्थापना केली. या संस्थेने सामाजिक सुधारणा चळवळींची पायाभरणी करून चळवळ गतिमान केली. या मंडळाने विधवा पुनर्विवाह घडून आणण्यासाठी हळदीकुंकू, प्रौढ स्त्रियांचे शिक्षण, रसपान तसेच व्यसनाच्या अधीन गेलेल्या पुरुषांच्या जाचातून स्त्रीमुक्ती करण्याचाही प्रयत्न मंडळ करित असे. पंधरा दिवसातून एकदा या मंडळाची बैठक होत असे. मिसेस. जोन्स मंडळाच्या अध्यक्ष असल्या तरी सर्व कार्याची जबाबदारी सावित्रीबाईंच्या खांद्यावर होती"^(१४)

भारतामध्ये एकूण ४२९ अस्पृश्य जाती होत्या. समाज व्यवस्थेत त्यांचा दर्जा खालचा होता. फुले दाम्पत्यांनी सर्वप्रथम मनुष्य धर्म सांगितला. "त्यांच्या मते महार, मांग, चांभार यांचे पूर्वज व आपले पूर्वज एकच आहेत. तेव्हा त्यांना समानतेने व माणुसकीने वागविण्याचे समाजाचे आणि देशाचे कल्याण साधले जाऊ शकेल आपले समाज बांधव फक्त घोटभर पाण्यासाठी भटकत आहेत. याचे शल्य त्यांना टोचत होते. यावर उपाय म्हणून सावित्रीबाईंनी स्वतःच्या मालकीची विहीर इ. स. १८६८ मध्ये सुरू केली. कोणीही अस्पृश्य, बालक, वयोवृद्ध व बंधू भगिनींनी येऊन पाणी भरून न्यावे अशी दवंडी दिली. आणि विहिरीजवळ तशी पाटीही लावली" पुढे २० मार्च १९२७ रोजी "डॉ. बाबासाहेब आंबेडकरांनी ज्या चवदार तळ्याचे आंदोलन केले त्या आंदोलनाची दिशा व पार्श्वभूमी सावित्रीबाईंनी तयार करून दिली होती. स्वतःच्या वाड्यातील विहीर व हौद अस्पृश्यांना पाणी भरण्यासाठी खुले करणारे फुले दाम्पत्य हे आद्य भारतीय अस्पृश्योद्धारक ठरतात."^(१५)

स्त्री शिक्षणाचा पुरस्कार - गोपाळ गणेश आगरकरांनी स्त्री शिक्षणाचा पुरस्कार केला. मुला-मुलींना समान व बरोबरीने शिक्षण दिले पाहिजे असे त्यांनी मत मांडले. त्यांनी मुलां इतकीच मुलींच्या शिक्षणाची सक्ती हा 'सुधारक'मध्ये लेख लिहिला होता. स्त्रियांना चरितार्थ चालविण्याचे शिक्षण दिले पाहिजे असे त्यांना वाटत होते. कारण सुशिक्षित स्त्रिया बालसंगोपन व संसार चांगला करतील. तसेच विधवांना आर्थिकदृष्ट्या पायावर उभे राहता येईल. स्त्रियांना वरिष्ठ प्रतीचे शिक्षण द्यावे की नाही या लेखात ते म्हणतात "स्त्रियांना वरिष्ठ प्रतीचे शिक्षण देण्यापूर्वी त्यांचा विवाह वयात व विवाह पध्दतीत बराच फरक होण्याची आवश्यकता आहे. बी. ए., एलएल. बी व एम. ए उत्तीर्ण होण्यासाठी त्या अविवाहित राहणे आवश्यक आहे. मुलींना शिक्षण देण्यात यावे व प्रत्येक क्षेत्रात स्त्री-पुरुषांची स्पर्धा चालली पाहिजे. स्त्री-पुरुषांना समान व एकत्र शिक्षण दिल्यामुळे त्यांच्यात अनीती वाढणार नाही."^(१२) असे आगरकरांचे मत होते. ते 'सुधारक' मध्ये सुशिक्षित स्त्रियांचे लेख प्रसिध्द करित.

महर्षी धोंडो केशव कर्वे- यांनी विधवा विवाह-विधवा विवाहोत्तेजक मंडळ या संस्थेची स्थापना केली. "त्या काळात बालविवाह प्रचलित होते. कर्वेचा विवाहसुध्दा त्यांच्या वयाच्या पंधराव्या वर्षी इ. स. १८७३ मध्ये राधाबाईशी झाला होता. राधाबाई ९ वर्षांच्या होत्या. विधवा स्त्रियांचे जीवन फार कष्टमय होते. त्यांना अत्यंत हालअपेष्टा सहन कराव्या लागत असत. त्यामुळे कर्वेनी विधवा स्त्रियांच्या जीवनात सुधारणा करण्याचे ठरविले, पण दुर्दैवाने १८९१ मध्ये त्यांची पत्नी राधाबाई यांचा मृत्यू झाला. त्यावेळी कर्वेचे वय ४२ होते. ११ मार्च १८९५ रोजी कुमारीकेशी लग्न न करता पंडिता रमाबाई यांच्या मुंबई येथील शारदा आश्रमात ४ वर्षे वास्तव्यास आसलेल्या २८ वर्ष वयाच्या गोदुबाई नावाच्या विधवा स्त्रीशी पुनर्विवाह करून समाजासमोर आदर्श निर्माण केला. या घटनेमुळे

महाराष्ट्रात खळबळ उडाली. तसेच समाज सुधारणा करणाऱ्यांनाही आश्चर्याचा धक्का बसला. पुढे गोदुबाईचे नाव आनंदीबाई असे ठेवले. हा पुनर्विवाह पुणे येथे अण्णासाहेब भांडारकरांच्या घरात संपन्न झाला. याच घरात इ. स. १८७४ मध्ये पुणे येथील पहिला पुनर्विवाह झाला होता."^(१३) महिला विद्यालयाची स्थापना कर्वे यांनी इ.स. १९०७ मध्ये हिंगणे येथे केली. या विद्यालयात स्त्रियांमध्ये सुपत्नी आणि सुमाता होण्याची पात्रता निर्माण करणारे शैक्षणिक उपक्रम राबविण्यात आले. सुरुवातीस हे महिला विद्यालय ४ मार्च १९०८ रोजी पुणे येथे लकडी पुलाजवळ एका वाड्यात सुरु केले. प्रथम या विद्यालयात ६ विद्यार्थिनी शिक्षण घेत होत्या. ४ नोव्हेंबर १९०८ रोजी निष्काम कर्ममठाची स्थापना केली. स्त्रियांची सेवा करणे, स्त्री समाजाच्या उपयोगी पडणाऱ्या संस्था चालविणे व कार्यकर्त्यांची भक्कम फळी निर्माण करणे, हे या मठाचे उद्देश होते. हा मठ लोकसेवेसाठी निष्काम बुध्दीने तन, मन, धन अर्पण करणारा संघ निर्माण करून त्यांचा विस्तार करणे हे या संस्थेचे ब्रीदवाक्य होते. मठातील सामील होणाऱ्या प्रत्येक व्यक्तीला शपथ घ्यावी लागे. की "माझे स्वतःचे जे काही आहे, त्यावरील सर्व हक्क मी सोडून देत आहे, मी या मठाचा सेवक झालो असून माझ्यापासून आणि माझ्या या कुटुंबासाठी मठाने केलेली तरतूद मला मान्य आहे" ६ डिसेंबर १९१० रोजी कर्वे मठाच्या सेवक व सेविकांचे महिला विद्यालयात सभा घेऊन त्यांनी मठासाठी नियम केले. "१. सेवक सेविकांनी आपले राहणीमान साधे ठेवावे., २. वागणूक शूध्द ठेवणे., ३. कोणाचाही व्देष न करणे., ४. मठाच्या नियमांचे पालन करणे., ५. मठाच्या कार्यासाठी खर्च करणे., ६. विद्यार्थ्यांसाठी धान्य जमविणे."^(१४) या नंतर १९१५ ला महिला आश्रमाची स्थापना झाली. १९१५ मध्ये अनाथ बालिका श्रम, महिला विद्यालय, निष्काम कर्ममठ यांची स्थापना केल्यानंतर कर्वे यांनी आयुष्यभर स्त्रियांच्या उध्दाराचाच विचार केला. स्त्रियांच्या शिक्षणाचा

प्रसार केला. महिला विद्यापीठाची स्थापना १९१६ - स्त्रियांमध्ये शिक्षण प्रसार करणे हे पवित्र देशकार्य आणि धर्मकार्य आहे असे कर्वे यांचे मत होते. स्त्रियांसाठी स्वतंत्र विद्यापीठ असावे असेही त्यांना वाटत होते. त्यामुळे त्यांनी पुणे येथे १९१६ मध्ये महिला विद्यापीठ सुरू केले. या विद्यापीठाचे उद्देश- १. स्त्रियांना उच्च शिक्षण देणे., २. स्त्रियांना स्वावलंबी, स्वाभिमानी व स्वकर्तृत्ववान बनविणे., ३. स्त्रियांना प्रपंचास्त्र, आरोग्यशास्त्र व गायण कलेचे शिक्षण देणे. (६२) महिला विद्यापीठाने नुकतेच शतकोत्तरात पाऊल ठेवले आहे. "१९ व्या शतकातील वरील सर्व संस्थाचालक, समाजसुधारकांनी स्त्री जीवनासाठी कार्य केले. १४ एप्रिल १८९१ मध्ये जन्मलेले डॉ. बाबासाहेब आंबेडकरांच्या शतकोत्तर १२५ विजयंतीच्या निमित्ताने. शाहू, फुले, आंबेडकरांच्या महाराष्ट्रात बहूजनांसाठी त्रिमूर्तीने त्यांच्या काळात भरीव कार्य केले. "अस्पृश्यवर्गाची सुधारणा होण्यास त्यास दोन गोष्टींची अत्यंत आवश्यकता आहे. त्यांच्या मनावर जो जुन्या, खुळचट, अनिष्ट विचारांचा गंज चढला आहे तो धुऊन निघाला पाहिजे. आचार, विचार आणि उच्चार यांची शुध्दी जोपर्यंत झाली नाही तोपर्यंत अस्पृश्य समाजात जागृतीचे अथवा प्रगतीचे बीज कधीच रुजणार नाही. सद्यःस्थितीत त्यांच्या खडकाळ मनावर कसलेही नवरोप उगवणार नाही. त्यांची मने अशा रितीने सुसंस्कृत होण्यासाठी त्यांनी पांढरपेषाचा अवलंब केला पाहिजे." (२०)

ऑक्टोबर १९४८ मध्ये आंबेडकरांनी हिंदू संहिता (हिंदू कोड) मांडले होते. हिंदू कोड बिलात "त्यातील एकत्र कुटुंब पध्दती आणि स्त्रियांचा मालमत्तेवरील अधिकार या संबंधीचा भाग प्रवर समितीला सादर केला." (२१) तसेच बृहस्पती स्मृतीत स्त्रियांचा मालमत्तेवरील हक्क मान्य केलेला आहे. 'महाबोधी' या मासिकात हिंदू स्त्रियांची उन्नती आणि अनवती नावाचा लेख लिहिला. त्यात १९५० च्या लेखात ते म्हणतात "पुरुषांप्रमाणेच स्त्रियांनाही मोकळीक दिली.

भारतीय स्त्रियांना स्वातंत्र्य आणि प्रतिष्ठा देणारी ती एक मोठी क्रांती होती." (२२) दलित चळवळीच्या संदर्भात आपणास असे म्हणता येईल की, "ज्योतीराव रचला पाया। बाबासाहेब झालासे कळस ।।" (२३) महात्मा फुल्यांनी शिक्षणातून स्वत्वाचे भान असणारी पिढी तयार केली.

शाहू महाराजांनी स्त्री मुक्तीचे पाच कायदे संमत करून घेतले होते. १. पुनर्विवाह नोंदणी कायदा., २. आंतरधर्मीय व आंतरजातीय विवाह कायदा., ३. स्त्री अत्याचारांना प्रतिबंध करणारा कायदा., ४. काडीमोड किंवा घटस्फोट कायदा. व ५. जोगतिणी प्रतिबंधक कायदा."

शाहू महाराजांचा पाचवा कायदा जोगतिणी, मुरळी, देवदासी इ. कनिष्ठ दर्जाचे व उपेक्षित जीवन जगणाऱ्या या स्त्रियांच्या संदर्भातील कायदा १७ जानेवारी १९२० रोजी संमत केला गेला. देवाच्या नावाने लहानपणीच सोडलेल्या या स्त्रियांना पुढे अत्यंत अनैतिक व दयनीय आयुष्य काढावे लागत असे. महाराजांनी हा कायदा करून या स्त्रियांना देवाला सोडल्यामुळे जे विशिष्ट हक्क प्राप्त होतात तेच कायद्याने रद्द केले. (२४)

डॉ. बाबासाहेब आंबेडकरांच्या (१२५ वी जयंती वर्ष) जन्मशताब्दी वर्षात डॉ. सविता ऊर्फ माईसाहेब आंबेडकर यांच्या द्वितीय चरित्राच्या आवृत्तीचे प्रकाशन होत आहे. माईनी बाबासाहेबांशी विवाह करतांना त्यांची जात पाहिली नाही, त्यांचे व्याधिग्रस्त शरीर पाहिले नाही. कसलाही विचार न करता बाबासाहेबांचा विवाहाचा प्रस्ताव स्वीकारला. (२५) कारण त्यांना एकच कळकळ होती की, या महापुरुषाला स्वास्थ्य लाभले पाहिजे आणि त्यांच्या हातून राष्ट्र उभारणीची, घटना निर्मितीचे, अस्पृश्य व स्त्रियांच्या उध्दाराचे ऐतिहासिक कार्य झाले पाहिजे. या ध्येयाने प्रेरित होऊन त्यांनी बाबासाहेबांना स्वीकारले आणि आपले अवघे जीवन समर्पित केले. "आपल्या महान पतीवर औषोघोपचार केले, जेवणाची, पथ्यांची काळजी घेतली. त्यांना तळहातावरील फोडासारखे जपले.

त्यांच्या प्रत्येक कार्यात धडाडीने खांद्यालो खांदा लावून साथ दिली नि त्यांची नियोजित कार्ये यशस्वी केली. (२६)

"भारत सरकारने डॉ. बाबासाहेब आंबेडकरांना 'भारतरत्न' (मरणोत्तर) हा सर्वोच्च नागरी बहुमान बहाल केला. १४ एप्रिल १९९० रोजी राष्ट्रपती आर. वेंकटरामन यांच्या हस्ते स्वीकारला. आपल्या महान पतीला हा सर्वोच्च बहुमान प्राप्त झाल्याबद्दल कृतज्ञता व्यक्त करण्यासाठी माईनी बौध्द पवित्र स्थळांना भेटी देऊन आदरांजली वाहिली. (२७) डॉ. माई आंबेडकरांना बुध्दांबद्दल पराकोटीचा आदर होता. त्या मला (ले. विजय सुरवाडे) एकदा म्हणाला होता की, "सिध्दार्थाने राज्य, तरुण व सुंदर पत्नी, गोंडस मुलगा, सर्व ऐश्वर्य व सुख ऐषआराम यांचा तत्त्वासाठी अगदी तरुण वयात त्याग केला. तू विचार कर की, तू तरी असा

त्याग करू शकशील का? त्या म्हणायच्या की, बुध्दाच्या महानतेपुढे त्याला कोटा कोटी वंदन करावे. सिध्दार्थाच्या वर्तमाने त्या प्रेरित झालेल्या होत्या. आणि बाबासाहेबांच्या कार्याने प्रभावित झाल्या होत्या. तो वारसा पुढे त्यांनी चालविला.

निष्कर्ष— आजच्या काळात महाराष्ट्रातील समाज सुधारकांनी केलेल्या योगदानातून शाहू, फुले, आंबेडकर यांच्या स्त्रीविषयक विचारांमुळे स्त्रियांना आजच्या युगात मानाचे स्थान मिळाले आहे हे लक्षात घेणे गरजेचे आहे. डॉ. बाबासाहेब आंबेडकरांचा वारसा माई आंबेडकरांनी चालवला याचा पुन्हा पुन्हा अभ्यास करण्याची गरज या १२५ व्या शताब्दी जयंती निमित्ताने पुढे येत आहे हे सुध्दा लक्षात घेणे फार महत्त्वाचे आहे.

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संदर्भ

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१४. महाराष्ट्रातील समाज सुधारक : - कित्ता पृ. ६८, ६९
१५. महाराष्ट्रातील समाज सुधारक : - कित्ता पृ. ६९, ७०
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२६. सक्षम समीक्षा, त्रैमासिक : - कित्ता पृ. ६६
२७. सक्षम समीक्षा, त्रैमासिक : - कित्ता पृ. ६७



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STUDY OF SOIL PROFILE OF JUNNAR TAHISIL

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ABSTRACT

Soil is the thin layer of organic and inorganic material that covers the earth's rocky surface formed by weathering of bedrock. The introduction of substances, biological organisms in to the soil results in to the changes of soil quality. It affects the normal use of soil or endangering public health and the living environment. Healthy soil is a key component of sustainability. In present study various parameters of soil like p^H , Organic Carbon Percentage, Organic Matter Percentage, Nitrogen Percentage, Nitrogen Percentage in Kilogram per hector, Presence of Phosphorus in Kg per Hector, Presence of Potassium in Kg per hector, Electrical Conductivity in mili mhos per cm were analyzed by various instruments like spectrophotometer, Flame photometer, pH meter. The knowledge of soil analysis is used for crop management so as to improve the crop yield. This helps to maintain long-term productivity and stability. Various methods were implemented to protect and enhance the productivity of soil. It includes use of compost and/or organic manures, reducing lickage, avoiding traffic on wet soils and maintaining soil cover with plants. Regular addition of organic matter or the use of cover crops can increase the soil aggregate stability, soil tilt and diversity of microbial life. Most of the agricultural chemicals are water soluble nitrates and phosphorous those are applied to field Lawns and garden to stimulate the growth of crops, grams and flowers. Soil nutrients are important for plant growth & development. Plants obtain C, H, O, from air and water but necessary new nutrients like Nitrogen, Phosphorous, Potassium and Ca, Mg, S and others must be obtain from soil. Farmers are advised to use fertilizers to correct soil deficiency. The soil of Junnar Taluka is found to contain excess amount of some compounds.

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KEYWORDS: Soil analysis, E.C, pH, Nutrients

INTRODUCTION

Soil is a substance of essential universal occurrence made up of mineral matter, soil water and soil air. Soil Testing is a useful tool for making fertilizer recommendations for various crops and cropping sequences as well as for reclamation of problem soils. Soil testing is used to evaluate soil fertility status for making fertilizer recommendations, to predict the probable crop response to applied nutrients, to classify soils into different fertility groups for preparing soil fertility maps, to identify the type and degree of soil-related problem like salinity, alkalinity and acidity etc, to suggest appropriate and reclamation/ amelioration measures.

One can make the use of soil tests for to measure the fertility level of the Soil (NPK), measure the acidity or basicity as Soil reaction of pH, measure the salt content, soluble salt or salinity and carbonate content of soil and determine the texture, relative proportion of sand, silt and clay particles of soil. Soil Testing involves the collection of soil sample, analysis of the sample and the interpretation of result and fertilizer recommendation for optimization of use of fertilizers. A complete soil sample information sheet is required with each soil sample submitted for soil testing includes following important points.

- 1) Name of the farmer with complete address.
- 2) Last crop grown on the soil.
- 3) Date of sampling.
- 4) Whether crop is to be irrigated.
- 5) Amounts of nutrients applied last year.
- 6) Soil characteristics such as low lying, upland, stony ness and topography.
- 7) Crop and variety to be grown and yield goal desired.
- 8) Cropping pattern to be followed.
- 9) Depth of sampling.
- 10) Drainage, slope.

Classification chart for soil Test data commonly applicable is as follows:

Nutrients	Low	Medium	High
1) Organic carbon (%)	< 0.50	0.50 –0.75	> 0.75
2) Available N (Kg/ ha)	< 250	250- 500	> 500

3) Available P (Kg/ ha)	< 10	10-25	>25
4) Available K (Kg/ ha)	< 125	125-210	>210

Classification chart for soil pH as per standards is given in following table:

pH range	Rating
1) Soil pH < 6.0	Acidic soil
2) Soil pH 6.0 – 8.5	Good Soil
3) Soil pH > 8.5	Alkali Soil

Classification chart for E.C. of Soil and its correlation with soil properties is given in the following table

EC range	Rating
1) < 1 mmho/ cm	Good soil
2) 1-2 mmho/ cm	Poor seed emergence
3) 2-3 mmho/ cm	Harmful for some crops Ex- pulses
4) > mmho/ cm	Harmful for most of the crops

Experimental / Characterization Technique used in soil analysis:

pH :- By pH metry, EI make 301, Digital pH meter, standardization PHP

EC :- Conductometer, EI make digital

C :- By volumetric Analysis Walktey and Black method

N :- By Kjaldhal's Method

P :- By Flame photometry

K :- By spectrophotometry

Observations of various parameters of soil sample collected in Junnar Taluka

Sr. no	p ^H	Org.C %	Org. Matter %	N %	N Kg/ha	P Kg/ha	K Kg/ha	EC mmhos/cm
1	8.08	1.170	2.02	0.015	335.39	40.94	488.32	0.316

2	8.35	0.675	1.06	0.012	268.8	52.64	694.40	0.355
3	8.16	1.810	3.13	0.014	328.18	46.80	168.00	0.244
4	7.83	1.029	1.78	0.016	360.64	17.54	403.20	0.457
5	8.30	1.350	2.33	0.015	331.78	29.25	324.80	0.406
6	8.17	0.910	1.57	0.014	313.76	40.94	483.84	0.526
7	8.44	1.010	1.74	0.012	263.27	11.70	761.60	0.188
8	8.23	0.800	1.38	0.012	270.48	17.54	824.32	0.511
9	8.17	1.149	1.98	0.011	238.02	40.94	280.00	1.534
10	8.23	1.131	1.95	0.012	263.26	29.25	448.00	1.187
11	7.93	0.925	1.59	0.013	284.90	52.64	380.80	0.242
12	8.13	0.853	1.47	0.011	241.63	76.04	179.20	0.306
13	8.17	0.786	1.36	0.014	317.36	58.49	414.40	0.252
14	8.10	1.172	2.02	0.015	342.61	87.74	488.32	0.431
15	8.08	1.272	2.19	0.015	335.39	93.58	855.68	0.558
16	7.99	0.913	1.57	0.017	396.70	52.64	806.40	0.324
17	8.11	0.911	1.57	0.016	364.25	76.04	403.20	0.330
18	7.89	0.513	0.88	0.012	277.69	29.24	168.00	0.162
19	8.20	1.009	1.74	0.014	310.15	46.79	324.80	0.421
20	8.16	0.831	1.43	0.016	346.21	64.34	392.00	0.300
21	7.72	1.078	1.86	0.021	461.62	204.72	212.80	0.221
22	7.78	1.100	1.90	0.012	277.69	105.28	313.60	0.199
23	8.02	1.049	1.81	0.013	288.51	58.49	280.00	0.183
24	7.75	1.269	2.19	0.018	400.31	163.78	636.16	0.995

25	7.40	1.607	2.77	0.017	378.63	193.03	582.40	1.330
26	7.77	1.608	2.77	0.018	393.09	204.72	896.00	1.630

RESULT AND DISCUSSION

On the basis of above parameters, With reference to above observations We have discussed with respective farmers regarding optimum use of fertilizers for different types of crops like Wheat, Sugarcane, Soybean, Groundnut, Vegetables, cabbage, Potato, Chilly, Tomato and fruit crops Citrus, Papaya, Banana, Guava, Custard apple etc. as per the observations of above samples of land i.e. irrigated or non irrigated.

How much quantity of compost, required per hectare, how much quantity of nitrogen as urea in kg required per hectare, how much quantity of phosphorous as single super phosphate is required in kg per hectare, how much quantity of Potash as Potassium is required in the form of muriate of potash i.e. need of soil.

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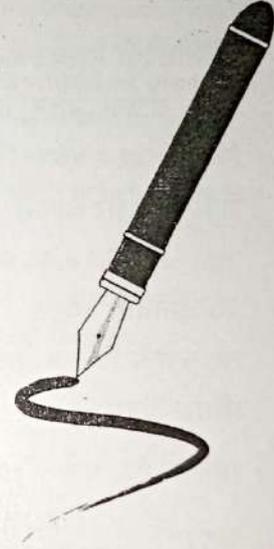


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मो. ७७०९९४०४७४

'मराठी साहित्य अभ्यासक्रम: दिशा आणि दशा' हा ग्रंथ प्रथम वर्ष वाणिज्य, द्वितीय वर्ष विज्ञान आणि कला विद्याशाखेतील मराठी विषयाच्या अभ्यासक्रमावर आधारित आहे. प्रस्तुत ग्रंथात निबंध स्वरूप -प्रेरणा, प्रसारमाध्यमे आणि मराठी भाषा, विज्ञान साहित्य, साहित्यप्रकार संकल्पना आणि आधुनिक साहित्यप्रकार, आधुनिक मराठी साहित्याचा इतिहास इ. विषयांची सखोल आणि अभ्यासपूर्ण चर्चा केली आहे. मराठी साहित्याचे वाचक अभ्यासक संशोधक ह्यांना हा ग्रंथ मार्गदर्शक ठरेल, यात शंका नाही.

शब्दश्री प्रकाशन - जुन्नर

मराठी साहित्य अभ्यासक्रम: दिशा आणि दशा



प्रा.प्रल्हाद शिंदे
डॉ. छाया आरखे

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व्यावहारिक मराठीच्या अभ्यासाचे महत्त्व निबंधलेखन

व्यावहारिक मराठीला प्रशासनिक मराठी असा दुसरा शब्द आहे. आपल्या बोलण्याच्या आणि लेखनाच्या व्यवहारासाठी वापरली जाणारी मराठी प्रमाणभाषा ही फार आवश्यक आहे. आपले बोलणे प्रभावी होण्यासाठी मराठीतील निवडक महत्त्वाचे शब्द, वाक्ये आपण वापरणे आवश्यक आहे. त्यासाठी वाचन, लेखक, श्रवण व चिंतन ह्या बाबी कराव्या लागतात. त्यातून आपल्या भाषेवर आपले प्रभुत्व निर्माण झाल्यानंतर भाषण, व्याख्यान, सूत्रसंचालन, निवेदन, संवाद, मुलाखत देणे, अभिवाचन करणे, कथा कथन करणे, लेखन करणे ही कौशल्ये सहज साध्य होतात. माणूस दैनंदिन जीवन जगत असताना आपला विचार, भावना, कल्पना प्रभावीपणे व्यक्त व्हावा असे त्याला वाटत असते. त्यासाठी भाषिक कौशल्ये प्राप्त करावी लागतात. त्यामुळे बोलणे आणि लिहिणे प्रभावी होते. विद्यार्थी असताना व्यावहारिक मराठीच्या अभ्यासात अनेक लेखनप्रकारांचा अभ्यास करून आपल्या भविष्यकाळात नोकरी किंवा व्यवसायात त्यांचा प्रत्यक्ष उपयोग होणार आहे. म्हणून त्या लेखनप्रकारांचे महत्त्व लक्षात घ्यावे लागते.

व्यावहारिक मराठीतील पहिला महत्त्वाचा लेखनप्रकार म्हणजे निबंध लेखन होय. माणूस हा विचार करणारा प्राणी आहे. स्वतः विचार करणे, आपले विचार दुसऱ्याला सांगणे, दुसऱ्याचे विचार ऐकणे व त्यावर पुन्हा विचार करणे, ते मांडणे किंवा लिहिणे ह्यासाठी निबंधलेखनाचा अभ्यास आवश्यक आहे. त्यासाठी चांगली समर्थ भाषा यायला हवी. आपले भाषेवर प्रभुत्व निर्माण झाले पाहिजे, ह्यासाठी संवाद, वाचन, लेखन करणे आवश्यक आहे. निबंधाच्या दोन व्याख्या केलेल्या आहेत, एखाद्या विषयावरील सुसंगतपणे केलेली साधक वाधक चर्चा आणि निःसंदिग्ध विचार समाविष्ट असलेला छोटा गद्य लेख म्हणजे निबंध होय. ह्या व्याख्यांनुसार एखाद्या विषयावर सुसंगत लेखनातून चर्चा मांडणे परंतु ती चर्चा नियमबद्ध असावी लागते, तिला प्रारंभ, मध्य आणि शेवट असावा लागतो. समाजात घडणाऱ्या घटना प्रसंग निबंधाचे विषय होत असतात. त्यावर आपण दोन्ही बाजूंनी विचार करावा लागतो. निबंधाच्या कोणत्याही विषयाला अनुकूल आणि प्रतिकूल अशा दोन बाजू असतात. त्या दोन्ही बाजूंचा विचार करून लेखन

करणे किंवा आपले मतप्रदर्शन करणे महत्त्वाचे असते. हे मतप्रदर्शन स्पष्ट सावे, ते अस्पष्ट किंवा घोटाळ्यात टाकणारे नसावे. किंवा आपल्या मताबद्दल संशय निर्माण होऊ नये. ही काळजी घ्यावी लागते.

निबंधाच्या विषयानुसार त्याचे प्रकार लक्षात घेणे आवश्यक ठरते.

१) वैचारिक निबंधात आपले विचार, त्यासंबंधी नियम, पारश्वभूमी महत्त्वाची असते. विशिष्ट नियमाला धरून आले विचार मांडले पाहिजेत. ते विचार प्रसारमाध्यमे, लोकशाही, राजकारण, शिक्षणक्षेत्र, समाज, मानवीजीवन, विज्ञान, तंत्रज्ञान, ह्यांपैकी कोणत्याही विषयावरील आपले विचार निबंधात मांडणे आवश्यक असते.

२) वर्णनात्मक निबंधात एखादा प्रसंग, घटना, देखावा, स्थळ, वस्तू, आदर्शगाव, तीर्थक्षेत्र, उत्सव इ.चे अचूक वर्णन करणे त्याची साध्यासोप्या भाषेत मांडणी करणे गरजेचे असते. ह्यासाठी आपले अचूक निरीक्षण आणि त्यावर आपले चिंतन झालेले असले पाहिजे. तर वर्णनात्मक निबंधलेखन करणे शक्य होते.

३) व्यक्तिचित्रणावर निबंधात एखाद्या व्यक्तीचे जीवन चरित्र, कार्य, बालपण, शिक्षण, परिस्थिती, त्याने केलेला संघर्ष व त्याला मिळालेले यश इ. माहिती ह्याप्रकारच्या निबंधात येणे आवश्यक आहे. ह्यातील विषय म्हणजे एखादा लेखक, उद्योजक, शास्त्रज्ञ, समाजसेवक, राजकीय नेता इत्यादींच्या संदर्भात आपण काही वाचन केले पाहिजे, किंवा काही भाषणे, व्याख्याने ऐकली पाहिजेत. तरच ह्यावरील निबंध लिहिणे शक्य होणार आहे.

४) कल्पनाप्रधान निबंधात आपण अनेक प्रकारच्या कल्पना, भविष्यकालीन विचार करू शकतो. आपल्या कल्पनेची झेप कोठवरही पोहचू शकते. ह्याच कल्पनाशक्तीवर आधारलेला निबंध म्हणजे कल्पनाप्रधान निबंध होय. हे निबंध आपण भविष्यकाळात कोण कोणत्या गोष्टी करू शकतो? त्यासाठी प्रयत्न करू शकतो, वाटचाल करू शकतो अशा विषयावर येतात. ह्या निबंधासाठी आपल्याला भावी काळातील विचार करता आले पाहिजे. ह्या निबंधाचा क्रम भूतकाळापासून, वर्तमानकाळातून, भविष्यकाळाकडे जाणारा असावा.

५) वैज्ञानिक विषयातील निबंधात मानवी जीवन, पर्यावरण, प्रदूषण, विज्ञान आणि तंत्रज्ञान, परग्रहावरील जीवन, अंतराळ संशोधने इ. विषय येतात. ह्या संदर्भात आपले वाचन, श्रवण असावे लागते. त्यासंदर्भातील घटना, प्रसंग स्मरणात ठेवाव्या लागतात. तरच विद्यार्थ्यांना निबंध लेखन करणे शक्य होते.

६) ललित निबंध ह्या प्रकारात आपले लेखन लालित्यपूर्ण व साहित्यिक

भाषाशैलीत करणे आवश्यक असते. ललितलेखन हे प्रतिभाशक्तीतून निर्माण झालेले व मनाला आनंद देणारे लेखन असते. ललित निबंधात एखादा विचार कल्पना, सुसंगतपणे व साधकवाधक चर्चेतून, तर्कशुद्ध रीतीने मांडलेली असते. त्यामध्ये संवाद, गप्पागोष्टी, विनोद, काव्य इ. वैशिष्ट्ये असावी लागतात. ह्या निबंधाचे लेखन कला, वाणिज्य व विज्ञान ह्या तिन्ही शाखेतील विद्यार्थ्यांना करता यावे असा उद्देश असतो. म्हणून प्रश्नपत्रिकेत ललित निबंधाचे विषय दिले जातात.

वरीलपैकी कोणत्याही एका विषयावर लेखन करताना विद्यार्थ्यांनी पूर्वतयारी केली पाहिजे. ती म्हणजे वाचन, श्रवण आणि निरीक्षण त्यावर चिंतन केले पाहिजे. प्रत्यक्ष लेखनाअगोदर निबंधात जे मुद्दे मांडले त्यांचा कच्चा आराखडा तयार करून प्रत्येक मुद्याचे लेखन त्या-त्या परिच्छेदात करावे. हे करताना प्रारंभ, मध्य आणि शेवट हा क्रम पाळला पाहिजे. निबंधाची सुरुवात व शेवट ह्यांना मांडणीच्या दृष्टीने महत्त्व असते. निबंधाची सुरुवात आकर्षक असावी. परंतु ती मर्यादित असावी. विषयातील प्रत्येक मुद्दा स्पष्ट केलेला असावा. ह्याप्रमाणे निबंधलेखनाचा प्रश्न फक्त परीक्षेपुरताच मर्यादित नाही तर स्पर्धापरीक्षांमध्ये, विविध लेखन स्पर्धांमध्ये, वर्तमानपत्रांच्या दृष्टीने हे लेखन महत्त्वाचे आहे. निबंधलेखनाची प्रक्रिया ललित निबंध किंवा ललित लेखांपर्यंत जाऊन पोहोचणारी आहे. म्हणून ती महत्त्वाची आहे.

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निबंध संकल्पना व स्वरूप

मराठी साहित्यामध्ये कथा, कादंबरी, कविता, नाटक असे प्रमुख साहित्यप्रकार सांगता येतात. निबंध हा असाच एक साहित्यप्रकार आहे. ह्या साहित्यप्रकाराचा प्रत्यक्ष लेखनाच्या पातळीवरचा परिचय आपल्याला शालेय पातळीपासून असतो. भाषेच्या प्रश्नपत्रिकेत पुष्कळदा पहिला प्रश्न निबंध लिहा हा असतो. पावसाळ्यातील एक दिवस, पडक्या किल्ल्याचे आत्मवृत्त, मला आवडलेला लेखक, असे वेगवेगळे निबंध असतात. काही विषय चिंतनात्मक, चर्चात्मक असतात. काही कल्पनाविलासाला वाव देणारे असतात. काही चरित्रपर असतात तर काही कथनपर असतात. काही तपशीलवार माहितीवर आधारलेले असतात तर काही भावजागृतीवर भर देणारे लघुनिबंधस्वरूपी ही असतात. त्याला पृष्ठसंख्येची व शब्दसंख्येची मर्यादाही दिलेली असते. मुख्य म्हणजे ह्या प्रश्नाचा नेमलेल्या अभ्यासक्रमातील पाठाशी संबंध नसतो. त्याची तयारी विद्यार्थ्यांला शिक्षक पालकांच्या मदतीने स्वतःचीच स्वतःच करायची असते. आणि त्याच्या अवांतर वाचनाची व त्यामुळे विचार करण्याची त्याला लागलेली सवय निबंध लेखनाला साहाय्यभूत ठरते. प्रत्येकाला निबंध लेखनाचे कौशल्य अवगत असणे आवश्यक आहे. आपले विचार, आपले मनोगत, नेटकेपणाने धोडक्यात प्रभावीपणे व योग्य भाषाशैलीतून व्यक्त करणे हे गुण असणे गरजेचे आहे. अवांतर वाचन विपुल प्रमाणात असावे. भाषेवर प्रभुत्व हवे. आपल्या मनातील विचार व्यक्त करण्यासाठी भाषा चळविता येणे जमले पाहिजे. धोडक्यात वाचन, लेखन, मनन, चिंतन, निरीक्षण ह्यामुळे निबंधलेखनाला साहित्य होत असते.

निबंध हा पारिभाषिक शब्द संस्कृतमधून घेतलेला आहे. नि+बंध= बांधणे हा त्याचा शब्दशः अर्थ आहे. एखादा विषय नेमकेपणाने आणि मुद्देसूद मांडणे म्हणजे निबंध होय. नेमक्या शब्दांमध्ये बांधलेला विचार म्हणजे निबंध होय. निबंधाच्या व लेखांच्या पुस्तकामध्ये ह्याचा विचार करून लेखन केलेले असते. मुख्यतः महाविद्यालयीन पातळीवरील निबंधांमध्ये हा वरच्या वैचारिक पातळीवरचा घटक जेव्हा डोकावू लागतो तेव्हा त्या महाविद्यालयीन निबंधाला अधिक उंची प्राप्त होते. वक्तृत्वाचा संबंध जसा बोलण्याशी असतो तसा निबंधाचा संबंध लेखनाशी असतो. इंग्रजी राजवटीत भारतात मुद्रण कलेमुळे ह्या साहित्यप्रकाराचा उगम व विकास झाला. इंग्रजांच्या आगमनापूर्वीचे आपले साहित्य पुष्कळसे मौखिक परंपरेचे व हस्तलिखित स्वरूपाचे होते. मुद्रणकलेच्या शोधामुळे

IMPACT OF DEMONETIZATION ON INDIAN ECONOMY

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ABSTRACT

In an important move, the Government of India declared that the five hundred (500) and one thousand (1000) rupee notes will no longer be legal tender from midnight, 8th November 2016. The RBI will issue Two thousand rupee notes and new notes of Five hundred rupees which will be placed in circulation from 10th November 2016. Notes of one hundred, fifty, twenty, ten, five, two and one rupee will remain legal tender and will remain unaffected by this decision. This measure has been taken by the Prime Minister Mr.Narendra Modi in an attempt to address the resolve against corruption, black money and counterfeit notes. This move is expected to cleanse the formal economic system and discard black money from the same.

Keywords : *Demonetization, Corruption, Black Money, Counterfeit Notes, GDP, Plastic Money, Hawala Transaction.*

Objectives

1. To study the concept of Demonetization.
2. To study the causes of Demonetization.
3. To study the reasons behind the banned five hundred (Rs-500) & One Thousand (Rs-1000) notes.
4. To Study the Demonetization effect on Indian Economy.
5. To study the Pros & Cons of Demonetization.

Research Method-

The study has been conducted fully on conceptual basis. The data collection has included the following sources- 1) Experts statements on the impact of Demonetization on Indian Economy. 2) Pre-Existing & Existing documents such as Journal Articles, Reports from the associations in the field of Economics, News papers, Periodicals etc. 3) Internet websites has mainly used for collecting the information.

Introduction-

It is a radical financial step in which a currency unit's status as a legal tender is declared invalid. This move is usually executed when old currencies have to be replaced by new ones or whenever there is a change of national currency. However, given the extent to which the project has to be executed, the move has to be well planned in advance. However, in the present situation, the move proved to be surprise as citizens had only 4 hours to react to the PM's statement. It is to be noticed here that this was not the first time that India went for the

demonetization of high-value currency. It first happened in 1946 when the Reserve Bank of India demonetized the then circulated Rs 1,000 and Rs 10,000 notes. Higher denomination banknotes in Rs 1,000, Rs 5,000 and Rs 10,000 were introduced eight years later in the year 1954. These very notes were again demonetized by the Morraji Desai government in 1978. The demonetization move of 1978 too was made to tackle the black money economy. In the year 1978, the Indian government demonetized Rs 1,000, Rs 5,000 and Rs 10,000 notes, which were quite substantial then. The move was executed under the High Denomination Bank Note (Demonetization) Act, 1978. Under this law, all high denomination bank notes ceased to be legal tenders after January 16, 1978. People carrying these notes were given a week's time to exchange the currencies, unlike the present situation where the government has given a month's time to exchange the denominations. The main difference then and now, however, is that the currency of higher denomination was barely in circulation, unlike the Rs 500 and Rs 1,000 notes today.

Definition of Demonetization-

Demonetization is a process by which a series of currency will not be legal tender. The series of currency will not acceptable as valid currency. (The same thing happens with the Rs. 500 and Rs. 1000 note demonetization)

Causes of Demonetization-

There can be many causes of Demonetization in any economy some of them are:

- 1) Introduction of New Currency.
- 2) Black Marketing.
- 3) Currency Storage.
- 4) Corruption and others.
- 5) There will be excess fake currency in the economy is the main reason of demonetization.

Demonetization effect on Indian Economy-

1) Effect on parallel economy:

The removal of these 500 and 1000 notes and replacement of the same with new 500 and 2000 Rupee Notes is expected to

- Remove black money from the economy as they will be blocked since the owners will not be in a position to deposit the same in the banks,
- Temporarily stall the circulation of large volume of counterfeit currency and
- Curb the funding for anti-social elements like smuggling, terrorism, espionage, etc.

2) Effect on Money Supply :

With the older 500 and 1000 Rupees notes being scrapped, until the new 500 and 2000 Rupees notes get widely circulated in the market, money supply is expected to reduce in the short run. To the extent that black money (which is not counterfeit) does not re-enter the system, reserve money and hence money supply will decrease permanently. However gradually as the new notes get circulated in the market and the mismatch gets corrected, money supply will pick up.

3) Effect on Demand:

The overall demand is expected to be affected to an extent. The demand in following areas is to be impacted particularly: Consumer goods

- Real Estate and Property
- Gold and luxury goods Automobiles (only to a certain limit)
- All these mentioned sectors are expected to face certain moderation in demand from the consumer side, owing to the significant amount of cash transactions involved in these sectors.

1) Effect on Prices:

Price level is expected to be lowered due to

moderation from demand side. This demand driven fall in prices could be understood as follows :

Consumer goods: Prices are expected to fall only marginally due to moderation in demand as use of cards and cheques would compensate for some purchases.

Real Estate and Property: Prices in this sector are largely expected to fall, especially for sales of properties where major part of the transaction is cash based, rather than based on banks transfer or cheque transactions. In the medium term, however the prices in this sector could regain some levels as developers rebalance their prices (probably charging more on cheque payment).

2) Effect on various economic entities :

With cash transaction lowering in the short run, until the new notes are spread widely into circulation, certain sections of the society could face short term disruptions in facilitation of their transactions. These sections are:

- Agriculture and related sector
- Small traders
- SME
- Services Sector
- Households
- Political Parties
- Professionals like doctor, carpenter, utility service providers, etc.

Retail outlets The nature, frequency and amounts of the commercial transactions involved with these sections of the economy necessitate cash transactions on more frequent basis. Thus, these segments are expected to have the most significant impact post this demonetization process and the introduction of new notes in circulation.

3) Effect on GDP :

The GDP formation could be impacted by this measure, with reduction in the consumption demand. However with the recent rise in festival demand is expected to offset this fall in overall impact. Moreover, this expected impact on GDP may not be significant as some of this demand will only be deferred and re-enter the stream once the cash situation becomes normal.

4) Effect on Banks :

As directed by the Government, the 500 and

1000 Rupee notes which now cease to be legal tender are to be deposited or exchanged in banks (subject to certain limits). This will automatically lead to more amounts being deposited in Savings and Current Account of commercial banks. This in turn will enhance the liquidity position of the banks, which can be utilized further for lending purposes. However, to the extent that households have held on to these funds for emergency purposes, there would be withdrawals at the second stage.

5) Effect on Online Transactions and alternative modes of payment :

With cash transactions facing a reduction, alternative forms of payment will see a surge in demand. Digital transaction systems, E wallets and apps, online transactions using E banking, usage of Plastic money (Debit and Credit Cards), etc. will definitely see substantial increase in demand. This should eventually lead to strengthening of such systems and the infrastructure required.

Pros & Cons of Demonetization-

(A) Pros of Demonetization Rs 500, 1000

- Attack On Black Money
- End of Terrorist Funding
- End of Terrorist Funding

B) Cons of Demonetization Rs 500, 1000

- Rush At Banks
- Shortage of Money To Common People
- Stock Market
- Problem For House Wives
- Short Term Inflation

Marriage Season

Findings-

- 1) In spite of the initial hiccups and disruptions in the system, eventually this change will be well assimilated and will prove positive for the economy in the long run.
- 2) Black money hoarders will definitely lose out, eventually boosting the formal economy in the long run.
- 3) Short term fall in real estate prices might benefit middle class citizens.
- 4) This move by the Government along with the implementation of the GST will eventually make the system more accountable and efficient.

Conclusions-

- 1) It's an attack on black money by channeling cash into bank accounts. It aims to change the culture of off-the-book transactions in the country. This is expected to give a boost to tax collections and the country's revenue.
- 2) It aims to pull the rug from under the feet of those circulating counterfeit notes, which destabilize the economy. Terrorist groups are believed to be behind the flood of fake notes in the system.
- 3) It puts a spanner in the works of corruption by making it hard to hand out cash.
- 4) It gives a push to the move toward a cashless society and digital economy, which is more efficient. It reduces transaction costs in a range of areas from payments to loans. This can contribute toward innovation and growth.

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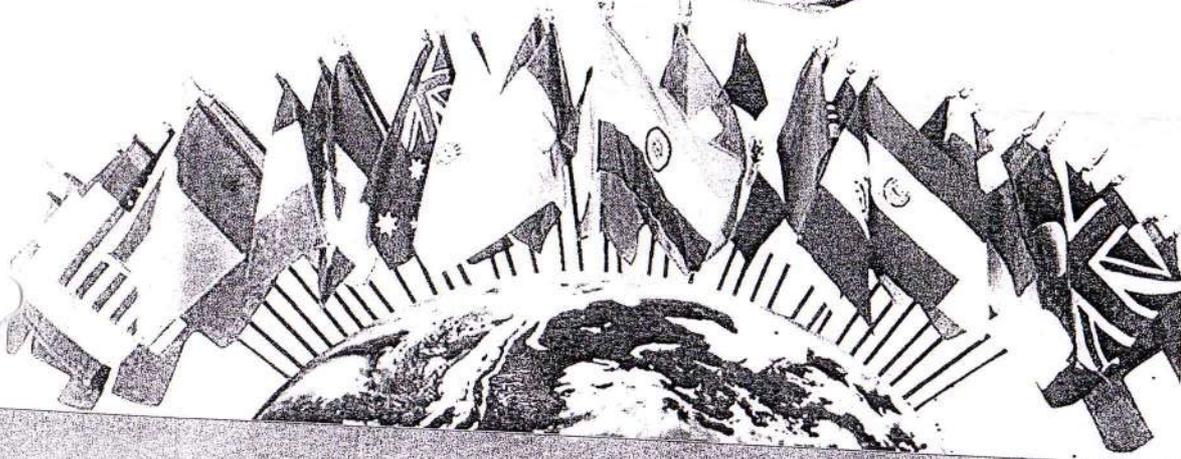
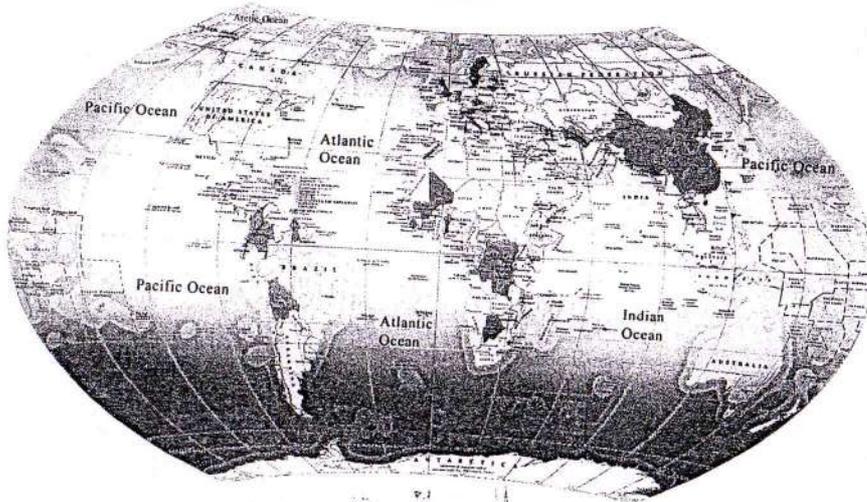
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A STUDY OF INDIAN ACCOUNTING SYSTEM WITH CHALLENGES AND PROSPECTS OF 'IFRS'

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ABSTRACT

IFRS are International Financial Reporting Standards, which are issued by the International Accounting Standards Board (IASB), a committee comprising of 14 members, from nine different countries, which work together to develop global accounting standards. Presently, there are two sets of accounting standards that are accepted for international use namely, the U.S., Generally Accepted Accounting Principles (GAAP) and the International Financial Reporting Standards (IFRS) issued by the London-based International Accounting Standards Board (IASB). Generally, accepted accounting principles (GAAP) are diverse in nature but based on a few basic principles as advocated by all GAAP rules. The attempt to achieve congruence with IAS appears to be more a by-product of the country's rapid economic growth rather than its catalyst. However, continued growth and the attraction of foreign capital to domestic ventures will depend on the transparency of the financial dealings. The global financial crisis surfaced the lack of transparency about the risks to which investors were exposed from their involvement with 'off balance sheet vehicles' (such as securitization vehicles), as a result of which the G20 leaders and the Financial Stability Board asked the International Accounting Standards Board (IASB) to review the accounting and disclosure requirements for such 'off balance sheet vehicles'. The focus of the study will be whether by following the converged IFRSs the primary objective of uniformity and comparability of the financial statements prepared in India with the rest of the countries of globe will be achieved.

Introduction

India is one of the emerging economies in the world. For the economic development foreign direct investment (FDI) is needed, to facilitate the investment climate, it wants to integrate its financial reporting with rest of the economies of the globe so that investors from outside will understand the financial results and financial positions of the companies. The needs to communicate across the borders has increased with the increase in global trade, consequently there is globalization of capital markets. Company in one country is borrowing in the capital market of another country. Therefore, financial statements produced in one country are used in other country more and more frequently; this has raised the issue of harmonization of accounting policies, presentation, disclosure, etc. To achieve complete harmonization, may not be possible because of difference in the economic, political, legal and cultural environment in countries. However the much deviation can be eliminated by standardization of accounting practices, which will result in issuance of accounting standards. The Accounting Standards not only prescribe appropriate accounting treatment of complex business transactions but also foster greater transparency and market discipline. Accounting

Standards also helps the regulatory agencies in benchmarking the accounting accuracy. Accounting standards are being established both at national and international levels. However, the diversity of accounting standards among the nations of the world has been a problem for the globalization of the business environment. In India, the Accounting Standards Board (ASB) was constituted by the Institute of Chartered Accountants of India (ICAI) on 21st April 1977, which performs the function of formulating accounting standards. Presently, there are two sets of accounting standards that are accepted for international use namely, the U.S., Generally Accepted Accounting Principles (GAAP) and the International Financial Reporting Standards (IFRS) issued by the London-based International Accounting Standards Board (IASB). Generally, accepted accounting principles (GAAP) are diverse in nature but based on a few basic principles as advocated by all GAAP rules. These principles include consistency, relevance, reliability and comparability. Generally Accepted Accounting Principles (GAAP) ensures that all companies are on a level playing field and that the information they present is consistent, relevant, reliable and comparable. Thus, these moves by India will harmonize its accounting standards with

the internationally accepted accounting standards, which will lead to a globally accepted accounting system for the companies in India.

Literature review-

- Kaushik datta did study entitled of "similarities and differences a comparison of IFRS,US GAAP and India GAAP" in the year of May 2009. The main objective of this study recognizes that there are indeed many advantages arising from convergences to various stakeholders.
- Santanu Kumar Das, did study entitled of "Indian Accounting Standards and IFRS" in the year of 2014. The main aim of this study is to thus; global accounting standards would remove a frictional element to capital flows and lead to wider and deeper investment in markets with IFRS is also in the interest of the industry since compliance with them would be able to create greater confidence in the mind of investors and reduce the cost of raising foreign capital.
- Chunhui Liu, did work with entitle of "Are IFRS and US-GAAP already comparable?" in the year of 2009. The main purpose of this study is to the literature on changes in the difference between IFRS and US-GAAP and their value relevance. This study founded to value differently to the market (Harris and Muller, 1999).
- Dr. Mahender k. Sharma, did work in the field of "IFRS and India—Its problems and challenges in 2013. The main objective of this study is to analyze the information available on IFRS adoption process in India. It also focuses on the IFRS adoption procedure in India and the utility for India in adopting IFRS.
- Rong-Ruey Duh, did study entitled of "Adopting IFRS: Implications for Accounting Educators", in the year of 2009. The main outcome of this study is to Approach to a Single Set of Financial Reporting Standards in the World. In determining the cost of the acquisition, marketable securities issued by the acquirer are measured at their fair value which is their market price as at the date of the exchange transaction, provided that ~~under~~ fluctuations or the narrowness of the market do not make the market price an unreliable indicator.
- Bhattacharjee, did study entitle of "Problems of Adoption and Application of International Financial Reporting Standards (IFRS) in Bangladesh in the year of 2009. The main objective of this study to prospects of IFRS

adoption and their impact on the financial reporting environment of Bangladesh considering the underlying institutional and economic factors.

- Srivastava. Anubha; Bhutani, Prerna, did study entitled of "IFRS in India: Challenges and Opportunities" in the year of 2012. The main aim of this study to this paper is an attempt to find out up to what extent IFRS has been adopted by the organizations, what challenges and opportunities companies are facing regarding IFRS, and what are the measures that can be taken to make the process smooth and flawless. The paper focuses on the awareness and adoption of IFRS in India.

Objective of the study

To study the implications of importance of IFRS in the present situation and the process in adopting IFRS. To study the prospect of International Financial Reporting Standards will affect the Indian corporate.

Research Methodology

The present work is blends of descriptive and exploratory research work where the reasons and challenges will be find out to follow the IFRS procedures. The research work will also provide an insight on the future prospects by following the convergence process. The data will be purely secondary and will be collected through various websites and journals, as well as published books.

Challenges For International Financial Reporting Standard

The challenges in implementation of IFRS in India are being discussed here under: Fair Value Accounting The use of fair value accounting can bring historical method to fair value method. Moreover, adjustments to fair value results in gains or losses which are reflected in the income statements. Whether this can be included in computing distributable profit is also debatable issue. The fair value financial reporting under International Financial Reporting Standards (IFRSs) got scrambled in the current economic turmoil in the US that rocked global financial markets and institutions. As per fair value accounting banks and other entities would require to adopt mark to market valuation of financial assets and investment volatility and subjectively to the financial statements it is very difficult to arrive at the fair value and valuation experts also feel difficulty to shift from property.

- **Taxation** : IFRS convergence would affect

most of the items in the financial statements and consequently the tax liabilities would also undergo a change. Thus the taxation laws should address the treatment of tax liabilities arising on convergence from Indian GAAP to IFRS. A complete renovation in Tax Laws is the major challenge faced by the Indian Law Makers. It involves great changes in the Tax Laws in order to make tax authorities to recognize IFRS-Compliant financial statements. Thus the taxation laws should address the treatment of tax liabilities arising on convergence from Indian GAAP to IFRS, this is another challenge resulting from implementation of IFRS, it is extremely important that the taxation laws recognize IFRS compliant financial statements otherwise it would duplicate administrative work for the companies.

• **Training-** One of the biggest hurdles in implementing IFRS is that lack of training facilities and academic courses on IFRS in India. IFRS foundation already offering Online IFRS program, diploma and certificate courses and also The Institute of Chartered Accountants of India (ICAI) has started IFRS Training programs for its members, Chartered Accountants and other interested parties. Still, there exists a large gap between Trained Professionals required and trained professionals available.

• **Auditing-** Another affected sector is the audit firms in India who have to audit the fair value accounting as per the IFRS without adequate guidance at present these audit firms are doing the audit as per the cost concept accounting. IFRS are implemented without adequate audit guidance by the ICAI, it will not be justified to expect from the auditors to discharge their responsibility as per the new Companies Act, 2013. This may be particularly challenging for less globally oriented audit firms, which typically may have fewer resources available through affiliated or

network firms located in jurisdictions in which issuers already report in accordance with IFRS. Audit firms would need to consider elements of their systems of quality control, such as their practices related to hiring, assigning personnel to engagements, professional development and advancement activities. Indian audit firms may encounter challenges in establishing policies and procedures, and hiring and training personnel, to provide themselves with reasonable assurance that their personnel would possess knowledge appropriate to perform audits of IFRS.

• **Other regulatory changes-** In addition to the direct tax implications covered by the ICDS, the regulators would also need to make conforming changes to other regulations such as indirect taxes particularly when India is moving towards Goods and Service Tax (GST). International experience shows that companies would require adequate preparation time to plan a smooth transition and to communicate the impact of the transition to key stakeholders such as the Board, lenders, investors and analysts. This is particularly relevant since the impact on sales, earnings and net worth for several companies may not be insignificant. While the regulators need to do their bit, there is a need for an active debate amongst companies, industry associations, lenders, investors and analysts on the impact and challenges relating to the transition.

Prospects for International Financial Reporting Standards in India and Globe as a Whole-

• Implementation of IFRS-converged Indian Accounting Standards would help in bringing excellence in financial reporting, as these standards are based on the premise that the financial statements should be transparent and should faithfully represent the actual financial position and performance of the entity.

• IFRS Standards would enable comparability of financial information, which will boost investor confidence, thereby enabling companies to raise capital at lower costs. It will provide better access to global capital markets and reduction in the cost of capital leading to overall economic growth.

• Fair value approach, historical costs will be replaced by fair values in several balance sheet items, which will enable the entities to know its true worth. By providing transparent and comparable financial information, reporting as per these Standards will provide an impetus to cross-border acquisitions, will enable partnerships and alliances with foreign entities, and lower the cost of integration in post-acquisition periods.

• Accounting professionals having expertise in these Standards would also get global recognition.

• Indian Accounting Standards, which would bring financial reporting in India at par with the international financial reporting. While India is moving towards convergence at present, in future the Indian accountancy profession is expected to play a significant role not only in

Indian financial reporting system, but also in international financial reporting by playing an influential role in the formulation of IFRSs before their finalization. SEC has allowed foreign firms to report under IFRS only, without requiring any U.S. GAAP adjustments, a move estimated to have saved affected firms as much as 2.5 billion Euros over time.

- The prospect of gaining access to large U.S. capital markets a carrot that has been implicitly dangled in front of them based on U.S. involvement in the process over the years. Even in the markets' current weakened state, convergence remains a substantial benefit to foreign firms. However, the U.S. is likely to act based on its own self-interest in this key economic decision.
- IFRS has resulted in improvements to the quality and consistency of financial reporting across the European Union. h) Conclusion- Accounting Standards (AS) at par with IFRS so that the Indian corporate and the accounting professional reap the benefits of global accounting standard Irrespective of various challenges, adoption of converged IFRS in India will significantly change the contents of corporate financial statements as a result of more refined measurements of performance and state of affairs, and enhanced disclosures leading to greater transparency and comparability. Overall, the results are consistent with the view that mandatory IFRS adoption improves information comparability across countries. In particular, results indicate a significant increase in the similarity facet of cross-country comparability in the post-IFRS period.

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52	निशा बिजलेकर/सोनेकर,	कुटुंबकल्याण योजना : एक समाजशास्त्रीय अध्ययन (महाराष्ट्रातील नागपूर जिल्हाच्या विशेष संदर्भात)	111
53	श्री. दुर्गे चक्रभुजनारायण विठ्ठल प्रा. भिसे आर.बी.	भारतीय स्वातंत्र्यलढयातील क्रांतिवीर यशवंतराव चव्हाण : राजकीय जडणघडण	116
54	प्रा.डॉ.विक्रमराव नारायणराव पाटील	गोपाळ कृष्ण गोखले यांचे राजकीय विचार	121
55	प्रा. डॉ. कांतेश्वर जी. ढोबळे	भारतीय पंचवार्षिक योजना आणि अर्थ व्यवस्था	124
56	डॉ.सौ.मीनाक्षी नंदकुमार मोरे	ज्ञानरचनावादी दृष्टिकोनातून अध्ययन - अध्यापन	132
57	प्रा.विजया एन. कन्नाके.	आदिवासींच्या शैक्षणिक समस्या	136
58	प्रा. रत्ना लाला जवरास	दीक्षाभूमी आणि २२ प्रतिज्ञा	139
59	माधव सोनेकर	प्राचीन व अर्वाचीन मराठी कथेतील स्त्रीदर्शन	141
60	डॉ.शुभांगी पराजपे	श्रीदत्तलीलामृतबिधिसार	147

भारतीय स्वातंत्र्यलढयातील क्रांतिवीर यशवंतराव चव्हाण : राजकीय जडणघडण

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प्रस्तावना :-

यशवंतराव चव्हाण यांना समाजातील सामाजिक आणि आर्थिक दृष्ट्या दुबळ्या घटकाबद्दल उपजत प्रेम होते. त्यांनी महाराष्ट्रातल्या मानसाला वेगळी अस्मीता दिली. यशवंतराव चव्हाण यांनी महाराष्ट्र राज्याच्या राजकारणामध्ये जेवढा प्रभाव पाडू शकले तेवढा प्रभाव स्वातंत्र्यनंतरच्या काळात कोणताही मुख्यमंत्री यांना पाडता आला नाही. यशवंतराव चव्हाण यांनी महाराष्ट्राला सन १९६० ते १९७४ या कालावधीत स्थिर व भक्कम शासन दिले.^१ प्रज्ञा, करुणा ह्या त्यांच्या जीवनातील दोन प्रबळ व प्रेम, ज्ञान या त्यांच्या जीवनातल्या प्रभावी प्रेरणा होत्या म्हणूनच त्यांचे जीवन हे प्रेरणाचा सुंदर अविष्कार झाले. जीवनाला विचाराची भक्कम बैठक व वैचारिक अधिष्ठान होते. त्यांचे प्रेम व ज्ञान हे सागरातल्या दिपगृहाप्रमाणे अनंत वर्ष मार्गदर्शक ठरेल.

यशवंतराव चव्हाण यांचा वैचारिक पिंड १९३० ते १९४० या काळात घडला गेला. हा कालखंड वैचारिक संघर्षाचा व विचारप्रणालीच्या लढयातील होता. याच काळात गांधीवाद, समाजवाद, साम्यवाद, रॉयवाद व समाजसुधारणेच्या दृष्टीने महात्मा गांधी, डॉ. बाबासाहेब आंबेडकर, स्वातंत्र्यवीर सावरकार असे अनेक साजकीय विचारवंतांच्या विचारांची स्वातंत्र्य चळवळीबाबतची समिक्षा चालू होती.^२ या विचारांचा त्यांच्या मनावर स्वातंत्र्य चळवळीबाबतची विचारसरणी बाबत प्रेरणा रूजली गेली आणि मनाशी निश्चय करून समाजसुधारणेच्या दृष्टीने व स्वातंत्र्य मिळण्याकरीता त्यांनी स्वातंत्र्य चळवळीमध्ये सहभाग घेतला. यशवंतरावांच्या देशभक्तीचा जन्म त्यांच्या लहानपणीच भारतीय स्वातंत्र्याच्या चळवळीतून झाला. तिचा परितोष महात्मा ज्योतिराव फुले, कार्ल मार्क्स, मानवेंद्र रॉय, महात्मा गांधी व पंडित जवाहरलाल नेहरू यांच्या तत्वप्रणालीमधून झाला आहे. माध्यमिक शिक्षण घेत असताना 'माझी जन्मठेप' या स्वातंत्र्यवीर सावरकरांच्या पुस्तकाचा त्यांच्या तरुणमनावर मोठा प्रभाव पडला. त्यांच्या या क्रांतिकारक विचारसरणीच्या प्रेरणेने ते प्रेरित झाले. इतिहासाकडे केवळ मार्गदर्शक म्हणून पहिले पाहिजे व भारताचा नवा इतिहास घडविण्याची जबाबदारी आपण पत्करली पाहिजे, या महत्वकांक्षेने प्रेरित होऊन ते कार्यास लागले.^३

जीवन पट :-

यशवंतराव चव्हाण यांचा जन्म १२ मार्च, १९१४ रोजी देवराष्ट्रे, जिल्हा सातारा येथे झाला. यशवंतराव यांच्या वडीलांचे (बळवंतराव) यांचे मूळगाव ढवळेेश्वर, ता. खानापूर, जि. सांगली हे होते पुढे ते भाळवणी, ता. खानापूर, जि. सांगली स्थायिक झाले. १९१८ साली यशवंतराव चव्हाण यांच्या वयाच्या ४ थ्या वर्षी कराड या गावी प्लेग रोगाने त्यांच्या वडीलांचे निधन झाले. १९२७ साली कराड येथील टिळक हायस्कूलमध्ये पुढील शिक्षणासाठी प्रवेश घेतला.^४ यशवंतरावांच्या पूर्वजांचा संदर्भातील माहितीचा विचार केल्यास हिरोजी चव्हाण - बाळोजी चव्हाण (खापर पणजोबा) - राणोजी चव्हाण (पणजोबा) - वाघोजी चव्हाण (आजोबा) आणि बळवंतराव चव्हाण (वडील) व ज्ञानोबा, रामचंद्र चव्हाण (चुलते) असा पिढ्यांचा क्रम दिसतो. त्यानंतर काका आणि भाऊ यांनी त्यांचा सांभाळ केला. विठाबाई (आई) यांनी यशवंतरावांना लहानपणापासूनच स्वावलंबन आणि देशभक्तीचे धडे दिले.^५ बंधू गणपतराव यांनी यशवंतरावांना महात्मा फुलेंचे चरित्र वाचायला दिले. "महात्मा फुलेंचे विचार मुलगामी आहेत व ते नवीन दिशा दाखवित आहेत. त्यांनी उभे केलेले काही प्रश्न तर निरंतर करणारे होते. शेतकरी - समाजाची होणारी पिळवणूक, दलितंवार होणारा अन्यायास आणि शिक्षणापासून वंचित ठेवलेला बहूजन-समाज व स्त्रिया यांचे प्रश्न सोडविल्या खेरीज देशाचे कार्य होणार नाही", हा त्यांच्या विचारांचा सारांश यशवंतरावांच्या मनावर ठसला.^६ १९३०

साली महात्मा गांधीजींच्या 'कायदेभंग चळवळीमध्ये' सहभाग घेतला. टिळक हायस्कूल, कराड येथे झेंडावदन केले म्हणून इंग्रज अधिकाऱ्यांनी दिड वर्षाची त्यांच्या वयाच्या लहानपणीच कारागृहाची शिक्षा दिली. म्हणूनच ते भारतीय स्वातंत्र्यलढयात सक्रीय सहभागी झाले. स्वातंत्र चळवळीमध्ये त्यांनी सहभाग घेतल्यामुळे उशीरा १९३४ साली ते मुंबई विद्यापीठाची मॅट्रिक परीक्षा पास झाले. पुढे त्यांनी १९३४ साली राजाराम कॉलेज, मुंबई येथे बी.ए. पदवीस प्रवेश घेतला आणि १९३७ साली बी.ए. (इतिहास व राज्यशास्त्र) पदवी उत्तीर्ण झाले व पुणे येथे विधी महाविद्यालयामध्ये प्रवेश घेवून १९४० साली पदवी प्राप्त करून वकीली व्यवसाय सुरू केला. परिस्थितीचा विचार करून मे १९४२ साली फलटण येथील वेणूताई मोरे यांचेशी विवाह केला.^६ मे १९४२ ते ऑगस्ट १९४२ हा वैचारिक कालखंड यशवंतराव बळवंतराव चव्हाण यांच्या जीवनातील स्वातंत्र चळवळीच्या कार्यास कलाटणी देणारा ठरला.

स्वातंत्र्य चळवळीतील सहभाग :-

सन १९४२ मध्ये महात्मा गांधींच्या अध्यक्षतेखाली मुंबई येथील भारतीय काँग्रेसच्या ४२ व्या बैठकीस यशवंतराव चव्हाण सहकाऱ्यांसह उपस्थित होते. गांधीजींच्या नेतृत्वाखाली चाललेल्या असहकार आंदोलनात त्यांचा भाऊ सहभागी होता. या दरम्यान स्वामी रामानंद भारती, धुलाप्पा भाऊराव, आप्पासाहेब नवले, व्ही.एस पागे आणि गोविंद वाणी या स्वातंत्र्यलढयातील नेत्यांशी त्यांचा संपर्क झाला. याच बैठकीत महात्मा गांधी यांनी मांडलेल्या 'चले जाव' ठरावास मान्यता मिळाली. ब्रिटीशविरूद्ध अहिंसेने 'चले जाव', 'भारत छोडो' असा आंदोलनास सुरुवात झाली. भारतीय स्वातंत्र्य चळवळीतील हे एक महत्वाचे आंदोलन होते. त्यामुळे ब्रिटीश सरकारने या आंदोलनातील कार्यकारणी समितीतील यशवंतराव चव्हाणसह सर्व पुढाऱ्यांना त्याच रात्री अटक करण्यात आली. त्याचा प्रभाव दुसऱ्या दिवशीच पूर्ण देशामध्ये सभा व हरताळ यांनी भारतीय वातावरण ढवळून गेले. अनेक दिवस उत्स्फूर्तपणे हरताळ पाळण्यात आले. जागोजागी निषेध मोर्चे निघाले. अनेक ठिकाणी ब्रिटीश सरकारी कचेऱ्यांवर हल्ले झाले आणि युनियन जॅक खाली उतरवून राष्ट्रीय झेंडा त्या ठिकाणी उभारण्याचे प्रयत्न झाले. अनेक ठिकाणी दूध्वनी, तारयंत्रे इ. दळवणळणाची साधने उद्ध्वस्त करण्यात आली आणि रस्ते रेल्वेवाहतुकीस जागोजागी अडथळे निर्माण केले. परंतु धरपडकड, लाठीमार आणि गोळीबार यांपुढे निःशस्त्र जनता फार काळ टिकाव धरू शकली नाही. अनेक शहरे मुक्त करण्यात आली. परंतु २४ तासांतच सरकारने पुन्हा ती ताब्यात घेतली. बंगाल आणि बिहारमध्ये अनेक खेडी मुक्त केली गेली. तेथे तीन-चार महिन्यांपर्यंत सरकारी यंत्रणा बंद पडली आणि जनतेने कारभार हाती घेऊन चालविला. याला अपवाद फक्त महाराष्ट्रातील सांगली-सातारा विभाग होता. तेथे यशवंतराव चव्हाण, नाना पाटील, किसन वीर, लाड बंधू, वसंतराव पाटील यांसारख्या नव्या नेत्यांच्या नेतृत्वाखाली ठिकठिकाणी प्रतिसरकारे स्थापन करण्यात आली व ती १९४५ पर्यंत व्यवस्थितपणे कार्य करित होती. या आंदोलनात यशवंतराव चव्हाणानी कारागृहवास पत्करला, परंतु इतर कित्येकजण भूमिगत होऊन आंदोलन चालवीत राहिले. ठिकठिकाणी गावठी बॉम्बचे कारखाने निघाले. कराडमधील लोकांना यशवंतराव चव्हाण यांच्याबद्दल असलेले प्रेम व आदर यामध्ये अजून वाढ झाली. त्यामुळे त्यांच्या सुटकेची वाट कराडचे लोक आतुरतेने वाट पाहत होते. पण ते १९४३ मध्ये भूमिगत क्रांतिवीरांच्या नवीन रूपात प्रगट झाले. त्यांनी सांगितले, "ही चळवळ तुरूंगभरतीची नाही तर स्वातंत्र लढयासाठी आहे. ब्रिटीश सत्तेविरूद्ध आम जनतेसाठी या क्रांतीच्या होमकुंडामध्ये स्वतःहाची आहुती देण्याची वेळ आली तरी मी तयार आहे". यशवंतरावांच्या या वादळी विचारसरणीने अनेक विद्यार्थ्यांनी शाळा सोडून देवून प्रत्यक्ष स्वातंत्र चळवळीमध्ये सहभागी झाले.^७ क्रांतीकारक यशवंतराव चव्हाण यांना उठावाचे प्रेरक असल्याने ब्रिटीश सरकारने यशवंतराव चव्हाण यांना पकडून किंवा त्यांच्या विषयी माहिती देणाऱ्या व्यक्तिस रोख रक्कमेचे बक्षीस देण्याचे घोषित केले.

सन १९४३ मध्ये फलटण येथे धर्मपत्नी सौ. वेणूताई यशवंतराव चव्हाण यांना आजारी पडल्यामुळे त्यांना भेटण्यासाठी आलेल्या यशवंतराव चव्हाण यांना एका नातेवाईक पोलिस अधिकाऱ्याने बक्षिसाच्या आशेने ब्रिटीश

सरकारला यशवंतराव चव्हाण यांना पकडून दिले.^६ त्याचवेळी त्यांचे थोरले भाऊ ज्ञानोबा यांचे देखिल निधन झाले व १९४५ साली त्यांची तुरुंगातून सुटका झाली. १९४० ते ४५ च्या दरम्यान सातारा जिल्हा हा राजकीय क्षेत्रामध्ये कार्य करणारा जिल्हा म्हणून प्रसिध्द झाला. कारण सातारा जिल्ह्यामध्ये क्रांतीकारक यशवंतराव चव्हाण, क्रातिसिंह नानासाहेब पाटील यांच्या कार्याने ब्रिटीशांची सातारा जिल्ह्यातील सत्ता उलथवून टाकली. सातारा जिल्ह्याचा इतिहास हा खऱ्या अर्थाने क्रांतीकारकांचा इतिहास ठरला. क्रांतीसिंह नाना पाटील यांच्या समवेत बाबूराव गोखले, बरडे मास्तर, गौरीहार सिंहासने, काशीनाथ देशमुख, हुतात्मा किसन वीर, नागनाथ नायकवाडी, नाथाजी लाड, बापूसाहेब लाड, लक्ष्मणराव कासेगावकर, सदाशिव पेंढारकर इत्यादींनी स्वातंत्र चळवळ उत्फुर्तपणे पुढे चालू ठेवली.

राजकीय क्षेत्रातील सहभाग :-

यशवंतराव चव्हाण यांच्या १९४६ साली राजकीय वाटचालीस खऱ्या अर्थाने सुरुवात झाली. १९४६ सालच्या सार्वजनिक मुंबई विधीमंडळाच्या निवडणुकीमध्ये कराड मतदार संघातून विजयी होवून मुख्यमंत्री, बाळासाहेब खेर यांच्या मंत्रिमंडळात अवध्या वयाच्या ३२ वर्षी गृहखात्याचे पार्लमेंटरी सेक्रेटरी म्हणून नियुक्ती झाली. त्यांच्यावर पक्षसंघटनेची जबाबदारी ही राज्यकारभाराच्या जबाबदारीपेक्षाही जास्त होती. महात्मा गांधींनी स्वातंत्र्याच्या चळवळीचे लोण बहुजन समाजापर्यंत पोहचविले होते. त्यापूर्वी या राष्ट्रीय चळवळीचे स्वरूप फक्त मूठभर पुढारलेल्या व श्रीमंत वर्गापुरतेच मर्यादित होते.^७ महात्मा गांधींच्या सत्याग्रहाच्या अभिनव तंत्राने सामान्य माणसालाही स्वातंत्र्याच्या लढ्यात सामील होण्याची संधी मिळाली होती. त्यामुळे बहुजन समाजातील हजारो कार्यकर्त्यांनी काँग्रेस पक्षामध्ये प्रवेश केला. काँग्रेसच्या राष्ट्रीय धोरणातून आपण मागासलेल्या बहुजन समाजाचे हित करू असे यशवंतरावांची विचारधारणा झाली होती यामुळे या गोष्टीचे समाधान वाटले.

यशवंतराव चव्हाण यांना योग्य पद मंत्रिमंडळात न मिळाल्याने बहुजन समाजाची निराशा उत्पन्न झाल्याचे समजुतीतून, १९४७ साली महाराष्ट्रात शेतकरी कामकरी पक्षाची स्थापना केली. या नवीन पक्षाला अत्यंत त्यागी आणि अनुभवी नेतृत्व मिळाले. केशवराव जेधे व शंकरराव मोरे यांच्या नेतृत्वखाली बहुजन समाजातील बहुतेक पुढारी मंडळी एकत्र आली. भारताच्या राष्ट्रीय राजकारणाचे प्रश्न सोडविण्यासाठी महाराष्ट्रात असा स्वतंत्र पक्ष काढून त्यांच्याद्वारा बहुजन समाजाचे हित साध्य होईल, असे यशवंतरावांना वाटत नव्हते. शेवटी शेतकरी कामगार पक्षात पुढाऱ्या-पुढाऱ्यांत लहान-मोठेपणाची भांडणे सुरू झाली आणि त्या पक्षातील देशभक्त केशवराव जेधे व शंकरराव मोरे यांनी १९४७ साली काँग्रेस पक्ष सोडल्यावर भाऊसाहेब हिरे यांनी काँग्रेसची पडती बाजू सावरण्याचा अहोरात्र प्रयत्न केला. केशवराव जेधे व शंकरराव मोरे यांच्यासारख्या मुरलेल्या पुढाऱ्यांची पोकळी भरून काढणे काही सोपे काम नव्हते. अशा आणीबाणीच्या प्रसंगी भाऊसाहेब हिरे यशस्वी झाले तर महाराष्ट्रातील काँग्रेस यशस्वी झाली, या जाणिवेने यशवंतरावांनी भाऊसाहेब हिरेचे नेतृत्व स्वीकारून काँग्रेसनिष्ठा टिकविण्यासाठी जिवाचे रान केले होते. सन १९५३ रोजी संयुक्त महाराष्ट्र राज्याची मागणी सर्व सामावेशक आणि व्यापक दृष्टीने व्यक्त करण्यासाठी “नागपूर करार” करण्यात आला. त्यामधील पश्चिम महाराष्ट्राच्या बतीने यशवंतराव चव्हाण यांनी काम पाहिले. सन १९५७ ते १९६० या काळात अखिल भारतीय कार्यकारी समितीचे ते सदस्य होते. “संयुक्त महाराष्ट्रापेक्षा नेहरू मोठे आहेत” हे वादग्रस्त विधान करून जनतेचा वर्षभर रोश यशवंतराव चव्हाण यांनी पत्कारला.^{१०} तरी देखील महाराष्ट्र राज्यावरील प्रेम कमी झाले नाही.

सन १९५६ मध्ये स्थापन झालेल्या “द्विभाषिक” मुंबई राज्याचे मुख्यमंत्री म्हणून त्यांची निवड झाली. १ मे १९६० रोजी मुंबईसह स्वतंत्र महाराष्ट्र राज्य निर्माण झाल्यानंतर महाराष्ट्राचे पहिले मुख्यमंत्री म्हणून मा. यशवंतराव चव्हाण यांनी शपथ घेतली. सन १९६२ मध्ये चीन युद्धाच्या काळात यशवंतराव चव्हाण यांनी पंतप्रधान मा. पंडीत नेहरू यांच्या मागदर्शनाखाली संरक्षण मंत्रीपदाची थुरा समर्थपणे पेलली. हा त्यांच्या कार्यकीर्दिचा मानाचा व सर्वोच्च बिंदू म्हणवा लागेल. त्यानंतर पुढील काळात त्यांनी भारत सरकारचे उपपंतप्रधान, गृहमंत्री, अर्थमंत्री, संरक्षणमंत्री व परराष्ट्रमंत्री अशी अनेक पदे भोषवली. १९६७ च्या सार्वत्रिक लोकसभा निवडणुकांमध्ये यशवंतराव चव्हाण नाशिक

मतदार संघातून बिनविरोध निवडून आले. आणि मा. इंदिरा गांधी पंतप्रधान असताना त्यांना गृहमंत्रालयाची जबाबदारी सोपवण्यात आली होती. परंतु इंदिरा गांधी यांनी अंतर्गत कायदा आणि सुव्यवस्थेचे कारण देऊन देशात आणीबाणी जाहीर केली. नोव्हेंबर १९६९ मध्ये बंगलोर काँग्रेस अधिवेशानात काँग्रेस पक्षाचे काँग्रेस (इंदिरा) आणि काँग्रेस (अर्स-समाजवादी) असे पक्ष निर्माण झाले. १९७० साली ते भारत सरकारचे विरोधीपक्ष नेते म्हणून काम पाहिले. ऑक्टोबर १९७४ मध्ये परराष्ट्र खात्याचे मंत्री म्हणून त्यांची नियुक्ती झाली.^{११} १९७८ मध्ये मा. इंदिराजींशी व त्यांच्या चुकीच्या धोरणांशी तडजोड न करता यशवंतराव यांनी काँग्रेस सोडली आणि संजीव रेड्डी यांच्या नेतृत्वाखाली काँग्रेस (अर्स-समाजवादी) मध्ये दाखल झाले. १९७९ मध्ये या पक्षाचे सरकार सत्तेत आले. त्यावेळी चरण सिंग पंतप्रधान होते. त्यांनी यशवंतराव यांना आपल्या सरकारमध्ये उपपंतप्रधानपदाची जबाबदारी दिली. पुढील सार्वत्रिक लोकसभा निवडणूक १९८० साली झाली. त्यात काँग्रेस (इंदिरा) पक्षाला बहुमत मिळाले आणि यशवंतराव चव्हाण हे काँग्रेस (अर्स-समाजवादी) पक्षाकडून सातारा मतदार संघातून लोकसभेवर निवडून आलेले एकमेव उमेदवार होते. तेव्हा ते काही राजकीय घडामोडींमुळे पुन्हा काँग्रेस (इंदिरा) मध्ये परतले आणि ८ व्या केंद्रीय वित्त आयोगाचे ते अध्यक्ष झाले.^{१२} जनतेच्या सुविधासाठी व कृषी विभागाच्या विकासासाठी कोल्हापूर प्रकारचा बंधान्यांचा त्यांनी प्रचार केला. कोयना व उजणी धरणाच्या उभारणीला प्रचंड गती दिली. शेतीशी बाधिल असलेल्या कृषी विद्यापीठाची स्थापना व्हावी म्हणून अनेक वेळा प्रयत्न केले. यशवंतराव चव्हाण यांनी महाराष्ट्राच्या विकासाच्या दृष्टीने उद्योग व शेती या दोन्ही क्षेत्रात चांगली पावले टाकली. शेतीची नवीन धोरणे राबविली. “कसेल त्याची शेती” हा प्रगत कायदा त्यांनी शेतकऱ्यांसाठी विधिमंडळात पास करून घेतला. महाराष्ट्राची पंचवार्षिक योजना सुरू करण्याचा त्यांनी उपक्रम केला. सहकाराला चालना मिळाली म्हणून महाराष्ट्रात १८ सहकार कारखान्यांची स्थापना केली. राज्याचा शैक्षणिक विकास व्हावा व गरिबांना शिक्षण मिळावे यासाठी मराठवाडा व कोल्हापूर विश्वविद्यालयाची स्थापना केली. यशवंतराव चव्हाण हे जनसामान्यांचे नेते म्हणून प्रसिध्द झाले. महाराष्ट्रामध्ये शेतकऱ्यांच्या हितासाठी सहकाराची पायाभरणी यशवंतराव चव्हाण यांनी केली.

यशवंतराव चव्हाण यांचा मृत्यू हृदयविकाराच्या झटक्याने २५ नोव्हेंबर १९८४ दिल्ली येथे झाला. त्यांच्यावर कराड या गावी २७ नोव्हेंबरला १९८४ अंतिम संस्कार करण्यात आले. यावेळी अवघ्या महाराष्ट्रावर शोककळा पसरली. महाराष्ट्र राज्याचे सहकार चळवळीचा नेता व जनतेचे जानते राजे हरपले. एक सच्चा, द्रष्टा, मुत्सद्दी, धोरणी, राजकारणी, त्याच बरोबर सुसंस्कृत व्यक्तीमत्व म्हणून यशवंतराव चव्हाणांची ओळख राहिली.^{१३}

सारांश :-

महाराष्ट्रातील ५० वर्षांहून अधिक काळ राजकीय क्षेत्रात काम करणारा व स्वातंत्र्य चळवळीसाठी आपले सर्वस्व जीवन समर्पण करणारा नेता म्हणजेच मा. क्रांतिकारक, यशवंतराव बळवंतराव चव्हाण होय. ज्ञानाचे आकर्षण आणि समाजातील दुबळ्या माणसांबद्दल प्रेम या यशवंतराव चव्हाण जीवनातील दोन मुलभूत प्रेरणा होत्या. माणसांच्या जीवना प्रेरणा असली पाहिजे. यशवंतराव चव्हाण यांनी मुख्यमंत्री असताना महाराष्ट्राची अस्मिता जोपासली. संघर्ष टाळून समन्वय साधावा हे यशवंतराव चव्हाण यांच्या स्वभावाचे वैशिष्ट्ये होते. राजकीय आणि सामाजिक धोरण हे मध्यवर्ती सुत्र होते. त्यांचे व्यक्तिमत्व जाती धर्म निरपेक्ष असे होते हे त्यांच्या विचारातून लक्षात येते. सन १९३० साली महात्मा गांधींच्या असहकारीतेच्या चळवळीत भाग घेवून वयाच्या १६ वर्षीच त्यांनी राजकीय कार्यास सुरुवात केली. या आंदोलनामुळे १९३२ मध्ये त्यांना तुरुंगवासाची शिक्षा भोगावी लागली. १९४२च्या “भारत छोडो” या चळवळीत भूमीगत राहून त्यांनी महत्वाचे कार्य केले. राजकीय कार्याची आवड ही त्यांच्या जीवनातील मुलभूत प्रेरणा होती, असे दिसून येते. १९४६ ते १९६१ या काळात ते केंद्रपातळीवर वेगवेगळ्या खात्यांचे मंत्री होते. एकूणच १९६२ ते १९८४ पर्यंतचा त्यांचा राजकीय जीवनातील सर्वात मोठा काळ राष्ट्रीय पक्षाचे नेतृत्व करण्यात गेला. यशवंतराव चव्हाण यांना या गुणाचा मोठा उपयोग झाला. त्यांचा जीवनाचा प्रवास एकंदरीत

अभ्यासला तर राजकीय प्रेरणा हीच त्यांच्या जीवनातील सर्वात महत्वाची प्रेरणा होती, असे आपणांस दिसून येते. त्यांनी केलेल्या स्वातंत्र चळवळीतील कार्याचा त्या त्या क्षेत्रात कायमचा ठसा उमटला.

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3. A Role of Women in Environmental Conservation

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Abstract

This paper has mainly point out the role of women and enlists the women who actively participated in environmental protection sustainable development. The chipko movement, green movement in India, Khejarli, Green belt movement which explained and discussed the various ways of women who have participated actively in environmental protection and natural resource management in order to ensure the concrete development of environmental resources. Now a day's scenario has complete changed due to Industrialization, over exploitation, use of technological advancement, use of chemicals in Agriculture fields, various types of pollution, soil erosion, deforestation and urbanization etc. are continuously destroyed the environment. When we plant trees, we plant the seeds of peace and hope but unfortunately it was observed that greediness in people to cut the trees and earned more income and also to use them for industrial purposes increases the percentage of deforestation.

As **Mahatma Gandhi** said, "the earth has enough for everyone's needs, but not for some people's greed."

Natural resources like land, water, fresh air and fuel etc. has resulted in degradation. While women wanted to keep them since it was their food resource and deforestation was a survival matter for local people. Hence, it is utmost important to conserve and promote the natural resources and environment. The environmental degradation caused while men have dominance over women, and women's large investment in environmental sustainability, some have theorized that women would protect the Earth better than men if they will be in power. Before 18th and 19th century, it was considered that women have no role in environmental conservation and promotion, as well as they were avoided in all major sphere of social life. But after spreading awareness about their rights and duties and taking knowledge of their surrounding they consciously tried to raise voice against environment degradation. Women had launched numbers of movement in demanding of better protection of natural resources and environment conservation. Land ownership creates a means of production of both income and

power. The displacement of women from agriculture and make them valueless regarding ownership of land. It is difficult to pinpoint the causes of marital violence but economic dependence is widely acknowledged as one of the main sources. It's result into women and reduces food security. It's time to create awareness among all women to participate actively into the Nation Swachh Bharat Mission and Tree Plantation.

Key words: chipko movement, environmental protection and natural resource management, Natural resources, Nation Swachh Bharat Mission and Tree Plantation etc.

Introduction

"The new insight provided by rural women in the Third world is that women and nature are associated not in passivity but in creativity and in the maintenance of life"- Vandana Shiva. Above quoted sentence is quite enough to explain the role of women in environmental protection and sustainable development [1-2].

Women have direct contact with natural resources like fuel, food and fodder, forest, water and land specially in rural areas where 70% of Indian population reside and directly dependent upon natural resources. Women are also responsible for using these resources to satisfy the basic needs of their families. Besides, that woman even played a leadership role for conservation and enhancement of environment. They have made great sacrifice for conservation of environment in 'Chipko Movement'. Similarly, now a-days Medha Patekar, Menaka Gandhi, Amrita Devi, Vandana Shiva etc. an environmentalist and politician are playing key role for the conservation and promotion of the environment [3-4]. Therefore, conservation of natural resources and promotion of environment cannot be done without involving the women in planning and training for promoting the values for conservation and promotion of environment. Hence, attempt has been made to assess the role of women in conservation and promotion of environment along with suitable strategy for the same. They have created a special value system about environmental issues. People's approaches to environmental issues may depend on their relationship beliefs with nature ex. Pipal, Awala, Tulsi, Bargad are considered as holistic plants & trees [5]. Both women and nature have been considered as subordinates entities by men throughout history, which conveys a close affiliation between them. While it is true that poor women continue to suffer various kinds of deprivation, discrimination and atrocities the country has mounted a concert on against these problems through various development/empowering strategies to include confidence among women, bring an awareness of their own potential and to ensure their

participation in their own development, an empowering strategy has been advocated by the Government based on promotion of literacy and education, credit, employment and income generation [6]. The gender-environment relations have valuable ramifications in regard to the understanding of nature between men and women, the management and distribution of resources and responsibilities and the day-to-day life and well-being of people considering all these facts present study have been dedicated to those women and explained their environmental conservation work in brief here [7-9].

Women were considered as a weaker section from ancient times. She was considered as a machine for producing children. She was not independent. There was gender inequality. She was denied of rights from the very beginning of birth. If the baby happens to be a female, she is met with female infanticide. A man can select a woman among many as his wife. But a woman is not given the chance for selection of her husband. Now, women get liberation from slavery through a series of movements, awareness programs and laws. Thus, it becomes a base for human liberation. At present, she has equal rights in education. Women are given 33% reservations. Women in our country have brought a different perspective to the environment debate, because of their different experience base [10].

Contribution of Powerful, Moving Images Of The Women Who Are Making An Enormous Difference To Our Environmental History [11]:

1) **Gauri Devi:** The Chipko (means-'to hug') movement was started in 1974 under her leadership and organized the women movement to hug the trees and prevent their cutting. The women thus decided to hug the trees to stop them from being felled. They guarded the trees all night until the lumbermen surrendered and left. News of the movement soon spread to neighbouring villages and people joined in. Same acts were repeated in other parts of Uttarakhand and thus women were seen as providing environmental conservation.

2) **Medha Patkar,** recipient of several prestigious awards, and a popular environmentalist, she is known for her active role in the Narmada Bachao Andolan (NBA) - a powerful mass movement against the construction of a large dam on the Narmada River. The proposed Sardar Sarovar Dam is a multi-crore project and would have displaced more than 320,000 people. It was alleged that foreign funds were being used to hamper rehabilitation.

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4) Maneka Gandhi– She is known for an animal rights leader as well as an environmentalist. In 1994, she founded People for Animals, the largest organization for animals' welfare in India. She believed in ahimsa and the fact that India was in need of a movement to stop the cruel treatment meted out to animals. She now chairs the Jury of International Energy Globe Foundation which annually awards the best environmental innovations of the year.

5) Vandana Shiva– She is an environmentalist and eco feminist. She is well known for her proletarian efforts to protect forests, organize women's networks, and conserve local biodiversity. Navdanya, a national movement to protect the diversity of living resources, was created in 1991. Since its 20 years of existence, more than 2000 varieties of rice have been conserved and 34 seed banks established in 13 states nationwide.

6) Prerna Singh Bindra: She has been at the forefront of the battle to conserve India's wildlife for over a decade. She was a member of India's National Board for Wildlife and its core Standing Committee (2010-13). She has also served on Uttarakhand's State Board for Wildlife. Prerna's primary focus is protecting wildlife habitats and critically endangered species.

7) Dr. Vanaja Ramprasad: She is the founder of GREEN Foundation and she has a position on the board of the International Foundation for Organic Agriculture. She dedicated to sustainable food production and realizing nutritional security by conserving India's agrobiodiversity which is quickly losing ground to monocultures of wheat and rice, establishment seed banks to leverage women's traditional knowledge of selecting and preserving indigenous crop varieties.

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Recommendations

These are mostly related with the involvement of everyone into this movement. Educated people should create awareness among the students and society if you are not conserving the trees you cannot survive your life peacefully and in healthier manner. Especially participation of women in local, regional, national, and international levels on environmental issues empowers them [12-17].

Role of Women In Conserving The Environment

Women can contribute into, they can participate in, and they can play their role in protection of environment in many ways.

1. Gardening As A Hobby:

Women's awareness of home garden oriented activities that support environment conservation.

They can at least keep the environment of their houses healthy. Plants add to the beauty of the houses, provide freshness to the eyes and are helpful in keeping the nearby environment clean. Tulsi as a medicinal plant and vegetables like Turai "Beans" do not need much space to grow. Besides keeping the surrounding atmosphere healthy, money is also saved. Saplings of plants can also be shared with neighbors. Again, women can make use of their management ability by using empty cans, bottles, tins etc. as pots for growing the plants.

2. Clean Village/Town/City:

Every woman should use the garbage box to avoid spreading malaria like diseases due to mosquito. This habit is developed to keep our houses clean but, the colony, the city and our surrounding environment will also become orderly, tidy and healthy.

3. Non-Conventional Energy Sources Uses:

India has limited resources of conventional energy. Dependency of our mass population for fuel on forests is another additional cause for the vanishing forest wealth and disturbing ecosystems. In developing countries, like India, women are collecting fuel wood from nearby forests, carrying it for domestic purposes and also selling it elsewhere to supplement their family incomes. The fire wood etc burnt in open country chulha wastes 82% of the fuel, since efficiency of heat utilization is only 12% (UNICEF, 1991). Soil, water and forest can be conserved if alternative kitchen fuel is provided. Major contribution of women should be taken place in this direction and come forward by using solar lights, solar geyser, solar cooker, smokeless chulhas, Bio gas etc.

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Today, the greatest problem which the world community is confronting is the problem of population explosion. It is the root cause of all other problems. If we follow the small family norm, we will be able to check the environment pollution also.

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In near future, we will face another pollution i.e. Light pollution. Our streets are flooded with sodium lights; world earth an hour day celebration is necessary. Scientific data reveals that one unit of saving of electricity is equivalent to 125 unit of electricity generation.

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Mother is the first teacher. She plays an important role in the development of the personality of the child. She can instill in future generations a respect for nature and the value of biodiversity. She can develop good habits in the child from the very beginning as: Not to spit here and there; To have love and respect for the nature, Not to spoil and harm the plants/trees, during their visits to gardens, public; Not to throw the rubbish here and there. Keep the things in a tidy manner; parks, school garden etc; Not to allow the children to waste the paper – the children are usually in habit of tearing away papers from their note books, a mother can keep a check on this bad habit of the child. She can make them understand that for paper production, the wood is used and deforestation can bring unhappiness by disturbing the eco-system.

Though the Government of India is working towards an environmentally sound and sustainable quality of life, the problems, challenges and issues are multi-faceted. However, women in India are playing a crucial role in protection and conservation of environment.

Conclusion

This paper has discussed the various ways women have participated actively in environmental protection and natural resources management in order to ensure conservation and sustainable use of environmental resources. Recommendations are proffered especially those that can help the goal of women empowerment the critical role of women as resource manager, as community activists as environmental advocates must be recognized when strategies for the protection of environment are being developed. Women should be allowed to participate at the local, regional, national and international levels on environmental issues.

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3. A Role of Women in Environmental Conservation

Bharati Sangita, Kadam Sushama

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Conclusion & Scope for further research:

With the time, the idea of e-banking has got consideration in the Indian context. The majority of the banks have already implemented the e-banking facilities, as these facilities are beneficial to both i.e. banks as well as consumers. But the adoption of e-banking by the consumers is still at the early stage due to various challenges. The challenges such as security risk, privacy risk, trust factor and less awareness among consumers about e-banking are acting as hurdle in the adoption of e-banking facilities. Considering the challenges and risk related to e-banking, the Govt. of India along with various government agencies is making an effort to make e-banking more safe, secure and reliable.

The paper only presents the overview of e-banking in Indian context. Studies in the past have shown that with the time Indian consumers are opting internet banking services with the time. Considering this in mind, the future studies may be conducted to analyze the various factors which influence the consumer intention to adopt internet banking services.

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53

PROBLEMS OF AGRICULTURAL MARKETING IN INDIA

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ABSTRACT

Agriculture is the backbone of Indian economy as the economic development of this country is very much relied upon the agricultural activities. Agriculture provides not only food for the nation's population but also provides opportunities for employment generation, saving, contribution to industrial goods market and earning foreign exchange. Marketing of agricultural products means a series of activities involved in the movement of agricultural produces from the point of production to the point of consumption. Agriculture production system in India is characterised by small scale production and seasonality of production and demand and many more. This paper is an attempt to identify various problems faced by the Indian agricultural sector with solutions done by the government till today and still to do.

Key Words: Agriculture, Agricultural marketing, Economic Development

INTRODUCTION

Agriculture is the backbone of Indian economy as the economic development of this country is very much relied upon the agricultural activities. Agriculture provides not only food for the nation's population but also provides opportunities for employment generation, saving, contribution to industrial goods market and earning foreign exchange. In India, agriculture and allied sectors (including

agriculture, livestock, forestry and fishery) contribute 16 per cent in GDP and employs over 58 per cent of the workforce in the country. India is the largest producer, consumer and exporter (15% of the world exports) of spices and spice products. In production of fruits, India got the second position in the world. India's horticulture output (fruits, vegetables and spices) reached to third position with the help of producing 283.5 million tonnes (MT) in 2014-15. Agriculture also contributes in export which is 10 per cent of the total country's export. India is the largest producer of milk with annual output of 146.31 MT which is 18.5 percent of the total world production. Along with this, India is the second largest producer (14 % of the world output) and sixth largest exporter (2.76% of the world exports) of sugar.

Increase in the production of various agricultural products is not sufficient for the economic development process in this country. It also requires a systematic and scientific marketing system for the purpose of marketing agricultural products in domestic market as well as in international market. Marketing of agricultural products means a series of activities involved in the movement of agricultural produces from the point of production to the point of consumption. According to Thomsen, the study of agricultural marketing comprises all the operations, and the agencies conducting them, involved in the movement of farm-produced foods, raw materials and their derivatives. Prof. Faruque observed: "agricultural marketing comprises all operations involved in the movement of farm produce from the producer to the ultimate consumer. Thus, agricultural marketing includes the operations like collecting, grading, processing, preserving, transportation and financing." According to the National Commission on Agriculture – Agricultural marketing is a process which starts with a decision to produce a saleable farm commodity; involves all aspects of market

structure of system, both functional and institutional, based on technical and economic considerations and includes pre and post-harvest operations viz. assembling, grading, storage, transportation and distribution.

Since independence in India, agricultural marketing is characterized by pervasive government intervention. This intervention took place for various purposes in various forms. With the passage of time the need for agricultural marketing also changed. In the initial period, marketing for agriculture was required to increase productivity, provide a market for agri- products, arrangement for agricultural credit, etc. But in the present scenario, agricultural marketing is needed to enhance the efficiency of the producers to market their agriculture produce so that they can get good market margin. It also helps in eliminating or rather minimising the role of middlemen. Agriculture production system in India is characterised by small scale production and seasonality of production and demand. Beside this, it poses various problems which will be discussed in the paper.

OBJECTIVES

1. To identify the major problems of agricultural marketing.
2. To highlight the role of government for the development of agricultural marketing.
3. To provide suggestions for their improvement.

LITERATURE REVIEW

In recent years, there has been considerable research related to the agricultural marketing. These papers, however, mostly deal with problems, challenges and development of and the government initiatives toward agricultural marketing. The paper on Raising Agricultural Productivity and Making Farming Remunerative for farmers (2015) done by National Institution for Transforming India (NITI) Aayog, Government of India concentrates on a select but important set of policy issues

confronting Indian agriculture to come up with recommendations that would help bring about a second Green Revolution in India and sustain robust growth in agriculture. Five such issues have been chosen: measures necessary to raise productivity, policies ensuring remunerative prices for farmers, reforms necessary in the area of land leasing and titles, a mechanism to bring quick relief to farmers hit by natural disasters, and initiatives necessary to spread Green Revolution to eastern states.

Rajendran and karthikesan (2014) in their study found that in order to avoid isolation of small scale farmers from the benefits of agricultural produce they need to be integrated and informed with the market knowledge like fluctuations, demand and supply concepts which are the core of economy.

K Nirmal Ravi Kumar (2014) in his book he has given detailed information about agricultural marketing in India. He discussed about the major problems involved in the practices of agricultural policies and strategies. Along with this, the role of government for agricultural development is also provided.

Shakeel-Ul-Rehman, M. Selvaraj and M. Syed Ibrahim (2012) in their article 'Indian Agricultural Marketing- A Review' bring out past and present scenario of agricultural marketing prevailing in India, its challenges and future recommendations. They pointed out several problems and challenges involved in marketing of agricultural produce. New methods of marketing like Contract farming are visible, providing farmers with better returns. The Tata's, The Birla's, The Mahindra's and other corporate houses are entering and expanding agricultural business. With 68,000 plus branches, commercial banks and regional banks have phenomenal strength in financing agri-business ventures. These trends show that there is a scope for Agri-business for profitable operations not only to individuals but to institutions as well.

Sourovi De (2010) provides a detailed analysis of the various issues pertinent to the functioning of agrarian credit markets. These include the glaring chasm between demand and supply of agrarian credit, the emergence of sectors within the Indian economy which compete with agriculture for institutional credit and the aversion of institutional lenders towards agrarian borrowers.

Mishra, J.P, (2010) in his study, found that farmers are not getting benefits as per the provision made by regulated market act in favour of farmers just because these is found disputes between Govt and traders. The cooperative network in the state is inadequate and unable to procure agricultural produce from the growers for safeguard the interest of the farmers. The most important factor that exists in developing countries is widespread imperfection in market mechanism. It is due to lack of market information and presence of uncertainty in market demand.

Kashyap and Raut (2006) in their paper discussed the various challenges typical of the rural environment such as physical distribution, channel management promotion and communication. To overcome these challenges, marketers need to be equipped with technology based system like e-marketing. The "anytime-anywhere" advantage of e-marketing leads to efficient price discovery, offers economy of transaction for trading and more transparent and competitive setting.

Vikram Sorathia, Zakir Laliwala & Sanjay Chaudhary (2005) have suggested in their research paper a model act which is for implementation in all the Agricultural Produce Marketing Committees (APMC) throughout India. They demonstrate Web services based business process management system, developed to aid marketing of agricultural produce which can help a trader to execute a complete trading business process. Ajay Verma (2002) in his paper discussed the

importance of market, marketing, and export performance of vegetables in the world market. He concluded that Indian vegetables have more export potential than other crops. In 2000-01 the country exported other fresh vegetables to the tune of Rs.190.84 crores over Rs.144.14 crores in the preceding year, representing a growth of percent.

B Alqbal (1982) in his research paper he has contributed towards problems and prospects of agro based industries in India. He has found that problems of agricultural marketing are leading huge backwardness of such industries. Government initiatives were not much focused on this area.

PROBLEM AREAS IN AGRICULTURAL MARKETING

1. Small and scattered holding: Farmers having small and scattered holdings are found in Indian agricultural system. Thus, the cost of producing and transporting agricultural produce increases and the marketing margin decreases.

2. Lack of warehousing and storage facilities (cold storage or otherwise): Farmers have to sell out their produce as soon as it is ready because there is a lack of adequate number of warehousing and storage facilities in India. It results in getting poor prices by the farmers. Most of the existing storage facilities are having very poor quality (are in very poor condition) which also affects the quality of the agricultural produce.

3. Lack of transportation facilities: Agricultural sector is affected mostly by lack of transport facilities which includes all weather roads, appropriate transport vehicles for transporting perishable goods and lack of linkage roads to mandis. Due to this, a chunk of money is expanded over transportation costs.

4. Lack of Agricultural Credit facilities: Lack of availability of cheap credit facility and high dependence on informal credit channel has affected the expansion and modernisation of

agricultural productivity. Due to rigid norms of banking sector, farmers are forced to borrow money from moneylenders at a very high rate of interest. They use to sell their produce at the earliest to repay the amount taken from moneylenders to avoid heavy interest charge.

5. Lack of Uniformity in Grading and Standardisation: Lack of proper grading facilities and standardised measures for categorisation of agricultural produce at the farmers' level results in weak bargaining power and sale of produce at the lower price.

6. Poor Handling, Packing, Packaging, and Processing Facilities: Lack of proper instruments for handling and processing and lack of scientific techniques for packaging of agricultural produce result in heavy wastage and loss to the farmers. Poor handling and packaging expose the product to substantial physical damage and quality deterioration.

7. Lack of market information: Generally, in rural areas there is unavailability of proper infrastructure. Many villages are still out of the reach of Information and Communication Technology. Due to this, farmers are unaware of the present and future prices of their produces prevailing in big markets. Thus, they have to accept any price for their produce offered by middlemen.

8. Presence of large number of middlemen: Due to lack of proper transportation, warehousing and infrastructural facilities farmers are forced to sell their produce at the point of origin. This widens the scope of middlemen as farmers are not directly connected to consumers. These middlemen charge abrupt high prices of these agricultural produce from the customers and also resort to malpractices like hoarding and black-marketing.

9. Lack of Farmers' Organisation: In India, the farmers are in scattered form and they use to sell their produces individually. This results in distribution of small amount of agricultural produces with high cost of

transportation. Along with this, farmers have not any authorised body to guide and protect their businesses. On the other hand, traders are in organised form which enables them more powerful to bargain over prices. Under such situations, farmers will be generally exploited and do not get remunerative prices for their produce.

10. Inadequate Research on Marketing: All the efforts of the government are directed towards maximising the agricultural production but less emphasis has been given on the conduction of new researches for developing new marketing, storage, warehousing and preservation techniques. There is also need for research on consumer demands and preferences, handling and packaging.

ROLE OF GOVERNMENT FOR THE UPLIFTMENT OF AGRICULTURAL MARKETING

The Government of India play very significant role in agricultural marketing system by framing rules and regulation, promoting infrastructure development, administrating prices and influencing demand and supply of agriculture produce in the market. A series of effective measures have been done by the government to improve the status of the agricultural marketing. Few of them are as follows:

1. Regulated Market: The regulated market refers to a market where the activities are to take place under a set of rules and regulations. It aims at the development of marketing structure to ensure fair price to the farmers, narrow down the price spread between producer and consumer and reduce non-functional margins of the middlemen. Table 1 shows the total number of whole sale, rural primary and regulated market in India. The analysis of the table reveals that the total number of regulated market and population served by each regulated market has declined but number of principal market has increased.

Table 1: Number of whole sale, rural primary and regulated market in India

Particular	2010	2014
Whole sale market	6517	5964
Rural primary market	21221	22759
Total	27738	28723
Principal Market	2404	2483
Submarket Yards	4753	4631
Total	7157	7114
Area in Sq. Kms.	3287240	3288015
Total population	1027015247	1210190996
Area covered by each market in Sq. Kms.	459.30	462.19
Requirement of market	41536	41847
Population served by each market	143498	170114

Source: agmarknet.nic.in

2. Grading and Standardisation: For grading and standardisation of agricultural produce, a set of standards is provided by the Directorate of Marketing and inspection. After ensuring the standards, agricultural products are provided a certification mark, called AGMARK. The AGMARK is legally enforced in India by the Agricultural Produce (Grading and Marking) Act of 1937 and amended in 1986. The present AGMARK standards cover quality guidelines for 213 different commodities spanning a variety of Pulses, Cereals, Essential Oils, vegetable oils, Fruits & Vegetables, and semi-processed products like Vermicelli.

3. Storage and Warehouses: Warehousing in India has been linked to food security and agricultural growth. The Central Government established state owned and controlled warehousing corporations to enable better storage of agricultural commodities in the 1950s. In 2007, the Parliament passed the Warehousing (Development and Regulation) Act, 2007, which came into force on October 25, 2010. This created the Warehousing Development and Regulatory Authority, a central regulator for NWRs.

Table 2: Total Storage Capacity of Different Entities

Sr. No.	Name of the Organization	Storage Capacity (in million metric tonne)
1	Food Corporation of India (FCI)	38.34
2	Central Warehousing Corporation (CWC)	10.38
3	State Warehousing Corporations (SWCs) and State Civil Supplies	34.84
4	Cooperative Sector	15.07
5	Private Sector	18.97
	Total	117.52

Source: Report by the committee for Strengthening Negotiable Warehouse Receipts by the Warehousing Development and Regulatory Authority in the Country

4. Improvement of transportation facilities: The Government of India has made huge investment for the improvement of roads and transportation facilities. By the implementation of Swarnim Chaturbhuj Yojana the govt. extended the roadway in India which helped in connecting villages to urban market. Along with this, mode of transportation also improved by the use of technology. Vehicles with supportive equipments like refrigerated vehicle, specially designed vehicles for liquid produce, etc.

5. Provision of finance: To provide agricultural finance, the government of India contributed significantly. The initiatives taken by the government resulted in the growth of rural branches of commercial banks (Table 3), establishment of RRBs, priority sector lending, Self Help Group (SHG)- Bank Linkage Programme, Kisan Credit Cards, financial inclusion programmes, etc. Co-operative banks also accounted for large share of agricultural credit. In the year 1975-76, the share of co-operative banks in total agricultural credit was

75 per cent, followed by commercial banks at 25 per cent and RRBs at 0.13 per cent. In 1990-91, the shares of cooperative institutions and commercial banks were almost equal at 48 per cent and 49 per cent, respectively. Thereafter, there has been a turnaround in the position of these two institutions. There is a gradual decline in the share of co-operatives and an increase in the share of commercial banks. By 2012-13, the share of co-operative banks had fallen to around 17 per cent while that of commercial banks had increased to 73 per cent. The share of RRBs increased to 9.79 per cent in 2012-13 as compared to 3.4 per cent in 1990-91.

Table 3: Rural Branches and Population per Branch

Year	Rural Branches	Population per Branch
1975	5598	87442
1981	8471	64650
1991	11344	57992
2001	14597	52319
2011	23097	36335

Source: Handbook of Statistics on the Indian Economy. Reserve Bank of India & United Nation Population Division

6. Market intelligence: It is a process of giving farmers insights into what might happen in the near future. This process requires that to go from market data to information and then to market intelligence. Market information and intelligence are crucial to enable farmers and traders to make informed decisions about what to grow, when to harvest, where to market to produce and whether to store it or not. Marketing intelligence helps in becoming more competitive by improving strategic decisions and this lead to better performance against competitors.

7. Co-operative marketing societies: Cooperative marketing societies are established for the purpose of collectively marketing the products of the member farmers. National Agricultural Cooperative Marketing Federation

of India Ltd. (NAFED) was setup with the object to organise, promote and develop marketing, processing and storage of agricultural, horticultural and forest product to benefit the farmers. Agricultural farmers are the main members of NAFED, who have the authority to say in the form of members of the General Body in the working of NAFED.

8. Standard weights and measures: The Standard of Weights and Measures Act, 1976 was passed in India for the purpose of regulating inter-state trade or commerce in weights, measures. The Act extends to the whole of India.

9. Commodity Boards: The Government of India has set up specific commodity boards and export promotion council for monitoring and increasing the production, consumption, marketing and export of various agricultural commodities. Some of these organisations/boards are Cotton Corporation of India (CCI), Jute Corporation of India (JCI), Tea Board, Coffee Board, Spice Board, National Horticulture board (NHB), National Agricultural Marketing Federation (NAFED), Agricultural Products Export Development Authority (APEDA), etc.

10. Small Farmers' Agro-business Consortium (SFAC): Small Farmers' agri-business Consortium was established in 1994 to promote agri-business by encouraging institutional and private sector investments linkage to ensure empowerment of all farmers in the country. This consortium links small farmers to technology as well as to the markets in association with private, corporate or cooperative sector.

11. Directorate of Marketing and Inspection (DMI): DMI is the agency of Government of India. Main functions of this organization are to render advice on statutory regulation, development and management of agricultural produce market to the States/ Union territories, to promote grading and standardization of agricultural and allied products under the Agricultural Produce (Grading

& Marketing) Act 1937, to conduct marketing research, survey and planning, training of personnel in agricultural marketing, and administering Cold Storage order, 1980 and Meat Food Products Order, 1973.

12. National Institute of Agricultural Marketing (NIAM): National Institute of Agricultural Marketing, established in Jaipur has started its functioning from 8th August, 1988. Main functions of this institute are to expand the agricultural marketing infrastructure of the country through programs of teaching, research and consultancy services and to design and conduct training courses appropriate to the specific identified needs of the personnel and enterprises and institutions that they serve.

SUGGESTIONS FOR IMPROVEMENT IN AGRICULTURAL MARKETING

The Government of India have taken several steps to uplift the status of agricultural sector. But all these efforts are insufficient for the development of this sector. Here, few suggestions have been given for the improvement in agricultural marketing. These are:

1. More investment in Market Research and Surveys: To make the agricultural marketing more effective it is required to conduct marketing research in the field of agriculture on regular basis. This involves huge amount to conduct marketing research to get the real and effective solutions for agricultural problems. For this, the government should allocate sufficient amount for marketing research and survey.

2. Dissemination of marketing information: The government has made various efforts to provide marketing information to the farmers relating to market trends, market price, consumer behaviour, technical equipments, etc. This information should be provided to the farmers in time so that they can use this information for improving their performance in agricultural marketing.

3. Establishment of regulated market:

The govt. of India has established number of regulated markets in all over India. But it is insufficient to serve large number of population of the country. Table 1 shows that total number of regulated market has declined as it was 7157 in the year 2010 which came down to 7114 in the year 2014. Along with this, population served by each regulated market also slashed down during same period. It is suggested that government should establish more regulated market in the country.

4. Storage and warehousing facilities:

The government should extent and construct additional storage and warehousing facilities and improve their features to improve and retain the qualities of agricultural produce of the farmers. The government should provide loan facilities to the farmers for storage facilities.

5. Improvement and extension of transportation facilities: It is suggested that the government should make investment for the improvement and extension of roads and transportation facilities for connecting the villages with mandis. This will help the farmers to sell their produce to the customers directly, i.e. without taking the services of number of intermediaries.

6. More easy norms for credit facilities: The banks are providing credit facilities to the farmers but it is insufficient for completing their requirements. Marginal and small farmers are facing los of problems for getting credit facilities. For this, the government should make adequate arrangements for providing loans to the farmers on more easy norms.

7. Agricultural price policy: The government decide the Minimum Support Price (MSP) for various agricultural commodities. It is a form of market intervention by the Government of India to ensure agricultural producers against any sharp fall in farm prices. It is suggested that more agricultural products should be taken under this pricing policy.

CONCLUSION

In India farmers are facing lots of problems weather it would be created by nature or by man made. It will take much time to solve their problems. Every year in budget, government sanctions huge funds and formulates various policies and programs for the purpose of developing agriculture sector in India. In the recent year, Government has established a Price Stabilisation Fundfor Cereals and Vegetables of Rs.500 crore in order to reduce price volatility in perishable agricultural commodities (onions, potatoes & tomatoes etc.). With the setting up of this Price Stabilisation Fund, farmers will be able to get fair price for their produce while consumer would be able to purchase the same at affordable prices. Along with this, an agri-tech infrastructure fund has been proposed to create a common e- marketing platform for agri-commodities in the Agriculture Produce Marketing Committees (APMCs) in the State, as a first step towards creation of a national market. On the other hand, Government is in the process of developing an Insurance product which could ensure farmers against both yield loss and price fluctuations.

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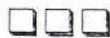
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54

GOODS AND SERVICES TAX

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Abstract

Many countries in the world have adopted GST model of Taxation. The paper aims at studying the inclusion of Petroleum under GST Bill in India. The main Aim of the concept of GST is to eliminate various forms of indirect taxes that are levied and collected at different points of consumptions and to overcome the shortcomings of the existing indirect tax system. This will benefit all stake holders like central and state government and the ultimate consumer by mitigating the cascading impact of taxes on production and distribution cost of goods and services. This paper presents the background, salient features and impact of GST on the end consumers of manufacturing goods. Keywords: Central state tax/CST, Goods and service ta/ GST x, Tax credit, Value added tax/ VAT.

Introduction

The introduction of GST in India is not an entirely new initiative, but it is to rectify certain basic implementation shortcomings of VAT. So, this is an attempt to improve the existing VAT system further and also the tax system of India. VAT was introduced in the Indian taxation system from April 1, 2005 in an effort to address the with the earlier Sales Tax. The States have switched over from a multiple point Sales tax to a Value Added Tax (VAT) covering all transactions of sale of goods within the State. The essence of GST is to correct certain shortcomings of VAT like, the way it taxes inputs and outputs, bringing services under tax net, which is not possible under the VAT system. Hence, GST has been modelled as an extension



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Conclusion & Scope for further research:

With the time, the idea of e-banking has got consideration in the Indian context. The majority of the banks have already implemented the e-banking facilities, as these facilities are beneficial to both i.e. banks as well as consumers. But the adoption of e-banking by the consumers is still at the early stage due to various challenges. The challenges such as security risk, privacy risk, trust factor and less awareness among consumers about e-banking are acting as hurdle in the adoption of e-banking facilities. Considering the challenges and risk related to e-banking, the Govt. of India along with various government agencies is making an effort to make e-banking more safe, secure and reliable.

The paper only presents the overview of e-banking in Indian context. Studies in the past have shown that with the time Indian consumers are opting internet banking services with the time. Considering this in mind, the future studies may be conducted to analyze the various factors which influence the consumer intention to adopt internet banking services.

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PROBLEMS OF AGRICULTURAL MARKETING IN INDIA

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ABSTRACT

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LITERATURE REVIEW

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Rajendran and karthikesan (2014) in their study found that in order to avoid isolation of small scale farmers from the benefits of agricultural produce they need to be integrated and informed with the market knowledge like fluctuations, demand and supply concepts which are the core of economy.

K Nirmal Ravi Kumar (2014) in his book he has given detailed information about agricultural marketing in India. He discussed about the major problems involved in the practices of agricultural policies and strategies. Along with this, the role of government for agricultural development is also provided.

Shakeel-Ul-Rehman, M. Selvaraj and M. Syed Ibrahim (2012) in their article 'Indian Agricultural Marketing- A Review' bring out past and present scenario of agricultural marketing prevailing in India, its challenges and future recommendations. They pointed out several problems and challenges involved in marketing of agricultural produce. New methods of marketing like Contract farming are visible, providing farmers with better returns. The Tata's, The Birla's, The Mahindra's and other corporate houses are entering and expanding agricultural business. With 68,000 plus branches, commercial banks and regional banks have phenomenal strength in financing agri-business ventures. These trends show that there is a scope for Agri-business for profitable operations not only to individuals but to institutions as well.

Sourovi De (2010) provides a detailed analysis of the various issues pertinent to the functioning of agrarian credit markets. These include the glaring chasm between demand and supply of agrarian credit, the emergence of sectors within the Indian economy which compete with agriculture for institutional credit and the aversion of institutional lenders towards agrarian borrowers.

Mishra, J.P, (2010) in his study, found that farmers are not getting benefits as per the provision made by regulated market act in favour of farmers just because these is found disputes between Govt and traders. The cooperative network in the state is inadequate and unable to procure agricultural produce from the growers for safeguard the interest of the farmers. The most important factor that exists in developing countries is widespread imperfection in market mechanism. It is due to lack of market information and presence of uncertainty in market demand.

Kashyap and Raut (2006) in their paper discussed the various challenges typical of the rural environment such as physical distribution, channel management promotion and communication. To overcome these challenges, marketers need to be equipped with technology based system like e-marketing. The "anytime-anywhere" advantage of e-marketing leads to efficient price discovery, offers economy of transaction for trading and more transparent and competitive setting.

Vikram Sorathia, Zakir Laliwala & Sanjay Chaudhary (2005) have suggested in their research paper a model act which is for implementation in all the Agricultural Produce Marketing Committees (APMC) throughout India. They demonstrate Web services based business process management system, developed to aid marketing of agricultural produce which can help a trader to execute a complete trading business process. Ajay Verma (2002) in his paper discussed the

importance of market, marketing, and export performance of vegetables in the world market. He concluded that Indian vegetables have more export potential than other crops. In 2000-01 the country exported other fresh vegetables to the tune of Rs.190.84 crores over Rs.144.14 crores in the preceding year, representing a growth of percent.

B Alqbal (1982) in his research paper he has contributed towards problems and prospects of agro based industries in India. He has found that problems of agricultural marketing are leading huge backwardness of such industries. Government initiatives were not much focused on this area.

PROBLEM AREAS IN AGRICULTURAL MARKETING

1. Small and scattered holding:

Farmers having small and scattered holdings are found in Indian agricultural system. Thus, the cost of producing and transporting agricultural produce increases and the marketing margin decreases.

2. Lack of warehousing and storage facilities (cold storage or otherwise): Farmers have to sell out their produce as soon as it is ready because there is a lack of adequate number of warehousing and storage facilities in India. It results in getting poor prices by the farmers. Most of the existing storage facilities are having very poor quality (are in very poor condition) which also affects the quality of the agricultural produce.

3. Lack of transportation facilities: Agricultural sector is affected mostly by lack of transport facilities which includes all weather roads, appropriate transport vehicles for transporting perishable goods and lack of linkage roads to mandis. Due to this, a chunk of money is expanded over transportation costs.

4. Lack of Agricultural Credit facilities: Lack of availability of cheap credit facility and high dependence on informal credit channel has affected the expansion and modernisation of

agricultural productivity. Due to rigid norms of banking sector, farmers are forced to borrow money from moneylenders at a very high rate of interest. They use to sell their produce at the earliest to repay the amount taken from moneylenders to avoid heavy interest charge.

5. Lack of Uniformity in Grading and Standardisation: Lack of proper grading facilities and standardised measures for categorisation of agricultural produce at the farmers' level results in weak bargaining power and sale of produce at the lower price.

6. Poor Handling, Packing, Packaging, and Processing Facilities: Lack of proper instruments for handling and processing and lack of scientific techniques for packaging of agricultural produce result in heavy wastage and loss to the farmers. Poor handling and packaging expose the product to substantial physical damage and quality deterioration.

7. Lack of market information: Generally, in rural areas there is unavailability of proper infrastructure. Many villages are still out of the reach of Information and Communication Technology. Due to this, farmers are unaware of the present and future prices of their produces prevailing in big markets. Thus, they have to accept any price for their produce offered by middlemen.

8. Presence of large number of middlemen: Due to lack of proper transportation, warehousing and infrastructural facilities farmers are forced to sell their produce at the point of origin. This widens the scope of middlemen as farmers are not directly connected to consumers. These middlemen charge abrupt high prices of these agricultural produce from the customers and also resort to malpractices like hoarding and black-marketing.

9. Lack of Farmers' Organisation: In India, the farmers are in scattered form and they use to sell their produces individually. This results in distribution of small amount of agricultural produces with high cost of

transportation. Along with this, farmers have not any authorised body to guide and protect their businesses. On the other hand, traders are in organised form which enables them more powerful to bargain over prices. Under such situations, farmers will be generally exploited and do not get remunerative prices for their produce.

10. Inadequate Research on Marketing: All the efforts of the government are directed towards maximising the agricultural production but less emphasis has been given on the conduction of new researches for developing new marketing, storage, warehousing and preservation techniques. There is also need for research on consumer demands and preferences, handling and packaging.

ROLE OF GOVERNMENT FOR THE UPLIFTMENT OF AGRICULTURAL MARKETING

The Government of India play very significant role in agricultural marketing system by framing rules and regulation, promoting infrastructure development, administrating prices and influencing demand and supply of agriculture produce in the market. A series of effective measures have been done by the government to improve the status of the agricultural marketing. Few of them are as follows:

1. Regulated Market: The regulated market refers to a market where the activities are to take place under a set of rules and regulations. It aims at the development of marketing structure to ensure fair price to the farmers, narrow down the price spread between producer and consumer and reduce non-functional margins of the middlemen. Table 1 shows the total number of whole sale, rural primary and regulated market in India. The analysis of the table reveals that the total number of regulated market and population served by each regulated market has declined but number of principal market has increased.

Table 1: Number of whole sale, rural primary and regulated market in India

Particular	2010	2014
Whole sale market	6517	5964
Rural primary market	21221	22759
Total	27738	28723
Principal Market	2404	2483
Submarket Yards	4753	4631
Total	7157	7114
Area in Sq. Kms.	3287240	3288015
Total population	1027015247	1210190996
Area covered by each market in Sq. Kms.	459.30	462.19
Requirement of market	41536	41847
Population served by each market	143498	170114

Source: agmarknet.nic.in

2. Grading and Standardisation: For grading and standardisation of agricultural produce, a set of standards is provided by the Directorate of Marketing and inspection. After ensuring the standards, agricultural products are provided a certification mark, called AGMARK. The AGMARK is legally enforced in India by the Agricultural Produce (Grading and Marking) Act of 1937 and amended in 1986. The present AGMARK standards cover quality guidelines for 213 different commodities spanning a variety of Pulses, Cereals, Essential Oils, vegetable oils, Fruits & Vegetables, and semi-processed products like Vermicelli.

3. Storage and Warehouses: Warehousing in India has been linked to food security and agricultural growth. The Central Government established state owned and controlled warehousing corporations to enable better storage of agricultural commodities in the 1950s. In 2007, the Parliament passed the Warehousing (Development and Regulation) Act, 2007, which came into force on October 25, 2010. This created the Warehousing Development and Regulatory Authority, a central regulator for NWRs.

Table 2: Total Storage Capacity of Different Entities

Sr. No.	Name of the Organization	Storage Capacity (in million metric tonne)
1	Food Corporation of India (FCI)	38.34
2	Central Warehousing Corporation (CWC)	10.38
3	State Warehousing Corporations (SWCs) and State Civil Supplies	34.84
4	Cooperative Sector	15.07
5	Private Sector	18.97
	Total	117.52

Source: Report by the committee for Strengthening Negotiable Warehouse Receipts by the Warehousing Development and Regulatory Authority in the Country

4. Improvement of transportation facilities: The Government of India has made huge investment for the improvement of roads and transportation facilities. By the implementation of Swarnim Chaturbhuj Yojana the govt. extended the roadway in India which helped in connecting villages to urban market. Along with this, mode of transportation also improved by the use of technology. Vehicles with supportive equipments like refrigerated vehicle, specially designed vehicles for liquid produce, etc.

5. Provision of finance: To provide agricultural finance, the government of India contributed significantly. The initiatives taken by the government resulted in the growth of rural branches of commercial banks (Table 3), establishment of RRBs, priority sector lending, Self Help Group (SHG)- Bank Linkage Programme, Kisan Credit Cards, financial inclusion programmes, etc. Co-operative banks also accounted for large share of agricultural credit. In the year 1975-76, the share of co-operative banks in total agricultural credit was

75 per cent, followed by commercial banks at 25 per cent and RRBs at 0.13 per cent. In 1990-91, the shares of cooperative institutions and commercial banks were almost equal at 48 per cent and 49 per cent, respectively. Thereafter, there has been a turnaround in the position of these two institutions. There is a gradual decline in the share of co-operatives and an increase in the share of commercial banks. By 2012-13, the share of co-operative banks had fallen to around 17 per cent while that of commercial banks had increased to 73 per cent. The share of RRBs increased to 9.79 per cent in 2012-13 as compared to 3.4 per cent in 1990-91.

Table 3: Rural Branches and Population per Branch

Year	Rural Branches	Population per Branch
1975	5598	87442
1981	8471	64650
1991	11344	57992
2001	14597	52319
2011	23097	36335

Source: Handbook of Statistics on the Indian Economy. Reserve Bank of India & United Nation Population Division

6. Market intelligence: It is a process of giving farmers insights into what might happen in the near future. This process requires that to go from market data to information and then to market intelligence. Market information and intelligence are crucial to enable farmers and traders to make informed decisions about what to grow, when to harvest, where to market to produce and whether to store it or not. Marketing intelligence helps in becoming more competitive by improving strategic decisions and this lead to better performance against competitors.

7. Co-operative marketing societies: Cooperative marketing societies are established for the purpose of collectively marketing the products of the member farmers. National Agricultural Cooperative Marketing Federation

of India Ltd. (NAFED) was setup with the object to organise, promote and develop marketing, processing and storage of agricultural, horticultural and forest product to benefit the farmers. Agricultural farmers are the main members of NAFED, who have the authority to say in the form of members of the General Body in the working of NAFED.

8. Standard weights and measures: The Standard of Weights and Measures Act, 1976 was passed in India for the purpose of regulating inter-state trade or commerce in weights, measures. The Act extends to the whole of India.

9. Commodity Boards: The Government of India has set up specific commodity boards and export promotion council for monitoring and increasing the production, consumption, marketing and export of various agricultural commodities. Some of these organisations/boards are Cotton Corporation of India (CCI), Jute Corporation of India (JCI), Tea Board, Coffee Board, Spice Board, National Horticulture board (NHB), National Agricultural Marketing Federation (NAFED), Agricultural Products Export Development Authority (APEDA), etc.

10. Small Farmers' Agro-business Consortium (SFAC): Small Farmers' agri-business Consortium was established in 1994 to promote agri-business by encouraging institutional and private sector investments linkage to ensure empowerment of all farmers in the country. This consortium links small farmers to technology as well as to the markets in association with private, corporate or cooperative sector.

11. Directorate of Marketing and Inspection (DMI): DMI is the agency of Government of India. Main functions of this organization are to render advice on statutory regulation, development and management of agricultural produce market to the States/ Union territories, to promote grading and standardization of agricultural and allied products under the Agricultural Produce (Grading

& Marketing) Act 1937, to conduct marketing research, survey and planning, training of personnel in agricultural marketing, and administering Cold Storage order, 1980 and Meat Food Products Order, 1973.

12. National Institute of Agricultural Marketing (NIAM): National Institute of Agricultural Marketing, established in Jaipur has started its functioning from 8th August, 1988. Main functions of this institute are to expand the agricultural marketing infrastructure of the country through programs of teaching, research and consultancy services and to design and conduct training courses appropriate to the specific identified needs of the personnel and enterprises and institutions that they serve.

SUGGESTIONS FOR IMPROVEMENT IN AGRICULTURAL MARKETING

The Government of India have taken several steps to uplift the status of agricultural sector. But all these efforts are insufficient for the development of this sector. Here, few suggestions have been given for the improvement in agricultural marketing. These are:

1. More investment in Market Research and Surveys: To make the agricultural marketing more effective it is required to conduct marketing research in the field of agriculture on regular basis. This involves huge amount to conduct marketing research to get the real and effective solutions for agricultural problems. For this, the government should allocate sufficient amount for marketing research and survey.

2. Dissemination of marketing information: The government has made various efforts to provide marketing information to the farmers relating to market trends, market price, consumer behaviour, technical equipments, etc. This information should be provided to the farmers in time so that they can use this information for improving their performance in agricultural marketing.

3. Establishment of regulated market:

The govt. of India has established number of regulated markets in all over India. But it is insufficient to serve large number of population of the country. Table 1 shows that total number of regulated market has declined as it was 7157 in the year 2010 which came down to 7114 in the year 2014. Along with this, population served by each regulated market also slashed down during same period. It is suggested that government should establish more regulated market in the country.

4. Storage and warehousing facilities:

The government should extent and construct additional storage and warehousing facilities and improve their features to improve and retain the qualities of agricultural produce of the farmers. The government should provide loan facilities to the farmers for storage facilities.

5. Improvement and extension of transportation facilities: It is suggested that the government should make investment for the improvement and extension of roads and transportation facilities for connecting the villages with mandis. This will help the farmers to sell their produce to the customers directly, i.e. without taking the services of number of intermediaries.

6. More easy norms for credit facilities: The banks are providing credit facilities to the farmers but it is insufficient for completing their requirements. Marginal and small farmers are facing los of problems for getting credit facilities. For this, the government should make adequate arrangements for providing loans to the farmers on more easy norms.

7. Agricultural price policy: The government decide the Minimum Support Price (MSP) for various agricultural commodities. It is a form of market intervention by the Government of India to ensure agricultural producers against any sharp fall in farm prices. It is suggested that more agricultural products should be taken under this pricing policy.

CONCLUSION

In India farmers are facing lots of problems weather it would be created by nature or by man made. It will take much time to solve their problems. Every year in budget, government sanctions huge funds and formulates various policies and programs for the purpose of developing agriculture sector in India. In the recent year, Government has established a Price Stabilisation Fundfor Cereals and Vegetables of Rs.500 crore in order to reduce price volatility in perishable agricultural commodities (onions, potatoes & tomatoes etc.). With the setting up of this Price Stabilisation Fund, farmers will be able to get fair price for their produce while consumer would be able to purchase the same at affordable prices. Along with this, an agri-tech infrastructure fund has been proposed to create a common e- marketing platform for agri-commodities in the Agriculture Produce Marketing Committees (APMCs) in the State, as a first step towards creation of a national market. On the other hand, Government is in the process of developing an Insurance product which could ensure farmers against both yield loss and price fluctuations.

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54

GOODS AND SERVICES TAX

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Abstract

Many countries in the world have adopted GST model of Taxation. The paper aims at studying the inclusion of Petroleum under GST Bill in India. The main Aim of the concept of GST is to eliminate various forms of indirect taxes that are levied and collected at different points of consumptions and to overcome the shortcomings of the existing indirect tax system. This will benefit all stake holders like central and state government and the ultimate consumer by mitigating the cascading impact of taxes on production and distribution cost of goods and services. This paper presents the background, salient features and impact of GST on the end consumers of manufacturing goods. Keywords: Central state tax/CST, Goods and service ta/ GST x, Tax credit, Value added tax/ VAT.

Introduction

The introduction of GST in India is not an entirely new initiative, but it is to rectify certain basic implementation shortcomings of VAT. So, this is an attempt to improve the existing VAT system further and also the tax system of India. VAT was introduced in the Indian taxation system from April 1, 2005 in an effort to address the with the earlier Sales Tax. The States have switched over from a multiple point Sales tax to a Value Added Tax (VAT) covering all transactions of sale of goods within the State. The essence of GST is to correct certain shortcomings of VAT like, the way it taxes inputs and outputs, bringing services under tax net, which is not possible under the VAT system. Hence, GST has been modelled as an extension

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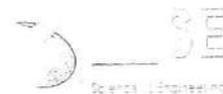
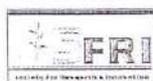
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Environmental pollution and Global Warming

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ABSTRACT

Everything that surrounds us is directly or indirectly connected to the environment. Not only the man, but also other living beings as well as the nature (volcanic eruptions, earthquakes) have effects on environmental pollution. Environmental pollution is present from the very beginning of life, but today it is a serious problem that threatens the survival of mankind. During the preparation of scientific research, we noticed a problem: "What is the influence of the waste management on the environment?" Today, every person living on planet Earth is worried about environmental pollution because the consequences faced every day, through the air we breathe, the food and water we consume, through pollution and radiation we are exposed to. Also, the consequences of environmental problems are manifested through the lack of natural resources, extinction of plant and animal species, as well as the problems in the global ecosystems and bio-chemical processes. Based on the research problem we can hypothesize: Yes, waste management has a great impact on the environment.

Keywords: environment, waste management, environmental pollution, global warming.

INTRODUCTION

The man, along with all other living beings from the beginning of its existence is closely linked with the entire inanimate and living nature that surrounds it. This interaction is the basis of the whole modern right of environmental protection. Through his own development, the man developed his interest in the way and manner that would harmonize with the nature that surrounds it, to ensure the conditions necessary for their survival.

With each new discovery (ranging from tools for tillage and wheel all the way to modern computer technology) man makes bigger part of the eternal desire to reconcile nature and its needs. Contemporary urban, industrial, economic and technological development has provided great benefits to man, but the industrial air and water pollution, uncontrolled deforestation and their conversion into agricultural land, destruction of the ozone layer and global warming of the planet followed by climatic changes, the accumulation of various wastes, including radioactive as well as the eradication of certain plant and animal species, are just some of the negative consequences of human activities, which, however, seriously endangering his own survival. At present time, the protection of the environment is of great importance in the prevention and elimination of these contradictions. The right to protect the environment today should be seen as a unique supranational (international), national and local unit. Therefore, in order for the normative framework to succeed, actions must be taken at the universal, national, regional and local levels.

Today we can say that we live in a world of waste; because of population growth and production increasing amounts of waste that makes landfill are becoming more numerous and increasingly de- grade the environment. Every day a huge amount of waste, equally as in the villages and in agricultural areas is produced. Every year, about 10 million tons of oil products reaches rivers and oceans and has more than 500 billion tons of industrial waste. Industrial facilities and transport throw into the atmosphere about a billion tons of aerosols and ash. At the landfill waste is collected for years. In the wild landfill reaches up to 70% of total waste. The biochemical processes of decomposition of waste adversely affect the environment. As for municipal waste that contaminates the soil and plants, air, groundwater and surface water on them in huge quantities reproduce rats, mice and insects, which contributes to the spread of infection. This new situation poses a threat to human health, for both present and future generations. This imposes the problem of protecting the environment through waste management. The composition of waste is very different and includes municipal solid waste, industrial, and agricultural, medical, electronic and other wastes of mixed composition.

A particular problem is hazardous waste (chemical, biological and nuclear) with a strong polluting effect and the many negative consequences for human health and the environment. In the early 90s of the 20th century in developing countries, there are 100 - 330kg of solid waste per capita in the European Union, the number was 414, and in North America 720kg. The global problem of all countries of the world is that there is an increase of waste, both in the amount of waste produced, as well as the amount of waste per person. The big problem is that this waste is not processed, instead, it is disposed of in landfills that are huge and located in the vicinity of cities and represent a dangerous pollutants to air, water and land.

ENVIRONMENTAL POLLUTION

The result of deteriorating environmental situation in various countries and regions where environmental pollution is the most intense climate is warming, ozone layer is depleting, desertification. According to the definition adopted by the UN organization, "pollution are exogenous chemical substances encountered on a suitable place, at the appropriate time and in inadequate quantities.[1]. According to the analysis (taken in early 20th century), it is concluded that the most polluted spheres are atmosphere and hydrosphere. Even the state of cosmic space around our planet raises serious concerns. In order to define the concept of the environment, we must consider the basic ecological unit that has its own laws, which is characterized by complex factors of animate and inanimate nature. This unit is called an ecosystem. The man as a conscious being has a great influence on the environment. According to the methodology of the World Health Organization, there are 26 risk factors to health, some dating from the environment that are considered to cause many diseases in the population of children aged 0 to 19 years.

The impact of economic and other activities on the environment may be different in character: direct (immediate) and indirect synergy. From the perspective of environmental effects of pollution are usually described in terms of which we have already pointed out: degradation, devastation, endangering the environment, in different time periods. It is possible to perceive the effects of pollution in air, water, soil,

wildlife, human health, and so on. We can speak of long-termed and short-termed effects of pollution. It can be very important to understand the concept of the working environment, if it is connected with the concept of environmental protection in the context of discussions on environmental management. This can be done for many reasons. First, because of the connection of the working environment as part of the environment, there are connections and processes related to the operation and are of importance to the issue of the environment. There are several provisions in the law on safety and health at work and other regulations governing this area, which are directly relevant to the understanding of the relationship between the working environment and the environment. It is necessary to know not only the notion of working environment but also to bear in mind the definition of a number of other terms such as "hazardous materials", "danger", "dangerous phenomenon", "risk", "risk assessment", and so on. According to this law work environment defines the working environment in which the work is performed under specific operating conditions in the workplace, working procedures and relationships in the work process. Unfavorable changes in the environment caused by human activities, causing a change in the inflow of energy, radiation levels physicochemical and microbiological composition of environmental pollution can be defined. The harmful effect of pollution, their effect is manifested in the anatomical and morphological structure, metabolism, growth process, at all levels of cellular organization, from the molecular to the cellular level, through individual and population to biogenesis and ecosystems.

WASTE MANAGEMENT

In the Middle Ages, food waste was dumped on the streets, so the rodents and insects transmitted many infectious diseases and dangerous epidemics. Today, because of inadequate treatment of waste could be a higher number of infectious diseases. The general interest of society in our country, governed by the Law on Waste Management is the management of waste. The objective of this law is to provide and ensure the conditions for waste management in a way that does not endanger human health and the environment. Law relating to waste management, is based on the following principles:

1. The principle of optimal choice of options for the environment
2. The principle of proximity and regional approach to waste management
3. The principle of hierarchical waste management
4. The principle of accountability
5. The 'Polluter Pays' Principle.

Prevention of waste, reuse of waste and recycling, separation of recyclable materials from the waste and the use waste as an energy resource development processes and methods of waste disposal, remediation of unregulated dumps, and developing awareness of waste management involves waste management. The concept of waste management refers to the activities of collecting, transporting, sorting, recycling, disposal, tracking and monitoring of waste. The biggest problem is the collection of waste for recycling, ie, waste sorting, because some parts of the process must be performed manually, which increases the cost of recycling. But there are problems with the categorization of garbage, so let's say PET bottles are not the same category of waste as PVC containers and cannot be recycled together. As the best solution for the protection of the environment from waste, would be not to use products or packaging that is biodegradable and does not release toxins into the atmosphere. As a consumer, you can choose the product you are buying. Products with excess packaging not only pollute the environment, packaging is included in the price you pay, and the placing of 30 grams in a package which can hold 60 grams of leads to visual misleading. Japan introduced legislation on recycling in 1997 and currently there are 44 categories of waste. Every resident of Japan has received a 27-page instruction on the procedure for sorting their waste. There are categories describe to you in detail, so if you have a lipstick that you spent, he throws himself into the category of combustion, but after you remove it from the packaging and plastics dumped into the category of 'small plastic and metal. Japan is a country-specific, because with 127 million people, on average, 336 people live in an area of 1 km². Logically Japan has to take care of as little use of land for the purpose of disposal.

In the world's major cities, there are 3.5 kg of waste per capita a day. With increased population and living standards, the waste also increases. According to the Basel

Convention, the world annually produces about 400,000,000 tons of hazardous waste. Military waste and radiochemical industry, which uses various raw materials and products that have hazardous properties is especially present. The production of hazardous waste can occur in combat, destruction of chemical plants in NHB accidents (transport, storage, accidents, natural disasters, natural disasters) and so on. The harmful and dangerous contaminants working environment includes the physical (solid waste, dust, noise, vibrations), chemical (aerosols, gases, vapors, fumes, dust, waste), radiation (ionizing, UV, oils, infrared, radar, laser, ultrasound, x-ray) and biological (viruses, bacteria, mold, fungi, parasites, insects, rodents). Anthropogenic substances go into the environment in different ways. Wastewater is discharged into surface and underground waterways and basins. Solid waste is stored in special landfills, buried and deposited in abandoned mines. Agriculture uses fertilizers and pesticides (about 70,000 different harmful and hazardous substances, and the list is supplemented annually with new 900-1000 terms). Synthesized new compounds that are not found in the working environment and living organisms are able to decompose (PVC materials). It is estimated that close to 40 million plastic bottles and bags, a large number of lost and discarded fishing nets, nylon and others float on seas and oceans.

WASTE MANAGEMENT STRATEGY

The collection, transport, storage and treatment of waste carry a number of risks to safety and health of employees in the waste industry".¹⁴ The system activities and activities which include the prevention of waste by reducing packaging materials, waste reduction, developing a habit of sorting waste in the population represents waste management.

Waste Management Strategy provides us with the following activities:

1. The introduction of formal legal mechanisms, such as the acquisition of knowledge in the field of waste management.
2. Acquisition and improvement of education and training of persons who manage waste
3. Establishment of a national body responsible for the development of educational programs and training in the field of waste management. There are ways

to intensify the use of waste, to improve the quality of the processed raw materials and the number of participants in the recycling process which leads to greater environmental protection. Most countries accept the strategy of the European Union relating to:

4. Research and development of new technologies for recycling,
5. optimization of the system of collecting and sorting waste,
6. reduction of external costs of re-use of waste,
7. computerized systems of waste management,
8. exchange and sale of scrap material.

CONCLUSION

The environment is changing through development of the industrial revolution and the beginning of the use of fossil fuels. people are thinking about this problem more and more, because it should not allow the industry to continue to develop and harm the environment. This way of thinking has led to the emergence of the concept of sustainable development. This concept implies the continued development of the industry in a way that has minimal environmental impact. To change the quality of the ecosystem brings harmful effects of pollutants present in the environment and thus to increase the potential negative impacts on human health in several ways. The survival of man and nature are brought into question through this industrial mode of production that was supposed to make the man the master of nature. Pollution of the basic elements of the environment (air, water and land) reached alarming results. Landscapes and spaces that are beyond the reach of human activities still exist. People recognized and legally protected such natural goods. The life and working life of the man carried out in the urban areas and industrial zones, and only rare moments of rest in an oasis of pure nature. Some types of waste represent a major potential threat to the environment and human health. The company did not immediately and fully understand this danger. In many countries there are still no regulations on waste management. The amount of hazardous waste has increased dramatically in the last period due to different types of pesticides that are applied in agriculture and

industrial waste containing toxic and cancerogenic substances. Worsening situation of global environmental global warming, ozone layer depletion, acidification of the environment with the occurrence of acid rain and its consequences of global environmental problems: deforestation, soil degradation, loss of biodiversity and stocks of clean drinking water is the result of deteriorating environmental situation in different countries and regions where environmental pollution is most intense. Reducing environmental pollution is an important goal of sustainable waste management. Recycling is one of the useful methods aimed at maximum utilization of energy and raw materials from waste. Most countries are opting for recycling because in addition to eliminating waste they see economic solutions. Recycling keeps raw materials and energy. From discarded and useless products obtained raw materials that would be in a different situation should draw from natural resources. The growth of population and production of larger quantities of waste to landfill seems to become increasingly numerous and increasingly degrade the environment. Landfills cover large areas of arable land, grow in uncontrolled dumps with high risk of miraculous situation and require huge costs of eliminating them. In order to reduce the amount of generated waste it is necessary to improve waste management strategies starting from minimizing waste at source, via rebooting the use of secondary raw materials, recycling and disposal too.

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Seminar

TAXONOMIC ALGAL DIVERSITY OF ORDER CENTRALES AND PINNALES IN DIMBHE DAM FROM AMBEGAON TEHSIL OF PUNE DISTRICT (MAHARASHTRA)

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ABSTRACT:

The Ambegaon tehsil in Pune District situated in between 19°7'0" Northern 73°44'0" Eastern latitude on the northern part of Deccan Plateau & composed of undulating hills. Ambegaon tehsil covers the area from Bhimashankar to Lakhanpur. This tehsil has survived with the blessings of Kulguru Shree Khanderaya of Bhimashankar. Agriculture is the main occupation of this region. Adivasi Tribes found in large number in this region. All algal plants were identified up to genus, species, variety as well as formas level. We visit all stations from Ambegaon Tehsil these are mentioned above. All investigations were done during October 2015 to October 2016 and found Attempts have been undertaken to bring out the Algal flora of this region. The 63 species, 47 varieties, 06 forma, 01 Variety and forma belonging to 21 genera of 10 families from 02 orders of 01 class from 01 division. Family Naviculaceae includes 05 genera, 14 species and 23 varieties, 01 Forma & 02 Varieties and Forma while family Achmanthaceae include only 1 genus and 04 species and 01 forma; Eunotiaceae include only 1 genus and 04 species and Chaetoceae include only 1 genus and 01 species. Navicula is more densely occur in Ambegaon tehsil.

Keywords: Centrales, Pinales, Ambegaon, Pune, Eunotiaceae, Achmanthaceae, Naviculaceae, Planktons, Dimbhe dam, Maharashtra

Tables: 00

Figures: 00

References: 20

INTRODUCTION:

Collections of freshwater algae were done from streams, rivers, ponds, puddles, and impoundments during and after monsoon season from Ambegaon tehsils of Pune District. Algae of different habitats were collected from these localities such as - planktonic, benthic, epiphytic, terrestrial, epiphyllous and from tree-trunk. Quantitative Analysis of phytoplanktons was done of the Dimbhe dam Dam impoundment Hand collected samples were investigated from October 2015 to October 2016. The present investigation is undertaken with keep in mind that to study the algal population from selected stations of study area.

MATERIALS AND METHODS:

The samples were preserved in a mixture of 50 ml of 95% ethyl alcohol, 5 ml of glacial acetic acid, 10 ml of 40% commercial formalin and 35 ml of water. The specimens are observed under microscope for 10X, 40X, 100X and Photographs were taken with the help digital camera under appropriate magnifications. Identification of specimens was mostly based on the keys given in standard monographs & literatures. The Vauc her specimens have been deposited at Dept. of Botany, Hon. Baladaheb Jadhav College, Ale, Tal. Junnar, Dist. Pune.

Periodical collections of algae from the study area were done from the Dams as well as Rivers, Lake's, Puddles, Pulls etc. from Ambegaon Tehsil. Sampling stations were carried away. The samples were bringing to laboratory for identification; Identification were done with the help of Indian monographs and other standard literature like Desikachari (1959), Randhawa (1959), Venkatraman (1961), Prescott (1951), Bourrilly (1970), Philipose (1967), Gonzalvies (1981), Iyengar and Desikachari (1981), Desikachari *et al* (1990) and Anand (1998). The collected algal forms had been preserved in 4% formalin.

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1	Radhakrishna Nandoo Tagad Department Of Botany, Hon. B. J. College, Ale, Tal. Junnar, Dist. Pune.	Taxonomic Algal Diversity Of Order Centrales And Pinales In Dimbhe Dam From Ambegaon Tehsil Of Pune District (Maharashtra)
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8	Patale S.S. Department Of Botany, Smt. S. K. Gandhi Arts, Amolak Science And P.H. Gandhi Commerce College, Kada Tal. Ashiti Dist. Beed- 414202 (M.S.).	Biological Control Of Charcoal Rot Disease Of Soybean (<i>Glycine Max</i>) Caused By <i>Macrophomina Phaseolina</i>
9	Pawar S.B., Jige S.B., Pardeshi, R. K. And Chavan A.M. 1. Sant Ramdas Arts, Comms And Science College Ghansawangi, Dist. Jalna - 431209	EFFECTS OF NUTRITIONAL SOURCES ON CELLULOSE ENZYMES BY FUNGI OF ONION

INDEX

SUMMARY AND CONCLUSION:

Since the dawn of civilization, water has been the most important raw material for civilization. It is one of the vital sources of all kinds of life on the earth. Economically, culturally and biologically water is most useful natural resource on the earth. We use water for drinking, bathing, cooking, cooling, irrigation, transportation, energy power and recreation. Thus, water is nature's gift to the living world including human race. Our biosphere consists of 71 % of water out of which fresh water environment occupied only 2.6 %. For the usable purpose only 0.62 % water from lakes, streams, rivers and other resources are available for the living organisms.

In India most of the cities, towns, villages and industries are situated at the bank of rivers and lakes. Due to uncontrolled population, the huge quantity of untreated sewage is being added everyday in these different water reservoirs. Besides these, industrial wastes, residues of insecticides, pesticides, excess agricultural fertilizers also added in these fresh water eco-systems causing pollution and creates health hazards. Present study is on the taxonomic data of algal species were collected from Dimbhe Dam, It is located on Ghod River at Dimbhe 11 kms away from Ghodegaon in Ambegaon Tehsil.

Water samples were collected periodically from Dimbhe Dam. For qualitative analysis, water samples were collected separately in the bottles. Collections were done from streams, rivers, ponds, puddles, and impoundments during and after monsoon season from Ambegaon Tehsil of Pune District.

I have collected 117 algal specimens. These are from 2 orders of 1 class and 1 division.

Conclusions:

- ❖ This research work helps us to know type of algal flora of the study area.
- ❖ The data gathered serves as base line data for planning utilization and conservation strategies of algae.
- ❖ Phytoplankton studies helps us to know primary producers (Qualitatively and quantitatively) of the study area.
- ❖ This research work may help all the phycological students to study the algal vegetation in Ambegaon.

Division: Chrysophyta (01)

Class: Bascillariophyceae (01)

Order: Centrales and Pinnales (02)

Family: 10

Genus: 21

Sr. No.	Algal Specimen
	Family: Coscinodiaceae
	Subfamily: Melosiroideae
	Genus - <i>Melosira</i>
1	<i>Melosira granulata</i> (Ehr.) Ralfs v. <i>angustissima</i> O. Muell.
2	<i>Melosira islandica</i> O. Muell
3	<i>Melosira juergensii</i> Agardh
	Subfamily: Coscinodiscoideae
	Genus - <i>Cyclotella</i>
4	<i>Cyclotella meneghiniana</i> Kuetz.
5	<i>Cyclotella striata</i> (Kuetz.) Grun.
	Suborder: Biddulphineae

6	<i>Attheya zachartasi</i> J. Brum
Genus - <i>Attheya</i>	
Family: Chaetocercaceae	
Order: Pinales	
Suborder: Fragilariineae	
Family: Fragilariaceae	
Genus - <i>Fragillaria</i>	
7	<i>Fragilaria intermedia</i> Grun.
8	<i>Fragilaria rumpens</i> (Kuetz) Carl. v. meneghiniana (Grun) Gandhi
9	<i>Fragilaria ungeriana</i> Grun.
Genus - <i>Synedra</i>	
10	<i>Synedra capitata</i> Ehrenberg
11	<i>Synedra ulna</i> (Nitz.) Ehr.
12	<i>Synedra ulna</i> (Nitz.) Ehr. f. <i>siaro-desiitua</i> Pant.
13	<i>Synedra ulna</i> (Nitz.) Ehr. v. <i>amphirhynchus</i> (Ehr.) Grun.
14	<i>Synedra ulna</i> (Nitz.) Ehr. v. <i>subaequalis</i> Grun.
Genus - <i>Eumotia</i>	
15	<i>Eumotia formica</i> A. Berg.
16	<i>Eumotia gracilis</i> (Ehrenb.) Rabh.
17	<i>Eumotia imaris</i> (Ehr.) Grun.
18	<i>Eumotia rostellata</i> Husted
Suborder: Achminteae	
Family: Achminteaceae	
Genus - <i>Achmanthes</i>	
19	<i>Achmanthes elata</i> (Lend-Fort) Gandhi
20	<i>Achmanthes inflata</i> (Kuetz.) Grun.
21	<i>Achmanthes inflata</i> (Kuetz.) Grun. f. <i>elatioides</i> Chohokky
22	<i>Achmanthes lanceolata</i> (Breb.) Grun.
23	<i>Achmanthes trigibba</i> Husted
Family: Naviculiaceae	
Genus - <i>Diploneis</i>	
24	<i>Diploneis subovalis</i> Cleve
Genus - <i>Caloneis</i>	
25	<i>Caloneis bacillum</i> (Grun.) Meresch. v. <i>fontinalis</i> (Grun.) Mayer
26	<i>Caloneis beccariana</i> Grun.
27	<i>Caloneis beccariana</i> Grun. v. <i>hustedti</i> Gandhi
28	<i>Caloneis silicula</i> (Ehr.) Cleve v. <i>geminata</i> Mayer
29	<i>Caloneis silicula</i> (Ehr.) Cleve v. <i>minuta</i> (Grun.)
30	<i>Caloneis silicula</i> (Ehr.) Cleve v. <i>truncatula</i> (Grun.) Mayer
31	<i>Caloneis ventricosa</i> (Ehr.) Meist. v. <i>alpina</i> (Cleve) Pant.
Genus - <i>Gyrosigma</i>	
32	<i>Gyrosigma attenuatum</i> Motum (Kuetz.) Rabh.
33	<i>Gyrosigma bhussavalensis</i> sp. nov.
Genus - <i>Pinnularia</i>	
34	<i>Pinnularia arvensis</i> Husted f. <i>indica</i> f. nov.
35	<i>Pinnularia borealis</i> Ehr.
36	<i>Pinnularia borealis</i> Ehr. v. <i>lonavensis</i> Gandhi

37	<i>Pinnularia braunii</i> (Grun.) Cleve v. <i>amphicephala</i> (Mayer) Hustedt.
38	<i>Pinnularia episcopalis</i> Cleve
39	<i>Pinnularia major</i> (Kuetz.) Cleve v. <i>linearis</i> Cleve
40	<i>Pinnularia major</i> (Kuetz.) Cleve v. <i>sendaiensis</i> Hustedt
41	<i>Pinnularia mesolepta</i> Ehr. v. <i>stauroneiformis</i> Grun.
42	<i>Pinnularia neglecta</i> (Mayer) A. Berg v. <i>undulata</i> Gandhi
43	<i>Pinnularia platycephala</i> (Ehr.) Cleve
44	<i>Pinnularia pseudoluculenta</i> Gandhi
45	<i>Pinnularia stauroptera</i> (Rabh.) Cleve v. <i>parva</i> Grun.
46	<i>Pinnularia stomatophorides</i> Mayer v. <i>ornata</i> A. Cl. f. <i>erlangensis</i> Mayer
47	<i>Pinnularia subcapitata</i> Greg. v. <i>hilseana</i> (Jan.) O. Muell.
48	<i>Pinnularia subcapitata</i> Greg. v. <i>lapponica</i> A. Cl.
Genus – <i>Navicula</i>	
49	<i>Navicula cari</i> Ehr. v. <i>angusta</i> Grun.
50	<i>Navicula cincta</i> (Ehr.) Kuetz. v. <i>heufleri</i> (Grun.) Cleve
51	<i>Navicula cryptocephala</i> Kuetz. v. <i>veneta</i> (Kuetz) Grun.
52	<i>Navicula cuspidata</i> Kuetz. v. <i>ambigua</i> (Ehr.) Cleve
53	<i>Navicula dicephala</i> (Ehr.) W. Smith v. <i>sphaerophora</i> A. Cl.
54	<i>Navicula feuerborni</i> (Feuerb.) Hustedt
55	<i>Navicula gracilis</i> Ehr.
56	<i>Navicula grimmii</i> Krasske
57	<i>Navicula mutica</i> Kuetz. f. <i>intermedia</i> Hustedt.
58	<i>Navicula pupula</i> Kuetz. v. <i>rostrate</i> Hustedt.
59	<i>Navicula radiosa</i> Kuetz. v. <i>minutissima</i> (Grun.) Cleve
60	<i>Navicula similis</i> Krasske
61	<i>Navicula subhamulata</i> Grun.
62	<i>Navicula viridula</i> Kuetz. v. <i>capitata</i> Mayer.
Family: Gomphonemataceae	
Genus – <i>Gomphonema</i>	
63	<i>Gomphonema aequatoriale</i> Hustedt
64	<i>Gomphonema clavetoides</i> Gandhi v. <i>valida</i> Gandhi
65	<i>Gomphonema constrictum</i> Ehr. v. <i>capitata</i> (Ehr.) Cleve
66	<i>Gomphonema constrictum</i> Ehr. v. <i>indica</i> Gandhi
67	<i>Gomphonema gracile</i> Ehr.
68	<i>Gomphonema gracile</i> Ehr. f. <i>turris</i> Hustedt
69	<i>Gomphonema gracile</i> Ehr. v. <i>auritum</i> A. Br.
70	<i>Gomphonema gracile</i> Ehr. v. <i>intricatiforme</i> Mayer
71	<i>Gomphonema gracile</i> Ehr. v. <i>lanceolate</i> (Kuetz.) Cleve
72	<i>Gomphonema herbidense</i> (Greg.) Ehr.
73	<i>Gomphonema intricatum</i> Kuetz v. <i>fossile</i> Pant
74	<i>Gomphonema lacus-rankala</i> Gandhi v. <i>robusta</i> Gandhi
75	<i>Gomphonema lancoelatum</i> Ehr.
76	<i>Gomphonema monantum</i> Schum. v. <i>acuminatum</i> Mayer
77	<i>Gomphonema moniliforme</i> Gandhi
78	<i>Gomphonema olivaceum</i> (Lyng.) Kuetz.
79	<i>Gomphonema olivaceoides</i> Hustedt.
80	<i>Gomphonema parvulum</i> (Kuetz.) Grun.
81	<i>Gomphonema parvulum</i> (Kuetz.) Grun. v. <i>micropus</i> (Kuetz) Cleve

82	<i>Gomphonema sphaerophorum</i> Ehr.
83	<i>Gomphonema subapicatum</i> Frisch et Risl.
Family: Cymbellaceae	
Genus - Cymbella	
84	<i>Cymbella aspera</i> (Ehr.) Cleve
85	<i>Cymbella bengalensis</i> Grm.
86	<i>Cymbella cistula</i> (Hemp.) Grm. v. moosmangensis Voigt
87	<i>Cymbella gracilis</i> (Rabh.) Cleve
88	<i>Cymbella lanceolata</i> (Ehr.) V. H.
89	<i>Cymbella perpusilla</i> A. Cl.
90	<i>Cymbella numida</i> (Breb.) V. H. F. ventricosa Gandhi
91	<i>Cymbella numida</i> Grm.
Genus - Amphora	
92	<i>Amphora acutiuscula</i> Kuetz
Genus - Epithemia	
93	<i>Epithemia sorex</i> Kuetz.
94	<i>Epithemia zebra</i> (Ehr.) Kuetz v. fitchii A. Cl.
95	<i>Epithemia zebra</i> (Ehr.) Kuetz v. proboscidea (Kuetz.) Grm.
Genus - Rhopalodia	
96	<i>Rhopalodia gibba</i> (Ehr.) Meil.
Family: Nitzschaceae	
Genus - Hamzschia	
97	<i>Hamzschia amphioxys</i> (Ehren.) Grunov. v. raphana O. Mull
98	<i>Hamzschia amphioxys</i> (Ehr.) Grm. v. danzsigata (Fott.) A. Cl.
99	<i>Hamzschia amphioxys</i> (Ehr.) Grm. v. moosmangensis Gandhi
Genus - Nitzschia	
100	<i>Nitzschia apiculata</i> (Grev.) Grm.
101	<i>Nitzschia closterium</i> W. Smith
102	<i>Nitzschia heuffleriana</i> Grm.
103	<i>Nitzschia heuffleriana</i> Grm. v. elongata Fott.
104	<i>Nitzschia himgatica</i> Grm.
105	<i>Nitzschia jugata</i> Gandhi
106	<i>Nitzschia obtusa</i> W. Smith v. subapiculata Grm.
107	<i>Nitzschia palea</i> (Kuetz.) W. Smith
108	<i>Nitzschia thermanalis</i> Kuetz v. minor Hill
Family: Surirellaceae	
Genus - Surirella	
109	<i>Surirella apiculata</i> W. Smith
110	<i>Surirella bisertata</i> Breb.
111	<i>Surirella carponti</i> Brey
112	<i>Surirella ovata</i> Kuetz.
113	<i>Surirella ovata</i> Kuetz. v. minuta (W. Smith) Hustedi
114	<i>Surirellar obtusa</i> Ehr.
115	<i>Surirella spiralis</i> Kuetz.
116	<i>Surirella tenera</i> Grv. v. novata A. S.
Genus - Cymatopleura	
117	<i>Cymatopleura solea</i> (Breb.) W. Smith

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Plate 01



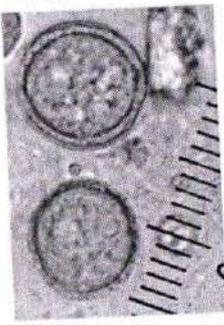
1 *Melosira granulata* v. *angustissima*



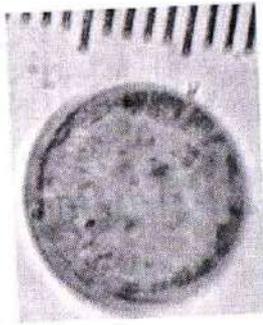
2 *Melosira islandica*



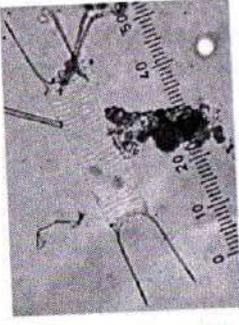
3 *Melosira juergensii*



4 *Cyclotella magnanima*



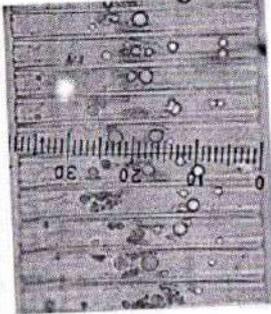
5 *Cyclotella striata*



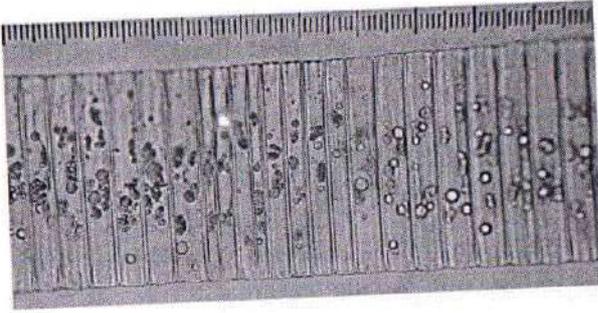
6 *Arthea zachvatzi*



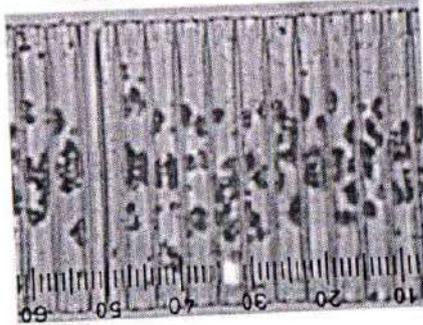
7 *Fragilaria brevistriata* v. *vidarhensis*



8 *Fragilaria intermedia*



9 *Fragilaria rumpens* v. *meneghiana*



11 *Fragilaria rumpens* v. *meneghiana*



12 *Fragilaria ungeriana*



10 *Fragilaria rumpens* v. *meneghiana*

Plate 02



1 *Synedra capitata*



2 *Synedra capitata*



3 *Synedra capitata*



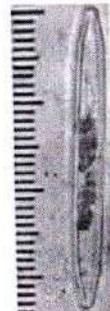
4 *Synedra ulna*



5 *Synedra ulna*
f. *staurodestituta*



6 *Synedra ulna*
f. *staurodestituta*



7 *Synedra ulna*
f. *staurodestituta*



8 *Synedra ulna*
f. *staurodestituta*



9 *Synedra ulna*
v. *amphirhynchus*



10 *Synedra ulna*
v. *amphirhynchus*



11 *Synedra ulna*
v. *subaqualis*



12 *Synedra ulna*
v. *subaqualis*



13 *Eunotia formica*



14 *Eunotia gracilis*



15 *Eunotia lunaris*



16 *Eunotia rostellata*

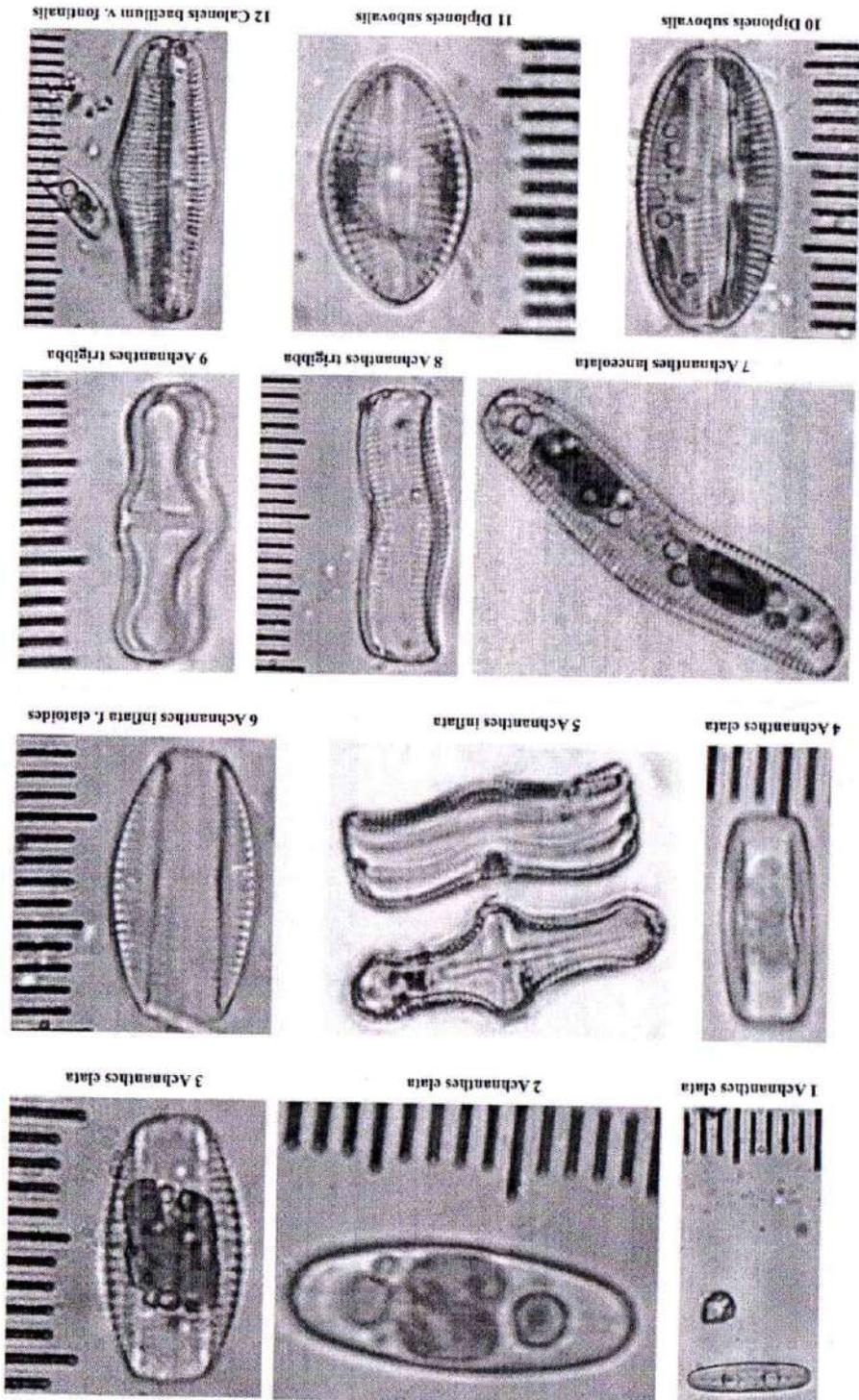
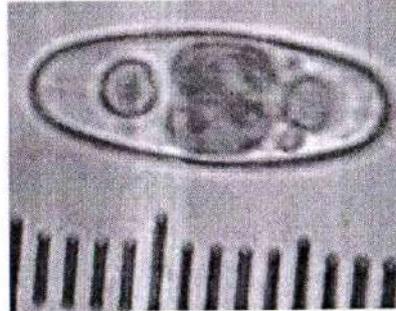


Plate 03

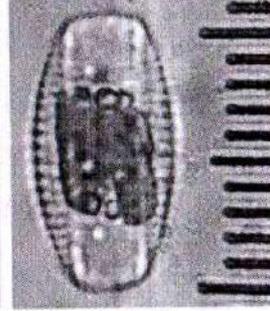
Plate 03



1 *Achnanthes elata*



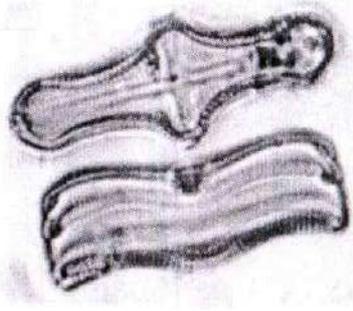
2 *Achnanthes elata*



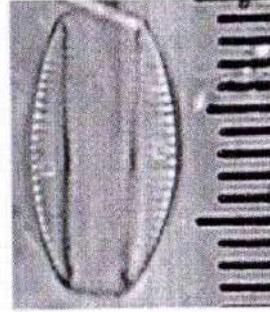
3 *Achnanthes elata*



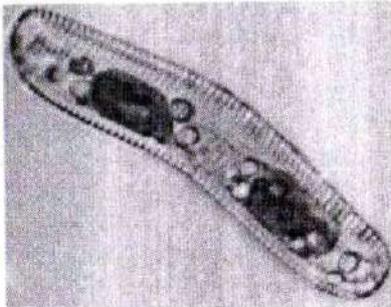
4 *Achnanthes elata*



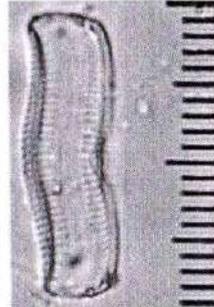
5 *Achnanthes inflata*



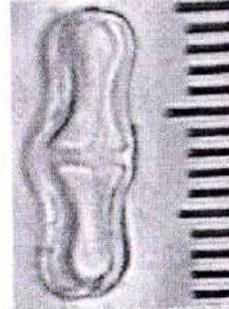
6 *Achnanthes inflata* f. *elatoides*



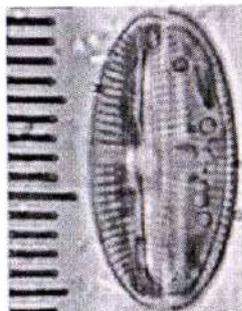
7 *Achnanthes lanceolata*



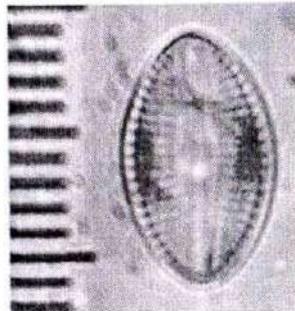
8 *Achnanthes trigibba*



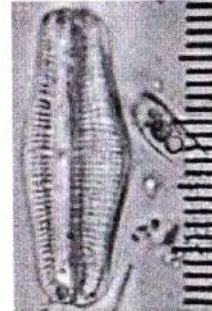
9 *Achnanthes trigibba*



10 *Diploneis subovalis*



11 *Diploneis subovalis*



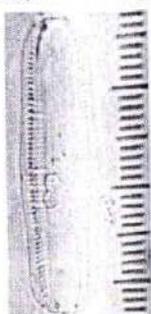
12 *Caloneis bacillum* v. *fontinalis*



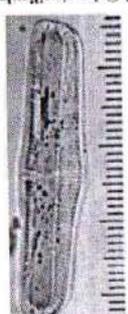
1 *Caloncis beccariana*



2 *Caloncis beccariana*



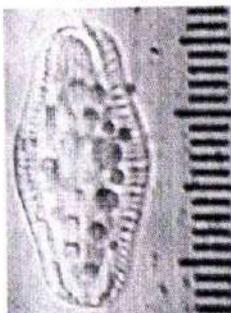
3 *Caloncis beccariana*



4 *Caloncis silicula*



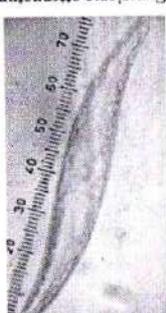
5 *Caloncis silicula*



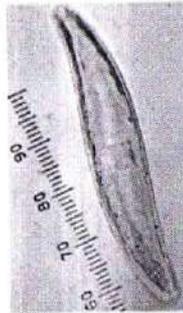
6 *Caloncis silicula*



7 *Caloncis silicula*



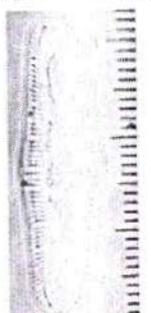
8 *Gyrostigma attenuatum*



9 *Gyrostigma bhusavalensis*



10 *Pinularia araucensis*



11 *Pinularia araucensis*



12 *Pinularia borealis*



13 *Pinularia borealis*



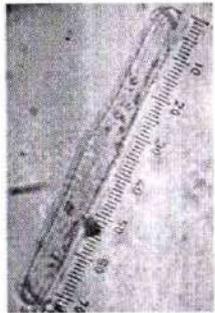
14 *Pinularia borealis*



15 *Pinularia borealis*



16 *Pinularia major*



1 *Pinnularia major*
v. *senduensis*



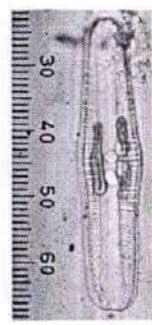
2 *Pinnularia subcapitata*
v. *sibirica*



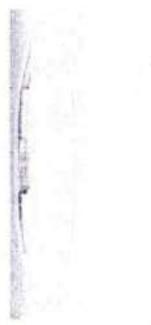
3 *Pinnularia subcapitata*
v. *sibirica*



4 *Pinnularia platycephala*



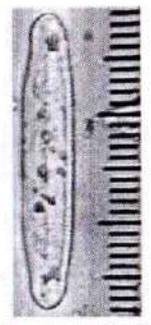
5 *Pinnularia pseudoluculenta*



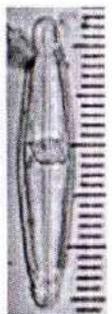
6 *Pinnularia subcapitata*
v. *sibirica*



7 *Pinnularia pseudocapitata*
v. *arctica*



8 *Pinnularia subcapitata*
v. *hilsenae*



9 *Pinnularia subcapitata*
v. *lapponica*



10 *Navicula arctica*



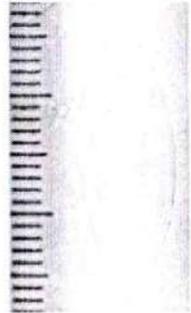
11 *Navicula arctica*



12 *Navicula cryptocephala*
v. *veneta*



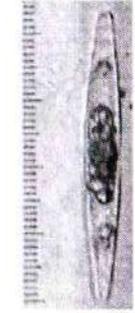
13 *Navicula cuspidata*
v. *ambigua*



14 *Navicula cuspidata*
v. *ambigua*

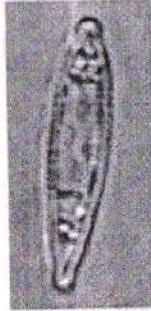


15 *Navicula siborni*

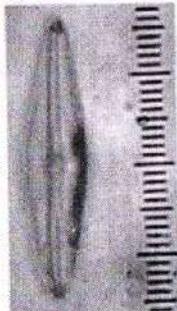


16 *Navicula gracilis*

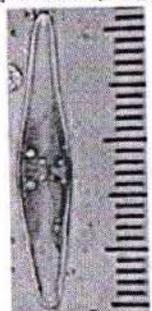
13 *Gomphonema gracile*
f. *turris*



14 *Gomphonema gracile*
v. *austriacum*



15 *Gomphonema gracile*
v. *intracauliforme*



16 *Gomphonema gracile*
v. *lancoolata*



9 *Gomphonema clavatoides*
v. *valida*



10 *Gomphonema constictum*
v. *capitata*



11 *Gomphonema constictum*
v. *indica*



12 *Gomphonema gracile*



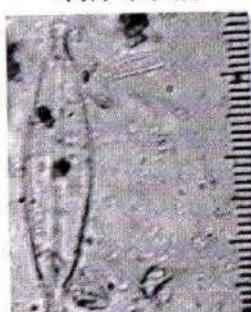
5 *Navicula similis*



6 *Navicula subhamulata*



7 *Navicula viridula*
v. *capitata*



8 *Gomphonema aquatorale*



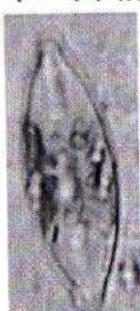
1 *Navicula griffii*



2 *Navicula mutica*
f. *intermedia*



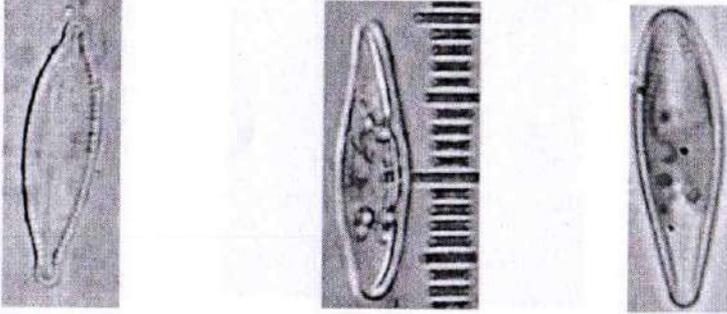
3 *Navicula pupula*
v. *rostrata*



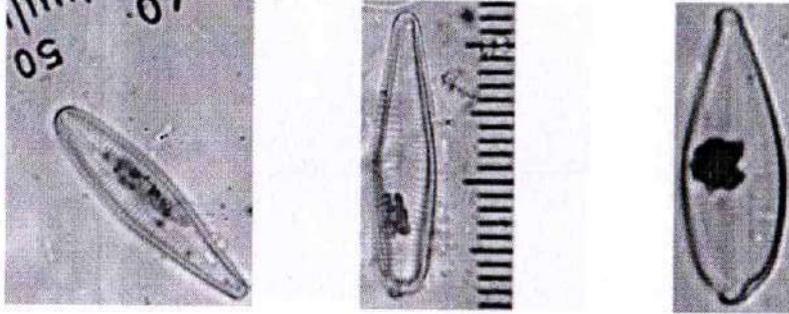
4 *Navicula radiosa*
v. *minutissima*



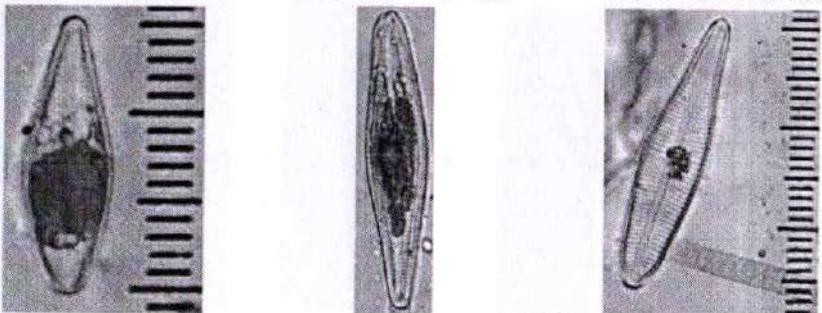
10 *Comphonema parvum* 11 *Comphonema parvum* v. *micropus* 12 *Comphonema sphaerophorum*



7 *Comphonema moniliforme* 8 *Comphonema olivaceum* 9 *Comphonema olivaceoides*



4 *Comphonema lacustrankala* v. *robusta* 5 *Comphonema lanceolatum* 6 *Comphonema montanum* v. *acuminatum*



1 *Comphonema hebridense* 2 *Comphonema hebridense* 3 *Comphonema intricatum* v. *fossile*

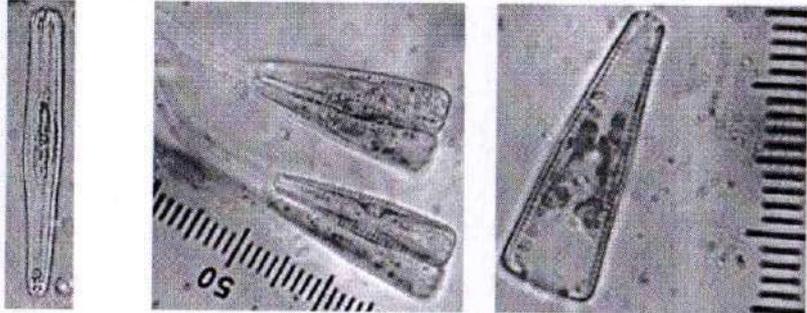


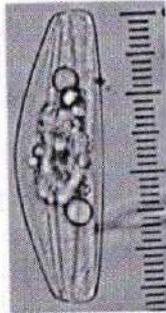
Plate 08



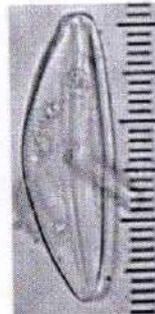
1 *Gomphonema subapicatum*



2 *Gomphonema subapicatum*
v. *okamurae*



3 *Cymbella aspera*



4 *Cymbella benghalensis*



5 *Cymbella benghalensis*



6 *Cymbella cistula*
v. *woosungensis*



7 *Cymbella cistula*
v. *woosungensis*



8 *Cymbella gracilis*



9 *Cymbella lanceolata*



10 *Cymbella purpusila*



11 *Cymbella tumida*



12 *Cymbella tumida*
f. *ventricosa*



13 *Cymbella tumidula*



14 *Cymbella turgida*

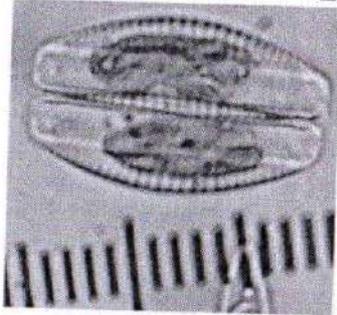


15 *Cymbella turgida*



16 *Cymbella turgida*

Plate 09



1 *Amphora acutiuscula*



2 *Epithemia sorex*



3 *Epithemia zebra*
v. *fricketi*



4 *Epithemia zebra*
v. *proboscidea*



5 *Epithemia zebra*
v. *proboscidea*



6 *Rhopalodia gibba*



7 *Rhopalodia gibba*



8 *Rhopalodia gibba*



9 *Rhopalodia gibba*



10 *Rhopalodia gibba*



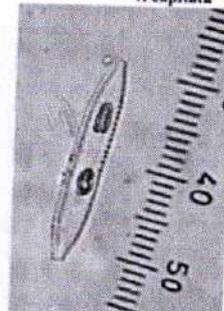
11 *Hantzschia amphioxys*
v. *capitata*



12 *Hantzschia amphioxys*
v. *densestriata*



13 *Hantzschia amphioxys*
v. *mugadensis*



14 *Nitzschia apiculata*

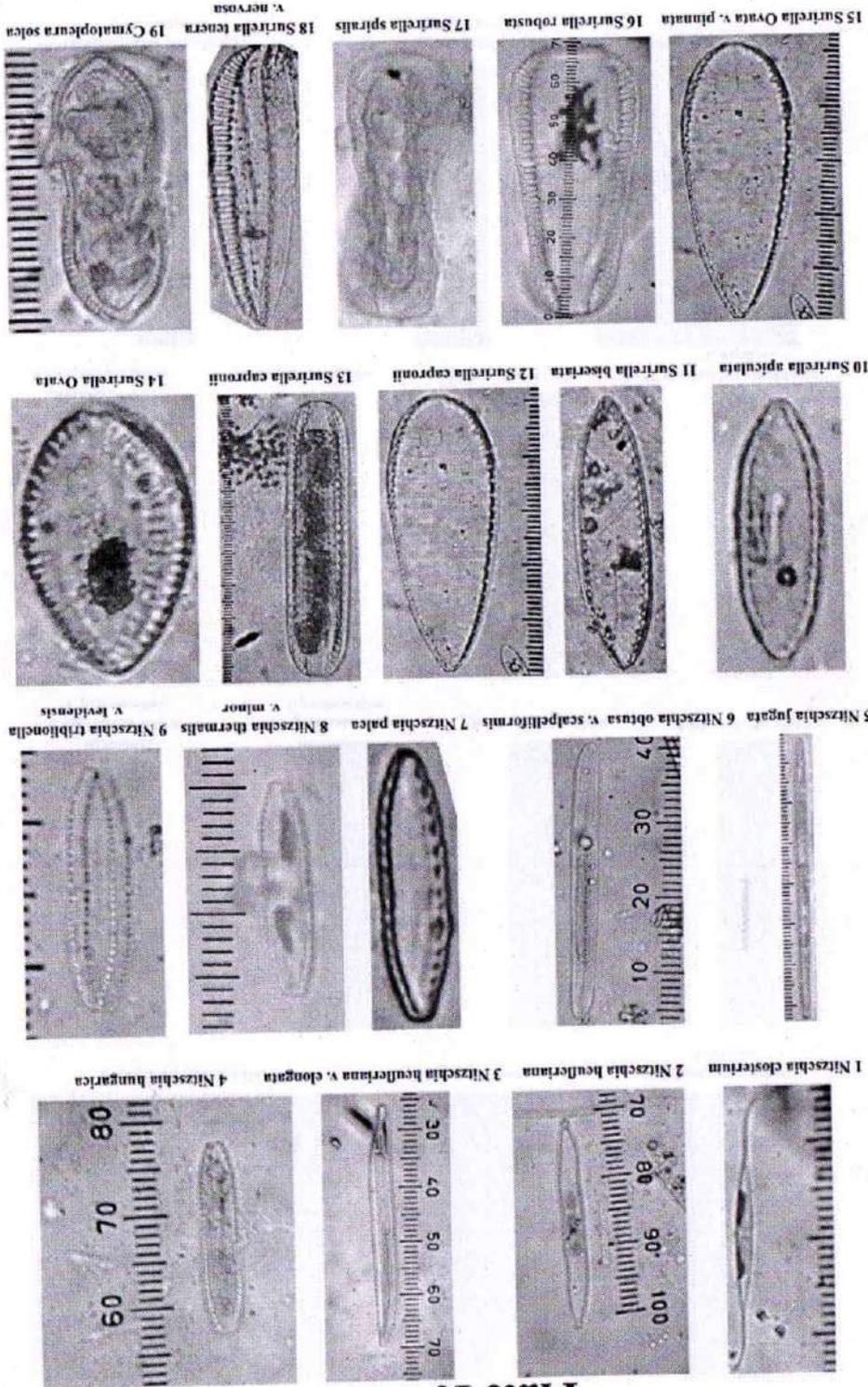


Plate 10



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58) A OVERVIEW ON INTERNATIONAL ACCOUNTING STANDARD AND INDIAN Prof.Mane Yogesh Sainath, Prof. Anis G. Momin & Dr.J.P.Bhosale, Narayangan	271
59) "A STUDY OF SALES PROMOTION TECHNIQUES IN MARKETING" Bipin G. Sable, Dist. – Nashik, Maharashtra (India)	277
60) A STUDY ON LABOUR WELFARE FACILITIES AND PROVISIONS Prof. Adv. Neelima H. Phokmare (Patil),	281
61) AGRICULTURE MARKETING Prof. Sanket D. Waman & Prof. Patel Ashfak Dilavar, Ale.	285
62) AGRICULTURAL INFRASTRUCTURE IN MAHARASHTRA Dr.Kashide Ramesh Tukaram, Otur [Pune]	288
63) "AN ANALYTICAL STUDY OF GROWTH OF LIFE INSURANCE IN INDIA... Prof.Umesh Sakharam Kasar & Dr.Subhash Wadekar, Pune.	290
64) ANALYSIS OF FINANCIAL PERFORMANCE OF INDIAN PRIVATE SECTOR.... — Prof. Thorat Ganesh Ambadas, Sangamner.	298
65) The M Commerce Issue and Problem In India Dr. V.B. Bairagi, Sangamner.	301
66) BREXIT A POLITICAL BLAST: IMPACT ON INDIA'S ECONOMY AND.... Prof. Wakchaure Sanjay Diwanaji.	306
67) CONSUMER PREFERENCE TOWARDS CONSUMPTION AND SPENDING... Pooja Amol Gholap, Nashik.	311
68) EMERGING TRENDS IN RETAIL MARKETING IN INDIA..... Dr. Rajendra B. Dhande,Dist. Nasik.	317
69) FISH MARKETING IN INDIA – STRUCTURE, PERFORMANCE AND PR... Prof. Samel Shirish chandrakant, Dist- Raigad	321
70) GST- A GAME CHANGER FOR THE INDIAN ECONOMY	327
71) GST Regime & Export Oriented Units Trupti Umeshchandra Lahoti.	331

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66

BREXIT A POLITICAL BLAST: IMPACT ON INDIA'S ECONOMY AND INDIAN BUSINESSES.

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Science College.

ABSTRACT-

"We are in the midst of an age of competitive devaluation and beggar-thy-neighbor policy. When elephants fight, the grass suffers."-Mr. Raghuram Rajan

For a very long period now there has been a fear of BREXIT. BREXIT in simple terms refers to Britain holding a referendum to decide whether it wants to continue membership under EU or not. The referendum was held on 23rd June 2016 and 52% voted for BREXIT whereas 48% voted for remaining within the EU. Although the referendum is not binding on the Britain's parliament, the PM has announced that he has to respect the will of the people. But this has created a greater impact on Indian Economy and Indian Businesses this exploratory research article covers all those points.

Keywords- BREXIT, Referendum, United Kingdom (UK), European Union (EU), European Economic Community (EEC), Common Market, European Community (EC).

OBJECTIVES –

- 1) To Study the background of BREXIT.
- 2) To study the Impact of BREXIT on Indian Economy.
- 3) To Study the Impact of BREXIT on Indianan Businesses.

RESEARCH METHODOLOGY-

citizenship rights and (for most member nations, not including the UK) a single currency, the euro. Labour Prime Minister Tony Blair, who won a landslide victory in 1997, was strongly pro-European Union, and worked to rebuild ties with the rest of Europe while in office. He had his work cut out for him: In the midst of the "mad cow" (bovine spongiform encephalopathy) scare of the late '90s, Brussels imposed a ban on British beef. The general EU ban was lifted in 1999, after tough restrictions were imposed on beef exports, but France kept its own ban in place for years after that.

Europe and the UK didn't just battle over beef. In 2000, after a 27-year-long battle and a victorious verdict from the European Court of Justice in Luxembourg, British chocolate could finally be sold in the rest of Europe. Purists in France, Belgium, Spain and Italy, among other nations, had argued that only cocoa butter, and not vegetable oil, should be used when making chocolate. They also thought British-made chocolate—including popular brands like Mars Bars, Kit-Kats and Cadbury's—had far too much milk, and wanted it to be labeled as "household milk chocolate," "chocolate substitute" or even "vegetate."

In 2007, after plans for an official EU constitution collapsed, the member nations finished negotiating the controversial Lisbon Treaty, which gave Brussels broader powers. Labour Prime Minister Gordon Brown famously missed a televised ceremony in which the leaders of the 26 other member nations signed the treaty. He later signed the document, but was criticized for failing to defend a treaty he had helped to negotiate.

In the interests of protecting Britain's financial sector, David Cameron became the first UK prime minister to veto a EU treaty in 2011. In early 2013, he gave a much-anticipated speech in which he outlined the challenges facing Europe and promised to renegotiate membership in the EU if his Conservative Party

won a majority in the next general election. At the same time, support was growing among British voters for the UK Independence Party (UKIP) and its hard line stance against the EU. Against the backdrop of economic unrest in the euro zone (as the territory of the 19 EU countries that use the euro is known) and an ongoing migrant crisis, UKIP and other supporters of a possible British exit from the EU—or Brexit—increased. After winning reelection in May 2015, Cameron went to work renegotiating the UK-EU relationship, including changes in migrant welfare payments, financial safeguards and easier ways for Britain to block EU regulations. In February 2016, he announced the results of those negotiations, and set June 23 as the date of the promised referendum.

Turnout for the referendum was 71.8 percent, with more than 30 million people voting. The referendum passed by a slim 51.9 percent to 48.1 percent margin, but there were stark differences across the UK. Northern Ireland voted to remain in the EU, as did Scotland (where only 38 percent of voters chose "leave"), leading to renewed calls for another referendum on Scottish independence. England and Wales, however, voted in favor of Brexit.

Impact on India's Economy-

1) Gross Domestic Product-

Most of the estimates indicate India holding on to its growth path even in the post Brexit scenario. This will be backed by a host of favorable conditions on the domestic front. The performance of the agriculture sector is expected to improve in the current fiscal year. The prediction for monsoons is favorable this year and rains are expected to pick up over the next two months (July-August 2016). Further, the Government has awarded the Seventh Pay Commission Award and this will give impetus to the domestic demand. The consumer durables goods segment, the auto-sector especially the passenger two wheeler segment and housing & allied sectors are likely to benefit from this

The study has been conducted fully on conceptual basis by using Secondary source of data collection .The data collection has included the following sources-1) Experts statements on Impact of BREXIT on India's Economy And Indian Businesses 2) Pre-Existing & Existing documents such as Journal Articles, Reports from the various international associations in the field of BREXIT, News papers, Periodicals etc. 3) Internet websites has mainly used for collecting the information.

Introduction-

With the financial and political consequences of Brexit continuing to reverberate around the world, questions persist over its impact for the global economy as well as for Indian Economy and emerging markets in India. What does Brexit mean for India? As a former British colony, the country enjoys particularly close economic, trade, political and cultural ties to the United Kingdom.

Although Brexit's impact on India appears muted, serious risks remain, particularly for those sectors with significant exposure to the UK. Some of India's most prominent companies, which employ over 100,000 workers in the UK and include the Tata Group and several high profile IT firms, could be hardest hit. Now confronting the prospect of higher tariffs for their exports, the promulgation of new regulatory and immigration policies and a plummeting exchange rate, these companies have all indicated the need to review their massive operations in the UK given these new governing realities. Ultimately, prolonged uncertainty stemming from the EU referendum could undermine the resiliency India has demonstrated in response to Brexit thus far.

Background of BREXIT-

In 1957, France, West Germany, Belgium, Italy, Luxembourg and the Netherlands signed the Treaty of Paris, which established the European Economic Community (EEC), the predecessor of today's European Union. It was

the latest of several attempts to foster economic cooperation between European nations in the wake of World War II. Nations that traded together, it was believed, would be less likely to go to war with each other. When the United Kingdom first applied for membership in the EEC in 1963, France's President Charles de Gaulle vetoed its application, reportedly because he didn't want English to replace French as the dominant language of the Community. The UK finally made it into the club in 1973, but just two years later was on the verge of backing out again.

In 1975, the nation held a referendum on the question: "Do you think the UK should stay in the European Community (Common Market)?" The 67 percent "Yes" vote included most of the UK's 68 administrative counties, regions and Northern Ireland, while only Shetland and Western Isles voted "No." The center-left Labour Party split over the issue, with the pro-Europe wing splitting from the rest of the party to form the Social Democratic Party (SDP). Tensions between the EEC and the UK exploded in 1984, when the Conservative Prime Minister Margaret Thatcher talked tough in order to reduce British payments to the EEC budget. Though at the time the UK was the third-poorest nation in the Community, it was paying a lot more into the budget than other nations due to its relative lack of farms. Farm subsidies then made up some 70 percent of total EEC expenditures. The UK "rebate" negotiated by Thatcher remains in place today, and has reduced Britain's contribution to the budget from more than 20 percent of the total in the '80s to about 12 percent.

The Maastricht Treaty, which took effect in 1993, created the Brussels-based European Union (EU), of which the EEC, renamed simply the European Community (EC) was the main component. The EU was designed to integrate Europe's nations politically and economically, including a united foreign policy, common

citizenship rights and (for most member nations, not including the UK) a single currency, the euro. Labour Prime Minister Tony Blair, who won a landslide victory in 1997, was strongly pro-European Union, and worked to rebuild ties with the rest of Europe while in office. He had his work cut out for him: In the midst of the "mad cow" (bovine spongiform encephalopathy) scare of the late '90s, Brussels imposed a ban on British beef. The general EU ban was lifted in 1999, after tough restrictions were imposed on beef exports, but France kept its own ban in place for years after that.

Europe and the UK didn't just battle over beef. In 2000, after a 27-year-long battle and a victorious verdict from the European Court of Justice in Luxembourg, British chocolate could finally be sold in the rest of Europe. Purists in France, Belgium, Spain and Italy, among other nations, had argued that only cocoa butter, and not vegetable oil, should be used when making chocolate. They also thought British-made chocolate—including popular brands like Mars Bars, Kit-Kats and Cadbury's—had far too much milk, and wanted it to be labeled as "household milk chocolate," "chocolate substitute" or even "vegellate."

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the Commission decision. According to FICCI's annual ECONOMIC Outlook Survey, the median GDP growth forecast for 2016-17 has been put at 7.7%.

2) Exports-

India's exports to the UK have been around 2% of our total exports and exports to the European Union are around 17% of total exports. Our exports to both UK and Europe have been on a downward trend in the past two years on account of subdued demand led by a frail and scattered recovery in the region. Post Brexit there is a heightened chance of this trend being amplified over the near term given the possibility of disturbances in currencies and UK facing a further slowdown in growth. However, some safeguards are expected to be put in place to deal with the volatility in currency in the UK. Also measures to boost growth might be rolled out. The situation is expected to even out over the medium term. Also, much would depend on the currency movement (extent of appreciation vs. 4 vs Pound) for countries that are competing with India to export to UK.

3) Foreign Direct Investments (FDI)-

UK's decision to leave EU is expected to impact the confidence level of the business and the investor community and there might be a temporary wobble in outbound investments from India to the UK until more clarity is obtained on the working framework between the EU and UK. However, the Government has considerably liberalized the FDI regime in the country and there has been an increase in FDI inflows over the last two years. This trend is expected to continue. With the slew of measures announced in June 2016, India has opened up almost all sectors for foreign investors barring a very small negative list. India has once again strengthened its position on the investment radar and the growth prospects in the country remain strong. India is expected to get continued attention from the investors including investments from the UK. UK is third largest investor in India and accounts

for about 8.0% of the total FDI inflows in the country. In fact, several British companies have exhibited interests in India post launch of the Make in India campaign.

4) Rupee can remain precarious-

The Rupee can witness some volatility in the coming weeks as there is still anxiety in the global markets. However, RBI has been quick to intervene to manage liquidity through open market operations and use the foreign exchange reserves to tackle currency volatility and capital outflows in case of any skewed movements. Respondents expect this to continue.

5) Inflation to remain range bound-

Oil and commodity prices have been subdued and there is no intermittent risks at present that will make the prices shoot. Global growth remains muted and an upward pressure on that account is suppressed for now. On the domestic front, good monsoons have been as predicted. Prices of food articles are likely to remain manageable.

Impact on Indian Businesses-

India businesses have presence in a wide array of sectors in the UK which include automobiles, auto components, pharmaceuticals, gems and jewellery, education and IT enabled services. Most of these sectors will be vulnerable to changes in demand and currency values.

1) Auto components-

India is a major supplier of auto components to the EU region. The region accounts for about 36% of India's total auto component exports, while the share of UK is about 5%. The UK Passenger Vehicle market is highly export oriented and the segment has close linkages with the EU automotive market. The anticipated slowdown in the UK and the EU region will have a dampening effect on the sector. Also, the depreciating Pound will impact the revenue stream companies of over the near term. The real impact will also depend on imposition of any trade restrictions between the EU and UK, which will become clearer over the

infrastructure appetite through debt finance in London as aggressively as currently planned. Again, this would depend on what Brexit scenario that plays out. But in the meantime, greater uncertainty will impact the bond pricing.

CONCLUSIONS-

It can be concluded that while UK has put across its decision to exit from the EU, the actual process of leaving the European Union will be long drawn. The announcement has spelled out more uncertainty for now which is expected to continue with the invoking of the Article 50 and as and when the real negotiations take place. This would at least take a couple of years to shape up. Therefore, the actual ramifications will become clearer in the long run when a tangible working model of the UK-EU relationship is drawn out and established.

UK has been a valued economic partner for India and the decision to leave the European Union has created some amount of ambiguity for the Indian businesses. Even though over half of the respondents have reported that they don't intend to set up separate operations in any other EU country because of Brexit, they seemed concerned about the impact on intra company transfers/movement of professionals and Indian migration over the medium term. Also, the participants indicated that they expect investments to the UK to take a beating over the course of next three to five years.

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CONSUMER PREFERENCE TOWARDS CONSUMPTION AND SPENDING ON FAST FOOD IN NASIK CITY

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ABSTRACT:

Eating at home used to be a significant aspect of Indian culture. However, over a period of time, with a growth in the number of nuclear families, economic growth and increasing per capita income as well as globalization, fast food culture gained prominence. Similarly, children also resorted to fast food due to their exposure to global urban culture and western cuisine which accelerated their desire for cheap and delicious fast food. Moreover, fast food costs less than traditional meals commencing with appetizer and concluding with dessert. (J Prabhavathi, 2004). Today not only the young generation but also people from all age group demand fast food in their everyday eating habits. Fast food industries have acquired a place in people's life is such that ordering the fast food item or visiting the outlet of fast food item portrays a symbol of higher standard of living in the society for the one and all, availing their services. Numerous big brands of Quick service Restaurant are competing among themselves in the Indian market. Some of them includes pizza hut, McDonalds, Dominos. (Minal Kashyap, 2013). The Indian food and beverage (F&B) service industry is one of the most vibrant industries that has seen unprecedented growth in the recent past and continues to expand rapidly. This can be attributed to the changing

“QUALITY-A KEY STRATEGIC FACTOR FOR BRANDING BUSINESS

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“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution. It represents the wise choice of many alternatives.” – Willa Foster

Abstract

The importance of quality is a main concern for many organizations, both public and private. In today's global competition and economic liberalization, quality has become one of the important factors for achieving competitive advantage. A good quality product or service enables an organization to add and retain customers. Poor quality leads to discontented customers, so the costs of poor quality are not just those of immediate waste or rectification but also the loss of future sales. The business environment has become increasingly complex and the marketplace has changed from local to global. Constant pressure is applied on the management to improve competitiveness by lowering operating cost and improving logistic. Customers are becoming increasingly aware of rising standards, having access to wide range of products and services to choose from. There is an ever-increasing demand for quality product and/or services and this global revolution had forced organizations to invest substantial resources in adopting and implementing total quality management strategies. The subject of quality for a business or organization must be understood before it can be determined if it is important. The purpose of business is to attract customers and make a profit. This requires the ability to keep the customers they have and draw in new ones. One of the characteristics important to customers is quality. This cannot be denied in that those who have a great reputation and good customer service flourish in today's economy. The question to be answered is how businesses focus on quality principles and do they have quality high on their objectives/policy in their operational plan.

Keywords: *Total Quality management, Quality, Strategic.*

INTRODUCTION

The introduction of total quality management (TQM) has played an important role in the Development of contemporary management. Quality, considered a key strategic factor in Achieving business success, is more than ever required for competing successfully in today's global market place (Dean & Evans, 1994), and it has become the key slogan as organizations strive for a competitive advantage in markets characterized by liberalization, globalization and knowledgeable customers (Sureshchandar, Chandrasekharan, & Anantharaman, 2001). Total quality management (TQM) is an integrated organizational effort designed to improve quality at every level.

However, defining quality is not as easy as it may seem, because different people have different ideas of what constitutes high quality. A good quality product or service enables an organization to add and retain customers. Poor quality leads to discontented customers, so the costs of poor quality are not just those of immediate waste or rectification but also the loss of future sales. Technological innovations have diffused geographical boundaries resulting in more informed customers. The business environment has become increasingly complex and the marketplace has changed from local to global. Constant pressure is applied on the management to improve competitiveness by lowering operating cost and improving logistic. Customers are becoming increasingly aware of rising standards, having access to wide range of products and services to choose from. There is an ever-increasing demand for quality product and/or services and this global revolution had forced organizations to invest substantial resources in adopting and implementing total quality management strategies.

OBJECTIVES OF THE STUDY

1. To study how 'Total Quality Management' introduce in the Business.
2. To understand what is the Role of each building block in Managing Organizational Quality.
3. To study how 'Total Quality Management' used to make continuous improvements.
4. To understand what is Total Quality Management & Business Excellence.

RESEARCH METHODOLOGY

The present study is conceptual survey with exploratory cum description in nature. It is based on the analysis of secondary data. The secondary data is available from various journals, internet & the books.

TQM IN TO A BUSINESS

TQM is not an easy concept to introduce into businesses - particularly those that have not traditionally concerned themselves too much with understanding customer needs and business processes. In fact - many attempts to introduce TQM fail! One of the reasons for the challenge of introducing TQM is that it has significant implications for the whole business.

For example, it requires that management give employees a say in the production processes that they are involved in. In a culture of continuous improvement, workforce views are invaluable. The problem is - many businesses have barriers to involvement. For example, middle managers may feel that their authority is being challenged. So "empowerment" is a crucial part of TQM. The key to success is to identify the management culture before attempting to install TQM and to take steps to change towards the management style required for it. Since culture is not the first thing that managers think about, this step has often been missed or ignored with resultant failure of a TQM strategy.

What is the Role of Each Building Block in Managing Organizational Quality?

Contemporary Issues in Commerce Banking and Management

1. **Continuous Quality Improvement** – Superior quality/performance is not a luxury, it is essential to survival.
2. **Process Focused Improvement** – Poor service and outcomes is the result of process Deficiencies, not people deficiencies. Some organizations try to inspect quality after the fact.
3. **Total Commitment of Senior Managers** – As stated earlier, management commitment is vital to overcoming uncertainty, establishing credibility and providing the stability to allow change to gain a foothold in the organization. Senior managers must create and maintain buy-in for quality improvement at all levels of the organization.
4. **Customer Orientation** – As described earlier, quality is achieved by knowing, meeting, and exceeding the customer's expectations.
5. **Education and Training** – Everyone must receive training on the organization's quality practices and values. All members of the workforce (the board, contractors, managers, and staff) must know the organization's quality values, goals for consumers/other stakeholders and the outcomes associated with these goals. This information must be provided to new members of the workforce.
6. **Employee Participation in Making Improvements** – Those that do the work are most knowledgeable about how to improve it. They are frequently referred to as the "process owners." Empowering the workforce and helping everyone to be a change agent or steward for quality is critical to an organization's success with quality improvement.
7. **Teamwork** – Teamwork integrates behaviors that help the total organization exceed the sum of its parts. Teamwork promotes cooperation, coordination, information sharing, mutual support, consensus decision-making, etc. Working together across functions and departments, breaking down silos and problem-solving is critical drivers for improvement teams.
8. **Recognition and Reward** – People will act accordingly to how they are received and rewarded. QI thrives on the elimination of blame, finger pointing, and fire fighting.
9. **Organizational Culture Supports Quality Goals** – To create a culture of quality, an Organization must align its organizational processes with quality planning and desired Out comes. Quality leadership starts with the leaders who plant the seeds, create the Environment for success, empower others and deploy quality throughout the organization.



36

FUTURE SCOPE FOR E-COMMERCE IN INDIA

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ABSTRACT

The E-Commerce market is thriving and poised for robust growth in Asia. There are players who made a good beginning. Their success depends on their understanding of the market and offering various types of features. This paper gives an overview of the future of E-Commerce in India and discusses the future growth segments in India's E-Commerce. Also find out various factors that would essential for future growth of Indian E-commerce. And represent the various opportunities for retailers, wholesalers, producers and for people. In this paper we found that the Overall E-Commerce will increase exponentially in coming years in the emerging market of India.

OBJECTIVES OF THE STUDY-

- 1) To Study the present Scenario of E-Commerce in India.
- 2) To Highlight on Future Perspective of E-Commerce in India.
- 3) To study India's Prospects in E-Commerce.
- 4) To indicates the Essential factors for growth of E-Commerce in India.
- 5) To Understanding an Experts Opinions about Future Growth of E-Commerce in India

Research Methods-

The study has been conducted fully on conceptual basis .The data collection has included the following sources-1) Experts

statements on the Future Growth of E-Commerce in India 2) Pre-Existing & Existing documents such as Journal Articles, Reports from the associations in the field of E-Commerce, News papers, Periodicals etc. 3) Internet websites has mainly used for collecting the information.

INTRODUCTION-

The E-commerce Industry in India has come a long way since its early days. The market has matured and new players have entered the market space. In the present dynamic scenario, e-commerce market in the B2C space is growing in demand as well as in the array of services. The transition to online purchasing from traditional purchasing is taking a long time in the Indian market. E commerce includes not only buying and selling goods over Internet, but also various business processes within individual organizations that support the goal. As with e-commerce, e-business(electronic business) also has a number of different definitions and is used in a number of different contexts.

CONCEPTS AND DEFINITIONS-

Electronic commerce or e-commerce refers to a wide range of online business activities for products and services. It also pertains to "any form of business transaction in which the parties interact electronically rather than by physical exchanges or direct physical contact."

A more complete definition is: E-commerce is the use of electronic communications and digital information processing technology in business transactions to create, transform, and redefine relationships for value creation between or among organizations, and between organizations and individuals.

DIFFERENT TYPE OF E-COMMERCE:

The major different types of e-commerce are: business-to-business (B2B); business to-consumer (B2C); business-to-government (B2G); consumer-to-consumer (C2C); and mobile commerce (m-commerce).

SCENARIO OF E-COMMERCE IN INDIA-

For developing countries like India, e-commerce offers considerable opportunity. E-commerce in India is still in growing stage, but even the most-pessimistic projections indicate a boom. It is believed that low cost of personal computers, a growing installed base for Internet use, and an increasingly competitive Internet Service Provider (ISP) market will help fuel e-commerce growth in Asia's second most populous nation. The first e-commerce site in India was rediff.com. It was one of the most trafficked portals for both Indian and non-residents Indians. It provided a wealth of Indian-related business news a reach engine, e-commerce and web solution services. The past 2 years have seen a rise in the number of companies enabling e-commerce technologies and the internet in India. Major Indian portal sites have also shifted towards e-commerce instead of depending on advertising revenues.

The web communities built around these portal sites with content have been effectively targeted to sell everything from event and mouse tickets the grocery and computers. The major in this services being Rediff.com and the net and India plaza with started a shopping section after In spite of RBI regulation low internet usage e-commerce sites have popped up everywhere hawking things like groceries, bakery items, gifts, books, audio and video cassettes, computer etc. none of the major players have been deterred by the low PC penetration and credit card.

FUTURE PERSPECTIVE OF E-COMMERCE IN INDIA-

India is developing rapidly and if development is to be measured, how can we ignore the role of e commerce in it. The internet user base in India might still be a mere 100 million which is much less when compared to its penetration in the US or UK but it's surely expanding at an alarming rate. The number of new entrants in this sphere is escalating daily

and with growth rate reaching its zenith it can be presumed that in years to come, customary retailers will feel the need to switch to online business. Insights into increasing demand for broadband services, rising standards of living, availability of wider product ranges, reduced prices and busy lifestyles reveal this fact more prominently thereby giving way to online deals on gift vouchers. Going by the statistics, the E commerce market in India was worth about \$2.5 billion in 2009. It rose to \$8.5 billion by 2011 thus depicting a definite surge in the last two years. According to a statement released by the Internet and Mobile Association of India (IAMAI), these figures would reach up to \$12 billion by 2012! To understand this scenario, we can divide E-commerce into three broad categories which include physical services, physical goods and virtual goods. Another category that is gradually making its mark is the local commerce (couponing, yellow pages, classifieds etc.) which offers significant overlaps with E-commerce. The 1st category of physical services is definitely the major contributor which includes travel ticketing, jobs, matrimonial and event management websites with travel sites accounting for 75% of all E-commerce industries! It provides attractive deals too.

The 2nd category of physical goods is the one currently gaining considerable attention, thanks to the hype created by new startups/ stores being launched daily. Leaders in this division are Flipkart, Infibeam, Homeshop18, Indiatimes, Naaptol, Letsbuy etc. each of which offers everything from mobile phones to pet food.

The 3rd and final category of virtual goods and gift vouchers like online music, software's, movies, games, Taj Hotel gift vouchers, Reebok gift vouchers, Pizza Hut gift vouchers etc. have been relatively lagging behind in India as compared to Europe and America, primarily due to piracy concerns and the social perspective of Indians. But the scenario is

expected to change with the digital downloads segment expected to grow in the Indian E-commerce market due to the explosion of mobile devices and the services available over the Internet at special discounts.

Certain unique attributes of the E-commerce industry in India such as cash on delivery mode of payment and direct imports that lower costs considerably are probably going to bring about a speedy growth in this industry in years to come.

According to the latest research by Forrester, a leading global research and advisory firm, the e-commerce market in India is set to grow the fastest within the Asia-Pacific Region at a CAGR of over 57% between 2012-16. The report, titled "Asia Pacific Online Retail Forecast, 2011 To 2016," has been issued by Forrester Research Inc. Analyst Zia Daniell Wigder, with Steven Noble, Vikram Sehgal and Lily Varon.

Country	2012(In Billion)	2016(In Billion)
India	1.6	8.8
Australia	23.2	35.4
Japan	63.9	97.6
China	169.4	356.1

(Source-Forester)

E-commerce in India to explode in 2012, Indian e-shoppers will have a good time getting great deals and services online. A recent pan-India report released by Com Score Inc reveals that online shopping in India has touched a growth rate of 18 per cent and is only likely to grow further. The report found that nearly 60 per cent of citizens in India visited a retail site in November 2011, with the number of online shoppers increasing by 18 per cent in the past year. E-commerce can become an integral part of sales strategy while it is one of the cheapest medium to reach out the new markets, if implemented successfully, it offer a smart way of expansion & doing e-commerce attribute to the successful implementation to carefully understanding the products & services,

customers and the business process, easy to-use system to extend the business on the web. A new report by the Boston Consulting Group says online retail in India could be a 84- billion industry by 2016 — more than 10 times its worth in 2010 — and will account for 4.5 per cent of total retail. The e-commerce platforms maximize its reach to the potential customers and provide them with a convenient, satisfying & secure shopping experience. The e-commerce platforms maximize its reach to the potential customers and provide them with a convenient, satisfying & secure shopping experience.

SEGMENTS THAT RECORDED GROWTH-

Online channels are playing an important role of connecting with consumers of unexplored markets. The journey of online spending that started with an increasing number of buyers of travel and holiday plans in the last decade has now extended to an increase in spends on household appliances and luxury products. While segments like apparel and luxury products have registered unprecedented growth in 2011, jewellery, electronic appliances and hardware products have shown promising growth trends as well. "Indian consumers are showing greater appetite to transact online, fuelling the e-commerce boom," said Anuj Kumar, CEO, Affle.

The report also found that coupon sites are rapidly gaining popularity, with 16.5 per cent of the Indian online population visiting the category in November 2011 – 27.2 million online users in India aged 15 and older accessed the retail category from a home or work computer, an increase of 18 per cent from the previous year, as consumers continue to turn to the web to shop for and purchase items and retailers continue to increase their online visibility through active marketing campaigns.

Increase in shoppers of the coupon sites indicate that pricing is playing the role of catalyst in bringing more and more shoppers online. Many of these shoppers have shown affinity

towards affordable online goods, which was priced lesser than the market price. Some of the largest retail subcategories revealed that coupons category was the largest with 7.6 million visitors as consumers rapidly adopt daily deal sites. Consumer electronics ranked next with 7.1 million visitors, growing at 12 per cent over the previous year, while 5.8 million online users visited comparison shopping sites, an increase of 25 per cent from the previous year.

INDIA'S PROSPECTS IN E-COMMERCE:-

1) OPPORTUNITY FOR RETAILERS: A retailer can save his existence by linking his business with the on-line distribution. By doing so, they can make available much additional information about various things to the consumers, meet electronic orders and be in touch with the consumers all the time. Therefore, E-Commerce is a good opportunity.

2) OPPORTUNITY FOR WHOLE SALERS/ DISTRIBUTER: In the world of Ecommerce the existence of the wholesalers is at the greatest risk because the producer can easily ignore them and sell their goods to the retailers and the consumers. In such a situation those wholesalers can take advantage of E-Commerce who are capable of establishing contractors with reputed producers and linking their business with the on-line.

3) OPPORTUNITY FOR PRODUCERS: Producers can take advantages of e-commerce by linking themselves with on-line, by giving better information about their products to the other links in the business chain and by having a brand identity.

4) OPPORTUNITY FOR PEOPLE: As more people are getting linked with E-commerce, the demand for centre providing internet facility or cyber cafe is also increasing. Hence, the people who wish to take advantage of it can establish cyber and have their benefits.

ESSENTIAL FACTORS FOR GROWTH OF E-COMMERCE IN INDIA:

- Customer convenience: By providing

Cash on delivery payment option service to customers.

- Replacement guarantee: Should be Offers 30 day replacement guarantee to their customers.

- Reach: Enabling mobile-capable sites and supporting M-Commerce services.

- Location based services: Since customers these days are always on the move, promoting the right product at the right time and location becomes an integral aspect

- Multiple payment option: standard credit cards, debit cards and bank payments option should be there.

- Right content: Getting the right content and targeting customers with crisp and relevant information is of utmost importance to users on the move.

- Price comparison: Providers offering instant price comparison are highly popular amongst the price conscious customers.

- Shipment option: Low cost shipment should be there. The convenience of collecting orders post work while returning home should be there.

- Logistical challenges: In India, the geographical spread throws logistical challenges. The kind of products being offered by providers should determine the logistics planning.

- Legal challenges: There should be legal requirement of generating invoices for online transactions.

- Quick Service: Timely service provided by the company.

- Terms and condition: T & C should be clear & realistic.

- Quality: The product quality should be same as shown on the portal.

- Customer care centre: A dedicated 24/7 customer care centre should be there.

EXPERTS VIEW ABOUT FUTURE GROWTH OF E-COMMERCE IN INDIA:

- Leading e-commerce portals in the

country include Flipkart.com, Futurebazaar.com, Ebay.in, Homeshop18.com, Snapdeal.com, Indiaplaza.com, Starcj.com, Amazon.com,

- Fashionandyou.com, Rediffshopping.com., inkfruit.com, myntra.com, futurebazaar.com, yebhi.com, zoomin.com and hushbabies.com.

- Internet on mobile phones and e-commerce are set to lead the trend in the IT sector, Google India MD Rajan Anandan said on June 2012.

- Speaking at the 13th annual Confluence at the Indian Institute of Management, Ahmedabad (IIM-A) here, Anandan identified trends such as mobile internet, social networking, e-commerce and internet video as being the most important trends for any technology company to take advantage of.

- "We have seen 80-90 per cent growth in traffic month-on-month over the last three quarters. We have been gradually increasing the pace of hiring and over the next six months, we will add about 500 people," Snapdeal Chief Executive Director Kunal Behl said.

- "With the growing e-commerce industry in the country and major international players entering the market, the number of job offers would certainly look up," e-commerce firm Homeshop18.com CEO and founder Sundeep Malhotra said.

- "e-commerce space is a booming space as Internet audience are likely to double in the next two-three years and this industry will require talent from various sectors like technology, product, analytics, sourcing, general management talent, merchandising and marketing," online retailer Fashionandyou.com co-founder and CEO Pearl Uppal said.

- Another e-commerce player HomeShop18.com has grown by over 70 per cent in headcount terms in 2011 over the last year and is further poised to grow by a similar percentage this year, including an augmentation

of the technology team.

- Meanwhile, the e-commerce sector is fast hiring the best talent available in the country and this placement season saw e-commerce companies recruiting big numbers at premier institutions like the Indian Institutes of Management (IIMs) and Indian Institute of Technology (IITs).

- According to a report by industry body Assocham, online retail segment is likely to be worth Rs 7,000 crore by 2015 due to rising broadband availability and increasing Internet penetration, from the Rs 2,000 crore at present. It is growing at an annual rate of 35 per cent.

CONCLUSION

The future of E-Commerce is difficult to predict. There are various segments that would grow in the future like: Travel and Tourism, electronic appliances, hardware products and apparel. There are also some essential factors which will significantly contribute to the boom of the E-Commerce industry in India i.e. replacement guarantee, M-Commerce services, location based services, multiple payment option, right content, shipment option, legal requirement of generating invoices for online transactions, quick Service, T & C should be clear & realistic, the product quality should be same as shown on the portal, dedicated 24/7 customer care centre should be there. We found various types of opportunities for retailers, wholesalers/distributors, producers and also for people. Retailers meet electronic orders and should be in touch with the consumers all the time. Wholesalers can take advantage of E-Commerce who are capable of establishing contractors with reputed producers and linking their business with the on-line. Producers can also linking themselves with on-line, by giving better information about their products to the other links in the business chain and by a having a brand identity. As more people are getting linked with E-commerce, the demand for centre providing internet facility or cyber cafe is also

increasing. Hence, the people who wish to take advantage of it can establish cyber and have their benefits. People could found various opportunities of employment. On the behalf of above said reports and experts view showed that the future of e-commerce in India would be bright in the upcoming years if all essential factors would be implemented.

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Human Resource Management-Developing and Sustaining High-Performance Work Teams

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Abstract

The complexities of human resources require high-performance teams working together well to meet expectations, and team leaders who know how to build those teams. Many workforces require collaboration to accomplish organizational goals. Teamwork can facilitate solutions to complex problems and improve productivity. High-performance teams in the workplace make this success possible by combining individual talents to achieve a common goal. Leading organizational behavior specialists believe that HPWS has the greatest potential to provide sustained competitive advantage to companies adopting it. Thus, human resource managers and scholars as well as economists ought to be very interested in it. While much has been written about

The research aims at examining the relevance of 'high performance work system' in Indian context. Further, influenced by the concept of 'Black Box', the mediating role of employee engagement has also been tested. Agreeing with the universalistic perspective, the

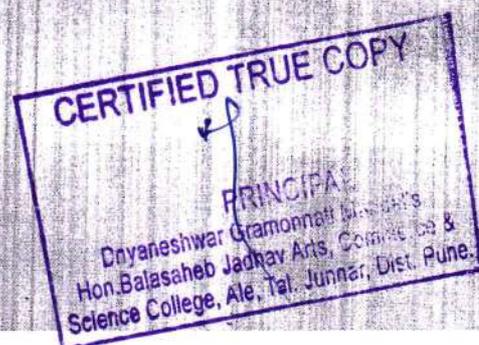
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25	E-COMMERCE AND ITS IMPACT ON RETAIL MARKET THORAT GANESH AMBADAS	112
26	CHALLENGES BEFORE HIGHER EDUCATION IN INDIA DR. V. V. KULKARNI	115
27	E-BANKING AND ITS BENEFITS FOR BUSINESS PRAKASH D. DESHPANDE	118
28	LABOUR WELFARE IN INDIA SURESH SHINDE	122
29	RECENT TRENDS IN NEWSPAPER MARKETING NEETA MANOHAR KEDAR	126
30	THE GROWING TREND OF M-COMMERCE IN INDIA PRIN. DR. SUBHASH WADEKAR, MANISHA GIRI	130
31	BEHAVIOUR AND PERCEPTION OF MUTUAL FUND INVESTOR'S IN PUNE CITY ANIS GAFUR MOMIN, DR. J. P. BHOSALE	134
32	PROFILING INDIAN CONSUMERS BASED ON ACCEPTANCE OF MOBILE MARKETING DR. BABANRAO GAGANDHAR THUBE	142
33	ROLE OF CORPORATE SOCIAL RESPONSIBILITY IN REVIVAL OF SICK/CLOSED INDUSTRY WALUNJ SHASHIKANT MAHADU	149
34	E-MARKETING CHALLENGES AND OPPORTUNITIES UGHADE S. S.	153
35	THE ROLE OF FAITH BASED ORGANIZATIONS' ON PUBLIC HEALTH DR. S. D.TAKALKAR, MARCELINE FERNANDES	157

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ROLE OF CORPORATE SOCIAL RESPONSIBILITY IN REVIVAL OF SICK/CLOSED INDUSTRY

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Abstract-

Corporate Social Responsibility is not a new concept but was made mandatory wef 01.04.2014 for certain companies (including foreign companies having branch or project office in India) that fulfill the criteria of Net worth of Rs 500 crores or more or Turnover of Rs 1000 crores or more or Net profit of 5 crores or more during any financial year. All such companies shall spend, in every financial year, at least 2 percent of the average net profits (calculated as per the provision of section 198 of the Companies Act 2013) of the company made during the three immediately preceding financial years. This will develop a concept for crafting unique models to generate livelihoods with a significant multiplier impact on sustainable livelihood creation by a profit making / financially resourceful company.

Objectives of the Study-

- 1) To provide a guideline for compliance with the provisions of Regulations to earmark a percentage of company's profits for social projects.
- 2) Implementation of CSR initiative through appropriate procedures and reporting.
- 3) Creating opportunities for stake holders to participate in socially responsible initiatives.

Research Methodology-

The study has been conducted fully on conceptual basis .The data collection has included the following sources-1) Experts statements on the Role Of Corporate Social Responsibility In Revival Of Sick/Closed Industry 2) Pre-Existing & Existing documents such as Journal Articles, Reports from the associations in the field of CSR, News papers, Periodicals etc. 3) Internet websites has mainly used for collecting the information.

Introduction-

Corporate Social Responsibility is not a new concept but was made mandatory wef 01.04.2014 for certain companies that fulfill the criteria as mentioned under sub section 1 of section 135 of the Companies Act 2013 along with companies (CSR) Rules 2014.The concept is for crafting unique models to generate livelihoods with a

significant multiplier impact on sustainable livelihood creation by a profit making/financially resourceful company. These initiatives are independent of the normal conduct of business. The CSR is generally understood as a measuring rod for a company's contribution to building economic, social and environmental capital towards enhancing societal sustainability. In the strategic context of business, enterprises must possess, apart from financial resources, the transformational capacity to create development models through entrepreneurial vitality, innovation and creativity. Programmes, projects and activities carried out in this regard are the subject matter of this Policy. The CSR can be better understood by its guiding principle enunciated by the Chairman of CSR committee while proposing Corporate Social Responsibility Rules under section 135 of the Companies Act 2013 as follows, "CSR is the process by which an organization think about and evolves its relationship with stakeholders for common good, and demonstrate its commitment in this regard by adoption of appropriate business process and strategies. Thus CSR is not a mere charity or donation. CSR is way of conducting business; by which corporate entity visibly contribute to the social good. Socially responsible companies' do not limit

themselves to using resources to engage in activities that increase only their profits. They use CSR to integrate economic, environmental and social objectives with company's operation and growth."

Applicability & Highlights-

- i) The sub section 1 of the section 135 of Companies Act 2013, is applicable to the Companies (including foreign companies having branch or project office in India) having Net worth of Rs 500 crores or more or Turnover of Rs 1000 crores or more or Net profit of 5 crores or more during any financial year.
- ii) The amount spent on CSR activities are not the business expenditure and hence no tax benefits can be claimed by the company incurring it however amount contributed to Prime Minister Relief Fund, scientific research, rural development projects, skill development projects, agriculture extension projects etc covered under schedule VII are already enjoying exemption under different section of income tax act 1961.
- iii) The net profit of 5 crores or more means profit before tax.
- iv) Any excess amount that is more than 2% as specified in section 135 cannot be carried forward to the subsequent year and adjusted against that year's CSR expenditure.
- v) The employees' expenses managing the CSR activities of a company are not CSR expenditure.
- vi) The list activities contained in schedule VII are illustrative and not exhaustive. Any activity that are environmental friendly and socially acceptable to the local people and society can be CSR activity. Contribution towards the Chief Minister Relief fund is also a CSR activity.

Compliance-

Section 135 of Companies Act 2013 along with Companies (Corporate Social Responsibility Policy) Rules 2014 requires the compliance of the following-

- i) Constitution of a Corporate Social Responsibility committee of the Board

with effect from 1st April 2014. The said committee shall be comprised of 3 or more directors out of which at least one director shall be an independent director.

- ii) All such companies shall spend, in every financial year, at least 2 percent of the average net profits (calculated as per the provision of section 198 of the Companies Act 2013) of the company made during the three immediately preceding financial years.
- iii) The CSR committee constituted as above in pursuance of section 135 of the Companies Act 2013 are required to formulate and recommend to Board a CSR policy for the activities to be undertaken by the company as specified in schedule VII to the Act.
- iv) The applicable Companies are required to incorporate in its Board's Report an annual report on brief outline of the company's policy, composition of CSR committee, Average net profit of the company for last three financial years, Prescribed CSR expenditure, details of CSR expenditure spent during the current financial year under report, reasons in case of failure by the company to spend the prescribed CSR expenditure and responsibility statement that implementation and monitoring of CSR policy is in compliance with CSR objectives under the Companies Act 2013.
- v) The Rule 3(2) of the Corporate Social Responsibility Rules 2014 provides for the cessation of a company to be covered under section 135 of the Companies Act 2013.

CSR Activities'-

The activities covered are as follows-

- i) Eradicating extreme hunger and poverty and malnutrition, promoting preventive health care and sanitation including contribution to the swatch Bharat Kosh set up by the Central Government for promotion of sanitation and making available safe drinking water.
- ii) Promotion of education including special education & employment enhancing

vocational skills especially among children, women, elderly and the differently able & livelihood enhancing projects.

- iii) Promoting gender equality and empowering women, setting up homes & hostel for women & orphan, setting up old age homes day care centre and such other facilities for senior citizens & measures for reducing inequalities faced by socially & economically backward groups.
- iv) Reducing child mortality and improving maternal health by providing good hospital facilities and low cost medicines.
- v) v) Providing with hospitals and dispensary facilities with more focus on clean and good sanitation so as to Combating human immunodeficiency virus, acquired immune deficiency syndrome, malaria and other diseases.
- vi) vi) Ensuring environmental sustainability, ecology balance, protection of flora and fauna, animal welfare, agro forestry, conservation of natural resources and maintaining quality of soil, air & water including contribution to the Clean Ganga Fund set up by the Central Government for rejuvenation of river Ganga.
- vii) Employment enhancing vocational skills.
- viii) Protection of national heritage, art & culture including restoration of building & sites of historical importance, & works of Arts, setting up public libraries, promotion & development of traditional arts and handicrafts.
- ix) Measures for the benefit of armed forces veterans, war widow & their dependents.
- x) Training to promote rural sports, nationally recognized sports, & Olympic sports.
- xi) contribution to the Prime Minister's National Relief Fund or any other fund set up by the Central Government or the State Governments for socio-economic development and relief and funds for the welfare of the Scheduled Castes, the

Scheduled Tribes, other backward classes, minorities and women; and

- xii) Such other matters as may be prescribed.

Activities not to qualify as CSR-

- i) The CSR projects or programme or activities that benefit only the employees of the company and their families.
- ii) One-off events such as marathons/awards/charitable contribution/advertisement/sponsorships of TV programmes.
- iii) Expenses incurred by the companies for the fulfillment of any other Act/Statue of Regulations (such as labour laws, Land acquisition Act, Apprentice Act etc)
- iv) Contribution of any amount directly or indirectly to any political party.
- v) Activities undertaken by the company in pursuance of its normal course of business.
- vi) The project or programmes or activities undertaken outside India.

Suggestion for inclusion of revival of sick/closed industry as CSR activity and expenditure thereon as CSR expenditures-

The author intends to suggest the inclusion of revival of sick/ closed industry as one of the notified CSR activity under Schedule VII and specifically earmark certain specified percentage out of the total CSR fund which is, in every financial year, at least 2 percent of the average net profits (calculated as per the provision of section 198 of the Companies Act 2013) of the company made during the three immediately preceding financial years. The need/ logic for aforesaid inclusion may be justified on the following grounds-

- i) Revivals of closed/sick industrial unit are for social good and have socio-economic impact on that locality/state.
- ii) Sick/closed industrial unit shall be able to utilize the resources with the help of socially responsible companies' to increase overall production, productivity and economic power of that locality.
- iii) It will be a process of creating opportunities for stake holders to participate in socially responsible initiatives.

- iv) By adopting an appropriate process and strategies a socially responsible organization shall be able to evolve its relationship with stakeholders for common good, and demonstrate its commitment in this regard.
- v) This will develop a concept for crafting unique models to generate livelihoods with a significant multiplier impact on sustainable livelihood creation by a profit making/financially resourceful company.
- vi) This will be a use CSR of a financially resourceful company to integrate economic, environmental and social objectives with sick/closed company's operation and growth.

Implementation-

- i) The appropriate authority is required to promulgate the notification that the revival of sick/closed industry is a eligible CSR activity and specifically earmark certain specified percentage out of the total CSR fund which is, in every financial year, at least 2 percent of the average net profits (calculated as per the provision of section 198 of the Companies Act 2013) of the company made during the three immediately preceding financial years
- ii) All applicable profit making PSUs and other business establishment in the state are to be listed that incurs specified expenditure on CSR as per the provision of section 135 of the Companies Act 2013.
- iii) All applicable profit making PSUs and other business establishment in the state may be directed to contribute the specified percentage out of the total CSR fund which is, in every financial year, at least 2 percent of the average net profits (calculated as per the provision of section 198 of the Companies Act 2013) of the company made during the three immediately preceding financial years to

the aforesaid Section-8 company/ fund created by Central/State Government.

- iv) The empowered governing authority of section-8 company/ fund set up by State/ Central Government shall release the fund to sick/closed industry after proper due diligence.

Conclusion-

By including the revival of sick/closed industry as a CSR activity and notifying for compulsory contribution of specified percentage out of the total CSR fund which is, in every financial year, at least 2 percent of the average net profits (calculated as per the provision of section 198 of the Companies Act 2013) of the company made during the three immediately preceding financial years shall be a unique models to generate livelihoods and environmental capital with a significant multiplier impact on sustainable livelihood creation by a profit making/financially resourceful company.

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The Social and Political Impact of Natural Disasters

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Abstract :

This research paper said that the social & political impact of natural disaster in our country. The social and political issues influences that imbalanced of natural resources. During the last years, there has been an increase in the reports of natural disasters. In addition to the global warming discussion which has sparked a stream of literature analyzing what the effects may be, the reality is that we are experiencing an increasing number of natural disasters, and this is also an area still to develop.

To explore these issues, this paper examines data from a database of natural disasters in India which register all natural events at the local level in India, and using data from other public sources, we aim to shed some light on the natural disasters literature, while focusing on the local development impact. Specifically, we will focus on how natural disasters may affect local social indexes at the municipal level, such as the Human Development Index, and poverty levels, between years 2000 and 2005. Using the natural disaster event as exogenous shock we use a Difference-in-Difference methodology to isolate the impact. In addition, as we are using a variety of municipalities, we control for the heterogeneity of them, and control for variables in natural and geographical aspects, as well as for institutional and local capacity, socioeconomic, and some coping mechanism for localities, to implement a Regression Adjusted Difference-in-Difference.

Keywords : Natural Disasters, Impact, Poverty, Human Development, Geography, Social, Political Life etc.

Introduction: Natural disasters are caused by hydro-meteorological, climatological, geophysical and biological phenomena which adversely impact on the natural and built environment of affected regions. Natural disasters are a increasingly phenomena that we all clearly perceive and know that may have a direct impact on the welfare of a regions where it hits and also on specific households indicators in such areas. Depending of where we live, hurricanes, earthquakes, floods, droughts, etc, are threats to lives, properties, productive assets, and also can have an impact on social indicators.

The growing incidence of natural disasters is highly correlated to the increasing vulnerability of households and communities in developing countries, as previous socioeconomic vulnerabilities may exacerbate the impact of a natural disaster, making more difficult the process of recovery. Thus, the impact of such events could result in an immediate increase in poverty and deprivation. The impact of a natural disaster may also cause inequalities. The poor, who suffer from income fluctuations, and also have limited access to financial services, in the aftermath of a disaster may be more prone to reduce consumption and have a decreasing shock in other household indicators as a consequence. In addition, there are a number of non poor, or close to be, who are not insured against from those risks, and then may fall into poverty as consequence of decapitalizing when coping with the shock, depending the impact and likelihood of falling into poverty of the initial stock assets and coping mechanisms.

Moreover, vulnerability to natural disasters is a complex issue, as it is determined by the economic structure, the stage of development, prevailing of social and economic conditions, coping



mechanism, risk assessment, frequency and intensity of disasters, etc. The impact on the poor could be losing access to some basic services, reversals in accumulation of physical and human capital, and perhaps an increase in child labor and criminal activities. This paper has made a contribution to the debate on the impact of increasing natural disaster events. As it has been shown that such events reduce social indicators at the local level, public policies for attenuating such impacts must be more focused on those under the poverty lines and in implementing mechanisms for keeping elements considered in the human development index that are affected due to these shocks. Additional research could focus on the micro effects on households and the analysis of the form derived from the natural shocks on poverty, which may help to focus the public mechanism mentioned.

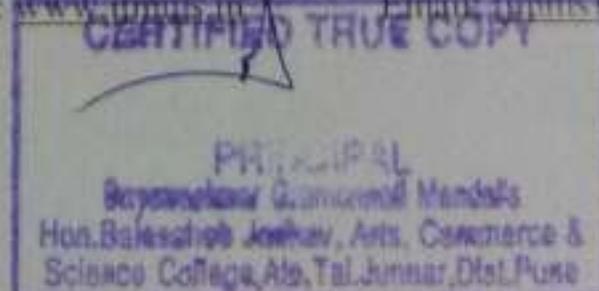
Objectives

1. To study the Social and Political Impact of Natural Disasters.
2. To study The relationship between political attitudes and disasters.
3. To study the major suggestion for development of Natural Disasters.

Research Methodology: With the above objectives keep in mind the instructed Interview Method and Desk Research Method was basically adopted. The Secondary Data is collected from various reference books related to Natural Disasters, Impact, Poverty, Human Development, Geography, Social, Political Life, Commerce & Management, and Geography etc. For said research study secondary data is also collected from the National and International Research Journals which are related to Commerce, Management, Banking, Geography etc. For the present research study the data pertaining to the above objectives was collected and reviewed the literature on the topic concerned. The literature was thus collected by visiting various libraries. Some Government offices were also visited for getting office record and statistical data. The secondary data is also collected from various websites.

The Social and Political Impact of Natural Disasters: Natural disasters are social and political phenomena. Social structures create vulnerability to natural hazards and governments are often seen as responsible for the effects of disasters. Do social trust, political trust, and government satisfaction therefore generally change following natural disasters? How can media coverage explain change in political attitudes? Prior research suggests that these variables are prone to change, but previous studies often focus on single cases, whereas this dissertation adopts a broader approach, examining multiple disasters. It investigates the social and political impact of natural disasters by examining their effect on social and political attitudes and by exploring media coverage as a mechanism underlying political consequences.

The political trust and which factors determine the level of political trust among individuals? Political trust can be seen as a general and more fundamental attitude towards the government that is unlikely to change quickly, for example, triggered by a specific political issue. Other scholars have argued that trust is also affected by short-term events and important political challenges, e.g., economic success or political scandals, and that it is therefore a performance measure of policies and government officials. For the present study, the most important assumption is that government performance potentially matters for political trust. It makes a case that political trust includes an individual's evaluation of the government which could be prone to changes caused by



specific political processes or outputs that the individual experiences, for example, poor or effective disaster management on the part of the government. Clearly, there may be other guiding factors that are affected by other conditions. Satisfaction with the government is likely to be partly dependent on whether the party an individual supports is part of the government. But it should generally be affected by politics and policies that have been advanced more recently. Satisfaction with the government is an appropriate indicator of the individual's short-term perception of governmental performance. Furthermore, in contrast to political trust, it may be expected that satisfaction with the government will capture more, even temporary, changes. It is therefore more prone to being affected by the citizen's perceptions of successful or failed disaster management on the part of the government. Political trust has been studied in only a few cases of natural disasters. The government and trust in the government have been of primary interest of previous research, as will be demonstrated in the following section.

The Relationship between Political Attitudes And Disasters: Similar to social capital, the connection between natural disasters and political trust has been studied from various angles. Although the present project focuses on the effect of disasters on political trust and satisfaction with the government, it is useful to be aware of the fact that the relationship between political trust and disasters has several dimensions. Natural disasters have often been argued to be examples of fast-burning crises. The fact that disasters are generally fast-burning crises is illustrated by findings showing that media coverage is usually focused on reactions made by the government during and shortly after the disaster, which makes temporally shorter effects possible. Hence, in order to understand and investigate processes related to accountability natural disasters, it is crucial to investigate disaster effects that occur in close imminence to the disaster event itself. Related political attitudes, such as the perception of political leadership were found to be negatively affected by the 2010 Pakistan floods, particularly among citizens whose property had been damaged by the disaster. Hence, the perception of failed governmental performance following disasters appears to be a rather common phenomenon among the various political effects of disasters.

Suggestions

1. Natural disasters should be approached from a trans-disciplinary perspective as their prevention and mitigation requires technical-scientific cooperation between different areas of science, engineering, economics, health, social studies and law. In addition, stakeholder participation (e.g. local community) is a *sine-qua-non* in reducing their socio-economic and environmental impacts.
2. Vulnerability must be dealt with by increasing the social capital of communities which are located in regions of heightened risk of disasters. This can be achieved through education/training and by fostering citizenship which advocates participation in collective actions; reducing isolation by creating networks which encourage contact and exchange of experiences between different communities with concerns in common in terms of the risk management of disasters; among other actions aiming at building social capital.

3. Natural disasters in developing countries cause impacts, particularly in terms of the degradation of health, due to diseases related to a worsening of environmental sanitation conditions.
4. Globally, greater attention and more proactive intervention is necessary (in terms of prevention planning) on the part of governments and NGOs, as set out by the World Bank & United Nations.
5. There needs to be investment and natural disaster prevention subsidies as well as authorities and organizations who are directly responsible for preventing disasters, as this can significantly reduce the number of victims and extent of material damage.
6. Among aspects which help to mitigate disasters, social capital is fundamental in creating the conditions to reduce vulnerability, and consequently, the dependency of communities (or nations) on external initiatives.

Conclusion: Natural disasters have become common events in recent years, especially in India. The debate on whether such events are potentially affecting the development of affected areas is still under way. In this context, this paper analyzes a dataset for social indicators at the municipal level in India and the effect on them from natural disasters between years 2000-2005. We specifically analyze the impact on the Human Development Index, and three different measures of poverty (food, capacities and assets). Natural disasters are caused by hydro-meteorological, climatological, geophysical and biological phenomena which adversely impact on the natural and built environment of affected regions.

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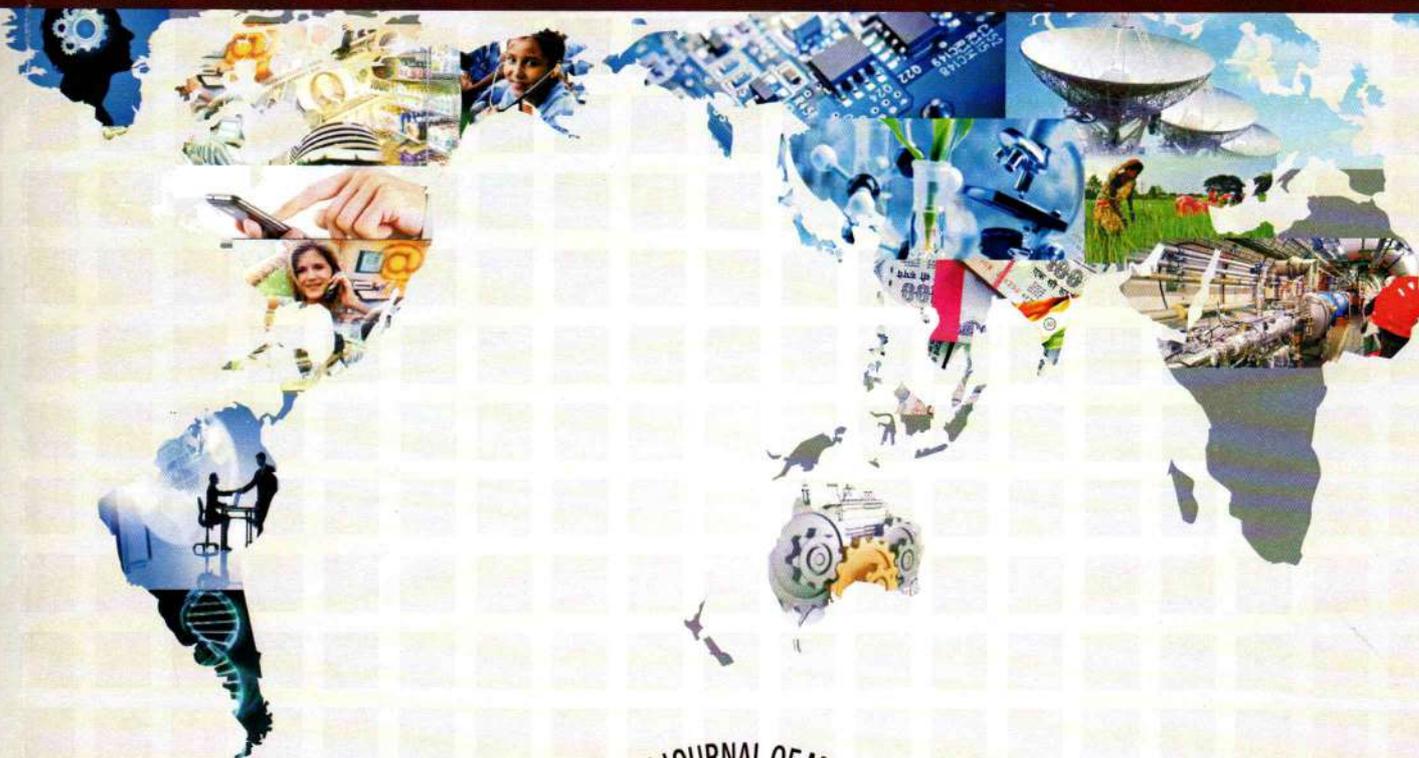
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**SPECIAL ISSUE ON
IMPACT OF CASHLESS ECONOMY : CHALLENGES AND OPPORTUNITIES**



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IMPACT OF DEMONETIZATION ON INDIAN ECONOMY

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ABSTRACT

In an important move, the Government of India declared that the five hundred (500) and one thousand (1000) rupee notes will no longer be legal tender from midnight, 8th November 2016. The RBI will issue Two thousand rupee notes and new notes of Five hundred rupees which will be placed in circulation from 10th November 2016. Notes of one hundred, fifty, twenty, ten, five, two and one rupee will remain legal tender and will remain unaffected by this decision. This measure has been taken by the Prime Minister Mr. Narendra Modi in an attempt to address the resolve against corruption, black money and counterfeit notes. This move is expected to cleanse the formal economic system and discard black money from the same.

Key Words : *Demonetization, Corruption, Black Money, Counterfeit Notes, GDP, Plastic Money, Hawala Transaction.*

Introduction-

It is a radical financial step in which a currency unit's status as a legal tender is declared invalid. This move is usually executed when old currencies have to be replaced by new ones or whenever there is a change of national currency. However, given the extent to which the project has to be executed, the move has to be well planned in advance. However, in the present situation, the move proved to be surprise as citizens had only 4 hours to react to the PM's statement. It is to be noticed here that this was not the first time that India went for the demonetization of high-value currency. It first happened in 1946 when the Reserve Bank of India demonetized the then circulated Rs 1,000 and Rs 10,000 notes. Higher denomination banknotes in Rs 1,000, Rs 5,000 and Rs 10,000 were introduced eight years later in the year 1954. These very notes were again demonetized by the Morraji Desai government in 1978. The demonetization move of 1978 too was made to tackle the black money economy. In the year 1978, the Indian government demonetized Rs 1,000, Rs 5,000 and Rs 10,000 notes, which were quite substantial then. The move was executed under the High Denomination Bank Note (Demonetization) Act, 1978. Under this law, all high denomination bank notes ceased to be legal tenders after January 16, 1978. People carrying these notes were given a week's time to exchange the currencies, unlike the present situation where the government has given a month's time to exchange the denominations. The main difference then and now, however, is that the currency of higher denomination was barely in circulation, unlike the Rs 500 and Rs 1,000 notes today.

Objectives of the Study:

The following are the major objectives of the study

1. To study the concept of Demonetization.
2. To study the causes of Demonetization.
3. To study the reasons behind the banned five hundred (Rs-500) & One Thousand (Rs-1000) notes.
4. To Study the Demonetization effect on Indian Economy.
5. To study the Pros & Cons of Demonetization.

Research Methods-

The study has been conducted fully on conceptual basis. The data collection has included the following sources-1) Experts statements on the impact of Demonetization on Indian Economy. 2) Pre-Existing & Existing documents such as Journal Articles, Reports from the associations in the field of Economics, News papers, Periodicals etc. 3) Internet websites has mainly used for collecting the information.

Definition of Demonetization-

Demonetization is a process by which a series of currency will not be legal tender. The series of currency will not acceptable as valid currency. (The same thing happens with the Rs. 500 and Rs. 1000 note demonetization)

Causes of Demonetization-

There can be many causes of Demonetization in any economy some of them are:

- 1) Introduction of New Currency.
- 2) Black Marketing.
- 3) Currency Storage.
- 4) Corruption and others.
- 5) There will be excess fake currency in the economy is the main reason of demonetization.

Demonetization effect on Indian Economy-

1. **Effect on parallel economy:** The removal of these 500 and 1000 notes and replacement of the same with new 500 and 2000 Rupee Notes is expected to remove black money from the economy as they will be blocked since the owners will not be in a position to deposit the same in the banks, Temporarily stall the circulation of large volume of counterfeit currency and Curb the funding for anti-social elements like smuggling, terrorism, espionage, etc.
2. **Effect on Money Supply:** With the older 500 and 1000 Rupees notes being scrapped, until the new 500 and 2000 Rupees notes get widely circulated in the market, money supply is expected to reduce in the short run. To the extent that black money (which is not counterfeit) does not re-enter the system, reserve money and hence money supply will decrease permanently. However gradually as the new notes get circulated in the market and the mismatch gets corrected, money supply will pick up.
3. **Effect on Demand:** The overall demand is expected to be affected to an extent. The demand in following areas is to be impacted particularly: Consumer goods
 - a. Real Estate and Property
 - b. Gold and luxury goods
 - c. Automobiles (only to a certain limit)
 - d. All these mentioned sectors are expected to face certain moderation in demand from the consumer side, owing to the significant amount of cash transactions involved in these sectors.
4. **Effect on Prices:** Price level is expected to be lowered due to moderation from demand side. This demand driven fall in prices could be understood as follows: Consumer goods: Prices are expected to fall only marginally due to moderation in demand as use of cards and cheques would compensate for some purchases. Real Estate and Property: Prices in this sector are largely expected to fall, especially for sales of properties where major part of the transaction is cash based, rather than based on banks transfer or cheque transactions. In the medium term, however the prices in this sector could regain some levels as developers rebalance their prices (probably charging more on cheque payment).
5. **Effect on various economic entities:** With cash transaction lowering in the short run, until the new notes are spread widely into circulation, certain sections of the society could face short term disruptions in facilitation of their transactions. These sections are:
 - Agriculture and related sector
 - Small traders
 - SME

- Services Sector
 - Households
 - Political Parties
 - Professionals like doctor, carpenter, utility service providers, etc.
 - Retail outlets The nature, frequency and amounts of the commercial transactions involved with these sections of the economy necessitate cash transactions on more frequent basis. Thus, these segments are expected to have the most significant impact post this demonetization process and the introduction of new notes in circulation.
6. **Effect on GDP:** The GDP formation could be impacted by this measure, with reduction in the consumption demand. However with the recent rise in festival demand is expected to offset this fall in overall impact. Moreover, this expected impact on GDP may not be significant as some of this demand will only be deferred and re-enter the stream once the cash situation becomes normal.

Effect on Banks: As directed by the Government, the 500 and 1000 Rupee notes which now cease to be legal tender are to be deposited or exchanged in banks (subject to certain limits). This will automatically lead to more amounts being deposited in Savings and Current Account of commercial banks. This in turn will enhance the liquidity position of the banks, which can be utilized further for lending purposes. However, to the extent that households have held on to these funds for emergency purposes, there would be withdrawals at the second stage.

Effect on Online Transactions and alternative modes of payment: With cash transactions facing a reduction, alternative forms of payment will see a surge in demand. Digital transaction systems, E wallets and apps, online transactions using E banking, usage of Plastic money (Debit and Credit Cards), etc. will definitely see substantial increase in demand. This should eventually lead to strengthening of such systems the infrastructure required.

FINDINGS:

1. In spite of the initial hiccups and disruptions in the system, eventually this change will be well assimilated and will prove positive for the economy in the long run.
2. Black money hoarders will definitely lose out, eventually boosting the formal economy in the long run.
3. Short term fall in real estate prices might benefit middle class citizens.
4. This move by the Government along with the implementation of the GST will eventually make the system more accountable and efficient.

CONCLUSIONS:

1. It's an attack on black money by channeling cash into bank accounts. It aims to change the culture of off-the-book transactions in the country. This is expected to give a boost to tax collections and the country's revenue.
2. It aims to pull the rug from under the feet of those circulating counterfeit notes, which destabilize the economy. Terrorist groups are believed to be behind the flood of fake notes in the system.
3. It puts a spanner in the works of corruption by making it hard to hand out cash.
4. It gives a push to the move toward a cashless society and digital economy, which is more efficient. It reduces transaction costs in a range of areas from payments to loans. This can contribute toward innovation and growth.



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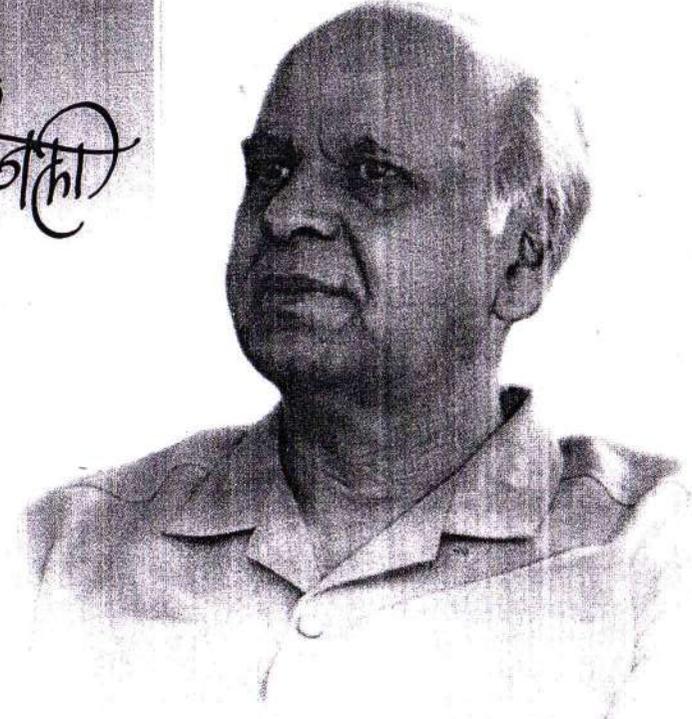
आदरणीय डॉ. जगन्नाथ वाणी(अण्णा), कॅनडा
स्मृती विशेषांक

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वर्ष : ८५ • सप्टेंबर २०१७ • अंक : ३

भावपूर्ण

शिक्षण



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जन्म : १० सप्टेंबर १९३४

मृत्यू : ६ मे २०१७



श्रीरत्न प्रतापी बाजीराव पहिले
पृष्ठ क्र २२ ते ३१

श्रीरत्न



इतिहासाचार्य वि.का.राजवाडे संशोधन मंडळ, धुळे,
या संस्थेचे त्रैमासिक

॥ संशोधक ॥

सप्टेंबर- २०१७

● शके १९३९ ● वर्ष : ८५ ● अंक : ३

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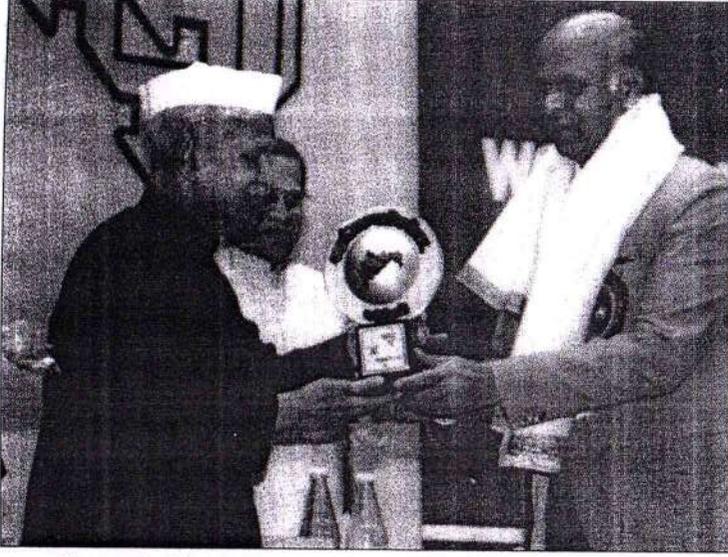
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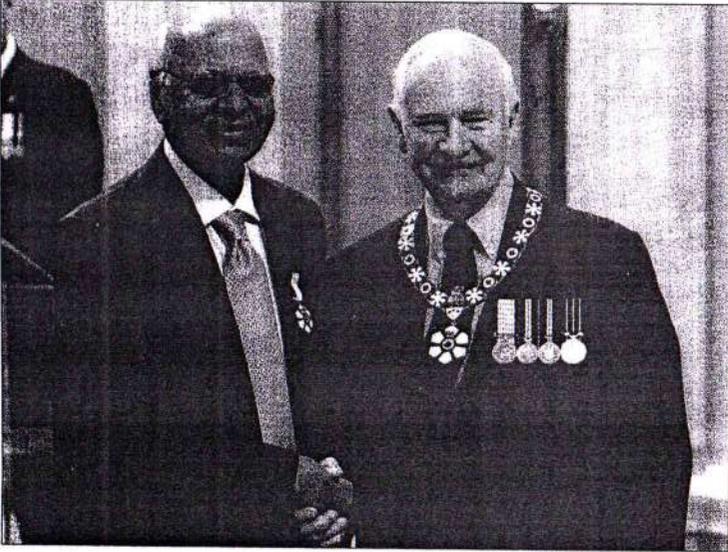
विशेष सुचना: संशोधक त्रैमासिकाची वर्गणी चेक, ड्राफ्ट वगैरे
"संशोधक त्रैमासिक राजवाडे मंडळ धुळे" या नावाने पाठवावी

मुखपृष्ठावरील चित्र आदरणीय स्व. डॉ.जगन्नाथ काशिनाथ वाणी (कॅनडा)
यांचे असून त्यांच्या कार्यावर आधारित अंक त्यांना भावपूर्ण श्रद्धांजली म्हणून
अर्पण करण्यात येत आहे.

महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळाने या नियतकालिकेच्या प्रकाशनार्थ अनुदान दिले आहे.
या नियतकालिकेतील लेखकांच्या विचारांशी मंडळ व शासन सहमत असेलच असे नाही.



भूतपूर्व राष्ट्रपती डॉ. शंकर दयाळ शर्मा यांच्या हस्ते उत्कृष्ट समाजसेवेबद्दल
सन्मान स्वीकारतांना डॉ.जगन्नाथ वाणी



कॅनडा सरकारच्या वतीने दिला जाणारा सर्वोच्च नागरी पुरस्कार
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अनुक्रमणिका

१.	मराठी भाषेचे सक्रीय संवर्धक - डॉ. जगन्नाथ वाणी - श्री. संजय मुंदडा	१
२.	डॉ. जगन्नाथ वाणी यांचा जीवनपट	६
३.	स्वयंप्रकाशी विधायक व्यक्ती डॉ. जगन्नाथ वाणी - श्री. रमेश दाणे	१२
४.	Warkari Sect : A Cultural Splendor of Maharashtra - डॉ. स्वराली सी. कुलकर्णी	१५
५.	थोस्ला प्रतापी बाजीराव पहिला - प्रा. सौ. वाघोले अरुणा रविंद्र	२२
६.	क्रांतीकारी लोकमान्य टिळक - डॉ. विभा आठल्ये	३२
७.	आदिवासी क्रांतीकारी महिला सुरसीबाई नाईक - श्री. पोपट काशिराम गायकवाड	४३
८.	ग्रंथपरिक्षण - डॉ. विभा अनिल आठल्ये	४९
९.	मंडळवृत्त	५१

मराठी भाषेचे सक्रीय संवर्धक - डॉ. जगन्नाथ वाणी

श्री. संजय बा. मुंदडा,

कार्याध्यक्ष इ.वि.का.राजवाडे मंडळ, धुळे

आपली मातृभाषा मराठी, मराठी ही ज्ञानभाषा आणि पर्यायाने जगभाषा व्हावी म्हणून इतिहासाचार्य विश्वनाथ काशिनाथ राजवाडे यांनी प्रथम "मी माझे लेखन मराठीतूनच करेल, पाश्चात्यांना आमचा इतिहास शिकावयाचा असेल तर त्यांनी माझी मराठी भाषा शिकावी, मी माझे लेखन इंग्रजीतून करणार नाही." असे भीष्मप्रतिज्ञेद्वारे जगजाहीर केले आणि इंग्रजी, फ्रेंच, जर्मनी अशा भाषांवर प्रभुत्व असून देखील आपले संपूर्ण लेखन मराठीतूनच केले. इतिहासाचार्य राजवाडे यांनी इंग्रजीतून लेखन केले असते, तर ते जागतिक इतिहासकारांत अग्रस्थानी असते. आपल्या मराठी मातृभाषेस जागतिक व्यासपीठावर उच्चासन प्राप्त व्हावे अशी या द्रष्ट्या इतिहासकाराची तो इच्छा होती. यासाठी मराठी लेखनाचा वसा त्यांनी घेतला. या मातृभाषेचा जाज्वल्य अभिमान असणाऱ्या इतिहासकारास दि. ३१ डिसेंबर १९२६ रोजी धुळे येथे लौकिक अर्थाने मृत्यू आला पण ते आपल्या कार्याने अमर आहेत.

इतिहासाचार्य राजवाडे यांचा मराठी भाषा संवर्धनाचा वसा खानदेशचे सुपुत्र डॉ. जगन्नाथ वाणी यांनी तेवढ्याच समर्थपणे आणि निस्सीम प्रेमाने उचलला. डॉ. जगन्नाथ वाणी यांना आपली मातृभाषा मराठी ही जास्तीत जास्त संपन्न व्हावी, मराठी भाषेचा विकास व्हावा असा ध्यास होता. डॉ. जगन्नाथ वाणी तथा अण्णा आणि माझा परिचय, माझी पत्नी सौ. रेखा हिच्या कथाकथनाचा कार्यक्रम कॅनडा येथे आयोजित करावयाचा होता या प्रसंगावरून झाला. सौ. रेखा ही अत्यंत उत्कृष्ट कथाकथन करते असे डॉ. मु.ब. शहा यांनी डॉ. अण्णांच्या जवळ व्यक्त केले होते.

अण्णांनी हे लक्षात ठेवले आणि २००१ साली कॅनडामधील कॅलगरी येथे बृहन् महाराष्ट्र मंडळातर्फे अधिवेशन भरविण्यात आले होते त्या अधिवेशनात सौ. रेखा मुंदडा यांचे 'कथाकथन' ठेवण्याचे अण्णांच्या समितीने निश्चित केले व तसे आमहा दोघा पती-पत्नीना कळविले व कार्यक्रम निश्चितीबाबतचा मेल अण्णांनी केला. कार्यक्रम निश्चित झाल्यावर कॅनडा व्हिसासाठी रीतसर अर्ज त्यावेळेच्या एकमेव असलेल्या

थोरला प्रतापी बाजीराव पहिला

- प्रा. सौ. वाघोले अरुणा रविंद्र
१८६०६३१९०८

प्रस्तावना :

पहिल्या बाजीरावाने ध्येयधोरण आखताना काळ आणि आणि परिस्थितीचे भान ठेवले होते. वडिलांचे साम्राज्य विस्ताराचे धोरण प्रत्यक्ष कृतीत आणण्याचे त्याने ठरवले होते. बाजीराव सत्तेवर आला तेव्हा मुघल साम्राज्य न्हास पावत होते. मुघल साम्राज्य हे राजपूतांच्या मैत्रीवर उभे होते. पण औरंगजेबाच्या काळात राजपूत दुखावले गेले. पहिल्या बाजीरावाने मुत्सद्देगिरीने जयपूर मारवाड, उदयपूर इ. राजपूत राजांशी मैत्रीचे संबंध प्रस्थापित केले. मोडकळीस आलेल्या मुघल साम्राज्याच्या भग्नावशेषांवर मराठ्यांचे साम्राज्य निर्माण करावयाचे त्यांनी ठरविले होते.

पहिल्या बाजीरावाचे आधुनिक चरित्र लेखक डॉ. दिघे म्हणतात, 'Bajirav I want to establish the supremacy in south and hegemony in the North'. आपले धोरण स्वतः बाजीरावाने शाहूने भरवलेल्या खास दरबारात स्पष्ट केले होते. तो म्हणतो, "मुघल साम्राज्यरूपी वेढलेल्या या वृक्षाच्या बुंध्यावर आपण कठोराघात करूया म्हणजे त्याच्या फांद्या आपोआपच गळून पडतील. जर आम्ही आपले लक्ष हिंदुस्थानकडे वळविले तर मराठ्यांचा झेंडा कृष्णा ते अटकेपर्यंत फडकू शकेल."

पहिल्या बाजीरावाचे हे धोरण ऐकून शाहू खूष झाला व त्याने त्याच्या धोरणास पाठिंबा देताना म्हटले होते, "तुम्ही या झेंड्याला हिमालयापलिकडे रोवा. तुम्ही योग्य पित्याचे एक थोर पुत्र आहात." असा हा थोरला बाजीराव महान योद्धा, महान मुत्सद्दी, सद्गुणांचा चाहता, त्याने पोर्तुगीज व सिद्दी या सागरी सत्तांचा केलेला पराभव बाजीरावाची महत्त्वाची कामगिरी होय. त्याच्या गुणांचे वर्णन करताना छत्रपती शाहू म्हणत, "एक लाखाचे खडे सैन्य आणि बाजीराव यांच्यात निवड करण्यास मला कुणी सांगितले तर मी बाजीरावाचीच निवड करीन. जदुनाथ सरकार यांनी बाजीराव पेशव्यांचा उल्लेख, "शिवाजी नंतरचा एक अलौकिक पुरुष" तर एस. आर. शर्मा या इतिहाकाराने पहिल्या बाजीरावाची तुलना रशियन 'फ्रेडरिक-द-

प्रेटशी' केली आहे. असा हा थोरला बाजीराव अत्यंत पराक्रमी पेशवा होता.

महापराक्रमी प्रतापी पेशव्यांचे स्मारक, पुत्र नानासाहेब पेशवे, सरदार राणोजी शिंदे व मल्हारराव होळकर यांच्या पुढाकाराने नर्मदा काठावरील रावेर खेडी, ता. सनावद, प्रांत खरगोण (मध्यप्रदेश) येथे बांधण्यास आले. थोरले बाजीरावांच्या दहनकट्ट्याजवळ हत्ती व १ कुत्र्याचे थडगे बांधले होते. पेशव्यांचे हे (पाळीव प्राणी थोरले बाजीराव पेशव्यांच्या मृत्यूदिनीच मेले होते.) थोरले बाजीराव पेशव्यांचे स्मारक सध्या दुर्लक्षित असून नर्मदा नदीच्या पाणवठ्यात बुडून जाण्याच्या अवस्थेत आहे. असा हा थोर पराक्रमी बाजीराव "भव्य दिमाखदार शनिवार वाडा बांधूनही मोहिमांमुळे थोरले बाजीराव आपल्या २० वर्षांच्या कारकीर्दीत फक्त ३ वर्षे व ७ महिने त्यात वास्तव्याला राहिलेले होते. उरलेली सर्व कारकीर्द त्यांनी स्वारी वरील छावणीत घालविली. ते दि. २८/४/१७४० रोजी मरण पावले. त्यांच्या अकाली मृत्यूने विस्तारीत शनिवारवाड्याच्या पूर्ततेचे स्वप्न अपूरे राहिले.

पूर्वजीवन :

थोरला बाजीराव हा बाळाजी विश्वनाथाचा थोरला मुलगा होता. बाळाजी विश्वनाथाची पत्नी राधाबाई ही बर्वे घराण्यातील असून हुशार होती. तिला लिहिता वाचता येत असे. तिच्या पोटी १८ ऑगस्ट १७०० रोजी बाजीरावाचा जन्म झाला. त्याचे मुत्सद्देगिरी आणि रणनीती यांचे शिक्षण पित्याजवळ असताना झाले. त्याने फक्त पुस्तकी ज्ञान/शिक्षण घेतले नाही तर वडिलांबरोबर तो स्वारीवर असे. इ.स. १७११ मध्ये चंद्रसेन जाधव यांच्याशी संघर्ष झाला. त्या धावपळीत तो आपल्या वडिलांबरोबर होता. १७१६ साली दमाजी थोरला यांच्याबरोबर संघर्ष झाला. त्यावेळी तो कैदेत राहून नुसत्या गुळपोह्यांवर राहिला होता. यानंतर तो सतत दोन मोहिमात गुंतलेला होता. इ.स. १७१८-१७१९ या काळात तो बाळाजी विश्वनाथांबरोबर स्वराज्य, चौथाई व सरदेशमुखीच्या सनदा आणण्यासाठी मुघलांची राजधानी दिल्ली येथेही गेला होता. त्याने राजकारण व युद्धनीतीचे धडे स्वतः अनुभवातून घेतले होते. अशा तरुण पराक्रमी असणाऱ्या असामान्य गुणांमुळे शाहूराजे प्रभावी झाले होते. अशा तरुण पराक्रमी बाजीरावाला एप्रिल १७२० मध्ये पेशवेपद बहालल केले. त्यावेळी तो अवघा २० वर्षांचा होता. वयाने तो लहान असला तरी पंतप्रधान पदाची धुरा वाहण्यास दुसरा जास्त लायक माणूस शाहूराजांसमोर कोणी नव्हता. त्याच्या नेमणूकीस काही मुत्सद्द्यांनी विरोध केला होता. "वडील दिवंगत झाले, ते समयी

बाजीराव वीस वर्षांचे वयात होते, बाजीराव सातान्यास जाऊन महाराजास भेटले नंतर वस्त्रांचे बोलणे झाले. ते काळी बाजीरावसाहेब बहुत उद्दाम प्रवृत्तीचे, अवघा वेळ शिपाईगिरीत मग्न, राज्यकारभार चालवावयास सबुरी असावी तो यात नाही, यामुळे या पदाचे उपयोगी नाही. अशी महाराजांना बहुतांशी मसलत दिली. सर्वांचे ऐकून घेऊन सर्वास एक उत्तर दिले की, बाळाजी विश्वनाथ यांनी या राज्यात जीवादारभ्य श्रमसाहस करून पुढे सुख भोगिले नाही. याज करता तुर्त यास वस्त्रे देतो. यांचे दैवी असल्यास श्री शंभू कृपा करील उपयोग नाही असे दिसल्यास पुढे विचार होईल. अशी श्री देवाची प्रार्थना करून महाराजांनी साहेबास वस्त्रे दिली.^{११}

पेशवेपद :

१७ एप्रिल १७२० रोजी बाजीरावास पेशवेपद देण्यात येऊन तनखा ११,००० होऊन ठरला. या व्यतिरिक्त सरंजामी महाल वगैरे देण्यात आले. या तैनातीबाबत १८ गावांचा मोकसा दिला. याशिवाय फौजेकरिता तीस लाखांचा सरंजाम पेशव्यांकडे होता अशी इतिहास संग्रहात एका ठिकाणी नोंद आहे.

पेशवपदानंतरची ध्येय धोरणे :

थोरले बाजीराव पेशवेपदावर आले तेव्हा त्यांच्यासमोर अंतर्गत प्रश्न बरेच होते. बाळाजी विश्वनाथाला अंतर्गत प्रश्न सोडवायला वेळच मिळाला नाही. त्यांची सहा वर्षे पेशवेपदाची निघून गेली. बाजीरावास मात्र अंतर्गत प्रश्न सोडविल्याशिवाय पुढे पाऊल टाकणे शक्य नव्हते. काही महत्त्वाचे प्रश्न निकाली काढणे गरजेचे होते. उदा. १) छत्रपतींच्या अष्टप्रधानांची कर्तव्ये कोणती? जबाबदाऱ्या कोणत्या, त्यांच्यात पेशव्यांचे स्थान कोणते? छत्रपती व सरदारांचे संबंध कसे असावेत, जहागीरदारांवर कोणते निर्बंध घालावेत अशा प्रश्नांबाबत निर्णय झालेला नव्हता.^{१२}

आपापल्या सेना उभारून या सरदारांनी मुघल अधिकाऱ्यांशी लढा चालू ठेवला होता. या लढ्याचे उद्दिष्ट ठरवून त्यासर्वांना एकत्र आणणे आवश्यक होते. काळाची गरज ओळखून बाळाजी विश्वनाथाने सरदारांना भरपूर स्वातंत्र्य दिले होते. त्यात फक्त एकच अट होती ती म्हणजे प्रत्येकाने शाहूराजांस छत्रपती मानावे. या सरदारांनी किती सैन्य बाळगावे, त्यांची जहागिरी किती मोठी असावी, राज्याबाबतचा वाटा किती असावा या जहागिरदारांनी छत्रपतींच्या सेवेदाखल किती सैन्य खाना करावे, या सर्व गोष्टी ठरवायच्या होत्या. या सर्व सरदारांवरच सरंजामदारांवर नियंत्रण ठेवून राजसत्ता

बळकट करणे आवश्यक होते. ह्याबाबी बाबत बाजीराव आपले धोरण निश्चित करणार होता.

बाजीराव आणि बुंदेलखंड :

बुंदेलखंडाची स्वारी बाजीरावाच्या जीवनात अत्यंत महत्त्वपूर्ण ठरली या घटनेमुळे मराठा आणि राजपूत हे राजकारणात एकत्र येण्याची संधी निर्माण झाली होती. बुंदेलखंडावर चंपतरायचा मुलगा छत्रसाल याची सत्ता होती. सुरुवातीपासून छत्रसालाने मुघलांशी संघर्ष केला होता. शिवाजीप्रमाणेच उत्तर हिंदुस्थानात आपले स्वतःचे एक स्वतंत्र राज्य असावे अशी त्याची महत्त्वाकांक्षा होती. त्यातून त्याने आपले स्वतंत्र राज्य स्थापन केले.

१७२८ साली ज्यावेळी निजाम-उल-मुल्क आणि बाजीराव यांचा संघर्ष चालू होता. त्यावेळी महंमदखान बंगषने छत्रसालच्या राज्यावर प्रचंड सेनेसह हल्ला केला. त्यात छत्रसालचा पराभव झाला. त्यामुळे जून १७२८ मध्ये छत्रसालाने जेतपूरच्या किल्ल्यात आश्रय घेतला. बंगषने या किल्ल्याची सर्व बाजूंनी नाकेबंदी केली. शेवटी परिस्थिती इतकी वाईट झाली की, छत्रसालास हा वेढा तोडून बाहेर पडावे लागले. या प्रयत्नात तो जबरदस्त जखमी झाला आणि युद्धकैदी म्हणून पकडला गेला. छत्रसालाने चिमाजी आप्पा आणि बाजीराव या दोघांनाही पत्रे पाठविली व मदतीस येण्याविषयक विनंती केली. डिसेंबर १७२८ मध्ये अलहाबादचा सुभेदार महंमदखान बंगष याने बुंदेलखंडावर स्वारी केली. यावेळी छत्रसाल वृद्ध झाला होता. महंमदखान बंगष पुढे त्याचा निभाव न लागून बंगषने त्याला कैद केले व त्यांचा सर्व प्रदेश जिंकून घेतला. तेव्हा वृद्ध छत्रसालने बाजीरावाकडे काव्यमय भाषेत हृदयस्पर्शी पत्र लिहून मदतीची याचना केली. त्या हिंदी पत्रातील दोन ओळी पुढीलप्रमाणे आहेत -

“जो गति ग्राह-गजेंद्रकी, सो गति जानहू आज ।

बाजी जात बुंदेलनकी, राखो बाजी लाज ॥”^{१३}

छत्रसालावरील संकटाचे निवारण :

चिमाजी आप्पा यावेळी उजैनला होता आणि तो माळव्याच्या राज्यकारभाराची घडी नीट बसविण्यात गुंतला होता. त्यामुळे तो छत्रसालाच्या मदतीस जाऊ शकत नव्हता. बाजीरावाचा मुकाम यावेळी देवगड येथे होता. तेथेच त्यास छत्रसालाचे पत्र मिळाले. छत्रसालाच्या मदतीस त्वरीत जाण्याचे त्याने ठरविले. बाजीरावाने छत्रसालाची

बाजीराखली. बाजीरावाच्या या कार्याने छत्रसाल इतका खूष झाला की त्याने बाजीरावाला आपला तिसरा मुलगा मानले व स्वतःच्या राज्याचे तीन भाग करून एक भाग बाजीरावाला सप्रेम भेट दिला. ३३ लक्ष रु. उत्पन्नाच्या या मुलखात झाशी, काल्पी, सिरोज, सागर आणि हिरदेनगर हे प्रदेश मोडत होते. "चिमाजी आप्पाला त्याने लिहिले" "छत्रसालच्या मदतीला म्हणून मी बुंदेलखंडात ताबडतोब जात आहे. तुम्हाला सोयीच्या होतील अशा सैन्याच्या हालचाली कराव्यात आणि माझ्या मदतीला यावे." बाजीरावाजवळ यावेळी २५ हजार सैन्य होते. पिलाजी जाधव, नारोशंकर, तुकोजी पवार यासारखे कसलेले सेनापती सुद्धा त्यांच्याबरोबर होते. बाजीराव १२ मार्च १७२९ रोजी महोबा या ठिकाणी पोहोचला. त्यावेळी छत्रसालच्या मुलाने त्याचे फार आनंदाने स्वागत केले. दुसऱ्या दिवशी छत्रसालसुद्धा तुरुंगातून निसटून आला. त्यामुळे बाजीराव आणि छत्रसाल यांची भेट झाली. छत्रसाल स्वतः आल्याने छावणीत सर्वत्र उत्साहाचे वातावरण निर्माण झाले होते.

बाजीरावाने बंगषवर आक्रमण करून त्याचा विविध ठिकाणी पराभव केला. बंगषने आलेले संकट फार मोठे आहे हे ओळखून बादशहाकडे मदतीची याचना केली, परंतु त्याला मदत मात्र आली नाही. सर्व बाजूंनी बंगष घेरला गेला. त्यामुळे शेवटी आपला मुलगा कैमखान यास जास्त सैन्यासह मदतीला यावे असा निरोप पाठविला. आपले वडील फार मोठ्या संकटात अडकलेले आहेत हे पाहून कैमखान बापाच्या मदतीस त्वरीत धावून आला. बाजीरावाचे कैमखानाच्या हालचालींवर लक्ष होतेच. बाप-मुलाची भेट झाली तर कदाचित अनर्थ निर्माण होईल ही गोष्ट बाजीरावाच्या लक्षात आली. कैमखान बाजीरावाच्या छावणीपासून फक्त बारा मैलांवर होता. त्यामुळे त्याने कैमखानावर जबरदस्त हल्ला केला. ही लढाई जयपूरजवळ झाली. या लढाईत कैमखानाला फार मोठा पराभव पत्करावा लागला. शंभर सैनिकांसह तो तेथून कसातरी पळाला. एका मराठी पत्रात जयपूरच्या लढाईचा वृत्तांत पुढीलप्रमाणे आलेला आहे. "७ मे १७२९ रोजी तीस हजार सैन्यासह कैमखान आमच्या छावणीवर चालत आला. त्याला आम्ही त्याच्या वडिलांशी हात मिळवणी करून दिली नाही. त्याच्यावर आम्ही इतका निकराचा हल्ला चढविला की त्या एकाच हल्ल्यात त्याची सर्व शक्ती गारद झाली. आम्हाला भरपूर लूट मिळाली. त्यात तीस हजार घोडी, तेरा हत्ती इत्यादींचा अंतर्भाव होता. यापैकी दोन हत्ती अंताजी माणकेश्वराने ठेवून घेतले. या विजयाची बातमी आमच्या सर्व नातेवाईकांना सांगावी." (२२४)

मराठ्यांची साखणी तोडून महंमदखान बंगष जैतपूरच्या किल्ल्यात आश्रयास गेला. हा किल्ला मजबूत होता. त्यामुळे हा किल्ला लवकर ताब्यात येणार नाही अशी चिन्ह दिसत होती. त्यामुळे शेवटी मराठ्यांनी पद्धतशीरपणे या किल्ल्याचे सर्व रसद तोडली. यावेळी बंगषने बादशहाकडून मदतीची याचना केली. पण त्याचा उपयोग झाला नाही. महंमदखान बंगषसमोर शरणागतीशिवाय दुसरा मार्ग नव्हता. बुंदेलखंडात पुन्हा आपण कधीही आक्रमण करणार नाही, अशी लेखी हमी दिल्यानंतरच त्यास बुंदेलखंडातून परत जाण्याची परवानगी देण्यात आली. अशारीतीने चार महिन्यांपूर्वी मुघल बादशहाने जसा माळवा गमावला तसा आता त्याने बुंदेलखंडही गमावला. महंमदखान बंगषसारखा मातब्बर मुघल सरदाराचा पराभव झाल्यामुळे त्याच्या मुघल साम्राज्यावरही विपरीत परिणाम घडून आले. मुघल बादशहाने त्याच्याकडून अलहाबादची सुभेदारी काढून घेतली.

बाजीरावाचा सत्कार व बक्षीस :

बाजीरावाने छत्रसाल यास फार मोठ्या संकटातून वाचविले. त्यामुळे साहजिकच छत्रसालचा बाजीरावावर पूर्ण विश्वास बसला. तो त्यास आपल्या मुलाप्रमाणे समजू लागला. बाजीरावाच्या कामगिरीवर खूष होऊन छत्रसालने एक मोठा दरबार भरवून बाजीरावाचा फार मोठा सत्कार केला आणि हिरदेस व जगतराज या आपल्या दोन मुलांची योग्य देखरेख बाजीरावाने करावी असे त्याने सुचविले. याच वेळी छत्रसालने आपल्या साम्राज्याचा तिसरा हिस्सा बाजीरावाला देऊन टाकला. छत्रसालने आपल्या साम्राज्याचे तीन भाग पाडले. त्यापैकी बेचाळीस लाख वार्षिक उत्पन्नाचा भाग हिरदेसला दिला. छत्तीस लाख वार्षिक उत्पन्न असणारा प्रदेश त्याने आपला दुसरा मुलगा जगतराज यास दिला आणि तेहतीस लाख वार्षिक उत्पन्नाचा प्रदेश त्याने बाजीरावास दिला. बाजीराव तेथे मुक्कामाला असताना छत्रसालने मस्तानी नावाची सुंदर स्त्री बाजीरावाला नजर केली. मस्तानी आणि बाजीराव यांच्यात प्रेम निर्माण झाले आणि मस्तानी बाजीरावाबरोबर पुण्यास आली. (मे १७२९) "बाजीरावाच्या कौटुंबिक जीवनात पुढील काळात वादळ निर्माण करणारी सौंदर्य सम्राज्ञी मस्तानी छत्रसालाने बाजीरावाला अर्पण केली. नृत्यनिपूण यौवनी स्त्री मस्तानी ही छत्रसालाची मानसकन्या किंवा दरबारातील नर्तकी असावी." थोरले बाजीराव पेशव्यांना ब्राह्मणी सोवळ्या ओवळ्याचे अवडंबर जातीचा कर्मठपणा बिलकूल मान्य नसल्याने कोणत्याच रागा, लोभाची, अपकित्तीची यत्किंचितही पर्वा न करता पुण्यात आल्या आल्या सन

१७३० मध्ये त्यांनी मस्तानी बरोबर भीमाशंकर मंदिरात देवा ब्राह्मणांसमक्ष रीतसर विवाह करून बुंदेलखंडातील राजकन्येला द्वितीय पत्नीचा दर्जा दिला आणि मस्तानी आपली धर्मपत्नी आहे या निश्चयाशी ते ठाम राहिले.^९

बरील घटनेनंतर दोन वर्षांनी म्हणजे १४ डिसेंबर १७३१ रोजी फार मोठे सुरंग पेरून ठेवल्यामुळे झालेल्या स्फोटात छत्रसालाचा मृत्यू झाला. मरताना छत्रसालाने जे मृत्यूपत्र तयार केले ते ही वैशिष्ट्यपूर्ण असेच आहे. त्यातील प्रमुख तरतूदी पुढीलप्रमाणे-

- १) "चंबळ किंवा यमुना नद्यांच्या पलीकडे ज्या स्वाच्या करण्यात येतील त्याचा अपवाद वगळता माझ्या मुलांनी बाजीरावाच्या प्रत्येक स्वारीत सामील व्हावे.
- २) दक्षिणेकडील युद्धात जर बाजीराव गुंतला असेल तर कमीत कमी दोन महिन्यांपर्यंत माझ्या मुलांनी बुंदेलखंडाचे संरक्षण करावे.
- ३) बाजीरावाला मी मुलाप्रमाणे वागविले आहे म्हणून आपले सख्खे भाऊ समजून बाजीरावानेही माझ्या मुलांचे रक्षण करावे."^{१०}

छत्रसालाच्या मृत्यूनंतर बाजीरावाला जो मुलूख देण्यात आलेला होता त्याचा ताबा घेण्याकरिता बाजीरावाने चिमाजी आप्पास बुंदेलखंडात पाठविले. चिमाजी आप्पाने या प्रदेशाचा ताबा आपल्याकडे घेऊन त्याची व्यवस्था गोविंदपंत बुंदेल या सरदाराकडे सोपविले. बाजीरावाच्या या राज्यात कालपी, झाशी, सिरोज, सागर इष्टा व गढकोटा इत्यादी ठाण्यांचा समावेश होता. अशारीतीने माळवा आणि बुंदेलखंडावर वर्चस्व प्रस्थापित करण्यात मराठे यशस्वी झाले.

बाजीरावाचा मृत्यू :

इ.स. १७४० मध्ये निजाम उल-मुलकचा दुसरा मुलगा नासिरजंग याला बाजीरावाने औरंगाबादजवळ कोंडीत पकडले. त्यामुळे नासिरजंगला खारंगाय आणि हांडिया हे दोन जिल्हे मराठ्यांना द्यावे लागले. एक दिवशी बाजीरावाचा नर्मदा नदीकाठी रावेर या गावी मुक्काम असताना एकाएकी त्याला ताप भरून आला आणि त्यातच त्याचा ८ मे १७४० रोजी एकाएकी मृत्यू झाला.^६

"२८ एप्रिल रोजी, आपला राजा, राज्य आणि कुटुंबातील मंडळींना सर्वांना शोकात टाकून त्याने आपली इहलोकाची यात्रा संपविली. सदासर्वकाळ आपल्या शिपाई गड्यांबरोबर लष्करात राहणाऱ्या पेशव्यास नर्मदेवर स्वारीत असताना मृत्यू यावा हा योगायोगच म्हटला पाहिजे." महापराक्रमी प्रतापी पेशव्यांचे स्मारक, पुत्र नानासाहेब पेशवे, सरदार राणोजी शिंदे व मल्हारराव होळकर यांच्या पुढाकाराने नर्मदा

(२८)

काठावरील रावेर खेडी, ता. सनावद, प्रांत खरगोण (मध्यप्रदेश) येथे बांधण्यास आले.

योग्यता :

बाजीरावाच्या व्यक्तिमत्त्वाचा आणि कर्तृत्वाचा विचार केल्यास त्याची तुलना फक्त शिवाजी महाराजांशीच करता येईल. युद्ध कौशल्य, लष्करी नेतृत्व आणि मुत्सद्दीपणा या बाबतीत बाजीरावाचे साधर्म्य फक्त शिवाजी महाराजांशीच आढळून येते. त्याचा लष्करीबाणा पाहूनच शाहूराजांनी वयाच्या केवळ १९ व्या वर्षी बाजीरावाची पेशवेपदी निवड केली. बाजीरावाने आपल्या कर्तृत्वाने ही निवड योग्य असल्याचे सिद्ध करून दाखविले. बाजीरावाने योग्य पद्धतीने कर्तृत्व गाजवित साम्राज्यविस्तार करण्यात यश मिळविले. बाळाजी विश्वनाथाबरोबर तो उत्तरेस गेला होता त्यावेळी मुघल साम्राज्याचा न्हास किती झपाट्याने होत आहे हे त्याने अगदी जवळून पाहिले आणि त्याचा फायदा घेण्याचे त्याने ठरविले होते. आपले नवीन धोरण त्याने शाहूराजांना पटवून दिले आणि त्या दिशेने त्याने कर्तृत्व गाजविल्यामुळे मराठा सैन्य हिंदुस्थानात चारही बाजूंनी विजयी झाले.

"एक शूर सैनिक आणि सेनापती या नात्याने बाजीरावाची योग्यता थोर होती. बाजीरावाला भय असे माहीतच नव्हते. कोणत्याही लढाईत तो आपल्या सैनिकांच्या समोरच असे. त्याला चैन किंवा विलास माहीतच नव्हता. साध्या सैनिकांबरोबर तो राहत असे आणि त्यांच्या जीवनाशी एकरूप होत असे. आपल्या पराक्रमामुळे त्याने अरबी समुद्रापासून बंगालच्या उपसागरापर्यंत मराठ्यांबाबत दरारा निर्माण केला." सर रिचर्ड टेंपल.^{१०}

"बाजीरावाजवळ साम्राज्य वाढविणाऱ्या योजना तयार करण्याकरिता सूचीक डोके होते आणि त्या योजना अमलात आणण्याकरिता पराक्रमी हात त्याला ईश्वराने दिले होते." ग्रँड डफ.^{११}

"मुख्य वृक्षाच्या बुंध्यावर आघात केल्यास फांद्या आपोआपच गळून पडतील, या तत्त्वाचा त्याने अवलंब केल्याने तो यशस्वी ठरला हे विसरता येत नाही. अत्यंत प्रतिकूल परिस्थितीत शाहू महाराजांच्या नेतृत्वाखाली त्याने एका लहानशा स्वराज्याचे रूपांतर विशाल साम्राज्यात केले हे विसरणे शक्य नाही."^{१२} असा हा पेशवाईतील थोरला बाजीराव आणि छत्रसाल राजा यांचे राज्य वाचविणारे त्याचे शौर्यत्वाचे गुण.

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Rajwade Research Center,

Today I went to a secret place named as Rajwade Research Center. At first we met Mr. Shripad Nandedkar, he was experienced person. He first showed the traditional weapons and famous talvar (sword). There were coins. Coins were in irregular shape because they were stamped by hammer. The second traditional weapon was bhala. A stick with pointed stone at the back or front. Next the awesome weapon and everyone likes it is archery.

After seeing traditional weapon and coins we went to 2nd floor. There were paintings. First row it was about woman pictures of late 18th century. First, it was about woman holding cup, cup of wine and young lady. Second row it was about Lord Krishna and other Raja's picture. Third row it was about currencies of different countries. And in front of all there rows their were pictures of Maharaja and their descriptions. After that we went to 3rd floor there were 2 things one was woman carrier and second was ambari which was kept on elephants so that in war long distance things can be seen.

In the 3rd floor stairs there was all idol which was kept by my grandfather and was made up of wood. He found it on the top of mountain. My grandfather also has a sword. In the second room of second floor we saw idols and coins. We then came down to first floor there were. There my grandfather gave an idol of 400 kg purely made up of stone. Actually we found it in his house. He thought of an idea to submit it here. I also saw inscriptions one was written on cloth and other was written an copper. There was a carrier were Shani Dev was sitting. And I also saw the famous painting of Maharashtra 'Warli Painting'. I thank my grandfather, Mr. Bhagvan Rajdhar Patil for showing this to me. Otherwise I could not fell my friends what I did in my holidays.

Keyur N. Sonawane

Std. 8th, Doha - Katar.

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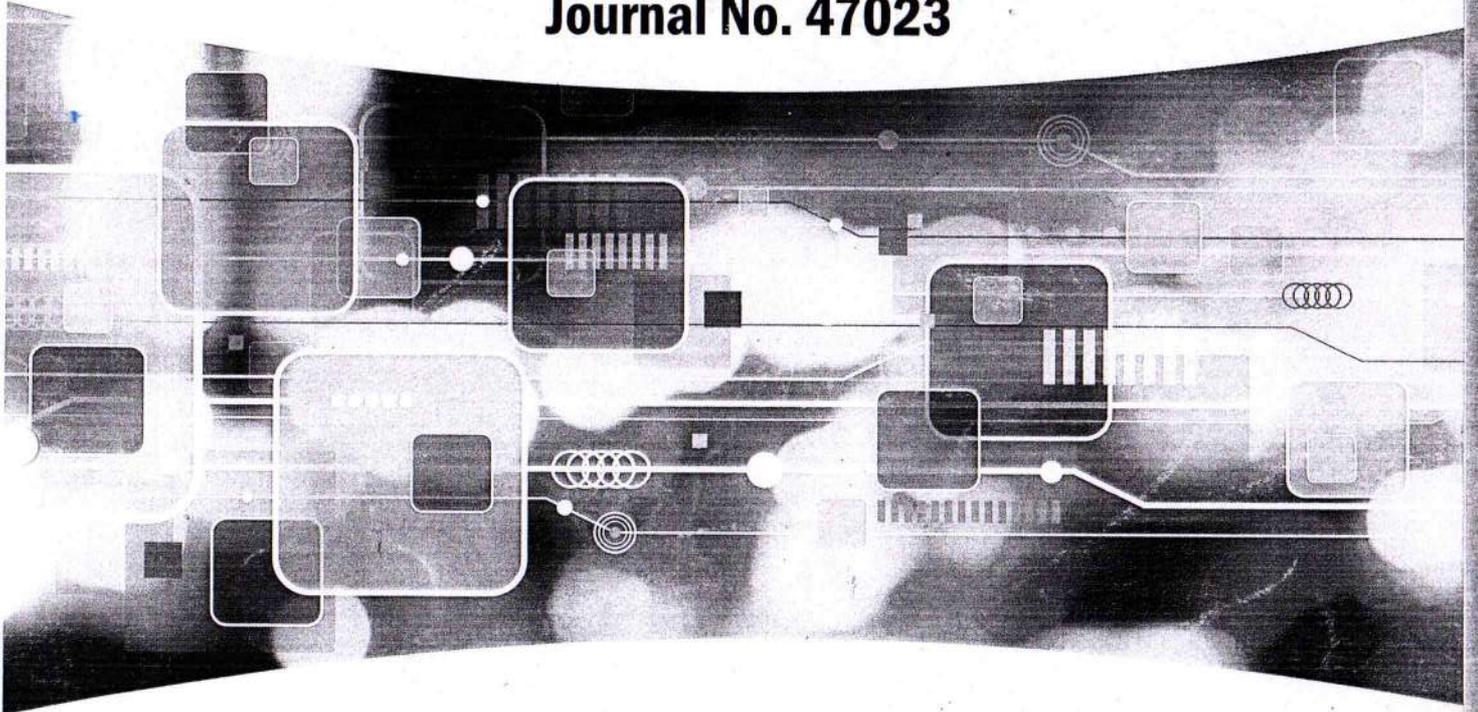
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❧ CONTENTS OF PART - IV ❧

Sr. No.	Name & Author Name	Page No.
1	U - Commerce – A Step towards New Business tool Harish Premrao Noula	1-6
2	A Study of the Management of Shri Dyaneshwar Co-Operative Sugar Factory at Newasa in Ahmednagar District Megha Balasaheb Bagade Dr. Subhash J. Wadekar	7-11
3	FDI in Retailing in Agricultural Development Prof. Vetal Mohan Sukhadeo	12-15
4	Scenario of CSR in Selective Indian Banks Sunil B. Lalchandani	16-26
5	Online Shopping Behaviour of Under - Graduate College Students : A Study with Reference to Mangaluru City Mrs. Avitha Maria Quadras	27-35
6	Management of Stress in Banks Aparna Kulkarni	36-42
7	Effects of Demonetization on Banking Sector Mrs. Snehal Bhagwat (Kajve)	43-46
8	Organic Photovoltaics: A Step Towards Ecofriendly Power Conversion Miss. Megha N. Galagali Shri. Vishwanath K. Ganiger	47-53
9	LTE Downlink Data Performance in 5G Compared to 4G through LTE Link Level Simulator Prof. Manisha Srinivas Abhyankar Dr. Gulabchand K. Gupta	54-61
10	Investment in Financial Literacy and Ownership of Financial Assets in an Individual's Portfolio Purva Jain (Shah) Dr. Nishikant Jha	62-65
11	Analysis of Capital Budgeting Techniques: Traditional Approach V/S Modern Approach Yogesh Vasant Patil	66-72

2

A Study of the Management of Shri Dyaneshwar Co-Operative Sugar Factory at Newasa in Ahmednagar District

Megha Balasaheb Bagade

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Dr. Subhash J. Wadekar

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Abstract

The Sugar factory located in newasa on cooperative basis as taken for the study Maharashtra is one of the tops ranking sugar-production states, which has suitable agro climate condition. There are 22 sugar factories of these 6 are run by private basis. 11 are under cooperatives and 3 factories are run by the public sector. it also covers the membership position, the financial position, share capital, employment and wages, employees welfare, capital output ratio and other financial ratio. The cooperatives sugar factories have made notable contribution to the socio-economic development of the entire rural area surrounding them. A small portion from the earning of the various grower members of the factory particularly in the Maharashtra state, is kept every for taking up such activities. The factory was there were up and down is net profit during the period under study. it was due to the policy changes of the government. The inventory turnover position of the factory was not favorable. The factory had faced shortage of raw materials during the under study.

Keywords - Commodities, marketing, production, distribution

Introduction

A sugar factory functioning at newasa at functioning on cooperative basis as taken for the study. there are sugar factory and private sugar factory are many. The owners of the cooperative sugar factories are the members of the cooperative society. The benefit of the factory will be equally distributed among the members are equally responsible for the promotion and demotion functioning of the factory. The cooperative sugar factory will benefit the primary producers of sugarcane by getting cooperative sugar factory reasonable price for the sugar cane. The analysis of the study will throw light an each and every aspect of management of cooperative sugar society. The result of the study will be useful guidance for the all cooperative sugar society. The result of the study will be useful guidance for the all cooperative sugar factories society functioning in the country.

Objectives of the Study

- 1) To analyze the financial position of the sugar factory
- 2) To study the production performance of the shri dyaneshwar sugar factory.
- 3) To analyze the sales performance of the sugar factory
- 4) To analyze the inventory control procedure adopted by the factory.

Area of the Study

The management of the shri dyaneshwar cooperative sugar factory situated at newasa is the area for the study. The study include production and marketing aspects of the sugar factory. It also covers membership position, the financial position, share capital employment and wages employees welfare, capital output ratio and other financial ratios

Methodology

The study is based the secondary data collected form the cooperatives sugar factory. The accounts maintained by the sugar factory will be the basic data available for the study and audited balance sheet and other trading accounts will be collated form the sugar factory for analyze for the general information of the sugar industry the annual report of government of India will be collected. The reports of the directorate of sugar Indian sugarcane Association, and information from the directorate of sugar factory are collected. In addition to above particulars data will be collected from the officials of the sugar factory by directive interview the representative of the employees can also be interviewed in order to collect information regarding the welfare measures adopted by the factory towards the welfare activities.

Period of the Study

The study covers a period of 5 years from the financial year 2010-2015

Limitations

- 1) The present study covers production, sales, employment and welfare activities of the shri dyaneshwar cooperative sugar factory.
- 2) The study also analysis the financial aspect of the industry however the study does not cover the marketing aspect of the factory.
- 3) The study period only for 5 year for financial year 2010-2015

Performance of the Sugar Factory

The number of cooperatives sugar factories in operation increased from 194 in 1986-87 to 229 in 1996-97, indicating a rise of 118.04 percent. During the same period the percentage of sugarcane crushed and sugar production in cooperative sugar factories increased by 147.4 and 146.86 respectively. Out of the total sugar production in the country the percentage of sugar production by cooperative sugar factories was 55.9 in 1986-87 and 54.1 in 1996-97. During the same period the sugarcane crushed by cooperative sugar

factories was 54.11% and 52.13% respectively. It slightly decreased in terms of percent points during the same period. The average recovery of co-operative sugar factories in Maharashtra is higher 11.11% as compared to other states. The yield of sugarcane was recorded highest i.e. 100 tones in the state of Tamilnadu, whereas M.P and other states showed a range of 36.9 tones to 38.1 tones per hectare.

Sugar Production in Maharashtra

Maharashtra is the top ranking sugar producing states, which has suitable agro climate condition. There are 139 sugar factories working on cooperative basis and 81 sugar factories working on private basis total 220 factories working sugar factories in Maharashtra. The number of crushing days of sugar unit in Maharashtra is higher than the average and recovery marginally lower than the national average.

Decontrol of Sugar

In order to increase quality of sugar, government has decided to cover sugar and sugar products under the voluntary certification marks scheme of the bureau of Indian standards, meaning thereby that producer would be free to apply and get the certification which help them to established credibility of Indian sugar in international market. Sugarcane price rationalization, improving viability of sugar factories by promoting utilization of by-product such as ethanol and co-generation of power. Profitable use of by product by giving loans from SDF

Setting up of future trading Centre. Provide export incentive by giving transport subsidy to sugar export.

Socio Economic Impact of Sugar Co-Operatives

When a sugar factory is established in the rural setting, it become possible for the organization to help generate various ancillary activities amongst local farmers and other people. It provides necessary finance and where-with all for organizing their economic activities. A small portion from the earning of the various grower members of the factory particularly in the Maharashtra state, is kept every year for talking up such activities. From such saving, cooperative sugar factories take up activities like modern poultries, diaries, irrigation scheme, bank, etc. all the activities lead to betterment of economic condition on only the farmers but also all the landless laborer and other people in the area. In the educational field, apart from opening schools and colleges in the area, many factories have established professional colleges thereby providing higher educational to local population. The engineering colleges started by cooperative sugar factories have full-fledged facilities to provide education in all fields of engineering includes information technology. The cooperatives have also started medical colleges with modern equipment in order to cater the health facilities of the people in their area; the cooperatives have started a specialized medical facility, which provides all modern facilities to the people.

Review of Literature

Shri dnyaneshwar cooperative sugar factory was established in 1973, was registered as a cooperative society on 24.1.1973. The society started its work on 1.9.1973 for the manufacturing of white crystal sugar capacity of 1250 TCD. factory had completed 7 crushing season up to 1981-82.

Expansion

The expansion project to increase the capacity from 5000 TCD TO 6000 TCD was completed. The total cost 4858.50 lakhs and trial was taken on 2008. during the 2000-2001 crushing season, the expanded capacity was carried on continuously. Factory has obtained financial assistance of Rs. 809.80 lakhs from national cooperative development corporation and Rs 809.80 lakhs from sugar development for the expansion project. The factory from own funds meet the balance amount 780.30 lakhs.

Expansion	From	To	Year
First	1250 TCD	2000 TCD	1981-1982
Second	2000 TCD	3000 TCD	1989-1990
Third	3000 TCD	5000 TCD	2000-2001
fourth	5000 TCD	6000 TCD	2008-2009

Source- VSI SUGAR INSTITUTE REPORT

Location of the factory

The factory is located at bhendavillege, newasataluka, Ahmednagar District dyaneshwar

Climatic condition

The maximum temperature experienced in the factory was 38 degree c summer and minimum temperature during winter 20 degree. The rainfall during the year 2002 was 1040 mm. the source of depended mainly on bore wells, Pravara River, ponds

Findings

The shri dyaneshwar cooperative sugar factory is the one of the successful factory in Maharashtra producing considerable quantity of sugar and helping the local sugarcane producers. The industry in ahmednagar district on a cooperative basis during the year 1981-82 a total cost of Rs. 80 cores and during the year 2008-09. the factory produce white sugar from the sugarcane cultivated by the local farmers and help the farming community of ahmednagar district. the factory is equipped with latest machinery and equipment such as boiler, levelers, crushers etc. and functioning with maximum efficiency. The performance found to be on upward trend during the year except 200-2002. the overall performance is satisfactory. The factory could sell the entire quantity of production during the year. This shows that there is no market glut for sugar during this year. The sales performance is quite satisfactory. The current ratio of the factory reveals the short term financial liquidity position of the factory was satisfactory during the period under the study. The quick ratio reveals the availability of cash for meeting the current liabilities. The factory is in a comfortable financial position during the study period. The gross ratio shows that a high percentage of gross profit is available for meeting the expenses of administration, marketing and dividends etc. The factory was there were up and down in net profit during the period under study.

to the policy changes of the government. The inventory turnover position of the factory was not good the mill had faced shortage of raw material during the period under study. The balance from sundry debtors found to be very high during the period. It is found that in Ahmednagar district this factory financial position is good and the contribution is best other than cooperative factories. Due to continuous efforts to strengthen the cane development activities and ratio of water potentials in the area, factory have always surplus sugar cane position except some famine years of draught condition and therefore many times it was difficult to crush total available sugar cane and so factory have been compelled to dispose of their surplus cane to nearby sugar factories. Considering this management had decided to expansion cum modernization accordingly the 5000 TCD expansion cum modernization work was completed in a (4 to 5 months) and succeed to run the factory. The factory made computerized since 1991 (30 computer machine) through harvesting, cane transportation, transporter payment, workers salary payment, daily accounting, store inventory, share capital account work are done accurately and regularly.

Suggestion

The frequent policy change of the government on sugar trade makes the sugar factory difficult to maintain the regular market and also profit. The government should adopt a policy of long term benefit to sugar factory. In order to maintain stability in production the factory should purchase sugarcane from various other parts of the state. The factory should initiate reduce the administrative cost in order to increase the net profit which is very essential for the overall growth of the sugar factory. In order to improve the inventory position the factory should take immediate steps to adopt scientific inventory management activities. The outstanding balance from the sundry debtors was found to be very high. Proper measures should be adopted to collect the amount for the better liquidity position of the sugar factory. Measures should be taken to reduce the operating cost in order to increase the net profit, which is very essential for the existence of the factory.

Conclusion

Sugar is an agro-based industry, which earn a considerable foreign exchange to our country in India is the largest producer of the sugarcane in the world and it is the second largest agro based industry in India, after textile. The industry had achieved tremendous progress after our independence. The Shri Dyaneshwar co-operative sugar factory is one of the successful factories in Maharashtra producing considerable quantity of sugar and helping the local sugar cane producers.

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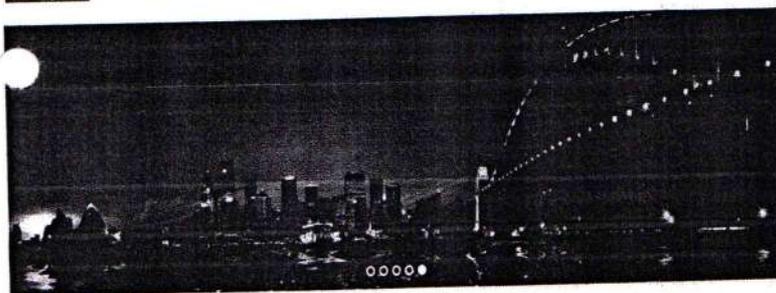
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33	सरदार वल्लभभाई पटेल आणि महात्मा गांधी	प्रा. विलास देऊळकर	148
34	पोलादीपुरुष सरदार वल्लभभाई पटेल यांचे नेतृत्व	डॉ. नाथा मोकाटे	152
35	संस्थानाचे विलीनीकरण : सरदार वल्लभभाई पटेल यांची भूमिका	डॉ. अरुणा वाघोले	156
36	संस्थानाचे विलीनीकरण व सरदार वल्लभभाई पटेल यांची भूमिका	प्रा. भरत होळकर	160
37	महात्मा गांधी आणि सरदार पटेल	प्रा. सागर सप्रे	163
38	सरदार पटेल यांचे भारतातील संस्थानांच्या विलीनीकरणातील भूमिका आणि महत्त्व	प्रा. सुरेखा साळवे- गांगुर्डे	166
39	सरदार वल्लभभाई पटेल यांचेविषयी मराठी साहित्यामध्ये झालेले लेखन : चिकित्सक अभ्यास	डॉ. लहू गायकवाड	169
40	सरदार वल्लभभाई पटेल यांच्या व्यक्तिमत्त्वाचे विविध पैलू	डॉ. विलास गोर्डे	172

या अंकाचे सर्व अधिकार प्रकाशकांनी राखून ठेवले आहेत. प्रकाशक, संपादक यांच्या लेखी पूर्वपरवानगी शिवाय यातील लेखांचे पुनर्प्रकाशन करता येणार नाही. या विशेषांकातील लेखांतून/संशोधन निबंधांतून व्यक्त झालेली मते ही त्या संबंधित लेखाच्या लेखकांची वैयक्तिक मते आहेत, त्याच्याशी संपादक, प्रकाशक सहमत असतीलच असे नाही. लेखांच्या मूळ स्वामित्व हक्काविषयीची (कॉपी राईट्स संदर्भातील) सर्वस्वी जबाबदारी संबंधित लेखकांची आहे.





संस्थानाचे विलिनीकरण :- सरदार वल्लभभाई पटेल यांची भूमिका

सौ अरुणा रवींद्र वाघोले

इतिहास विभाग प्रमुख

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प्रास्ताविक :-

लॉर्ड माऊंट बॅटन योजना ३ जून १९४७ ला जाहीर केली याच योजनेला माऊंट बॅटन योजना असे म्हंटले जाते फाळणीच्या योजनेचे स्वरूप यात निश्चित करण्यात आले होते. संस्थानिकांनी कोणत्या देशात सामील व्हायचे तो निर्णय घेऊन देशात सामील व्हावे अथवा स्वतंत्र राहावे. इंग्रज १५ ऑगस्ट १९४७ रोजी हिंदुस्थान सोडून जातील असे ठरले होते. भारतीय स्वातंत्र्याचा कायदा पास झाल्यानंतर या कायद्याने भारताला स्वातंत्र्य मिळाले.. १४ ऑगस्ट १९४७ रोजी मध्यरात्री १२ वाजता लालकिल्यावरून इंग्लंड चा युनियन जॅक खाली उतरवला त्याच्या जागी भारताचा राष्ट्रध्वज तिरंगा फडकावला गेला " वंदेमातरम " या घोषणेने सारा आसमंत दुमदुमला. १९० वर्षांपूर्वी अर्थात १७५७ च्या लढाईत प्लासीने विजय संपादन करून स्थापन झालेले इंग्रजांचे राज्य संपुष्टात आले(१)सन्नी १२. ४५ मिनीटांनी घटना परिषदेची बैठक सुरु झाली सर्वत्र उत्साहवर्धक वातावरण होते. यावेळी पंडित जवाहरलाल नेहरू यांनी भाषणास सुरवात केली ते म्हणाले कि, फार वर्षांपूर्वी आम्ही नियतीला एक वाचन दिले होते, एक संकेत केला होता ते संकेत ते वचन पूर्ण करायची वेळ आता आली आहे. आता मध्यरात्रीचा ठोका पडेल. यावेळी सर्वजण झोपलेले असेल तेव्हा भारत जागा होईल स्वातंत्र्याच्या प्रकाशात नवे जीवन घेऊन येईल इतिहासात क्वचितच असा क्षण येतो. तेव्हा आपण जुन्यातून नव्यात प्रवेश करतो. एका युगाचा अंत होतो. आणि दीर्घकाळ दडपल्या गेलेल्या राष्ट्राच्या आत्म्यास वाचा फुटते. अशा पवित्र प्रसंगी आपण भारताच्या व भारतीय जनतेच्या आणि मानवतेच्या सेवेला वाहून घेण्याची शपथ घेऊया (२)घटना परिषदेने स्वतंत्र भारताचा कारभार पाहवयास सुरवात केली होती. लॉर्ड माऊंट बॅटन यांनी स्वतंत्र भारताचे पहिले गव्हर्नर जनरल म्हणून या घटना परिषदेने नेमणूक केली. त्यांनी आपल्या पदाची शपथ घेतली. याचवेळी सत्तातरांबद्दल इंग्लंडच्या राजाचे आभार मानणारा व आनंद व्यक्त करणारा ठराव पास करण्यात आला.(३)"भारताचे पहिले पंतप्रधान म्हणून पंडित जवाहरलाल नेहरू आणि त्यांच्या मंत्रिमंडळाचा शपथविधी १५ तारखेला संपन्न झाला पाकिस्तानमध्येही स्वातंत्र्याचा सूर्योदय झाला बॅरिस्टर मोहम्मद अली जिना पाकिस्तानचे गव्हर्नर झाले. तर मीर लियाकत अली यांची पंतप्रधान पदी निवड झाली.(४)

संस्थानाचे विलिनीकरण

भारत स्वतंत्र झाला त्यावेळी भारतात लहान मोठी ५६२ संस्थाने होती. त्यांनी देशाचा २/५ भाग व्यापला होता. भारतीय स्वातंत्र्याच्या कायदानुसार संस्थानिकांनी भारत किंवा पाकिस्तानात आपल्या इच्छेनुसार सामील व्हावे किंवा तटस्थ राहावे अशी तरतूद होती. त्यामुळे संस्थानाचे संघराज्यात विलिनीकरण



करणे ही भारता समोरील गंभीर समस्या होती. कारण संस्थानिकांच्या इच्छेनुसार त्यांनी विलानीकरणाचा निर्णय घ्यायचा होता नरेंद्र मंडळामुळे हे कठीण काम होते. (5)

नरेंद्र मंडळ :-

नरेंद्र मंडळ केव्हा कशासाठी स्थापन झाले होते. भारतातील १८५७ चा उठाव इंग्रजांनी दडपून टाकला परंतु पुढील काळात त्यांनी आक्रमक धोरणाचा त्याग केला राणीने जाहीरनाम्यात तसे जाहीर केले होते त्यामुळे भारतात अनेक संस्थाने तशीच राहिली या संस्थानिकांनी त्यांच्या समस्या सोडविण्यासाठी आपापसात सामंजस्य व सहकार्य निर्माण करण्यासाठी एक मंडळ स्थापन केले त्यास नरेंद्र मंडळ म्हणत

या मंडळात ५६२ पैकी १८० संस्थानाचे प्रतिनिधी म्हणून स्वतः राजे सहभागी झाले होते. तर १२७ संस्थानांनी आपले प्रतिनिधी नियुक्त केले होते त्याचे एक मंडळ होते. त्यात ३५ सभासद होते. नरेंद्र मंडळाच्या कार्यकारी समितीचा अध्यक्ष व्हाईसरॉय होता. स्वातंत्र्य मिळेपर्यंत संस्थानांची अशी व्यवस्था होती.(5)

लॉर्ड डलहौसी

(१८४६ - १८५६) या काळात त्याने उत्तम कामगिरी केली . १८४७ ला भारताचा गव्हर्नर जनरल म्हणून त्याची नियुक्ती झाल्यावर तो १८४८ ला भारतात आला .तेव्हा त्याने संस्थाने खालसा करण्यासाठी दत्तक वारस नामंजूर हा कायदा करून त्याने संस्थाने खालसा केली. १८४८ सातारा , १८४९ जैतपूर संबळपूर १८५० १८५० सालीचा सिक्कीमचे राज्य खालसा केले . भगतपूर १८५२ उदयपूर १८५३ नागपूर १८५३ झाशी १८५३ अवध १८५६ अशी संस्थाने खालसा केली. (6)

सरदार पटेल व संस्थाने विलीनीकरण -

सरदार वल्लभ भाई पटेलानी संस्थानांचे विलीनीकरण करण्यात फार महत्वपूर्ण भूमिका बजावली म्हणून त्यांना "पोलादी पुरुष" म्हणून गौरविले होते या कार्यासाठी स्वतंत्र्य भारताच्या केंद्रीय सरकारमध्ये सुरवातीस "स्टेट्स मिनिस्ट्री नावाचे खाते" होते. त्याचा कारभार सरदार वल्लभभाई पटेलंकडे सोपविण्यात आला होता. या विभागाचे सचिव व्ही पी मेनन होते. सरदार पटेलानी संस्थानिकांना विश्वासात घेऊन सर्वांना मान्य होईल असा सामील नामा (Instrument of Accession) तयार केला . या कामी व्ही पी मेनन चे बहुमूल्य सहकार्य सरदार पटेलाना मिळाले. "सामीलनाम्यानुसार संस्थानांनी परराष्ट्र दळणवळण संरक्षण हि खाती केंद्राकडे द्यावीत इतर सर्व खाती संस्थानकडे च राहतील संस्थानांना स्वतंत्र घटक राज्याचा दर्जा दिला जाईल. असा विश्वास संस्थानांना अंतर्गत कारभारात केंद्र सरकार दळणवळण करणार नाही अशी ग्वाही दिली (7)

संस्थानिकांनी भारतीय संघराज्यात सामील व्हावे असे आवाहन सरदार पटेलानी संस्थानिकांना केले. त्यावेळी ते म्हणाले कि, आपण देशाचा भूतकाळ पाहिला इतिहासात डोकावले तर असे दिसून येते कि, आमच्यातील विभक्तपणा राजकीय हेवेदेवे यामुळे आपण दुर्बल झालो. परकीय आक्रमण थोपवू शकलो नाही. परिणामी देश पारतंत्र्यात गेला आपण परकीयांचे गुलाम बनलो. हे लक्षात घेतले पाहिजे भूतकाळातील चुका आपण पुन्हा करत आहोत. अशा चुका करणे त्यांच्या सापळ्यात अडकणे म्हणजे मूर्खपणा ठरेल भविष्यकाळ आपणास क्षमा करणार नाही" (8) म्हणून हिंदुस्थानच्या सुरक्षेसाठी देशात ऐक्य निर्माण करण्याचे आवश्यकता आहे. त्यातच सर्वांचे हित आहे."



सरदार पटेलांच्या या भावनात्मक आवाहनास चांगला प्रतिसाद मिळाला. बहुसंख्या संस्थानिकांनी दूरदर्शीपणा दाखवला जुनागड, काश्मीर, हैद्राबाद, या तीन संस्थानांचा प्रश्न सरदार पटेलांनी कणखर भूमिका घेऊन सोडवला. (4)

विलीनीकरणाच्या घटनात्मक व कायद्याच्या तपशिलांवर व्ही . पी मेनन यांची एखादी तज्ज्ञांची असावी अशी पडत होती. संस्थानिकांशी चिकाटीने बोलणी प्रामुख्याने त्यांनीच केली , अर्थात त्यांच्यामागे शक्ती होती. ती सरदार पटेलांची संस्थानिकांशी चाललेल्या त्या वाटाघाटीत सरदार पटेलांना प्रत्यक्षपणे मध्यस्थी करण्याचे प्रसंग फारसे आले. नसले , तरी पटेलांचे कणखर व्यक्तिमत्व आणि मित्र म्हणून ते सहृदय व उदार असले तरी त्यांचे शत्रुत्व मात्र महागात पडेल याची जाणीव संस्थानिकांना सतत होती. (९) आधुनिक संस्थानिकांच्या विलीनीकरणाची नीती सरदार पटेलांनी आखली. तर त्या नीतीची अंमलबजावणी मोठ्या कौशल्याने व त्वरेने मेनन यांनी केली. घटना समितीत सहभागी होण्यास संस्थानिकांना प्रवृत्त करणे संस्थाने व केंद्र सरकार यातील अंतिम निर्णय होण्यापूर्वीच जैसे थे करार करवून घेणे, लहान लहान संस्थानांना प्रथम एका शासनाखाली एकत्रित आणणे ते प्रशासन प्रांतांच्या शासनाशी मिळते जुळते व्हावे या दृष्टीने त्यात आवश्यक त्या सुधारणा घडवून आणणे व शेवटी त्या संस्थानांचे विलीनीकरण निरनिराळ्या प्रांतात घडवून आणणे ते सर्व प्रदेश केंद्र सरकारच्या अधिकार कक्षेत आणणे हे विलीनीकरणाबाबतचे सर्व टप्पे अत्यल्प कामात गाठले गेले.(10)

(१०) बंदुकीची एकही गोळी न वापरता सुमारे पाच लक्ष चौरस मैलचा प्रदेश व ९० दशलक्ष लोक भारतात एकरूप झाले. संस्थांनी प्रजेच्या जुन्या सरंजामशाही निष्ठेचे रूपांतर आधुनिक घटनात्मक राज्यसंकलनांना स्वच्छेने दिलेल्या स्वीकृतीत झाले.

विलीनीकरणाबाबत सर्वाधिक कटकटी कोणी उपस्थित केल्या असतील तर त्या हैद्राबादच्या निजामाने शेवटी पाकिस्थानशी संघानं बांधण्याकरिता निजामाने चालविलेल्या गुप्त कारवाया कासीम रझवीच्या नेतृत्वाखाली हैद्राबाद संस्थानात रजाकार करीत असलेले अत्याचार अशा कारणांमुळे भारताला हैद्राबादकरिता पोलीस कारवाई करणे भाग पडले . ११ सप्टेंबर १९४८ रोजी झालेल्या जीनाच्या निधनात वार्तेमुळे हैद्राबादच्या निजामाला मदत करण्याकरिता पाकिस्थान काही हालचाली करणे हे अशक्यच होते. १३ सप्टेंबर १९४८ रोजी लेफ्टनंट जनरल राजेंद्र सिंगजी यांच्या नेतृत्वाखाली भारतीय लष्करी तुकड्यांनी निरनिराळ्या मार्गांनी हैद्राबादच्या दिशेने कूर्च केले. साडेचार दिवसातच हैद्राबाद संबंधीची हि कार्यवाही पूर्णपणे यशस्वी झाली." भारताशी मैत्रीच्या एका नव्या युगाची सुरुवात होत असून हैद्राबादच्या जनतेने भारतीय संघ राज्यात एकोप्याने व सलोख्याने नांदावे अशी त्याची इच्छा असल्याचे निजामाने १७ सप्टेंबर रोजी घोषित केले. "(11)

(११) जुन्यागडच्या नबाबाने विलीनीकरणाबाबत कटकटी उपस्थित केल्या होत्या . परंतु त्यांचे अल्पावधीतच निराकरण होऊन जुनागडचे सामिलीकरण भारतात फेब्रुवारी १९४८ मध्ये करण्यात आले. (१२) अशा प्रकारे जुनागड व हैद्राबादच्या विलीनीकरणांबरोबर संस्थानांचा प्रश्न निकालात निघाला. भारताच्या प्रादेशिक व राजकीय एकात्मतेत खऱ्या अर्थाने वास्तव रूप प्राप्त झाले.

निष्कर्ष :-

अत्यंत महत्वपूर्व कणखर निर्णय स्वतः सरदार पटेलांनी घेतल्यामुळे शांततेत संस्थानांचे विलीनीकरण झाले पोलादी पुरुषाचा हा पोलादी निर्णय यशस्वी ठरला.



तळटीपा

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2. आधुनिक भारताचा इतिहास, ले. प्रा. गफूर शेख, कित्ता पृ २७१
3. आधुनिक भारताचा इतिहास, ले. प्रा. गफूर शेख, कित्ता पृ २७२
4. आधुनिक भारताचा इतिहास, ले. प्रा. गफूर शेख, कित्ता पृ २७२
5. आधुनिक भारताचा इतिहास, ले. प्रा. गफूर शेख, कित्ता पृ. ३३१ ३२
6. आधुनिक भारताचा इतिहास, ले. प्रा. गफूर शेख, कित्ता पृ ३१६
7. आधुनिक भारताचा इतिहास, ले. प्रा. गफूर शेख, कित्ता पृ ३३२
8. आधुनिक भारताचा इतिहास, ले. प्रा. गफूर शेख, कित्ता पृ ३३२
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10. आधुनिक भारताचा इतिहास, कित्ता पृ १५
11. आधुनिक भारताचा इतिहास, कित्ता पृ १५
12. आधुनिक भारताचा इतिहास, कित्ता पृ १५



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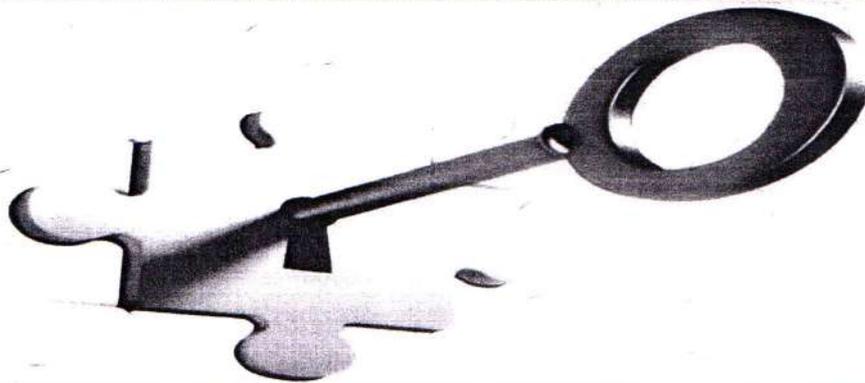
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33	राष्ट्रीय काँग्रेस आणि महात्मा गांधी	राजेंद्र पानसरे	141
34	स्वातंत्र्य चळवळीतील स्वदेशी चळवळीचे महत्त्व	डॉ.आर.आर.सोनवणे	147
35	राष्ट्रीय काँग्रेस दुसरा कालखंड १९०५ ते १९२०(जहाल कालखंड) प्रा.एस.एस.घुले -कढणे		150
36	दलित चळवळ:एक ऐतिहासिक अवलोकन	डॉ.प्रशांत सावळे	153
37	राजर्षी शाहू महाराजांचे ब्राह्मणेत्तर चळवळीतील योगदान	प्रा.महेश कुलकर्णी	156
38	राष्ट्रीय काँग्रेस आणि काँग्रेसच्या पूर्वसुरी संस्था	प्रा.एल.बी.काकडे	159
39	राष्ट्रीय काँग्रेस अखिल आणि भारतीय हातमाग संघ	प्रा.अमोल बोत्रे	164
40	भूमिगत चळवळ आणि अरुणा असफअली यांचे कार्य...	सौ.अरुणा वाघोले	167
41	राष्ट्रीय काँग्रेसचा जहाल मटवाद्यांचा चतुःसूत्री कार्यक्रम	डॉ.अशोक ढोले	171
42	मवाळ कालखंडातील नामदार गोपाल कृष्ण गोखले यांचे योगदान	प्रा.चांगुणा कदम	174
43	अखिल भारतीय काँग्रेस आणि महाराष्ट्र	प्रा.डी.झेड.सावळे	177
44	भारतीय राष्ट्रीय काँग्रेस पक्ष आणि शेतकरी	प्रा.नानासाहेब दिघे	181
45	मवाळ कालखंडातील काँग्रेसचे कार्य (१८८५-१९५०)	प्रा.शांता गडगे	184
46	स्वातंत्र्य लढ्याच्या चळवळीतील काँग्रेस पक्षाची भूमिका (१८८५ ते १९०५)	डॉ.किशोर गटकळ	189
47	आझाद हिंद सेनेतील नेताजी सुभाषचंद्र बोस यांचे योगदान	प्रा.जी.व्ही.गट्टी व डॉ.राधाकृष्ण जोशी	194
48	सातारा जिल्हा :राजकीय जागृती व असहकार अंदोलन	प्रा.के.जे.चव्हाण	196
49	भारतीय राष्ट्रीय काँग्रेस आणि राजकीय संघटना	डॉ.मनीषा जगदाळे (कुरुमकर)	200
50	राष्ट्रासभेचे पहिले अधिवेशन	सचिन दोरगे	204
51	राष्ट्रीय काँग्रेसमधील मवाळांचे योगदान (इ.स.१८८५ ते १९०५)	प्रा.एन.पी.सदाफळ	208
52	बागलणातील जंगल सत्याग्रह (१९३०)	प्रा.संदीप भामरे	210
53	भारतीय स्वातंत्र्य चळवळीत मराठी लेखकांचे योगदान	प्रा.संदीप मिरे व डॉ.एच.एन.जमाले	214
54	डॉ.बाबासाहेब आंबेडकर आणि भारतीय राष्ट्रवाद	प्रा.शीतल धरम	217
55	भारतीय राष्ट्रीय सभेचे पहिले ग्रामीण अधिवेशन फैजपूर काँग्रेस-१९३६	प्रा.नारायण शिंदे	219
56	भारतीय राष्ट्रीय काँग्रेसची स्थापना व कामगिरी	प्रा.संदीप शिरसाठ	226
57	महात्मा गांधींचा वैचारीक लढा	शुभम शिंदे	230
58	नामदार गोपालकृष्ण गोखले यांचे काँग्रेसमधील योगदान	प्रा.राजेंद्र सोनवणे	234
59	भारतीय राष्ट्रीय काँग्रेसचा पहिला कालखंड:१८८५-१९०५ (मवाळ कालखंड)	प्रा.सुनिल लोखंडे	237
60	नेताजी सुभाषचंद्र बोस व राष्ट्रीय काँग्रेस संबंधांचा अभ्यास	प्रा.विकास टकले	239
61	बंगाल प्रांताचे विभाजन व राष्ट्रीय काँग्रेसची भूमिकेचा अभ्यास	प्रा.विलास पवार	242
62	लोकमान्य टिळकांचे भारतीय स्वातंत्र्य चळवळीतील योगदान	प्रा.रमेश झरेकर	244
63	राष्ट्रीय चळवळ पहिला कालखंड १८८५-१९०५(मवाळ कालखंड)	महेश रानवडे	249

या अंकाचे सर्व अधिकार प्रकाशकांनी राखून ठेवले आहेत. प्रकाशक, संपादक यांच्या लेखी पूर्वपरवानगी शिवाय यातील लेखांचे पुनर्प्रकाशन करता येणार नाही. या विशेषांकातील लेखांतून/संशोधन निबंधांतून व्यक्त झालेली मते ही त्या संबंधित लेखाच्या लेखकांची वैयक्तिक मते आहेत, त्यांच्याशी संपादक, प्रकाशक सहमत असतीलच असे नाही. लेखांच्या मूळ स्वामित्व हक्काविषयीची (कॉपी राईट्स संदर्भातील) सर्वस्वी जबाबदारी संबंधित लेखकांची आहे.

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भूमिगत चळवळ आणि अरुणा असफअली यांचे कार्य...

सौ अरुणा रवींद्र वाघोले

इतिहास विभाग प्रमुख

बी. जे कॉलेज आळे ता. जुन्नर जि. पुणे.412411

९८६०६३१९०८

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प्रास्ताविक :-

१९ व्या व २० व्या शतकाच्या तुलनेने सध्या २१ व्या शतकात भारतात स्त्रियांचा दर्जा मानसन्मान प्रतिष्ठा यात नक्कीच फरक पडला आहे. कुटुंबात व समाजात स्त्रियांकडे वेगळ्या दृष्टीने पहिले जात आहे. डॉक्टर, वकील, इंजिनीअर, प्राध्यापक, शिक्षक, बँकिंग व वित्तीय संस्था मीडिया हॉटेल प्रशासकीय मॉडेलिंग जाहिरात इ सर्व क्षेत्रात स्त्रिया काम करत आहेत. या सर्व क्षेत्रातील महिलांना जागृत करण्याचे कार्य स्वातंत्र्यपूर्व काळातील स्त्रियांच्या चळवळींनी केलेले आहेत त्यात प्रामुख्याने

स्वातंत्र्यपूर्व कालखंड :-

1. आर्य मोहन समाज (१८८२) रमाबाई रानडे
2. आत्मनिष्ठ युवती संघ (१९०५) येसूबाई सावरकर
3. शारदा सदन (१८८९) पंडित रमाबाई
4. करमणूक क्लब (१९१७) लाडोराणी झुत्सी
5. हिंदू माहोन सभा (१९१८) अंबिकाबाई गोखले
6. देशसेविका संघ (१९३१) हंसा मेहता
7. हिंदूस्थापना सेविका दल (१९३०) डॉ ना. सु. हर्डीकर
8. स्त्री सेविका संघ (१९३६) प्रेम कटक (१)

स्वातंत्र्य पूर्व काळातील राष्ट्रीय स्तरावरच्या संघटना

२० व्या शतकाच्या पूर्वघात ३ संघटना स्थापन झाल्या होत्या

1. महिलांची भारतीय संघटना (W.A Womens India Association)
2. भारतीय स्त्रियांचे राष्ट्रीय मंडळ (The National council of women in india - NCW/)
3. आखिल भारतीय महिला परिषद (The all india women conference AIWC) (२)

याशिवाय आखिल भारतीय महिला १९२७ मध्ये मागरिट कझिन्स यांच्या प्रयत्नातून हि संघटना स्थापन झाली या संघटनेने महत्वाचे उद्दिष्ट निश्चित केले

1. स्त्रियामध्ये शिक्षणाचा प्रसार करणे
2. स्त्रियांमध्ये रूढी परंपरातून मुक्त करणे
3. स्त्रियांना मतदानाचा हक्क मिळवून देणे
4. स्त्रियांना कायदेमंडळात स्थान मिळवून देणे

जो पर्यंत पडदा पद्धती, बालविवाह कमी होत नाहीत तो पर्यंत स्त्रियांची शैक्षणिक प्रगती होणार नाही असे संघटनेचे मत होते. (3)वरील ४ उद्दीष्टे पूर्ण करण्याच्या कामासाठी उपसमित्या स्थापन केल्या होत्या



१) कामगार २) ग्रामीण पुनर्रचना ३) देशी उद्योग ४) पाठ्यपुस्तके ५) शारदा कायदा ६) ग्रामोद्धार व अस्पृश्यता निवारण याद्वारे स्त्रियांना मतदानाचा अधिकार मिळावा म्हणून जागृत केले 4) या जागृतीतून समान हक्काचा आग्रह धरणारा एकमत प्रवाह उदयास आला होता. १९२४ मध्ये स्त्री चळवळीतील विविध मत प्रवाह आणि विचारांचे समावृत्त प्रतिनिधित्व करणारी संघटना म्हणून आखिल भारतीय महिला परिषदेची स्थापना झाली (5)

थोडक्यात विविध संस्थात्मक संघटनात्मक चळवळीद्वारे महिलांना जागृत करण्याचे कार्य केले. या चळवळीपैकी हिंदू महिला सभावृत्त महात्मा गांधीजींच्या नेतृत्वामुळे १९२० नंतर अनेक महिला राष्ट्रीय आंदोलनात आल्या.

गांधीजींची महाराष्ट्रातील पहिली शिष्या म्हणजे अवंतिका बाई गोखले या होत. १९१८ मध्ये हिंदू महिला सभेची तिने स्थापना केली त्यांनी मुंबईतील मध्यमवर्गीय स्त्रियांमध्ये शिक्षणाची सामाजिक व राष्ट्रीय कार्याची आवड निर्माण केली. (६) तसेच महात्मा गांधीजींच्या इच्छेनुसार पॅरिस कॅम्प्टन हंसा मेहता जयश्री रामजी, अवंतिका बाई गोखले, यशोबाई भट, कृष्णा घुमटकर या स्त्रियांचा ' देशसेविका संघ ' स्थापन केला होता या संघाच्या महिला सदस्यांनी सविनय कायदेभंगाच्या चळवळीत भाग घेतला. (७) अशा विविध ठिकाणच्या महिलांना सत्य, अहिंसा, असहकार, सविनय कायदेभंग चळवळ आणि छोडो भारत आंदोलनात सक्रिय सहभाग नोंदवला. उत्साहाने कार्य केले.

अरुणा असफअली यांचे भूमिगत चळवळीतील नेतृत्व —

अरुणा असफअली यांनी ब्रिटिश सरकार विरोधी चाललेल्या राष्ट्रीय चळवळीत सहभाग घेतला होता. एक क्रांतीकारी स्त्री म्हणून त्यांचा उल्लेख केला जातो. त्यांच्यावर महात्मा मोहनदास गांधी यांच्या विचार व कार्याचा प्रभाव होता. त्यांनी भूमिगत राहून राष्ट्रीय चळवळीत कार्य केले.

कार्यातील सहभाग :-

१४ फेब्रुवारी १९३० रोजी भारतीय राष्ट्रीय काँग्रेसने ब्रिटिश सरकारच्या विरोधात सविनय कायदेभंगाची चळवळ सुरु केली. या चळवळीत त्यांनी सहभाग घेतल्यामुळे त्यांना कारावास भोगावा लागला. त्यांनी महात्मा गांधीजींच्या नेतृत्वाखाली झालेला मिठाच्या सत्याग्रहात भाग घेतल्याने एक वर्षांचे कारावासाची शिक्षा झाली. त्यांनी तुरुंगात असतानाच राजकीय कैद्यांची स्त्री सुधारावी व त्यांना चांगली वागणूक द्यावी यासाठी उपोषण केले. ७ ऑगस्ट १९४२ रोजी अखिल भारतीय काँग्रेस समितीचे अधिवेशन गवालिया टॅन्क मैदान मुंबई येथे भरले. ८ ऑगस्ट रोजी या अधिवेशनात छोडो भारत हा ठराव पास करून या आंदोलनाचे नेतृत्व महात्मा गांधींकडे दिले. ९ ऑगस्ट रोजी गवालिया टॅन्क मैदानावर पोलिसांचे सुरक्षा कवच भेदून अरुणा असफअली यांनी भारताचा तिरंगाध्वज फडकावून या प्रसंगी लोक ब्रिटिश सत्तेला सामर्थ्याच्या जोरावर आव्हान देण्यासाठी उभे राहिले आहेत. (८)

या चलेजाव चळवळीचे महत्वाचे वैशिष्ट्ये म्हणजे या चळवळीचा सहभाग म्हणून भूमिगत चळवळ सुरु केली या चळवळीचे नेतृत्व -प्रामुख्याने डॉ. राम मनोहर लोहिया जयप्रकाश नारायण श्रीमती अरुणा असफअली इ नेत्यांनी केले. (९) या नेत्यांनी सर्वसामान्य जनतेचे नीतिधैर्य कायमचे राखून ठेवण्याचा प्रयत्न केला. राज्यव्यवस्थेसाठी अनेक ठिकाणी लूट करून पैसा मिळविला . सरकारची यंत्रणा मोडून काढण्याचा त्यांनी प्रयत्न केला. (१०)

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अरुणा असफअली यांनी दळणवळणाची साधने नष्ट करून ब्रिटिश सरकार ची प्रशासन व्यवस्था खिळखिळी करा आणि भारत देश स्वातंत्र्य झाल्याशिवाय हा लढा थांबवू नका अशी गर्जना अरुणा असफअली यांनी केली. संतापलेल्या पोलिसांनी जमामावर लाठी हल्ला व गोळीबार केला. अशा स्थितीत त्यांना भूमिगत व्हावे लागले. (११)

केले. या
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कार्याची
रामजी,
होता
काणच्या
सक्रिय

१९४२ च्या चळवळीचे भूमिगत राहून नेतृत्व केले. त्यांनी यु.पी. गटांकडून जमिनीवर सुरंग स्फिरिटच्या वाटल्या व इतर सामग्री मिळविण्याचा प्रयत्न केला. या मधून च त्यांना २० सुरंगाच्या काड्या व द्राक्षासन नावाच्या स्फिरिटच्या वाटल्या मिळाल्या अरुणा असफअली यांनी ब्रिटिश सरकारच्या हाती न लागता ऑल इंडिया काँग्रेस एक प्रतिकचोरी भूमिगत राहून चालविली ९ ऑगस्ट १९४२ रोजी सरकारने सर्व प्रमुख नेत्यांना अटक केल्यामुळे नेतृत्वहीन झालेल्या चळवळीस अरुणा असफअली यांनी नेतृत्व दिले. चळवळीच्या प्रसारासाठी त्यांनी देशभर भ्रमंती केली. त्या भूमिगत झाल्यामुळे व त्यांना अटक करण्यात सरकारला अपयश आल्याने सरकारने २६ डिसेंबर १९४२ रोजी त्यांची दिल्लीतील घरादारासहित संपत्ती जप्त करून तिचा लिलाव केला.

ऑगस्ट क्रांतिदिनाच्या या विरांगणेने एका कार्यक्रमाचे अध्यक्ष स्थान भूषविले होते महाराष्ट्रात प्रतिसरकारच्या स्थापनेतही त्यांचा सहभाग होता त्यांनी डॉ. राम मनोहर लोहियायांच्या बरोबर इन्कलब नियतकालिकाचे संपादन केले या नियतकालिकातून त्यांनी देशासाठी तरुणांनी क्रांतीचा शिपाई झाला पाहिजे असा संदेश दिला (१२) २६ जानेवारी १९४६ रोजी ब्रिटिश सरकारने त्यांच्यावरील बोरंट मागे घेतले.

इ. स १९४२ च्या चळवळीतील नेतृत्व व कार्यामुळे "दैनिक ट्रिब्यून" नियतकालिकाने त्यांना १९४२ ची "झाशीची राणी" सन्मान दिल (13)

इ स १९४२ च्या लढ्यात त्यांना सुचेता कृपालांनी व मृदुलासार भाई यांनी सहकार्य केले भारत देशात स्वातंत्र्य मिळाल्यानंतर अरुणा असफअली यांनी कम्युनिस्ट पक्षात काम केले अशा या कर्तबगार अरुणा असफअली यांना पुढीलप्रमाणे पुरस्कार मिळालेले होते.

- (१) सोव्हिएत लँड नेहरू पारितोषिक, १९५५
- (२) लेनिन शांतता पारितोषिक १९९१
- (३) अंतरराष्ट्रीय मैत्री आणि समझोता पारितोषिक (१४)

या क्रांतिकारी महिलेचा २९ जुलै १९९६ रोजी मृत्यू झाला.

निष्कर्ष :-

आधुनिक भारताच्या इतिहासात जहाल आणि मवाळ या दोन गटांनी स्वातंत्र्यासाठी अनेक चळवळीतून नेतृत्व केले. त्यापैकी एक महत्वाची चळवळ राष्ट्रीय काँग्रेस (१९२०-१९४७) गांधीजींचा कालखंड या कालखंडापासून स्वातंत्र्य आंदोलनात महिलांचा सक्रिय सहभाग होऊ लागला. हे महत्वाचे वैशिष्ट्य म्हणून स्वतंत्र समता बंधुता या तत्वानुसार महात्मा गांधीजींच्या चळवळीतील " राजकीय तत्त्वज्ञानाने प्रभावित झालेल्या सत्य, अहिंसा, असहकार, सविनय कायदेभंग, उपोषण, यांचा स्वीकार करून अरुणा असफअली आणि इतर महिलांनी सक्रिय भूमिगत चळवळीत कार्य केले पुढील पिढीला नेतृत्व उभे करण्याचा प्रयत्न स्वकृतीतून केलेला दिसतो.



तळटीपा

1. आधुनिक भारत, (१८५७-१९५०), ले डॉ एस एस गाठाळ, के एस पब्लिकेशन, पुणे ३०, प्रथमावृत्ती
जुलै २०१४ पुष्ठ ३८७,३८८.
2. आधुनिक भारत, कित्ता, ३८८
3. आधुनिक भारत कित्ता ३९०
4. आधुनिक भारत कित्ता ३९०
5. आधुनिक भारत कित्ता ३९१
6. आधुनिक भारत कित्ता ३८७
7. आधुनिक भारत कित्ता ३८७ आधुनिक भारत, ले. डॉ एन एस तांबोळी, निराली प्रकाशन, पुणे, विद्वतीय
आकृती ऑक्टोबर २०१५, पृ ६.१७
8. आधुनिक भारत कित्ता ६.१७
9. आधुनिक भारत कित्ता ६.१४
10. भारतीय स्त्री चळवळीचा इतिहास, ले. डॉ अनिल कठारे प्रकाशक एज्युकेशनल पब्लिकेशन
11. औरंगाबाद आ १ ली जून २०१३ पृ ३४३, ३४४
12. भारतीय स्त्री चळवळीचा इतिहास कित्ता ३४४
13. भारतीय स्त्री चळवळीचा इतिहास कित्ता ३४४
14. भारतीय स्त्री चळवळीचा इतिहास कित्ता ३४४
15. सादरकर्ती



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SWATIDHAN PUBLICATIONS



INDEX

No.	Title of the Paper	Author's Name	Page No.
1	The Study of The Audio Visual Aids and Its Impact on New Hockey Players Skills.	Ajitkumar Sadasiv Kadam	05
2	Attitude and Physical Education	Bharat Chapke	09
3	Physical Education and Its Impact on Health	S. N. Mane	12
4	Sports Coaching	Suhas Bhairat	15
5	Psychological Factors Influencing Exercise Adherence Among Young Adult Females In Pune City – A Pilot Study	Ankita Dhone	18
6	Importance of Yoga in Daily Life	Vikram Satpute	22
7	Effect of Running on Physiological and Psychological of Human Health	P. K. Lohote	27
8	Physical Exercise : Part of Our Life	Bharat Bhujbal	31
9	Importance of Nutrition	Ramhari Nagtilak & Sharad Aher	34
10	The Role of Yoga in Sport and Exercise Psychology	Sunita Desale	36
11	Benefits of Yoga	Subhash Wankhade	38
12	A Research on the Benefits of Regular Yogic and Physical Exercises in Sports	Pravin Shiledar & Ravi Bhushan	42
13	Importance of Physical Education and Sports for Youth	Umeshraj Paneru	49
14	Adventure Sports and Associated Career in India	Ravi Bhushan & Pravin Shiledar	53
15	Importance of Yoga In Life	Vijay Deshmukh	57
16	Yoga Benefits for Fitness and Sports	Pravin Shiledar & Tattapure J. G.	61
17	Yoga and Modern Life Style	Harde Machhindra & Prakash Kadu	66
18	Physical Activity, Fitness and Health	Chavan. R. R	68
19	Importance of Yoga in Sports	Rajendra Waman	71
20	Effect of Yoga on Physical Health: A Summary of Reviews	Mahesh V. Rajenimbalkar & Nilesh R. Gadekar	74
21	Technology Addiction through Psychological Perspective	Ameet Prabhu	76
22	Yoga in Sports	Amit Mane & S. E. Kangane	82
23	Sports and Osteoarthritis Management through Exercises	Rushikesh Kumbhar	86
24	Role of Yoga for Improving Health and Sports Performance	Balasaheb Margaje	90
25	Important of Yoga in Physical Education and Sports	Mahesh Patil	93
26	To Study Effect of Social and Economic Thing on Competency of Sports Man	Vikas Shelar & Kishor Pathare	97
27	An Impact of Psychological Parameters on Libraries : A Theoretical Study.	Nilesh Hande	99
28	Yoga for Health And Sports Performance	Vairagar C.B. & Wangujare S.A.	105
29	Yoga for Healthy Life	Vishal Salunkhe	107
30	Training Methods And Sports Performance	Dhande S.V. & Kshirsagar R.P.	108
31	A Study of Different Barriers in Sports Participation to Girls And Women	Pratiksha P. Gangale, & Usha Kodgire	110
32	Yoga and Its Positive Effects on Human-Being	Amol Datar	113



33	Simulation of Ideal Body Mass in Adult Human Samples Chandrajit Jadhav & Ravi Bhushan	117
34	Meditation: A Solution to Today's Stressful Life Rahul Bhosale	120
35	Value of Yoga in Student's Life Purnima Karale	122
36	Exercise Behaviour Pallavi Walke	125
37	Benefits of Yoga in Physical Education And Sports Dr. B.G. Kale	129
38	Benefits of Yoga in Sports-A Study B.M. Dhonde	132
39	The Contributions of Physical Education in Personality Development Vikrant Rajole	135
40	Importance of Yoga And Meditation in Students Life Dhanajay Sirsat & A. P. Gingine	138
41	Study of Yoga Exercises on Softball Skills Bhima Mane	142
42	Kinesiological Principles Involved in Table Tennis A Theoretical View B.M. Sanap	144
43	Bioelectrical Impedance Analysis in Body Composition Measurement Mukesh Pawar	147
44	Effects of Yoga on Mental Health Sateesh Surye	152
45	Yoga : Fitness :Physical Education Bhagat S. B.	154
46	Challenges and Issues of Women's of Nandurbar District In The Perspective Competitive Sports Tarak Lakhanchandra Das	158
47	Womens Participation in Sports : Challenges, Issues Gautam Jadhav	160
48	Importance of Physical Education to Development of Total Education Process and Society Surekha Daptare	163
49	Impact of Recent Trendes on Physical Education Gayatri Ambhore	168
50	The Importance of Sport in Society Bhushan Waykar & Milind Thorat	171
51	Aquatic Exercise for all Neetin Walke	175
52	Importance of Physical Education, Sports, Yoga in Human Life Ramesh Gaikwad & Raosaheb Garad	180
53	Yoga for Stress Management Kiran Aher & Vijay Ambare	185
54	Job Satisfaction among Physical Education Teacher : A Review of Literature Umesh Bibave & D.S. Viegus	187
55	Physics of the Taekwondo Axe Kick Avadhut Kardile, Shweta Dodmani, Umesh Paneru & Ajit Dumbre	191
56	An Analytical Study of the Academic Achievement, and its Relation to Physical Fitness Components of Pune University Boys Players Yogesh Pawar	193
57	Effect of Vipassana Meditation Techniques for Sports Performance Sachin Ubale	198
58	महाराष्ट्र राज्य क्रीडा धोरण २०१२ ची विद्यापीठ व महाविद्यालयीन स्तरावरील अमंलबजावणी व त्याच्या परिणामांचा चिकित्सक अभ्यास प्रा. आर. एस. देवकाते व डॉ. शरद आहेर	204
59	प्राथमिक शिक्षण घेणाऱ्या विद्यार्थ्यांनी मधल्या सुट्टीत केलेल्या शारीरिक उपक्रमांवर अडथळा मालिका कार्यक्रमांमुळे होणाऱ्या परिणामांचा अभ्यास विलास एलके	211
60	योग प्रशिक्षणाचा महिलांच्या वजन, चरबी व हाडांचे वजन या निवडक घटकांवर होणाऱ्या परिणामांचा अभ्यास डॉ. नागनाथ गजमल व प्रा. अंबादास एस. फटांगरे	218

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Importance of Physical Education, Sports, Yoga in Human Life

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Abstract:

In today's world physical education is essential. Man can live healthy and better life only by doing physical exercise. Physical education plays important role in man's development and proves helpful for better physical, mental, social, emotional and spiritual life. There is a saying in English that healthy mind in healthy body. It is so true because for a man to be successful his physical, as well as mental state should be well. 'Health is a greater than wealth' phrase states that who are very wealthy and prosperous; they not happier with their health compared than poor people, because they have not money, but they have better health. Physical fitness is defined as your ability to carry out daily tasks and routine physical activities without undue fatigue Physical education plays an important role in the development of an individual just as a school room education does. Physical fitness is an important component to leading a healthy lifestyle. The inclusion of regular fitness activity helps students maintain fitness, develop muscular strength and improve cardiovascular health. Yoga refers to the spiritual discipline that includes meditation, exercises, physical postures, breathing techniques. It is done to improve physical health, mental health, relaxation, and overall well-being of the individual Yoga helps in improving flexibility in the back, shoulders and hamstring. The very first thing that yoga does is improves the circulation of blood. This means better transportation of oxygen and nutrients throughout the body. Improved blood flow also indicates healthier organs and glowing skin. The government has taken lot of initiative in the past few years and things are improving. The governments initiatives has paid good dividend in the Common Wealth Games, Asian Games and Olympic games recently held. Let us hope that we will continue to march in the right direction so that the present day life style will further improve and will enjoy good health to contribute to the country's economy as well.

Keywords: physical fitness, good diet and regular exercises, health is wealth, importance of yogic exercises, government initiatives.

Importance Of Sound Health:

In today's world physical education is essential. Man can live healthy and better life only by doing physical exercise. Physical education plays important role in man's development and proves helpful for better physical, mental, social, emotional and spiritual life. Health is a level of functional efficiency of human beings and a general condition of a person's mind, body and spirit. It means human being is free from illness, injury and pain. It is a resource of everyday life and a positive concept emphasizing physical capabilities.

There is a link between good nutrition and healthy weight. It reduces chronic disease risks. By proper nutrition you become active and strong. There is a saying in English that healthy mind in healthy body. It is so true because for a man to be successful his physical, as well as mental state should be well. 'Health is a greater than wealth' phrase states that who are very wealthy and prosperous; they not happier with their health compared than poor people, because they have not money, but they have better health.

Health is a complete physical, social and mental will be good in any way, then no any diseases or infirmity will happen in the life, and it will not cause on the health.

Following are the benefits of healthy diet

- Weight loss. ...
- Reduced cancer risk. ...
- Diabetes management. ...



- Heart health and stroke prevention.
- ...
- The health of the next generation.
- ...
- Strong bones and teeth. ...
- Better mood. ...

Improved memory:

If you're eating the right food and keeping fit, your body will be strong and help you to cope with stress and also fight illness. Eating well and exercising often when you're a teenager will also help you stay in good health later in life. Getting regular sleep is another really important way to stay healthy. Eating a diet rich in vegetables and fruits as part of an overall healthy diet may reduce risk for heart disease, including heart attack and stroke. Eating a diet rich in some vegetables and fruits as part of an overall healthy diet may protect against certain types of cancers.

Concept Of Physical Fitness:

Physical fitness is defined as your ability to carry out daily tasks and routine physical activities without undue fatigue. ... This component can be improved through aerobic exercise, which is a type of exercise that uses oxygen to meet energy demands, like going for a jog.

Few Steps To Maintain Good Health:

There are number of factors that play a role in keeping healthy body. Good health leads to avoid risk of developing certain diseases. These include heart disease, stroke, some cancers and injuries. Here are a few tips to maintain healthy body.

Eat healthy food: Today we find from various reports that the present day youth is facing blood pressure, weak eyesight, and heart failures at an early age. During the past three months in the state of Maharashtra there were three incidents of death of players on the ground. When this state was discussed by the expert, the outcome of the discussion was that there is a need for the youth to change their lifestyle. Eating junk food and fast food, excessive exercise, tensions, and absence of timely health check-up was the root cause for this state of affair. This fact highlights the importance of healthy food. It should be nutritious, providing carbohydrates and essential vitamins to maintain the vitality required. A healthy diet can help you lose weight and lower your cholesterol, as well.

Regular Exercise: In order to have sound health one must regularly exercise. Exercise helps to prevent diseases. Keep your weight in limits. If you are facing any disease already, then it is always advisable to take exercises only after consulting a physician. If you are making a career in sports it is advisable to have a regular physical medical check and follow the doctor's advice. For different games in todays specialized there are different diets are prescribed by the dieticians. Follow those for better results. This highlights the importance of physical education in maintaining healthy body.

Skin Protection: There is a need to protect your skin from the sunshine. . You must have seen while watching cricket matches in sunshine the players use cream on body parts. Sun exposure is linked to skin cancer. Be sure to wear protective clothing and hats when you are outside. Use sunscreen year-round on exposed skin, like your face and hands. It protects your skin and helps prevent skin cancer.

Avoid Smoking and Tobacco: Smoking and tobacco use are harmful habits. They can cause heart disease and mouth, throat, or lung cancer. Also avoid alcoholic drinks.

Habits To Be Cultivated For Better Health:

Drink less water: Your body requires water to function and drinking more water can alleviate aches and pains, improve energy levels, and flush out toxins. Staying hydrated keeps your body functioning at an optimal level. Keeping a bottle of water with you throughout the day will give you the chance to stay hydrated more easily.



Enjoy adequate sleep: A good night's sleep is always a good idea. Sleep allows your body to heal and recharge, giving you more energy for the next day. If sleep is something that you struggle with, take steps to eliminate stimulants before bed such as caffeine, alcohol, or screens.

Importance of Good Work Life Balance: Maintaining a positive work-life balance can increase your overall satisfaction and reduce your stress levels.

Ear mark time for physical exercise: Getting your body moving is extremely important to maintain your overall mental and physical health. Depending on the type of exercise that you prefer, you can promote bone health, encourage weight loss, and increase muscular strength.

Importance Of Physical Education:

Physical education plays an important role in the development of an individual just as a school room education does. Physical fitness is an important component to leading a healthy lifestyle. The inclusion of regular fitness activity helps students maintain fitness, develop muscular strength and improve cardiovascular health. Balancing exercise and stretching, helps improve physical balance which decreases the chances of injuries. Those students who make physical education as important as their school work become more flexible in their routine life. Healthy and well-connected neurons help improve the over-all thinking ability of students. Physical education is an essential part of healthy living for people of all age groups, especially those going to school. This is because school life is full of stress and anxiety at every stage. Several Researches have proved the importance of physical activities of students in a school environment. Physical education teaches the students to improve the quality of their life. Focusing only on school work can make their life boring and stagnant which in turn can cause depression and failure. Such activities and exercises boost their stamina which can make them fall in love with their intelligence and abilities.

1. Enhances an individual's ability to concentrate and maintain focus:
2. Important for healthy growth and development:
3. Prevents sleep deprivation
4. Helps in relieving stress and anxiety
5. Physical education makes an individual flexible and happy

Scientific research reveals the fact that physical education in school helps in improving the connections between neurons of the brain. Healthy and well-connected neurons help improve the over-all thinking ability of students, thus making them better students in classroom.

Physical education develops the following traits in Human being:

- Boosts the self confidence
- Inculcate discipline
- Character building
- Judicious use of time
- Development of awareness in the society
- Physical education prepares an ideal citizen unknowingly and unintentionally

Importance Of Sports:

Sport develops a sense of friendliness among the children and develops their team spirit. It helps children to develop mental and physical toughness. ... Children should actively participate in sports to avoid being tired and lethargy. This is because sports improve their blood circulation and their physical well-being. Sports are very important for one's life and participation in sports should always be encouraged. Participation in sports makes us active, healthy, fit, and also the development of our social and communication skills. Sports remove stress and provide relaxation to our mind and body. Participating in sports helps us to tackle the problems such as hardships, hurdles, and sudden miseries etc. Sports improve blood circulation of our body too.



Concept Of Yoga And Its Importance:

- Yoga refers to the spiritual discipline that includes meditation, exercises, physical postures, breathing techniques. It is done to improve physical health, mental health, relaxation, and overall well-being of the individual. Yoga is not a religion; it's a way of living that aims towards a healthy mind in a healthy body. Man is a physical, mental and spiritual being; Yoga helps in developing the balance between all the three as stated in Ayurveda. Yoga as a practice has countless benefits that positively affect you both physically and mentally.
- Yoga could increase bone density among older adults. Physical yogic postures improve cognitive functions thereby boosting focus and memory. Yoga helps in improving flexibility in the back, shoulders and hamstring. The very first thing that yoga does is improves the circulation of blood. This means better transportation of oxygen and nutrients throughout the body. Improved blood flow also indicates healthier organs and glowing skin. When you practice yoga regularly, the blood circulation in the body is enhanced. This also allows oxygenation in the body. There is a significant reduction in blood pressure as the body calms down. Yoga reduces the strain in the body, thereby easing it down. When the body relaxes, the pulse rate is lowered. Yoga improves oxygenation in the body and also lowers the heart rate. This results in higher cardiovascular endurance. When you practice yoga, the internal organs are massaged, thereby increasing your resistance to diseases.
- Yoga and immunity go hand in hand. As yoga works towards healing and enhancing every cell in the body, your body automatically becomes more immune. Yoga has this ability to rejuvenate you. Most Yogis feel energized after a session of yoga. Yoga helps you relax your mind completely. It helps you work on unnecessary tensions, thus facilitating better sleep.

Problems And Challenges Before The Youth:

- So far as the students in the urban and metropolitan areas are concerned, by and large they are deprived of playgrounds in the proximity to their place of residence. They get coaching but for practice playgrounds are inadequate. Those in the rural areas find open spaces for playing but those are not properly developed as a playground. They find it difficult to get proper coaching. The government should come out with a solution for these genuine problems.
- So far as those who are employed are concerned, in the today's competitive world there are no fixed office timings. After globalization the entire world has become one and the trade / industry are required to adhere to the timings of their overseas customers. This creates a problem of finding a specific time for the exercises. Therefore, it is advised for those who are facing this problem they should learn yoga exercises so that they can perform this exercise at home. In the urban areas there are number of Yoga Classes available.

Conclusion:

- Today, we see lot of change in the mind-set of the younger generation. Particularly those who are employed they are also on their own pursue exercises of a kind that suit them. Some join gym, some perform yoga exercises, some go for regular walking. But most of them do not follow the diet restrictions as a result of which the risk element continues. More particularly those who are employed in the IT or ITE sector have difficulty in finding out time because of their service hours. Even then it would be advisable for them to organize their schedule to have regular exercise and refrain from eating junk food. A new dimension of digital literacy is that on the social media there are several advices that come up for diet as well as exercises. However, it is advisable that before commencing any exercise and diet consultation with the family doctor will help the youth. The government has taken lot of initiative in the past few years and things are improving. The governments initiatives has paid good dividend in the Common Wealth Games, Asian Games and Olympic games recently held.



Let us hope that we will continue to march in the right direction so that the present day life style will further improve and will enjoy good health to contribute to the country's economy.

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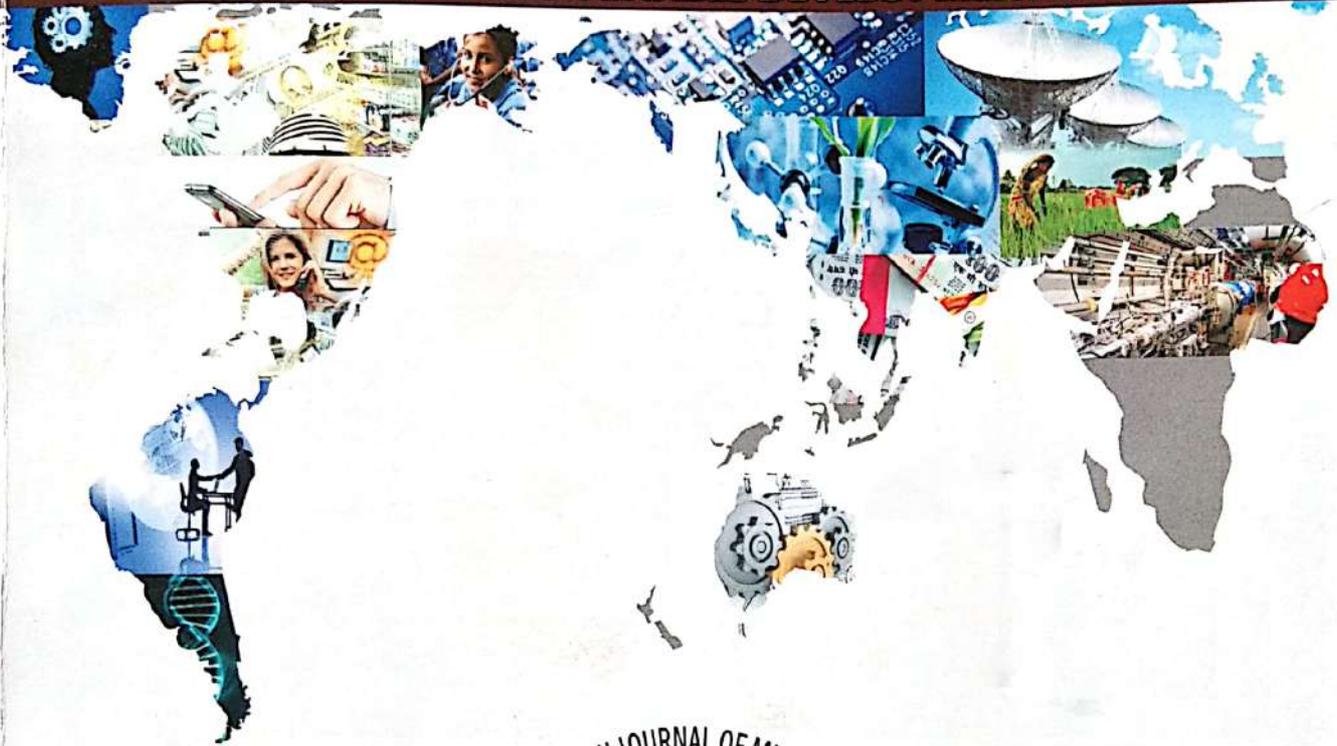
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“Study of Role of Media in Promotion of Sports in India”

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ABSTRACT

In India sports were played since ages. The sports participation certainly benefits the players on health ground as well as building character at individual level. The sport events benefit the community development on sound lines. Participating in sports/physical activity develops the 5 components of fitness, which are: strength, speed, skill, stamina and flexibility. Participation in sports builds character, teaches and develops strategic thinking, analytical thinking, leadership skills, goal setting and risk taking, just to name a few. Over the past few years the Indian sports have shown tremendous progress in respect of all the games that are being played in India. In the field of Cricket, hockey, kabaddi, shooting, chess, badminton, tennis etc. in both genders we have achieved international ranking. Media plays a greater role in the development of the nation. There are some channels which are wholly devoted to sports activity, E.g. ESPN, Ten Sports, Star Sports etc. The media both print media and digital media are giving wide publicity to the various sports events and this is being watched by many people. Even in the interior areas, local channels also cover the various sport events give wide publicity to the sportsmen. This has certainly led to gradually change the mind-set of the parents and they are also in deserving cases motivate their kids to participate in the sports at various levels. Therefore there is every hope that, in times to come India has a bright future. The media will also be continuing its support to the sports events.

Key words: Sports, Media, importance of the sports, change in mind-set, dedicated sports channels.

Historical perspective of Sports in India

In India sports were played since ages. Sports since ancient times have been considered as a means to remain fit. Marbles, balls and dice were commonly used for playing games. Hunting was also popular as a game. Even in the Vedic literature we find reference to the games like chess, and races. Both in Ramayana and Mahabharata references are there of various games then played. During the princely regime the sports used to receive royal patronage. Takshashila and Nalanda universities were famous for sports activities like archery, Yoga, military training, swimming, etc. Thus we can see that right from the early age the Indian society has accorded prime place for the games.

The sports participation certainly benefits the players on health ground as well as building character at individual level. The sport events benefit the community development on sound lines. Participation in sports by an individual certainly helps in developing his personality on sound footing. In India for the last several generations' sports is regarded as an extra curricula activity in schools which certainly creates disrespect and its benefit. The families were not supporting the sport participation under the guise of that sport will be a barrier for career development. Since childhood, children are motivated to study and score marks, not to give priority to sports as it is not linked to academic performance and jobs.



On the above backdrop there is a need to change the mind-set of the parents about the participation of their wards in sports. The parents should understand in right perspective the benefits associated with the participation in sports. Gradually we witness that the expected change is taking place. This is mainly because of the wide media coverage and the success that the Indian players are getting at national and international level. Even the government is also actively supporting the players having national / international ranking. The corporates are also giving due weightage to sports persons while recruiting their human resources.

Significance of Sports

There is a saying in English which reads "A healthy mind in Healthy Body". Participation in sports builds character, teaches and develops strategic thinking, analytical thinking, leadership skills, goal setting and risk taking, just to name a few. Sports keep the human being physically and mentally fit and active, which results in healthy approach to human life. The participation in sports shapes your personality in a positive way. If the game is a team event then it builds team spirit. It builds character, teaches and develops strategic thinking, analytical thinking, leadership skills, goal setting and risk taking, just to name a few.

Participating in sports/physical activity develops the 5 components of fitness, which are: strength, speed, skill, stamina and flexibility.

When we are under stress from personal problems, work pressures and anxiety, apart from the fitness benefits, exercise through playing sports helps release pressure and tension in a healthy and controlled way.

The World Health Organization has highlighted the importance in the following statement: "Experience and scientific evidence show that regular participation in appropriate physical activity and sport provides people of both sexes and all ages and conditions, including persons with disabilities, with a wide range of physical, social and mental health benefits. It improves diet and discourages the use of tobacco, alcohol and drugs. It helps to reduce violence, enhance functional capacity, and promote social interaction and integration."

1. **Team spirit:** When one is working in a team the team members has to sacrifice personal interest and has to play for the common goals.
2. **Leadership skills:** The team member learns to lead the team members who come from different walks of life
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7. **Strengths and abilities:** The sport person is benefited by the participation as he can build sound health.

Current status of Indian Sport

Over the past few years the Indian sports have shown tremendous progress in respect of all the games that are being played in India. In the field of Cricket in both genders we have achieved



international ranking. Our players are performing very well and bringing name and fame to the country. Our hockey teams, football teams are performing better. In the badminton and tennis our players again from both the genders have earned international fame and have won titles. Even in the Olympics though our performance is not satisfactory but it is certainly better than ever and the trend of getting medals is moving upward. Our players have won title in Weight lifting, wrestling, badminton, shooting, chess etc., in the last Olympic. Adding to this is the slew of recent wins by Indian sporting icons that have inspired youngsters to pursue their passion for sports. The success stories of Saina Nehwal, Mary Kom and Dipika Pallikal have also inspired a lot of young girls to pursue sports. The government is also taking initiative to promote sports in a big way. For the international and national players the government is providing suitable jobs to the medal winners besides the cash prizes or allotment of flats/plots. So far as the student stage is concerned the colleges have sports quota as well as extra rating for qualifying in the administration process.

Media

Media plays a greater role in the development of the nation. There are various forms of Media. E.g. print media, digital media, Radio Broadcasting etc. In India the first print media was established in the year 1870. In 1927, first radio broadcasting was established in the private sector and in the year 1930 it became the state responsibility. In India traditionally the print media and television media are owned by families. Today's digital media is owned by the State as well as by corporate sector. Since 1991, when Indian govt. initiated economic reforms it also opened up its economy to the foreign investors as a result of which number of Multi-National Companies have made their presence in India. E.g. BBC, CNN, There are some channels which are wholly devoted to sports activity, E.g. ESPN, Ten Sports, Star Sports etc.

Until recently in India only the game of Cricket was overshadowing the other games. However, during the last decade several Indian games like Kabbadi, Mallakhamb, shooting, chess, etc. have also been gaining popularity not only in India but also overseas. The world popular game football was also not so popular but now because of special efforts to make it popular with the private initiative of Mrs. Neeta Ambani's NGO the game has now reached every nook and corner of India.

The sports channels mentioned above which are throughout the day go on exhibiting the game events. They cover all the games. It is only because of this audio-visual media games like Tennis, Badminton, Table Tennis, Football, etc. have become so familiar not only to the youth but even the elders are also getting interest in watching these games. Now even ladies are also conversant about the rules of various games.

The media both print media and digital media are giving wide publicity to the various sports events and this is being watched by many people. Even in the interior areas, local channels also cover the various sport events give wide publicity to the sportsmen. This has certainly led to gradually change the mind-set of the parents and they are also in deserving cases motivate their kids to participate in the sports at various levels. This support from the family is certainly helpful for the sportsmen to concentrate on their sports.

The media is also benefitted by getting commercial sponsorship as well as advertisements from the corporates both domestic and multinationals. These channel owners are also funding the national organizations of various sports which in turn help the grass root level organization for development of the particular sport. Thus the sport stands benefitted. The media is also



highlighting the failure of the government or the society if a particular sportsman is not given his due credit and brings it to the notice of the govt. so that corrective steps can be taken. This act on the part of the media is also creditable.

The channels which are devoted to sports exclusively, they also release repeat telecast of the international matches which helps the sportsmen to watch those again and again and study their faults to improve their performance.

Conclusion:

Presently the overall tempo for all the sports is very much encouraging. Our teams as well as individual players are registering very good performance at the national and international levels. This also encourages the parents as well as the government efforts in promoting the sports. Even the corporate sector under the Corporate Social Responsibilities is supporting the sports activities in the rural area and deserving sportsmen. Therefore there is every hope that, in times to come India has a bright future. The media will also be continuing its support to the sports events.

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76

STRATEGIC MARKETING PLANNING IN SPORTS

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ABSTRACT-

The business sector has long recognized the contribution of marketing planning in the financial success. The sport sector has begun to recognize the usefulness of strategic marketing planning as well. Many sport researchers have argued that without the improvement of strategic marketing planning activities, sport will not survive to the competitive environment of the entertainment industry. The purposes of this study are to: (a) examine the strategic marketing planning process, and (b) propose a strategic marketing planning process for the sport sector and analyze its various elements. If the sport managers follow the proposed strategic marketing planning process, they will be able to handle the complicated sport business environment and deliver high economic benefits.

Key Words: marketing, marketing planning, strategic marketing planning, sport marketing planning, sport business.

Purpose of the Study-

The purposes of this study are to: (a) examine the strategic marketing planning process, and (b) propose a strategic marketing planning process for the sport sector and analyze its various elements.

RESEARCH METHODOLOGY-

There was systematic and analytical literature review in the broader area of strategic

marketing planning aiming at collecting theoretical and practical data which relate to the purpose of this study in order to be used by theorists and sport professionals.

(1) THE PROPOSED STRATEGIC MARKETING PLANNING PROCESS FOR THE SPORT SECTOR-

In the following pages, the authors propose the strategic marketing planning process, which may be applicable to the sport sector. The proposed framework consist of the following eight steps, based on the studies of McDonald, 2000; Shilbury, Quick and Westerbeek (1998); Lancaster and Massing ham, 1996; and Kotler, 1997:

1. Determine the company's mission statement.
2. Set the corporate objectives of the sport organization.
3. Analyze the market environment
4. Conduct the SWOT analysis (strengths and weaknesses of the sport organization, as opposed to opportunities and threats posed from the external environment).
5. Set marketing objectives.
6. Determine marketing strategy, using marketing mix variables (product, price, place and promotion mix).
7. Formulate detailed action plans (these plans include decisions about actions, timetables, budgets and personnel).
8. Plan review and Control.

Corporate mission-

Corporate mission is a clear declaration of what the sport organization seeks to do and what kind of organization wants to become. It provides an answer to the following question: «what is our business and what will it be in the future?. In general, mission statement describes the activities of sport organization, regarding sport products, markets and technology used. For example, the mission statement of the National Intramural-Recreational Sports Association (NIRSA) is the following: to provide for the education and development of

professional and student members and to foster quality recreational programs, facilities and services for diverse populations. NIRSA demonstrates its commitment to excellence by utilizing resources that promote ethical and healthy lifestyle choices.

Corporate objectives

A corporate objective, according to McDonald (2002), describes a desired destination or result. It refers to the broad aim that the sport organization wants to achieve. For sport organizations, corporate objectives may include financial viability, return on investment, increase of participation, brand awareness, members increase, quality of sport products, etc. Shilbury et al. (1998) stated that corporate objectives should be SMART. That means that objectives should be specific, measurable, achievable, realistic and time bound. The table below cites some good and bad examples of corporate objectives of a sport organization.

Table 1. Examples of corporate objectives of a sport organization.

Examples of correct objectives	Examples of wrong objectives
5% increase of market share in one year.	Im provement of productivity
15% increase of sales that emanate from new services for the year 2007.	Increase of productivity
5% increase of productivity for the first quarter 2007.	Increase of market share
12% increase of club member ship for the year 2007.	Im provement of productivity

(2) ANALYSIS OF THE MARKET ENVIRONMENT

The purpose of the environmental analysis is to examine the conditions that exist in the external and internal environment of the sport organization and to discover all these factors that influence positively or negatively the organization's operation. According to Kotler (1997) the analysis of the market environment is carried out in two levels and comprises the analysis of the external environment as well as the analysis of the internal environment.

(3) SWOT ANALYSIS-

The next step for sport managers is to move from the appraisal stage of analysis (external and internal), where the key factors

have been identified, estimated and assessed, to the use of these appraisals in the development of effective marketing strategies. The method for achieving this is SWOT analysis. In essence, SWOT analysis is the concluding part of the analysis stage where the most important elements of the external and internal audit, are assembled and categorized in four categories. For sport organisations, as Shilbury, et al. (1998) suggest, SWOT analysis comprises the following:

- Strengths: are resources, skills and other advantages relative to competitors.
- Weaknesses: are limitations and deficiencies in resources, skills and capabilities that restrain a sport organization's effectiveness in relation to competitors.
- Opportunities: are the main favorable situations in a sport's environment.
- Threats: are major unfavorable situations in sport's environment.

Thus, SWOT analysis points out the strengths and weaknesses of a sport enterprise in relation to its competitors, as well as the opportunities and threats that emanate from the external environment.

(4) MARKETING OBJECTIVES-

The next stage for the sport manager is to set the marketing objectives. The determination of marketing objectives and marketing strategies are key steps in the whole process. As McDonald (2002) stated, a marketing objectives is the quantification of what an organization sells (its products) and to whom (its market). As it is obvious from the above definition, marketing objectives are referred only to products and markets. McDonald (1999) suggests that managers can introduce the An off matrix, as a useful tool to define marketing objectives for their organization. This framework proposes two dimensions (products and markets) and identifies four possible categories of marketing objectives that a sport organization can set. These categories are:

- Selling existing products to existing markets (market penetration).
- Extending existing products to new markets (market extension).
- Developing new products for existing markets (product development).
- Developing new products for new markets (diversification).

Marketing objectives must be aligned to the strategic direction of the sport organization and should serve its needs, its purpose and its mission in the social context. Moreover, according to McDonald (2002) marketing objectives should contain the following three elements:

- The attribute chosen for measurement, eg. Sales, market share
- The particular value selected, eg. 25 per cent market share
- For a given operating period, eg. By the end of year 2007.

(5) MARKETING STRATEGIES-

After the determination of the marketing objectives, sport managers should decide the way they will achieve these objectives. In other words, sport managers need to carefully design their marketing strategy. Marketing strategy is the route to the achievement of specific marketing objectives and describes how these objectives will be reached (the means, the time scale, the allocation of resources, etc). Marketing strategies, as McDonald (1999) stated, are generally concerned with the four major elements of the marketing mix. The marketing mix, according to Kotler and Armstrong (1991), is a set of marketing tools that the enterprise uses in order to achieve its objectives in the target market. Although the literature has developed many marketing mix tools, McCarthy (1996) classified all these tools in four categories, which are known in the terminology of marketing as 4P's. These elements are:

- Product: is concerned with the development

of the right product or service for the target market.

- Price: is concerned with ensuring that the product or service is offered at a price which makes the whole mix as attractive as possible to the consumers and assures a future profit to the organization.

- Place: is concerned with ensuring that the product or service is available to the target market when and where they want it.

- Promotion: is concerned with all ways of promoting to the target market about the existence and benefits of the product or service. The 4P's paradigm has become the unchallenged basic model in the sport marketing literature as well (Shank, 1999; Shilbury, Quick and Westerbeek, 1998). However, the sport industry varies from a sport goods manufacturer (e.g. Nike) to a sport team (e.g. L.A.Lakers) or a leisure facility (e.g. Amsterdam Arena). Thus, the sport product may be a good, service or a combination of the two, which is designed to provide benefits to sport consumers. Due to the dissimilarity of the industry, sport marketers should follow different strategies in the formulation of the marketing mix. In sporting goods manufacturer like Nike for example, marketers, for a tangible product (air max shoes), develop strategies emphasizing the traditional marketing mix (4P's). On the contrary, in leisure facility, which is service-oriented, sport marketers should include, in the formulation of the marketing mix, additional elements (physical evidence, process, and people-7Ps) in order to ensure service quality (Shilbury, Quick and Westerbeek, 1998). The key elements the marketing mixes of a sport organization are shown in the following -

Sport product- Decisions about: positioning, product development, service quality, packaging, design, modifications, additional elements and features, guarantees, support services, etc.

Price- Decisions about: list price, additional services prices, discounts, allowances, payment

periods, credit terms, etc.

Place- Decisions about: locations, channels of distribution, coverage, assortments, transport, etc. In sport facilities, managers need to address: facility planning, physical evidence (quality of facilities, equipment, etc), process (design systems in order to achieve high levels of quality) and people (training, skilled employees, etc.) (Shilbury, Quick and Westerbeek, 1998).

Promotion- Decisions about: advertising, sales promotion, personal selling, public relations, publicity, direct marketing, promotional licensing, television and television rights, sport sponsorship, etc.

(6) ACTION PLANS-

Sport managers create detailed action plans in order to achieve the allocated marketing strategy. The action plan is usually prepared for one year and describes quantitatively, qualitatively and timely what should be achieved, with what way, with what actions and resources and who will be the personnel that will undertake all the actions. Sport managers should arrange the following:

- Fragmentation of the action plan in individual sub-projects and determination of the appropriate strategies and tactics for the achievement of these sub-projects. This fragmentation is the key for the co-ordination and control of the whole process. The information that is required for the individual sub-projects is: (a) the description of work and the precise process that should be executed, (b) the necessary requirements for the effective implementation of each sub-project, (c) the expected results of each sub-project, (d) the specific resources that are required and (e) the particular capabilities of the personnel.

- Recording of the roles and responsibilities for the personnel that will be involved in the action plan. The determination of who decides what is a basic prerequisite for the success.

- Timetable of sub-projects and total process.

The timetable determines with accuracy the time of implementation of each action. Gantt diagram is a useful tool that is utilized for the time planning of work and its continuous control. In the vertical axis, it provides information in relation to work that has to be implemented, while in the horizontal axis it provides the time that is required for the completion of each action.

- Analytical budget of sub-projects and total work. The sport organization should estimate the cost of all individual sub-projects and total cost of the plan. Moreover, sport managers have to estimate the expected financial results.

- Control and monitoring the action plan. Sport managers should ensure that the action plan will be completed within the time limits, within the limits of the budget and the required customer quality. A mechanism of identifying problems is required in order to take corrective actions. Most of the problems can be corrected if they will become immediately perceptible.

- Conditions of success of the action plan: Teamwork, good communication and coordination of all members of the sport organization are required. Moreover, essential to the success of the action plan is the leadership and the proper behavior of sport managers.

CONCLUSIONS-

Marketing planning is the most important process of marketing management, ensuring that an understanding of customers, competitors, trends in the external environment of the organization, as well as the company's internal capabilities can translate into meaningful marketing strategies supported with detailed marketing programs to assist their implementation. As the recent literature showed, marketing planning provides many benefits to the companies that adopt the whole process. Many studies in different business contexts have empirically showed that marketing planning is related to the business

performance and financial success. The sport sector, although there is little empirical evidence to prove the relationship between marketing planning and business performance, has begun to recognize the usefulness of strategic marketing planning as well.

In the particular paper a strategic marketing planning process, which is applied to the sport sector, is proposed. Sport managers should follow step by step the whole process, in order to handle the complicated business environment in which the sport organization operates, to adapt effectively to it and consequently to deliver high economic benefits.

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Special Issue A 2 January 2018

State level Seminar on
**Advanced
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(SCAMMC- 2018)**



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Department of Physics

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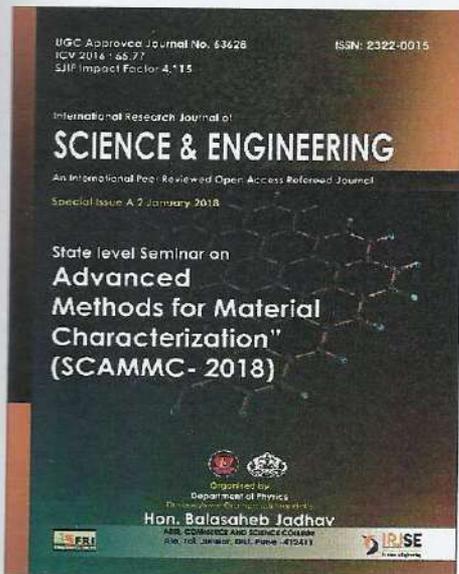


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ARTS, COMMERCE AND SCIENCE COLLEGE

Ale, Tal. Junnar, Dist. Pune -412411

- 46 Study of Chemically Deposited Nanocrystalline Cd¹-Xnixs Thin Films
Sanap VB, Suryawanshi AD, Pawar BH
- 49 Dielectric and Thermal Behaviour of Yttrium Substituted Magnesium-Cadmium Ferrites (Mg^{1-X} Cd^x Y^y Fe²-YO₄, x = 0.2, 0.4, 0.6 and y = 0, 0.075) Synthesized Using Sol-gel Autocombustion Method
Bhise RB and Rathod SM
- 55 Synthesis and Characterisation of Genuine Bhasma by EDAX Analysis
Gulalkari Rupali A
- 58 Dielectric Behavior, Resistivity and Thermoelectric Power of Multiferroic Composite
Kadam SL
- 61 Transport Properties of PbS Thin Films
Sonavane DK, Jare SK Suryawanshi RV, Kathare RV and Bulakhe RN
- 64 Ultrasonic Study of Molecular Interactions in Binary Liquid Mixtures and Acoustic Parameters of Dimethyl-sulphoxide with Ethanol at 303K
Kolhe RK and Bhosale BB
- 69 Preparation of Nickel Sulphide Nano Films
Pingale Shirish S
- 73 Biosynthesis of silver nanoparticles using the *Agaricus bisporus* (Button Mushroom) extract
Kulkarni Vasudeo D, Kute Nilam S and Tanpure Priya D
- 76 Relationship between Dielectric Constant and Water Content of Soil from Western Ghat of Maharashtra, India
Dhiware MD, Nahire SB, Deshmukh Sushant
- 83 Effects of Short-term Magnetic Field on Germination and Growth of Plants
Ashutosh Khade and Mancharkar Avinash
- 89 Optimization of Preparative Parameters for the Electrode position of Cdse Films for Photo electrochemical Solar Cell Applications
Dhanwate SV, Kokate AV, Kulkarni HR
- 94 Impacts of Meteorology on Surface Ozone Variability at Shevgaon
Kakade AD

- 150 Study of Influence for Various Parameters to Electrochemical Synthesis of Polyaniline Thin Film by Galvanostatic Method
Deshmukh VB, Paithankar KS, Shelke UN, More ST, Iyyer SB and Gade VK
- 156 Cation Distribution and Stress Sensitivity of Cobalt Ferrite
Kakade SG, kambale RC, Mathe VL, Kolekar YD
- 161 Synthesis and Dosimetry Characterization of $\text{CaF}_2:\text{Ce}^{3+}$ Phosphor Material
Punse VS and Arsad SS
- 165 Opto-electronic properties of nanostructured CdS thin film grown by chemical route
Taur Vidya S and Sharma Ramphal
- 168 Study of Electrical and Dielectric properties of Zn doped Ni-Cu Ferrite
Padampalle AS, Suryawanshi AD, Suryawanshi DD, Patil SS, Gurav SK
- 172 Synchronous luminescence spectroscopy for determination of possibility of medicinal and food values of plants
Suryawanshi AD, Padampalle AS, Sanap VB, Suryawanshi DD, Pawar BH5
- 176 Deposition and Characterization of CdSe Thin Films by Spray Pyrolysis Technique
Akolkar L, Akolkar A, Bawaskar R, Kakade N
- 180 Electrical behaviour of some of the vegetables, fruits and food grains
Nagarbawadi Mehboob and Bagwan Sohail
- 183 Study of Laser Radiation Effects on Diabetic Human Blood Using FTIR Spectroscopic Techniques
Ghadage Vijay H and Lokare SA
- 187 Effect of Reaction Time on Some characterization of ZnO Nanoparticles
Shaikh RS and Ravangave LS
- 192 A Simple Hydrothermal Synthesis, and Characterization of SnO_2 micro sheets and micro flex like Structures
Bhise AB and Bhise RB
- 195 Solar Photocatalytic Degradation of Rhodamine B using Co-Doped TiO_2 Nanoparticles
Bhosale RR, Pujari SR, Muley GG, Kande SR, Ghoshir UG, Kalokhe SB, Gambhire AB
- 202 Silver nanoparticles as a new generation of antimicrobials -a review

Suryawanshi AD, Sanap VB A.S.Padampalle, Suryawanshi DD

207 Structural, Thermal and Optical Characterization of an Organic NLO Material - BTSCCdS

Kalokhe SB, Dhumane NR and Muley GG

210 Preparation and Characterization of Rare Earth Doped Nanoparticles for Biological Application

Tarannum Vahid Attar, Mahendra M Khandpekar

214 Low Frequency Dielectric Response of Modified Fly Ash Zeolite

Kalyankar AN and Choudhari AL

217 Study of Temperature Dependence for Iron oxide Nanoparticles

Gawali Swati R, Zagade Bhau S and Pant Jayashree

221 Characterization of CdS Thin Film Grown by Chemical Bath Deposition

Sonawane Shivaji M

225 Novel Synthesis of Antimicrobial Cotton Fibers Embedded with Enriched Zinc Chloride Nanoparticles

Sali Nitin, Tushar Patil

230 Synthesis, Characterization and Gas sensing properties of Cu surface modified BaTiO₃ thick films

Nahire SB, Patil GE, Jain GH, Gaikwad VB, Deshmukh Sushant B

237 Synthesis and Characterization of Cds on Glass by Chemical Bath Deposition Method

Shinde Priyanka and Bhise RB

241 Synthesis of Nano-Bioceramic Material using Chemical Precipitation Method

Jadhav Madhuri S and Bhise RB

245 Design & Development of Tube in Tube Helical Coil Heat Exchanger

Sateesha Patil, Sanket Patel, Prashant Vavhal, Harshal Rahate

251 Application of Optimization Techniques in Water Jet Cutting of Granite

Vavhal Prashant, Katale Chetan, Beloshe Tejas, Patil Navnatha, Durge Mayur

256 Effect of Pb²⁺ Doped in Co Nanoferrite on Magnetic Properties Synthesized by Sol-gel Technique

Altaf Isuf Fakir, Magare GK, Mundhe BS, Rathod SM

A Simple Hydrothermal Synthesis, and Characterization of SnO₂ micro sheets and micro flex like Structures

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ABSTRACT

Nanostructures of metal oxide have attracted a lot of attention because of their superior properties over their bulk counter parts. Tin oxide (SnO₂) in nanometric form is one of the most important semiconductor oxides because of its properties and potential applications. This is widely used for solar cells, gas sensors, and transparent electrodes. However, it should be noted that the size and morphology of the materials greatly affect their properties as well their further applications. Recently, solvothermal routes have been developed to fabricate SnO₂ nanostructures. The hydrothermal method is one of the most promising routes due to its low cost, environment friendly, mild conditions, and potential advantage for large scale production. Besides, hydrothermal treatments present a positive effect in enhancing thermal stability and gas response. Zinc oxide doped Tin oxide (Zn-doped SnO₂) microsheet and Tin oxide (SnO₂) microflex like two-dimensional crystalline structures have been synthesized via a simple solvothermal method. The microstructures showed orientation growth behavior and sheet & flex like morphology highly useful for gas sensing application.

Key words: SnO₂.microsheet, microflex, microstructures, morphology, hydrothermal.

INTRODUCTION

One-dimensional (1D) nanostructured metal oxides have attracted a lot of attention because of their superior properties over their bulk counter parts. SnO_2 in nanometric form is one of the most important semiconductor oxides because of its properties and potential applications. This is widely used for solar cells, gas sensors, and transparent electrodes. However, it should be noted that the size and morphology of the materials greatly affect their properties as well their further applications. Recently interest has been developed in tin oxide due its mechanical and chemical stability, environmental and good thermal properties. In the bulk form, SnO_2 has a tetragonal structure ($a = b = 4.737\text{\AA}$ and $c = 3.186\text{\AA}$) similar to the rutile with wide energy gap ($E_g = 3.67\text{ eV}$, at 300K), an insulator and becomes n-type semiconductor. SnO_2 plays an important role as transparent conducting oxide material with remarkable opto electrical properties. Up till now SnO_2 with various nano and microstructures have been successfully prepared using various methods including thermal evaporation. Recently, solvothermal routes have been developed to fabricate SnO_2 nanostructures. The hydrothermal method is one of the most promising routes due to its low cost, environment friendly, mild conditions, and potential advantage for large scale production. Besides, hydrothermal treatments present a positive effect in enhancing thermal stability and gas response.

Here, we reported large scale growth of single crystalline SnO_2 nanoflowers using $\text{SnCl}_4 \cdot 5\text{H}_2\text{O}$ as a precursor by a hydrothermal route. In the synthesis process, alcohol and water, which were friendly to the environments, were used as solvents.

METHODOLOGY

In a typical synthesis, the experimental procedure is described as follows: 0.45 gm $\text{SnCl}_4 \cdot 5\text{H}_2\text{O}$ and 0.4 gm NaOH were dissolved completely into 40 ml basic mixture of ethanol and water (1/1V/V). Then 0.08 gm citric acid was dissolved into the mixture solution. A white precipitate formed was stirred using magnetic stirrer for few hours. Afterwards the as-obtained solution was transferred into a Teflon-lined stainless

steel autoclave, sealed and maintained at 180°C in an electric oven for 18 Hrs. After cooling to room temperature naturally, the product was collected by centrifugation, washed with distilled water and ethanol for several times, finally dried in an oven at 60°C for 6 Hrs. To investigate the mechanism of crystal growth and morphology evolution of SnO_2 in the system, different hydrothermal reaction times and stirring times of precursor solution were tested.

Characterization:

The crystallinity and phase purity of the as synthesized products were characterized by X-ray diffraction (XRD) analysis using a Bruker Advance (JEOL JEM) diffractometer (Cu $K\alpha$, $\lambda = 1.5418\text{\AA}$) in the range of $10^\circ \leq 2\theta \leq 80^\circ$. The XRD pattern figure- d showed the presence of the tetragonal structure. The morphologies of the as synthesized SnO_2 product were characterized using scanning electron microscopy (SEM) (JEOL). The SEM images figure a, b, c show sheet, flex and flower like morphology of the as-synthesized tin dioxide micro structures. The chemical composition was analyzed by energy dispersive X-ray analysis (EDAX), which is in the earlier reported composition ratio.

RESULTS AND DISCUSSION

The XRD spectrum of the prepared powder is shown in figure d in agreement with the standard for rutile bulk SnO_2 . No other peaks were observed indicating pure crystallinity of the obtained SnO_2 powder. The sharp peaks suggest high crystallinity of the as synthesized SnO_2 sample. Figure a,b,c shows a typical SEM image of the as synthesized product.

The morphology of as synthesized SnO_2 product was characterized using scanning electron microscopy (SEM). The SEM image show sheet and flex like morphology of the as-synthesized tin dioxide microstructures. The structure of SnO_2 microstructures were characterized by X-ray diffraction (XRD), The XRD pattern showed the presence of the tetragonal structure. The chemical composition was analyzed by energy dispersive X-ray analysis (EDAX), which is in the earlier reported composition ratio. We report on the large-scale hydrothermal synthesis of SnO_2 microstructures.

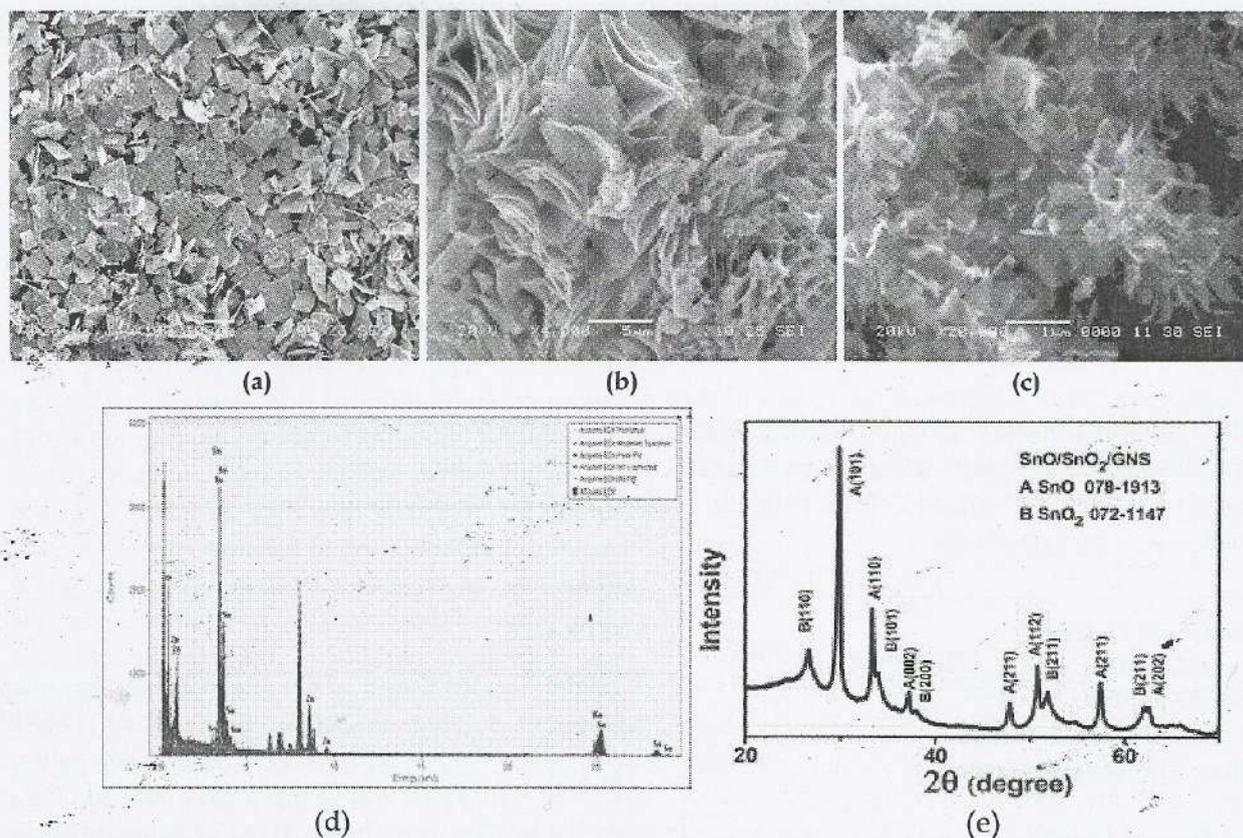


Fig-1. SEM images of as grown product. [a] Micro sheets [b] Micro flex [c] Nano flower [d] EDS spectrum [e] XRD pattern

CONCLUSION

In summary, large scale SnO₂ nanostructures were successfully synthesized via a simple hydrothermal method. The as-synthesized products consist of micro sheet and flex like structures and nano flower like structures of uniform size. The as synthesized products have potential application in gas sensor, field emission display devices.

Conflicts of interest: The authors stated that no conflicts of interest.

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- 61 Transport Properties of PbS Thin Films
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Kakade AD

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Kakade SG, kambale RC, Mathe VL, Kolekar YD
- 161 Synthesis and Dosimetry Characterization of $\text{CaF}_2:\text{Ce}^{3+}$ Phosphor Material
Punse VS and Arsad SS
- 165 Opto-electronic properties of nanostructured CdS thin film grown by chemical route
Taur Vidya S and Sharma Ramphal
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Suryawanshi AD, Padampalle AS, Sanap VB, Suryawanshi DD, Pawar BH5
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Nagarbawadi Mehboob and Bagwan Sohail
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Suryawanshi AD, Sanap VB A.S.Padampalle, Suryawanshi DD

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Kalokhe SB, Dhumane NR and Muley GG

210 Preparation and Characterization of Rare Earth Doped Nanoparticles for Biological Application

Tarannum Vahid Attar, Mahendra M Khandpekar

214 Low Frequency Dielectric Response of Modified Fly Ash Zeolite

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Synthesis and Characterization of CdS on Glass by Chemical Bath Deposition Method

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ABSTRACT

Synthesis of CdS was monitored by scanning the spectrum of material from 200 to 800nm by using glass as blank. The fundamental properties of CdS thin film, prepared using CBD method were investigated. UV-Visible spectroscopy analysis was performed at room temperature with last cuvette of 1 cm path length as a sample holder. The maximum absorbance was observed at 620nm which indicated the synthesis of CdS. The band gap energy is calculated and it is found to be 2.39eV. Which is in good agreement with theoretical band gap values of CdS is 2.4eV. XRD pattern clearly illustrated that, the CdS synthesized by the present method were slightly crystalline in nature. The crystalline size is found to be approximately 30nm. The morphology and the size of the synthesized CdS were determined by SEM image. The smaller grains are distributed all over the structure in uniform size distribution. The properties studied include thickness, bandgap, crystal structure and morphology energy of CdS thin film were determined.

Keywords: CdS synthesis, CBD Method, SEM image.

INTRODUCTION

Thin film technology has drawn a considerable amount of interest after its application in different electronic, optoelectronic and photovoltaic device application. Research has been going on this field for quite some decades now but it's slowly picked up the place in the last quarter especially in photovoltaic and optoelectronic sector due to the demand and need of renewable energy

resources uses in recent years. Initially, with respect to the photovoltaics research, it all began when Einstein discovered the photoelectric effect during the 1900. But device fabrication applications started to emerge during the sixties with the CdS/Cu₂S binary structures being a possible candidate for optoelectronics and thin film applications, subsequently followed by the heterojunction ternary structures of CdS/CZT & CdS/CuInSe₂ era. However, currently in the twenty first century a whole new gamut of organic and inorganic materials has come up for PV & other branches of electronics related research. It is proving to be an exciting and challenging time for researchers ushering a newera for electronics as experimentations are going on presently all over the world with different methods of fabrication methodologies to produce a cheap, sustainable, environment friendly, high efficiency solar cell and other Nano electronic devices. In recent years, there has been growing interest in II-VI semiconductor materials for their potential applications in optoelectronic and photovoltaic industries. One of the most promising alternative materials is a cadmium sulphide (CdS) thin film, which is a chalcogenide n-type semiconductor having a direct energy band gap between 2.28 eV and 2.45eV. Owing to its interesting structural, optical and electrical properties that are much different compared to bulk materials, these films can be applied to many technologies such as window layer in solar cells, optical sensors, transistors, diodes, etc. Various methods such as electro-deposition, spray pyrolysis, successive ionic layer adsorption and reaction (SILAR), pulsed laser deposition, vacuum evaporation and chemical bath deposition (CBD), etc. are used to obtain CdS thin films. Among these fabrication methods, CBD is known as the simplest and most economical method for the large-area productions in obtaining semiconductor thin films. It is well known that CdS thin films may be exist in either cubic or hexagonal phase or as a mixture of bath phases depending on many factors including deposition technique. The difficulty in the formation of monocrystalline CdS thin films stems from a strong self-compensation effect due to sulfur cacncies and the depth of the acceptor level in CdS. Therefore, it is very important to var morphological, optical and electrical properties of CdS thin films by adjusting the grain size for technological applications using low cost and an easy method. Hence,

nanocrystal line CdS thin films are deposited on glass substrates using CBD method.

METHODOLOGY

a) Cleaning of substrates:

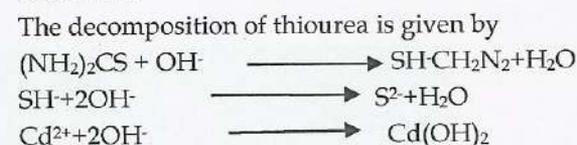
Glass slides of dimension 75 mm x 5 mm x 1.1mm were used as substrate. The substrates were cleaned in the freshly prepared piranha solution (3:1 mixture of conc. (H₂SO₄ and H₂O₂)). The substrate was kept in the solution for 20 to 30 minutes. It removed all the dust and organic substances. After removing the glass substrates from the mixture, they were washed thoroughly in running tap water and then in distilled water. Finally, they were dried and stored for future uses.

b) Preparation of the bath solution:

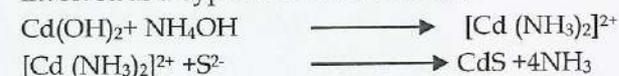
Two washed beakers (say b1 and b2) were taken, each were filled with 100ml of deionized water. In b1, 0.48 gm of cadmium chloride (NH₄Cl₂) were taken. In b2, 2.24gm of thiourea ((NH₂)₂CS) was taken. Both the solutions were heated separately to about 40° C and then mixed together with constant stirring. To the resultant solution, liquid ammonia solution (NH₄OH) was added dropwise to raise the Ph between 10.5 and 11.

c) Chemical reactions involved:

The preparation of cadmium sulfide involves the reaction of cadmium ions (Cd²⁺) with sulfide ions (S²⁻). The reactions involved in the process can be presented as follows:



Cd(OH)₂ then reacts with the ammonia buffer to form a cadmium tetra mine complex which then reacts with the sulphide ions to give cadmium sulfide. NH₃ is involved as a byproduct of the reaction.



The CdS thus formed sticks to the surface of the substrate mounted vertically the solution.

d) The chemical bath deposition process on glass substrate:

The glass substrates were mounted vertically in the solution and the solution was heated rapidly up to 50°C with the help of heater and then places on a hot tray plate where the temperature was maintained at 70°C. The deposition took place for 30 minutes. Colors of the solution could be observed while temperature was rising. At first the solution was transparent, then successively changed as yellowish transparent (at around 50°C), greenish yellow (at around 60°C), light orange (at around 65°C) and reddish orange (at and above 70°C). In the slow process of deposition this color change could be observed clearly. Deposition was carried out for 30 minutes in each step. Slides were then removed from the bath solution and washed in the flow of tap water and finally washed with deionized water to remove the loosely adhered CdS particles and subsequently dried at room temperature. The deposition occurred on both sides of the glass substrates and it is to be mentioned here that the thin film deposited on the one side of the glass sub-

strate was removed before thickness determination. For multiple deposition the process was repeated several times until the desired thickness was achieved. After the deposition the back sides of the substrates were removed using dilute HCl.

RESULTS AND DISCUSSION

Result from X-ray diffraction:

Using shimadzu maxima 7000 X-ray diffractometer with CuK α radiation with the scanning range in Between 0 to 80 showed the XRD pattern of CdS. The XRD has proven to be a valuable research tool to prove the formation of CdS, determining the crystal structure and calculating the theoretical particle size of prepared CdS. XRD pattern thus clearly illustrated that, the CdS synthesized by the present method were slightly crystalline in nature. The crystalline size is calculated using Debye-Scherrer method. It is found to be approximately 30nm.

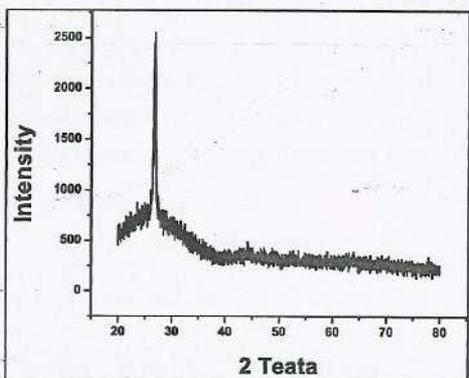


Figure-1: XRD pattern of CdS thin film

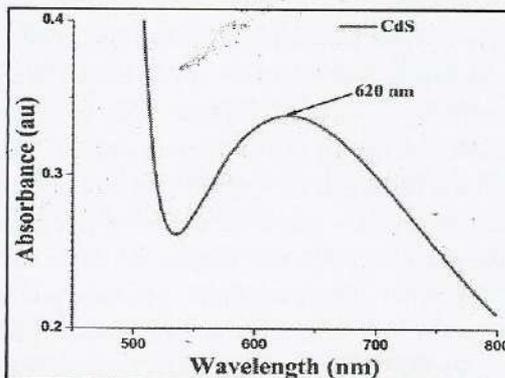


Figure-2: UV visible pattern of CdS thin film

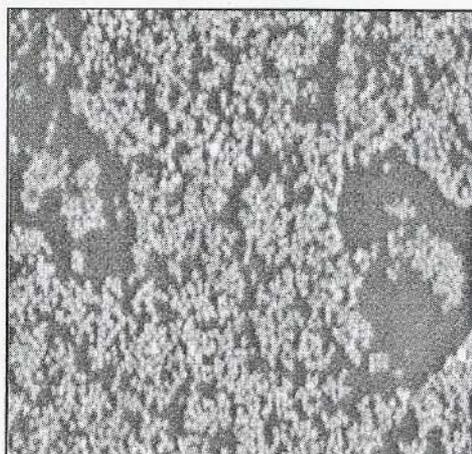


Figure-3: SEM pattern of CdS thin film

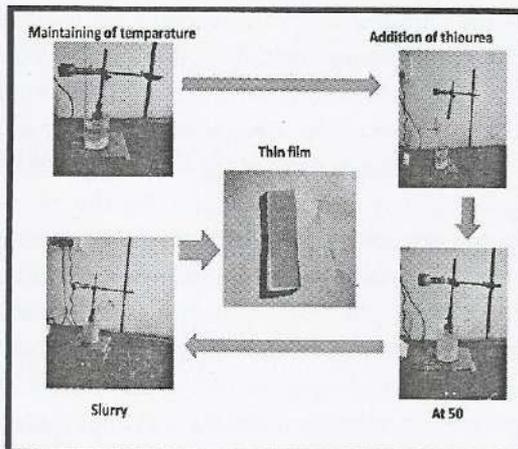


Figure-4: Experimental of CdS thin film

Morphology from SEM analysis:

SEM image were carried out by using [QUANTA-200, FEI Ltd. Netherland]. Thin film of carbon coated copper grid a sample was placed; where excess of sample was removed by using the cone of a blotting paper and sequentially arrange in a grid box. The morphology and the size of the synthesized CdS were determined by SEM image. The smaller grains are distributed all over the structure in uniform size distribution.

Band gap calculation from UV-spectrophotometry:

UV-Visible spectroscopy analysis was performed using LAB UV 3000 at room temperature with glass cuvette of 1 cm path length as a sample holder. The formation of CdS was monitored by scanning the spectrum of material from 200 to 800nm by using glass as blank. No of experimental trails confirmed that reduction and synthesis of CdS was better in starring condition as compared to open other parameters. The maximum absorbance was observed at 620nm which indicated/supported the formation of CdS. The band gap energy is calculated and it is found to be 2.39eV. Which is in good agreement with theoretical band gap values of CdS is 2.4e

CONCLUSION

UV-Visible spectroscopy analysis was performed using LAB UV 3000 at room temperature with last cuvette of 1 cm path length as a sample holder. The formation of CdS was monitored by scanning the spectrum of material from 200 to 800nm by using glass as blank. No of experimental trails confirmed that reduction and synthesis of CdS was better in starring condition as compared to open other parameters. The maximum absorbance was observed at 620nm which indicated/supported the formation of CdS. The band gap energy is calculated and it is found to be 2.39eV. Which is in good agreement with theoretical band gap values of CdS is 2.4eV. Using shimadzu maxima 7000 X-ray diffractometer with CuK α radiation with the scanning range in between 0 to 80 showed the XRD pattern of CdS. The XRD has proven to be a valuable research tool to prove the formation of CdS, determining the crystal structure and calculating the theoretical particle size of

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Conflicts of interest: The authors stated that no conflicts of interest.

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- 46 Study of Chemically Deposited Nanocrystalline Cd¹-Xnixs Thin Films
Sanap VB, Suryawanshi AD, Pawar BH
- 49 Dielectric and Thermal Behaviour of Yttrium Substituted Magnesium-Cadmium Ferrites (Mg^{1-X} Cd^x Y^y Fe²-YO₄, x = 0.2, 0.4, 0.6 and y = 0, 0.075) Synthesized Using Sol-gel Autocombustion Method
Bhise RB and Rathod SM
- 55 Synthesis and Characterisation of Genuine Bhasma by EDAX Analysis
Gulalkari Rupali A
- 58 Dielectric Behavior, Resistivity and Thermoelectric Power of Multiferroic Composite
Kadam SL
- 61 Transport Properties of PbS Thin Films
Sonavane DK, Jare SK Suryawanshi RV, Kathare RV and Bulakhe RN
- 64 Ultrasonic Study of Molecular Interactions in Binary Liquid Mixtures and Acoustic Parameters of Dimethyl-sulphoxide with Ethanol at 303K
Kolhe RK and Bhosale BB
- 69 Preparation of Nickel Sulphide Nano Films
Pingale Shirish S
- 73 Biosynthesis of silver nanoparticles using the *Agaricus bisporus* (Button Mushroom) extract
Kulkarni Vasudeo D, Kute Nilam S and Tanpure Priya D
- 76 Relationship between Dielectric Constant and Water Content of Soil from Western Ghat of Maharashtra, India
Dhiware MD, Nahire SB, Deshmukh Sushant
- 83 Effects of Short-term Magnetic Field on Germination and Growth of Plants
Ashutosh Khade and Mancharkar Avinash
- 89 Optimization of Preparative Parameters for the Electrode position of Cdse Films for Photo electrochemical Solar Cell Applications
Dhanwate SV, Kokate AV, Kulkarni HR
- 94 Impacts of Meteorology on Surface Ozone Variability at Shevgaon
Kakade AD

- 150 Study of Influence for Various Parameters to Electrochemical Synthesis of Polyaniline Thin Film by Galvanostatic Method
Deshmukh VB, Paithankar KS, Shelke UN, More ST, Iyyer SB and Gade VK
- 156 Cation Distribution and Stress Sensitivity of Cobalt Ferrite
Kakade SG, kambale RC, Mathe VL, Kolekar YD
- 161 Synthesis and Dosimetry Characterization of $\text{CaF}_2:\text{Ce}^{3+}$ Phosphor Material
Punse VS and Arsad SS
- 165 Opto-electronic properties of nanostructured CdS thin film grown by chemical route
Taur Vidya S and Sharma Ramphal
- 168 Study of Electrical and Dielectric properties of Zn doped Ni-Cu Ferrite
Padampalle AS, Suryawanshi AD, Suryawanshi DD, Patil SS, Gurav SK
- 172 Synchronous luminescence spectroscopy for determination of possibility of medicinal and food values of plants
Suryawanshi AD, Padampalle AS, Sanap VB, Suryawanshi DD, Pawar BH5
- 176 Deposition and Characterization of CdSe Thin Films by Spray Pyrolysis Technique
Akolkar L, Akolkar A, Bawaskar R, Kakade N
- 180 Electrical behaviour of some of the vegetables, fruits and food grains
Nagarbawadi Mehboob and Bagwan Sohail
- 183 Study of Laser Radiation Effects on Diabetic Human Blood Using FTIR Spectroscopic Techniques
Ghadage Vijay H and Lokare SA
- 187 Effect of Reaction Time on Some characterization of ZnO Nanoparticles
Shaikh RS and Ravangave LS
- 192 A Simple Hydrothermal Synthesis, and Characterization of SnO_2 micro sheets and micro flex like Structures
Bhise AB and Bhise RB
- 195 Solar Photocatalytic Degradation of Rhodamine B using Co-Doped TiO_2 Nanoparticles
Bhosale RR, Pujari SR, Muley GG, Kande SR, Ghoshir UG, Kalokhe SB, Gambhire AB
- 202 Silver nanoparticles as a new generation of antimicrobials -a review

Suryawanshi AD, Sanap VB A.S.Padampalle, Suryawanshi DD

207 Structural, Thermal and Optical Characterization of an Organic NLO Material - BTSCCdS

Kalokhe SB, Dhumane NR and Muley GG

210 Preparation and Characterization of Rare Earth Doped Nanoparticles for Biological Application

Tarannum Vahid Attar, Mahendra M Khandpekar

214 Low Frequency Dielectric Response of Modified Fly Ash Zeolite

Kalyankar AN and Choudhari AL

217 Study of Temperature Dependence for Iron oxide Nanoparticles

Gawali Swati R, Zagade Bhau S and Pant Jayashree

221 Characterization of CdS Thin Film Grown by Chemical Bath Deposition

Sonawane Shivaji M

225 Novel Synthesis of Antimicrobial Cotton Fibers Embedded with Enriched Zinc Chloride Nanoparticles

Sali Nitin, Tushar Patil

230 Synthesis, Characterization and Gas sensing properties of Cu surface modified BaTiO₃ thick films

Nahire SB, Patil GE, Jain GH, Gaikwad VB, Deshmukh Sushant B

237 Synthesis and Characterization of Cds on Glass by Chemical Bath Deposition Method

Shinde Priyanka and Bhise RB

241 Synthesis of Nano-Bioceramic Material using Chemical Precipitation Method

Jadhav Madhuri S and Bhise RB

245 Design & Development of Tube in Tube Helical Coil Heat Exchanger

Sateesha Patil, Sanket Patel, Prashant Vavhal, Harshal Rahate

251 Application of Optimization Techniques in Water Jet Cutting of Granite

Vavhal Prashant, Katale Chetan, Beloshe Tejas, Patil Navnatha, Durge Mayur

256 Effect of Pb²⁺ Doped in Co Nanoferrite on Magnetic Properties Synthesized by Sol-gel Technique

Altaf Isuf Fakir, Magare GK, Mundhe BS, Rathod SM

Synthesis of Nano-Bioceramic Material using Chemical Precipitation Method

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ABSTRACT

In the present work, we have synthesized nano-bioceramic material by using simple cost effective chemical precipitation method. Calcium Nitrate and Diammonium hydrogen orthophosphate are used as a source of calcium and phosphorus to maintain the Ca:P ratio 1.66 which is similar to our natural bone. The pH was maintained at 12 by using liquid Ammonia and synthesis is carried out at constant temperature 100°C for continuously stirred for 3 hrs. Afterwards synthesized material is dried at 100 degree Celsius for 2 hrs. Structural investigation is carried out by using XRD and morphological evaluation is examined by Scanning Electron Microscope. It is observed that the synthesized material is found in the range of 30-60 nm as investigated by XRD and SEM. Hence it is remarkable to note that the one-pot chemical precipitation method is successfully used to synthesize nano-bioceramic.

Keywords: Calcium Nitrate, Diammonium Hydrogen Orthophosphate, XRD, SEM.

INTRODUCTION

A biocompatible ceramic (inorganic solid held by ionic or covalent bond) consisting of calcium and phosphates. Eg. Hydroxyapatite. Nanopowder is a solid powder of artificial origin that contains nano objects, aggregates of nano objects and dimension ranging from 1-100nm. Nano powder is characterized by Mean size of particle,

Size distribution of particles and Rate of agglomeration of particle. Calcium phosphate based bioceramic are nontoxic having biological effects is widely used in biomedical, tissue engineering. It is denoted as $[M_{10}(XO_4)_6Z_2]$ where M is a metal divalent cations, such as Ca^{2+} , Sr^{2+} etc., X is a trivalent species such as phosphate and is anion such as OH^- , F^- or a halogen. If OH^- anion is present in given structure it is named as hydroxyapatite, if F^- then it is known as fluorapatite, and if Cl^- then named as chloroapatite. The chemical composition of pure calcium phosphate is $Ca_5(PO_4)_3(OH)$ (pentacalcium-hydroxyl-triphosphate), but it is usually written as $Ca_{10}(PO_4)_6(OH)_2$. The crystal unit cell consist of two molecules and its Ca:P atomic ratio is 10:6 (i.e. 1.67). Hydroxyapatite, having chemical formula $Ca_{10}(PO_4)_6(OH)_2$ shows that it contains 39.85 wt % of Calcium, 18.51 wt % of Phosphorus, 41.41 wt % of Oxygen, and 0.20 wt % of Hydrogen. If Ca/P ratio is low, the acidity and solubility of mixture is high. But for mixture having Ca/P ratio close to 1.67, it has low acidity and solubility. Hydroxyapatite exist in two phases as monoclinic and hexagonal. But chemically pure Hap exist in monoclinic phase. There is phase transition of monoclinic to hexagonal above $250^\circ C$. Hydroxyapatite crystal is basically composed of Ca ions, PO_4 tetrahedra, and OH groups. Inside the crystal, each hydroxyl cation is completely surrounded by calcium anions, while each calcium anion is surrounded by phosphate cations. The difference of monoclinic and hexagonal structure is due to the arrangement of hydroxyl ions. Hexagonal hydroxyapatite has a disordered hydroxyl arrangement, while monoclinic hydroxyapatite has an ordered hydroxyl arrangement. The hexagonal structure of calcium hydroxyapatite is a more common one for biomedical applications.

Nanocrystalline hydroxyapatite is synthesized by various techniques such as sol-gel, hydrothermal, wet chemical precipitation, microwave irradiation, etc. A stoichiometric and well crystalline product is obtained with solid state method but it requires high temperature- pressure and long heat treatment time. Nanocrystal can be formed at temperature below $100^\circ C$ with the help of wet chemical precipitation method. Crystallinity and stoichiometry obtained by these method is relatively close to well crystallized stoichiometric

hydroxyapatite. So we synthesized Hap by wet chemical precipitation due to easy preparation, low cost of instrumentation, low temperature synthesis.

METHODOLOGY

Synthesis for Hydroxyapatite

- 1) For 0.6 M of di-ammonium hydrogen orthophosphate-
Molecular weight of $(NH_4)_2HPO_4 = 132.06 gm$
For 0.66 M of $(NH_4)_2HPO_4$ $x = 8.7159 gm$ in 100ml
For 6.6 M of $(NH_4)_2HPO_4$ $x = 87.159 gm$ in 1000ml
For 50ml $x = 4.357 gm$
Dissolve 4.357 gm of di-ammonium hydrogen orthophosphate in 50ml of distilled water and stir to form clear solution.
- 2) For 1M of calcium nitrate tetra hydrate-
Molecular weight of $Ca(NO_3)_4 \cdot H_2O = 236.15 gm$
For 1M of solution in 100ml $y = 23.615 gm$
For 1M of solution in 50ml $y = 11.08 gm$
Dissolve 11.08 gm of calcium nitrate tetra hydrate in 50ml of distilled water and stir to form clear solution.
- 3) Now dropwise 0.6 M of di-ammonium hydrogen orthophosphate is added into 1M of calcium nitrate tetra hydrate solution.
- 4) Liquid ammonia is added to maintain pH of solution upto 12.
- 5) Process is carried out by stirring continuously at $100^\circ C$ for 3 hrs.
- 6) Solution is kept in steady state for a night to settle ppt at bottom.
- 7) Formed white ppt is washed 3-4 times with double distilled water and dried in air oven for a two nights.
- 8) Now it is grinded with the help of mortar and hydroxyapatite is formed.
- 9) Further it is used for characterization.

The reaction is as follows

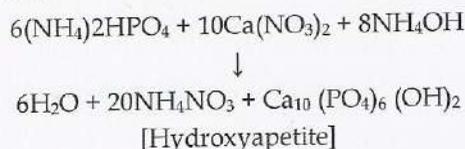


Table 1: Table showing properties of Hap

Parameters	Values
Chemical composition	Ca ₁₀ (PO ₄) ₆ (OH) ₂
Ca/P ratio	10:6 (1.67)
Crystal	Hexagonal
Biocompatibility	High
Bioactivity	High
Biodegradation	Low
Osteoconduction	High

Characterization Techniques-

X-ray Powder Diffraction (XRD):

X-ray diffraction (XRD) is used for the characterization of crystalline solids and determination of their structure. When X-ray is incident on given structure, it interact with atoms and constructive interference is obtained which gives detailed information.

By Braggs law, $n\lambda = 2d\sin\theta$

Where, n= an integer, λ= the wavelength of the X-rays, d= the spacing between atomic layers, θ=the angle between the incoming X-ray and the atom layer.

Mean dimension D is given as

$$D = \frac{K\lambda}{\beta \cos\theta}$$

Where, K is constant approximately equal to unity and related to the crystalline shape, β is FWHM of the diffraction peak.

The wavelength of the X-ray source employed is 1.54056 Å with photon energy of 8 KeV. The XRD peaks are recorded in the 2θ range of 20°-60°. We saw peaks at 2θ value 25.6°, 25.4°, 28.5°, 30.1°, 31.7°, 32.7°, 35.1°, 36.1°, 40.1°, 43.3°, 49.3°, 52.5°, 57.5°, which confirm the crystalline hexagonal phase. The average crystalline size calculated is 27 nm.

FTIR Analysis:

Fourier Transform Infrared Spectroscopy (FTIR) is a technique used to obtain an infrared spectrum of absorption or emission of solid, liquid, gas. FTIR spectrometer simultaneously collects high spectrum resolution data over a wide spectral range. FTIR spectra of Hap film is recorded at room temperature in the wave number range 4000 and 400 cm⁻¹. The spectra confirm the presence of water, hydroxyl and phosphate species. The FTIR spectrum of the pure Hap shows the presence of hydroxyl stretching modes in the apatite structure at 3572 cm⁻¹. The absorption peaks for hydroxyl liberation mode are found at 727 cm⁻¹ and 1603 cm⁻¹. The bands appearing at 963 cm⁻¹ and 901 cm⁻¹ correspond to anti symmetric bending motion to ν₃ stretching mode in PO₄³⁻ group. The study of FTIR spectra showed all bands corresponding to pure Hap structure.

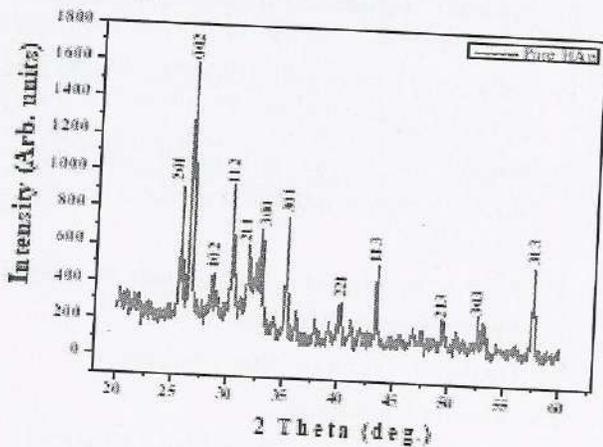


Fig.1: XRD pattern of pure HAP thick films

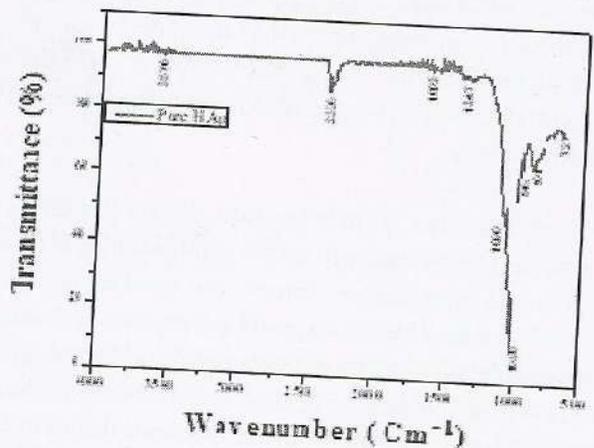


Fig.2: FTIR spectrum of HAP thick films

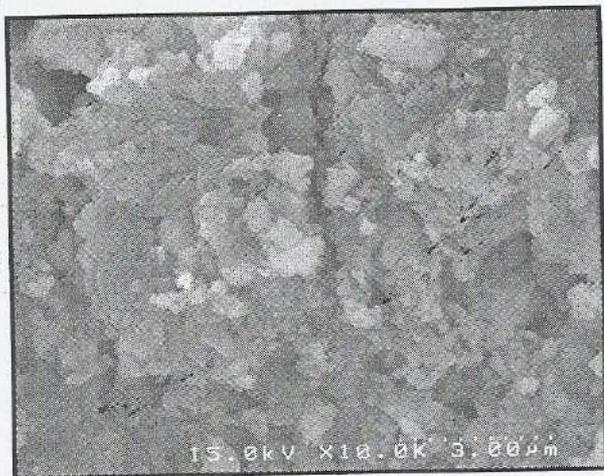


Fig.3: SEM pattern of pure HAP thick films

Scanning Electron Microscopy (SEM):

SEM is a type of electron microscope that produces images of a sample by scanning it with a focused beam of electrons. Electrons interact with atoms in the sample, producing various signals that can be detected and contain information about sample surface composition. The principle is based on the interaction of an incident electron beam and the solid specimen. The study of SEM shows presence of smaller grains with a uniform size and shape covering whose surface along with microporous structure.

CONCLUSION

Nano-crystalline hydroxyapatite is synthesized by using wet chemical process. The synthesized Hap powder shows hexagonal phase with nano-sized grains. The surface morphology of Hap film showed separated grains with of micro porous structure. The elemental composition of Hap film is confirm by EDS.

Conflicts of interest: The authors stated that no conflicts of interest.

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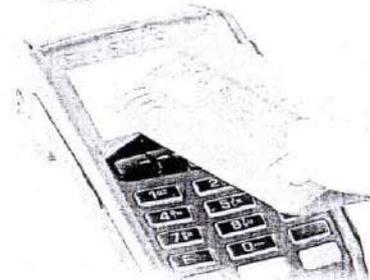
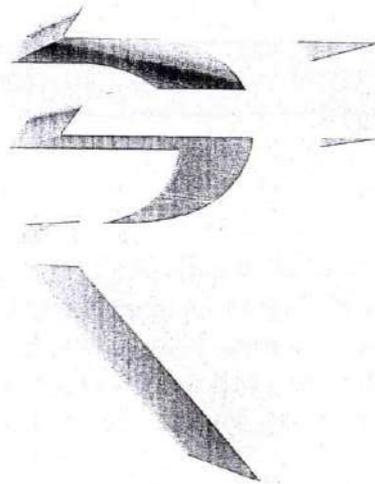
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INDEX

No.	Title of the Paper	Author's Name	Page No.
1	Demonetisation: Effects on Indian Economy	Prof. Mahesh Gawade	05
2	Impact of Demonetization on Indian Economy	Sneha Vadavi	08
3	Technology and Challenges Facing the Insurance Industry	Prabha Kumari	12
4	Indian Banking Industry -Challenges & Opportunities	Dr. Manohar Kanawade	16
5	Impact of Demonetization on NPA of Indian Banks	Dr. Manoj Pandkar	24
6	Business with the Words : Interpersonal Skills in Banking Business	Dr. Maya Mainkar & Prof. Kalyani Shitole	28
7	E-Transactions	Dr. Meghana Bhosale	33
8	A Study on Non Performing Assets of Indians Public & Private Sector Banks	Prof. Shrikrishna Kurumkar	36
9	Non -Performing Assets -NPA	Swapnali Jadhav	39
10	NPA's of Commercial Banks of India	Dr. N. S. Sabale & Dr. G. R. Jaitmal	44
11	Regional Disparity in the Allocation of Offices of Commercial Banks in India	Dr. Nitin Ade	49
12	Demonetization Effects on Indian Economy	Sambhaji Gujar	53
13	Impact of Demonetization on Indian Economy	Dr. Parag P. Kadam	55
14	E-Banking	Prof. Manohar Khairnar & Pradnya Kharat	58
15	E-Banking : Tool of Globalise Economy	Dr. Samadhan Borse	62
16	Challenges before Indian Banking System	Prin. Dr. Manjushri Bobade & Dr. Harshad Jadhav	68
17	Indirect Taxes at the Time of Chhatrapati Shivaji	Dr. Dipak Shinde & Anita Shinde	73
18	Reserve Bank of india's Monetary Policy Objectives and Instruments	Prof. Ganesh Garule	79
19	Role of Banking Sector in Economic Development of India	Prof. Nalini Pacharne & Dr. Harshad Jadhav	83
20	Demonetization and its Impact on Indian Economy	Dr. Vaishali Patil	89
21	Indian Banking System: Role of Electronic Banking	Nilesh Kolage & Bhagyashree Chauhan	97
22	A Study on Challenges & Opportunities in Indian Banking Sector	Dr.N.B.Shaikh	104
23	Employment Generation	Prof. G. B. Hole	110
24	Role of Indian Commercial Banks in Economy Development	Dr. V. H. Patil	113
25	A Study of Crop Loan through Commercial & Cooperative Banks in Kolhapur District	Dr. V. P. Katti & Samina Jamadar	117
26	E Banking : A Boon to Banking Sector	Vaishali Garkal	126
27	Non-Performing Assets Challenge in Indian Banking Sector	Prof. Vishakha Khedkar	130
28	A Review of Communication Techniques by the Indian Banking Industry	Dr. Vishal Gaikwad	134
29	Indian Banking Sector - Impact of the Monetary Policy on Indian Economy	Dr. Vishal Pawase & Prof. Haridas Khese	137
30	FDI in Agriculture of Indian Economy	Tukaram Sangale & Prin. Dr. Jaisingrao Deshmukh	139



Indian Banking Industry -Challenges & Opportunities

Dr. Manohar Sitaram Kanawade

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Tal-Junnar, Dist-Pune 412411

Abstract:

The Banking Sector Reforms have changed the substance of Indian Banking Sector progressively managed and sorted out industry. The market improvements combined Liberalization and Globalization has brought about change of banks in an a lot higher performance innovation going about as an impetus. The Indian Banking System is a milieu blended scope of players like PSU's, Private Banks, Regional Rural Banks, Foreign Banks, Co-operative Banks and some more.

Gone are the days when the clients needed to remain in long lines for making exchange in the business banks in India. Presently with the multiplication of Internet Banking exchange have turned out to be considerably more advantageous. However, the managing an account in India has balanced decently with the rising condition and is endeavoring to extend and assorted variety, yet more prominent difficulties lie ahead. The introduction to the challenge and the BASEL III standards, the banks should prepare for the stringent Adequacy Norms. Banks should set themselves up for the more prominent difficulties lying in future.

This investigation centers around the progressions and movements expected in the Banking Industry, the chances and difficulties ahead and the job of mechanical development which could be the change operator in the coming years. It makes a development endeavor to give a concise outline of the significant improvements in the field of managing an account. A concerted exertion has been made to exhibit the extraordinary changes seen in the Indian Banking System and an understanding into the future ahead.

Key Words: Indian Banking System, Financial System, Technological Innovations, Challenges, Retail Banking, NPA, FDI, Public & Private sector Banks

Introduction:

In the mid Nineties there were numerous disparities in the Indian economy for the part winning in the budgetary segment and the keeping money segment. The significant disadvantages of the circumstance were viewed as profitability and effectiveness framework. It was seen that productivity has been disintegrated, a few open segment banks and monetary foundations have turned out to be monetarily frail, some open part banks have acquiring misfortunes year after years, their client benefit was extremely poor, their innovation was obsolete and they were not able address the difficulties of a focused situation. Considering the circumstances and the effect of that on the economy the Govt. of India then chose to acquaint a few changes with check the stupefied and misshaped monetary, related and keeping money areas.

To advance quick monetary development and improvement with solidness through procedure of globalization, progression and privatization in the money related framework started to guarantee that it turns out to be increasingly focused and gets incorporated with worldwide economy through globalizations of budgetary markets on the planet. Today

attending edge period of data and innovation and the interest driven economy which is menu-
 driven ultra powerful concentrated programming programs are connected and called the saving
 money applications. One could respect the past of Banking Industry as medieval age and the
 present one as the advanced period which is a free data storehouse, and multi-station saving
 money (ATMs, Net managing an account, tele-saving money, and so forth) which was nearly
 non-existent prior.

Importance of Study:

The important factors that establish the need for new approach in Indian Banks are
 detailed below:-

- Intense competition.
- Changes in Banking Sector.
- Higher Expectation of Customers.
- No Brand Loyalty.
- Reformed Customer Retention.

Objectives of the Study:

- To analyze the effects of Banking Sector Reforms in India.
- To find the opportunities in Indian Banking Sector.
- To find out the challenges in the Indian Banking Sector.
- To offer suggestions for the growth and development of Banking Sector in India

Importance of Information Technology in the progress of Banking Sector:-

The process of globalization, liberalization, privatization and the technological
 transformation in the global economy has transformed the Banking Industry and it has
 involved manifolds.

(a). E-Banking:

Delivery of bank services to account holder at his office or home by using modern
 electronic technology can be termed as e-banking. The quality, range and price of these e-
 services decide a bank's competitive position in the industry. The virtual financial services can
 be broadly categorized as follows:

(b). ATM:

- Withdrawals & Deposits of cash
- Details of most recent balance of account
- Mini-statements
- Statement ordering facility
- Payments to third parties
- Passbook printing

(c) EFTPOS: EFTPOS card used to initiate the undernoted transactions:

- Authorization and transaction capture processes take place electronically.
- Transaction confirmed manually.
- Funds not debited electronically.

(d). Remote Banking Services:

- Balance enquiry
- Statement ordering



- Funds transfer (payment) to third parties
- Funds transfer between customer's different accounts
- Order traveler's cheques and other financial instruments.

(e). Services Not Available Through Remote Banking:

- Cash withdrawal
- Cash/ chequer deposit
- Sale of the more complex types of financial services such as life insurance mortgages (pensions).

(f). Smart Cards:

- (i) Stored value cards
- (ii) As a replacement for all types of cards like ATM Cards, Debit/Credit Cards, Charge Cards etc.
 - One smart card to carry out all these functions
 - One smart card can contain the functionality of various different types of cards issued by different banks while running various types of networks.
 - Smart card a truly powerful financial token, giving user access
 - ATM
 - Debit facility
 - Charge facilities
 - Credit facilities
 - Electronic purse facilities at national and international level.

(g). Internet Banking:

The most recent wave in IT is Internet saving money. It is winding up increasingly that the Internet has released an upheaval that is influencing each circle of life. Web interconnection of PC correspondence systems spreading over the globe, crossing every land limit. Contacting ways of life in each circle. The Net has re-imagined technique correspondence, work think about, instruction connection, wellbeing, exchange and trade India. The Net is changing each and everything, from the manner in which we lead business the manner in which we disperse data. Being an intuitive two-way medium, the Net, through countless sites, empowers cooperation by individual in B2B and B2C trade, visits to shop centers, books-stores, excitement sides, etc the internet.

Challenges before Indian Banking Industry

In view of accelerating economic growth, the main challenge for the banking sector the coming years would be to expand while maintaining sound financial health. With expansion in the past few years, while banking penetration has increased on the assets side continues to be relatively low on the liabilities side. Banks therefore, would need to focus on reaching the hitherto untapped clients and regions. With increasing competition on the liability side, banks would also need to look for new creditworthy borrowers. While there is an enormous scope, the need is to find innovative methods to reach them. With the expected expansion of banking operations in line with the overall macroeconomic growth and the introduction of Basle III requirements, there is a recognition of the need for banks to extend their capacity. The main challenges will be:



(a). Greater Thrust on Credit Portfolio

One of the difficult issues facing the Banking Sector in India is the flow of credit to all productive sectors of the economy. Retail financial services, particularly housing and personal loans, continued to traverse a high growth trajectory, fuelled mainly by demographic shifts and rising household incomes. Credit demand by the corporate sector has also turned robust on the back of strong industrial performance. Furthermore, banks are expected to have greater financing opportunities in the area of project finance, especially in the infrastructure sector, given the conversion of two main financial institutions into banks. Rural Credit has also emerged as an important growth opportunity. Several new areas such as agri-clinics, contract farming and rural housing are fast becoming viable revenue propositions for banks. In order to enhance the flow of credit to these emerging areas, the Reserve Bank of India has been tempted measures to expel the obstructions on opportune accessibility of credit through different methods. The banks will have to concentrate on total financial inclusion of this sector in future.

(b). Union of the Banking System

One of the major objectives of the banking sector reforms has been to enhance efficiency and productivity through competition. This involved the undemoted three elements:

- First, Private shareholding in Public Sector Banks has been injected by permitting reduction in the Government shareholding in Public Sector Banks up to 51%.
- Second, entry of new Private Sector Banks has been allowed.
- Third, Foreign Banks have been permitted additional branches.

Various indicators suggest that competition in the banking industry has intensified. New Private Sector Banks and Foreign Banks with comparative advantage in technology have entered the circle of life. Web enabled in highly competitive banking. This has encouraged other banks to devise imaginative strategies to maintain their market share.

(c). Organisational Change

Jerry Yoram Wind and Jeremy Main suggested that the best way to view organizations in the next century is to use a concept they call Integrated Architecture. Among the capabilities that must, therefore, be part of the architecture of the new organizations:

- An organizational culture that facilitates innovation.
- A team and customer oriented organizational structure.
- Best in class processes at even point of the value chain.
- H.R. systems that make employees feel satisfied and loyal.
- A vision, strategy and objective for the company's technologies.
- Nontraditional measures of corporate performance and individual appraisal.

Clearly, the foundations of tomorrow's organization are already being laid at today's best companies. In that sense, the future is already here.

(d). Technological Up gradation

Innovation has tossed new difficulties in the managing an account area and new issues have begun springing up which will represent certain issues in the precise not so distant future. The new participants in the keeping money division are gifted with the PC foundation. Be that as it may, over some undefined time frame they would obtain keeping money encounter. While, the center and senior dimension individuals in saving money have rich managing an account involvement yet their PC proficiency is at a low dimension. It's a test.



In a situation of huge scale utilization of innovation, a powerful security approach on physical and different perspectives has expected more noteworthy significance. Business in India need to start a suitable security strategy to guarantee satisfactory and viable well RBI's Financial Sector Technology Vision Document centers around four noteworthy terms viz. I.T. for direction and supervision, I.T. also, Institute for Development and Research Banking Technology, I.T. for Government related capacities. The future computerized banks should go for reinforcing the installment framework, bring out new items and benefit encourage move towards idiot proof hazard supporting systems.

(e). Consolidation and move towards Universal Banking

We are gradually however doubtlessly moving from a routine of "Substantial number of Small Banks" to "Modest number of Large Banks". The new period will be one of union of recognized center capabilities. Mergers and acquisitions in the keeping money part will request of the day. Effective mergers of different worldwide Banks have appeared development pattern of solidification. India is additionally not immaculate by this rising pattern as we seen the turn around merger of mega money related establishment ICICI with ICICI bank advancing towards the all inclusive managing an account. With the means of globalization market deepening the Universal Banking gives more prominent monetary effectiveness as low cost, higher yield and better items. The possibility of 'one-quit shopping' spares a great deal of exchange expenses and builds the speed of monetary exercises. General Banks have assumed a main job in Continental European Countries. The development combination of economies and the complex monetary items accessible around the world made the worldwide keeping money a reality. The flood in the globalization coupled with innovative headways has prompted conquered national limits. India, as you probably are aware is one of the 104 signatories of Financial Services Agreement (FSA) of 1997. This gives at monetary part including banks a chance to extend their business on a compensation premise.

(f). Focus on Customer Service

However, the advancement of money related administrations and rivalry has enhanced the dimension of client benefit up to some degree in the business banks in India. In any encounter demonstrates that the enthusiasm of the client's now and again is not really assured assurance and their complaints are not legitimately taken care of. There have been problems identifying with charges for parity enquiry, check status check, signature check, a affirmation, photo confirmation, and correctional administration charges for non-upkeep of parity in sparing records, exchange charges for reorder of check book and for money exchange the branch past a stipulated number. RBI has been issuing rules every once in a while to encourage bank's emphasis on administration to the regular man. The extension of managing an account administrations and expansion of proprietorship prompted both improved effectiveness and efficient flexibility in the saving money part. In case, there are authentic worries as to the managing an account rehearses which will in fact prohibit instead of pull in immense areas of populace, especially retired people, independent employed and those utilized in the disorderly division. Banks have been offered with benefits, particularly of looking for open stores on a very utilized premise. It is, consequently basic that they give keeping money administrations to all sections of the populace on the same premise. With the RBI's drive, the Indian Banks Association has arranged a model "Research Journey International



digital security approach codifies Code" which is an open report enrolling thing that a client can anticipate from the
significance. Business oriented bank. The bank should focus more on client benefit.

satisfactory and viable well (g). Importance of Customer Relationship Management

and four noteworthy terms the banks in India will have to realize the importance of customer relationship management in
development and Research day's business environment. The relationship marketing is the process of building long term
the future computerized mutually beneficial relationship with the customers. At the best, CRM should address the
out new items and benefits following business goals:

- Increased customer acquisition, retention and greater loyalty.
- Expansion of profitable, long lasting customer relationship.
- Delivery of a consistent, relevant and high quality customer experience.
- Continuous learning about customers (both business and consumer) and communication of that knowledge across the organization.
- Delivery of the right products and services tailored to meet customer's needs.
- Improved cost management.

at ICICI with ICICI bank future, the banks will have to focus more on CRM as a business strategy by considering a
e means of globalization wide range of variables and to have a business impact that affects a company's revenue
monetary effectiveness as performance.

opping' spares a great (i). Relevance of Financial Inclusion and Inclusive Growth

The Financial Inclusion and Inclusive Growth will quick turn into a business opportunity gave
in Countries. The development banks can connect with the majority in a practical manner and offer a bundle arrangement of
possible around the world stores, credits, and protection and common assets. This was the agreement among driving
globalization coupled financiers who went to dotaxado 17int's Annual Banking Conclave in Mumbai on 24.03.2010
a, as you probably are to examine 'Comprehensive through Competition'. It is a procedure of guaranteeing access to
A) of 1997. This gives suspicious and sufficient credit and money related administrations to powerless gatherings at a
a compensation premise moderate expense. The major components of financial inclusion and inclusive growth are:-

- Application of full fledged technology at branch level.
- Adoption of the appropriate business strategy.
- Setting up of rural computer kiosks.
- Provision of incentives for staff posted at rural branches.
- Addressing all the apprehensions of the customers of the rural branches.
- Monitoring of the Credit Information Systems in Rural Areas.
- Suitable credit schemes for the rural customers.
- Credit risk hedging and insurance against loss.
- Strengthening linkage with NGOs and Self Help Groups.
- Greater Inclusion through Micro Finance.

(j). Management of Non Performing Assets

The most vital feature of hazard in India remains credit chance. Banks have been effective
containing their Non-performing Assets, in spite of reception of multi day misconduct
standards and the shade issue. Net NPAs have now tumbled to about only 2% of net advances.
banks have possessed the capacity to accomplish this by utilizing treasury benefits amid the
most recent couple of years. Different measures started by the Government, the RBI and the
business banks themselves have additionally encouraged the recuperation and the executives of
NPAs. The Securitization and Reconstruction of Financial Assets and Enforcement of Security
Interest Act, 2002 has essentially fortified the loan specialist's capacity to authorize its



entitlement to insurance. The Corporate Debt Restructuring System has likewise risen, a period bound and straightforward instrument for touching base at a consensual budgetary between the loan boss and the borrower.

The establishment of the Credit Information Companies Act, 2005 will likewise empower sharing of credit data and dynamic development of credit data agencies, which will help in decreasing exchange expenses of banks in stretching out credit to little and medium borrowers. The business banks in India will have likewise to give careful consideration to the administration of Non-Performing Assets in future.

Conclusions:

The Government's money related strategy of deregulation, prudential direction, supervision and a responsive domain have brought about critical enhancement in effectiveness, strength and flexibility of budgetary establishments. This is reflected in gainfulness, enhanced resource quality and higher capital dimensions. As the economy develops and turns out to be progressively refined, the saving money division needs to create in those backings and invigorates such development.

India is where there is three level dimension of geographical region improvement. There are completely fledged urban territories covering the metropolitan urban areas and enormous urban communities. Then again, there are immature provincial zones as well. In the middle of these two boundaries, there are semi-urban territories likewise covering residential communities. Under such situation, distinctive promoting approach methodology for every one of these zones will be required. Further, the business banks should change their concentration from the customary managing an account to all inclusive keeping money. Under this methodology, the banks should offer a wide scope of money related administrations viz. issuing, endorsing, putting and exchanging securities, protection and assets and so on. In the present situation, banks in India are always pushing the wilderness hazard the executives. Impulses emerging out of expanding rivalry, just as organization between the board, proprietors and other partners are actuating banks to take a gander at up to date roads to increase incomes, while cutting expenses.

According to an investigation on "Keeping money 2015" of IBM's Strategic Research Unit, the Institute for Business Value, the five key patterns that will decide advancement accomplishment in 2015 are clients taking control, specialty contenders, another constrain, managed straightforwardness and sharp spotlight on innovation. There are difficulties in future which may require new innovations, better procedures of credit and examination, item expansion, vigorous inward controls and corporate administration productive human asset the executives. Business Banks are likewise confronting expansion market chance vulnerabilities because of rising loan costs because of developing world money related awkward nature.

The saving money segment, in this way, needs to prepare itself to address difficulties just as those emerging out of presentation of Basel III standards and global bookkeeping models. Rivalry, union and combination are rising as the key drivers of keeping money part in the years to come.

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INDEX

No.	Title of the Paper	Author's Name	Page No.
1	Interest Coverage Ratio of the Selected Tea Companies in India Dr. Jignesh P. Vaghela & Prin. Dr. K.N.Chavda		05
2	Does Audit Classification Reflects the Efficiency of Societies : A Case Study of Urban Cooperative Credit Societies in Goa Dr. Suraj Popker		13
3	Credit Deployment and Deposit Mobilization of Selected Urban Co-Operative Credit Societies in Goa : A Study Mr. Amrut F. Naik		23
4	Farm Loan Waiver : Problems and Solutions Dr. Gopal Dhavade		29
5	Financial Literacy, Financial Inclusion, Customer Protection Swati Pandey & Prem Shanker Diwedi		31
6	Causes-Effects and Remedial for Non-Performing Assets in Public Sector Undertaking Banks Dr. T. N. Salve		37
7	Digital Marketing Trends in Indian Banking Sector Bipin Sable		45
8	NPAS of Public and Private Sector Banks – Cause and Remedies Dr. N.S. Sabale & Dr. Gorakshnath Sanap		51
9	Flow of Credit to MSME Sector: Impact of Demonetisation & GST Dr. Manohar Sanap & CA. Prashant Munot		57
10	Problems of NPAs in Public Sector Banks Dr. Pramodini Kadam		67
11	Financial Inclusion in India : Need and Measures Dr. G. K. Sanap & Dr. G.R. Jaitmal		69
12	Need of CSR for Indian Public Sector Banks Mr. Shingade B.N.		75
13	Farmers Suicide : Challenge before Indian Financial Sector Dr. Sambhaji Kale & Akshay Kale		80
14	Impact of Demonetization on Indian Banking Prof. R. G. Kolhe		84
15	Analysis of Growth in Deposits and Advances of Selected Banks in India Bahekar Pratibha Ambadas Pratibha Bahekar & Dr. Vijaykumar Wawle		87
16	Challenges and Prospects of Indian Banking Sector Dr. Manohar Kanawade		91
17	Problems of Beneficiaries in Indhira Gandhi Old Age Pension Scheme of Shrirampur Tahasil Dr. Manohar Sanap & Mr. Maruti Kekane		95
18	Comparative Analysis of Financial Statements of Maharashtra Gramin Bank During 2016 and 2017 Dr. Vasant Pawale & Vivekanand Taklikar		100
19	Recent Trend in Banking Sector Dr. M. V. Jagtap		105
20	Impact of Demonetization: A Conceptual Framework Jaywant Bhadane		110
21	Use of Information Technology in Banking System Dr. L.G. Retwade		114
22	Study of Motivational Factors of Women Entrepreneur Prof. Manasi Atitkar		119
23	Indian Banking Sector:- Challenges and Opportunities Pravin Bonke		127
24	Financial Inclusion-Role of Payment Banks in India Prof. Ramdas Gadge		133
25	Recent Advancement In Electronic Banking Service Quality Dr. Kamlakar Kamble		139
26	Analysis of Banking Digitalization Dr. Ramesh Kashide		143
27	India Post Payments Banks – Problems and Challenges Dr. S. D. Khairnar & Prof. S. B. Bharute		145
28	Implementatation of Govt. Schemes by Banks ie. PMJDY, Mudra Yojana, Direct Benefit Transfer etc. Prof. Miss Nilofar Anwar Shaikh		151



Challenges and Prospectus of Indian Banking Sector

Dr. Manohar Sitaram Kanawade

Hon. Balasaheb Jadhav Arts, Commerce & Science College Ale

Abstract:

The role of banking sector is important as one of the leading and mostly essential service sector. India is the largest economy in the world having more than 125 core population. Today in India the service sector is contributing half of the Indian GDP and the banking is most popular service sector in India. The significant role of banking sector is essential to speed up the social economic development. Banks play an important role in the economic development of developing countries. Economic development involves investment in various sectors of the economy.

This paper explains the changing banking scenario, the impact of economic reforms and analyses the challenges and prosperities of national and commercial banks. In this paper an attempt has been made to identify the general, challenges and prosperities for the Indian Banking Sector along with the innovative way of banking since the inception of the banking sector. The banking sector in India has seen a number of changes. Most of the banks have begun to take a new approach towards banking with the objective of creating more value for customers in the banks. The major revolution was between the year 1991 and 2001 when a number of innovations changed the way banking was perceived. Most of banks started providing various services.

Keywords: Bank reform, E-Banking, Information Technology, GDP, Financial Inclusion, Scheduled Bank, Innovative Banking

Introduction:

The Indian banking has finally worked up to the competitive progressive of the 'new' Indian market and is addressing the related issues to take on the multifarious challenges of globalization. Banks that employ IT solutions are perceived to be 'futuristic' and proactive players capable of meeting the multifarious needs of the large customers base. Private banks have been fast on the uptake and are reorienting their strategies using the internet as a medium. The Internet has emerged as the new and challenging frontier of marketing with the conventional physical world tenets being just as applicable like in any other marketing medium.

The Indian banking has come from a long way from being a sleepy business institution to a highly proactive and progressive entity. This transformation has been largely brought about by the large dose of liberalization and economic reforms that allowed banks to explore new business prosperities rather than generating revenues from conventional streams (i.e. borrowing and lending). The banking in India is highly fragmented, with 33 banking units contributing to almost 52% of deposits and 61% of advances. Indian nationalized banks continue to be the major lenders in the economy due to their sheer size and penetrative networks which assures them large deposit mobilization. The Indian banking can be broadly categorized into nationalized, private banks and specialized banking institutions.



The financial development in Indian banking sector occurred with the adoption of control over banks in 1967 leading to nationalisation of 14 major scheduled banks in 1969. Following the first round of nationalization the second round consisted of 14 commercial banks in April, 1981. With branches of more than 66,000 of which 47.7% being rural serving millions of people every day. The Indian banking sector caters the most significant segment of the financial system of India. To cater the needs of the customer Banks have taken various technological and marketing initiatives.

Initiatives:

The objective of this paper is to explain the changing banking scenario, to analyze the impact of liberalization, privatization & globalization and to study the challenges and opportunities of national and commercial banks in changing banking scenario. In addition to this an attempt is made to understand the significance of banking sector.

Methodology

This paper is the outcome of a secondary data on Indian Banking Sector with special reference to Indian context. To complete this, annual reports, various books, journals and periodicals have been consulted, some reports on this particular area have been considered, and related websites searching has also been done.

Challenges Of Indian Banking Sector:

In India has a large number of people who do not have access to banking services due to geographical fragmented locations. But if we talk about those people who are availing banking services, their expectations are raising as the level of services are expanding due to the beginning of new technology and competition.

With the entry of out of country banks in Indian market, the number of services offered has raised and banks have laid emphasis on meeting the customer expectations. Now, the existing situation has created various challenges and opportunities for Indian commercial banks to sustain in the market. In order to encounter the general scenario of banking sector we need to understand the challenges and opportunities laying with banking sector of India.

Global Level Challenges Of Banking Sector:

It is practically and basically impossible for any nation to exclude itself from world economy. As India spread the red carpet for foreign firms in 1990 for sustainable development of the Indian bank, one has to adopt integration process in the form of liberalization and globalization. These foreign banks are large in size, technically smart and having presence in global market, which gives more and better options and services to Indian traders. There are 39 foreign banks operating in Indian market, which becomes a major challenge for Nationalized and private sector banks.

The newly entered private sector banks and foreign banks in Indian market are equipped with latest technology have really sensitized the ordinary customers of the banking services to the need for quality in terms of new products as well as delivery process. These banks are aggressively achieving the retail business and consequently capturing the market

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Government of India's New initiative:

In August 2014 Indian Prime minister had declared Jan Dan Yojana it is an new initiative taken by the government . Under the new plan launched in India every Indian family will be enrolled in a bank for opening a zero balance account . This scheme not only provides the Indian families to have an account but it also offer various benefits for the poor families. This new plan is the first step towards bringing economic equality in the country.

Challenges of Rural Banking:

Main challenges of rural banking in future years are that banks will have to cover all unbanked villages having adult population of more than 2500. There are about 70,000 such villages that have no formal banking channel. Over the next ten years bank needs to cover villages with a population of less 2000 with basic banking facility. RBI has directed to all banks that within the next 10 years the banking system must be extended to India's villages as part of financial inclusion.

To support the efforts of the existing banks, RBI is examining the possibility of permitting industrialist and big corporations to set up banks. Banks have to seek using modern information and communication technologies and other means of outreach such as business correspondents and the emerging 4G & 5G technologies to expand their reach in rural areas and promote financial inclusion.

Challenges And Prospectus Of Banking Sector:

The Indian banking sector regularly to face some challenges. We have a nearly large number of banks, some of which are sub-optimal in size and scale of operations. On the managing front, balancing with global developments in banking supervision is a focus area for both managers and banks. The new global capital norms require a high level of sophistication in risk management, information systems, and technology which would pose a challenge for many participants in the Indian banking sector. The deep and often harder process of restructuring in the Indian economy and has resulted in asset quality issues for the banking sector; while significant progress is being made in this area, a great deal of work towards resolution of these legacy issues still needs to be done. The Indian banking sector is thus at an exciting point in its evolution. The prosperities are immense – to enter new corporate and new markets, to develop new ways of working, to improve large efficiency, and to deliver high levels of customer service. The process of change and reconstructing that must be undergone to capitalize on these prosperities poses a challenge for banks.

The Indian banking sector is faced with multiple and concurrent challenges such as increased competition, rising customer demands, and descreasing customer loyalty. The banking sector is also changing at a phenomenal speed. While at the one end, we have millions of savers and investors who still do not use a bank, another segment continues to bank with a physical branch and at the other end of the spectrum, the customers are becoming familiar with ATMs, e-banking, and cashless economy. This shows the immense potential for market expansion. The exponential growth for the sector comes from being able to handle as wide a range of this spectrum as possible. In this complex and fast changing environment, the only sustainable competitive advantage is to give the customer a suitable



As banks develop their strategies for giving customers access to their accounts through various advanced services like e banking, mobile banking and net banking, they should also regard this emerging platform as a potential catalyst for generating operational efficiencies and as a vehicle for new revenue sources. Banking sector's prosperities includes

- Increasing growth of economy
- Banking non regulation
- Increased client borrowing
- An increase in the number of banks and branches
- An increase in the money supply in economy

Conclusion:

To survive in an growingly competitive environment, bank need to come up with various facilities like Internet banking, mobile banking etc. With the onset of mobile banking, the sector finds itself at the threshold of the next major technological leap. Also, the traditional way of operations will slowly give way to advance technology. Today Indian Banking is at the crossroads of an invisible revolution.

Banks may have to go for mobile banking services for a cluster of villages. Over the next decade, the banking sector is projected to create up to two million new jobs, driven by the efforts of the RBI and the Government of India to integrate financial services into rural areas. More research and analysis are needed to make financial inclusion a major success in rural areas. The major challenges for the Prime Minister's Jan Dhan Yojana would be availability of Banking facility in the rural area like availability of Bank branch , ATM's , Internet facility.

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INDEX

No.	Title of the Paper	Author's Name	Page No.
1	Indian Agriculture Prices : Challenge Before Indian Economy Dr. Sambhaji Kale & Akshay Kale		05
2	Problem of Production Oil Seed Crop in India - A Case Study Soybean Crop Dr. Archana Antre		11
3	Agricultural Development in Maharashtra Problems and Prospects Bagwan Juber Ejaj		14
4	Agriculture System: Conventional Verses Sustainable Dr. Bejamee G. Lobo		22
5	Agrarian Distress in Indian Agriculture : Issues and Remedies Dr. Bhausaheb Deshmukh		26
6	Problems of Agricultural in Maharashtra Dr. Pankaj Nikam		33
7	Agriculture Market in India Dr. V. H. Patil		37
8	Crop Insurance Scheme in Maharashtra - A review Dr. V. S. Joshi		40
9	Economic Growth and Agriculture Sector Dr. Prakash Rodiya		43
10	Effect of FDI on Agriculture in India Dr. Sayyad Mahejabin Dildar		49
11	Challenges of Agricultural Sector in Maharashtra Dr. V. R. Desai		53
12	Farmer's Suicides in the Vidarbha Region of Maharashtra Dr. Manohar Kanawade		58
13	Agricultural Growth in India : Opportunities and Challenges Dr. Balasaheb Lamdade		66
14	A Role of Agriculture Sector in Indian Economy Dr. Parag Kadam		72
15	Indian Agricultural Sector Dr. Suhas Avhad & Dr. Balasaheb Wakchure		77
16	Problems and Consequences of Farmers in Maharashtra Dnyanesh Mahatekar & Rupali Jadhav		80
17	Beekeeping for Sustainable Development of Agricultural Sector of India Mr. Devdatta Shete		83
18	Agriculture in Maharashtra: Strength and opportunities Mr. Mangesh Shirsath		88
19	Crop Insurance Scheme in India Niwrutti Nanwate		92
20	An Evaluation of the Performance of Agri Export Zones in Maharashtra Prof. Kiran Gholap		97
21	Agricultural Marketing: Problems and Prospects Prof. Nilofar Shaikh		103
22	Analysis of Dr. B. R. Ambedkar's Model of State Socialism Mr. Rajshekhar Nillolu		108
23	Agricultural Finance in India Prof. Pravin More		111
24	Agriculture Problems and Prospects in Maharashtra with Special Reference to farm Loan Waiver Siddhi Jagdale		114
25	A Study on Development of Co-operative Movement in Five Year Plans Dr. Suvarna Kurkute		121
26	India Tourism Industry in world, Asia and Pacific Region Mr. S. R. Gangawane		126
27	Analysis of Financial Inclusion Through RRBs and Commercial Banks Prin. Dr. Mrs. P. S. Gaikwad		133

Farmer's Suicides in The Vidarbha Region of Maharashtra

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Abstract:

The present developmental research was embraced in the 25 towns encompassing the Anji Primary Health Center, situated in the Vidarbha district of Maharashtra, India. A triangulation of free rundown and heap sort practices was utilized. The information was examined by Anthropac 4.98.1/X programming. This was trailed by a semi-organized center gathering exchange. To expand the legitimacy of the outcomes, these discoveries were exhibited to the members and later they were flowed to the 26 agriculturists' clubs in the towns for input and discourse amid their month to month, town based gatherings.

Ranchers saw obligation, dependence, natural issues, poor costs for homestead create, stress and family duties, government lack of care, poor water system, expanded expense of development, private cash loan specialists, utilization of compound composts and harvest disappointment as the explanations behind agriculturists' suicides. Members proposed arrangements, for example, independence and limit working among ranchers, an observing and emotionally supportive network for defenseless agriculturists, support and advising administrations, a town level, straightforward framework for the dispensing of help bundles.

Agriculturists' suicides in Vidarbha are caused by the unpredictable transaction of social, political and natural limitations. Consequently, a thorough mediation to guarantee confidence and limit working among ranchers in current cultivating procedures, observing and emotionally supportive network for defenseless agriculturists, a town level, straightforward framework for payment of alleviation bundles is required to avert rancher suicides sooner rather than later. Aside from this, there is a need to fortify the National Mental Health Program at essential social insurance level to offer help and advising to powerless agriculturists in provincial region.

Keywords- Farmers Suicide, Kisan Vikas Manch, Economically backward, relief, sustainable development

Introduction-

In India, rancher suicides had been accounted for from different states, viz. Andhra Pradesh, Punjab Karnataka and Orissa. Maharashtra, one of India's most prosperous states is at present confronting a pandemic of agriculturist suicides particularly in the Vidarbha locale. Concentrates in India, Sri Lanka, Canada, England and Australia have recognized cultivating as a standout amongst the most high-chance businesses with regards to having a suicide rate higher than in the general population.²In India, national information demonstrate that the suicide rate was 9.7/100000 populace for each year in 1995. The number of inhabitants in the Vidarbha locale is 1 200 000, so the normal number of suicides was 116 every year, except it was observed to be 572 out of 2005, 1065 out of 2006 and 600 in year 2007.³A report by the Tata Institute of Social Sciences, Mumbai distinguished the explanations behind agriculturist's suicides: rehashed trim disappointments, failure to meet the expanding cost of development, and debt.⁴Even when

the administration declared help bundles for the influenced families and therapeutic measures, this did not prompt any quick constructive outcome on suicide conduct. It was accounted for that agriculturists' worries were not considered while structuring these alleviation bundles.

The Kasturba Rural Health Training Center (KRHTC) in Anji effectively executed the 'Network Led Initiatives for Child Survival' (CLICS) program in the 25 towns encompassing the Anji Primary Health Center in the Wardha region amid the period 2003 to 2008. As a piece of network assembly, Kisan Vikas Manch (KVM, ranchers improvement discussions) were shaped in every town to guarantee the contribution of men in the program. This people group based stage was utilized for Participatory Research and Action, wellbeing message dispersal and town based agrarian guidance.⁶As a stage towards independence and maintainability, KVMs under KRHTC were up-reviewed from casual gatherings to self improvement gatherings. KVMs ensured investment funds and guaranteed credits on adaptable conditions to its poor individuals and in this way could forestall endeavored suicides by two obliged ranchers. In September 2008, we welcomed KVM individuals from the 25 encompassing towns to take an interest in a dialog to investigate the different saw explanations behind agriculturists' suicides in the Vidarbha locale of Maharashtra, their common connections and to recommend arrangements.

Methodology:

The present developmental research was embraced in the 25 encompassing towns of KRHTC, Anji, which is situated in the Wardha locale of the Vidarbha district, around 758 km east from the state capital, Mumbai. This financially in reverse locale is situated in the north eastern piece of Maharashtra state and its economy relies upon agriculture.⁷Wardha is a sister city for Sevagram, and both were utilized as real places for the Indian Independence Movement, particularly as central command for a yearly gathering of the Indian National Congress in 1934, and Mahatma Gandhi's Ashram. In late time, rehashed trim disappointments, the expanding cost of development and obligation have made a circumstance that is prompting ranchers submitting suicide in the Vidarbha area.

There were 26 KVMs in 25 towns. Each KVM had 15-20 little scale male agriculturists as individuals. Out of this, 17 KVMs had been dynamic in sorting out town level specialized rural direction for every single other agriculturist. We welcomed in one part from every one of these 17 KVMs, who was eager to take an interest and talk unreservedly on this issue. A one day meeting was composed at KRHTC, Anji on multi day and at once advantageous to the members. Delegates from ten KVMs went to the gathering. This example estimate was sufficient for heap arranging as after fifth members, results were probably going to get rehashed with more than 0.75 connections of results.⁸After acquiring composed assent, a triangulation of free rundown and heap arranging practices was utilized to recognize different saw explanations behind agriculturists' suicides, their apparent connections to these variables and conceivable answers for location these problems.⁹In the free rundown work out, the members were requested to make an individual free rundown of the different purposes behind ranchers' suicides. Eleven reasons with moderately high Smith's S esteem were then heap arranged. Smith's S (Smith's saliency score) alludes to the significance, representativeness or noticeable quality of things to people or to the gathering, and is estimated in three different ways: word recurrence crosswise over records, word rank inside records and a mix of these two.¹⁰In the heap arranging exercise, the individual members were requested to bunch those chose reasons which they felt went together and propose

the answers for anticipate them. It was trailed by a semi-organized center gathering discourse (FGD) with these ten individuals. A note taker recorded the discourse. The information was investigated by Anthropac 4.98.1/X software. To get the aggregate picture, multi-dimensional scaling and various leveled bunch examination of heap sort information were embraced. To build the legitimacy of the outcomes, the discoveries of the free rundown, heap sort exercise and FGD were introduced to the members.

Afterward, the discoveries were deciphered and composed in the neighborhood dialect Marathi and after that coursed to 26 KVMs (with 15-20 individuals each) in encompassing towns for sharing and talk amid their month to month town based gatherings. A social specialist encouraged this gathering in all KVMs and acquired criticism from the other gathering individuals. These month to month gatherings were of one to two hours term and were held at night when the greater part of the individuals has returned from their rural work. This movement was completed over the time of one month.

In view of the heap arranging exercise, a center gathering exchange with ten agent KVM individuals and input from every one of the 26 KVM individuals were abridged. The third segment shows the activity proposed or being embraced by the state and focal government. Italic content implies coordinate citing from the members.

Conclusion-

In the free list exercise, the various eleven reasons found for farmers' suicide in our area in descending order of Smith's S value were as follows. 1) debt, 2) addiction, 3) environmental problems, 4) poor prices for farm produce, 5) stress and family responsibilities, 6) government apathy, 7) poor irrigation, 8) increased cost of cultivation, 9) private money lenders, 10) use of chemical fertilizers 11) crop failure. These items were then subjected to pile sorting exercise (Table 1).

Table 1: Reasons for farmers suicides in the Vidarbha region of Maharashtra, India

Reasons for farmers' suicide	Frequency across list	Average rank	Smith's S value
Debt	10	4.4	1.184
Addictions	4	3	0.53
Environmental problems	4	3	0.514
Poor price for farm produce	4	4.10	0.448
Stress and family responsibilities	4	8	0.326
Government apathy	4	7	0.318
Poor irrigation	2	2	0.286
Increased cost of cultivation	4	7	0.286
Private money lenders	4	7	0.272
Use of chemical fertilizers	6	11.2	0.258
Crop failure	4	8	.248

As found in the analysis of the pile sort data, eleven perceived reasons for farmers' suicides were clustered into five groups, which they thought of as mutually related to each other and suggested solutions for each group of problems. The solutions suggested for each group of problems was compiled in the second column of Table 2.

Table 2: The participants then formed groups of related reasons and suggested solutions for these group of problems (obtained from multidimensional clustering)

Reasons (from pile sort)	Suggested solutions (from free list exercise with descending Smith's S value)	Actions proposed or taken by the government (Central and State) ¹²
Crop failure, poor irrigation and increased cost of cultivation	1.Improve soil quality (soil testing)	Subsidiary income opportunities through horticulture,
	2.Organic farming	livestock, dairying, fisheries etc.
	3.Irrigation (well, canal, water harvesting)	
	4.Low cost management of farming	
	5.Support business with farming	Assured irrigation facilities.
	6.Crop insurance	Effective watershed management
Government apathy and poor price for farm produce	1.Farmer should sell their farm produce on their own	
	2.Do not rely much on government	
	3.Farmers' group can process raw products	
	4.Farmers should have their own warehouse	
	5.Farming as per market demand	
Use of chemical fertilizers and environmental problems	1.Organic farming	Seed replacement program.
	2.Promote farm-saved seeds	Organic Farming Technology Mission
	3.Low cost farming	
Stress, family responsibilities	1.Ensure women's participation	
	2.Camps for stress relief	

- | | | |
|------------------------------------|--|---|
| | 3.Counseling | |
| | 4.Family planning | |
| Debt, addictions and money lenders | 1.Avoid addictions | Ban on illegal private lending. |
| | 2.Avoid loans from private money lenders | Disbursing crop loans through SHGs. |
| | 3.Farmers club formation | Financial assistance for mass community |
| | 4.Hard work on farm | marriages |
| | 5.Avoid expenditure on rituals | |

Subsequently, in a focus group discussion, a participant said, "Nowadays there is no respect and dignity for farm workers. The government announced the relief package for the farmers but they are mere passive recipients of it and no efforts are being made in the direction of farmers' self-reliance for the future". In order to ensure self-reliance, farmers wanted capacity building and training on newer techniques of farming. We should be taken on study visits to other states or neighboring countries where farmers are working successfully against the adverse environmental conditions.

Even when the government has announced the relief package for farmers, suicides are still going on. In response to this one of the participating farmers suggested the need to develop a 'support system' for the farmers and said, "This has become a disease now. Similar to disease conditions such as malaria, filarial etc, there should be a monitoring system to identify vulnerable, poor, small-scale farmers and solve their problems".

The government encourages farmers to develop alternative sources of income. In response to this, farmers remarked, "the produce of such alternative sources should have market demand. Relief packages in the form of farm equipment are being distributed through the district or taluka level bureaucratic government system. Poor and needy farmers avoid going to district or taluka level as that requires frequent visits. Hence, to make the service accessible and bring transparency, participants said that such distribution should be done at village level 'Gram-sabha' [local self-help government] where all the villagers assemble and watch the process. This process will prevent manipulation by the distributing officers and the siphoning off of the poor farmers' benefit by rich farmers". Another farmer said, "The benefit from the government package goes to middle level or large scale farmers. Arranging a loan from the bank is a lengthy procedure and banks avoid giving loans to small farmers who have poor capacity to repay the loan. Hence, these poor small farmers go to private money lenders who verbally negotiate the business. He will be repaying such loans until his death."

Analysis

In the present investigation, ranchers saw obligation, dependence, ecological issues, poor costs for homestead deliver, stress and family duties, government lack of concern, poor water system, expanded expense of development, private cash moneylenders, utilization of substance manures and harvest disappointment as the most critical explanations behind agriculturists' suicides. Members proposed answers for these gatherings of issues. The real subjects that rose up out of the FGD were independence and limit working of agriculturists, a checking and

emotionally supportive network for powerless ranchers and a town level, straightforward framework for the dispensing of help bundles.

As indicated by an examination directed by the Indira Gandhi Institute of Development Research, Mumbai, the real purposes behind agriculturists' suicides are obligation, edit disappointment and low return, sickness of relatives, inability to orchestrate marriage of little girls and an absence of elective wellsprings of income.¹²In our investigation, taking an interest ranchers saw rancher suicides as an intricate interaction of eleven reasons which cover social, political and natural imperatives. Members saw that the human exercises, for example, overabundance utilization of compound manures and utilization of hereditarily changed seeds cause lost land biodiversity and rehashed edit disappointment, which in this manner lead to mind-boggling expenses of development and obligation. It was bothered by government arrangements identified with market costs, misuse by private cash loan specialists and its definitive wellbeing result was dissatisfaction prompting suicide. As found in our examination, ranchers are losing confidence in the legislature because of its inability to structure and actualize ace poor strategies for the greater part of little agriculturists who make due on farming. Numerous states have offered money related help bundles just to the groups of expired ranchers who were not able to oversee installments on their bank credits. Arrangement of alleviation offices alone isn't adequate as it has been seen on account of Andhra Pradesh where agriculturists submitted suicide to empower their families to share of the advantages of help packages.¹³In the present investigation, ranchers have recommended the advancement of a checking framework to distinguish defenseless agriculturists and offer them convenient help.

Without standardized fund, the agriculturists ordinarily resort to acquiring from private cash moneylenders. Fundamentally, the advances taken from the private moneylenders are hard to reimburse because of high financing costs. Henceforth, the administration ought to guarantee institutional fund and product protection to little ranchers. Maharashtra state government additionally plan to ease obligation, guarantee new yield advances for both little and enormous ranchers, dispense advances through the agriculturists' Self Help Groups, give appropriation of the product protection premium, energize the advancement of agro-preparing industry, give money related help to network marriage and empower natural farming.¹⁴As proposed by study members, to guarantee straightforwardness, its payment ought to be done through town level Gram-sabha which is significant to recover the confidence of poor little scale agriculturists and guarantee their survival. In the United States, there was an ascent in agriculturists' suicides after the Great Depression. To counter this, the administration began an agriculturists' protection program, which is the main major governmentally overseen protection program in existence.

Agriculturists communicated their anxieties for concoction composts and ecological debasement. The supplements of the dirt are being decimated by the over-utilization of pesticides and synthetic manures expected to effectively develop the hereditarily altered seeds. This rehashed debasement will result in the loss of land efficiency consequently putting future ages of ranchers at considerably more serious danger of neediness and famine.¹⁵In the present examination, members recommended the advancement of natural cultivating and decreasing reliance on products, for example, compound composts, pesticides, and hereditarily adjusted seeds. In rustic China, interminable pesticide introduction was observed to be related with self-destructive propensities, which bolsters discoveries from past studies.¹⁶Given the abnormal state of pesticide presentation and high suicide hazard, an illumination of the causal components

fundamental this affiliation and improvement of proper intercessions are needs for general wellbeing and wellbeing approach.

The requirement for stress alleviation camps and advising administrations for ranchers was communicated. Walker et al announced that even without mental horribleness, ranchers were bound to report that life does not merit living contrasted and the general population.¹⁷In Australia, a solid connection among's dry spells and suicide rates among agriculturists was found. Subsequently, if a dry season was anticipated, there was fast activation of social laborers, analysts and therapists to the dry spell hit locale alongside other strong measures while in India activity is transcendently constrained to political declaration of exgratia benefits and not towards counteractive action strategies.¹In India, there is a need to fortify the National Mental Health Program at essential medicinal services level to offer help and guiding to defenseless ranchers in country zones.

The present field-based developmental investigation investigated the ranchers' apparent reasons for suicides and their answers. These discoveries might be valuable for strategy detailing at neighborhood level. The impediments of the present investigation ought to be remembered. It was a little scale ponder directed in a restricted topographical zone. Consequently, further research at a more extensive dimension is required to affirm our discoveries. All in all, the agriculturists' suicides in Vidarbha are because of the mind boggling exchange of social, political and natural requirements. Subsequently, a far reaching mediation to guarantee confidence and limit working of agriculturists in current cultivating strategies, an observing and emotionally supportive network for helpless ranchers and a straightforward, town level framework for payment of alleviation bundles is required to keep ranchers' suicides sooner rather than later. These proposed intercessions are steady with the ongoing proposals by a self-sufficient regulatory preparing establishment by the legislature of Maharashtra.⁵ Apart from this, there is a need to reinforce the National Mental Health Program at essential human services level to offer help and directing to powerless agriculturists in country regions.

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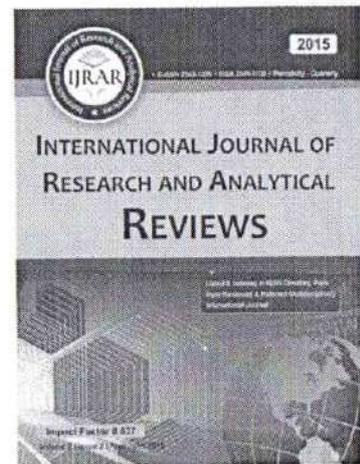
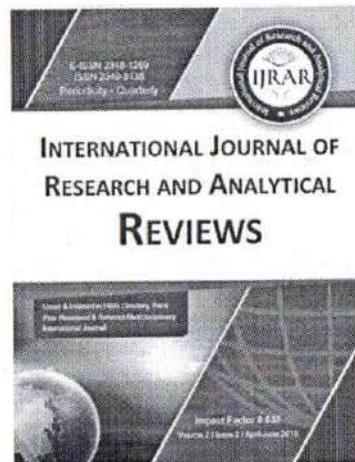
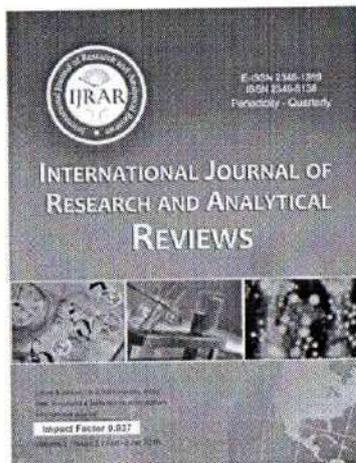
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125-128	Effect Cisplatin on Glycogen Contents in Freshwater Bivalve, <i>Corbiculastriatella (Deshayes 1854)</i> Bhosale P.A.	29
129-131	Taxonomic Algal Diversity Orders Volvocales, Tetrasporales, Euglenales, Chrysomonadales and Peridinales in Dimbhe Dam from Ambegaon Tehsil of Pune District (Maharashtra) Radhakishan Namdeo Tagad	30
132-134	Taxonomic Algal Diversity of Orders Chaetophorales, Cladophorales, Oedogoniales, Charales from Junnar and Ambegaon Tehsils of Pune District (Maharashtra) Radhakishan Namdeo Tagad	31
135-140	Some Ethno-Veterinary Plants from Toranmal Plateau, Nandurbar District, Maharashtra, India V.V.Bankar	32
141-144	The Efficiency of Arbuscular Mycorrhiza on Augmentation, Expansion, and Yield of Garlic (<i>Allium sativum</i> L.) Shinde S.K.	33
145-151	Study of Pollen Morphology and Preparation, Identification Key of Pollen Grain of Various Family Members at S.S.G.M College Campus Waghire H.B., Patil S.A., and M.N.Wabale	34
152-158	<i>Ex-Situ</i> Conservation of Siderophore Producing Endophytes: The Way Towards Sustainable Agriculture Anita V.Handore, S.R. Khandelwal and A.D.Bholay	35
159-163	Ichthyofaunal Biodiversity and Conservation Status of Majalgaon Reservoir, Marathwada, (M.S.), India R.T.Pawar	36
164-167	Folk Medicinal Plants Used in the Treatment of Skin Disorders of Malegaon Region A.S. Kale and P.S.Patil	37
168-171	Biochemical Analysis of Farm Pond Fresh Water Algae Aher A.A. and Wabale A.S.	38
172-175	<i>Ex-Situ</i> Conservation of <i>Adiantum Capillus -Veneris</i> Through Spore Culture Limaye Abhijit S., Surve Vaishali and Bhosale Kishor S.	39
176-178	Traditional Uses of Medicinal Plant by Tribal and Rural Folk from Sanganner taluka - Ahmednagar District, Maharashtra B.F.Mundhe	40
179-182	Diversity and Density of <i>Scenedesmus</i> of Ramkund at Panchwati Dist. Nashik, Maharashtra, India R.R.Sanap	41

Taxonomic Algal Diversity Orders Volvocales, Tetrasporales, Euglenales, Chryomonadales and Peridinales in Dimbhe dam from Ambegaon Tehsil of Pune District (Maharashtra)

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ABSTRACT: The Ambegaon tehsil in Pune District situated in between 19°7'0" Northern 73°44'0" Eastern latitude on the northern part of Deccan Plateau and composed of undulating hills. Ambegaon tehsil covers the area from Bhimashankar to Lakhapur. This tehsil has survived with the blessings of Kulguru Shree Khanderaiya of Bhimashankar. Agriculture is the main occupation of this region. Adivasi Tribes found in large number in this region. Attempts have been undertaken to bring out the Algal flora of this region. Periodical collections of algae from the study area were done from April 2014 to October 2015 at Dams as well as Rivers, Lake's, Puddles, Pulls etc. from Ambegaon Tehsil. The 47 species, 04 varieties belonging to 15 genera of 09 families from 05 orders of 04 classes from 04 divisions. Family Euglenaceae includes 04 genera, 26 species and 03 varieties while family Ceratiaceae and Haematococcaceae include only 1 genus and 1 species; Euglena is more densely occur in Ambegaon tehsil.

Keywords: Pune, Ambegaon, Euglena, Bhimashankar, Peridinales, Haematococcus

Introduction

Planktonic algal (sample) collection was made by using plankton net of blotting silk cloth 25 meshes/linear inch and analyzed qualitatively. Phytoplanktons were collected by using phytoplankton net from surface waters of impoundments. Collected samples were investigated from September 2017 to October 2018. The present investigation is undertaken with keep in mind that to study the algal population from Dimbhe Dam & its surrounds stations of study area.

Materials and Methods

The collected algal samples were preserved in a mixture of 50 ml of 95% ethyl alcohol, 5 ml of glacial acetic acid, 10 ml of 40% commercial formalin and 35 ml of distilled water.

The specimens are observed under microscope for 10X, 40X, 100X and Photographs were taken with the help digital camera under appropriate magnifications. The Vaucher specimens have been deposited at Dept. of Botany, Hon. Baladaheb Jadhav College, Ale, Tal. Junnar, Dist. Pune.

Periodical collections of algae from the study area were done from the Dams as well as Rivers, Lake's, Puddles, Pulls etc. from Ambegaon Tehsil. Sampling stations were carried away. The samples were bringing to laboratory for identification; Identification of specimens was mostly based on the keys given in standard monographs & literatures like Desikachari (1959), Randhawa (1959), Venkatraman (1961), Prescott (1951), Ramnathan (1964), Bourrilly (1970), Philipose (1967), Gonzalves (1981), Iyengar and Desikachari (1981), Desikachari *et al* (1990), Anand (1998) and Sarode and Kamat (1984).

List of Algal Specimens

Sr. No.	Name of Algal Specimen
1	<i>Volvox aureus</i> Ehrenberg
2	<i>Volvox globator</i> Linnem. Ehrb.
3	<i>Gonium pectorale</i> Muller
4	<i>Gonium sociale</i> (Duj.) Warming in Bot.
5	<i>Pandorinamorum</i> (Muller) Bory
6	<i>Eudorina elegans</i> Ehrenberg
7	<i>Chlamydomonas globosa</i> Snow
8	<i>Chlamydomonas polypyrenoideum</i> Prescott

Summary and Conclusion

Since the dawn of civilization, water has been the most important raw material for civilization. It is one of the vital sources of all kinds of life on the earth. Economically, culturally and biologically water is most useful natural resource on the earth. We use water for drinking, bathing, cooking, cooling, irrigation, transportation, energy power and recreation. Thus, water is nature's gift to the living world including human race. Our biosphere consists of 71 % of water out of which fresh water environment occupied only 2.6 %. For the usable purpose only 0.62 % water from lakes, streams, rivers and other resources are available for the living organisms.

9	<i>Chlamydomonas</i> Fritsch and Takeda
10	<i>Sphaerellopsis</i> yengari Balakrishnan
11	<i>Haematococcus</i> (Girard) Rostafinski
12	<i>Gloeoecystis</i> (Kuetz) Lagerheim
13	<i>Sphaerocystis</i> (Chodat)
14	<i>Euglena acus</i> Ehrenberg
15	<i>Euglena acus</i> Ehrenberg v. <i>rigida</i> Huebner
16	<i>Euglena geniculata</i> Dujardin
17	<i>Euglena gracilis</i> Klebs
18	<i>Euglena limnophila</i> Lemm.
19	<i>Euglena minuta</i> Prescott
20	<i>Euglena oblonga</i> Schmitz
21	<i>Euglena oxyuris</i> Schmarida
22	<i>Euglena polymorpha</i> Danggaard
23	<i>Euglena proxima</i> Danggaard
24	<i>Euglena rostrifera</i> L.P. Jonsen
25	<i>Euglena sanguinea</i> Ehrenberg
26	<i>Euglena satelles</i> Brast Spect
27	<i>Euglena spiroides</i> Lemmermann
28	<i>Euglena tuba</i> H. J. Carter
29	<i>Lepocincis fusiformis</i> (Carter) Lemmermann
30	<i>Lepocencalis texta</i> (Duj.) Lemm
31	<i>Phacus curvicauda</i> Swirenko
32	<i>Phacu shellcoidea</i> Fochmann
33	<i>Phacus ismorensis</i> Playfair
34	<i>Phacus longicauda</i> (Ehrenb.) Dujardin
35	<i>Phacus longicauda</i> (Ehr.) Dur. v. <i>insecta</i> Hub Pestalo
36	<i>Phacus pulcher</i> Roll
37	<i>Phacus ranula</i> Pochm
38	<i>Phacus swirenko</i> Skvortzow
39	<i>Phacus tortus</i> (Lemm) Skvortzow
40	<i>Trarhelimonas dubia</i> (Swir.) Deflandre
41	<i>Trarhelimonas intermedia</i> Danggaard
42	<i>Trarhelimonas rotunda</i> Swirenko
43	<i>Trarhelimonas volvocina</i> Ehr. v. <i>punctata</i> Playfair
44	<i>Mallomonas acaroides</i> v. <i>maskovensis</i> (Wermel) Krieger
45	<i>Mallomonas tonsurata</i> Telling
46	<i>Glenodinium borgei</i> (Lemm.) Schiller
47	<i>Glenodinium pulvisculus</i> (Ehrenb) Stein
48	<i>Glenodinium quadridens</i> (Stein) Schiller
49	<i>Peridinium cinctum</i> (Muell.) Ehrenberg Stein
50	<i>Peridinium pusillum</i> (Penard) Lemmermann
51	<i>Ceratium hirundinella</i> (O.F. Muell.) Dujardin

EMERGING TRENDS IN BIODIVERSITY CONSERVATION (ETBC-2019)

Organized by Department of Botany, K.J. Somaiya College of Arts, Commerce and Science, Kopergaon

In India most of the cities, towns, villages and industries are situated at the bank of rivers and lakes. Due to uncontrolled population, the huge quantity of untreated sewage is being added everyday in these different water reservoirs. Besides these, industrial wastes, residues of insecticides, pesticides, excess agricultural fertilizers also added in these fresh water eco-systems causing pollution and creates health hazards.

Present study is on the taxonomic data of algal species were collected from Dimbhe Dam, It is located on Ghod River at Dimbhe 11 kms away from Ghodegaon in Ambegaon Tehsil. Water samples were collected periodically from above this sampling station. For qualitative analysis, water samples were collected separately in the bottles. Collections were done from streams, rivers, ponds, puddles, and impoundments during and after monsoon season from Ambegaon Tehsil of Pune District. Algae of different habitats were collected from these localities such as - planktonic, benthic, epiphytic and from epiphyllous .

Quantitative estimation was done for phytoplankton by Lackey's drop method (Lackey, 1938). Algal identification was carried out by using standard literature and monographs. Microphotographs of algal plants encountered during investigation period were taken. I have collected 51 algal specimens. The 47 species, 04 varieties belonging to 15 genera of 09 families from 05 orders of 04 classes from 04 divisions .

Conclusions

- ❖ This research work helps us to know type of algal flora of the study area.
- ❖ The data gathered serves as base line data for planning utilization and conservation strategies of algae.
- ❖ Phytoplankton studies helps us to know primary producers (Qualitatively and quantitatively) of the study area.
- ❖ This research work may help all the phycological students to study the algal vegetation in Ambegaon.

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**INDEX**

No.	Title of the Paper	Author's Name	Page No.
1	Social Realistic Perspective on Naxalism and Terrorism in The Select Indian English Novels	P.R.Bhabad	11
2	Egalitarianism in Khushwant Singh's Train to Pakistan	Dr. Ashok Chaskar	14
3	Tricontinentalism in V S Naipaul's The Mimiv Men	Dr. Sangita Ghodake	19
4	Diasporic Sensibility in Indian English Literature	Dr. Machhindra Varpe	26
5	Harivansh Batra :A Protagonist in Chaman Nahal's Sunrise in Fiji	Prin. Dr. B. D. Ghodake	29
6	Ethnicizing Nation: A Study in South Asian Ethnic Politics.	Dr. Pandurang Barkale	33
7	The Centrality of Place in Anita Desai's Cry The Peacock and Village By The Sea	Dr. Anil Patil	40
8	Bastardized Capitalism: Amitav Ghosh's Sea of Poppies a Postcolonial View	Dr. Brijesh Tambe	46
9	Features of Literature Dealing With Multiculturalism	Dr. Mangesh Gore	51
10	Issues of Identity in Samina Ali's 'Madras on Rainy Days	Dr.Sanjay Zagade	56
11	Representing the Postcolonial Subaltern: A Study of Aravind Adiga's Last Man in Tower	Mr. Anand Hipparkar	59
12	Post-Colonial Impact of Indian English Literature: A Case Study of Select Novels	Prof. Rameshwar Dusunge	64
13	A Post-Colonial Approach: Environmentalist and Movements	Dr. Mahavir Sankla	68
14	Portrayal of Subaltern Existence of Women in Imtiaz Dharker's Poetry	Dr. Shantilal Ghegade	73
15	'Magic Realism' in Salman Rushdie's 'Midnight Children	Mr. Ananda Pandhare	78
16	Jhumpa Lahiri's The Namesake: A Diasporic Reading	Dr. Sanjay Khilare	82
17	Reflection of Indian Culture And Indian English In Raja Rao's Kanthapura: A Postcolonial Perspective	Dr. K.D.Sonawane	88
18	Indian Writing in English	Dr. Kamalakar Jadhav	91
19	Identity Crisis in V.S. Naipaul's A House for Mr. Biswas	Anil Kale	93
20	The Shifting Identities of Women in Chitra Banerjee Divakaruni's The Mistress of Spices	Dr. Kishorkumar Gaikawad	96
21	Interface Between Science and Fiction In Rimi B. Chatterjee's Signal Red	Dr. Vijaykumar Punekar	100
22	Nationalism To Post Colonialism: A Critical Perspective	Dr. Nandkumar Shinde.	103
23	Indigenous Model of Resistance: Reading Lagan	Dr Ravindra Vaidya	109
24	The Loss of Cultural Inheritance in 'The Inheritance of Loss'	Dr.Ganesh Sonawane	113
25	The Expressives in 'The Princess of Avanti'	Keshav Borkar	116
26	Postcolonial Indian Diasporic Writing is A Forum for Immigrant Experience and It is Also A Search Self-Identity	Prof. Prakash Misal & Prof. Nitin Survase	120
27	Omparing Colonial and Post-Colonial Period With Reference To Nation And Family: A View of Amitav Ghosh	Dr. Sailendra Bansode	124



The Expressives in 'The Princess of Avanti'

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Abstract:

As a human-being we communicate our sentiments and thoughts by means of language, which are expressed through literary discourse. Every utterance that is read in literary creation or that we speak in real life, is a speech act. Again, human relationship depends on mutual sharing. In a short fiction, we come across action, thought and dialogues of its characters in the form of precise and well structured plot. So also the short story writer has his own limitations of length and diction. Therefore, sometimes it becomes a task for the common readers to understand and reveal the real state of mind of the characters presented in the short story. Hence, it is better to analyze and interpret the utterances of the characters by applying speech act theories for the better understanding of the readers.

Keywords: Literary Discourse and Language, Restrictions for the Short Story Writer, Speech Acts, Intentions and Motives of the Characters, Proper Interpretation of Literature by the Readers

Language is a blessing for the mankind for expressing their emotions and thoughts. It's true that language is a means of communication; it creates and maintains interpersonal relations. Further, language is creative and dynamic phenomenon. We use language differently in different situations depending on our intentions. Our use of words and sentence-structure depends on what we need to be highlighted or focused. Our utterances reflect socio-cultural and economic condition of a particular idealism. Authenticity of the characters can be pointed out through their utterances. Human utterances express the individual emotions and thoughts as well as universal trends of human life.

Emergence of Pragmatics took place on the scene of linguistics at the end of 1970's, however it has captured the attention of many scholars, since it studies the use of language in daily-life. As George Yule has rightly pointed out: "Pragmatics is the study of how more gets communicated than is said."

According to Leech— "Pragmatics can be usually defined as the study of how utterances have meanings in situation." Pragmatics plays an important role in the study of how human use language. If there is not pragmatics we can't understand human language behavior. It is not the branch of static analysis, since language is dynamic. Pragmatics includes various concepts like speech act, implicature, politeness principles and co-operative principles.

Among the pragmatic terms, speech act is a major term which is used in the mode of communication. Language is one of the powerful tools to be used in doing things via speech. In every utterance, a speaker performs an act which is called a 'speech act'. Actually, interpersonal human relationships depend on the acts of communication. Hence, when people speak, they do not produce only sounds, but they also perform actions of many types such as stating, ordering, requesting and questioning. Therefore, speech act study of any literary work is a novel attempt in the world of research-study.



The speech situation determines whether the use of language is appropriate or inappropriate, not only in relation to the linguistic context of an interaction but also in relation to the situational context, both physical and social. The social situation in which an interaction takes place includes both the immediate setting- i.e. social nature of the occasion and the subject matter of the exchange. The cultural norms, relative status of the participants play a major role sharing the information and the attitude in the conversation.

The language is used in our daily routine life, not merely to exhibit our knowledge but to achieve goals and accomplish some specific acts. An utterance constitutes an act. A speech act is an act performed by speaking something in a context with respect to a listener. In the utterances such as 'I promise', 'I christen', 'I bet', acts are just not described but they are simultaneously being performed as acts of 'promising', 'christening', 'betting', respectively.

Social or instrumental acts and speech acts are totally different from each other though they include certain social conventions. The differentiation is due to the reason that speech acts use language for their fulfillments, but instrumental acts like body language, facial expression, gestures that enable to convey a message are non-linguistic acts. Instrumental acts such as bending low, removing hat, which display reverence, can be only realized physically.

Austin asserts that saying is "doing" things if it fulfills the appropriate conditions. They are called felicity conditions. His most significant contribution is the distinction between locutionary, illocutionary and perlocutionary acts. A locutionary act is a simple speech act generating sounds that are linked together by grammatical conventions so as to say something meaningful. Among speakers of English speech act theory broadly explains these utterances as having three parts for example, "It is raining" performs the locutionary act of saying that it is raining. An illocutionary act is any speech act that amounts to stating, questioning, commanding, promising and so on. It is an act performed in saying something, as contrasted with a locutionary act, the act of saying something, the locution and also contrasted with a perlocutionary act, an act performed by saying something. Illocutionary force is roughly the speakers' intention behind the production of illocutionary act, including its communicative point, attitudes and presuppositions.

Searle, from his own point of view tried to expand Austin's classification of utterance with respect to the locutionary force. He suggests that utterance can be classified into assertive, directive, declarative, commissive and expressive which can be realized if they fulfill felicity conditions. Searle further distinguishes between a direct speech act and indirect speech act. A direct speech act is one in which there is one to one correspondence between the structure and the function. On the other hand, indirect speech act is an act through which one locutionary act is performed via another indirectly. For example, in a direct speech act, 'what is the time now?' asked by a passenger to another passenger, is a question seeking information. But if the same question is asked by the teacher to some late-coming student in the class-room situation, then indirectly the teacher is not asking for information but persuading the student to come in time.

For the effective communication, direct and indirect speech acts are useful tools. In direct speech act the intended message of the utterance could be derived directly from the words uttered by the speaker. Here, the speaker's intention is directly reflected by the semantics of the utterance. On the contrary, in indirect speech act we frequently find that people express their wishes indirectly, since direct acts seem to be imposing, pressurizing and threatening. In some context people express their illocutionary intentions in more indirect ways, for example, 'Parking



the vehicles here is troublesome' is indirectly requesting the listener to remove the vehicles rather than ordering him to do the same.

Some aspects of human life are brought out with brevity through some minor literary forms like creative essay and a short poem. A short story is one of such literary discourses which is a brief work of fiction. Like novel, it organizes the action, thought and dialogues of its characters into the artful patterns of plot. It focuses on the state of mind, motivation, intention and moral qualities of the protagonist. The short story writer has his own limitations: therefore, he employs different strategies of communication to develop the full growth of different characters.

'The Princess of Avanti' is a short story narrating the incident of the confrontation between the old woman who believed herself to be the princess of Avanti and the three young men. The writer presents the sketch of poor old woman and the portraits of three young shabby men. Initially, the three young men in shabby clothes greet and flatter the woman, but later on their intention of establishing conversation with the woman seems to be typical and strange.

In the story, the old woman sits in a public-park with the packed lunch provided by her daughter-in-law. She hides the packet carefully behind a bush. Then she stretches her legs and begins to curl a strand of hair. Suddenly, there arrive three young men in shabby clothes and they greet her with folded hands by saying---

**"Namaskaram, O Princess of Avanti" and
"We do hope that you are in perfect health"**

These words of greeting appear to be the structure of assertion, but the intention of the tallest man among the three men is different one. Therefore, it appears that though the woman is old, weak and ugly; he flatters her and flattery of someone can have the touch of some personal, private and selfish intention. Hence, the above-mentioned utterance is a fine instance of expressive speech act.

After a certain span of time, the three young men introduce themselves to her that they are the kings and rulers belonging to the different kingdoms like Vangarajya. They also express their hearty desire that the woman would select one of them as her husband. By smiling happily, the woman looks at them and says---

"I am certainly glad to meet the three of you."

Here, in this case, again the utterance of the woman seems to be assertive expression; but if we analyze it pragmatically, it is the expression of her feeling of joy as well as her readiness to enjoy the pleasure-giving company of the three young men. In a sense, it is also expressive speech act.

Then the three men suggest the hag not to go to home that evening but to hide herself behind a bush. They inform her as well that after the park is locked they will climb over the wall and go to her and they will celebrate her wedding inside that beautiful park. The woman gets impressed to listen to their offer and she claps her hands. Consequently, she becomes ready to see them again. By observing her readiness, one of the three young men says---

"We love you passionately".

The utterance of the man is an instance of expressive speech act because though it is structurally a statement, the underlying meaning of the statement shows the man's strong passion to enjoy the company of that old hag.

Further, they request her not to disappoint them, and it is again accepted positively by the woman. But suddenly the young men remove her dress and they find that she had no

undergarments. One of them takes a long look at her sagging breasts and laughs loudly. The woman now might understand their bad intention and she pleads them not to hurt her. But one of the three young men who claims himself to be the king of Kalinga, now reminds her—

“O beautiful one, we are your husbands.”

The woman now responds to him vaguely and typically—

“Oh, you hurt me terribly, -----, I cannot bear this pain. Do not bite me to death.”

This utterance of the woman consists of assertion and direction at surface level; but from pragmatic point of view, they seem to be the signs of inner pain of the woman as well as her realization of the evil intention of the three young men. Consequently, she hopes that they should not trouble a helpless, weak and old hag. So these utterances could be claimed as fine examples of expressive speech act.

When the woman comes to know the vulgar and shabby nature of the young men, she declares and admits to them that she is not the real princess of Avanti and she also tries to assert them:

“I do not like to get married.”

Here, during this event, woman's like and dislike about the institute of marriage is not important; the inner conflict started in her mind is more considerable. After realization of the bad intentions of the young men, she has started suffering and she now wants to stop that suffering. And therefore, she expresses her unreadiness with the help of emotive utterance, which itself is expressive speech act. But the three young men threaten the woman that they will kill her and finally they do it and she is killed.

In short, most of the above mentioned utterances selected from the concerned story are the signs of expressive speech act because they are the proofs of inner emotions, desires, motives and intentions of the particular characters. To conclude, the application of Searle's theories of speech act — direct speech act and indirect speech act as well as his typology- assertive, directive, declarative, commissive and expressive are novel landmarks in the study of literary discourse. The application of these theories to the utterances of the characters in the postcolonial fiction help the readers to understand the inner emotions, desires, motives and intentions of the human-beings in a better manner.

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INDEX

No.	Title of the Paper	Author's Name	Page No.
1	Interface Between Society and Literature: Does Media Matter?	Dr. Laxman Gnawali	07
2	Language, Culture and Literature	Dr. B. S. Valke	08
3	The India Pakistan Conundrum	Dr. Purnima Kulkarni	13
4	Nissim Ezekiel's "Goodbye Party For Miss Pushpa T. S.": A Stylistic Analysis of Language and Culture	Dr. Uddhav Ashturkar	18
5	Withering Relationships in the Inheritance of Loss	Dr. Chetan Deshmane	27
6	Internet as an Effective Tool for Teaching and Learning English Language.	Dr. Balasaheb Sagade	32
7	Mahashweta Devi's Mother of 1084: Disrupting the Normative Hegemonic Institution of the Family	Dr. Shyaonti Talwar	36
8	Current Trends in E-Learning	Dr. V. G. Sadh	39
9	Cultural Aspects in R.K.Naryan's 'the Guide'	Dr. Anupama Pol	43
10	Postcolonial Reading of Nursery Rhymes in English; An Agency to Nurture Cultural Bias And Stereotypes(?)	Dr. Abhisarika Prajapati	46
11	Poetry in the Age of Social Media	Mr. Hassan Jalal A. M. Weshah & Dr. (Mrs.) Farhana Khan	49
12	Use of Picture Associated English Language Teaching in Urdu Medium School	Archana Gatkal & Shaikh Taiba Kausar Yusuf	53
13	Reviewing Native Tribe's Eco-Cultural Survival through Environmental Activism in Hogan's <i>Solar Storms</i>	Dr. R. D. Gholap	58
14	Preventing the Risks of Violence against Children in Yemen	Fares Mohammed & Saleh Al-Mussallmi	62
15	The Role of Media for Developing Vocabulary of English Language	Dr. S. J. Ghotekar	66
16	Voice of the Voiceless in Chinua Achebe's "Things Fall Apart"	Priyanka Sharma & Dr Kirti Tiwari	72
17	Language Devices Used in the Poetry of Kamala Das	Prof. Priya Kapadne	75
18	Australia – A Land of Multicultural Society	Rekha Pincha & Dr. Mahima Gautam	79
19	Outsider Insider : A Reflective Study of The Representation of the North East India in the Society and Media	Mr. Eltrin D'souza	83
20	Preludial Ramifications of the Voyagers : Artistic Aspirations and Cultural Overtones in James Joyce's <i>A Portrait of the Artist as a Young Man</i> and Lloyd Jones' <i>Here at the End of the World We Learn to Dance</i>	Mr. A. V. Deshmukh	87
21	Cultural Impressions in Selected Work of Kazuo Ishiguro : An Overview	Ms. Aparajita Sadh	90
22	Translation – A Sullen Art or Transcreation?	Pratixa Parekh	94
23	Media Adaptations of Mahabharata: Retellings & Reimaginings	Prof. Siddeshwar Kamati	98
24	Nature Versus Culture : A Postmodern Reading of Kiran Nagarkar's <i>God's Little Soldier</i>	Smt. Lawrencia Susan K. A.	100
25	The Postmodern Multiverse: Navigating Infinite Universes and Unlimited Realities	Seema C.	104



26	Basic Concepts in the Study of Literature	Geetanshu Narula	108
27	Contributions of Arab-American Women Authors in Literature	Yahya Ali Saleh Al-Quhali & Dr. Nagnath Totawad	113
28	Imagined Communities and Motherland in Al-Shaykh " <i>Beirut Blues</i> "	Athiya Sultana	117
29	Legitimizing an Ideology of Distrust : An Arendtian Reading of Post-Truth as a Cultural Phenomenon	Dr. Basudhara Roy	121
30	Woman's Power & Sacrifice in Henrik Ibsen's <i>Ghost</i>	Mr. Ibrahim A. M. Maslamani	127
31	The Cultural Impact on Using Grammatical Cohesion by Arab Yemeni and Indian Editorial Writers : A Comparative Study	Mohammed N. S. Nasser & Dr. Sunil Raut	130
32	A Critical Evaluation of the Most Influential Writings on English Literary Studies in Indian Universities	Khan Asma Kauser	134
33	Language and Sense Devices in Sarojini Naidu and Nissim Ezekiel's Poetry	Savitri S. Jambaldinni	137
34	Jawahar Lal Nehru's Cultural and Humanistic Ideas : A Selective Literary Prose Study	Dr. Nayyar Jahan	145
35	A Study of Oral History from Two Villages of Tamil Nadu	Dr. Laxmi Periyaswamy	149
36	Social Conflicts in Mulk Raj Anand's ' <i>Coolie</i> '	Dr. Sunil Gaikwad	152
37	Absurdity of Human Existence in Alekar's Play Begum Barve	Manish Gomase	155
38	Indian Literature in English Translation: At a Glance	Gorakshanath Nishane	161
39	Sense of Alienation of Diasporic Characters in Lahiri's Hell-Heaven and Unaccustomed Earth	Dr. Subhash Zanake & Mr. Pravin Bhaskar	165
40	Transcendent Liveliness with Human Insight in the Poem of Naomi's 'Kindness'	P. Amudha	168
41	Media : A Social Need	Prof. Bhagyashri Shelake	169
42	A Study to Check the Impact of English Enhancement Course on B.Ed. Students	Priti Sonar	171
43	A Study of Indian Culture Reflected in Novel ' <i>The Guide</i> ' by R.K.Narayan	Asst. Prof. Asha Parigha Bhimrao Thoke	174
44	Cyber feminism, Cyberculture and their Impact on Women	Abdal Hmeed Hassen Abdallah Althahiany	177
45	The Role of University Education Based on Knowledge Economy in Human Resource Development in Yemen	Mr. Sultan Mohammed Gaber Abohadi & Dr. Ganesh Shetkar	182
46	Cultural- Linguistic Code- Switching in Vijay Tendulkar's Translated Play: 'Kamala'	Mr. Rajendra B. Shinde	186
47	"The Role of Culture in Jane Austen's Fiction"	Dr. Rajani S. Patil	190
48	Resuscitating Rhetoric : A Very Short Review of Rhetoric Persuasion	Sachin Bagul	195
49	Issues and Challenges in Teaching English Language to Tribal Students through E-Content	Prof. Shailesh Bagdane	200
50	Internet as a Tool in Learning	Prof. Sudharma Kale	204
51	Cultural Slavery in August Wilson's Play : Joe Turner's Come and Gone	Dr. Eknath Bhalerao	208



52	Culture Based Problems in Teaching English	Dr. D. J. Nerpagar	211
53	Sense of Alienation of Diasporic Characters in Lahiri's Hell-Heaven and Unaccustomed Earth	Dr. Subhash Zanake & Mr. Pravin Bhaskar	211
54	Journey from Gender Segregation Towards Empowerment in Mahasweta Devi's Selected Short Stories	Dr. Bharati Khairnar	217
55	Internet: the Modern Genie for The Study of Literature "The Internet As Aladdin Ka Diya"	Ankita Chauhan	222
56	Songs of Bhils : A Cultural Reflection	Mr. Mohan Yogesh Ramesh	225
57	A Brief Study of Thematic Concerns in The Selected Translated Short Stories	Sonali B. Govind & Sachin V. Bagul	229
58	Multiple Interpretations of Speech Acts In Kamala Das's 'Leukaemia'	Keshav N. Borkar	233
59	Subordinate Position of Women Characters in Kiran Desai's Novel the Inheritance of Loss	Sandeep Sanap	237
60	Fantasy in Children's Literature	Prof. Ketaki Chaudhari	242
61	Multiculturalism: A New Dimension of Indian Writing in English with Special Reference to the Novel Shadow Lines by Amitav Ghosh	Manisha Godse	245
62	The Role of Culture in Literature	Mrs. Rekha Ghuge	249
63	Multiculturalism Reflected in 'The God of Small Things' and 'The White Tiger'	Bharati Sudhakar Rajebhosale & Dr. Swapna Vyawahare	252
64	Multiculturalism in the Novels of Kiran Desai's 'The Inheritance of Loss', Manju Kapur's 'The Immigrant' And Jhumpa Lahiri's 'The Namesake':	Smt. L. C. Devre	255
65	Children's Literature : Grown- Up's Fantasy	Somnath B. Mahale	258
66	Thematic Perspectives of the Selected Modern American Dramatists	Vaishali Bhagwan Patil & Dr. Balasaheb Pawar	261
67	Translation: As A Courier of Culture with Special Reference to <i>Old Stone Mansion</i>	Mr. Ananadrao Mhasde	264
68	Multicultural Aspects in Jasmine by Bharati Mukherjee	Arati Shringarpure	268
69	Significance of Nature and Ecocriticism in Indian Fiction in English Literature	Kailash Atkare	270
70	ILET: Tagore's Spiritual Humanism- A Select Poems From 'The Gitanjali'	Dr. Hanumant Jawalge	276
71	The Role of Culture in Literature	Prof. Savita Jadhav	279
72	Odyssey and Love: Recurrent Themes in the Novels of Paulo Coelho	Mr. Gorakh Jondhale & Dr. Vinita Basantani	281
73	Reflection of Birds in Proverbs-A Socio Cultural Study (With Special Reference to <i>An Owl</i>)	Smt. J. V. Govardhane	284
74	Use of Interchange Technique in English Translation of <i>Yayati</i>	Mr. Anand Sanap	287
75	A Study of <i>The Vegetarian</i> by Han Kang : An Ecofeminist Perspective	Sharayu O. Sonawane & Dr. Veena Nare	291
76	Societal Detachment: A Psychoanalytical Study of Maneck, the Protagonist of ' <i>A Fine Balance</i> ' by Rohinton Mistry	Kanchan Sonar	295
77	A Study of New Historicism and Culture with Reference to Mahesh Elkunchwar's ' <i>The Old Stone Mansion</i> '	Sunita Borde	298
78	Discourse Analysis : An Approach to Pragmatic Understanding of Fiction	Mr. Pawanjay Sudewad	302



79	Developmental Stages of Banjara Community in India : A Survey	Prof. Sanjay Rathod	305
80	Use of Internet in Education	Darshan Deodhe	309
81	Conflicts of Culture in Amitav Ghosh's <i>The Hungry Tide</i>	Rajendra Shankar Hire	313
82	Film Adaptations of Bildungsromane : <i>Bush Under A Banyan Tree?</i>	Tushar C. Patil	317
83	Diaspora and Food Culture	Dr. Yogesh Gangurde	320
84	Indian Diasporic Fiction in English with Special Reference to Jhumpa Lahiri's <i>The Namesake</i>	Ms. Varsha Aher	324
85	Debating Post-colonial Interpretations of A Passage to India	Mr. Sharad Chavhan	327

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Interface between Society and Literature : Does Media Matter?

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From archaic inscriptions scrawled on stones and cave walls several thousand years ago, to the thousands and millions of books in circulation today, man seems to have always held a deep fascination transcribing his thoughts and emotions into something material, something he could look at, touch and feel. It seems to fulfil an intrinsic urge in man, to be able to see his thoughts take shape in the real world. Those very thoughts, however, akin to wet clay, are under constant influence of the surroundings that man is born into. So, it goes without saying, a man, when he writes, writes under influence.

And there is the other side.

Oscar Wilde said it true when he said, "Literature always anticipates life. It does not copy it, but moulds it to its purpose." Does that mean, the literature of today will influence future societies? The evidence lies in our past and in our fascination with performance arts, from plays to films to music videos. What if those bearded Greek playwrights from hundreds of years ago, Homer and Sophocles, resplendent in their colourful robes, had decided to scribble something other than Iliad and Antigone onto their papyrus rolls? What about Bharat Muni's Natyashastra? Would there even have been a Bollywood without these intellectual men who influenced generations unto generations with their love for the performing arts?

This begs the question, did man beget literature or did literature beget man? This may seem like the classic chicken-egg conundrum, but I think I may have the answer. Our forefathers, as Maslow realized the age-old truth of wants begetting further wants, with their bellies full and lazing around in a warm cave, had the sudden urge to scribble the walls depicting their lives. So, man, taking inspiration from and under the influence of his surrounding, beget the first piece of literature. And the rest as they say, is history.

But, here today, we have a new element in our midst, one we did not see coming until it was upon us. Media, or the amalgamation of all the mediums of communications that are around us, from print and voice to multimedia on the internet, and the gigantic industry that has sprung up behind it to deliver to you your daily dose of what you should think, how you should behave and what you should wear and eat.

Where does literature stand in this new phenomenon? Sure, it helps, from talented writers struggling under the traditional publishing industry finding new voices in their blogs, to the next philosopher reaching out to his disciples, each citizen of the internet has a voice and a presence in the World Wide Web. The ultimate form of democracy, the internet. But, literature in its purest form, seems not to have adapted so well in these new surroundings. So, in the light of all this, does literature, as a phenomenon and an entity, need to adapt itself to a society driven by mediated consumption?

Let's contemplate together.



Language, Culture and Literature

Dr. B. S. Valke

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Presently, Director, Academy for Communication in English

Preliminaries

Language is the carrier of culture, welcome to culture. We come to know the culture of a person from the way (s) he speaks.

Culture conceives language and gets manifested through it. In the process it shapes language and keeps on enriching it.

Language and culture are thus fused together. They are 'interrelated and interdependent. One cannot exist without the other'. (Nagamani 2015).

Literature is language in action. Whether print or non-print, literature acquires a form of communication. Language is its medium while culture is its essence. Literature radiates the culture of a given community it emanates from.

The term 'culture' refers to the way we think (our mental structure) and the way we operate in our daily transactions (our psychological make-up) which ultimately result from our traditions, belief system, customs, religious practices, our bringing up and exposure to reality.

What we have to bear in mind is 'the civilizational changes happening around us are occurring in and through language- whether spoken or written, literary or non-literary, published text or hypertext' (Syal 2003)

It is also necessary to note that 'the notion of social acceptability and the correct use of language are dependent on the norms of behavior in the target languages' (David 2005).

In this context, we also have to consider the role of 'cross-cultural pragmatics- similarities and differences in cultural norms for expressing and understanding messages'. (Carter and Nunan 2001)

Language, culture and literature function hand in hand and compliment each other making their specific features come out distinctly. That is why the learning of any language implies understanding the culture of that language.

We have to think of the teaching and learning of English as a means of global communication and the teaching of literature with reference to our culture and our literary tradition.

Though India is supposed to be 'the third largest English - speaking country in the world' (Mc Arthur 1996) and probably we have more English users than that of Briton, we have to take into account three important facts.

1. We have been learning English as non-native speakers. English is not our first language. It is learnt as a second language in addition to our mother tongue.
2. Though our students learn English for 10 to 15 years and a large number of people use it all the time, it is yet to become the language of their emotional life.
3. We need English primarily for the practical purpose of internal communication within the county and outside communication because we need to talk to the world about ourselves. We have to teach and learn English from this pragmatic point of view.



Learning English as non-native users

Though our children may go to the so-called International English Medium Schools or Convent Schools, the fact remains that they acquire English as non-native learners who have already acquired their mother-tongue which keeps on constantly interfering with learning English. Our learners end up with no confidence in using either English or their mother tongue. Even theoretically, they can hardly hope to achieve the native intuition and native competence.

Secondly, in most of our vernacular schools only grammar (that too in isolation) is done by teachers whose English is questionable. English is not taught from the usage point of view. For example: What is the meaning of 'get'?

Our students should be made to experience various nuances of 'get' when used in different contexts.

She'll get what she's been looking for.

Do you get what I say?

Let me get something for you to eat.

How to get to the railway station!

Why don't you get your mobile repaired?

Let's get going.

Get out of here!

and so on.

We teach spoken English - how to say something when students are unable to frame sentences and do not know what to say when.

At the top of it all, many English medium schools teach vowels and consonants for doing English (Phonics) at the KG level. **Is English really close to our heart?**

We are yet to make English the language of our heart.

'English with most Indians is still a language of official public affair, of intellectual and academic debates. They do not use English for their most intimate purposes, 'to think and feel, bless and curse, quarrel and kiss'. (Kailaspathy and Anantmurthy 1964). English perhaps is in the brain of the Indian, but not in his blood and bones'. (Naik 1982)

The moral is we use English mainly in formal situations, for formal communication. **Let us reconsider the objectives of teaching English in India.**

We need not teach English to produce experts of Shakespeare or Milton. We have to learn it in order to make use of it for our practical purposes in our daily life.

In a multilingual and multicultural country like India, we have to learn English.

- a) For communicating with each other so that different states and geographical regions with different languages and cultures can understand each other better. It can promote unity in diversity. So we need English basically as a lingua franca – a link language for internal communication.

The question is: Do we teach English from this point of view?

- b) We also need English, apart from for 'social mobility' and 'economic success', to project our identity and values to the world. We have to talk about our ways of life, festivals, religious practices and the whole socio-cultural ethos. All this is for promoting 'better human understanding' (Krishnaswamy and Sriraman-1994).



We can also globalize Indian literature through English. 'Globalizing Indian literature is possible only through global language, and without doubt, the Indians must accept that English is the world's first truly global language.' (Babar 2012)

We have to have these aims while teaching English in the present globalized context.

Why to study British and American literature?

At the school level students are smothered to study English as a subject and not as a mean of communication while at the college level they have to study English and American literature. There are three problems involved here.

- i) We have to teach literature to those students who do not have the bear minimum linguistic competence to study literature.
- ii) They do not have reading ability; so they do not and cannot read while the study of the literature begin with the reading of it.
- iii) British and American literature is alien to many students and there are many cultural allusions and are socio-political reference which lie beyond the experience of learner.

As a result literature is only talked about and even not the post graduate centres have not been able to produce really committed students of literature since long.

Our country has a huge body of

- a) Indian English literature in which we have world renowned and recognized writers of English
- b) Indian literature in English translation. We have a variety of literatures in our constitutionally approved languages and their social and regional dialects. It seems erotic to make our students study European literature when they are ignorant about their own literatures. Here, too, we ape westerners in the guise of modernization. In the whole process what is happening to our culture and our literatures?

As has rightly been pointed out by NgugiwaThiong'o in case of Africa . '...Literature of the African people who should come first. Literatures of people who have struggled against racism, colonialism, against imperialist economy, political and cultural domination...should follow. Literature from the rest of the world should be the third component'. (Thiong'o 1991)

The same should be applicable to India. Our literature should come first.

The panacea for our social-cultural chaos and communicative frustrations

It is said that 'in the contemporary global scenario the emergence of cultural networks creates the context for cultural proximity and interaction' which encourages cultural communication.' (Stoican 2013)

However, in the new emerging global situation we have to look for our own solution. A well-known Marathi critic and 'the father of Indian nativism'(Babar 2012) Bhalchandra Nemade has suggested the solution along with the future action plan. He says: 'We should be proud of our Indian desi (native) culture and nativistic literary values.'... 'In the process of nativization, foreign elements should be nativised and acclimatized in the light of Indian traditions and environments paying much attention to the deep flowing springs of indian life and literatures.' (Babar 2012)

Bhalchandra Nemade who has been a student of English and professor of English literature throughout his life has developed the theory of nativism which is to revisit our cultural values and time proven ways of our behaviour.



We have to do this revival with the help of English because the context is global and English is the global medium.

Obviously, we have to make use of English to talk about our food items (how to make pooranpoli) a variety of costumes (how to wear a sari), religious occasions (how to perform puja), our marriage institutions (how does a marriage take place), our family bondage (how is rakshabandhan celebrated) and so on.

In order to do this we will have 'nativise' English which implies that we need to make happen and let the world accept decently the 'Indianization of English.' And this is a very sensitive as well as responsible task in the international context.

Another solution has been suggested by a landmark personality professor N. Krishnaswamy, a former professor of the Central Institute English and Foreign Languages, Hyderabad (now EFLU), a world famous linguist well versed in semantics, pragmatics, advanced grammar, phonetics and phonology, literary criticism, literature teaching, the most sought after teacher, trainer and who has contributed a lot to the teaching of English in India through scores of his books and scintillating lectures throughout the country and all over the world. His recent research article- a booklet – 'Finding Alternatives in Teaching English' has produced earthquakes in the academic world. He says 'let's teach English through our cultural traditions.' We should teach English through the stories of Ramayana, Mahabharata, stories from Panchtantra, interesting anecdotes, true stories of our national heroes and stories from our culture.

To implement what he says, he has produced about 20 books which have been prescribed throughout South India. He says, we have to evolve our own teaching methodology and our own indigenous instructional materials. He has undertaken a project on this.

*and the response of the students is excellent. They 'learn English' (how to use it when) and not 'about English' (parts of speech etc.)

If our English teachers, academicians and authorities in education listen to what Nemade and Krishnaswamy say and do, the teaching and learning of English can undergo transformation.

Epilogue

We were sitting on the lawn in the evening at the Central Institute of English and Foreign Languages, (CIEFL), Hyderabad with professor S K Varma who later became the Vice-Chancellor of CIEFL. I was then doing the Post-graduate Diploma in the Teaching of English (PGDTE) as a regular student.

Professor Varma had just returned from England. During our informal interaction we asked him about his experiences in England.

'While interacting English language experts,' Professor Varma said, 'an unexpected question came from them.'

They asked me 'What kind of English do you think you speak, Mr. Varma?'

'I speak English which millions of people from my country speak. Why should I bother about who thinks what about my English?' I said.

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The India Pakistan Conundrum

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The Partition of India:

The Partition of India was a division of Colonized Empire into two halves. The seeds of partition were sown by the British due to their divide and rule policy. Before that Indians lived in peace and harmony. Pakistan was created as a homeland for the Muslim populations and India was created as a land of Hindus. Partition refers to the world's largest mass migration, more than half a million corpses and riots leading to a communal blood bath.

Writers all over the world have taken avid interest in the India Pakistan Conundrum. Let us examine their works to get a glimpse of what India's partition was all about.

Train to Pakistan (1956) by Khushwant Singh

Partition from a Sikh author's Perspective

The novel begins with the murder of Lala Ram Lal, the only Hindu family in the town. The cold - blooded murderers are a gang of Malli. Jugga and Iqbal, both are arrested for the same murder they did not commit. When they are released from the jail, they realize that a gang is planning to attack the train taking Mano Majra's Muslim people to Pakistan and kill the passengers. As the partition arrives, the Muslims have to evacuate India and rush to the newly formed Pakistan. Unfortunately, Nooran, who is Jugga's lover, is also on that train. The magistrate, the police officers and people in power are not able to stem the rising tide of violence. They all have the intentions to save the train, though they are well aware of the fact that it may cost their lives. On the other hand, Jugga sacrifices his life to save the train and save his lady love as his love for her is unfathomable. *The Train to Pakistan* shows how themes of love and religion compel mankind to do unthinkable things that include heartbreaking actions. The bond between Sikh Jugga and a Muslim girl shows that love exists in every religion, and no amount of partition can separate love.

Tamas (1975) By Bhisham Sahni

Partition from a Hindu Author's Perspective

The Male Protagonist of the novel, Nathu, a low caste boy has the job of butchering and slaughtering pigs. He is offered 5 rupees by a Muslim to kill the pig. Murad instructs him to dump the carcass in a push cart. Next morning, the pig's body is found on the steps of the local mosque by the Congress Committee comprising of three major religions. This is seen as a blasphemous provocation assumed to be done by Hindu community. In retaliation a cow is slaughtered. This aggravates the forthcoming partition legislation. The leaders who gather form a peace committee, however they blame each other and the riots intensify. The novel does not shy away from portraying acts of horror and violence. It shows a twelve year old girl whose modesty is outraged. The second half of the novel introduces an aged Sikh Couple Harnam and Banto Singh. Their tea shop is robbed, their house is set on fire, son is circumcised and forcibly converted into Islam. Bloody brawls are brought about without any qualm of conscience. They escape, seek refuge in a neighbour's house who happens to be the same Muslim who robbed



them. The family displays compassion and aid. Through they manage to reach their daughter's village, they do not escape brutality. Infact their daughters and other Sikh women fear molestation and jump into the well and commit suicide. This incident is taken from the horrendous Jallianwallahbagh massacre.

Basti (1979) by Intizar Husain

Partition from a Muslim Author's Perspective

Zakir, the male protagonist of the novel is irked by an angry mob and a troop of soldiers outside his window. He has an ardent desire to live in a place what one calls "home." Basti is a work of fiction that is riveting, engaging, absorbing and is set in Rupnagar, Punjab. Some scenes deal with stream of consciousness as they occur in the character's mind. Husain does not know what "partition" means. He is wandering and loitering everywhere due to the tumult and trying times. We come across Zakir's family, friends and romantic interest, Sabinah. Zakir's voice narrates the heart wrenching story. Arrival of partition is either a muddle or a mystery to him. He plays the role of a political outsider conveying the dislocation and restriction of movement. The novel shows an angry procession of people who are unaware of the political scenario and are totally baffled, astounded, confused and stupefied beyond limits. An elderly man passing by the café asks: "Please tell me, what's happening." This conveys uncertainty of times. The author Hussain spent his entire life understanding the meaning of partition and through his central character he makes an endeavor to evoke the feeling of crises, Zakir's alienation, estrangement and distantiation from his homeland. The novel has existential overtones. He stares at the political posters. People walk around to decipher the slogans and messages written on walls. "Where on earth are my footsteps falling?" Basti's strength lies in its poignancy and bringing to life, a depopulated, confused landscape and his ultimate acceptance of formation of Pakistan, where he is required to migrate and find some semblance of a home. He frantically searches for a Neem Tree but has to happily settle for a Banyan Tree and to say anything against the Banyan tree would mean being ungrateful towards his new homeland. Muslims now were not in the minority anymore and the shade of the Banyan Tree appeared to be thick and cool. A veiled melancholy permeates the whole novel. He describes the Plague that visited pre - partition. Now, death had become an inevitable, unstoppable, inescapable and unavoidable reality. The dying died in fury and those who performed the last rites looked exhausted.

The Ice Candy Man (1988) by Bapsi Sidhwa

Partition from a Woman Author's Perspective

The novel begins in Lahore. Lenny, the female protagonist of the story who suffers from Polio loves to spend time with her Ayah. Lenny loves her Ayah's company and frequents a park with her, only to observe Ayah's relationships with her countless male admirers. Lenny's brother is born and the family rejoices in the triumph of Britain in World War II. Lenny and her kid brother eavesdrop at a dinner party where adults, luminaries and guests discuss Gandhi and the possibility of an Individual India. Lenny accompanies her mother to visit Gandhi who is visiting Lahore. Imam Din's family arrives in Lahore. They are given orders by the military to evacuate and move to Pakistan. Lenny, out of frustration and agitation breaks one of her dolls. She is upset with her family's discussions based on partition. Many Hindu families who do not wish to leave Lahore either leave the place or convert into Islam or Christianity. Muslim refugees arrive in the city and a violent mob throngs the house demanding all Non- Muslims. Lenny



reveals Ayah's hiding place out of innocence. Ice Candy man, the one who is enamoured of her completely carries her off and the family acquires a new Ayah named Hamida. Lenny is not familiar with the term "fallen women." Lenny realizes one fine day that Ayah is a Sex Worker and lives with the Ice Candy man in a red light area. Lenny goes to see the Ice Candy man. Godmother promises to help Ayah get away from the Ice Candy man and return to her family. The man patrols the road outside where Ayah is put up until the day she is sent back to her family. When Ayah leaves, the Ice candy man leaves Lahore too. The novel is tempestuous as it discusses the problem of the common people like Ayah who fall prey to the national issues. This remains incomprehensible for Lenny. She witnesses her mother's fortitude as her family is threatened at home. She is pained to see how women are paraded naked on the streets, with bodies mutilated and breasts chopped off. Sidhwa is Pakistan's only internationally acclaimed novelist. She grew up in a Parsi home. Her Community was not affected directly, however, the trauma generated by Partition affected all the Communities equally, especially women.

The Idea of Pakistan (2004) by Stephen Cohen

Partition from an American Author's Perspective

The main question that Stephen Cohen grapples is whether Pakistan is a rogue state, a criminal delinquent nation, a falling state or merely a US ally? He further questions why Indian Muslims felt the need for a separate homeland. He gives a detailed account of how Pak has emerged into a military dominated nation that has nuclear capabilities. Cohen researches enormously in order to understand Pakistan's past to predict the future. He wonders if Pakistan will ever try to scrape through the troubles, turbulent times, economic crises, trials and tribulations and eventually evolve as a peaceful state. Whether it will ever deal with the catastrophe, run a successful economy, spread literacy, curb terrorism and lead the country with a certain vision or mission. So far, Pakistan's focus has only been, focusing on enemies and targeting them. The book does not really focus on the partition, in fact it highlights the author's intentions of predicting the country's future. He argues that the current state of Pakistan is the result of the unresolved tensions that prevailed when Pak was formed.

The Longest August (2015): Dilip Hiro

Partition from a Political Perspective

The first half of Hiro's book focuses on the political drama. He discusses the debates between Gandhi and Jinnah. They met in Mumbai in 1915 when Jinnah greeted Gandhi in English and Gandhi replied in Gujarati. They fought tooth and nail for Hindu Muslim unity. According to Hiro, though their goals were the same, they were poles apart in terms of their political goals and tactics. Jinnah was a staunch constitutionalist, who was grossly against Gandhi's non co-operation movement and civil disobedience movement. Hiro blames partition on the arrogant and haughty behaviour of India's congress and Pt. Jawaharlal Nehru. Hiro heavily criticizes Gandhi, whose intention was to mix religion and politics. This estranged Gandhi from Jinnah. He accused Nehru of snubbing Jinnah's attempts to form a joint Hindu Muslim legislation which would have mollified Muslims and soothed their fear of Hindu domination over Muslim minority. In February, 1947, Prime Minister Clement Atlee announced that Britain would transfer power into responsible Indian hands but Congress party and Jinnah's Muslim League refused to compromise on a power sharing agreement. The proposal of a united India was doomed and partition was seen as Jinnah's triumph, though Jinnah never wanted



partition to begin with. On August 14, Hiro joined the people on the streets of Karachi trying to catch a glimpse of Pakistan's founder Jinnah riding in a Rolls Royce car to sign the declaration of independence. Hiro says there was a carnival atmosphere in Delhi but the crowds were unmindful of the blood flowing into the soil of Punjab. The snow - capped valley of Kashmir, a beautiful piece of land's partition brought a constant conflict. It is the most dangerous place in the whole world according to Bill Clinton. The second half of *Longest August* focuses on India's democratic politics vs Pak's military rule, rise of Hindu nationalist politics, assassination of Indira Gandhi, Rajiv Gandhi and Benazir Bhutto.

Amritsar to Lahore(2000) by Stephen Alter

Partition from a Traveller's perspective

The most interesting book covers the longest short distance between the two cities of Punjab, Amritsar and Lahore. Amritsar, the city enriched by the unparalleled beauty of Harmandir Sahib (Golden Temple) and Lahore (where Ranjit Singh breathed his last) It is a personal travelogue of Stephen Alter who took a journey from India to Pakistan by road in 1997 which was also India's fiftieth year of independence. The countries look like twins as there is a marked resemblance between them. The countries can neither stay together nor part. It is hard to believe that we were one country in the past but today, it is the most difficult country to visit for citizens of either side. Stephen begins his journey from Delhi, the Capital of India. He does not require a Pakistani visa at all. Yet, out of curiosity, he visits Pakistan Embassy in Delhi and finds out the details of how an Indian can procure a visa to go to Pakistan and realizes that it is an uphill task. He takes the readers through Amritsar and its turbulent past. This journey should not be more than an hour but takes 15 hours for a traveler to reach Pakistan. What amazes us the most is that people still want to cross the border despite the much induced animosity. It is Pakistan's part of the book which is engrossing because we know so little about the cities of Pakistan. He brings to life the cities of Lahore, Peshawar, Rawalpindi, Islamabad. The author mentions that there is a bazaar called "KissaKahani Bazaar" in Peshawar. Alter's description of Pakistan is no different from India.

The Race of my Life by Milkha Singh

Partition from a Sportsman's Perspective

The Race of my Life is an Autobiography written by Milkha Singh. Rakeysh Omprakash Mehra immortalized Milkha Singh in his biopic "Bhag Milkha Bhag." This running had very little to do with the international race but with the sportsman's fight for life; how Milkha was rescued from the dark hands of communal carnage. The book starts with Sampuran Singh and his wife Chwali Kaur, who lived in peace until partition befell. Milkha's family was disrupted. He did not wish to leave his village Govindpura a few kms away from Muzafargarh in Punjab Province of Pakistan. When he reached Delhi, he saw dead bodies at old Delhi Railway station. There was no food to eat or house to stay. This happened only because of the fight between Jawaharlal Nehru and Mohd. Ali Jinnah. Milkha's father urged him to run away from mass massacre. He found his brother's whereabouts in Multan and met his sister Ishtar in Delhi. He landed up with a job in the Army. Milkha, who was born in 1935 Faisalabad, Pakistan was persuaded by Jawaharlal Nehru to set aside his memories of Pakistan and race successfully in 1960 against Abdul Khaliq of Pakistan. The post - race comment by Gen. Ayub Khan led him to acquiring the name Flying Sikh.



The WagahAttari Border

The Faultline of the two nations now becomes a Tourist Highlight

The Wagah - Attari Border is considered to be the most dangerous border in the World due to the unrest between the nations after India's partition. This Indo Pak international border can be viewed from space at night due to the 1,50,000 flood lights installed by India on about 50 thousand poles. Though the Border is recognized from Gujrat in India and Sind in Pakistan and extends upto Pakistani azad Kashmir and India's demarcated Kashmir, the Attari - Wagah Border is the one that is considered to be the most official one as it operates at various levels. The Samjhauta Express still runs between Attari to Lahore and a lot of tourists are welcomed through the Border gates. Pakistani Rangers and BSF (Border Security force, India) perform a retreat ceremony that captivates people from all over the World to Punjab. Lahore and Amritsar are 22 kilometres away from the Border while the river Indus flows through both the nations. There are end number of Sikh Gurudwaras in Pakistan. Thanks to the Cricketing heroes Imran Khan and Navjot Singh Siddhu, who have jointly taken the initiative to open the corridors to Kartarpur Gurudwara via Dera Baba Nanak Road. Hope the nations come to a compromise and maintain friendly relations despite the unstoppable belligerence.





**Nissim Ezekiel's "Goodbye Party For Miss Pushpa T.S.":
A Stylistic Analysis of Language And Culture**

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The aim of this paper is to show how language and culture go hand in hand reflect each other from time to time. Nissim Ezekiel's poem "Goodbye Party for Miss Pushpa T.S." is one of the eight poems composed under the head of 'Very Indian Poems in Indian English' and has always been anthologized to show how the semi-educated Indians use the language. While analyzing the poem it is taken for granted that language is not only a mechanical system of communication but it is always polished by the cultural nuances of the society which are deeply instilled in the unconscious mind. This pragmatic aspect of the language has been analysed here by making use of the tools of stylistics.

GOODBYE PARTY FOR MISS PUSHPA T.S.

Friends,

Our dear sister

is departing for foreign

In two three days,

and

we are meeting today

to wish her bon voyage.

You are all knowing, friends,

what sweetness is in Miss Pushpa.

I don't mean only external sweetness

but internal sweetness.

Miss Pushpa is smiling and smiling

even for no reason

but simply because she is feeling.

Miss Pushpa is coming

from very high family.

Her father was renowned advocate

In Bulsar or Surat,

I am not remembering now which place.

Surat? Ah, yes,

once only I stayed in Surat

with family members

of my uncle's very old friend,

his wife was cooking nicely...

that was long time ago.

Coming back to Miss Pushpa





she is most popular lady
with men also and ladies also

Whenever I asked her to do anything,
she was saying, 'Just now only
I will do it.' That is showing
good spirit. I am always
appreciating the good spirit.

Pushpa Miss is never saying no.
Whatever I or anybody is asking
she is always saying yes,
and today she is going
to improve her prospect,
and we are wishing her bon voyage.

Now I ask other speakers to speak,
and afterwards Miss Pushpa
will do the summing up.

General Interpretation :

Included in his 'Hymns in Darkness', this poem was one of the eight poems which appeared in the 1970s under the group entitled as 'Very Indian Poems in Indian English'. This poem is the very epitome of the spirit of India. In this poem the poet has not only parodied 'pidgin' or 'babu English' as it is called, but has also made fun of the craze for going aboard of fashionable young women and of their mental vacuity. It is a satire on Indian English illustrating the idiolectal features of the brand of English used by Gujarathi speakers, as a humorous reconstruction of a particular variety of Indian English, it is actually a satire in which the poet has treated ironically the affections and pretensions as well as wrong use of English by Indian sahibs and memsahibs.

The poem is in the form of a farewell speech. A party has been thrown in and a number of friends have been invited to it to bid goodbye to Miss Pushpa who is going abroad in two three days to improve her prospects. All the well-wishers have come together to wish her best of luck. In the course of his speech he speaker praises the many qualities of head and heart of Miss Pushpa. She is a good-natured woman. She always smiles, even when there is no reason for her to smile. She smiles because she feels like smiling or she is in a mood to smile. She comes from a high family and her father was a renowned advocate, though the speaker does not remember exactly whether Bulsar or Surat he lived in. There is a touch of drama when someone from the audience tells the speaker that her father belonged to Surat and he remembers that once he had stayed at Surat with the family of one of the old friends of his uncle whose wife cooked nicely. But it was long ago, and so he does not remember much about the visit.

After giving this typical Indian irrelevant account of his visit he continues with the account of the many virtues of Miss Pushpa. She is very popular with men and women. She is also very obliging. She does never say 'no', but is always willing to oblige her friends whenever she is asked to do anything. She always replies positively. Then he wished her bon voyage, asks

others also to say a few words, and in the end Miss Pushpa herself is to speak and do the summing up.

Lexis:

Repetition:

After the first reading of the poem, we notice that is a lot of repetition of many lexical items and expression in it. The following list it clear:

Lexical items/expression	Line No. (poem)	Stanza	Line No. (stanza)
Miss(and) Pushpa (7 times)	the title,	2	2,5
	9, 12, 15, 26,	3	1
	34, 41	5	1
		7	1
		8	2
bon voyage (twice)	7, 39	1	7
		7	6
friend (singular)	23	4	4
friends (plural) (thrice)	1, 8	1	1
		2	1
sweetness (thrice)	9, 10, 11	2	2, 3, 4
smiling(twice)	12	2	5
good sprit (twice)	32, 33	6	4, 5
coming (twice)	15, 26	3	1
		5	1
family (twice)	16, 22	3	2
		4	3
saying (thrice)	30, 34, 36	6	2
		7	1, 3
lady (singular) ladies (plural) (twice)	27, 28	5	2, 3
also (twice)	28	5	3



only (thrice)	10, 21, 30	2 4 6	3 2 2
I (1 st person sing. pron.) (eight times)	10, 19, 21, 29 31, 32, 35, 40	2 3 4 6 7 8	3 5 2 1, 3, 4 2 1
we (1 st personal pron.)	6, 39	1 7	6 6
She(3 ^r person sing.pron)(five times)	14, 27, 30, 36, 37	2 5 6 7	7 2 2 3, 4
her (pers. pron.) five times)	7, 17, 29, 38, 39	1 3 6 7 7	7 3 1 5 6
yes (twice)	20, 36	4 7	1 3
no (twice)	13, 34	2 7	6 1
but (twice)	11, 14	2 2	4 7
now (twice)	19, 30, 40	3 6 8	5 2 1
today (twice)	6, 37	1	6



		7	4
very (twice)	16, 23	3	2
		4	4
always (twice)	32, 33	6	4
		7	3

The significance of the repetitions will be discussed in the course of interpretative comments on the poem.

Semantico-syntactic deviations:

It is to be noted that the speech is rambling. The logical connectives between ideas are missing.

Semantico-syntactic deviations in the poem are some of the most remarkable features of the poem. The speaker in the poem stands as a representative figure for those people who try to speak standard English but are not able to avoid the influence of their mother-tongue. Right from the beginning such examples of speech are found in the poem. At one level, it is a satire on the incompetent mastery of a foreign language and at the other level, the personality of the speaker is revealed through his language. One's speech is a mirror in which his social background gets reflected. One of the salient characteristics of pidgin English is the use of present continuous tense for the simple present. We find a considerable amount of such constructions in the poem.

They go here:

Syntactically deviated form	Normal form
a. we are meeting today...	a. we meet today
b. you are all knowing...	b. you all know or all of you know
c. Miss Pushpa is smiling and smiling...	c. smiles and smiles
d. she is feeling...	d. she feels
e. Pushpa is coming...	e. Pushpa comes
f. I am not remembering...	f. I do not remember
g. wife was cooking nicely...	g. wife cooked/used to cook nicely
h. she was saying...	h. she says/used to say
i. that is showing good spirit...	i. that shows
j. I am always appreciating...	j. I always appreciate
k. Miss is never saying no...	k. never says 'No'
l. anybody is asking...	l. anybody asks
m. she is always saying...	m. she always says
n. we are wishing her...	n. we wish her

Apart from these, other faults of grammar and syntax have also been parodied. let us deal with them stanza-wise. We can note the Indianness inherent in the very title of the poem. The initial occur at the end of the name, a very Indian habit both in speech and writing. Even 'goodbye part' seems to be an Indian imitation of 'birthday party' (adj. + N construction).

The speaker starts his speech with a vocative 'friends' for the audience before him. He uses the expression 'dear sister' for Miss Pushpa. This draws our attention to addressing a chief guest or speaker as 'dear' or 'beloved' brother, sister, friend, teacher, doctor etc. which is a very common practice in India.

*departing for foreign
 in two three days*



This is a foregrounded expression. The verb 'departing' has been wrongly used. The first meaning of 'to depart (from)' is 'to go away', leave' (especially in timetables). The second meaning is 'to behave in a way that differs from', and the third meaning is 'to die'. The second and third meanings are not suitable in this context. So, he has used the word meaning 'leaving for' but the word denotes the last meaning (i.e. to die) of the verb. The same is the case with the word 'foreign'. The native speakers of English would have used an expression like 'foreign country' because 'foreign' is not a noun, but an adjective. But Indians use the word as a noun instead of an adjective. (In this context, 'foreign-returned' is a typical Indian coinage, whereas the native speakers use 'returned from a foreign country'). The expression 'two three days' is a word to word translation of a parallel vernacular expression. This shows the confused mind of the speaker for he is uncertain whether she is going abroad 'in two three days!'

you are all knowing friends,

This is one of the many instances of the use of present continuous tense for the simple present in the poem. The Indian predilection for the use of present continuous is well-known. We have already picked up the other similar expressions. There are some verbs in English which do not take the progressive form. The verbs which most typically process (widen, change, improve, grow etc.). Verbs denoting momentary events (knock, jump, kick etc.) if used with the progressive, suggest repetition:

- a) He nodded (one movement of the head).
- b) He was nodding (repeated movements of head).

The Stative verbs often cannot be used with the progressive at all, because the notion of 'something in progress' cannot be easily applied to them. The verbs which normally do not take the progressive include (a) verbs of perceiving (feel, see, smell taste etc.) (b) verbs of referring to a state of mind or feeling (believe, forget, know, remember, understand, wish etc).

On this ground, 'knowing' is deviated from the norm of English syntax. Moreover, this expression apparently suggests that according to the knowledge of the speaker all the people know the 'sweetness' of Miss Pushpa (as if they tasted/tested (?) her).

*I don't mean only external sweetness
but internal sweetness.....*

He wants to convey that Pushpa is not only a woman of exterior but also of many sweet qualities of head and heart. The word 'also' has been left out in this expression. Miss Pushpa always puts on a smiling face which shows that she is emotional by nature. If we widen the context of her 'smiling' even for no reason', another meaning can be derived.

Let us jump over to the first line of the seventh stanza which means that she never says 'no' to anyone and is ready 'to do anything' (line 29). In this context her 'smiling and smiling' without reason is indicative of her mental vacuity and she seems to be a flirt who smiles at all corners. But her 'internal sweetness' clashes with this meaning. So finally, we come to the confused speaker who does not understand why she smiles. In the following stanzas there are other instances indicating his confusion. In the third stanza he speaks of her 'very high family' but cannot remember where they live and suddenly leaps into his memories of his visit to a family in Surat where the cooking was nice. This useless digression shows lack of logical sense in the speech. This is typical of a majority of speakers even in vernaculars---a stylistic feature of conversation oozes informality. Further, in the last stanza Miss Pushpa is expected to reply to the felicitations offered to her but the speaker says 'she will do the summing up' (which means



‘to give the total of’ or ‘express briefly the main points of what has been said). Here, we come to the conclusion that the speaker is not able to say what he wants to say--- his words and ideas differ from each other. He says one thing and means another. This occurs in the following lines, too:

*Miss Pusha is coming
 from very high family.
 Her father was renowned advocate.....*

Though these words are meant to be complimentary, they can be hurting too to Miss Pushpa, because the speaker’s words sound empty as he himself is not quite sure of her actual parental background and makes vague references. The hypocrisy of the speaker has been exposed. The absence of the indefinite article in ‘very high family’ and ‘renowned advocate’ is highly notable in respect of Indian English. The correct use of articles and prepositions is perhaps the most difficult area of English grammar for most of the Indian speakers.

Further, the speaker cannot remember whether her family belonged to Bular or Surat. At this point the poem shows some similarity with the form ‘dramatic monologue’ in respect of an implicit interaction between the speaker and the listeners.

*Surat? Ah, yes,
 once only I stayed in Surat
 with family members.....*

Obviously someone from the audience has reminded the speaker that Pushpa’s father was a renowned advocate in Surat. After getting corrected himself in this way he is logically expected to say at least two or three sentences about her father, but he suddenly becomes self-centred and mentions his own visit to a family in Surat. One more typical Indian habit is that one does not hesitate to thrust oneself as a guest on anyone, however distant a relative of oneself or one’s ‘uncle’s very old friend’ of his friend’s friend! There is an Indian speech habit in which ‘adjective+ N’ construction is used frequently e.g. the expression ‘with family members’ (line 22). Again the absence of definite article is notable in this line. The correct expression in English is ‘members of the family’ but Indians commonly use expressions like ‘family friend’, ‘nature elements’ etc. In

‘that was long time ago’

the word ‘time’ is totally superfluous and tautological for ‘long ago’ itself means ‘at a long time’. (There is no point in saying ‘round circle’ because a circle is always round). Tautology is another feature of Indian English. In the construction

‘she is most popular lady’

the definite article before ‘most’ (superlative) has been left out. Addressing a woman as ‘lady’ is common in India for Indians suppose that ‘lady’ is more dignified word and so use it where only ‘woman’ would do.

.....popular lady
 with men also and ladies also

Here, one ‘also’ is superfluous. It is an unusual collocation because not ‘ladies’ but ‘women’ goes with ‘men’. The phrase ‘men and ladies’ do not collocate well. The construction ‘just now only I will do it’ is a typical Indian-English expression. This is the only sentence in the poem which has been put in direct speech. After this sentence the speaker continuously uses the present continuous tense upto the end of the seventh stanza. In the first line of the seventh stanza



the convention of using 'Miss Pushpa' has been broken by using the inversion 'Pushpa Miss'. The reversal of the word order is typical of the Indian speech habit. Most of the Indian students who have a convent or English medium back ground refer to their lady teachers as Nanda Miss, Vandana Miss (proper noun + Miss) etc. Finally, the speaker asks Miss Pushpa to express herself.

Obviously, this poem illustrates many of the features of the English spoken by a particular class of people in India. There is a thread of comic element throughout the poem. Nothing serious or highly philosophical has been reflected in it. It is based on the common everyday instance. However, there are some structural peculiarities in the poem. The beginning construction 'Friends, our dear sister is departing' and the closing one 'Now I ask other speakers to speakers to speak and afterwards Miss Pushpa will do the summing up' are syntactically correct but semantically wrong due to the words 'departing' and 'summing up'. It means, at one level he is correct but wrong at the other. The contrast and fluctuation go hand in hand throughout the poem. Sometimes he says 'Miss Pushpa' and sometimes 'Pushpa Miss'. Sometimes he adds the un necessary elements to his expressions ('it was long time ago', 'men also and ladies also') and sometimes leaves out the necessary elements like articles ('from very high family', 'father was renowned advocate').

One more notable way in which he deviates from the syntactic norm is his use of the present continuous tense for the simple present. Sometimes he wanders away from the main subject and tells about himself. The self-centered nature of the speaker is confirmed by the repetition of 'I' in the poem. This pronoun has been repeated eight times out of which once for Pushpa (direct speech) in the sixth stanza. The use of the verb 'to ask' is equally remarkable:

- a) I asked her to do (line 29)
- b) I or anybody is asking (line 35)
- c) Now I ask other speakers (line 40)

Every form of the verb goes with the pronoun if it is the past, present, and present continuous (may be in future too, because sometimes the present continuous indicates future time).

All the above observations help us to infer that the speech of the speaker is full of random elements and fluctuations. There is no consistency in it. As Bruce King has put it, "language reveals the speaker's mind and social context, clichés, triteness, unintended puns are among the devices used to imply hypocrisy, pretence, limited opportunities and confusion." (1987, p.101) The profound mental fluctuation of the speaker establishes an organic link with the structural fluctuation of the poem. Let us see how we are led to this conclusion.

There are eight stanzas in the poem. All of them are in free verse. The number of lines varies from stanza to stanza. The first and the second stanza consist of seven lines each. The third and the sixth stanza consist of five lines each, the fourth and the seventh six lines each and the fifth and the eighth three lines each. If we put the figures as follows:

Stanza	Lines
1	7
2	7
3	5
4	6
5	3
6	5



7 6
8 3

We clearly see the randomness in the number of lines. However, each stanza ends with a full stop which shows that every stanza has a full sense-unit. No stanza runs on the other. The presence of rhyme in the lines 19 and 11 may be considered a foregrounding device. The number of words in each line varies from 1 (line 1 and 5) to 7 (lines 19, 29, 31, 39, 40). The poet has dispensed with the use of capital letters for the first word of each line.

Phonetics:

The consonants /s/ and /ʃ/ dominantly in the following words:

Stanza	Words
1	: sister, wish
2	: sweetness, Miss, Pushpa, external, sweetness, sweetness, smiling, smiling, simply, she
3	: Miss, Pushpa, Bular, Surat, place.
4	: Surat, yes, once, stayed, Surat, nicely
5	: Miss, Pushpa, she most, also, also
6	: asked, she, saying, just, showing, spirit, appreciating, spirit
7	: Pushpa, Miss, saying, asking, she, saying, yes, she, prospects, wishing
8	: ask, speakers, speak, Miss, Pushpa, summing

The feature of /s/ is that it is a smooth sound to listen to. This may be one of the reasons of choosing the name 'Miss Pushpa' otherwise the poet could choose any other harsh name. Further, the name 'Pushpa' means 'flower' which stands for delicacy and smoothness. This can be semantically linked with the repetition of 'sweetness' (notably, this word too begins and ends with the sound/s/) in the second stanza.

The dominant occurrence of /s/ also indicates the 'sameness' (this word too begins and ends with /s/) or monotony of the speaker's speech. The same thing has been repeated by him again and again e.g. the last three lines of the first and the seventh stanza have the same expression, the second, sixth, and seventh stanzas (the first half of it) express near about the same thing i.e. good nature of Miss. Pushpa; the third and the fourth stanza consists of the 'same' unnecessary and irrelevant things.

The habit of unwanted repetitions in Indian speech is one the salient features which is reflected in the poem. Thus, the form and the content of the poem make it a unified whole. At all the level, both of them are complementary to each other.

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Withering Relationships in *The Inheritance of Loss*

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Kiran Desai's novel, *The Inheritance of Loss*, opens with a view of Kalimpong's old Scottish mansion, Cho Oyu, where live Jemubhai Popatlal Patel, a retired judge with a forgettable past, and Sai, his granddaughter, along with their cook Panna Lal and the judge's favorite dog Mutt. Very early in the novel we learn that the cook's son, Biju, is working in the hotel industry in New York without any stable job and, moreover, with "no papers" (3). Gyan is Sai's mathematics tutor who soon becomes her boyfriend; he is a Nepali living in India, educated but without a job and living in a miserable household. As the novel is concerned with identity crisis and cultural clash, it offers glimpses into the lives of the characters focusing on their expectations, frustrations, behavioural abnormalities, and maladies. Since they are only glimpses, Desai does not present the whole of any character at one place or in a consecutively built-up argument; the narrative shifts randomly and abruptly in time, place, and person. Jemubhai Patel, the judge, was born in Piphit, a small town in Gujarat, India, but after English education in Bishop's College, he went to Cambridge, England for further studies (59). He returned as a member of the Indian Civil Services and was posted in "a district far from his home in the state of Uttar Pradesh" (60). He is thus presented as a diasporic figure even though he is in his home country. What is strange is that he has no sense of rootedness as he never longs to go to his hometown; his English education and stay in England have radically altered him.

Although the judge had to live a lonely and humiliating life in England, yet his obsession to be (like) the English does not subside. He desired to be like the English and be at the place of this privileged Other; in order to improve his brown complexion to white, he washed obsessively "with a clinical measure" (40, 170) and used talcum powder to brighten his face that looked like "white powder over dark skin" (33), which easily reminds of Frantz Fanon's *Black Skins, White Masks*. With the help of Mr. Bose, his "only friend in England" (118), the judge improved his pronunciation of English; he read Western Art, Western Philosophy, Western History, learned about Western poetic forms etc. Finally, after having overcome his embarrassment over things that declared his Indianness, "He found he began to be mistaken for something he wasn't—a man of dignity who gave himself to 'keeping up standards' " (119). Desai's suggestive comment, that "This accidental poise became more important than any other thing" (119), is aimed at exposing the vanity of the judge's spirit of mimicking the English. He "envied the English" so much that "He worked at being English with the passion of hatred" (119); this led him to avoid the other Indian students in England and generated in him a loathing towards Indians in general (119). In reality, his envy of the English was part of an inferiority complex developed through his humiliation in England. As he searched for a room to rent, the owners would look at him and say, "Just let," or "All full" (38); when on bus, people—including the elderly, ugly, and young girls—moved away from him giggling, holding their noses, and saying, "Phew, he stinks of curry!" (39). His desire to be English was fuelled by this racial prejudice; his real identity, as a result, got sandwiched between his humiliation and this desire. Ultimately, he lost his self-confidence in such a way that he would always refer to himself in the third person (111, 117); he



even lost his aesthetic sense (40). This made him retreat into a profound solitude that “became [his] habit, the habit became the man, and it crushed him into a shadow” (39), such that he was afraid of meeting and speaking with people. It is only after meeting Bose that he found his bearings to some extent as he started trying to hide his real identity behind the newfound mask of Englishness.

The problem with the judge is that his identity has become a conflict zone. His father first introduced him to the dream of becoming a judge and it “began to exert palpable pressure” on young Jemubhai (59); this pressurized perceived identity forced Jemubhai’s departure to England where he would feel marginalized, thus jeopardizing his identity. Though his identity is his own, yet it uncannily does not remain his own since, feted for acceding to a strategically imagined identity in the wake of colonial culture, he must at the same time contend with racist exclusion. Bhabha looks at the question of identity from the lenses of (psychoanalytic) identification (“The Third Space” 211); from his perspective, owing to what Bhabha calls “the intervention of . . . otherness” which introduces cultural “*incommensurability*” (“The Third Space” 211, 209), the judge’s ego looks shattered as its other, the English people, does not reflect his ego. Lacan, borrowing from Arthur Rimbaud, comments that “*Je est un autre*” (“I is an other”), suggesting that the constitution of the subject’s identity depends very largely on the other (*Seminar II* 7).

Globalization, which David Morley says “has a reverse gear” (43), on the other hand, is also capable of rankling the lives of people, as Biju’s case might suggest. While it functions as a gratuitous agent offering fiduciary services in the interest of migrant people locomoting from one country to another, globalization can sever filial ties and impair family as an institution beyond any hopes of healing. Biju works in various restaurants in New York, where his life experience is so demeaning that one wonders whether he would remain sane. If globalization continues on the trajectory formed by colonial enterprise, the liminal postcolonial subject will have to keep chewing the pill of his / her colonial *dasein*; this is obvious from the cook’s disappointment over “working for Jemubhai,” which he looks upon as “A severe come down . . . from his father, who had served white men only” (63), and from Mrs. Sen’s praise of America as “Best country in the world” (85). Biju has inherited the same colonial value system as in one of his letters he writes, “*Angrezi khana* only, no Indian food, and the owner is not from India. He is from America itself” (14), to which his father’s proud response is “he works for the Americans” (14). The cook’s father, the cook himself, and his son have been so thoroughly subjected to the legacy of colonialism which trained the native Indians to look at everything Indian as inferior that the cook is “sure that since his son was cooking English food, he had a higher position than if he were cooking Indian” (17). This is suggestive of the warping of the colonized subject’s mind in order to promote colonial culture.

Both the cook and his son are prey to the promise of undeniable material advantage the West seems to hold due to the colonial values that globalization carries forward. Both inhabit the interstitial space between their generations of poverty and humiliation and the perceived, hypothetical Western promise of affluence and dignity. Throughout the course of the novel, they crave for an escape from poverty but do not cross over to a wealthy position; thus, “[T]he structure of world power relations has remained largely the same” (Hawley 214); the only change that has taken place over time is that the power centre has shifted from imperialist England to capitalist USA. In the wake of this shift that has seen USA rise to the economic power, one of Mrs. Sen’s remark is noteworthy: she says, “All these people who went to England



are now feeling sorry” (85). Thus, the judge went to England for education in his time and Biju to USA for work in his own time; however, the larger question is: to what end?

We see the judge as neither Indian nor English: all his habits are English but his skin color is dark; he dislikes and avoids Indian students in England but does not have an English friend, and finally has Mr. Bose as his only friend in England; he loves and adores everything English but the English hate him. Caught in the in-between spaces his mind begins to warp and starts behaving in a manner that surprises himself: once he saw an Indian boy being kicked and beaten and pissed on by some English hooligans but, instead of helping the boy, he ran away to his rented room; he had also started fearing children half his size who taunted him, threw stones, and teased him (209). In a way, he had been estranged from himself as a result of not having a firm identity. Even after returning to India, he remains in the liminal space between East and West, a space where the world was still colonial despite Indian Independence.

While the judge is a victim of postcolonial condition, Biju is a casualty of globalization. Globalization allowed Biju to dream of liberation from poverty and humiliation but, in reality, he gets entrapped in all kinds of binaries where his behavior becomes strange. After a crass racist, humiliating experience at the US embassy, he finally gets the much coveted visa; however, he has to lead a miserable life in USA while carrying the enormous burden of his father's expectation that “One day his son would accomplish all that Sai's parents had failed to do, all the judge failed to do” (85). After the visa expires, he lives as an illegal immigrant in the country among other illegals in dingy kitchens and squalid basements, changing jobs every now and then. Throughout the course of the novel, he cannot get over his sense of rootedness to Indian life and culture though he lives in New York. He carries with him the old hatred for Pakistanis though both are subject to racial discrimination in USA. When Biju experiences a similar discrimination at the hands of an Indian girl studying in USA, he feels “a mixture of emotions: hunger, respect, loathing” (50). In this country, Biju's mind will always be full of such a mixture, keeping him in a space where things seem familiar yet very *unheimlich*. For example, in hating a Pakistani cook, he really attacks the man's religion, and yet finds himself admiring Saeed Saeed, a Zanzibari Muslim (76); the narrative voice suggestively quips this as “a small portion of the dilemma” (76). Although Biju desires to own a green card, he feels nostalgic for the old village life in India (81); he gets angry with his father for sending him to USA, but knows inwardly that he “wouldn't have forgiven his father for not trying to send him” (82).

Biju's nostalgia for his homeland is also aided by his religious essentialism due to his belief in the sovereignty of some firm anchorage for human existence: “You had to live according to something” (136). He finds this anchorage in Hinduism. He abhors cooking with beef as cows are holy in Hindu religion, which he equates with Hindu dignity. While some Indian Hindus in USA have been able to overcome this essentialism as they prefer steak in the restaurants, Biju prefers “not to give up [his] religion, the principles of [his] parents and their parents before them” (136). This preference for living “within [the] narrow purity” of religion and tradition keeps him from getting a job until he finds one in the Gandhi Café. Despite the fact that the restaurant is all Indian, an “all Hindu establishment” playing Gandhi's favorite tunes (139), Desai ironically indicates that this kind of narrow purity cannot keep individuals from being affected by a foreign culture. This is evident from the names of the owners of Gandhi Café: Harish-Harry, his brothers Gaurish-Gary and Dhansukh-Danny, his son Jayant-Jay. These names are indicative of clash of cultures and its products: hyphenated and multiple identities,



divided selves, divided faiths. This “haaf ‘n’ haf crowd” (148) cannot be culturally pure since it has acquired another dimension through what Stuart Hall refers to as the vector of “difference and rupture” (226). Biju’s idea of purity will only make life worse for him as it already has for Harish-Harry. The only consolation in such a situation, Desai observes, comes from the in-flow of capital; this is the reason why people with dreams of purity will neither leave USA nor can cherish their ideas of racial, cultural, or religious purity. They will live divided, “haaf ‘n’ haf,” for whom the experience of living will be *unheimlich*, as is obvious in Harish-Harry’s anxiety and frustration about his own daughter’s language and behavior (148-49).

Gyan’s life in the novel follows a path similar to that of Biju’s as, in a fit of cultural essentialism, he becomes careless. He is a Nepali living in India, and therefore part of the Nepalese minority commonly called the Gorkhas. While tutoring Sai, he falls in love with her; their romance keeps flourishing as the Gorkhas have been agitating for a separate Gorkhaland. This insurgency remains in the background until Gyan feels “the compelling pull of history” (160) and is enwrapped by essentialist fervor. Like Achootan, one of Biju’s fellow restaurant worker, who harbors a feeling of revenge against the white for colonial exploitation of Indians, Gyan’s hatred for Indians is awakened; he is so overtaken by the drug of essentialism that the atmosphere of civil unrest and insurgency feels “masculine” to him and he feels ashamed of even his happy times spent together with Sai (161). Targeting Sai’s convent education and English lifestyle, he contemptuously accuses her of “running after the West” (163) and calls her “Copycat” (164). His mind is occupied with the thought of cultural exclusiveness, but he fails to realize that this does not guarantee cultural authenticity since cultural purity is, at best, a myth. Instead of trying to negotiate a space of interaction that will develop into establishing a social relation of mutual trust, Gyan makes a regressive move in the hope of acquiring a position of fixed identity and gets entrapped into a chrysalis of narrow conception of cultural space where the “other” is shunned out.

Prior to his submission to the Gorkha culture and identity, Gyan inhabits a liminal space as he looks on the insurgency from a distance. Though he feels nostalgic for original cultural identity, he is as soon “pulled out of the feeling;” he shouts along with the insurgent crowd and, again, “looking at the hills, [falls] out of the experience” (157). Desai registers a similar dilemma felt by Biju in a single phrase: “Holy cow unholy cow” (135). Even before, Gyan had often thought of leaving for USA or England or Australia in order to be “free from history” (157); now he ruminates whether the Gorkha leaders of the insurgency would later follow the path of the corrupt politicians (157).

The Judge, Biju, and Gyan are alienated from the immediate reality surrounding them. The judge is at a par with the schizophrenic, Biju is on the verge of becoming one, and Gyan is on the way to it; all seem to have forgotten humanity except until Biju’s meeting with his father towards the end. Although Biju makes a “return” to the “origin,” yet the difficulties he faces in reaching Cho Oyu are indicative of the problematic nature of the “return,” which reminds of the Michael J. Fox movie title *Back to the Future*. Interestingly enough, the whole novel is structured like a cinema that unfolds the lives of its characters in images without having anything to do with the concepts of “identity” and “being.” As a result of their in-betweenness, the three characters in the novel fail to relate themselves to other people around them and harm human relationships, thus portending bleakness. However, Desai would not really partake of the grimness apparent in the poststructuralist / postmodern philosophy. Toward the end, Biju finally



arrives at Cho Oyu and, at its gate, is seen passionately embracing his father; it is a celebration of his homecoming when the clouds part and “The five peaks of Kanchenjunga turned golden with . . . luminous light that made you feel . . . that the truth was apparent” (324). The truth that Desai speaks of here is obvious in the Borges poem she uses for the epigraph to the novel where ideas of home and humanity are laid down. Home is the environment and things among which one feels comfortable; and humanity is in feeling that, despite all differences of race, class, gender etc., human beings are necessarily dwelling in “the same poverty”, that it is expectations and ambition which problematize existence that is essentially bounded by death. Except Sai, all other characters suffer due to some or the other desire that does not come to them naturally but is artificially induced.

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Internet as an Effective Tool for Teaching and Learning English Language.

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Abstract:

In the past students were taught English by conventional methods. But today English can be taught with the help of Internet. Internet plays very significant place in education. Through the help of the Internet students can be trained to acquire various skills and they impart knowledge from all the fields. The present high-tech and competitive society is more dependent on Internet for new knowledge. The use of ICT in teaching language is also promoted by the linguist. The use of Internet in education has been increasing day by day. Students can learn English language using smart phones with innovative apps. The teachers can give the reference of various websites and apps to the students in order to develop their communication skills in English. The new digital technologies under ICT are Multimedia PC, Laptop , Notebook, Tablet PCs, Video Cameras Net Pads, Lan, World Wide Web, CD Rom, MP 3 players, Interactive White boards, IPOD, Email, Chat, Digital Libraries, Video-audio conferencing, blogs, Social networking sites. Most of the educational institutions are providing computers, softwares, digital boards, language lab to the teachers and students. It facilitates teaching English language. The language lab provides facilities for chat, e-mail, surfing, etc. This paper gives names of some valuable websites for developing four basic skills in English.

Key words: ICT, English , Language, Computer, Multimedia.

English is widely spoken in all over the world. It is the first language of England, New Zealand, United States, Ireland, South Africa, Australia, Canada and the second language of India, France, Africa, Russia, Pakistan. The countries like China, Japan, Spain have also introduced English language in their schools. In our Indian classroom teachers have been using different methods to teach English language. Teachers use Internet more effectively while teaching English Language. The knowledge from all the fields can be available on Internet. It motivates for teaching and learning process. The ICT based language teaching is very beneficial for individual as well as collaborative learning. Most of the educational institutions have been establishing computer labs. The Institutes are facilitating the learners to use different kinds of softwares to learn not only English language but also other foreign languages. Through the use of websites and educational Apps, students are trained for accurate pronunciation. The scope is given to the learners to listen the pronunciation and its practice. They get feedback and they can correct it by using specific softwares. In the language lab with the help of over-head projector

In teaching English, teacher can select the materials from the different websites according to the Target groups. If the time is short in the classroom, he should give those references of websites available on Internet. The different kinds of websites can be helpful to the students for developing their listening, speaking, reading and writing skills.

Developing Listening Skills

For most learners listening English require more effort than reading. Sometimes teachers can also make mistake in pronouncing the words. This happens due to impact of local language.



When the students listen English pronunciation with the help of any website or any software they can bring perfection in uttering the words. Teachers can use different kinds of selected video clips, online listening classroom, Skype, Audio Books, podcasts and other websites in order to improve the pronunciation of the students.

The following resources will be in great support for improving listening ability of the students.

A) The BBC world service learning English :-

This offers news service, our students can listen words from the news.

<http://www.bbc.co.uk/worldservice/learningenglish/language/newsextra/>

News about England :

<http://www.bbc.co.uk/worldservice/learningenglish/language/newsaboutbritain/>

It also gives short report from the BBC world service international radio news with a short summary, transcript, and a glossary of some vocabulary terms.

B) Listen and Watch :

<http://learnenglish.britishcouncil.org/en/listen-and-watch>

This site gives audio reports and transcripts on subjects such as famous people, pop music and entertainments.

C) The BBC News :

<http://www.bbc.co.uk/news/videoandaudio>

This site contains recordings of individual stories which are one to two minutes long. Learners can choose which topic they would like to listen to. There is a wide variety of different categories Business, Technology, world news, UK news, Technology and so on. The BBC site is predominantly British English.

D) CNN News :

<http://edition.cnn.com/video>

Similarity to the BBC site learners can listen to clips of individual news items or to whole programmes. The CNN site is predominantly American English.

E) Monthly news Digest online :

<http://www.englishclub.com/listing/news.htm>

A news digest is a summary of news stories. Monthly news digest online has been designed so that English learners can use it on their own not only for practicing listening but for reading, writing and even speaking.

More Audio and video resources

1. Daily BSL. Randall's ESL cyber (www.dailyesl.com)

2. Ello : <http://www.ello.org/>

This site includes interviews, videos, games and more

3. Video Jug <http://www.videojug.com/>

Video Jug is the world's most comprehensive library of free factual video content online. Video Jug gives numerous opportunities for learners to practice listening skills and to become actively engaged in the listening process.

4. Podcasts: podcasts are audio recordings which a user can subscribe to and download to his/her computer or portable listening device such as Mp3 player

<http://www.prdcasting.tools-can/blog.htm>

Learn Songs :



<http://www.manythings.org/songs/>

This site features folk songs and group singing songs that native English speakers sing.

5. English Trailers:

<http://www.english-trailers.com/>

Students can enjoy movie trailers, read the Scripts as they watch and complete listening comprehension and Vocabulary exercises based on the previews, class discussion questions are also provided.

Developing Speaking Skills: following resources are helpful to develop speaking skills.

Websites

www.englishonline.org

www.talkenglish.com/

www.english-at-home.com

www.englishspeaking.org

www.englishspeak.com

Teachers can also give names of Audio books to his students. Teachers can also introduce about electronic dictionary to the students.

Developing Reading Skills:

<http://www.starfall.com>

This website is for teaching students how to read and how to build comprehension. There are many activities and stories that will help the students to develop their reading skill. In starfall.com website there are four sections. First is basic section which guides for loud reading. Second section tells the different kinds of reading. Third Section tells us how to read with the help of light and music. Here the time is given for readers and words are counted by the computer and then slow, average reader is identified. It also teaches how to develop our eye span by reading the words in a one sense group.

<http://www.teacherhelp.org/lesson2-htm/>

This website teaches English through fun games. It also trains the reader to make the sequence of the sentence. This website has a special section dedicated to reading and language arts. There are many resources available here, including free works helps and games.

<http://www.adrianbruce.com/reading/gameshtm>

Developing Writing Skills:

The web provides teachers and learners with a wealth of interesting ESL websites featuring innovative lesson plans, web quests, grammar, creative writing etc. Surfing the net is great for authentic reading practice for all levels of English.

Train the Students to write a Story.

The readers can read some part of the story and they have to complete remaining story. If you type the word 'creative story' there are numerous website available on Internet.

Self-made films on the D.film movie maker website:

Here Students choose a plot and characters and write the dialogues. They make a short film, instructions are given to them and step by step they make the film.

Writing prompts:-Following websites make various experiments to develop reading skill.

1. The story starter



2. Fifteen minutes of fiction
3. Imagination Prompt generator
4. Web English Teacher

Teacher can also make different kinds of video clips by using animation and create

Other Resources:

a) Use of Animation in Teaching English : Use of animation is a great activity. It allows teachers and students to explore many areas of the curriculum.

b) Short Video clips:

Through the video clips students are exposed to authentic English. The videos are short enough for the teachers to focus on vocabulary, teachers, can pre teach relevant vocabulary before hand and while watching the video, students will be able to listen to the new vocabulary in context.

c) On line video channels: Teacher can take the help of on line channels such as Discovery, on line English geographical channel, Animal planet etc .Teacher can take source from **YouTube Channels**. YouTube Channels provide invaluable sources to teach and learn English. They're also great resources for self-improvement of teachers. You can find loads of videos of ELT experts. Here are top 10 ELT Youtube Channels:

- [Learn English! EFpodEnglish](#)
- [OUP English Language Teaching](#)
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Mahashweta Devi's *Mother of 1084*: Disrupting the Normative Hegemonic Institution of The Family

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Mother of 1084 is written by renowned Bengali writer and social activist Mahashweta Devi who dedicated a lifetime to voice the concerns and grievances of the oppressed and the marginalised. The novel is the archetypal journey from arbitrary ignorance to excruciating awareness of Sujata a grieving mother who has lost her son to forces that best represent the 'ideological state apparatus'. This paper is a study of Devi's critique of the hegemonic institution of the family through the alienated lens of the protagonist and the ostracized family member Sujata, because she openly and perseveringly grieves the violent death of her Naxalite son Brati, an act which is at odds with the bourgeoisie values upheld by the other members of the reputed Chatterjee family.

The hegemonic power relations that define the normative hierarchical structure of the family and are determined by economic control are evident and play out in the course of the narrative influencing all that takes place. Sujata's husband Dibyanath Chatterjee is a successful businessman and the patriarch of the Chatterjee household. For Dibyanath, his wife exists merely to fulfill his sexual and cultural requirements and serves a functional purpose: that of sexual gratification and proliferation thus ensuring the continuity of his lineage. Therefore Dibyanath has absolutely no qualms or remorse in subjecting his wife again and again to the physical pain and mental agony of childbirth much against her wishes.

Despite being an educated woman from an affluent and aristocratic family, Sujata does not have a say in household matters and lives the life of a social captive. There are indications in the narrative of her initial estrangement from her husband but she finds herself a thoroughly alienated member of the household after she loses her youngest son Brati in a brutal spate of indiscriminate genocide initiated by the police and executed by the public against the Naxal youth in an attempt to curb the Naxalite movement. It is not so much Brati's death that unsettles Sujata for good as the complicity and the exigency which the entire family shows in its unanimous effort to disown Brati. More than a tragedy, Brati's death is an embarrassment for his family who do not see how they can explain or justify it to their social circle. An irredeemable gulf opens up between Sujata and the rest of the family, sealing her irrevocable position as 'the Other' in the family:

The man (Brati) who had messed up their charming social game was now dead. And they counted Sujata as one of the dead man's party... Sujata

belonged to the other camp, the camp of the enemy.... (30)

Brati in life is an aberration and in death, ceases to be a name and is reduced to a number '1084' in order to retain the honour and reputation of the Chatterjee family. He is symbolically disowned and systematically and categorically erased from the Chatterjee household, the project dexterously carried out by Dibyanath and fully brought into effect by his elder son, Jyoti, his daughter-in-law Bini, and daughter Tuli. Brati's belongings are removed and so are his pictures. His name is deliberately avoided in family conversations.



The family's effort to meet and maintain its social commitments and obligations appropriate to its class, stature and reputation manifests time and again as "culturally appropriate and correct" actions. The Chatterjee family, as a unit, has to keep existing and functioning as if everything is normal and keep up the charade at all costs pretending to be supportive and cohesive even as it is falling apart from inside, with every member, an isolated bubble, experiencing a communication impasse: thus a *pundit* should be consulted for finalising Tuli's engagement day even if it is the very day that her brother Brati died, and a Saroj Paul will need to be invited despite being the one who played an active role in killing Brati's; a Dibyanath's infidelity will have to be taken with a pinch of salt and a Neepa (the other daughter of the Chatterjee family) will have to be accommodated with her husband and her paramour under the same roof and a Mrs. Mitter, despite her obvious disdain for the Chatterjee family, will have to be invited to the engagement party only because she is part of the social circle and a Sujata will have to play the perfect hostess clad in an expensive handloom *saree* despite grieving inwardly, and a Brati, systematically obliterated from the family scene, or spoken about as an unfortunate case of a prodigal child.

It is important that the family, as a functioning unit of the capitalist society¹, should not disintegrate even if it needs to be held together through farcical actions.

Everything boils down to an almost frantic attempt to keep the absurd charade of the family going, preventing it from falling apart. The removal of the telephone (the ill-omened messenger of Brati's death) by Sujata's elder son Jyoti from her room, is symbolic of the extent to which the latter is distanced from his own mother and fails to understand her. Sometimes, the actions are carefully conceived and meant to be performed to attain a desired result. For instance, Dibyanath crying out aloud at Brati's funeral, accuses Sujata of being heartless thus sending out a dual message of being the more grieving parent and holding his wife responsible for Brati going astray. Likewise, the lies he spins when he talks to Mr. Kapadia about his relation with the dead Brati, claiming an enviable closeness with his dead son, is also an instance of the family members' attempt to keep the ideal family picture alive.

The return to normalcy after Brati's death, the attempt to take recourse to routine and order in life on the part of Sujata is an attempt to reinstate or go back to what is mundane and predictable and makes it evident that one is condemned to choose from a very limited range of options:

It took Sujata three months to start going to her job at the bank again. She again spoke normally... she again sharpened the pencil for Suman... (6)

The depiction of routine work through the repetition of the phrase "she again", the habitual action of putting digestives in Dibyanath's suitcase and many more similar chores spell Sujata's return to her domesticated existence after Brati's death, another much lauded virtue by patriarchy.

¹ Engels commented that monogamy was "the first form of the family to be based not on natural but on economic conditions."³⁷ In his estimation, the monogamous family is the product not of love and commitment but of power plays and economic exigencies.... the bourgeois family consists of a relationship between a husband and a wife in which the husband agrees to support his wife provided that she promises to remain sexually faithful to him and to reproduce only his legitimate heirs (Tong, 2009. 106).



It is noteworthy that, though, the family members inhabit the same house and live as a single unit under the same roof, they are alienated from one another; they are distinct islands floating on their own. Be it Jyoti and Bini who, despite being husband and wife, do not share the same bed, or Bini and Tuli, who do not see eye to eye on many issues, or Bini and Sujata, when the former fails to feel the profound sorrow behind the “mocking wisp of a smile on her (Sujata’s) face” (8) on Brati’s death, the chasms are many.

Devi through this portrayal, seems to be deliberately mocking the characters in the novel and pulling the strings of these puppet-like entities intentionally refusing the reader another perspective and presenting the family members as entirely unidimensional.

The pathetic farce which the Chatterjee family engages in, shows their inability to do anything but cohabit a world where nothing happens, nothing changes. They go about mourning, complaining, hurling accusations, expressing displeasure, brooding, insinuating, gossiping and casting aspersions but the truth is all of them, the apparently powerful and the seemingly marginalized, fail to change the course of things. Even the most empowered of the lot are mere puppets, victims who have to conform to societal norms through which hegemonic values are disseminated and observe the rules of social functioning and interaction. The family members fail to impact one another’s lives and keep performing their roles in the segments allotted to them controlled remotely yet powerfully, by an all-pervading system.

Devi, through the perfunctory and arbitrary interactions and equations among the various members of the Chatterjee family, exposes the family as a failed institution, a dysfunctional unit where the ties are not emotional but economic, where the members stick together, not out of love or concern for each other, but because of ulterior motives centering around material gains. The novel, apart from making a statement against the oppressive ways of the state machinery, is also a caustic comment on institutions like marriage, family and traditional value systems that society holds sacred and unimpeachable thus destabilising the normative and questioning the notion of absolutes.

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Current Trends in E-Learning

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Abstract:

This digitalized global era has marked a renaissance in teaching learning process. There is a paradigm shift from the traditional method to modern methods of learning and newer pedagogies growing in leaps and bounds. The opportunities for online learning have grown tremendously in recent years. Interestingly, there seems to be more ways to participate in active learning. The focus is learner oriented and user friendly. Collaborative and co-operative learning environments and learning building blocks are the buzz words. There is a high demand of adaptable, flexible and open learning. To cater to all these Multimedia has been harnessed. E learning has thus become part of holistic, ongoing and continuous learning solutions. It is being blended skillfully with traditional methods to deliver cost-effective, personalized learning solutions that integrate effortlessly into our lives.

Keyword: E learning, Technology, Multimedia, Trend

Introduction

E- Learning is the process of utilizing information and communication to develop, formulate, develop and create with freedom. E-learning is broadly inclusive of all forms of educational technology in and teaching and learning. E-learning is broadly synonymous with multimedia learning, internet-based training (IBT), technology-enhanced learning (TEL), computer-based instruction (CBI), computer managed instruction, computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), online education, virtual education, virtual learning environments (VLE) (which are also called learning platforms), web-based training (WBT), m-learning, and digital educational collaboration. E-learning continues to grow within the educational and corporate sectors. Computers and other mobile devices are becoming gradually essential as educational tools. Technologies are becoming more user-friendly and cost-effective. One size doesn't fit all. So it has become imperative in recent years to look critically at the diverse learning capabilities and accordingly adapt and adopt those training. The emphasis is now on individual skill development which overall leads to effective outcomes. Change is the essence of the society. So it is with e Learning. It never allows itself to remain obsolete. There are rapid changes and development in the field of e learning leading to many current trends.

E- Learning Trends

Technology is developing so fast that after sometime traditional form of learning will be substitute by latest trends of learning which involves mobile phones, laptops, and tablets, which are bound to become more powerful and smarter than ever. E- Learning has gone with unprecedented speed and pace and speed. Traditional glossary and vocabulary has been enriched with words, phrases and acronyms, such as Micro learning Mobile Learning, blended learning,



Virtual Reality and Augmented Reality, HTML5, Tin Can API, Gamification, and MOOC, and day by day there is a innovative and latest E-Learning trend and a new E-Learning knowledge have been developed and created. The worldwide e-Learning market, according to a report has risen by 23% till 2017. The request for Learning Systems will breed from \$2.65 billion in 2013 to \$7.8 billion in 2018.

MOOCs (Massive Open Online Courses)

A recent advancement in the field of distance education is the arrival of Massive Open Online Courses or MOOCs which aim at providing vast participation via open resources available on the internet. Provided by prominent Universities and other institutes of higher learning, it focuses at providing quality education and certified courses to students, teachers and professors using videos, animations, web-tutorials and any other resources which can be availed on the net. The defining characteristic of the MOOC is that it is a course. And therefore follows all the basic characteristics of being a course. It has an instructor, is affiliated to a college or a University, it has course work to be completed, assignments to be submitted and an evaluation process. And ultimately, one gets a certificate. MOOCs enhance user-friendliness, student engagement, and experiences for lifelong learning.

Cloud – Based Learning

The cloud based learning technology offers a new way to deliver education as an online service accessed from a web browser. The trend is quickly evolving into a premium learning platform for data storage and exchange in educational institutions by using “cloud -based” applications. It provides delivery of services, software and processing capacity over internet, reducing cost, increasing automating systems and providing flexibility and mobility of information. Multiple users can work on the same projects can log in simultaneously, each from the comfort of their own homes and work together. The entire project can be completed in a digital format at a faster pace. The chances of errors also get minimized because it's always under the surveillance of each participant. Cloud based programs like *LiveSchool* allow the information for all the currently enrolled students to be kept in a single digital cloud

Gamification

Gamification is the process of using game thinking and game dynamics in order to engage audiences and think analytically. It is not a new trend, but rather one that will certainly evolve. It's a powerful tool that enables technological innovation, develops student/learner skills, crafts behaviours and enhances problem solving. It has proven to be an invaluable tool to improve employee performance, upgrade education, customer engagement, as well as personal development. Game tools and mechanics can be used to make learning more interesting and engaging. Through incorporating learning into gaming, students can learn much of the same content as they would through traditional teaching methods with better zeal. Whether your gamification strategy includes video games, games of chance, role play and adventure, simulations, building and construction, or puzzles, you can be sure that it offers a strong engagement element to your training approach.

Microlearning

Microlearning has become a latest trend. Organizations are adopting this new way of delivering specific designed object targeted, no-nonsense learning bytes. Major benefits include



of microlearning is to rapid deployment, speedy learning through habitual refreshers, improved productivity, and simple tracking. Microlearning has been comprehend as small videos or clips but it can be a learning chunk, interactive video, small game, rapid quiz, or even an interactive infographic. Microlearning works well when institutions and organizations generate modules that have precise learning objectives. It's not about chunking intricate events or teaching analytic skills. Microlearning works great when it is just in time and addresses a definite question that the apprentice may have about their job.

Blended Learning

Blended learning or hybrid learning is the terms commonly used to for education program which combines mutually online digital media and classroom teaching methods. You can segregate lessons into direct classes and online lessons to make the knowledge skill more efficiently. In a traditional classroom with an instructor and learner, the lecture can be recorded and later on shared with the other learner, so that the students can go through the lecture video to remind the message and tutorial. This is useful for the students who had skipped a class to continue on track.

Social Learning Experiences

Social media has become an indispensable part of human life today. It offers a variety of prospects to learn and interact. Teaching-Learning calls for continuous advancement. This paves the way to newer practices to be engaged by blending conventional methods with new technologies. Social media based teaching and learning is one of the ways of doing it. Social media gives a virtual platform to all the participants to share their views and ideas. It is specially a boon for the introvert learners who otherwise would not come out of their comfortable zone in public. It encourages all to voice their opinion. In the bargain there is increased participation among the learners. These all further develops collaboration and cooperation. Blending social media tools like Facebook, Blogs, YouTube, Wikipedia, and Twitter with in-house learning management systems or e-learning tools like MOODLE adds to the overall teaching-learning quotient. Blending by catering to the needs of the learner will be optimally enriched and provide value added experiences to the learners.

Conclusion

Today e learning with the use of rich media has made it possible to develop engaging cost-effective content by using rapid authoring tools (that provide strong, template-driven outputs). It is worth noting that video has experienced a renaissance in learning, particularly through the growing usage of YouTube and initiatives such as TED Talks. Strategically integrating short video and motion graphics into e learning solutions can create greater engagement, provide best practice examples and quickly explain concepts in a memorable, entertaining way. E Learning is developing into a key component in providing scope to continuous learning. It has transcended time and space. Learners have added flexibility in choosing up their own course based on their own aptitude and skills. They can access anytime and anywhere. These have opened wider avenues to all kinds of people from all walks of life. The pervasive and holistic nature of e learning has brought about a paradigm shift in teaching learning process.



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Cultural Aspects in R.K.Naryan's 'the Guide'

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The present paper focuses on the cultural aspects in the novel 'The Guide' by R. K. Narayan. It tries to represent the various traditions of Indian society. It revives the ethnic cultures, traditions, beliefs and languages. It inculcates pride in one's own ancient culture and traditions. It upholds the Hindu view. It shows the criticism on the orthodox elements in Indian culture. It deals with the cultural ethos of India. The characters of the novel are the temporal symbols of Indian tradition. They believe in God and think that sadhus are the medium to go to God. To worship God is the part of Indian culture. The thematic concerns of Hindu culture, the Guru-Shishya tradition culture are important parts of culture. It gives impressions of Indian culture through Hindu epics, folktales and religious beliefs. The religious and philosophical beliefs in the novel are based on the great Indian epics, legends and folktales. It is a portrayal of a reluctant holy man. It describes the spirituality of Raju through transformations from a criminal to a spiritual guide.

Key Words: spirituality, orthodox, superstition, philosophy, culture, tradition

Introduction:

R. K.Narayan is one of the prominent novelists in Indian writing. The plot of the novel operates on two dimensions of time and locales - Mangala and Malgudi. The village community of Mangala fulfils the concept of a social organization. Social setting, in fact is the social organization of culture. It constitutes the factors-religion, language, customs, festivals, codes of conduct and thought process. The village Malgudi, undergoes the Western influence and there of gives a fragmented picture of India. Mangala, on the other hand, comes as a clear and distinct social organization which operates through a unique Indian culture. It has the silent features like – common language, religion, customs and festivals. The novelist focuses on the distinct life pattern of the people in Mangala. The rustics' life of Mangala is closely linked with natural setting. India is symbolized by Malgudi. It is an average town with swamis, beggars, postmen as an essential part of Indian society. It is a center of attraction for scholars of ancient Indian culture. It is a part of recollection and consciousness.

Aspects of culture: The novel tells the stories of Raju's relationship with Rosie and Raju's relationship with the villagers as a holy man. The stories represent religious belief, superstition, philosophy, sacrifice, local setting, culture, hospitality and Indian scenes. All these aspects show the Indian cultures.

- 1) Religious belief: The villagers believe blindly in religion. Raju, as a swami gives the people some offerings and they accept it with faith and hope. They assume him as a great saint and blindly have faith in him. They think that Raju has spiritual power and believe in his spirituality.
- 2) Sacrifice: The sacrifice for social and spiritual good is an ideal philosophy. Raju is completely transformed because of this idealism. He changes his psyche from a criminal



to a swami with true feelings for the villages of Mangala. He decides to sacrifice his life for the rainfall in the village, Mangala after three years of draught. The villagers of Mangala fed Raju when he took shelter in the village after imprisonment.

- 3) Traditional mortality: Raju thinks that the traditional belief of villagers will bring happiness can be restored by conforming traditional views. He gets the spiritual rebirth because of traditional beliefs. He accepts the traditional mortality of Indian masses.
- 4) Local setting: The novel describes the Indian life through the village of Malgudi. The daily life of Indians, the traditions of lands, superstitions of values are represented minutely. Malgudi is a town of swamis, beggars which represents the Indian society. The village school with the respected teachers and school master reflects the Indian society.
- 5) Indian culture through characters: The major characters of the novel are deeply rooted in Indian culture. The hero, Raju believes in his faith. His faith stands for the villagers' faith in tradition. He transforms himself from criminal to spiritual. He believes in faith of villagers and decides to sacrifice his life. He becomes the spiritual guide of the villagers. Raju's mother also believes in culture. She rejects the arrival of Raju with Rosie in her house. She strongly rejected the relationship of Raju with Rosie, who is already married with Macro. Rosie, the heroine of the novel also believes in culture. She is Devdasi and wants to become a famous dancer. After her marriage, she falls in love with Raju. Raju becomes her spiritual guide. She leaves her husband and follows the path of spirituality.
- 6) Hospitality: The villagers of Mangala offers meals to Raju. The head of the village, Velan shows sympathy towards Raju and allows him to take shelter in the village. All villagers show hospitality to words Raju. They believe in God, spirituality and humanity. Velan takes the advice of Raju and his problem is resolved. He believes Raju as swami and declares in the village that Raju is spiritual. All villagers have faith in spirituality.
- 7) Indian scenes: in the novel, the novelist has created so many Indian scenes which reflect the Indian culture. The scenes like- mother and son's argument on relationship with Rosie , Raju as a fake swami, cobra's dance, the renovation of the temple, chanting of a holy test, pujas, sacrifices, fasts to appease God, dying cattle, draught area, lack of water, sadhus and mantras, myths in the village, etc. We meet sanyasi, temples and rivers. The novelist uploads the Hindu view.
- 8) Religiousness: The villagers of Mangala believe in God. They think that saints and sadhus are the medium to go to God. According to them, to worship the God is the part of the Indian culture. For the happiness of the God, they offer so many things to God. They celebrate different festivals according to their religion. These festivals are important aspects of culture. Raju has to take up the fast for twelve days. He accepts the agreement of the villagers and sacrifices his life for the raining in the draught area. The novel portrays a South Indian society in the village of Mangala. There are people from different castes and traditional occupations. Their cultural practices include the typical way of arrangement of marriages, lighting the lamps in temple, ritual fasting, prostrating before God, smearing holy ash on their forehead, reciting sacred verses, washing their feet before visiting temple, rituals of purifications, etc.

The novel is the face of Indian culture. Raju's mother teaches him the sense of traditional culture and morality. His mother tells him the stories of religion in the evening before going to bed. The stories narrated by the mother at bed time are typically Indian with their positive moral lessons.



The people in the village have certain beliefs. They follow their traditions. Their opinions about Raju are the part of their beliefs in God. The novel tries to synthesize the East and the West cultures. It presents the nature of an ancient Indian tradition. On one hand it deals with the great ethos of Indian culture and on the other hand it expresses the exclusive orthodox conservative Indian tradition. There is an ironical attitude towards the Western culture. Raju's parents and uncle and the teacher represent the traditional orthodoxy, hierarchy and conservative values. The coming of the railways, the transformation of a simple agricultural community to an urban society presents the picture of modern India. Similarly the clash between castes, classes and the old values weaken the strength of the nation. Rosie's caste was the noblest on the earth. The novel is balanced by the inner and outer landscapes, the temple, the village, the town of Malgudi and the river Sharayu. The cinema hall, the Taj restaurant and the hotel carry the influences of the Western parts of the town. The village symbolizes the tradition of Indian culture.

The novelist become successful in creating the picture of Indian culture with the use of language, tradition, customs, beliefs and symbols. The novel reflects the picture of modern India. It shows transformation of India from old fashioned way to a modern way through spiritualism. The hero, Raju is influenced by the western culture and tries to live with a married woman, Rosie. The characters of the novel are influenced by culture. Raju and Rosie show the trends of western culture through their behavior, attitude and treatment. These characters exhibit the Indian culture and tradition.

Conclusion:

The novel represents the Indian society, its customs, traditions, culture, religious faith and conflict between the traditional and modern values. Throughout the novel the aspects of Indian culture and focused thinking of the past and present of it. The Indian spirituality and mysticism is presented. Karma is responsible for the success and failure of everyone's life. Overall, the novel deals with the Indian society, culture and traditions with great influence.

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Postcolonial Reading of Nursery Rhymes In English; An Agency to Nurture Cultural Bias And Stereotypes(?)

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As soon as a kid begins to start speaking, the parents then take up the initiative to teach their kids the basics of speech, then go on to teach them the alphabet, nursery rhymes and so begins the lifelong procedure of learning. Jean Piaget explains that children start retaining information and develop consciousness from a very young age, but the process happens in four stages. However, the intellectual development which consist of their ability of thought, judgement and knowledge begins from the age of two isn't completely stable until their late teen years.

The early sixteen years of most children's lives is the time frame wherein their physical, mental, emotional and psychological growth takes place according to Freudian psychologists. My paper is an attempt to read and reinterpret nursery rhymes in English with Postcolonial approach to deconstruct and point out particular way to sow colonial stereotypes and bias in innocent minds of children. Are they deployed as an agency to nurture blank minds and fill them with prerequisite image?

Keywords: bias,children,stereotypes,nursery rhymes.

"If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves."

-Carl Gustav Jung

(quoted in Elliot Murphy's On the Mind and Freedom,pg25)

In order to conduct any kind of research on Children's Literature, it is first important to understand that who is the real child today. When the English philosopher John Locke introduced his '*Theory of Tabular Rasa*' he compared a new-born's mind to that of a blank slate or white paper, asserting that they have no individual thought process of their own, and all their knowledge is nothing but an amalgamation of everything they've seen, experienced and learnt from the people and the surroundings around them. In his '*An Essay Concerning Human Understanding*' he suggests that children maybe conned into a knowledge of letter and be taught to read, without perceiving it as anything but sport, which goes on to prove that its quite easy to influence and mould children's minds and perspectives.

Postcolonialism is an academic perspective to raise the questions for social justice and challenges to reread the texts and correct the images and stories which have been crafted with a biased mind playing dirty game of power politics. It also deconstructs the texts and strives to reinterpret the mute voice of colonised people, culture, their tradition and establish a healthy attitude to see the world around us devoid of presuppositions and dubious concepts.



Children's Literature is a broad concept that has been in existence since a very long time. There are somewhat similar stories and concepts explored in it irrespective of time and place. However, since the culture and environment in each era and place is different, the children do not respond to the same thing in the same manner all the time. Historically, children were often regarded merely as smaller versions of adults.

Now as most of this time is spent in studying and gaining information to show academic and social growth, it is on basis of this setting that they(children) then go out into the world on their own as individuals. Thus, the major foundation of any person's life is based on education and that is founded on the types of books they've read, studied and understood. Literature herein plays the vital role of acting as the start-up pool of knowledge one begins with. Most of the major choices of behaviour are founded upon their understanding of the world, thus it is quite possible that the negative aspects of one's social behaviour such as practising racism, giving into the notions of stereotypes and showcasing cultural bias is also a result of their education.

Bruno Bettelheim uses psychoanalysis in his *'The Uses of Enchantment'* to explain the impact of fairy tales on developing children. It would be foolish to suggest that children's literature is bereft of such topics and is in itself wholly unbiased and doesn't promote such thoughts.

As children's mind are open to formation of concepts, through our versions of stories, games and activities passively lead to the formation of these prominent typecasts in their psyche. For instance, they will easily believe that a step mother is more likely to be negative and unlikeable due to stories such as Snow White and Cinderella. Other physically informed limits are also set very casually and indirectly through such works - fat people are meant to be jolly on nature and have a sense of humour, short people are always shown as trying to compensate for the height, even within animals' small ones are meant to be friendly, foxes are meant to be sly and so on and so forth. And it is these set stereotypic attitude which then leads on to expression of racial prejudice.

Another major issue which features prominently in children's literature is ideas promoting and broadcasting racism and cultural bias. Racism in definition is about showcasing prejudice and discrimination against someone else, on the basis of the assumption that one's own race (inclusive of religion, colour, belief systems etc..) is superior.

The first poem which comes in our mind is "Baba black sheep/Have you any wool" which clearly addresses the black sheep whose serving particularities have been emphasised in the rhyme. Probably, this emphasis on 'black sheep' signifies the predefined duty of black people. As Edward said, "A man is supposed to behave like a man and I am supposed to behave like a black man." Another rhyme which comes in our mind in this context is 'very fair and lovely too' is pet to the teacher.

The first poem to be deconstructed is 'Goosey, goosey, gander':

The above written poem is a well-known nursery rhyme, written sometime around the 16th century. To a small child which is the intended target audience, the poem is about a goose which keeps wandering, and about an old man who doesn't say his prayers. The moral perhaps being that those who don't say their prayers deserved to be punished. Nevertheless, the intention of the original writer or the understanding of the current reader, if we were to deconstruct each and every term in the rhyme and the put it back together, there seems to be a lot of context which is being overlooked, and the poem then becomes inappropriate for children.



Let us take another rhyme titled 'The King was counting' and apply this technique:

This rhyme when analysed seems to be an imagination of a what the common folk assumed the royalty did in their castles. To them the king was just someone who had so much money that he had to build a separate house for it. The rhyme when deconstructed seems to be spreading the message of differences in social status and how the rich lay back and enjoy whilst the poor suffer.

The last rhyme to be deconstructed is 'Pumpkin eater': When the net line states he put her in a pumpkin shell we are assuming that he has murdered her out of spite and anger and buried her in the ground along with the pumpkin shells and though he wasn't able to keep her with him while she was alive, in her death she will remain closer to him. The rhyme when deconstructed takes a very gruesome turn and from a nursery rhyme turns into a creepy death note of sorts.

Freud basis of psychanalysis states that most of how an adult is will be determined by how he is brought up. According to him the manifestation of a subconscious is much more impactful in one's life than they usually tend to understand and thus what we learn in the initial formative years will not only play a role on how we live but also on what we ourselves pass onto to the next generation.

Hence, we can sum-up that all the nursery rhymes are not an agent to nurture bias and stereotypes but some of them really strong enough to inculcate a wrong image in the innocent minds. Now the time has come to correct the picture and give an unbiased and healthy atmosphere to our next generation.

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Poetry in the Age of Social Media

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Abstract

In the age of digitization and social media, a number of questions about the position of poets in the society, their poetics and the relationship between poets and critics are reasonably asked. The appearance of what is known as social media poetics as well as commercial poetry has encouraged young poets to seek fame and popularity without giving attention to the form and content. A number of poems on trivial issues like horoscopes, celebrities and pizza occupy their place in social media and literary journals. Though they are given attention by the electronic media, such poems remain outside the frame contemporary criticism and academic platforms. The reason beyond the reluctance of critics and academicians to welcome the new poetics is related to the claim that the contemporary poetry has become ridiculous and absurd.

Key Words: poetry, social media, Facebook, Twitter, contemporary poetry, current poetry, commercial poetry, E-poetry

Since the advent of the age of social media and digitization many troubling questions about the position of poets and poetry amid these social, cultural, technological and global changes. What will be the poet's place in a society which is guided by electronic media? What will be the position of poetry among illusions created by a world of virtual reality? How can poetry survive in a barren and unreal world? What will be the response of critics, academicians and intellectuals to the contemporary poets and their poetry?

The new popular poetry has received much attention from social media and some TV channels. This has absolutely encouraged young poets to write and seek fame by writing poems and posting them on Facebook, Twitter or performing them orally on Youtube or TV channels. In this way, a number of poets become popular on various electronic platforms, but they receive no attention from critics. Their poems remain outside the courtyard of criticism. Critics, academicians as well as intellectuals are reluctant to welcome the contemporary poets to their cognitions. The reason beyond this is the claim that the contemporary poetry has grown ridiculous and absurd. Some critics hold an opinion that the contemporary poets have shown carelessness to both form and subject matter. Therefore, the current poetry seems to be absent from the critical, intellectual and academic platforms.

While the new popular poetry has received immense coverage from the electronic media and general press, it has garnered relatively little attention from intellectuals and virtually none from established poetry critics. One can understand the reluctance of academic critics. If they have noticed the new popular poetry at all, they immediately see how little it has in common with the kinds of poetry they have been trained to consider worthy of study. (Gioia 25)

Poems on trivial subject matters like horoscopes, celebrities, pizza and birthday occupy their place in literary journals and they are given attention by electronic media, while poems on general human emotions and values are rare to appear on the scene. The rare appearance of the poem as a high form of literary production in the twenty first century poetic arena is justified as social media poetics and commercial poetry dominate the scene. Such an argumentation seems to be much radical and extremist, but it becomes justified and reasonable as we keenly look at the current poetic production. Poems like Baird's *February Horoscopes* and *Prelutsky's A Pizza the Size of the Sun* are good examples. While Baird's poem on horoscopes is popular online, it receives no attention from the world of critics. Her reading of horoscopes reminds us with Eliot's Madame Sosostris who reads fortunes in his *Waste Land*. Just like Madame Sosostris futile pursue, Baird reads people's fortunes as she says:

Aries, some ghosts are here to teach you instead of haunt you.

Taurus, your mother is not disappointed in the person you've become or the people you have been.

Gemini, it is difficult for an artist to love another artist; you both desperately want the other to hold still.

Cancer, avoiding important conversations because they're difficult does not make anything easier... (Baird's 1-7)

Similarly, Prelutsky's poem on pizza is another example of the gulf between poets and critics. The poem's trivial subject matter along with its simple diction and its marketing tone make it appear like a commercial advertisement.

I'm making a pizza the size of the sun,
a pizza that's sure to weigh more than a ton,
a pizza too massive to pick up and toss,
a pizza resplendent with oceans of sauce (Prelutsky 1-4)

Some TV channels and social media pages try to bridge the gulf between the poet and the critic by organizing poetic competitions where poets perform their poems orally or send them as texts to be judged by the audience and some critics. In this way one important aspect of postmodern ideology regarding the socialization of art is achieved. However, such an attempt turns into a marketing act where poetry becomes a commodity. Such TV channels and social media pages use poetry as both a commodity and a source of income. The UWI TV's poetry competition, The Vanier TV's Speak Up: Slam Poetry Competition – 2017, Poetry Slam Inc., Abu Dhabi TV and the Million's Poet Channel's Million's Poet and the United Arab Emirates TV's Prince of Poets are such examples. Arabic poetry had known poetic competitions since the 6th century or even earlier. In Souk Okaz, for example, famous Arabic poets used to organize annual poetic competitions. Such competitions focused on the power of poetic expression, diction and subject matter. Such competitions enriched Old Arabic Poetry since the aim was to select the best poem on the basis of form, diction and subject matter. Unlike those competitions,



however, the modern and contemporary poetic competitions have degenerated poetry into a caricatured form; a commodity and a source of income.

The poems are typically performed in competition and judged by the audience or a representative jury - an arrangement that both Sophocles and Pindar would find quite natural but which would be as unusual at an academic poetry festival as a bathing-suit competition. (Gioia 30)

Poetry is generally viewed as a high form of literary production, but what would happen to it when it becomes digitalized and socialized? Social media permits everybody to write some lines, post them and claim poetics. This makes some critics call it as the "everybody's poetics". In her essay *Poetry on the Brink*, Marjorie Perloff opens with the question: "What happens to poetry when everybody is a poet?" The word everybody reflects surprise rather than totality. Therefore, it is true enough to argue that Facebook, Twitter and other related social media are platforms of what I shall call *fast poem*, just written as a commodity. Such a fast poem lacks spirit both in form and content. It lacks the aesthetic element, or in a capitalist terminology, it lacks the quality of a tasty poem. It is mainly written to be posted or tweeted; to be consumed by an audience who is not necessarily a critic but a common social member who seeks joy and refreshment. As it encourages young poets to write; therefore, social media turns into a noisy platform.

Poets usually tend to recite their poems, record videos and post them on Facebook, Twitter, Youtube and other social media channels. In this way, poets are degenerated from their position as writers of the high form of literary production into clowns or entertainers.

As readers turn into viewers and listeners, they naturally approach the new poetry in ways conditioned by television and radio. This epistemological change, to quote Neil Postman again, affects the "meaning, texture, and values" of literary discourse. Not least important, it transforms the identity of the author from writer to entertainer, from an invisible creator of typographic language to a physical presence performing aloud. (Gioia 29)

New terms like e-poetry, digital realism, new popular poetry, social media poetics and everybody's poetry have been coined to account for the new poetics. In her *Migrating Modes: Multimodality in E-Poetics as another kind of Language*, Shackelford uses the term E-Poetics repeatedly to comment on Mencia's *Birds Singing Other Birds' Songs* and *Another Kind of Language*. Prathna Lor uses the term Digital Realism to define what he calls as everybody's poetry or social media poetics. In her essay *Everybody's Poetry*, she argues:

Ostensibly, social media sites such as Facebook aim for verisimilitude, but they are undercut in this enterprise by the very forms of self-fashioning on which their newsfeeds feed. Interestingly, the emergence of social media poetics — and, specifically, what I term digital realism — demonstrates the use of the confessional mode in social media. Digital realism gives name to a process of literary production that obscures the lines between life and writing (Lor 153)

Therefore, it can be said that the process of socializing poetry has degenerated it into a commodity. The different social media platforms' absolute freedom of posting, tweeting and publishing poems has encouraged young writers to produce poems but it has turned poetry into a caricatured form of expression. Hence, the gulf between the poet and the critic has been widened.



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Use of Picture Associated English Language Teaching in Urdu Medium School

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Abstract:

Learning is a comprehensive process. It enhances in mother tongue only. An education is a source to enlight your learning process and empowers your abilities. Education is platform that provides us opportunity to stand on our own feet. So we need to take education in other languages also, apart from mother tongue (Urdu).

Here researcher observes that Urdu medium students face many challenges and obstacles while learning English like failures, low marks. It happens because they don't get chance to explore their ideas and thoughts in English language due to their cultural background and surrounding.

There are many methods that develop teaching process such as direct, indirect, CAM, grammar translation methods, etc. As psychology says any person can learn through hearing and practicing of a particular language. Many psychologists say that picture associated learning provides creative mindset for the learner to develop learning attitude and interest among them towards the different languages. PAT develops new ideas for learning, mind mapping, concept mapping for the students.

Whenever students get chance to learn through audio and video visual aids, they learn easily and efficiently. They visualize things easily and can co-relate the concept with day to day life. Whatever they listen and visualize they remember it for a long time that provide concrete understanding of language.

*That's why researcher have chosen **PAT (Picture Associated Technique)** for teaching English language to Urdu medium students.*

Key Words: Picture Associated Technique, Urdu language, English language, Roman Urdu language.

Review of related literature:

Rorschach test:

There are different types of **Rorschach test** such as **ink blot test, draw a person test, draw home test** for the special students and These tests are psychologically connected with the responder that deal with their visual learning and responding behaviour.

Cognitive Theory of Multimedia Learning (Mayer)

A cognitive theory of multimedia learning based on three main assumptions: there are two separate channels (auditory and visual) for processing information; there is limited channel capacity; and that learning is an active process of filtering, selecting, organizing, and integrating information.



Introduction:

Teaching and learning is two sided process where sharing, transforming of knowledge and ideas are taken place. Learning deals with acquisition power of the learner. Each and every students or person is having its own pace of learning and they learn through that only. So teachers need to teach them as per their learning style and learning pace. But if we think about practical side of teaching it is not possible for the teacher to teach each student as per their learning pace. So if teacher wants that each and every student should understand topic with comprehensive form, she need to use different methods, audio-visual aids and ways for teaching to achieve her teaching objectives.

So to fulfill this aim, researcher has to develop new and innovative teaching strategy that is **Picture Associated Technique**. Through that students can learn and play too. **Picture Associated Technique** helps teachers to used picture for teaching any content to the students by using their mother tongue language only. That develops creative, analytical, thinking power and crucial thinking of the students. **Picture Associated Technique** create positive and interesting learning environment for the students. It develops interest of the students in learning process.

Statement of Problem:

To study the effectiveness of **picture associated technique** for teaching English language to Urdu medium students.

Conceptual Definition:

Meaning of language:

- A body of words and the systems for their use is common to a people who belong to same community or nation, the same geographical area, or the same cultural tradition: the two languages of Belgium; a Bantu language; the French language; the Yiddish language.
- Oral communication is a distinctively human manner, using arbitrary sounds in conventional ways with conventional meanings; speech.
- The system of linguistic signs or symbols considered in the abstract (speech).
- Any set or system of such symbols as used in a more or less uniform fashion by a number of people, who are thus enabled to communicate intelligibly with one another.
- Any system of formalized symbols, signs, sounds, gestures, or the like used or conceived as a means of communicating thought, emotion, etc.: the language of mathematics; sign language.

English definition:

- The language that is spoken in the UK, the US, and in many other countries.

Meaning of innovation:

- **"Innovation** can be simply defined as a "new idea, creative thoughts, new imaginations in form of device or method"

Meaning of technique:

- A technique is a particular method of doing an activity, usually a method that involves practical skills.
- Technique is skill and ability in an artistic, sporting, or other practical activity that you develop through training and practice.

Operational Definition:

- **Picture Associated technique** is an innovative way of teaching any content with the help of co-association of photos and different languages.



Importance:

- It helps pupils to learn English language in an innovative way.
- It helps pupils to develop vocabulary
- It provides pupils concert understanding of language.
- It provides a chance to pupils to learn more than two languages at a same time.

Objectives:

- To analyse students' level of language acquisition.
- To enable pupils to understand and learn English in innovative way.
- To check the effectiveness of students learning with picture associated techniques.

Main aim:

- To enable pupils to learn English language in innovative way.
- Through Picture associated technique, researcher gives practice to Urdu medium students to learning English language.
- Urdu language researcher teach to pupils to learn English language.
- Roman Urdu is used as a mediator for teaching English language to pupils.

Steps:

- Firstly, researcher conducts Pre-test to check basic knowledge of English language.
- Researcher conducts 6 sessions on English Grammar for teaching English language to Urdu Medium students.
- Topics such as the type of sentences, preposition, articles are covered in this sessions.
- Each session carries for 1 hr. after each session researcher gives assignments to the students.
- Lastly researcher conducts post-test to check effectiveness of PAT for teaching English language to Urdu medium students.

Null Hypothesis:

There is no significant effectiveness of PAT for teaching English language to Urdu medium students.

Methodology:

1. Method:

Researcher has used experimental method for the present study.

Independent variable: Picture associated technique is independent variable for teaching English language to Urdu medium students.

Dependent variable: The academic achievements of students are affected by the PAT and pupils English grammar also increased by the use of PAT.

2. Sample:

The sample selected for this study is 40 students from Ashoka College of education. Sample is selected by manipulation and those students who are from Urdu medium school.

3. Method of sampling:

In probability sampling each element of population has been given equally and same chance of being selected. In non-probability sampling, sample is selected by choice, for this study purposive sampling method from the non-probability sampling category is used to selected sample.

4. Tool:

Researcher has used researcher made questionnaire for conducting pre and post test for the research work.



- Researcher has applied **Diagnostic test** for Pre-test data collection.
- Researcher has applied **Achievement test** for Post-test data collection.

5. Statistical tool:

Percentage- percentage is used as tool to analyze data place a vital role in interpreting large data in a very simple manner. The present study has utilized percentage method for the data analysis and interpretation.

6. Data Collection:

Researcher has selected data by conducting pre and post test.

7. Data analysis:

Sr No.	Pre Test		Sr No.	Post Test	
Responses given by the students	Correct responses	Percentage	Responses given by the students	Correct responses	Percentage
1.	38	95%	1.	40	100%
2.	25	62.5%	2.	40	100%
3.	29	72.5%	3.	40	100%
4.	20	50%	4.	40	100%
5.	25	62.5%	5.	40	100%
6.	30	75%	6.	35	87.5%
7.	36	90%	7.	30	75%
8.	25	62.5%	8.	20	50%
9.	15	37.5%	9.	20	50%
10.	10	25%	10.	35	87.5%
11.	15	37.5%	11.	25	62.5%
12.	20	50%	12.	30	75%
13.	15	37.5%	13.	25	62.5%
14.	20	50%	14.	30	75%
15.	35	87.5%	15.	30	75%
16.	14	35%	16.	25	62.5%
17.	19	47.5%	17.	25	62.5%
18.	35	87.5%	18.	25	62.5%
19.	25	62.5%	19.	35	87.5%
20.	14	35%	20.	33	82.5%
Total:	465/800		Total:	623/800	

8. Scope and limitation:

- The study is limited only to students of Urdu medium school.
- The present study is based on the responses obtained from students' responses.
- The conclusions are drawn on the basis of collected data and its analysis.

Findings:

Researcher has conducted Pre-test to check the level of student's understandings of English language through that researcher has come across that how much students are familiar with English grammar. Researcher has get data through questionnaire and recorded the responses of the students. Students get 466 out of 800 marks. So the mean of Pre-test is 11.65. So when researcher has get idea about student's level so on the basis of that a researcher conducted 6 sessions in that researcher has teach certain topics of grammar to the students by using Picture Associated Technique. After that researcher has conducted post test to check at what extend



picture associated technique. In post test students get 623 marks out of 800 marks. So the mean of post test is 15.75.

Results As Per Classes:

Researcher has conducted data from F.Y.B.A.B.Ed to FINAL.YR.BA.B.Ed. Researcher has found that **Picture Associated Technique** is useful for teaching English language to Urdu medium students. As individual class results shows that Grammar of the each class student is increased.

Discussion:

Picture Associated Technique is useful for teaching and learning process. Pupils develop interest in learning process that they motivate teachers for giving more inputs for teaching process. **Picture Associated Technique** can be used for teaching any language to the students. **Picture Associated Technique** provides opportunity for teacher as well as to the students for making teaching and learning process more effective and fruit-full for the both.

Researcher finds from the results that the critical value of t with 40 degrees of freedom at 0.05% level of significance is 2.02. Our computed value of t is 6.80 is bigger than the critical table value 2.02 and hence is significant. Therefore, the null hypothesis can be rejected and as a result, the given difference in sample means being significant, for the findings.

Conclusion:

Above results shows that **Picture Associated Technique** is effective and useful for teaching English language to Urdu medium students. Because **Picture Associated Technique** is provide long term memory and create interest of individual in learning process. **Picture Associated Technique** is effective for the teaching English language to the Urdu medium students, and null hypothesis can be rejected.

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Reviewing Native Tribe's Eco-Cultural Survival Through Environmental Activism in Hogan's *Solar Storms*

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Abstract:

Eco-cultural studies sees culture as the "battleground" or landscape within which different ideas about nature and environment, human-environment relations and the environmental politics and action are articulated and challenged. Linda Hogan, a distinguished Chickasaw Native American writer, shows her meticulous interest in Native American history and environmental issues from a distinctly ethnic perspective. The concept of 'interconnectedness' is at the core of her work. Her representation of humankind's integral connection with the biosphere is a prominent dimension in her novels. Solar Storms is an excellent portrayal of the psychic and political conflicts of the Native American cultures with the dominant hierarchical culture by drawing a parallel between the protagonist Angel's emotional and political conflicts with her abusive mother and the history of abuse of the American Indian tribes and non-human biospheres. Besides, it is about the healing powers of cultural landscapes following a history of five hundred years of colonial cultural oppression and annihilation of the American Indian tribes. Throughout this novel Hogan examines the effects that are resulting from the dislocation of the individual from her natural and cultural landscape. The characters in the novel make every effort for the quest of their identity by initiating themselves in the negotiations between their native heritages and the impact of the dominant society. They struggle for their eco-cultural survival and get painfully aware of the interconnectedness between the domination of their Native American tribal culture and the utter exploitation of the nonhuman biosphere.

Keywords: Eco-cultural study, Native American History, Environmental Activism, interconnectedness, colonial oppression, annihilation, identity

The present paper attempts to study Native American tribe's eco-cultural survival against the backdrop of their colonial cultural oppression and annihilation by the Euro-Americans. Further, it endeavors to explore the Native tribe's ceaseless efforts against their exploiters by way of environmental and political activism and to see how these tribes attain a sense of contentment by getting reconnected with the environment and native tradition.

Linda Hogan, a distinguished Chickasaw Native American writer, shows her meticulous interest in Native American history and environmental issues from a distinctly ethnic perspective. The concept of 'interconnectedness' is at the core of her work. Her representation of humankind's integral connection with the biosphere is a prominent dimension in her novels. *Solar Storms* is Hogan's novel set on the landscape of the Boundary Waters between Canada and Minnesota. It is excellently woven narrative chiefly dealing with the story of five women. The first one is Angela Jensen who is the youngest of the five and most often referred to in the narrative as Angel. She is the protagonist as well as the principal voice in the novel. The second woman is Angel's mother Hannah Wing. The third women character is Bush who was the first



wife of Angel's grandfather. The fourth woman is Agnes Iron who is Angela's great-grandmother and the fifth one is Dora Rouge, Angel's great-great-grandmother.

The narrative centers on the first person perspective of Angel which traces Angel's journey back to her homeland and her matrilineal family. In fact, it is her complex and life-transforming journey from the path of oppression and pain towards gaining of inner strength that comes from a reconnection with the biosphere and native traditions. Her multi-faceted journey makes *Solar Storms* a unique fiction in terms of environmental and political activism. The narrative is based on actual occurrences concerning the construction of the James Bay-Great Whale hydroelectric project in Quebec. It portrays the struggle of the protagonist, Angela Jensen, and that of her female community as they fight for their land and water rights against local surveyors and land developers. The Project was launched in 1971 to provide electricity to New York without prior notification to the people it would affect. Hogan carefully details the effect of the Quebec project on the region's population, focusing on the negative impact on the indigenous people.

The present novel is an excellent portrayal of the psychic and political conflicts of the Native American cultures with the dominant hierarchical culture by drawing a parallel between the protagonist Angel's emotional and political conflicts with her abusive mother and the history of abuse of the American Indian tribes and non-human biospheres. Besides, it is about the healing powers of natural cultural landscapes following a history of five hundred years of colonial cultural oppression and genocide of the American Indian tribes.

Throughout this novel, Hogan examines the effects that are resulting from the dislocation of the individual from her natural and cultural landscape. The characters in the novel make every effort for the quest of their identity by initiating themselves in the negotiations between their native heritages and the impact of the dominant society. They struggle for their survival and get painfully aware of the interconnectedness between the domination of their Native American tribal culture and the exploitation of the nonhuman biosphere.

Angel Jensen, the protagonist of the novel, has been typically represented to exemplify the initiative spirit of interconnectedness. Angel Jensen, the young mixed-blood woman, goes back to her reservation with the goal to reconnect with her tribal lands, her female ancestors, and the most particularly with her mother who gave her up for adoption. Angel's journey makes her realize that the destruction of her tribal lands, the broken bonds among her family members, and her separation from her mother are results of an imbalance between human and nonhuman nature and an imbalance caused by the interference of the white Euro-American settlers with her tribe's culture.

Hogan strongly believes in the interconnectedness of all living things. For her the land itself is alive and part of the web of life. That is why land is capable of challenging its own revenge. It is apparent in the fiction that when Angel, Dora-Rouge, Bush and Agnes travel northward they come across a river landscape which doesn't exist on their ancient tribal maps, neither in their memories nor in their stories. The succeeding narration depicts about the anger of river – "That was why it was a strong roar...so loud it sounded like earth breaking open and raging" (192). Dora-Rouge listens to the roaring sound and recognizes that- "It is angry," said Dora-Rouge. I [Angel] leaned toward her to her. "The rivers are angry. Both of them" (192). Dora-Rouge realizes that it is due to the rerouting of the river water and the violation of the bond between human and nature that river is outraged. So she makes a pact with the river and



prays. She talks –...to the churning river, the white and muddy foam of it, the hydrogen and oxygen of it, and convince it to let us pass safely. (193)

Almost all the women comprising Agnes, Bush and Angel make a pact with nature by recognizing nature as a partner in connection or agreement with humanity. In her youth, Agnes kills a bear to end its agony. She continues to sing bear songs and to learn bear medicine and ultimately contributes her flesh to wolves and wild animals. Bush reassembles the skeletons of animals with respect and honour and stands up at the “negotiation” meeting with the contractors and asks, “Why are only white laws followed...What is the law if not the earth’s?” (83).Further, Angel also learns to “feel the land” (235) and thereby becomes fully human.

In the present novel Hogan examines the broken bonds between humans and nature. She reveals the ways in which the dominant Western patriarchal ideologies and a history of violent colonialism exploit and harm both women and the environment. The central course of action of *Solar Storms* is Angel’s environmental activism. However, her environmental activism relates to her political activism for the cultural survival of the Native American tribe. In the earlier part of the novel, Angel recognizes the similarities between the broken “pact” between the natural elements, the earth and the waters of her place of origin, and the broken “pact” between this geographical landscape and its inhabitants. Angel’s retrospective first person narration repeatedly and frequently refers to these multiple pacts of common origin within nature.

In an interview, Hogan talks about her belief in the interconnectedness of the spiritual and the political:For me, the things that are very important, the spiritual and the political, are very united. You do not believe one way and act another. You see cruelty and injustice and you act. (131)With the same passion, the protagonist Angel goes public with her environmental activism and social criticism. In the radio demonstration for a programme called “Indian Time,” Angel addresses about the injustices against Native Americans and the exploitative industry’s threat to their homelands. Such her environmental activist’s spirit is an outcome of her awareness that the exploitation of human and nonhuman nature is interrelated. Furthermore, in her activism Angel follows the example of her grandmother Bush whose journalistic writing on the crimes against Indians appears in newspapers in Canada and the United States. Angel’s public accounts of the dam building company’s trespassing of tribal territory indirectly also get revenge of the suffering her mother has experienced under white domination.

To conclude, Hogan deals with the complex issues pertaining to the lives of her Native American or Indian characters. In the present novel, she successfully links the oppression and exploitation of the Native American men and women, the natural environment and their perpetual resistance to hope for blissful future. Their attempts to struggle against environmental injustice and getting connected to the natural environment by making pacts help them to regain a sense of happiness by following the traditional ways of living life.

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Preventing the Risks of Violence Against Children in Yemen

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Abstract:

The present paper highlights the problems that are faced by children in their lives. Violence against children is a huge and serious problem over the world. Globally, at least ninety three million children have suffered violence that sometimes can cause them disability. It is a dangerous phenomenon as any other disastrous phenomena that threaten the life of million children throughout the world. Violence against children can cause a great deal of disastrous problems such as death, disability, mental and psychological crisis, social conflicts and chronicle complications that affect on their lives. Children almost have been received all kinds of violation in its both sides physically and morally. In particular way, children in Yemen are suffered all forms of oppressions, injustice, psychological and physical punishment, cruelty and aggressive actions. They face marginalization, psychological violence, maltreatment and political and religious exploitations in their daily lives.

Key Words: Violence, Physical Punishment, Exploitation, Psychological Crisis and Aggressive Behavior

Introduction

Violence against children is a serious problem over the worldwide. The present studies about the problems of violence against children proved that there are at least ninety-three children have moderate or severe violence which sometimes can cause disability. Children are thought to have a substantially great risk of being victims of violence. An estimated 53000 children aged 0-17 years were murdered in 2002 and about 150 million girls and 73 million boys were thought to have been sexually abused. Particularly, Yemeni children have suffered the trouble violence in various ways.

Violence Used as a Sharp Weapon against Children

Many of the previous studies about the prevalence of violence against children have proved that the violence in developing countries is more than the violence in developed ones. Yemen is one of the developing countries where the violence has been pervaded against children. Children in Yemen suffer all forms of violence both socially and domestically. Most of them oblige to leave schools and go to work in order to save food and money for their families. They are forced to enter the social, political and religious conflicts in the country. They have been taken forcedly to recruit in military forces to be used for political purposes. In addition, the exploitation of the childhood especially the female gender whom subjected to sexual and aggressive abuse from one hand and the early marriage on the other hand. Nearly, lots of children have no right to education, no right for living peacefully, no right for expressing freely, no right for playing, no right for enjoining of their own interests and tendencies as well as they cannot get the simplest right that their peers get in the most of world countries.



Children in Yemen have confronted all social restrictions such as tribal habits and traditions, cultural factors, religious dimensions, conventions and economical circumstances. Therefore, Yemeni children have been exposed to more risks such as death, physical or mental disabilities, psychological diseases, malnutrition, aggressive behavior, victims of drugs and many other dangerous actions. The later armed conflict had a great influence upon the children of Yemen in general. As the war in Yemen has been taking the place since two years, children continue to pay the heaviest price while families coping mechanisms are stretched to their limits. In this context, Jones, Lisa et al. categorize the violence and its definition into many types such as:

***Physical violence:** hitting, kicking, beating, threat of physical harm, corporal punishment resulting in marks or abrasions, loss of parental control during discipline, binding of hands as a restraint; and fractures, bruises, cuts caused by actions of others. **Sexual violence:** unwanted sexual touch, forcing to touch someone sexually, forced sexual intercourse, attempt rape, flashing or sexual exposure, verbal sexual, harassment, sexual intercourse before twelve years of age. **Emotional abuse:** humiliation, social rejection or psychological abuse. **Neglect:** lack of supervision, medical neglect, inadequate housing, hygiene neglect, no response on attempt to interact with parents. **Any violence:** combination of the above categories of violence and abuse. (2)*

Additionally, children further are exposed to such murdering and killing by sharing in political, social or religious armed conflicts, political and social exploitation particularly in developing countries because of poverty and unemployment.

Physical Punishment, Exploitation, Psychological Crisis and Aggressive Behavior

Since three years, the political crisis has thrown its shade on most different aspects of life in all parts of the country. The children have paid the great price as a result of this armed conflict. They have become the main victims by receiving all the bad actions that have been banned in all the international treaties and compacts. They have been exploited physically from their families from one hand, and the disputed parties on the other hand. We see the male children are forced by their families to go to work in heavy and tired labors for saving food and shelter. Because poverty and unemployment they have been exploited to share obligatory in the current armed conflict by recruiting them in the military forces. These disputed parties do not respect the humanitarian and rightful laws and regulations that protect the children from any political or religious conflicts. Yemeni children have been deprived from education by leaving their schools. Children have been subjected to a wave of violence from the simple rights,

Pinheiro states:

The Convention on the Rights of the Child forms an international basis for ensuring the rights and protection of children. Yet, in every country of the world, there are children who continue to fear and experience violence. The repercussions of that violence can continue throughout their lives, influencing their development, their behaviors and their health. (XIII)

Furthermore, physical punishment and other degrading forms of treatment are used against the children who have suffered a lot in their daily lives. Corporal punishment has caused the children depression, unhappiness and anxiety, and feelings of hopelessness even in their



youth. It has led them to psychological distress. Tibetan Centre for Human Rights and reports that,

“When we did not do our homework properly we were kicked and beaten with chairs. Most of the time the teachers hit us in the stomach or on the back but sometimes he hit us also on the head. This was the most dangerous because often the wounds had to be stitched. Some students fainted and some had to vomit after these beatings”.(15)

All physical punishment and exploitation involve some psychological harm. Also, psychological depression has been taken the form of insults, ignoring, loneliness, rejection, threats, emotional indifference and degradation that can be detrimental to a children's psychological development and well-being. Alyahri and Goodman found that more than half of rural Yemeni caregivers and a fourth of urban Yemeni caregivers reported using harsh forms of corporal punishment such as hitting children with implements, tying them up, and biting them (32). There is little known about the global scope of this form of violence against children, but it is often accompanied by other forms such as a strong coexistence between psychological and physical violence that practiced against children in violent families. There is nonstop fear and anxiety because of the punishment that caused children a pain, humiliation and fear during their life. Clacherty states, “I was beaten by my mom using a coat hanger. She beat me all over the body. I came home late and did not cook that day. She should tell me nicely what I'm supposed to do” (3). The aggressive behavior practiced against children in the home and family is a serious problem because it leads them to deviation. It has been strongly associated with risk behavior in the life of children. This behavior contributes to some of the leading causes of disease and death.

In this regard, Alexandrecu declares:

They must talk to us with the tongue. God gave us the tongue to use it for talking. They have to discuss with us and teach us, because teaching in childhood is like engraving on a stone.” “My brothers beat me with a stick at home. My father beats me and jails me in a hot pepper store. He also hits me with a rope and leaves me in the hot sun for 15 minutes. My brothers, too, agree with my father and tell him that I misbehave and I have to be disciplined. My family treats me in this way for the first time and they' ll do it with those who come after me.(15)

Children are subjected to various forms of sufferings and pains in their lives particularly in Yemen. In school, family and society, they have faced difficulties because of maltreatment they encountered in their daily lives.

Results

According to the last statistical studies for declaring the reasons and difficulties that Yemeni children face, field studies have been conducted by many humanitarian, activist, civilian and social organizations and societies, especially the UNICEF asserts, “**An immediate political solution to the war in Yemen.** Parties to the conflict must work to reach in negotiated valuation, prioritizing and upholding the rights of the children. The conflict must come to an immediate end if we are to spare an entire generation of children from starvation, trauma and destitution” (9).Therefore, the UNICEF has introduced such solutions to prevent the conflict that threatens the children. It emphasizes that the childhood should be protected from the imminent disaster, UNICEF affirms:



An end to all grave violations against children. Children must be protected at all times. In line with international humanitarian law, all parties to the conflict should immediately stop attacks on civilians and civilian infrastructure. Parties to the conflict must prevent all boys and girls from participating in hostilities. The killing and maintaining of children must stop. (9)

Attacking and abusing should be forbidden according to the rules are enacted by country and international treaties that protect the rights of children. A close relationship must be created between children and their society to save their lives away of social conflicts. Consciousness has to be raised within the society in order to avoid the childhood's violation. Three basic things such as food, shelter and education should be provided for children by the government and humanitarian organizations. Furthermore, the early marriage has to be stopped because it causes a psychological and domestic problem. Sustaining the social awareness within society and family, it helps in preventing the risks that girls face in their lives due to the early marriage.

Conclusion

Violence against children in the home and family is dangerous phenomenon. It affects on the life of the children and it may lead them to the deviating behavior. Then they change into criminals or psychological patients as a result of the current position they live. Lacking domestic interests and social awareness towards this problem can cause disastrous results that destroy the children's present and future. So, paying more attention from the private authorities and the humanitarian organizations can put plans to stop and overcome such trouble problem. The childhood violation in Yemen is the main problem so they must be held symposiums, lectures, conversations, dialogues and moral lessons in order to treat the reasons that stand behind this painful problem.

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The Role of Media for Developing Vocabulary of English Language

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Abstract:

English has become a dominant language as a result of globalization. English language has become a Lingua Franca for communication, education and opportunity in general. The teaching of English Language has ever been the main concern of teachers as well as educationist in India. Teachers strive for the innovative methods for improving proficiency of the learners. In order to enhance the learners' ability, teachers need to reform the practices, techniques and tools of English language teaching. Teachers must adopt various innovative techniques and tools in teaching. Vocabulary instruction is a crucial component in ELT. This paper discusses the principles of teaching and learning of vocabulary. It presents effective and innovative techniques for better vocabulary. The researcher has used Media such as Dictionaries, Newspapers, Mobile Phone, the Internet, Thesaurus and Encyclopaedia for developing the vocabulary in view of ESL learners.

Introduction:

The system of language functions through sounds, words and structures. Language is a means of communicating thoughts and feelings. Every individual needs to communicate and exchange his or her ideas through the global language at national and international level. Vocabulary is the pivot in the process of communication without the words communication is not possible. Words give meaning to your speech and your world. Words are the vehicle of ideas and thoughts. Words are the building blocks and grammar rules are the cement. In fact words are the essential tool in our daily conversation.

English has about half a million words. Vocabulary plays an important part in lingual expression. In our country teaching of English is based on two elements. They are vocabulary and structure. Kothari Commission in its report has affirmed the role of English as an important library language. Acquiring English vocabulary is very crucial for ESL learners. Vocabulary size helps the student or learner to use the skills of understanding, reading, writing and speaking. It is classified as receptive vocabulary and productive vocabulary. Knowing a word receptively or productively depends on meaning, form and use. An effective vocabulary makes our expression clear and communication easy. It thus becomes evident that for learning a language one has to master its essential vocabulary as well as its basic structures.

Importance of Vocabulary Teaching:

In English vocabulary teaching is an important factor. It enables the student / learner for use of English as a library language. Teachers give a good knowledge of vocabulary to the students. One of the causes of high rate of failures in our universities is an insufficient knowledge of vocabulary.

In teacher preparation programmes today, there is more attention to techniques for teaching vocabulary. One reason is this: In many ESL Classes, even where teachers have devoted



much time to vocabulary teaching, the results have been disappointing. Sometimes – after months or even years of English – many of the words most needed have never been learned. That is the fact that scholars are taking a new interest in the study of word meanings. A number of research studies have recently dealt with lexical problems (problems related to words). Teachers have never doubted the value of learning vocabulary. They know how communication stops when learners lack the necessary words. There is thus no conflict between developing a firm mastery of grammar and learning the most essential words. Teachers raise such questions as these:

- Which English words do students need most to learn?
- How can so many needed words be taught during the short time our students have for communication?
- Which aids / tools to vocabulary teaching are available?
- How can teachers encourage students to take more responsibility for their own vocabulary learning?
- What are some good ways to find out how much vocabulary the students have actually acquired?

Nature and Levels of Meanings of Words:

The following aspects help us to understand the nature of words:

i. No Exact Equivalents in Different Languages:

Except for highly technical words, no two words in different languages have the same area of meaning. So if translation is done literally, it is unreliable and may give distorted meaning.

ii. Words Have More Than One Meaning:

In English Language the numbers of words having only one meaning are very few. It may be surprising to know that the word 'table' has 91 meanings.

iii. Words Convey Meanings in Context:

A word gets its meaning from the context in which it is used. Consider the word 'look' and note the changes in its meanings in expression given below: look for, look into, look after etc.

In these, the word 'look' changes its meaning in contexts.

iv. No Exact Synonyms Within a Language:

There are exact synonyms i.e. similar meanings within a language. It is not possible to substitute one word for the other. Though 'handsome' and 'beautiful' are synonyms yet they are used for a peculiar effect which cannot be created by the other.

Selection and Gradation of Vocabulary for Teaching:

The purpose of teaching vocabulary is not to teach all the words of English. It is not possible. The following observation was made at a conference of Professors of English held in 1980 at New Delhi. It was commented that the course of English should consist of a detailed study of texts of simple modern English prose written within a vocabulary of about 400 essential words non-detailed study of books in prose and verse with a large vocabulary for rapid reading and simple composition.

- **Teaching Procedures for Vocabulary –**

Vocabulary can be taught by going through the following two distant steps:



- i. Presentation ii. Practice

i. Presentation : The Presentation of vocabulary can be done by using the following methods:

- a. Direct Method b. Translation Method c. Usage Method
d. Similar Word Method e. Reference Method f. Contrasted Words Method

ii. Practice:

The practice should be at the productive levels as well as the application level. Productive level means to repeat what the teacher has said and application level means that the practice is given in speaking, reading or writing.

Principles of Selection: These principles are based on the assumption that it is not possible to teach the whole system of the language within a short period because only limited things can be taught within a limited period so the teacher – matter has to be selected. While selecting the teaching matter the following points are kept in mind.

- a. Frequency:** Those words or sentences should be selected which have a high frequency of occurrence or which are frequently used e.g. textbook, notebook, assignment etc.
- b. Range:** Every word has its range. Range shows the number of situations in which a word can be used. For example consider the word 'Ocean' and 'have'. 'Ocean' can be used only in one situation whereas 'have' can be used in three situations:
- i. They have read the textbook. ii. Have these notebooks. iii. They have three notebooks.

Thus, 'Ocean' has a short range whereas 'have' has a long range. For teaching, the teacher should select the word having a long range.

- c. Coverage:** Words which have more covering capacity should be selected. Coverage refers to words. Capacity to display the number of words. For example the word 'cereal' has a capacity to display 'wheat', 'rice,' 'pulse' etc.
- d. Universality:** A word must be useful everywhere and at anytime.
- e. Usefulness:** Teacher has to see whether the word is useful for the students and is suitable and relevant to his mental level.
- f. Regional Value:** There are some words which are useful and applicable in one area but may not be useful and applicable in another area.
- g. Productivity:** Words productivity deals with its value of word building by means of prefixes and suffixes. For example – honest, dishonest, honestly.
- **Gradation of Vocabulary:**
- a. Simplicity:** Some words are simpler in their spelling and pronunciation. Such words should be taught first at the early stage. For example –
- Simple words –coach, prey etc.
 - Difficult words – often, little etc.
- b. Structural Value:** Structural words should be taught at the early stage and should be graded properly for teaching. For example - Present Progressive Tense should be taught before Present Simple Tense.

Vocabulary Teaching Techniques in the ESL Classroom:

Teachers are considered 'good' users of language when we are capable of using words effectively. Teachers will consider some vocabulary teaching techniques in terms of their use in the classroom and the task types that match these techniques.



i. Objects: Objects in the classroom or those brought from outside can be used to teach vocabulary. This way of teaching vocabulary is especially effective at the primary level. For example bag, chalk, pebble etc.

ii. Pictures: Another effective way of getting learners to learn words is through the use of pictures. In the initial stages, pictures can be used for doing vocabulary orally. Later, learners can be asked to match words with pictures. At a later stage, colourful pictures from magazines or newspapers can be used as inputs for teaching vocabulary.

Later, the same picture can serve as input for further work, for example, **Writing description of a bike.**

iii. Texts: Texts are often the only resource a teacher has for teaching vocabulary. Ask the class to go through the text and find the words that fit the meaning.

iv. Context Vocabulary: Teaching becomes meaningful when it is done in context. This awareness can be brought about by doing tasks based on dictionary work. For example – Verb/Phrasal verbs, idioms, proverbs etc.

v. Word Games: The most important part of any, language is the vocabulary. To understand the meaning of the words and to use them in daily life is a very difficult task. Games can help the students overcome this difficulty. These games are just based on words and help the students improve their vocabulary.

vi. Task Types: The basic task types for a teaching / learning vocabulary can be divided into –

- a. Matching Synonyms b. Compound Words c. Matching Antonym d. Lexical Sets
- e. American and British English Words f. Matching Idioms and Phrases g. Collocations

vii. Word Family Diagrams: At any stage of teaching vocabulary, these diagrams can be used. At a very advanced level, idiomatic expressions can be grouped around a key word.



viii. Competitions: Most of the times competitions like debates and elocutions also help the students to use the best construction of sentences and good vocabulary.

ix. Words Related to Various Walks of Life: We have many words which are related to various walks of life. For example – Parts of a human body, Agriculture, Nature, Environment, Computer etc.

x. Synonyms (Words with Similar Meaning): It can be used in sentences to teach the meaning of the new word. **For example** – sick – ill, unwell, mad – insane, crazy, immense –big, huge

xi. Antonyms (Words with Opposite Meaning): Antonyms can be used, if it is already known to the learners. **For example** – Fresh x stale, pure x impure, comfort x discomfort

Teachers should check their students' understanding by giving them encouraging exercises. Teaching vocabulary is one of the most important and difficult fields in the teaching-learning process. The above are some of the innovative and creative techniques to teach vocabulary in the ESL classroom.

Use of Media in the ESL Classroom:

Writing is the most important activity for students. The teaching of vocabulary is as important as the teaching of structures. The communication is not possible without the use of



meaningful words. There have always been creative teachers who found ways to use the various tools like Newspapers, Mobile, Internet facility, Dictionary etc. to good advantage in their teaching. They are easily produced, reproduced, stored and transported. It is an attempt to evaluate the use of various tools for developing vocabulary in the ESL Classroom.

1. Using a Dictionary:

While reading and speaking we come across many difficult words. A dictionary helps us to overcome these difficulties. We must have our own dictionary. It is **The Advanced Learners' Dictionary of Current English or The Concise Oxford Dictionary**. What does this dictionary tell you? It tells and teaches them the following.

- a. How to pronounce the word.
- b. If the word is noun, a verb, an adjective, an adverb etc.
- c. Different meanings of the word.
- d. The use of word in its different meanings.
- e. If the word is old-fashioned or current or poetic etc.
- f. If the word is a verb, how it changes meaning with different prepositions.
- g. Plural forms of the nouns, past tense forms and past-participle forms of verbs.
- h. Prefixes and suffixes
- i. Abbreviations

The students will find that they are rewarded every time they refer to a dictionary. It is said that the grammar and the dictionary are the two eyes of a language. Learn to make the use of both these eyes.

According to **Gerald Long (from a BBC talk)** "Dictionaries are among the noblest ventures of man, the ordering animal, the only signposts we have in the great forest of words through which we wander all our lives" (P.5).

2. Use of Newspapers in the Classroom:

Newspapers are an invaluable source of authentic materials. The use of Newspapers in the language classroom is very much in keeping with current thinking and practice in teaching vocabulary. Reading inside the classroom can help students discover their own tastes and interests. Newspapers provide a natural source of many of the varieties of written English that become important to students.

- i. Headlines
- ii. Photographs
- iii. Advertisement
- iv. Articles
- v. Horoscopes
- vi. Problem Page Letters
- vii. Cartoons
- viii. The Whole Newspapers

Each chapter deals with one particular feature of newspapers that teachers commonly use in their lessons. Teachers will adopt (task driven approach) activities in their lesson planning.

Newspaper is a print media, and can be a very important tool for developing vocabulary in English Language.

3. Use of Mobile Phone in the Classroom:

One of the most recent and innovative technological device is the mobile phone which represents a revolution in education. It gives the opportunity to learn "in motion", making the learning process more appealing, interesting and motivating. M-learning can enhance learning by putting students in a real context. One of the main challenges for the teacher who seeks to help build the learners' word stock for both receptive and productive purposes is to discover and put to good use the many different ideas and devices to help build a 'Web of associates' of different kinds. Enrichment of Vocabulary is an important element of language teaching and learning



process. Today dictionaries and thesaurus are also available on the cell phones and students should be motivated to make use of them.

Prensky (2004) rightly comments, "Cell Phones are not just communication devices sparking modalities of interaction between people, but like all communication and computing devices, cell phone can be used to learn" (P. 5.).

4. Use of the Internet in ELT:

This is an age of INFORMATION dominated by Digital Technology. Majority of present devices are based on Digital Technology. One such device is the Internet. On INTERNET many free websites are available which may be utilized by teachers and students for understanding concepts, improving vocabulary and developing Reasoning and Thinking etc. Many of the classic reference books are available on the Web. They can even have a direct link to our favourite online dictionary from our desktop. There are reference sites such as the 'Plumb Design's Visual Thesaurus' which is an interactive mind map for discovering vocabulary.

According to **Holtan Laura Jean (2011)** "The internet is a rich source for activities and material for English Language learning and teaching. It can help teaches to create interesting and professional interactive classes" (1).

5. Thesaurus :

A thesaurus is a reservoir of synonyms and antonyms words. It is a new Oxford reference book for language study. It is an essential companion to a conventional dictionary. It is helpful for improving one's vocabulary.

6. Encyclopaedia:

Encyclopaedia is a reference book. Encyclopaedia includes items which usually are not found in the ordinary dictionaries. For example the word 'Narcissus' will not be recorded in the usual dictionaries. It would be found in the encyclopaedia in a broad way. The teachers will use encyclopaedias to teach various items of language such as words and expressions.

Conclusion:

This research paper focuses on the use of innovative techniques; practices and tools in the ESL classroom. Innovation is the ability to see the opportunity. Teachers need to exercise these opportunities to change our mindsets. It is needed to understand the problems in today's classroom. The communication is impossible without the use of meaningful words. The teaching of vocabulary is as important as the teaching of structures. The use of Media i.e. Dictionaries, Mobile Phone, the Internet, Newspaper, Thesaurus and Encyclopaedia in ESL classroom will increase and develop vocabulary of the students.

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Voice of the Voiceless in Chinua Achebe's "Things Fall Apart"

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Chinua Achebe is a Nigerian writer who is known as the "Father of modern African writing". *Things Fall Apart* is his first novel and is generally seen as the archetype of modern African writings. His work deals with African culture and the life of tribal people. It portrays the Igbo culture, their history and the taking over of African lands due to British colonization. But apart from all this, one more thing that can be explored in this novel is the suppressed voice of African tribal women in their society.

Throughout history, women are frequently considered as inferior to men and the sole purpose of their life is supposed to fulfill the needs of men. *Things Fall Apart* portrays the same condition of women in African tribal society. Women are abused and beaten. They have to toil in the fields, take care of the children and house and yet they have no or a very little right in their life. Also this novel presents the clash of the African culture and British culture and the taking over of African lands by British Empire and how rapidly it happened. It was easy for the Whites because half of the African population, that is, the female population was weak because of the rigid patriarchal structure. There is a saying that society progresses with the progress of females in that society. If the women of the clan were a little more aware of their rights, it would have been difficult for the Britishers to win the land.

Things Fall Apart was first published in the year 1958. This was the time when a transformation was taking place in the field of literature. People were starting to be drawn towards post colonial domain of literature. Getting along with this transformation, this work *Things Fall Apart* also presents the impact of colonization on a small simple village of Umuofia in Africa. It tells the story of Okonkwo who is a tragic hero and his chief tragic flaw is that he is afraid of failure. His father was considered to be a failure in his social life, and he does not want the shadow of his father's life to befall upon his life. Okonkwo is a hard working person. He owns two fields of yams and has three wives. He is one of the leaders of Igbo clan. Through his hard work he has achieved this position in society. His reputation was very important to him. He believed in the social structure and social rules from the very core of his heart that is the reason that it was very difficult for him to accept the ruling of Britishers over them in the process of colonization. And his denial to this change led him to his own downfall. But apart from all this a major part that attracts the reader's attention is the marginalization of women in the Igbo society, which is very skillfully pictured in this novel.

This novel presents the social structure of pre colonial Africa. It gives us a picture of a society where women held a somewhat strong position in society. They were priestess and



respected accordingly. First wives of men were treated with respect. But majority of women were oppressed, tortured and insulted. It portrays a picture of society where women were acknowledged as important to the clan but still males never stepped back from beating them or insulting them. The story of the life of Okonkwo gives a pretty clear idea of the real place of women in that social order. From the beginning to the very end of the novel we witness women who are muted. They have no voice for themselves and they are always brought down by the males of society. Every strong quality is believed to belong to males and every weakness is believed to belong to females. One witness how Okonkwo was always worried about his son Nwoye. He was a bit of a sensitive person who always reminded Okonkwo of his father Unoka. Nwoye was emotionally very much attached to Ikemefuna. He was like a big brother to him. So when his own father participated in the killing of Ikemefuna on the order of priestess, Nwoye was wracked emotionally. To please his father Nwoye used to feign annoyance and grumble aloud about women and their troubles. This always made his father glad.

And so he was always happy when he heard him grumbling about women. That showed that in time he would be able to control his women-folk. No matter how prosperous a man was, if he was unable to rule his women and his children (and specially his women) he was not really a man. He was like the man in the song who had ten and one wives and not enough soup for his foo-foo. (Achebe, 38)

This was the frame of mind Igbo people had for women. Women were like property to men, nothing more than cattle in the farm, who needed to be ruled. But Nwoye was sensitive. His father used to tell him masculine stories, stories that talk about violence and bloodshed but Nwoye preferred stories that his mother used to tell. Stories those were sensitive towards human beings and animals. "That was the kind of stories that Nwoye loved. But he now knew that they were for foolish women and children, and he knew that his father wanted him to be a man. And so he feigned that he no longer cared for women's stories." (Achebe, 39)

Sentimentally he was not that strong as was expected from the males of the society. When the missionaries came to their clan Nwoye was very much attracted to this new faith. And so he converted his religion and became Christian. This act of his increased the differences between him and his father. Okonkwo once told his friend Obierike "I have done my best to make Nwoye grow into a man, but there is too much of his mother in him".

Here again one witness how the sensitivity of one person is considered to be his weakness. Even Okonkwo rebuked himself for being sensitive. After witnessing the death of his son like boy Ikemefuna he could not eat for two days. While recovering from this mental agony he told himself "when did you become a shivering old woman.....Okonkwo, you have become a woman indeed."

Okonkwo had a special liking to his daughter Ezinma. She is one character in the novel who really understood Okonkwo, her father. But instead of being happy for having such daughter he always thought. "Why cant nwoye be like her".

Okonkwo always thought that Ezinma should have been a boy. He once said to his friend Obierike, "if Ezinma had been a boy I would have been happier. She has the right spirit." (Achebe, 48)

Once Ezinma wanted to go to wresling match with his father and bring chair for his father to the match but Okonkwo refused her to do so as she was a girl.

Father, will you go to see the wrestling? Ezinma asked after a suitable interval. Yes, he answered. 'Will you go?'

'Yes.' And after a pause she said: ' Can I bring your chair for you?'

'No, that is a boy's job.' (Achebe, 33)



Here Okonkwo does not consider her as worthy of going wrestling match with him or to stand next to him.

There are some other examples in the novel that shows the downtrodden status of women in society. Once Okonkwo's wife Ekwefi got late in bringing meat for her husband. At this she was beaten by her husband. At another point she was not at home when Okonkwo expected her to be home. So she was again beaten severely. And Okonkwo got punishment for that. But the punishment was not inflicted upon him because of the beating but instead it was given him because he beat his wife in the week that was believed to be sacred week and it was essential for the society to spend this time peacefully. And Okonkwo broke this law. One sees other instances of torturing women too in this novel. Beating of women was not very unusual in that social structure. It was allowed for males to have more than one wife. The more the number of wives they had, the greater the reputation in society they enjoyed. Okonkwo had three wives. His friend Obierike had three wives. Moreover, only the first wife had the right to go to the Obi(hut) of her husband. No other wife could go there. This explains the place of women in the life of her husband. Even a wife does not have the right to visit his husband's hut.

At one point in the novel Okonkwo accidentally shot a boy. For that he was given punishment to live in exile for at least seven years. As their culture was very strict to accept an outsider in their village, no other village could have accepted Okonkwo and his family in their village except his mother's village Mbanta. People of Mbanta accepted them openheartedly. They treated them as family; still Okonkwo could not accept that village as his own. All through seven years he waited to go back to his father's village.

All through the novel one sees tortured females, deprived of their basic rights. But still there is not a single place where one can hear the voice of women revolting against it. Virginia Woolf, the famous feminist writer says "A woman must have money and a room of her own if she is to write fiction". But one can say that a woman needs a room of her own if she is to grow intellectually. In *Things Fall Apart* one observes that women of Igbo clan had accepted their inferior status as apparently they are given no rights. And that made them less attached to their husbands or other males of society. Ekwefi and Ezinma used to eat eggsevery now and then that were forbidden to them. In this way they used to get some pleasure in life. For such trifling things they needed to lie. All these kinds of restrictions made women meek and weak. It destroyed their self confidence. So these rules snatched their voices. Virginia Woolf says "Anything may happen when womanhood has ceased to be a protected occupation". This novel *Things Fall Apart* proves this notion right. As women of the clan were not treated as important members of society, so any changes in society or village did not affect them that much so they kept silence when whites were trying to get hold on their clan. Females were weak; whites faced no or very little protest from women of society. That is a one big reason for so easy taking over of African villages by Britishers.

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Language Devices Used in The Poetry of Kamala Das

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Abstract:

Literature is nothing but the exposure of strong feelings of writer/poet. In prose or in poetry writers always express their feelings, emotions, ideas etc. It is language device which makes the poetry different from the prose. Language devices are "The Techniques which writers use to add a special effect in their writing". With the help of Language devices writer or poet can successfully convey his/her idea or emotions to the reader for better understanding of the piece in a deeper level. These devices are often used to increase the beauty & clarity; it is also used to strongly connect the reader with the story, poem or specific characters, themes, etc. The knowledge of language devices helps you to understand the author's motif behind the choices he/she made during crafting the work. Language devices are important to know because; it makes text more interesting & adds more fun in reading. We cannot imagine literature (though it is American, British or Indian) without language devices; as it wouldn't be able to detect the depth & meaning interwoven in that piece. It's a soul of literature.

*After independence, English language was supposed to be phased out from India. However, today English is accepted as an official languages & widely spoken languages in India. English in fact has rooted itself in our culture and has fixed its place as a powerful medium of expression. Even it gave birth to a new trend of literature that is **Indo-Anglian Literature**. Indian English literature (IEL) is the group of writers in India who write in the English language and whose native language could be one of the numerous languages of India, The major Indian poets who write in English are Nissim Ezekiel, Kamala Das, Jayanta Mahapatra, Shiv K. Kumar, R. Parthasarathy, Keki N. Daruwalla and many more. The present paper mainly focuses on the use of language devices in Kamala Das's poems.*

Introduction:

Kamala Das is one of the most significant contemporary Indian poet. She is pioneer poet of Indian Literature in English hence, called as a "**Mother of Modern Indian English Poetry**". **Kamala Das** was an Indian English poet as well as a leading Malayalam author from Kerala, India. Like her mother, Balamani Amma, Kamala Das also excelled in writing. She started writing poetry at very early age with the influence of her uncle, Nalapat Narayana Menon, who was a prominent writer of that era. In 1965 Kamala Das published her first book of poetry, Summer in Calcutta, a collection of poems which deals with romance, love, betrayal and its aftermath. Her poems mainly related to the feelings & status of women in the society. Through her poems she wanted to give message that, 'every woman should also be given the same status as that of man has in the society, She should not be considered as a belonging to someone but should have her own identity'. Her poems reflect her disregards for the society. She has received



many National & International awards for her poetic achievements, such as PEN Asian Poetry Prize (1963), Kendra Sahitya Academy Award English (1985), Ezhuthachan Award (2009) She is remarkable for her theme as well as the way of her writing. Following are some aspects or language devices which we generally found in her poems.

Language devices used in poems:

Anecdote

In Kamala Das's poem we found that, she describes her experience with an anecdote. An anecdote is a language device which used to tell mini story about a person or an incident from personal experiences. It makes her poems more personal & connects to the reader's personal experiences For example:

'There is a house now far away where once

I received love.....

[My Grandmother's House]

'There were green Tattoos on their cheeks, jasmines in their hair, some
Were dark and some were almost fair. Their voices were harsh.....

[The Dance of the Eunuchs]

'We left that old ungainly house, when my dog died there, after

The burial, after the rose, Flowered twice.....

[The Rain]

By using it she brings the poem at very personal edge & many of us can connect here with similar experiences of our own which adds immediacy with her poem.

1st person Perspective

In all the poems of Kamala Das we can see the use of 1st person Perspective. It is narrative mode that involves one narrator speaking of & about herself/himself/themselves. Such as use of 'I' or personal pronouns like 'we', 'us'. It makes the writing more personal & it gives personal voice, which enhances the interest of the reader as they may feel like they can relate to the poet or that they 'know' him/her somehow. It creates empathy as the poet is likely to express his/her personal thoughts and feelings. For example - In the poem '**Introduction**', we can see the use of 1st person Perspective in whole poem. The very first line,

'I don't know politics but I know the names'

'I ask each and everyone,

The answer is, it is I. Anywhere and,

Everywhere, I see the one who calls himself I'

[An Introduction]

'Your body is my prison, Krishna,

I cannot see beyond it.'

[Krishna]

The best output of 1st person Perspective is the use of inclusive pronouns such as, 'we', through which the reader can feel a part of what is being written.

Figures of Speech

Kamala das has beautifully woven her poetry with simile, metaphor, paradox, Alliteration, onomatopoeia, anaphora & many more literary devices. Kamala Das used **Simile** to add distinct comparison. For Example-

'I said. What can I do for you? I smiled



A smile is such a detached thing, I wear it like a flower' [The Testing Of The Sirens]

**'They were thin in limbs and dry; like half-burnt logs from
 Funeral pyres,** [The Dance of the Eunuchs]

**'In this world, he is tightly packed like the
 Sword in its sheath.....** [An Introduction]

Alliteration-

It is a series of words or phrases that all start with the same sound. These sounds are typically consonants to give more stress to that syllable.

'Who wants. a woman, just as I am every' [An Introduction]

Skirts and sing sad songs of love, [Forest Fire]

Onomatopoeia-

In Das's poems we found a device like Onomatopoeia is a group of words that represents a sound or imitates the sound it stands for. It is often used for dramatic, realistic, or poetic effect.

**Richly clashing, and anklets jingling, jingling
 Jingling....** [The Dance of the Eunuchs]

**Hopes, and it is useful to me as cawing
 Is to crows or roaring to the lions,** [An Introduction]

Repetition-

we found ample use repetition in Kamala Das's poetry. Repetition is when a word or phrase is written multiple times, usually for the purpose of emphasis. Such as-

**'O sea, i am happy swimming
 Happy, happy, happy ...** [The Suicide]

**glass in hand, drink, drink,
 and drink again** [Summer In Calcutta]

Paradox- Kamala Das beautifully use paradox, which is a statement that appears illogical or self-contradictory but, upon investigation, might actually be true.

**Long braids flying, dark eyes flashing, they danced and
 They dance,
 And wailed, and writhed in vacant ecstasy.** [The Dance of the Eunuchs]

Anaphora- it is repetition of successive phrases, clauses or sentences.

**I am sinner, I am saint. I am the beloved and the Betrayed.
 It is I who laugh, it is I who make love
 And then, feel shame, and it is I who lie dying** [An Introduction]

Tone

Tone is the Poet's attitude of writing poetry. In Kamala Das's poetry we can see **confessional tone**. She tells about intensely personal experiences such as her growth into womanhood, her unsuccessful quest for love in and outside of marriage, and her life in matriarchal rural South India after inheriting her ancestral home.

Theme

Kamala Das wrote poems on Love, Lust & Marriage. Her frank & atomistic expression of sexual desires of a woman makes her different from other poets her writing consists vivid



descriptions of love, lust menstruation, child marriage, infidelity and physical intimacy. Because of that, she has been a controversial figure. In her very first poem 'An Introduction', she expresses her personal feelings of longing. In poems such as 'The Dance of the Eunuchs' & 'The Freaks,' Kamala Das discussed about her sexuality & her thirst for its fulfilment. 'The Maggots' from the collection, *The Descendants*, Das corroborates just how old the sufferings of women are. The longing to lose one's self in passionate love is discussed in 'The Looking Glass', In the poem 'The Seven Ages of Woman', she explains the journey of a woman from the time of her birth to her death & her sufferings on every stage, In 'Garbage Disposal' she exposes unjust violence, of which often women become victims, poems such as 'The Suicide' explains her escape from the self, & exorcism of the past.

Conclusion:

Through the upper discussion we come to know that, Kamala Das not only challenged the cherished beliefs about female sexuality but she has often been seen as one of the leading lights for women's rights in India. Due to this, in 1984 she was shortlisted and nominated for the Nobel Prize in Literature. Das published six volumes of poetry between 1965 and 1985, with her poems she tried to give voice to a generation of women who were confined to their households, and considered a commodity to be exchanged through marriage. She portrayed the women in her poems as human; with desires, pain and emotions just like men. Through her poems she appeals the women to give up their silence and break the protocols of the society. She advises them to become frank in sexual matters & should not be crushed under the lust of their husbands, & that's why Kamala Das remains one of the leading lights of Indian literature.

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Australia – A Land of Multicultural Society

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Abstract:

Multiculturalism is the phenomenon of multiple groups of cultures existing within one society, largely due to the arrival of immigrant communities, or the acceptance and advocacy of this phenomenon. Hence it is the existence of multiple cultural traditions within a single country. In a descriptive sense multicultural society of Australia is simply a term which describes the cultural and ethnic diversity of contemporary Australia. As a public policy multiculturalism encompasses government measures designed to respond to that diversity so that a better Australian state can be characterized by an enhanced degree of social justice and economic efficiency.

Keywords: Multiculturalism, Immigrant, Policy, Land

Culture

Culture is unequivocal as "the way of life, especially the general customs and beliefs, at a particular time of a particular group of people." The word "culture" derives from a French term, which in turn derives from the Latin "colere," which means to tend to the earth and grow, or cultivation and nurture.

In the words of anthropologist **Tylor E.B**, it is "that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society."

Alternatively, in a contemporary variant, "Culture is defined as a social domain that emphasizes the practices, discourses and material expressions, which, over time, express the continuities and discontinuities of social meaning of a life held in common."

Multiculturalism

Culture is transmitted from generation to generation. This may happen through oral traditions or in writing. It may be transmitted through everyday conversation, through interaction between the older and the younger, and even through reward and punishment. Culture continually renews itself. It is even said that nothing is much more predictable than death, change, and culture change. Humans have a way of inventing things when he is in very much need of it. If he finds that the method he uses is no longer obtaining his desired results, he then turns to a new strategy which may give to him the results he so desires. Multiculturalism occurs naturally when a society is willing to accept the culture of immigrants (with, ideally, immigrants also willing to accept the culture of the land to which they have come).



Hence, "Multiculturalism" is the term signifies the existence of a culturally diversified society where people from different backgrounds and races come and live together. However an insight of this integrated society reveals that everyone seems to have a different opinion on the issue of how this diverse community should operate. Multiculturalism have played a unique role in facilitating communication and transfer of information from people of one cultural group to those of another group

Hence it is the existence of multiple cultural traditions within a single country, usually considered in terms of the culture associated with an aboriginal ethnic group and foreigner ethnic groups.

Multiculturalism that promotes maintaining the distinctiveness of multiple cultures is often contrasted to other settlement policies such as Social integration, Cultural assimilation and racial segregation.

Australia – A Multicultural Society

One of Multiculturalists country which is also a continent is Australia. It has earned this distinct name from Latin australis meaning southern, and dates back to 2nd century legends of an 'Unknown southern land'. The explorer Flinders Matthew named the land 'Terra Australis', which was later abbreviated to the correct form. It is famous as a land of multiple identities because of the mix of races, cultures and ethnicities residing in it. Not only society but physical feature of Australia is extremely diverse, ranging from snow-capped mountains of the Australian Alps and Tasmania to large deserts, tropical and temperate forest. Its climate has concentrated population to south-east and south-west corners having temperate climate and moderately fertile soil. However, when immigrants wandered about searching for a better lifestyle, Australia's population naturally increased and became more diverse when large groups of people from different parts of the world began to settle in the region. Since then multiculturalism has speeded the roots.

The next country to adopt an official policy of multiculturalism after Canada was Australia, a country with similar immigration situations and similar policies. The Australian government retains multiculturalism in policy and as a defining aspect of Australia today.

The White Australia Policy was quietly dismantled after World War II by various changes to immigration policy, although the official policy of multiculturalism was not formally introduced until 1972. The election of John Howard's Liberal-National Coalition government in 1996 was a major watershed for Australian multiculturalism. Howard had long been a critic of multiculturalism, releasing his One Australia policy in the late 1980s. A Practical Reference to Religious Diversity for Operational Police and Emergency Services was a publication of the Australasian Police Multicultural Advisory Bureau designed to offer guidance to police and emergency services personnel on how religious affiliation can affect their contact with the public. The first edition was published in 1999. The first edition covered Buddhist, Hindu, Islamic, Jewish and Sikh faiths with participation of representatives of the various religions. The second edition added Christian, Australian Aboriginal and Torres Strait Islander religions and the Bahá'í Faith to the list of religions was published in 2002.

Mingling of people of different cultures in Australia has been characterized by tolerance and engagement, but has also occasionally resulted in conflict and rifts. Australia's diverse migrant



communities have brought with them food, lifestyle and cultural practices, which have been absorbed into mainstream Australian culture.

Public policy of multiculturalism in Australia

In an expository sense multicultural is simply a term which describes the cultural and ethnic diversity of contemporary Australia. As a public policy multiculturalism encompasses government measures designed to respond to that diversity. It plays no part in migrant selection. It is a policy for managing the results and consequences of cultural diversity in the interests of the individual and society as a whole.

The Commonwealth Government has identified three dimensions of multicultural policy:

- cultural identity: the right of all Australians, within carefully defined limits, to express and share their individual cultural heritage, including their language and religion;
- social justice: the right of all Australians to equality of treatment and opportunity, and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth; and
- Economic efficiency: the need to maintain, develop and utilize effectively the skills and talents of all Australians, regardless of background.

These dimensions of multiculturalism are expressed in the eight goals articulated in the National Agenda. They apply equally to all Australians, whether Aboriginal, Anglo-Celtic or non-English speaking background; and whether they were born in Australia or overseas.

There are also limits to Australian multiculturalism policy. These may be summarized as follows:

- multicultural policies are based upon the premises that all Australians should have an overriding and unifying commitment to Australia, to its interests and future first and foremost;
- multicultural policies require all Australians to accept the basic structures and principles of Australian society - the Constitution and the rule of law, tolerance and equality, Parliamentary democracy, freedom of speech and religion, English as the national language and equality of the sexes; and
- Multicultural policies impose obligations as well as conferring rights: the right to express one's own culture and beliefs involves a reciprocal responsibility to accept the right of others to express their views and values.

Conclusion

Multiculturalism is seen by its supporters as a fairer system that allows people to truly express who they are within a society, that is more tolerant and that adapts better to social issues. They argue that culture is not one definable thing based on one race or religion, but rather the result of multiple factors that change as the world changes. Multiculturalism often debated as whether the multicultural ideal of benignly co-existing cultures that interrelates and influence one another, and yet remain distinct, is sustainable, paradoxical, or even desirable. It is argued that nation states, which would previously have been synonymous with a distinctive cultural identity of their own, lose out to enforced multiculturalism and that this ultimately erodes the host nations' distinct culture. A distinction should be drawn between multiculturalism that occurs simply due to the absence of a single enforced culture, and multiculturalism which is endorsed and actively encouraged by the government; this is often referred to as 'state multiculturalism'.



As a necessary response to the reality of Australia's cultural diversity, multicultural policies aim to realize a better Australian state characterized by an enhanced degree of social justice and economic efficiency.

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Outsider Insider: A Reflective Study of The Representation of The North East India in The Society and Media

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Abstract

Indian, Foreign, Migrant, Neighbours, outsider, Insider, Other, different, forest, hills, rural, beasts, beauty, humans, animals are some of the ways the world holds a perception about the North East Indian region. Is it really so? It is the million-dollar question that everyone needs to answer. How important is it to know what the world perceives about you? It is indeed very important that everybody should realize what feels to be termed an Outsider Insider is. The North East Indians are stereotypically labelled as the 'Other' and are often discriminated by the rest of the country at several levels. It is thus very important to understand the cause for such discrimination that has for long time left the North East Indians fragmented and perturbed. It is therefore the need to foreground the myths, beliefs and stereotypes that people hold towards this region. The paper makes a social study of the perspective that people hold towards this region by using verbal narratives, surveys and interviews and the description and reviews that travellers have posted on many of the online travel sites. The aim of this paper is also to open the stereotypes that we hold towards this region and to make people understand and respect the culture and diversity of this beautiful paradise in our country.

Keywords: Culture, Discrimination, Perception, Stereotypes

Introduction

A land of undulating hills and plains with fertile green cover and a wide variety of rare exotic flora and fauna, A land of people with diverse culture and societal system, With green Mountains and Snowy hills to accolades around the world as either the cleanest or organic or nature nurtured, the North East India in recent times often highlighted in the media. Where is North East India? Why is it so detached from the rest of the country, why are they so different, why they don't like us? Do they eat ants and snakes? Are they Indians? A lot of such questions mantle the minds of many Indians and foreigners while referring to the North East Indian region. A million-dollar question is why do people think like this, what makes them think so and who is to be blamed for this perception Government? the people? Media? or ignorance? What has distorted the truth? Why aren't people being little empathetic and understanding? Is ignorance distorting reality or has misunderstanding been a hurdle in understanding. It is a need to foreground these questions.

A Theoretical Framework

Lisa Onbelet in her seminal essay *Imagining the Other: The Use of Narrative as an Empowering Practice* points out the definition of otherness. According to her otherness is simply 'not me'. People who are distinctively different in terms of race, class and gender are generally



described as the other. She articulated that a culturally dominant group in a society terms the less empowered as the other and pushes them to the margins. She says:

“otherness has also been associated predominantly with marginalized people, those who by virtue of their difference from the dominant group, have been disempowered, robbed of a voice in the social, religious, and political world.” (06)

She further quotes Kearney, Richard’s edited book "Emmanuel Levinas." Dialogues with Contemporary Continental Thinkers: The Phenomenological Heritage, where she notes that:

“Without the permission from the dominant social group to speak, marginalized people cannot tell their own story, cannot define themselves, but rather, must submit to the descriptions assigned to them by the dominant group. So not only are they robbed of their voice, they are also robbed of their identity, their sense of self, and their sense of value.” (06)

The North East Indian region is in a similar whirlpool. India being a diverse country with diverse cultures and people somehow fail to respect and recognize the North East Indians as the citizens of the country. The dominant Centre class of people of the country terms the North east Indians as the other and thus push them to the margins and therefore the allegations of Outsider, Neighbour, foreign or immigrants. These invalid accusations have formed the part of the mind-set of the people that leads them to form stereotypes. Stereotypes are so commonly existing in our society that we hardly think that we are discriminating. Stereotypes lead to forming pre conceived notions that people have either received from the citations in the media, from study materials, from peer groups or bedtime tales and folklore.

The Voice that spreads

Media has a vital role in the modern times. It has helped in creating awareness among the masses and brought cultures closer. Misrepresentation in the media can create havoc and disrupt the existence of culture spreading wrong information. In India many times misrepresentation in the media has harmed cultures. The Indian state of Goa is always being misrepresented in the media at several terms therefore labelling the people that are mostly not true. Likewise, the North East Indian region is several times misrepresented and this has caused damage to the very existing culture and its roots. All people cannot travel and find the truth it is only through what they see and hear that they believe. Therefore, what goes online becomes a powerful expression. An online blog traveltriangle.com, founded in 2011 and has more than 20 plus visitors’ monthly published a post online titled “31 reasons why you should not visit the North East India in 2018”. (07) The article sarcastically brings out the perception that people hold towards the North eastern states by giving contrasting images of myth and reality. The post was greatly praised in the comments. Walk through India is an online travel site that posted an article titled: “Top 51 Reasons Why You Should Visit North East India Before You Die”. (08) The blog highlights the North east India as a paradise unexplored which is known for its natural beauty, rare species and nature friendly culture and people. Some of the attractions listed are: Tawang Monastery, Sela Pass, Gorichen Peak, Bihu Festival, Majuli River Island, Dzukou Valley, Bryth’ stragopan amongst many other fascinating places. Similarly, the Backpacking Series published a book titled: Backpacking Northeast India: A curious Journey. (01) The book is authored by Abhijeet Deshpande that follows the footsteps of two backpackers who travel to all the eight states and describe their experiences to expand the idea of a Nation. One of the first of its kind the book breaks a few stereotypes through anecdotal evidence.



Quora.com brought about several informative pages about the North East India. It frequently asks questions online wherein people can answer the questions they might know. One such question was 'What are some facts about North East India?' (04). Top comments have given detailed facts about the North east. Commenters have brought in facts from the BhutJolokia to Lau Majaw to the great warriors of the region who fought bravely to never subjugate themselves to the Mughals who ruled over a large part of India. One of such interesting comments was of Gautham V, who quoted P. B Acharya then the Governor of Arunachal Pradesh who once said that 'Indians know more about the US than about the Northeast' (04). It interestingly seemed true and logical fact about India and its people who alienated the North east India as though it was not a part of the country's economical, socio-cultural, historical and political growth.

TED X events are local, self-organized events wherein the TED conference provides general guidance for the TED X programs. The TED X events aim to bring the mission of ideas worth spreading to local communities around the world. The TED talks are inspirational influential videos from expert speakers on different subject topics. BinalakshmiNepam a speaker at the TED X Sunderband expressed the life of the people of Manipur and especially the women while speaking on the rising armed conflict in South Asia. (05) The video posted online on YouTube is a clear expression of the life of the marginal communities of Manipur and their subjugation to the Military life. Limabenla Jamir who was a speaker at the TEDX Dumas spoke on how the North East Indian states have built resilience in the conflict areas and promptly highlighting the continuing attacks on the people. (03) Sanjoy Hazarika a well known writer was also the speaker of the TED X Guwahati expressed the issue of lack of infrastructure and services to the people of North East India. (02) Together these people make a powerful voice of the margins strongly highlighting the power of the media in communicating the voice to the ends of the earth.

Ignorance is the maggot and misunderstanding is the butterfly. What cause ignorance? People learn a lot through films, Cinema, text books and through media highlights. The Indian media may that be the news channels or daily periodicals mainly distance themselves from the current issues of the Northeast. There may be several reasons in doing so and one such is definitely the political crises that may revolve another crisis. The military force may be justified but the subalternity that has risen among the natives can never be justified. What are the causes of such ignorance? Count the number of films appeared in the mainstreams from the Northeast. Why not a biographical historical film about the great dynasties and tribes of the Northeast? It is indeed a need to understand that ignorance has held to misinterpretation and thus misunderstanding.

Media has a strong voice. Therefore, writers use the voice of the media to voice their voice. Literature and Media are interrelated in so many ways. Literature is a reflection of the society and Media reflects society. The two are inseparable part of human society. It is this voice that the margins adopt to reach at the centre.

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Preludial Ramifications of The Voyagers: Artistic Aspirations and Cultural overtones in James Joyce's A Portrait of The Artist As A Young Man and Lloyd Jones' Here At The End of The World We Learn To Dance

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Abstract:

The present research paper attempts to explore artistic aspirations in James Joyce's A Portrait of the Artist as a Young man and Lloyd Jones' Here at the End of the World We Learn to Dance. Oxford Dictionary defines 'art' as "the expression or application of human creative skill and imagination, typically in visual form, producing works to be appreciated primarily for their beauty or emotional power." In the present paper key phrase 'artistic aspirations' is combined to signify a metaphoric relation between art, culture, cultural conflicts and life.

Key Words: Artist, Culture, Life, Family, Literature, Tango..

An artist is a person engaged in one or more of any of a broad spectrum of activities related to creating art, practicing the art and/or demonstrating an art. A person with artistic bent of mind, in this way, aspires to become and to be known as an artist.

The term 'Art' is developed widely in the philosophical, social and psychological premises. The terminology is also used in the religious and educational discourses, cultural and linguistic aspects of human existence. It cannot be excluded from any human enterprise and nor can be ignored in any academic discipline. Significance of Art in our life, our interpretation of Art and the relation between aesthetic response and all other forms of human behavior are some of the important aspects that are grappled upon in the process of answering the more important question.- 'What role does Art play in the general behavior system of man'?

A Portrait of the Artist as a Young Man (1916) is about Stephen Dedalus who is a fictional alter ego of James Joyce, the author himself, and the character is based on Daedalus, the Greek mythological artist, who suffers because of the artwork he creates. The novel depicts what it means and what it takes to be an artist. James Joyce's novel is neither the kind of 'Portrait' nor a portrait of the kind of an 'artist' but a Self-fulfilling prophecy, an autobiographical portrait of the novelist himself who portrays a young man, a budding artist.

Stephen's thoughts as a child about the story of baby tuckoo and a moocow told by his father, which is the earliest childhood memory of the hero reveals the artistic working of his mind. The rhyme explains how the child records the world and happenings around him and how he responds to them. This ability with language, syntax and recording and responding to the things and incidents in sensory form lays the foundation of the future literary artist.

Stephen's pre-rational and pre-linguistic memories and feelings state his sensory and linguistic powers. An intriguing mixture of thoughts and feelings steered with vivid sensations make up his experience of his father's story about a moocow and baby tuckoo. Stephen remembers this story and the song associated with it.



At this level he tries to locate himself, to differentiate himself from others who are not supposed to speak to and to peach on and pin-point his location in this vast world. On the flyleaf

of a book he writes
Stephen Dedalus
Class of Elements
Clongowes Wood College
Sallins
County Kildare
Ireland
Europe
The World
The Universe...

And then he stops, as if to think over what is there for him after that, as if he is dreaming or rather aspiring about his role in this new world the world of vivid senses and creativity. Stephen's thoughts about family, politics, religion, his culture and Ireland makes him confess that sometimes he is afraid of being damned but still he chooses what he must choose. He realizes that this choice will lead him further away from his family and his friends like cranly, Lynch and Davin and even away from Ireland. He accepts that. He accepts his loneliness in the pursuit of his creed. He accepts to be independent. Leaving family and motherland behind will be treachery, but treachery, according to Stephen is an inseparable part of Irish heritage. Irish nationality, language and religion, Stephen thinks, are nets to catch and hold him, but he intends to fly by these nets. Stephen prefers himself as an artist both secular and independent and welcomes this new 'him' with a triumphant announcement of his fulfilled artistic aspirations.

The novel *Here at the End of the World We Learn to Dance*, published in 2002 is a passionate story of love and dance that intertwines two love stories across three generations and three continents. D. H. Lawrence (1885-1930), in his *Pseudo-philosophy*, has developed the concept of 'Blood Consciousness' which is a theory about the polarity between mental consciousness and blood consciousness. Likewise, in the novel *Here at the End of the world we learn to Dance* Rosa possesses certain traits which resembles with her grandfather. She reveals her inherent qualities that makes her exactly like him. Following paragraph explains her Blood consciousness and inherent will to express herself through some medium.

She knows about Lionel's fascination about tango. Lionel who is nineteen and improvident student himself, accepts to dance with her because he knows his fascination for her and that she would not ask twice. Rosa's and Lionel's conscious and even subconscious attraction towards each other affects their interest in 'tango' and their interest in 'tango' modifies the relationship, formal, at the beginning but it grows more and more personal and cozy as they share the interest and aspiration in Tango.

When they are left with themselves they live prisoner's life without even a future to grasp hold of. Hiving nothing to do, they talk about past and one night Paul snaps his fingers for Louis to get up and join him in the dance, tango. While dancing with all of them, Paul, Billy and Henry in turn, Louis finds Billy's hold too tight who doesn't want to so much guide her as possess her clamp her onto himself and run off with her. Henry holds her as if she might crumble into a thousand pieces. But when it is with Paul who is the dance master, musician and the singer, Louis likes how he carries her around. Billy, Henry, Paul and Louis everyone shows their interest in 'tango' and dance but when it is a mean to feel Louis and her womanly touch for Billy and Henry, it is a means, for Paul, to express himself and to make Louis express her. When Louis



dances with Henry, Paul fits the song around Henry's uncertainty and slows it down, and when she dances with Billy Paul makes it a race to finish it faster and sooner. But when he himself dances with her he uses the songs and music to take their dance to unexplored heights and depths.

In three week's time Louis and Schmidt develops their own universe in the cave. For Louis particularly Paul Schmidt and 'tango' becomes food and oxygen, very essential for her to survive. Louis expresses her feelings about 'tango', about the place of Paul in her life and about the line, both separating and connecting them together. She talks about being alive in more vital ways, both physically and mentally. She talks about the changes brought by 'tango' and Paul in her life. This thought of Louis points out the relationship between her artistic aspirations and its impacts on the relationship between her and Paul.

Another 'tango' influenced couple is Rosa and Lionel. Rosa is a married woman but feels attachment for Lionel, out of her wedlock, who is the dishwasher in her restaurant. Just like in the case of Paul and Louise, the aspect that brings Rosa and Lionel together is tango. The relationship between Rosa and Lionel is result of the combination of her love for 'tango' and his attraction for her. Rosa who is adamant in her attitude tries to create for herself, sub-consciously though; the love and adventure life lived by her grandfather Paul with Louise in the cave. Just like him, Rosa creates in Lionel interest for 'tango' and just like Paul and Louise every decision they take and every action they perform seems to be affected by this mutual interest. Rosa and Lionel's passion for tango is very strong.

The notion of artistic aspiration is used to analyze and interpret the select novels of James Joyce and Lloyd Jones. James Joyce's *A Portrait of the Artist As A Young Man* (1916) analyzes artistic maturization. Joyce's hero, Stephen who is actually based on Flaubert's concept of writer who stands aloof from his creation, lives a life in the wake of his artistic self where his relations with all kind of authority and his sexuality is steered. He starts to figure himself as dark avenger who controls his own life which is full of adventures and love. When his relationship with his knowledge, his art and himself grows stronger enough he adopts 'non serviam' credo and chooses to be a secular literary artist.

James Joyce in his *A Portrait of the Artist as a Young Man* and Lloyd Jones in his *Here at the End of the World We Learn to Dance* focus on the situations and problems faced by the characters on the personal, familial and social levels due to the pull of artistic aspiration. In *A Portrait of the Artist as a Young Man* Joyce portrays a budding literary artist who is waking from his adolescent ignorance to the new and beautiful world of literary expressions and experiences. In *Here at the End of the World we Learn to Dance* passion and aspiration for tango; a dance form, travels across three generations, cultures, continents and works as the force that modifies their lives.

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Cultural Impressions in Selected Work of Kazuo Ishiguro: an overview

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Abstract:

Cultural impression is mainly the impact of culture and society in which you grown up and always remain firmly attached with it; the cultural roots hold you in a way that it becomes difficult to disconnect it from oneself. Literature is mainly about the representation of culture, society and its impact on individual. Kazuo Ishiguro, a noble laureate, Japanese born British writer who left Japan and settled in England when he was five. Along with the attachment he had with Japan he grown up in an English environment and this cultural impression of Japan and England is finely presented in his fiction 'A Pale View of Hill', 'An Artist of the Floating World' and his masterpiece work 'The Remains of the Day'. This paper will discuss Ishiguro's representation of the traditional aspects of culture and custom, change in traditional values and post war, stereotype and non-stereotype considerations.

Keywords: Cultural Impression, culture and custom, traditional aspect, stereotype and non – stereotype consideration. Cultural Impressions in Selected Work of Kazuo Ishiguro: An Overview

Introduction:

Culture is mainly related to a particular area which carries certain belief system, rituals, specific behavior characteristics, ethics and moral values, cuisine and also social habits which transfer from one generation to another. Culture and its impressions are noteworthy in the works of Kazuo Ishiguro as it plays an important role in his personal life too. Due to globalization, peoples are able to move in different countries and know about different culture, which results in the development of their own perspective and images. Memories of Ishiguro fade and he had created his own imaginary Japan. He himself mention this in one of his interview that the Japan he presented in his novels is imaginary: "I grew up with a very strong image in my head of this other country, a very important other country to which I had a strong emotional tie [...] In England I was all the time building up this picture in my head, an imaginary Japan" (Ishiguro & Oe 53). This strong image is built on his parents' teaching, from books and movies about Japan and Japanese culture. Ishiguro's novels do portray stereotypes and stereotypical conduct that are related with Japan, Britain and their people. These factors are revealed through the thoughts of the characters. Ishiguro's main focus in writing is the inner turmoil of the protagonist and how their thinking is different from the stereotypes. Ishiguro has skillfully portrays this element in his fictions. Ishiguro's multicultural background is reflected in his writing, as it can be said that he has not been a part of either the Japanese or British culture. He has always been an 'outsider' while trying to become an 'insider'. There are different reasons in both cultures as to why he is an 'outsider'; because of his ethnicity, he can be seen as an outsider in Britain, while in Japan it



is his life in Britain, that makes him an outsider. The way how his background has affected his writing is:

Ishiguro's biography illustrates a recurring theme in his work: an oscillation between 'insider' and 'outsider' status. His narrations are invariably from the middle or upper middle classes of British and Japanese society; yet rather than endorsing an idealized image of the establishment, Ishiguro turns a quizzical eye on its foundations, the very discourses that underpin it, and the way these discursive strategies – or tracks as I will call them – are manipulated by narrators in search of self-justification and redemption. (Burton 20)

As he is from both Japan and Britain, Ishiguro can successfully use narrative to express both cultures. He can observe both cultures from the outside and inside to produce a more realistic picture of the cultures. Ishiguro mentions in an interview:

I'm interested in people who, in all sincerity, work very hard and perhaps courageously in their lifetimes towards something, fully believing that they're contributing to something good, only to find that the social climate has done a topsy-turvy on them by the time they reach the ends of their lives. (Mason 339)

Tradition and Culture:

Etsuko, the protagonist of *A Pale View of Hill* lives in England, narrates her story by remembering her past life when she was pregnant and lives with her first husband in Nagasaki. She is filled with the feeling of guilt, because her oldest daughter committed suicide and Etsuko thinks that her decision of resettlement from Nagasaki to England with her second husband was wrong. Her daughter was unable to adjust herself at new place, culture and the people around her including her father. Here, Ishiguro's wants to explain that how culture plays a significant role in construction of your personality, your being, you identity. Culture is not just the custom, cuisine or rituals; it is something which is invisibly present deep inside you.

Similarly in '*An Artist of the Floating world*' Masuji Ono the protagonist is an artist lives with his daughter in Japan. Through his thought process Ishiguro has presented the denial of accepting his own failures and the changes arriving in the country by the protagonist. *Miai* is the negotiation between two families for marriage or a system of arranges marriage in Japanese culture which is widely explained in this novel. The traditional way of painting is also depicted closely.

As both novels set in transition period, there are various aspects of Japanese culture portrayed. Some of these can be seen as traditional Japanese and stereotypical while some can be seen as different and non-stereotypical. In Kazuo Ishiguro's novels *A Pale View of Hills* and *An Artist of the Floating World* "general pronouncements about a character, an historical era, or a cultural value-system, are laden with personal, and historical desires and repressions" (Burton 41). Because of this, there are many different types of stereotypes and variety of "Japaneseness" that can be found in both *A Pale View of Hills* and *An Artist of the Floating World*. Most of these relate to the characters in the novels as they are the most prominent aspect of Japan portrayed in the novels. The characters behave in both stereotypical and non-stereotypical ways and thus create a wide perspective of "Japaneseness". Some stereotype activities are presented in novel like tea; serving tea to guest and family members. In both the novels we can see the serving of tea to guest and conversation between family members at tea time. Very minute



observation of traditional things like tatami is basically a mate like thing, kimono-the traditional dress of Japan, these terms come while reading the book.

Coming to the next novel 'The Remains of the Day' is a story of an ageing English butler Steven who feel proud to be an English butler who serves an English Man from last thirty years at the Darlington Hall, one of the prestigious high class house. Steven sacrifices everything for the sake of dignity and duty. He gave so much importance to his duty that he leaves his father dying. He sacrifices his love to maintain his dignity. There is beautiful representation of landscapes, the culture and tradition of higher British class, the use of silver utensils, libraries, and maintenance of Darlington Hall. One thing that strikes in this novel is the fascination of Steven towards manners and etiquette which symbolizes the British cultures stickiness to manners and etiquette. This shows the stereotype behavior of British culture. Ishiguro's selection of this subject matter which is presented realistically gives a hint about Ishiguro that how much British history and culture is important for him.

Conclusion:

We can conclude that due to multiculturalism background of the writer and being an 'outsider' in both the culture and trying to be an 'insider', Ishiguro is able to observe things from a different perspective and the impact of cultural diversity on Ishiguro is clearly reflected in his works. Ishiguro's work contains one main theme along with sub themes in which cultural aspect is the common one. Cultural impressions are present at every move of the story, but it is difficult to explain it in short. Ishiguro presents various aspects of Japaneseness and Brutishness through different characters in the novel. Ishiguro depicted the effect of World War II on the thought process of an individual which results as a change in traditional values and ethics, the new generation takes the role of Japan in a negative way and move forward for a brighter future. In novel 'The Remains of the Day' the hollowness of culture is presented, the impression of culture is so strong that nothing stands in front of it. For the sake of culture and custom a person can give-up his emotions, dream and the happiness of life. Ishiguro depicts the stereotype and the non-stereotype thinking of the society through very small actions of the characters but they show the culture, custom and tradition.

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Translation – A Sullen Art or Transcreation?

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Translation activity, which existed simultaneously with the emergence and development of languages, has not just flourished but has achieved a status equivalent to the creation of art and literature. Translation is a creative exercise where instead of what Susan Bassnett calls “the rendering of a source language (SL) text into the target language (TL)” (Bassnett, 2002 : 11), the translator carefully strives to interpret, criticize, and finally create a new text for those who have no access to the literature of an alien language system.

The term ‘Transcreation’ is enunciated by P. Lal, a noted poet and translator, emphasising the considerable amount of creativity involved in the act of translation. It can be understood as an aesthetic reinterpretation of the original to suit the target readers of a particular language-culture. Translation has been an inherent practice in India which has lived with multilingualism for centuries and we have been practicing ‘Transcreation’ for a very long time without recognizing it in form of adaptation of our scriptures or classics like Ramayana or Mahabharata into different Indian languages. Many a times, it is an act of recovery of a lost or neglected text. Unlike the monolingual culture of Western countries which care too much for authenticity of translation, we have always welcomed deviations from the original. We have appreciated the creative freedom of different translators of the scriptures. Expressing his views in this regard, K. Sachidananda says, “Our literature...is founded on translations since the various Ramayanas, Mahabharatas and Bhagavatas in different languages including the Tribal versions...have been the very foundations of our rich literatures...The Ramayanas of Pampa, Kamban, Ezhuthachan, Mola, Premananda, Ekanatha, Balarama Dasa, Tulsi, Kritibas or Madhav Kandali, for example, were taken to be neither translations nor adaptations, but original works as they were the most brilliant manifestations of the genius of the respective languages.” (Sachidananda, 2001 : 5)

Translation activity has always been a part of Indian culture but only recently we have become aware of the translation theory propagated by Western countries. On the status of the lack of translation theory in India, Sujit Mukherjee says, “What we don’t yet have in India is a theory...of translation. This may be because,...we have been practicing translation for so many years...that we forgot to stop and theorise.” (Mukherjee, 2009 : 36) Another reason for the lack of theory could be that in India creative writing and translation were never considered two separate processes. The theories have been embedded in the practice itself. Even the different Indian terms for translation like Rupantar (change in form), Anuvad (speaking after), Bhashantaram (rendering in another language), Anukriti (imitation), Arthakriya (enacted meaning) were not an exact equivalent of the English word ‘translation’ yet they all recognise the different nature of the source and the target text. Also they do not intend to show precision to the original. In fact, the very idea of an 'original' text is foreign to us because of our strong oral traditions that had only perpetually changing texts.



Medieval period in India has been very prolific for the activity of translation as it witnessed the revival of old classics into new languages and has formed a base for transcreational activity in India. As a result, many versions of Ramayana, Mahabharata, Puranas, and myths from the scriptures came into being. Most of these texts were from the so called master languages like Sanskrit, Prakrit being re-told in modern Indian languages as well as in English. Talking about the re-creational activity of these classics, K. Ayyappa Panikar says, "These languages gave a fresh life, a renewed relevance, a meaningful re-incarnation, to the ancient classics; and these classics in their turn provided substance and style to new languages...These versions of the old classics in medieval Indian languages...were not just literal translations, but they did maintain and project the local ethos and image. As a result, these new versions became the classics of the new literatures, and the reading public did not look upon them as translations..." (Panikar, 1997 : xxvi, xxvii)

Translation is not just a linguistic activity but a cultural shift and the translator while transporting a text from its source language-culture to the target language-culture must convey the essence of a text into a different language-culture system along with the vision of the original author and s/he must apply strategies like appropriation, adaptation, re-creation, re-writing etc. and by adapting these strategies the translator is transformed into transcreator. The task becomes even more challenging when it comes to translating from Indian languages into English due to the visible differences between the two cultures. And to fulfil this tremendous task s/he needs to make changes in the perception of the original text to a certain degree to make it more adaptable and lively for the target readers and their expectations. Hans J. Vermeer rightly says on this issue, "A source text is usually composed originally for a situation in the source culture;... The target text...is oriented towards the target culture...It therefore follows that source and target texts may diverge from each other quite considerably, not only in the formulation and distribution of the content but also as regards the goals which are set for each, and in terms of which the arrangement of the content is in fact determined." (Vermeer, 2000 : 222-223) According Popovic the translator has the right to differ organically, to be independent, as long as that independence is pursued for the sake of the original, a technique applied in order to reproduce it as a living work (Popovic, 1970 : 80).

Confounding problems arise in transcreation of old classics as the value system of one way of life, flora and fauna, linguistic varieties like figures of speech, cultural nuances has to be rendered in a totally different set of target culture and reader to make it lucid to them. In this regard, P. Lal says, "...perplexing problems arise when a perfectly orderly set of conventions and values of one way of life has to be made perfectly orderly and comprehensible to readers accustomed to values often slightly and sometimes totally, different." (Lal, 1964 : 3) Translator's creative ability must be applied to solve such issues of transcreation.

Transcreation is not just confined to translations available in written form but it can be carried out in many ways. The oral tradition of poetry or storytelling, adaptations of anecdotes from scriptures or classics in various art forms like movie, drama, TV serial, dance forms, musical performances, paintings, animations, adaptation of tales from scriptures/classics for children's books with illustrations etc. are some of the examples of transcreation. Bhakti poems translated into English is another example of transcreation. In case of poetry, creative transformation is required as it is a form of literature which makes use of all the linguistic, stylistic and cultural devices to make it almost impossible to translate.

Here I would take an example of a Bhakti poem by a prolific Gujarati devotional poet Narsinh Mehta and its translation in English by Dr. Sachin Ketkar.

Pachli Raat Na

પાછલી રાતના નાથ પાછા વળ્યા
શું કરું રે સખી ; જાગી ન હું ?
નીરખતાં નીરખતાં નિદ્રા આવી ગઇ
વહાલોજી દઇ ગયા વાચ.રાખી ,
કષ્ણજી ક્યાં હશે ? હવે સુણશે શોક્ય ?
પરથમ જઇ એને પાચ લાગું;
સરસ છે શામળોઆમળો મેલશે ,
.માંગું માન કને વહાલા રે જઇ
,હજી ગયા નથી નાથ ,તજી આળસ ઊઠ'
દ્રાર ઊભા હરિ હેત જોવા;
ને નાથ નરસૈયાના ધન્ય રે ધન્ય
અ.દોહવા ધેન મારે થાશે સુર-

Last night my lord went away seeing me asleep,
What shall I do now friend, as I could not wake!
He kept his word, but I fell asleep gazing him with adoration!
Last night my lord went away seeing me asleep,
What shall I do now friend, as I could not wake!
Where is Krishna now, dear friend, and will he care for me?
I should go and plead for mercy!
The dark one is considerate; he will surely deign and forgive me;
I should really go and implore!
Last night my lord went away seeing me asleep,
What shall I do now friend, as I could not wake!
'Wake up, girl, and throw off your indolence, for the lord hasn't left yet,
He still waits serenely at the door to test your love!'
'Blessed is Narsaiyya's lord, no doubt today I'll be late to milk the cows!'
Last night my lord went away seeing me asleep,
What shall I do now friend, as I could not wake!' (Ketkar, 113)

Here gopi's regret for not able to worship Krishna in right manner and her friend's reassurance that the Lord is merciful and will pardon her is expressed. Here the poet has tried to sum up a code of Bhakti tradition through the brilliant use of Indian rhetoric and through his creative agency the translator has tried to preserve the Bhakti tradition enshrined in the poem by carrying out the symbolic meaning in translation.



We can see transcreation in many places in the above example like – ‘શોક્ય સુણશે હવે?’ ‘શોક્ય’ means grief, mourning or excuse. It indicates gopi’s anxiety of whether Krishna will care to listen to her reasons and thus translated as ‘will he care for me?’ ‘પરથમ જઇ એને પાય લાગું’ ‘પાય લાગું’ means to touch the feet – a gesture showing either respect or asking for apology. It is translated as ‘I should go and plead for mercy!’ The literal meaning has been replaced by its symbolic meaning in translation. ‘સરસ છે શામળી’ – ‘શામળી’ is one of the names of Krishna indicating the dark colour of his skin and ‘સરસ’ can mean good natured, kind person. Here keeping the context of the poem in mind, the translator has translated it as ‘considerate’ which is apt. ‘જઇ રે વ્હાલા કને માન માંગું.’ is translated as ‘I should really go and implore’. ‘માન’ literally means honour, respect but here it is used in the sense of pleading for forgiveness.

The translator has to pass through the various mental and emotional stages and face the dilemmas like the original author and this very act makes translation ‘transcreation’. K.Chellappan states his views on the creative efforts of the transcreator, “...the translator has to externalise someone else's vision in some other medium in his own medium and his originality lies only in an 'original' recreation of the original. This complex activity is...a cross-cultural communication because all linguistic signs become creations - or transcreations by exploiting this very gap creatively" (Chellappan, 1988 : 3)

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Media Adaptations of Mahabharata: Retellings & Reimaginings

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Abstract:

Mahabharata has been prolifically reproduced in the cultural discourses of the world in varied and vibrant media. The media adaptations include Drama, Cinema, TV Shows, Opera, Graphic novels, Cartoons, traditional Audio podcasts like Harikatha, You tube Video discourses, online sermons, web series and so on. The grand scale of the epic encompassing basic human instincts and philosophy of India have spurred these adaptations. The adaptations varying in range have given a new interpretation to the ever green epic by new narratives through the microscopic eyes of the neo Indians and writers of the globe.

Key words: Epic, Cultural discourse, adaptations, interpretations, narratives Media Adaptations of Mahabharata: Retellings & Reimaginings

Literary Adaptation means to adapt a literary source to a different genre such as film, video or video games etc. In the context of media it defines as below:

An altered or amended version of a text, musical composition, etc., (now esp.) one adapted for filming, broadcasting, or production on the stage from a novel or similar literary source.

Mahabharata has been adapted into mass media countless times but the focus of the article will be on Electronic media. A text can thrive on the swing from one form to another, but it can also progress in unimaginable ways, thought in the original form. Mahabharata being a living text for Indians has thrived in the imagination of the urban & rural India through temples, fairs, dramas, traditional story telling formats. Since the inception of the silver screen and TV, to the sweeping powers of Internet, Mahabharata has leapt back and forth from medium to medium, capitalizing on new platforms and technology, reinventing itself again and again for new audiences.

Mahabharata, according to Wikipedia, has been adapted into 56 films, 08 animated films, 19 TV Serials in its original format hinging upon the few changes here and there. It is also retold in contexts of the contemporary times in many works such Hollywood films as the Legend of Bagger Vance, Indian movies like Kalyug, Dalapathi, Rajaneeti, Bahubali etc. the films are contextualized according to modern times for instance, Kalyug (1981) is in corporate setup, Rajneeti in modern politics, Dalapathi (Tamil) in underworld arena, Bahubali in romantic world set the tone of the epic to re-imagine according to the visions of the creators according to their interpretations.

Of these adaptations, TV serials are the ones that have captured the imagination of masses to the maximum extent. Largely due to their scope of temporal and storytelling methods, TV adaptations have soured over others retellings. The TRPs of the Mahabharata aired in Door Darshan from 1988 to 1990 were unprecedented. The towns, villages were deserted in the stipulated time of the airing of the series. The telecast set a trend initiated by Ramayan and turned mythology into a main stream media venture. The Mahabharat was once again serialized in 2008 in 9X channel as Kahani Hamaare Mahabharat Ki. It was rather a retelling or interpretation according to post modern sensibilities that could hold the imagination of the



masses. 2013 Starplus, Mahabharata, once again rejuvenated the franchise of Mahabharata. The series, though not, as authentic as the 1988 version, was loved by the audience.

The audience devoured the renderings of their traditional epic. But the adaptations had many aberrations. In all the retellings Krishna was white; in 1988 epic TV series, Time was the narrator. 2013 version makes Krishna as the narrator. Thus the narratives differ, point of views plummet, dialogues waver, according to the retellings that lead to reinterpretations. Perhaps, the Reimaginings according to the thinking domain result into such fruits. Apparently, adaptation is invention but not imitation; there is a surprise factor which imbibes in itself new narrative colours, new points of view, and new focalizations to the existing text.

Linda Hutcheon, in her book, *A Theory of Adaptation*, defines literary adaptation from three interconnected perspectives. The first perspective about the concept of adaptation is seen as a —formal entity or product... an adaptation is an announced and extensive transposition of a particular work or works”. It means that the process involves a change of medium (a play to a film) or genre (an epic to poetry), or a change of context, where with varied point of views the interpretations differ. This shift can also include a shift in ontology from the real to the imaginary, from a historical account or biography to a fictionalized narrative or poetry.

Secondly, Linda Hutcheon says adaptation as —a process of creation, the act of adaptation always involves both (re-)interpretation and then (re-)creation; this has been called both appropriation and salvaging||.

Linda Hutcheon points out the final perspective area in the concept of adaptation, that is, of its —process of reception, adaptation is a form of intertextuality: we experience adaptations (as adaptations) as palimpsests through our memory of other works that resonate through repetition with variation”.

These adaptations will lead to the intertextuality and contextuality, culminating in to cultural discourse. For instance, the dubbed version of Mahabharata was aired in Indonesia in 2013 prior to the FIFA world cup matches. But the Indonesians chose Mahabharata over FIFA and the TRPs of the Mahabharata soared over FIFA. The series was also popular in outside India in Europe and Asia.

According to Sucheta Kanjilal, “The televised epics were arguably the most important node in the recent revitalization of Hinduism. Many scholars who write on modern Hinduism agree that the televised epics radically altered the relationship between religion, politics and society. Dhand, for instance, notes: There's no denying...that the television epics have also had an immense impact on Hindu society and politics...the dramatizations have played a critical role in the revival and political self-assertion that has characterized Hinduism in recent years”

Sucheta furthers that “A singular understanding of the epic is being downloaded and then debated or claimed in new spaces.” The free web feeds the Reimaginings and adaptations in a pluralistic discourse. Perhaps this captures the essence of the Indian philosophy of all inclusiveness and debating over the set beliefs.

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Nature Versus Culture: A Postmodern Reading of Kiran Nagarkar's God's Little Soldier

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Abstract:

Culture versus nature is an oft discussed topic indifferent genres especially in literature. culture includes each and every element namely that covers place, language, religion, tradition, customs and everything that defines the identity of an individual. Nature deals with the basic instincts and impulses of man. Nature of man is quite similar to other living beings but culture differentiates him from other living beings. A Postmodern view of the novel reveals the multivalent trait of language, gap between signifier and signified. Social constructs like religion can be neatly categorized only theoretically it is difficult to 'fit in' them in neat slots in life. Religion, morality, salvation may have different meaning for people according to the context. It is difficult to decipher the nuances of meaning. The paper attempts to analyze the gaps that exist between the nature and culture to unveil the inefficacy of words to reveal the existential dilemma of man as depicted in the text God's Little Soldier

Key words- Culture, Nature, Postmodern, existential dilemma, social constructs

Post modernism is a phenomenon that flourished during the aftermath of Second World War. Post modernism in literature celebrates man's quest to rediscover himself. Post-modern narrative is non-linear as it symbolizes the unpredictability of human existence. It speaks about the new heroes of a world plundered by war, technology, Psychological issues and economic depression. Post Modernism views human existence from an altogether different perspective. The movement rejects various constructs created by society as it does not make sense in an absurd world. Although, it cut across the veneer of superficial order and structure to unveil the conflict between culturalism and naturalism it also attempts to project the affirmative nature of human existence in a dark unknown world. The paper attempts to analyze the gaps that exist between the nature and culture to unveil the inefficacy of words to reveal the existential dilemma of man as depicted in the text God's Little Soldier.

Man is born with all animal instincts. He is impulsive just like any other animal but it is culture that makes man a social animal. The narrative pivots around the lives of two brothers Amanat Khan and Zia Khan. Their Father Zafar Khan is a well-known architect in Mumbai and their mother Shagufta is an epicurean by nature. The elder one is influenced by the sober nature of the father and the younger is a prodigy. There is a liberal Muslim family. The only fanatic member of the family is Shagufta's sister, Zubeida Khaala. She looks after Zia Khan, the younger among the two sons and he turns out to be a staunch Muslim like his aunt. Amanat and Zia are poles apart in their attitude though they have sprung from the same roots. They are brought up in the same culture and in the same family but their natures are quiet apart. Amanat Khan is a sober guy who is always sick and a dim wit but he loves literature and he turns out to be a connoisseur of art like his parents on the other hand Zia Khan is a robust, strong and a sharp boy. He is rigid in his views. He expects everything to be in black and white. His only objective in life is to be a



defender of God. The only similarity between them is that both of them are attracted to Sagarika, the beautiful girl who aspires to be an actress.

The novel is divided into three parts. The first part of the novel is about Zia Khan who is a staunch Muslim. The financially secure family suffers a heavy set back as a result they are forced to shift from their palatial home in the heart of the city to their apartment in Bhendi Bazaar. Zia Khan leaves for Cambridge to pursue his higher studies in Mathematics with a scholarship and he becomes a terrorist. The pranks of his nature goes unnoticed in his childhood because of his doting parents and aunt and he develops such a high esteem of himself that he feels he is the invincible and the incorrigible who will change the world. He falls in love with Vivian, his guardian's daughter. He influences her to such an extent that she decides to become a terrorist like him. Both of them decide to kill Salman Rushdie who has been invited to the University for Cambridge to attend a poetry festival. However, he could not realize his dream so he leaves Cambridge. He becomes a terrorist to fight for the Lord. He cannot stand anything or anyone that is against the teaching of Islam ideology. He becomes God's little soldier.

The lexical meaning of the word Soldier is one who defends or protects, the irony is in order to protect he has to kill people. So, he is haunted by guilt. He is perplexed and tries to convince himself that guilt is just a creation of Christianity and tries to convince himself that guilt is non-existent but when it starts to lead to physical ailments, he renounces Islam and embraces Christianity. On the other hand, Amanat who is like the 'guru' Kabir, in his fiction 'Arsonist' enjoys all the indulgences of life but he becomes the true defender of God because he can accept man as he or she is with all their blemishes and weaknesses. Zia is in search of the perfect but he fails to realize that perfection lies in imperfections. He wants to give the best to God but he fails to realize God cares not for the best but for the imperfect.

The second part of the novel unfolds the story of Lucens; the brother who aspires to be the abbot of the abbey. Zia Khan is baptized and he has become a Christian. He is a devoted servant of God and lives in a monastery. He takes care of the finance. He is adamant in his views that he finds it impossible to forgive anyone who has strayed from the path of God. He is no more a terrorist who fights in the name of 'Jihad' but he coaxes another monk who has transgressed the precepts of the abbey to commit suicide. Ultimately he realizes that just like Islam even Christianity cannot satiate him. He wants to impose the rules of religiosity on each and every novice in that abbey. He could not tolerate anyone who has violated the law. He also indulges in self-flagellation because he considers religion as just a tool to control society. Death of Fr. Jonathan forced him to leave the abbey as he was haunted by guilt. He understands that conversion has not changed his nature. He is a rigid Christian just like the austere Muslim he was. Before he killed people with bomb and pistols and now, he pierces their soul with guilt and sin.

The third part of the novel is the story of a Hindu sadhu, Tejas Nirantar which is Zia's new identity. He starts a movement against abortions and a trust has been started for the welfare of orphans. His guru Shakta Muni is a hypocrite. He considers religion as just a cover-up to carry out his unlawful activities. Tejas along with his other accomplice indulges in illegal activities like selling armaments to international terrorist groups and earns millions. He believes that money can help him to attain salvation by investing it in good deeds. But he is lost in his journey to find the good and he is haunted by his irrevocable past.



He always believed that end can justify the means so he indulges in sale of weapons of Mass destruction without any prick of conscience. He gathers money to run an institution for the welfare of young children. He followed all the three religions fervently but he could not even once comprehend the meaning of God. The more he tried to be a follower, the more was he was allured to become a leader. However, he understands that despite his power and money he could not attain happiness in life.

He left Islam because he could not accomplish his dream to become a Jihadi, He left Christianity because he could not become the good Samaritan he intended to be and he was not a happy sadhu as well because he has become not what he is. He wants to be a creator but turns out to be a destroyer. He wants to be a philanthropist but he ends up being a terrorist. He realizes he has failed to understand himself after his painstaking efforts switching from one identity to another on the other hand the silent dimwitted Amanat has attained 'Jannat' just being within the four walls of his home. Zia, alias Lucens alias Tejas signify light fails to dispel darkness around and marred his life with utter gloom and despair.

He is never able to fulfill the goal of his life. His education and culture fail to nip off the influence of the uncouth instincts of his nature. He had a perfect cut out of a winner but he turned out to be a loser. Zia realizes that his purported good deeds have turned out to be purest acts of evil. Culture could not overpower his natural instincts. The existential dilemma of his life is explained through the novel *Arsenist* written by Amanat. Metafiction is used as a device to unfold the theme of culturalism vs naturalism. He was completely against the novel written by Amanat where the guru experiences all kinds of vices. But it is his awareness about the vulnerability of human nature that made him the most pleasing guru. It is pointless to reject natural instincts in the name of culture and to allow nature to overpower culture. There must be a perfect balance of nature and culture.

A Post-modern reading of the novel reveals pluri-significant nature of words. The term protagonist cannot be applied to Zia Khan in the conventional sense and Amanat becomes really God's little soldier. Through-out his life Zia was searching for the perfect disciple but when he comes to meet Nawaz Irfan he could not accept him because he is Zia's mirror reflection whom he hates today so he wishes to change him but it is not possible. He realizes that "there's only one God and Her name is Life. She is the only one worthy to worship. All else is irrelevant" (Nagarkar, 606). So he wants to prevent Nawaz from following his foot steps but he happens to be another Zia Khan who is not ready to allow any one to obstruct his path to salvation. He tries to tame him but his natural instincts overpower him and he kills Zia Khan. The irony of his life is that the moment Zia has embraced life, life itself is nipped out of him by Nawaz Irfan, God's soldier. The writer has left to the reader to assume the end of Zia Khan. He just says that his disciple Nawaz would take care of him. 'Take care' can be interpreted as the death of Zia Khan. Words are contextual and reader bound.

The text tries to find out the need to go beyond mere tolerance of the 'other' to acceptance of the other in a world where social constraints are just shadow lines. Zia Khan always tried to be a defender of morality. He attempts to create a world where transgressors are punished and he himself turns out to be a terrorist who takes law in his hands. He has understood humanity in terms of laws and codes but not in terms of emotions and feelings. The moment he realizes that life is beyond rules and maxims he accepts the other but it was too late to for a new beginning.



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The Postmodern Multiverse: Navigating Infinite Universes and Unlimited Realities

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This paper looks at the vast implications of the multiverse theory to the postmodern condition. Multiverse is a hypothetical group of potentially diverse universes that are manifest in some way. The idea of the multiverse is associated with philosophy, cosmology and quantum physics. What is of interest to this researcher is the postmodern significance of the idea of multiverse and the implication of this quantum theory to contemporary cinema. Rather than endeavouring to substantiate the scientific aspect of the multiverse theory, which is best left to astrophysicists like Stephen Hawkins, this paper examines the effect of the idea on postmodern film and surmises that it has led to a loosening of cultural centrism in contemporary film and media, allowing plurality to enter mainstream cinema.

The Nobel Prize in physics which was awarded to Albert Einstein in 1921 is marked by the great showdown between Einstein and Bergson. Henri Bergson, the philosopher challenged the concept of time that the theory of relativity forwarded which would be eventually vindicated by the concept of Quantum mechanics. Bergson argued that relativity pertains to epistemology and while Einstein made allowance for only two ways of understanding time: physical time (objective reality) and psychological time, Bergson insisted on the metaphysical, philosophical time. This simple dualistic perspective on time advocated by Einstein formed the basis of all discourse of the early 20th century rational thought. Bergson questioned the time-space simultaneity, insisted upon by the theory of relativity and argued that Einstein's theory of time prevented us from realizing that "the future is in reality open, unpredictable, and indeterminate" (Canales). While general relativity sees events as continuous and deterministic, where every cause matches with an effect; in quantum mechanics, events are produced by the interaction of subatomic particles that happen in quantum leaps, with probabilistic rather than definite outcomes. While the theory of relativity views space as an infinite continuum, Bergson's duration is implicit in the Quantum understanding of space as a qualitative multiplicity.

The postmodern questioning of universal grand narratives is influenced by this qualitative multiplicity of time-space continuum accorded by quantum mechanics that allows cosmos to be built on uncertainty than it being deterministic. The postmodern multiverse theory holds that there are multitudes of universes formed entirely randomly, with life in our universe being a result of chance and not God. The multiverse theory is based on the supposition that our universe is a small component of a vast, possibly infinite, assemblage of universes. Though hypothetical, the idea of the multiverse has become possible due to the idea of the black hole. A black hole is a collapsing star of such mass that the velocity required to escape its gravitational field exceeds the velocity of light - which, by the principles of general relativity, is impossible. The larger universe may consist of several black holes or wormholes that may be doorways to



alternate realities or multiverse. These wormholes are viable alternatives to the “space-time singularities” that Einstein predicted to be at the centre of black hole. Stephen Hawking, a vigorous supporter of the many-worlds interpretation of quantum mechanics, suggested that objects may be able to fall through black holes into an alternate universe.

It is both tempting and appropriate to suggest that the theoretical physics of black holes, a multiverse composed of timeless and spaceless, dematerialized yet physical absences, separated by unbridgeable event horizons, provides a genuinely physical instantiation of the postmodern condition. Though the theory seems to be ad hoc and is based on empirical falsifiability, what is of importance to this researcher is the plurality that the multiverse evokes. It ironically also provides a contrapuntal position to the obsessive ‘lack of real’ that both Jameson and Baudrillard attribute to the postmodern, media-run age.

Postmodern cinema ironically has a history now. In 1984, Fredric Jameson observed that contemporary culture seemed to be expressing a new form of ‘depthlessness’- a concentration on style and ‘surface’. For Jameson, the incomplete hermeneutic gesture that he attributes to Andy Warhol’s painting “Diamond Dust Shoes” is extended to the surface play of all postmodern discourse. He predicates this fragmentation of mass culture on the rise of the individual consumer. Baudrillard too, is critical of the media-fuelled simulacra and hyperreal that play only on the surface thus colluding and fracturing the difference between what is real and what isn’t, steeping consumers into a media-induced stupor. This world of simulations, he feels, is immune to rationalist critique, whether Marxist or liberal and operates outside the logic of representation.

The multiverse, with its celebration of plurality, provides the corrective to Jameson and Baudrillard’s loss of real. While Jameson and Baudrillard see a flatness in the postmodern moment of photographic reality, a simulated masking of the absence of the real, leading to a ‘crisis in historicity’ and a waning of affect in postmodern culture, this ‘superficiality’ has allowed postmodern film to be multivocal, nowhere more apparent than in the cinematic multiverse.

Such stylistic usages in contemporary films see a close parallel in the literary stylistic devices like historiographic metafiction, pastiche, fragmentation etc. used by postmodern writers like Orhan Pamuk or Mo Yan in their novels to highlight the past which is but available as intertexts to the present. Mo Yan’s novel *Life and Death are Wearing Me Out* is an explication of Bergson’s concept of duration as a qualitative multiplicity while the idea of wrap-around time is also notable in Yan’s *Red Sorghum* and Pamuk’s *My Name is Red*. These novels rather than marking an abdication of political responsibility in fact open up new political channels to challenge the dominant ideological discourses of the present and raise complex questions of identity and subjectivity.

Similarly, the futuristic postmodern movies that seem to celebrate the vivid intensity of the surface are often multivocal ‘against the grain’ readings. A case in point is the recently released movie, *Spider-Man: Into the Spider-Verse*. This movie that released worldwide on 14th December 2018, is set in a shared multiverse called the “spider-Verse” which has alternate universes thus introducing the concept of alternative versions of Spider-Man to mainstream audience. The movie belonging to the Marvel Comic Universe is the first animated feature-film in the Spider-Man franchise. It brings together different Spider-Men featuring in different series of the American comic books published by Marvel Comics.



Where Spider-Man in all earlier movies based in this universe has always been played by a Caucasian male, whose alter-ego is the white Peter Parker, in Spider-Man: Into the Spider-Verse the multiverse allows representations of Spider-Man in a pluralistic reading of race, ethnicity and gender. In the movie, Miles Morales, a teenager becomes the first Spider-Man of colour who has to save the world from Kingpin after the original Spider-Man, Peter Parker dies. Kingpin has built a particle accelerator to access parallel universes which accidentally creates a ripple in the time-space continuum allowing 'Spidies' (for use of a better term that transcends gender and morphological biases) from other universes to collect at the site of aporia. These Spidies, apart from the black Spider-Man Morales, include, an older and jaded white Spider-Man Peter Parker, who in his universe has separated from his wife, Mary Jane Watson and has lost his Aunt May; a Spider-Woman, Gwenda Stacy; Spider-Man Noir, Spider-Ham and Peni Parker and SP//dr. Spider-Man Noir is an alternate version of Spider-Man, a darker take on the character who has an entire Marvel comic series. The Spider-Man Noir series is largely set during the period of the Great Depression of the 1930s. True to the dimensional-setting and universe, Spider-Man Noir is dressed in all-black, in a costume made in kevlar, with headgear and aviator glasses used by his uncle, Ben Parker during the Great War. Spider-Ham whose alter-ego is Peter Porker is a pig-Spiderman. The character too has a different individual origin story and is an anthropomorphic funny animal parody of Spider-Man. The anthropomorphism, rooted in traditional fables, allows a Bakhtinian carnivalesque critique of the society in which social differences based on conflict and contradiction are naturalized and made less 'contestable' through the classificatory matrix of human and nonhuman relations.

SP//dr is a version of Spider-Man from the futuristic Earth 14512 whose real identity is Peni Parker. Peni is an adopted Japanese-American middle school student who takes on an anime aesthetic in the movie. All the Spidies have to come together to save New York city from Kingpin. The movie thus effectively provides a single platform to the multiple Spidies of the Marvel Comic Universe that enjoy their individual series and fame. The film provides the background to the collision of various Spider-Men from parallel universes highlighting the textualized access to alternative realities, unfixing the "I", raising complex questions about identity, subjectivity, representation and the ideological implications of such cinematic representations.

The marketing of the movie adds further layers to the intertext surrounding it. The first official trailer of the movie, released in June 2018, generated 164 thousand conversations across social media platforms within a day of its release and 44 million views in three days making the film one of Sony's (one of the producers) most viral trailers. Conflating intertexts further, Sony's film *Venom*, that released in October 2018, featured an extended clip from *Into the Spider-Verse* as a post-credits scene, providing an interface of a Sony Project with that of MCU (Marvel Cinematic Universe). The scene confirmed that the shared universe that *Venom* is part of is one of the universes connected within the "Spider-Verse" multiverse. This commercial fetishization that worries Jameson, is in fact, central to the movie that plugs several brands and antithetically features the Advertising Council of America's promotion of anti-bullying campaign as part of public service initiative.

All these signpost towards a vindication of the postmodern end of a rigidly fixed signifying system. With simulation no longer merely being a theory conceptualized by Baudrillard on the basis of the functioning of the media but a reality, it has become redundant to



speak of binaries of real and artificial. Similarly, the omission of technology that allowed Jameson to portray postmodernism as a mere cultural fetishization is no longer valid. As a simulacrum Spider-Man: Into the Spider-Verse, a 3D movie enjoyed by moviegoers in 4DX, simulations, has hyper-realised into several fragments- a sequel and several spin-offs are already in development. The simulacra seen reflected in the multiverse then is a negation of the search for the single, inherent meaning of a structuralist system that focuses on the coded mode of discourse and a celebration of the postmodernism that focuses on the figural multiplicity of meaning. By privileging the Quantum theory, postmodernism privileges the probable over the definite, space over time, imputing it with value and fecundity and enables postmodern film and fiction to reject social realistic mode and interpretative strategies that privileged forms of rationality.

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Basic Concepts in The Study of Literature

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Abstract:

In this paper, we will be talking about Basic concepts in the Study Of Literature. We will be taking glance about meaning of literature also examining it's narrow and broad functions i.e. fictionality, specialized language, lack of pragmatic function and ambiguity. This paper will give you an idea about topic areas of literary studies i.e. literary history, poetics and genre and literary theory. This paper will also give you a bird's eye view of different ages/periods co-existing in English history.

Literature, most generically, is any body of written works. More restrictively, literature refers to writing considered to be an art form or any single writing deemed to have artistic or intellectual value, often due to deploying language in ways that differ from ordinary usage. In the attempt to define the term 'literature', one can distinguish between two general directions: a broad and a narrow definition. Nevertheless, it is possible to sift out some of the criteria scholars have applied in order to demarcate 'literary texts' from 'non-literary texts'. These criteria include:

- fictionality
- specialized language
- lack of pragmatic function
- ambiguity

Fictionality:

One characteristic feature of literary texts arguably is their fictionality. People usually agree that literary texts, even if they attempt to represent reality in some form or another, are ultimately products of a writer's imagination and that at least the characters and their conversations are fictitious.

Specialized Language :

It is often said that literary language is 'special' and that it differs considerably from normal everyday language. The linguist Roman Jakobson spoke of the poetic function of literary texts. As the Russian Formalists maintained in the early twentieth century, literary texts make use of language in such a way that it becomes strange and unfamiliar in a given context. They called this process defamiliarisation.

Lack of Pragmatic Function

Undoubtedly, texts derive their meaning partly from their context. I read a function novel as a novel because it is presented in a certain way. Moreover, I use the novel as a novel and not as a cookery book, a newspaper or an encyclopedia of garden plants, for example. Why is that? One might argue that these texts, in contrast to literary texts, have a definite pragmatic function.



Ambiguity

People generally accept the view that literary texts are far more ambiguous and thus often more complicated than non-literary texts. If one reads a recipe, for example, or a time-table or an instruction manual, the meaning expressed in these texts is presumed to be more or less fixed and not open to interpretation. In fact, these texts must not be open to interpretation because then they just would not 'work'.

Some of the major concepts which students of English literature should be familiar with are the following:

- Literary History
- Poetics and Genre
- Literary Theory

Literary History

Names of literary epochs or periods have mostly been 'invented' in retrospect. The underlying assumptions are based on certain common features, this time not merely of texts but of socio-cultural developments and phases in the history of literary production.

General list of periods which underlies common practice (Abrams 1999: 210):

1. 450-1066 Old English (or Anglo-Saxon) Period
2. 1066-1500 Middle English Period
3. 1500-1660 The Renaissance (or Early Modern Period)
4. 1558-1603 Elizabethan Age
5. 1603-1625 Jacobean Age
6. 1625-1649 Caroline Age
7. 1649-1660 Commonwealth Period (or Puritan Interregnum)
8. 1660-1785 The Neoclassical Period
9. 1660-1700 The Restoration
10. 1700-1745 The Augustan Age (or Age of Pope)
11. 1745-1785 The Age of Sensibility (or Age of Johnson)
12. 1785-1830 The Romantic Period
13. 1832-1901 The Victorian Period
14. 1848-1860 The Pre-Raphaelites
15. 1880-1901 Aestheticism and Decadence
16. 1901-1914 The Edwardian Period
17. 1910-1936 The Georgian Period
18. 1914- The Modern Period
19. 1945- Postmodernism

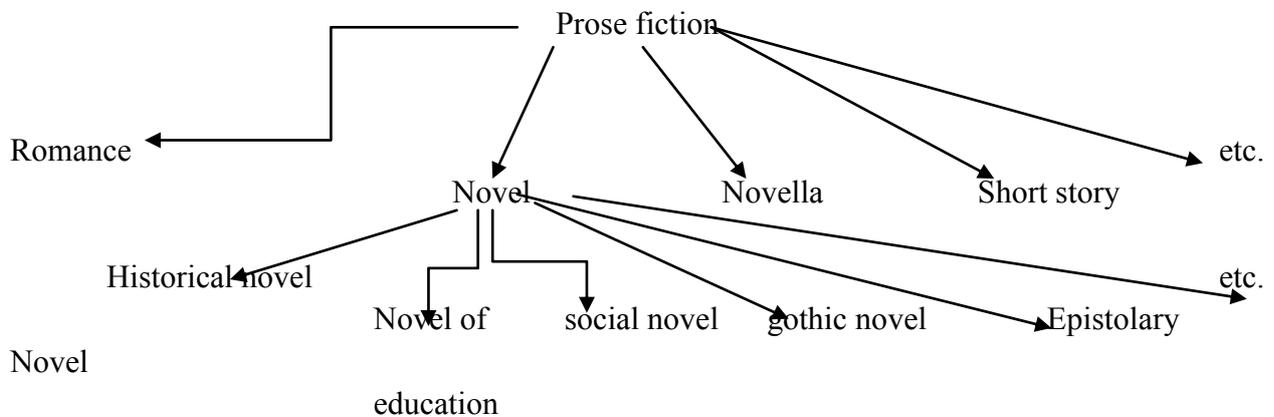
Poetics and Genre

Ever since Aristotle's Poetics, if not before, scholars have been concerned with classifying literary texts according to predefined categories. The groups or classes of texts have been labeled by means of group-specific names. Thus, Aristotle already divided ancient plays into tragedies and comedies and attributed certain features to each type of drama.

Genres are defined by certain conventions, common recurring features which texts display. These features can be formal or structural or they can relate to themes and topics or

forms of presentation. Thus, prose fiction is generally defined by the fact that it is not written in verse like poetry.

The following tree diagram shows prose fiction and some of its sub-genres:



The other two main generic groups, poetry and drama, can of course also be subdivided into numerous sub-genres, such as: ballad, sonnet, ode, comedy, tragedy, satire, tragicomedy, epic theatre, etc.

Literary Theory

An area of literary studies which students are often afraid of is literary theory. Theories in general can be defined as sets of elaborate, ordered and consistent categories which facilitate the systematic exploration and explanation of phenomena in a given study area.

The following 'groups' of theoretical approaches:

Biographical Approach

As early as the nineteenth century, scholars considered literary texts against the background of the author's biography. The aim was to find references to the author's life, education and socio-cultural environment in a literary work.

Psychological and Psychoanalytical Approaches

Following Sigmund Freud's work on the unconscious and the interpretation of dreams, critics in the 1930s attempted to interpret literary texts with regard to the author's psychological state or the psychology of the text itself. The reading process has also been considered from a psychological point of view. Furthermore, psychoanalytical approaches have made an inroad into poststructuralist and feminist approaches.

Contextual Approaches

Contextual approaches go back to the nineteenth and early twentieth century's where scholars asked to what extent literary texts were rooted in the historical, political, economical, philosophical, religious, etc. contexts of their production. E.M.W. Tillyard's study, for example, investigates instantiations of the Elizabethan world picture in Shakespeare's works, and Ian Watt asks to what extent Daniel Defoe's *Robinson Crusoe* is related to Puritanism and the rise of the middle class in the eighteenth century.

Reader-orientated Approaches

The most well-known reader-orientated approaches to literary texts are reader response theory for Anglo-American criticism (e.g., Stanley Fish) and reception theory or reception aesthetics, which mainly originated in Germany (Wolfgang Iser, Hans Robert Jauss). An



important concept in reception theory is that of textual gaps or blanks which readers have to fill while reading a text. In filling the gaps, readers also contribute to the construction of a text's meaning.

Text-immanent Approach and New Criticism

In the first half of the twentieth century, a critical approach emerged which opposed prevailing practices of considering the biographies of authors, social contexts and literary history. This new approach, which came to be known under the name of New Criticism, focused on the literary work itself as an independent entity. Studies by authors such as Cleanth Brooks and Robert Penn Warren postulated the method of close reading.

Structuralist and Semiotic Approaches

Other approaches which deal primarily with the code in the literary communication model are the so-called structuralist and semiotic approaches. Structuralism and semiotics were greatly influenced by structuralist linguistics, most notably by Ferdinand de Saussure's work on linguistic signs and later by Noam Chomsky's seminal work on transformational grammar. Closely connected with structuralism is semiotics, i.e., the study of signs and sign systems and the process by which signs are assigned meaning. Semiotics goes back to Saussure's description of the linguistic sign consisting of a signifier, the sound image (TREE or TABLE), and a signified, the concept the sound image denotes (the concept of 'tree' or 'table').

Poststructuralist Approaches

In reaction to structuralism and semiotics, poststructuralist approaches deny the existence of universal principles which create meaning and coherence. Deconstructive theory, Signifiers become traces, and meaning is constantly deferred. Derrida introduced the term *différance*, a combination of the French word for 'difference' (*différence*) and the gerund of the verb denoting 'defer/postpone' (*différant*), to capture this process.

Feminist Approaches and Gender Studies

Feminist approaches emerged along with the women's rights movement in the late 1960s and were initially a reaction against hitherto male dominated literary studies, which neglected literature produced by women and which had perpetuated clichés and stereotypes about women. The main merit of feminist approaches was that they rediscovered a number of female authors who had been considered 'minor' and allocated them a more central place in literary history.

Ethnicity and Postcolonialism

Through the processes of colonialism and migration, an increasing amount of literatures by ethnic minorities has emerged in English-speaking cultures all over the world and has become the focal point for postcolonial theories, which investigate, for example, aspects of national identities, hybrid cultures, the significance of indigenous cultures and problems surrounding their 'own' history and language.

Cultural Materialism and New Historicism

The common assumption underlying both cultural materialism and new historicism is that literature does not form a realm of its own that can be viewed against the background of socio-historical developments, for example, but that it is as much part and expression of a culture as other, non-literary, texts. Both are influenced by Marxist criticism.



Conclusion

Literary studies investigate various aspects of the processes shown in the communication model. Thus, one can look at the relationship between author and text or reader and text; one can focus on the text itself or on how it is embedded in its socio-historical and cultural contexts. Scholars have also considered the literary code and what it entails. In sum, one can say that literary studies offer a wide range of topic areas for research activities, and this introductory course can only provide a very first glimpse of what is actually out there.

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Contributions of Arab-American Women Authors in Literature

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Abstract:

This research paper gives a brief idea on the significant contributions of Arab American Women writers in the field of literary works. Contemporary Arab American women writers have been playing a great role as their fellow men do to create new literary works, revealing their sufferings in the host country. Arab American women writers have become prominent figures in the field of Arab-American literature and greatly indebted to Arab- American feminism, which has empowered them and enabled the voicing of their concerns through literature.

Keywords: Arab American, Womenvoice, migration, Identity; Marginalization, Homeland

Introduction

Women have been and will continue to be an inspiration, as well as part of an instrument at in bringing about a revitalizing change.

Women are a dispensable part of a family as well as a society. Women are indeed a pivot around whom the whole society moves. Their role in influencing, directing and shaping the nation is very critical. Women have a distinct status not only in the family but also in the society. In a society like an Arab-American society in which there are various cultures and traditions, the social status of women is resultant of an enormous variety of social conditions and multiplicity of factors. However, women are the victims of suppression and patriarchy throughout the history. With the emergence of the feminist movements and the other movements which called for women's Lib and empowerments, women around the world felt strong enough, struggling for their rights in all sides of life. They stood shoulder to shoulder to men.

The Arab-American women writers have an important voice in the scene of Arab American literature. In the first migration phase to the U.S., the literary works done by Arab American women writers were very limited since the majority of immigrants were mostly men at that period. However, during the second and third phases of Arab American migration to the U.S., the number of women has increased because of the new stable conditions and that lead to set up families and communities. Arab- American women found it an appropriate time to enroll the educational institutions and universities and to get high qualifications in different fields of science as well as in the literary genres. Therefore, the second and third phases of Arab American immigrants included a big number of sophisticated and well educated Arab American women authors among the Arab- American communities. It was a period of effective women writings going beyond the competition and progress in the present time.



Women as Prominent Figures in the Arab-American Literature

Arab-American women writers have become prominent figures in the field of Arab American literature and greatly indebted to Arab-American feminism, which has empowered them and enabled the voicing of their concerns through literature. In the last two decades, there was an important increase of English literary works written by Arab female writers who have published more than men. They try to discuss thorny issues, sensitive and important topics such as identity crisis, the homeland, and diaspora, expand their exploration of the conjunctions of race, hybridity, ethnicity, class, gender, and politics, sites of violence and oppression. They also attempt to open new channels for communication to present new alternatives that help move the community forward.

Cultural Hybridity and the other

Many of Arab - American women writers have found a cultural and psychological connection with other ethnic groups, since these groups share similar feelings of marginality and alienation. Michelle Sharif suggests that it will be necessary for Arab- American women to join other women of color, pointing out that:

Arab-Americans belong to both cultures and therefore they occupy a distinctive position. We can and we must help this dialogue develop. Our fight, as all women of color, involves overcoming prejudice as well as sexism. By joining women's groups in the United States; we can put issues such as anti-Arab racism and agenda. Our time for recognition and respect in western feminist movements has come (159).

Arab-American feminism has made great efforts in supporting Arab-American women to voice their concerns. The wrong behavior of a few Arabs give directed media to portray a negative image about the Arab women in negative image.

In the post-colonial writings, the voice of woman has been better progressing, Dalal Sarnou refers to this development saying that: Arab women's voices seem still very much present in post-colonial literature, certainly more audible than ever. They can afford to be not only periodic but playful and highly sophisticated as well. Arab-American feminists often struggle to defend their cultures, nations of origin, and religion from hostile media and political attacks in the United States.

Media and social organizations

Arab-American women writers seek to replace conflicts and dominant prejudices by mutual understanding of difference. They take advantages of media political and social facilities in the new country. Moreover, they start issuing magazines, newspapers and get a chance to establish social organizations and literary forums as rostrums through which they are particularly and consistently talking about community issues. For example- the Feminist Arab-American Network (1983) and Arab Movement of Women Arising for Justice (2004).

Amal Abdel razek, states that Arab-American woman uses her writing as weapon to resist marginalization, racism and to reject the Orientalist and Islamic fundamentalist streams. Arab-American women writers are telling their stories over and over again, using them to change the dominant configuration of their identities.

The Field of Literature

Arab-American women scholars have published great literary productions .For instance, Kadi's Food for Our Grandmothers: Writings by Arab-American and Arab-Canadian Feminists (1994; Evelyn Shakir's Bint Arab: Arab and Arab American Women in the United States (1997) and Amal Talaat Abdelrazek's Contemporary Arab American Women Writers (2007). Moreover, novels have taken more interest of Arab-American women writers in order to emphasize



hybridity, hyphenated identity and diaspora, rather than roots, as a primary means of resisting essentialized identity politics. A lot of novels were published by many Arab-American women writers. For instance, Susan Abulhawa's *The Blue Between Sky and Water* (2015), Randa Jarrar's *A Map of Home* (2008), Laila Halaby's *Once in a Promised Land* (2007), Evelyn Shakir's *Remember Me to Lebanon* (2007), Mohja Kahf's *The Girl in the Tangerine Scarf* (2006). etc. Furthermore, striking in this newer literature is a willingness to address gender issues and sexuality with more openness than previously.

Arab-American women writers; names and major works

It can be said that Arab –American women writers from Egypt, Lebanon, Syria, Palestine, Jordan and Algeria have effectively contributed to enrich the Arab- American literature and received critical treatments and genuine engagement.

This testimony is not only to the creativity and productivity of Arab women writers, but to the commitment by publishers to produce and distribute their works, under mention endgames come to mind such as; Susan Abulhawa, Diana Abu-Jaber, Etel Adnan, Ibtisam Barakat, Suheir Hammad, Randa Jarrar, Mohja Kahf, Lisa Suhair Majaj, Naomi Shihab Nye, Laila Halaby, Susan Muaddi Darraj, Lelia Ahmed, etc.

The afore mentioned works foreground the study of Arab women's literature within an existing and ongoing tradition of literary criticism.

Arab American feminists are playing crucial roles in the struggles within Arab American communities. Margot Badran and Miriam Cooke, in their book *Opening the Gates: A Century of Arab Feminist Writing* (1990), prove that Arab women have been debating issues of gender equality and the roles of women in society for at least a century.

The feminist Arab - American woman poet and novelist, Mohja Kahf, refers those Arab women immigrants have been unable to criticize their community in the United States and the Arab home lands without being accused of cultural betrayal. She argues that Arab American women have different relationships with the Arab homelands of their families and their homes in the United States; they still face obstacles created by specific stereotypes projected from within and outside their communities (Cooke, 145). Amal Amireh and Lisa Suheir Majaj have discussed the cultural tension Arab women face when they speak from their own experiences.

Mohja Kahf, as an Arab-American writer and engaged feminist, draws on her Arab-Islamic heritage and her experience in the United States as a hyphenated ethnic demonstrates the importance of trans-cultural dialogues and cross-ethnic alliances. She recognizes different forms of feminist activism as fields for alliance building.

Unlike the "Mahjar" writers, modern Arab-American women writers are feminist activists who are powerfully involved in representing and redefining images and statues of women in Arab and American cultures, as well as the articulation of hybrid identities in the space between both cultures.

Arab American women writers face their own particular set of problems. When they criticize the patriarchal nature of their society, they are often accused of abandoning their own culture and adopting Western modes of thought (Majaj, "New Directions" 75).

The publication in 1994 of Joanna Kadi's edited collection, *Food for Our Grandmothers: Writing by Arab-American and Arab-Canadian Feminists*, is often cited as a "landmark" moment in Arab American literary history (Majaj, "Arab-American Literature" 8). This collection emphasizes the importance of reading both gender and race as primary interests of Arab-



American women's literature to be recognized as an imperative resource for any study of Arab American literary works.

According to Majaj In her article entitled Arab-American Literature: Origins and Developments, a Palestinian American author, Naomi Shihab Nye offers a good example of a writer who confirms and provides a voice to Arab culture and tradition while leaving space for change. She creates spaces in which Arab and Arab-American experiences can be articulated, not through nostalgic reclamation, but by honoring the diversity of experiences and the necessity of change (Majaj 2008: 4

Conclusion:

Arab-American women struggle impressively to get a high position in the body of the Arab-American writings. They use their writings as a means to defy marginalization, racism, oppression, and exile. They positively connect themselves with fellow Arab-American writers, natives and newcomers, trying to negotiate their hyphenated identities and resist stereotypes and misconceptions about Arab communities that have been depicted by American popular culture and society. Moreover, Arab-American women challenge the sense of loss, displacement, and nostalgia. They speak loudly to express their ideas, desires, emotions, and strategies for survival through hundreds of books and different kinds of social media. Their writings essentially aiming at defining themselves, refusing all kinds of discriminations, criticizing war, supporting the oppressed people in the homeland, rejecting the domination of western culture and presenting proudly their Arabic heritage.

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Imagined Communities and Motherland in Al-Shaykh "Beirut Blues"

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Introduction:-

Beirut Blues, by Hanan al-Shaykh. 371 Pages. New York, NY: Doubleday Anchor Books, 1995. \$12.95 (Cloth) ISBN 0-385-47382-6 Beirut Blues is the third novel by Lebanese writer Hanan al-Shaykh. Like the earlier *Women of Sand and Myrrh* and *The Story of Zahra*, this work is accessible to Western readers, although they may miss some of the allusions and political symbolism.

The protagonist narrates war as daily life, as mental cocoon, as communal memory and immediate survival, joining the polyphony of fictional voices that have poured out of a war that engulfed a whole country from the mid-1970's until the uneasy peace that emerged just a short time ago. The meditative, action-packed letters that compose this novel are directed at everyone from Asmahan's grandmother to her friend Jawad to Billie Holiday and the war itself. (The original Arabic title translates as "Beirut Post" and is much more evocative than the English version.) Although it's never made clear, it's obvious many of these letters won't be delivered-or sent. Asmahan, a college graduate from a Shiite land-owning family rooted in the occupied South of the Country, moves across Lebanon's class and sectarian identities in her writing, as she attempts to preserve old friendships and commemorate old loves, to revisit and revive pleasure as a kind of meaning, and most of all to come to terms with the responsibility of thinking about the future.

Al-Shaykh tells the story of a young upper-class woman's life during the civil war of the 1980s. Written as a series of imaginary letters, *Beirut Blues* explores the protagonist Asmahan's mind as she seeks to find someone, living or dead, stranger or friend, to whom she can convey her experience. Asmahan, whose name may be an allusion to a famous Lebanese singer who died in the 1950s, seems Western in many ways, reading European writers and leading a love life not unlike that of many Western women. And yet even in these things, her life is different. The description of her daily life includes an account of an unexploded shell landing in her grandmother's courtyard. To distract herself from this reality, she thinks back on two passionate love affairs that continue to color her emotional life and that are now over, not because of the usual emotional struggles between lovers, but because of political forces outside their control. One man, Naser, is a Palestinian Arab nationalist forced to leave Beirut along with the PLO fighters after the Israeli invasion and the siege of Beirut in 1982. The name is an obvious allusion and his relationship to Asmahan is perhaps symbolic. The other man, Simon, is a Christian whereas Asmahan is nominally a Muslim; thus, any place in the city that is safe for her has become unsafe for him, and vice versa. The two men are not clearly differentiated, perhaps because to Asmahan, they are simply different aspects of the same man. As the fighting worsens, Asmahan leaves Beirut for her grandfather's estate, now occupied by various militias. The farmers have given up growing vegetables and raise opium instead—because they can market drugs more easily than food. She lives in a world turned inside out and upside down. And yet her



life goes on. She falls in love again, this time with Jawad, once a villager beneath her social station, now a writer living in France. And through Jawad, she has a chance to leave Lebanon and move with him to France. It seems, finally, that she will be able to leave the turmoil of her life, as she sits for her plane. And then she realizes that Lebanon and the turmoil of her life are her life. At the last moment, she understands that she must stay. Beirut Blues is sometimes hard to follow, because the epistolary style thrusts the reader into relationships and events without explanation. Instead of exploiting the possibilities of this form to show the various dimensions of Asmahan's sensibility, Al-Shaykh employs the same tone in all the letters, whether they are to women friends, former lovers, the wife of a Western hostage, or the city itself. And yet, even with these flaws, Beirut Blues is a powerful, insightful novel that makes a surreal world real. It is almost a great novel.

The political events in the Arab world:-

The political events in the Arab world, from the loss of Palestine in 1948 to the Lebanese Civil War, have left their mark on the minds of Arab writers, including women writers. When national identity itself was in danger, personal concerns seemed either to diminish or to find expression in the collective struggle for existence. In fact, a concern with the idea of national collectivity and a critical evaluation of extant forms of national identification are particularly foregrounded in the work of Hanan Al-Shaykh, a Lebanese woman novelist. Al-Shaykh's most celebrated novel, *The story of Zahra*, thematically explores the dangers of using the female form to represent the contours of a conflicted country. While this focus alone would be enough to warrant a discussion of the nation in Al-Shaykh's work, the approach is further validated by the fact that Al-Shaykh chose to follow this admittedly bleak tale with *Beirut Blues*, an unofficial sequel that rejects the pessimism of the earlier tale and seeks to recoup the "imagined community" of the nation. Although neither work is unproblematically a "national allegory", the texts do demonstrate the "problematic" of the nation can figure prominently in works that consciously rejects oversimplified national discourses and identifies. In particular, Al-Shaykh's texts can be seen as an attempt to redress the gendered discourses that have undergirded national endeavors through an increasingly cartographic narrative strategy, a strategy that allows the author to "map" a new relationship between women and the nation.

Al-Shaykh's Third work *Beirut Blues* revisits the locale of Lebanon and the "problem" of the nation and its "fragments" (men as well as women). The narrative swirls around émigrés, Southern farmers, military militias, dwellers of Beirut's eastern and western sections, and members of the dispossessed Palestinians, all caught up in a chaotic and uneven mix that, like the war itself, defies an easy description or simplified bifurcation. Represented as fragments and flashes in the "main character" narrator's memory, these various peoples, events and places form a virtual bricolage of Beirut. And although the war is a pervasive presence that necessarily shapes the events and places in this work, it is not accorded a deterministic status. *Beirut Blues* itself helps to rethink the nature of mapping, as well as rigorously question the uses of transparent space.

Al-Shaykh's Homeland and Imagination:-

The only way to counteract the images that have separated the female character in *Beirut Blues* from her country is to refuse traditional representation. Only when the space about her is as shifting and as fluid as her own identity will it be able to defy reinscription and reified



iconography. Asmahan refuses to “imagine” her homeland in the ways the war has represented it. She may lament that the land is “the only thing lost in the war which is still physically present”. Yet she knows that if she were to represent this physical presence unproblematically, it would leave Beirut open to yet another “siege” and “occupation” by political ideologies.

Through her various internal and obviously unsent letters, Asmahan patches together a kaleidoscopic view of Beirut. Melding pre- and postwar remembrances, she manages to give a fragmented portrait of the city. Like other characters, she may identify people with the land, but her identification is not rigid imposition that perpetuates political tropes. Beirut is not a painted whore, nor is it found in the abstract portraits of “heroes” she is taken to see; her Beirut lies in memories of her grandparents, in remembrances of her friends and lovers, as well as in her experiences of the present and hopes for the future. Asmahan knows that the “war buried some people away and brought others to prominence”, but she refuses to ascribe to its values in her story. Her grandfather is remembered in his former glory as well as empathized with in his current plight; she refuses to strike Naser from her “national” portrait because he is Palestinian. Her “prominences” do not fit with the “logic” of the war, for her pictures of Beirut is ultimately not that of a war-torn land. She recharts and remaps Lebanon not on the basis of ethnic clashes that have split the country, but on the basis of her own experience and desire-integrating various peoples into the seam of Lebanon itself.

Beirut Blues may not radically foreground the confluence of male and female voices and desires, but the narrative of Asmahan manages to embrace them both. Asmahan’s grandfather, Jawad and Naser are thus just as central to her tale as her grandmother, her friend Ruhiyya and Hayat. Whether or not Asmahan fully agrees with the politics of the people she writes to and from, they are accorded spaces in her shifting and fluid map—a contradictory map that even manages to incorporate the country-side of the South into the cityscape, as Asmahan notes in an address to the land: “you stayed where you were, but kept close to us even in Beirut”. Differences of opinion and overt contradiction are able to exist in Asmahan’s vision of her country without violence, textual or otherwise. Asmahan’s Beirut is thus not that of a liberating chaos, not that of a tumultuous land that will soon be regulated by a particular nationalism; rather, in Blunt and Rose’s terms, it is a “fragmented, multidimensional, contradictory, and provisional” capital city capable of being strategically redrawn on the basis of her evolving national identity.

In Beirut Blues, then, an intensely personal sense of “space” and of “nation” is “moving beyond an essentialist notion of space as transparent which can and should be mimetically represented” toward a refigured geography that not only addresses “the multiple and complex construction of subjectivity but also of space itself”. Asmahan’s “politics of location” offers her a new and ingenious way to “map” the nation without relying upon the gendered tropes of nationalist representations that ultimately destroyed Zahra in *The Story of Zahra*.

Obviously, this new method of narrative mapping serves a purpose for Asmahan and for the problematic of women and the nation seen throughout al-Shaykh’s corpus, but this new lens should not be seen as the only, nor as the most liberatory, way to “reimagine Lebanon”. Most importantly, this tentative and personal national allegory may be liberatory for Asmahan since national collectivity exists within her identity, but it may not be feasible or desirable for others. As Blunt and Rose caution in their introduction to writing women and space, “we are not suggesting that this vision of space is inherently more emancipator than another; rather, we assert that certain political projects construct spaces according to their strategic context and needs”. Fluidity, even within “strategic context and needs”, does not always adequately represent various contingencies and identities—hence the reason for Blunt and Rose’s disclaimer – and this lack of adequate representation can be seen quite clearly in Beirut Blues.

Al-Shaykh’s work may be “fluid”, and it may incorporate competing national identities, but it is still subject to certain omissions and biases. Most tellingly, Asmahan’s space



leaves literally no room for poorer women, such as Juhayna or the migrant laborer from Sri Lanka. Asmahan herself may question her status :”were mine the feelings of people with possessions ,while those who had none went through their lives like thirsty travelers blind to everything but the trickle of water they have glimpsed in the distance”, but she does nothing to displace that classed privilege .

Asmahan’s new “imagine community “ also tends to negate collectivity outside of an individualized voluntaristic desire . Asmahan’s vivid memories and colorful “pictures “ may be able to construct an alternate nation, but the nation is hers alone. Nowhere is the personal nature of this narrative practice more evident than in its method of inclusion . Jawad, Naser, Hayat and the others are included in this refigured Beirut because Asmahan’s desire demands that they be included. There is nothing to say , though, that this “community” exists outside of Asmahan’s imagination or that the various subjects of her national discourse would be content being placed together in such a way. In her rejection of centralized and unifying causes , Asmahan seems to valorize localized vision of the individual. This trend may help to ally al-Shaykh’s work with that of the other Beirut Desentrists , but it does little to rethink the politics of collectivity in nondiscursive contexts.

Conclusion:-

Thus Beirut Blues is a fine and beautiful novel: an intimate, engaging portrait of a passionate woman and an unforgettable picture of a country at a crossroads. Asmahan's letters celebrate a similar process of reconciliation with the world, reflecting the sense of transformation that she experiences. Asmahan changes from a shattered, isolated, confused woman to one who knows she wants to stay in Beirut with all its wars and cease-fires and contradictions. Her struggle with the war ends, as the novel ends, with the realization that she has "become addicted to this war"

Yet whether or not Asmahan’s spatial politics are as inclusive or as collective as they could be, they do represent a distinct break with traditional forms of mapping, effectively circumventing problematics of transparent space and hegemonic authority. Asmahan’s personal, and hence partial and contingent metropolitan center can be seen as the logical outgrowth of Shaykh’s evolving cartographic fiction. Having defined the problem of women and the nation in The story of Zahra, al-shaykh’s next step was to offer women access to their homelands, access that was not already mapped by the normative discourse of gendered nationalisms. Through constructing a fluid and locational narrative in Beirut Blues, al-Shaykh potentially allows women a way to reconstruct “imagined communities” without fendered tropes of exploitation and control. Hence Hanan al-Shaykh has been able to move beyond reified constructions of the “Motherland,” charting spaces that are not determined by competing nationalisms. In this way, she may still present her readers with mothers and with lands, but the two are happily distinct.

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Legitimizing An Ideology of Distrust: An Arendtian Reading of Post-Truth As A Cultural Phenomenon

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Abstract:

While the word 'post-truth' must have had its potential lexical existence for quite a long time in the fashion of compounds such as 'post-war', 'post-game', 'post-graduate', 'post-natal', 'post-operative', etc., its avalanche in public discourse via its acquisition of widespread cultural signification is a phenomenon acutely novel. It is largely understood as signifying a state of affairs wherein objective truth as a value is discredited in public discourse and is replaced by random subjective opinions, thus leading often and nonchalantly to declarations of erroneous information, blatant falsehoods and outrageously deceptive lies. However, it needs to be asserted that though truth constitutes the highest ideal, standard and criterion in discourse, both private and public, it would be historically difficult to conceive of some uncomplicated 'truth' era where truth was unanimously valued and upheld as opposed to contemporary 'post-truth' manipulations, even erasure of truth. The present paper shall use the philosophical ideas of Hannah Arendt to argue that the value of truth has always been controversial in politics and that the advent of Post-truth may be looked upon not as a degeneration of truth but as a legitimation and a cultural carrying forward of the ideology of scepticism and distrust generated and put into place by former cultural movements such as Modernism and Postmodernism.

Keywords: truth, politics, culture, distrust, power, left "Allergy to any definitive order, to any definitive power, is – happily – universal..."- Jean Baudrillard, *The Spirit of Terrorism*

"Ideologies are harmless, uncritical, and arbitrary opinions only as long as they are not believed in seriously. Once their claim to total validity is taken literally they become the nuclei of logical systems in which, as in the systems of paranoiacs, everything follows comprehensibly and even compulsorily once the first premise is accepted."- Hannah Arendt, *The Origins of*

Totalitarianism:

While the word 'post-truth' must have had its potential lexical existence for quite a long time in the fashion of compounds such as 'post-war', 'post-game', 'post-graduate', 'post-natal', 'post-operative', etc., its avalanche in public discourse via its acquisition of widespread cultural signification is a phenomenon acutely novel. Meija et al. claim that the term did not even constitute a part of the Oxford English Dictionary till November 2016 when it was declared its 'International Word of the Year'. (2018) The 'Word of the Year' has been an initiative taken up by the Oxford English Dictionaries since the year 2004 wherein it has annually come up with a word that attempts to "reflect the ethos, mood, or preoccupations of that particular year and to have lasting potential as a word of cultural significance." According to the language survey carried out by the Oxford English Dictionaries, the word saw a spike in usage by nearly 2000% in the year 2016 in the wake of the EU referendum in the UK and the presidential elections in the



US, leading to its inevitable official choice as the year's leading expression. The entry states that the prefix 'post' in 'post-truth' does not simply mean 'after' but signifies "belonging to a time in which the specified concept has become unimportant or irrelevant", a usage that it avers, has emerged since the mid-twentieth century and is to be found in words like 'post-national' and 'post-racial'.

The earliest documented appearance of 'post-truth' is found in a 1992 essay titled *A Government of Lies* by the late Serbian-American playwright Steve Tesich in *The Nation* magazine where he laments that Americans seem to be wishing to inhabit some 'post-truth' world in outright abeyance of facts. The word resurfaced in the year 2004 in Ralph Keyes' *The Post-Truth Era* and continued to make occasional appearances in political discourse over the years till it seems to have caught fire and transformed into something of a catchphrase during the UK Brexit vote and the election of Donald Trump as president in the US. The Oxford English Dictionary defines 'post-truth' as "relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief". It is largely understood as signifying a state of affairs wherein objective truth as a value is discredited in public discourse and is replaced by random subjective opinions, thus leading often and nonchalantly to declarations of erroneous information, blatant falsehoods and outrageously deceptive lies. According to Lee McIntyre, post-truth is "an expression of concern by those who care about the concept of truth and feel that it is under attack." (6) "The notion of post-truth," he states, "was born from a sense of regret by those who worry that truth is being eclipsed" and its other side is constituted not "of people who defend it—or think that post-truth is a good thing—but those who deny that a problem even exists." (xiii) Post-truth, McIntyre argues, differs from all erstwhile historical challenges to truth in that firstly, it has a clear-cut political agenda – it "is not just that truth is being challenged, but that it is being challenged as a mechanism for asserting political dominance." (xiv) Secondly, as McIntyre states, post-truth poses "a challenge not just to the idea of knowing reality but to the existence of reality itself." (10)

However, it needs to be asserted that though truth constitutes the highest ideal, standard and criterion in discourse, both private and public, it would be historically difficult to conceive of some uncomplicated 'truth' era where truth was unanimously valued and upheld as opposed to contemporary 'post-truth' manipulations, even erasure of truth. Mejia et al. claim that post-truth's anxiety over the loss of truth emerges from "a crisis in political imagination" that both the left and the right are currently suffering from, i.e. "the nostalgic desire for a return to an idyllic past that never existed", namely to "an era of truth". (2017). In their opinion, America's nostalgia for an era of truth is a nostalgia for "the imagined peace and prosperity of uncontested whiteness" in sharp contrast to its ever-potent historical truth of nativist, racist and sexist discrimination, and though the observations of these scholars have been fleshed out in the particular context of American history and politics, their ideas call for attention within an international cultural framework: ...the left wants a return to when science was respected, unions were strong, and the government took care of its people; the right wants a return to when (White) American manufacturing was respected, (White) American workers were strong, and the (White) American government set uncontested global policy. The desires of the left and right are nonetheless two sides of the same historic coin, which is precisely why consensus existed during the mid-twentieth century. This is not to say the contentious debates did not exist during this period, but rather that the accomplishments looked upon favorably from this era by both the left



and the right were built upon an entanglement of the interests mentioned above. Science, industry, unions, the (White) American working class, national policy, and foreign policy all coalesced to create an era of peace and prosperity for Whites that was built upon the backs of women, people of color, indigenous Americans, immigrants, and others. (2017)

Truth, in the opinion of Mejia et al., “is not enough and has never been enough” for though it is a part of the equation of social change, “its effect is indeterminate and its power limited.” Besides, they state that, “Because the truth is inherently political, we must also abandon our nostalgia for political consensus; instead, we must contest, debate, and protest our current political regime.” (2017)

Post-truth, then, would be mistaken to insist on a political return to some bygone era of truth for every truth has had its own vested interests and there has never been a truth per se. Besides, even if such a truth were to exist, it would fail to function effectively within the political realm, for as Hannah Arendt writes in her essay ‘Truth and Politics’, truth, by virtue of its authority and self-evidence, has a certain ‘opacity’ which goes against the ‘transparency’ of representative political thought:

The modes of thought and communication that deal with truth, if seen from the political perspective, are necessarily domineering; they don't take into account other people's opinions, and taking these into account is the hallmark of all strictly political thinking. Political thought is representative. I form an opinion by considering a given issue from different viewpoints, by making present to my mind the standpoints of those who are absent; that is, I represent them. This process of representation does not blindly adopt the actual views of those who stand somewhere else, and hence look upon the world from a different perspective; this is a question neither of empathy, as though I tried to be or to feel like somebody else, nor of counting noses and joining a majority but of being and thinking in my own identity where actually I am not. The more people's standpoints I have present in my mind while I am pondering a given issue, and the better I can imagine how I would feel and think if I were in their place, the stronger will be my capacity for representative thinking and the more valid my final conclusions, my opinion. (8)

If the preoccupation with truth per se then has no applicability to the political sphere, does it mean that the concern and lamentation over post-truth are unwarranted? I would say not, for all said and done, there is ample evidence of a clear cultural shift into a new form of meaning-making. While truth in the past has perennially had to contend against error, falsehood and lies, its own identity in each conflict had remained intact, its reserve sacrosanct, and it could always be distinguished from falsehood and identified for what it was. As Arendt observes: ...the traditional lie concerned only particulars and was never meant to deceive literally everybody; it was directed at the enemy and was meant to deceive only him. These two limitations restricted the injury inflicted upon truth to such an extent that to us, in retrospect, it may appear almost harmless. Since facts always occur in a context, a particular lie – that is, a falsehood that makes no attempt to change the whole context – tears, as it were, a hole in the fabric of factuality. As every historian knows, one can spot a lie by noticing incongruities, holes, or the junctures of patched-up places. As long as the texture as a whole is kept intact, the lie will eventually show up as if of its own accord. (15)

Post-truth, however, has dramatically altered the face of truth. It has broken into truth's reserve by challenging it with self-righteous opinions, and by altogether dispensing with its legitimacy and authority, it has reduced truth to one mere opinion or interpretation among many.



This cultural contempt for truth, though, is no overnight phenomenon and has been long in the making. In my opinion, the roots of post-truth can well be traced back to the Modernist distrust of the ideals of the Enlightenment, particularly its values of Reason and Progress, and the Post-modernist de-centering and splitting up of the questioning Modernist subject into a host of subjectivities, equally legitimate. For both Modernism and Postmodernism, the question of truth had been equally vital and both may, in a way, be regarded as cultural movements that sought to challenge via ways of representation, the idea(s) or model(s) of truth itself. The Enlightenment had espoused an overarching faith in the omniscient potential of human reason and for the Enlightenment intellectuals, truth had been capable of being discovered and known through well-tested scientific principles of objectivity. Modernism, however, critiqued this very idea of rational knowability and with the theories of Marx, Darwin, Freud, Nietzsche, Saussure and Einstein, it entered into and centered around the distrust of certitude and the ways to deal with it. Post-modernism inheriting Modernism's lack of certitude, attempted in its discourse to philosophically legitimize it, and perhaps the only difference between Modernism and Postmodernism lies in their approach towards this erosion of truth. While Modernism reconciles itself to uncertainty with an overpowering sense of loss and is nostalgic for a coherent and ordered past, Post-modernism celebrates the fall of certainty mandating its philosophical necessity, even perhaps inevitability. Within the tenets of Post-modernist thought, the very idea of an absolutetruth in any sphere of human activity fails to hold and there is a radical academic attempt at challenging the grand narratives of human civilization with the mini-narratives of individuals, of marginalized cultural groups, and their variegated and hitherto subjugated experiential truths. The Post-modern episteme, thus, replaces the Enlightenment quest for truth and the Modernist lament over its unknowability with truth's impossibility. Post-truth can be seen to venture along the same line to perform a dismissal of truth altogether. So, if the Modernist laments that 'we cannot know truth through reason' and the Post-modernist pragmatically states that 'truths are many and there is no Absolute Truth to be known', the Post-truth intellectual simply affirms that 'Truth does not matter for it is just another opinion'. Post-truth dismantles then, in the Post-modernist sense, truth's authority to endorse, explain and justify a particular view upon the world. It takes Post-modernism's skepticism towards objectivity and its legitimization of Perspectivism to the extreme to condone, even promote, a sheer disregard for facticity and the institutionalization of opinion as truth. The critical difference, however, is that while both the Modernist and Post-modernist interventions in cultural discourse had come from the extreme left in the service of epistemology, Post-truth is an outright right-wing ideology that propagates itself solely in the interests of power. As McIntyre states, "Post-truth amounts to a form of ideological supremacy whereby its practitioners are trying to compel someone to believe in something, whether there is good evidence for it or not. And this is a recipe for political domination." (13)

In an era where information is power, political power is sought to be acquired and maintained through control over and unethical manipulation of information to the extent of phantomizing truth altogether. Under the Post-truth regime, the very elements guaranteeing objectivity such as facts, figures, pictures, reports, data, etc. are concocted and forwarded to offer entirely unauthentic versions of events and while such rampant manipulation of facts through media complicity is certainly not new and has effectively served power-seekers in earlier eras, Post-truth assertions become complicated by virtue of the looming absence of a controlling,



censoring, and investigative authority. The tendency towards post-truth is aggravated by two factors – first, the easy ability and lack of accountability involved in subverting truth by well-crafted narratives of ‘alternative facts’ which throw facticity itself to the winds, and second, the ease and pace of circulating such narratives in the public sphere via technology. The decline of traditional journalism, the mushrooming of online news platforms, the influence of social media, and the rampancy of fake news have been unwittingly responsible for promoting a Post-truth politics. Problems are worsened by technological filter bubbles that make the World Wide Web an echo-chamber, an information dystopia through algorithms that render personalized search information to users with the result that users come upon information which is not necessarily authentic but which they are most likely to like. By offering information that confirms the biases and opinions of users instead of widening their knowledge on a specific issue, the virtual world comes to reproduce and propagate the biases of the physical world in a far more insular fashion, promoting thereby imperviousness to and intolerance of differences in opinion.

The sphere in which Post-truth specifically operates is that of facts rather than principles or theories or what we may, in Arendt’s words, call the sphere of factual truth rather than that of rational or scientific truth, for the line separating objective factual truth from mere opinion being a very thin one, here it is easier to give the lie. Arendt writes: ...factual truth is no more self-evident than opinion, and this may be among the reasons that opinion-holders find it relatively easy to discredit factual truth as just another opinion. Factual evidence, moreover, is established through testimony by eyewitnesses – notoriously unreliable – and by records, documents, and monuments, all of which can be suspected as forgeries. In the event of a dispute, only other witnesses but no third and higher instance can be invoked, and settlement is usually arrived at by way of a majority; that is, in the same way as the settlement of opinion disputes – a wholly unsatisfactory procedure, since there is nothing to prevent a majority of witnesses from bearing false witnesses. (11)

Also, facts being far more fragile than self-assertive axioms, theories and principles, it is easier to manipulate facts and eclipse them altogether in public memory for as Arendt puts it, “once they are lost, no rational effort will ever bring them back.” (3) The opposite of factual truth, writes Arendt, is “neither error, nor illusion, nor opinion ... but the deliberate falsehood or lie.” (12) What sets Post-truth apart from former public recourse to the concealment or distortion of truth is this escalated scale of ‘deliberate falsehood’ in all walks of public life as a direct result of its ideological co-option into the right-wing political establishment. Hand in hand with ICT’s sweeping advancements, rising complexities, and unthreatened imperialism, Post-truth may well be characterized as a digital-age politico-cultural phenomenon whose visibility, influence, and power are feared to be on the rise and rightly so.

However, despite all Post-truth claims to the legitimacy of subjective opinion and to its corroboration by a credulous majority, practical reality, certainty, and truth hold their own in a Post-truth world, and as McIntyre points out, “We may be able to bullshit others (or ourselves) for a while and get away with it, but eventually we will pay a price for thinking that we can create our own reality.” (169) The ideological underpinnings of Post-truth must be clearly understood if one is to wage war against it. According to Arendt, the surest revenge that reality takes on those who dare to defy it is not the replacement of lies by truth but the genesis of a “peculiar kind of cynicism – an absolute refusal to believe in the truth of anything, no matter how well this truth may be established” (15) Consistent lying, urges Arendt, is self-defeating because it takes away



truth without offering any stable, credible alternative to it: That facts are not secure in the hands of power is obvious, but the point here is that power, by its very nature, can never produce a substitute for the secure stability of factual reality, which, because it is past, has grown into a dimension beyond our reach. Facts assent themselves by being stubborn, and their fragility is oddly combined with great resiliency – the same irreversibility that is the hallmark of all human action. In their stubbornness, facts are superior to power; they are less transitory than power formations, which arise when men get together for a purpose but disappear as soon as the purpose is either achieved or lost. This transitory character makes power a highly unreliable instrument for achieving permanence of any kind, and, therefore, not only truth and facts are insecure in its hands but untruth and non-facts as well. (16)

Post-truth can then, at its worst, destroy our sense of distinction between truth and falsehood so that the falsehood is rejected as easily as truth but it cannot convincingly replace truth by any credible version of falsehood. A rampant and ruthless Post-truth politics, however coherent and well-ordered, will eventually fail to make it acceptable to sceptical citizens who convinced that there is no truth; will refuse to ascribe truth-value to any fabricated narrative. The folly of Post-truth shall then turn upon itself and it shall be politically defeated by the very means it professed. At its best, Post-truth, through its habitual practice of falsehood, may be able to provoke serious public concern over the political value of truth, a concern that would not exist were the value of truth not on the verge of being eclipsed, for as Arendt observes, truth under normal circumstances leads to no action but towards the mere acceptance of things as they are. In her opinion:

Truthfulness has never been counted among the political virtues, because it has little indeed to contribute to that change of the world and of circumstances which is among the most legitimate political activities. Only where a community has embarked upon organized lying on principle, and not only with respect to particulars, can truthfulness as such, unsupported by the distorting forces of power and interest, become a political factor of the first order. Where everybody lies about everything of importance, the truth-teller, whether he knows it or not, has begun to act; he, too, has engaged himself in political business, for, in the unlikely event that he survives, he has made a start toward changing the world. (13)

The truth-teller's task in the face of organized lying which we now veritably realize as constituting the hallmark of our Post-truth society will, as Arendt cautions, not be an easy one for the randomness and unexpectedness of truth will always have to struggle against the logic and sound reasoning of lies, but it will be worth the effort to attempt to demarcate once again for our civilization what can and cannot be changed, and to reiterate, in Arendt's words, the unchallengeable definition of truth – "Conceptually, we may call truth what we cannot change; metaphorically, it is the ground on which we stand and the sky that stretches above us." (19)

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Woman`s Power & Sacrifice in Henrik Ibsen`s *Ghost*

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Abstract

Ibsen`s Ghost is one of his well best known plays. It was an answer to the questions raised after the publication of A Doll`s House. The present paper will focus mainly on woman emancipation represented in the character of Mrs.Alving. She is the main character and heroine of the play. She suffered a lot to find her identity and seeks her emancipation, freedom and power. She fought hardly to be treated equally with man. In her opinion, there is no difference between man and woman in their roles in the society. She was a businesswoman who runs the work of her husband after his death.

Introduction

Henrik Ibsen (1828- 1906) is a realistic dramatist. He was the major 19th century Norwegian playwright of the realistic plays. He is considered to be the father of modern prose drama. He has certainly achieved a unique place among the most significant playwrights. He is one of the most important playwrights of all time, and many regard him as a feminist author. He discussed the social problems of the passively assigned to woman in a male-oriented society.

Ibsen was a great feminist. He wrote about woman emancipation, woman freedom, and woman rights etc. In most of his works, he focused on woman role in society. Ghost is one of his plays which deals with social problems and human relationships.

Woman Power

Mrs.Alving represents the powerful woman in the play. Her character sends a message to billions of women who run away from the hardships of marriage life. She gives them a lesson in how to fight for your right and dignity. In the course of the play, she was married to a bad husband who is addicted to alcohol and bound to scandalous stores with women. He also suffered from syphilis and died because of it. They have a son by the name of Oswald. After the death of her husband, she took the responsibility of the family. She was the business woman who runs the work of the house. She sent her son abroad for studies which is in real not to inherit the habits of his father.

Ibsen gives a great depiction of women`s woes in a masculine world. He shows how woman is strong and powerful to bear the hardships of life .The play shows Mrs.Alving struggles with the problems of life. It describes her story with the three main characters; her lover Pastor Manders, her husband, and her son. It depicts the battle she had with Manders who checks her with his ideals of womanhood and makes life harder for her. He sent her to her house and told her to be a submissive wife. He taught her to “bow to the call of duty and obedience”. It portrays her husband whose life has been an awesome burden for the family.She tried to leave the house



for him but she couldn't. At last, the play showed Mrs. Alving sacrifice for her son. She was both physically and mentally strong. John Northan states:

She has been so strong, to have coped with a life like that without weakness and to have coped alone. She must have had nerves and a will of steel to have conceived and carried out a plan of such complexity and long duration without losing heart. She always fights to control and shape events never allowing herself to be passively overwhelmed. She is indeed a strong woman. (qtd. p79)

Mrs. Alving was strong enough to live a hard life. She faced many struggles. She was bold and her boldness makes her distinguished from other women of her time. She suffered silently without showing her problems to others. She hides her problems from the world, but the real drama of suffering goes on inside her home.

Woman Sacrifice

Woman sacrifice is shown in the character of Mrs. Alving, the submissive wife of Mr. Alving. Mr. Alving had a secret life of debauchery and produced an illegitimate daughter named Regina by his illicit love affair with his maidservant. Unfortunately, Regina is working as her mother in the same house but she knows nothing about the circumstances. Mrs. Alving knows everything but she has to keep quiet. She has a son by the name of Oswald. Fearing he would be like his father, she sent him to Paris for studies. But when he came back, he fell in love with Regina, his half-sister. Mrs. Alving has to suffer all this pressure.

Mrs. Alving sacrifices her love for the sake of her family. She was in love with Pastor Manders. She once escaped to him but he sent her back to her family. He advised her to fulfil her duty as a wife. Then she decides to be strong and take the responsibility of her house. After the death of her husband, she became the lord of the family. She became a businesswoman.

She sacrifices her love in order to save the dignity of her husband and family. She took his money and built an orphanage as a memorial to him though he was a bad person. Though she didn't love him, she still made the memorial to him. She also did this in order to remove the sinful life of her husband from the minds of the people. But unfortunately, the orphanage was destroyed by an accidental fire which made her very sad. Oswald shocked his mother when he told her that he suffers from syphilis, which he inherited from his father. He also told her about his love for Regina and he wants to marry her. Regina, in the contrary left him and became a prostitute. Mrs. Alving now is in trouble. How can she handle all these things? Oswald gave her morphine tablets and asked her to administer to him in order to put an end to his life. He became totally mad. She is now tortured and confused whether to kill him or let him live.

Conclusion

Actually, *Ghost* successfully depicts the power and sacrifice of woman. It is represented and shown through the character of Mrs. Alving. She suffers from the beginning to the end of the play. She was also shown strong through the course of the story. She could become a businesswoman and run her house. She saved the dignity of her husband and her family. She rescued family dignity and reputation from being ruined. In fact, *Ghost* was a reply and answer to the play *A Doll's House*. It is a comparison between Nora Helmer and Mrs. Alving. Ibsen wrote to his champion the Swedish feminist Sophie Adlesparre: "After Nora, Mrs. Alving had to come"



. Nora Helmer left her husband and children to look for her identity but Mrs. Alving did just the opposite. She remained at her house and sacrificed herself for the sake of the family. In short, Ibsen through the character of Mrs. Alving represents woman emancipation, power and sacrifice.

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The Cultural Impact on Using Grammatical Cohesion By Arab Yemeni and Indian Editorial Writers: A Comparative Study

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Abstract

This study compared and analyzed the use of grammatical cohesion in English newspaper editorials written by Arab (Yemeni) and Indian writers. It aimed at finding the possible cultural differences and what similarities there are. Results revealed variations in frequencies and rates between the two group writers in the use of grammatical devices that are attributed to the different cultural and linguistic backgrounds, but there are not significant correlations. The study also showed similarities between the two groups.

Introduction

Writing in English for non- native speaker writers is challenging. That is because L2 writers deal with not only the obvious linguistic features such as vocabulary, grammar, spelling, punctuation and format, but they must also organize and formulate cohesive essays that could be understood by the readers. This research paper aims at identifying and describing the grammatical cohesive devices only. It also aims to investigate the cultural differences between the English Arab Yemeni and Indian editorials writing regarding the utilization of grammatical devices and what similarities there are.

The statement of the problem

Cultural differences are most problematic when users of L2 writings are not aware of them. So, it is important to display these cultural differences that permeate the aspects of science, social and intellectual behaviors, native speakers can discover what errors have been mistaken by foreign writers in lexis and grammar. But" even if such mistakes are eliminated from a text, a number of foreign features are left at the discourse level which affect our comprehension and assessment of a text, although we usually are not aware of them" (Mauranen 158). Certainly, when second language writers write in L2 they may act variously produced aspects of language in general and specifically produced different kinds of cohesive devices differ from native speaker writers. This diversity is due to their first language and culture.

Research Questions

This research paper attempts to answer the following questions:

1. Q 1: To what extent does cultural differences affect on the use of grammatical cohesion of Arab Yemeni and Indian editorial writers?



2. Q2: What are similarities between the two types of editorials in using grammatical cohesion?

Literature Review

4.1. Cultural Transfer

According to Abu Rass (206), cultural transfer is likely to take place when non-native English writers write in it as a second or foreign language, because their behavior is influenced by their first culture. Transfer of writing L1 in L2 has been emerged since Kaplan's work about "Cultural Thought Patterns in Intercultural Education." It is one area of contrastive rhetoric which hypothesizes that "each language and culture has unique rhetorical conventions and they ... Interfere with L2 writing" (qtd. in Kubota 69). Therefore, "contrastive rhetoric examines differences and similarities in ESL and EFL writing across languages and cultures as well as across such different contexts as education and commerce"(Connor 493).

The writing of English text by different L1 groups emerged diversity. This diversity of conventions had enough evidence that such rhetorical conventions came from their L1 and apply into L2 writing. In this respect, Ostler conducted a comparative study among four ESL texts written by different language groups i.e. (English, Arabic, Spanish and Japanese). The results came to the conclusion that ESL learners write according to the patterns preferred in their first culture (qtd. in Kubota 72). Moreover, Kachru, in his study of "Models of Non-native Englishes" asserts that Indian writers of English actually use the style of Hindi discourse, that is, cyclical, spiral and non-sequential and she resorted this to cultural differences, whereas, in Arabic writing , writers might expect to use repetition (qtd. in Leki, 100).

4.2. Grammatical Cohesion

Grammatical cohesion refers to the various grammatical devices that are used by writers to connect the parts of a text to be as a whole unit. Micheal Halliday and Rwaqia Hassan (39) classify grammatical cohesion into: reference, substitution, ellipsis and conjunction.

4.2.1. Reference

Reference is the specific nature of the information that is interpreted by referring to other items in the text. It can be divided into personal, demonstrative or comparative reference (Halliday and Hassan 37).

Personal reference is reference by means of function in the speech situation, through the category of person (Halliday and Hassan 37). Demonstrative reference is reference by means of location on a scale of proximity (Halliday and Hassan 37).

4.2.2. Substitution

Substitution refers to the item that is replaced by another in the text to avoid repetition. Unlike reference, substitution lies in the relation between words, whereas reference between meaning (Afinan Bahaziq113). There are three types of substitution: nominal, verbal and clausal. "Nominal substitution is substituting a noun or a nominal group with another noun" (Bahaziq 113). The items of this type are: one, ones, and same. Verbal substitution involves substituting a verb or a verbal group by do. Clausal substitution is substituting clauses by so or not.

4.2.3. Ellipsis

"Ellipsis is simply substitution by zero" (Halliday and Hassan 143). It is the process of omitting items that mentioned earlier, it includes three types: nominal, verbal, and clausal.



Nominal ellipsis involves the omission of the noun. Verbal refers to the omission of the verb. Clausal ellipsis takes place when the clause is omitted.

4.2.4. Conjunction

Conjunctions are the linking words that connect the meaning between sentences in the text in a logical order to be meaningful to the reader or listener. There are four types of conjunctions namely additive, adversative, causal and temporal. Additive conjunctions are used to connect thoughts of similarity such as and, likewise, furthermore, etc. Adversatives link contrastive thoughts such as but, however, whereas, etc. Casual conjunctions are used to express cause, result or purpose such as because, as a result, therefore, etc. Temporal shows events regarding to time order such as firstly, then at the same time, etc..

Methodology

This research paper employs the quantitative research method. The researcher will identify the types of grammatical cohesion in their frequencies in the newspaper editorial texts. These editorial texts will be analyzed in numbers and percentages to examine how grammatical devices are utilized to reflect the cultural differences in both editorial texts and also to denote similarities.

The research paper purposively chosen two national newspapers published in English in Yemen and India. These newspapers are: Yemeni Observer in North Yemen and The Times of India in India. Two editorial texts are sampled from each of the two newspapers published on 1st and 10th may i.e. Four full editorial texts, two from each. This means that a total number is four editorial texts about 1558 words for the analysis. This study follows the framework of Halliday and Hassan (1976) in the analysis.

Results and discussion

Regarding the main purpose behind this research paper of analyzing grammatical devices, it reveals that there are different tendencies in using grammatical devices of Arab Yemeni and Indian English editorial writers.

Table (1) shows the total number and the mean scores of each type of grammatical cohesion in both Arab Yemeni and Indian editorials.

Grammatical Cohesion	Yemeni			Indian		
	No. of devices	mean	percentage	No. of devices	mean	percentage
Reference	77	38.5	82.9%	63	31.5	69.2
Substitution	-	-	-	-	-	-
Ellipsis	-	-		3	1.5	3.29
Conjunction	16	8	17.02	25	12.5	27.4
Total	94	47	%	91		%

From table (1) above, it is noticed that the most frequent types of grammatical devices includes: references that recorded the highest number of frequency in both editorials; 77 in Arab Yemeni editorials with 81.91%, in contrast to Indian editorials 63 with 69.2%. Conjunctions recorded the second highest number 25 with 12.5, in turn to 16 occurrences with 17.2% in Arab Yemeni. Ellipsis recorded the lowest number of 3 occurrences with 3.29% in Indian editorial only, but there is no evidence in Yemeni. In addition, there is no evidence of using substitution by both editorial writers.



The occurrence of references is higher in Arab Yemen editorials than in Indian, whereas conjunctions and ellipses are more in Indian than in Arab Yemen editorials.

Table (2) differences between the Yemeni and Indian editorials in References, Ellipses and Conjunctions

Grammatical Devices	Editorials	frequency	Means	Standard deviation	t	Sig.
Reference	Yemeni	77	25.7	23.35237	.471	.684
	Indian	63	21	6.24500		
Ellipsis	Yemeni	0.0	0.0	0.0	-1.0	.423
	Indian	3	1	1.73205		
Conjunctions	Yemeni	16	4	4.830	-1.634	.201
	Indian	25	6.25	3.304		

These differences might be attributed to the cultural factors and first L1 background that are employed in the use of grammatical devices. For example, the article (the) as a demonstrative reference is the highest used by Arab Yemen editorial writers regarding to its excessive use in Arabic to define noun words. The identity between both editorials is the zero occurrences of substitution.

Conclusion

To sum up, there are slight differences in the use of grammatical cohesion between Arab Yemen and Indian editorial writes. These differences are regarded to the various culture factors and linguistic backgrounds of the editorial writers. The sample in this research paper was limit so that the significance is not clearly denoted. It is preferred to use large number sampling of editorials to get more accurate results.

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A Critical Evaluation of The Most Influential Writings on English Literary Studies in Indian Universities

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Abstract:-

English Literary studies have always been a topic of serious discussions. With a history of more than 180 years, its origin can be traced back to the colonial master's impulse to rule the colonies by strategically designing the syllabus that used literary text for establishing their cultural hegemony. Indian scholars have interrogated English literary studies and unmasked the subtle strategies adopted by the colonial masters. The efforts of Indian scholars resulted in publication of several articles and books that highlighted the need to change the existing syllabus which was the continuation of the syllabus taught during the colonial times. The present paper is an attempt to critically evaluate the most influential writings that are responsible in changing the attitude of teaching and learning English in India. As these writings are responsible for the incorporation of recent changes it is important to study them. These writings have not only revolutionized the pedagogical practices but also suggest new direction for English Literary studies in Indian Universities

Key words: - English Literary Studies, cultural hegemony, pedagogical Practices, Indian Universities

The origin of English Literary Studies in India can be traced back to the British rule in the country. The hidden political motif behind the introduction of English study was to establish British supremacy and develop contempt among the natives about their own culture. In order to fulfill the purpose masters strategically crafted the syllabi which presented them in their highest and most humanistic face and their culture as something worthy of admiration. Thus English literary studies played the most substantial role in fulfilling the colonial agenda of strengthening the roots of British Empire in India by establishing its cultural hegemony. Since then English literature has occupied a central position in the syllabi of Indian Universities.

In the postcolonial phase the early syllabus was a continuation of the colonial phase. The course remained almost static only after the efforts undertaken by some sensible Indian scholar; some minor changes began to appear in the form of introduction of American Literature during the sixties followed by grudging acceptance of Indian writings in English and Common Wealth Literature. The endeavors of these scholars resulted in the publication of several articles and books that effectively highlighted the need to introspect the relevance of English literature in India. They made every possible effort to incorporate change in curriculum. It is important to examine these influential writings as they have been revolutionizing the pedagogical practices in Indian Universities.

No attempt of critically evaluating English studies in India can turn a blind eye to the important critiques on English studies like Mask of conquest : Literary study and British rule in India, Subject to change : Teaching of English Literature in India, The Lie of the Land, Provocation, Teaching English in non-native context and Rethinking English to name a few.



These books have challenged the teaching of English literature in post colonial context and are considered as land mark in the history of English studies in India so it is worth tracing their context of production.

Mask of conquest: Literary study and British rule in India by Gauri Vishwanathan a professor at Columbia University is a scholarly work that has exposed the imperial mission behind the introduction of English studies in India. The actual motive behind imparting education was the suppression of natives, their culture and literature. The author has brilliantly argued how literary text served as an instrument for establishing cultural hegemony of the west. After the publication of this book Indian scholars seriously interrogated the relevance of Eurocentric curriculum. The Book served as a platform for further discussions on social and cultural functions of English in post colonial context. The book strengthens the demand and forced the conservatives to reconsider the premises of the traditional curriculum.

The trend gained momentum and different seminars were organized by the University Grants Commission (UGC) and the British Council. The Lie of the Land edited by the Rajeshwari Sundar Rajan is a compilation of different papers presented at a UGC sponsored seminar held at the Department of English University of Delhi on the study of English literature in India: History, Ideology and Practices. All the contributors to the volume are Indian academics. The book is a pioneering attempt to situate, define, and analyze the study of English in Indian Universities. The intellectual resistance that dominates Indian Academy specifically the resistance to the changing parameters of English literary studies has also been highlighted by some the experts. The volume is invaluable for the teachers engaged in teaching English at the University level.

Provocation: The Teaching of English Literature in India (1993) edited by Sudhakar Marathe is a collection of Seminar paper organized by the British council in the Department of English, University of Hyderabad on the Relevance of Teaching English Literature. All the contributors are senior professors and eminent scholars from different Indian Universities. The essays examine the crisis of English literature teaching with special reference to the teaching experience in the P.G. classroom. The teachers have not only shared their personal experience but also discussed teaching techniques adopted by them while teaching English as a second Languages

Rethinking English: Essays on Literature Language, History (1998) Swati Joshi (was first published in 1991 by Trianka). These essays were presented at a seminar on English studies in India held at Miranda house, Delhi University. The Problems of English studies in India are explored by the academics. Diverse in approaches the essays emphasized the need to situate the problems of literature teaching. Some of the innovative papers suggested by the contributors include popular literature, translation theory, mass communication and creative writings. The lengthy and theoretical essays mostly share post graduate teaching experience in Indian Universities.

Subject to change: Teaching Literature in the Nineties (1998) edited by Susi Tharu. Unlike the other works this volume is a reprint of essay that appeared in Journal of English and Foreign Languages (JEFL) on Teaching Literature. The book focuses on the cultural, political curricular and administrative aspects of English studies. The book urges at decolonizing English literary studies in Indian academy and argues that the new insights gained from it will enable the



readers to expose cultural hegemonies. Problems of alienation faced by rural students studying in urban colleges are also highlighted in some of the essays.

Teaching English in Non-native context: edited Chaudhari S. C. Chennai, Orient Longman, 2002 : This volume present a cross section of issues currently confronted in English studies in Indian Universities. It defines non-native context of ELT in India. Book Surveys the developments of recent decades in ELT and how sensitivity to the context can enhance the effectiveness of ELT. Book pleads for review of some classroom principles and practices and suggests that literary selection could make language teaching more effective.

The endeavors of the experts have channelized the course of English studies. Their efforts are responsible for changing the attitude of teaching and learning English in India. The impact of their writing is observable in the fact that scope of English Literary studies is being broadened and literary course now include literature of the marginalized. By suggesting new direction for English literary studies the scholars have contributed immensely in the development of English studies and revolutionized the pedagogical practices in Indian Universities.

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Language and Sense Devices in Sarojini Naidu and Nissim Ezekiel's Poetry

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Language is medium of communication. Language all through the time has been created by literature. Language and Literature are two words that appear similar in their purport but strictly speaking they are not so. Language is the fundamental unit of literature. In other words, it can be said that language makes literature. This is the main difference between language and literature. A language on the other hand is a mode of expression of thought by means of articulate sounds and language comprises of sounds, words and sentences. The numbers of words used by people each day for speaking and also written each day are worth keeping because they enhance beauty and value. Therefore, the simply beautiful writing is considered as literature and the forms of literature are the ornaments of language.

Poets write with an ear to the music of verse using variety of sound devices. This is to make their verses sing in such a way that the meaning is enhanced by the sound of the poem when it is read aloud. The music of verse may have a long, mournful sound and rhythm. Before the 20th century, poetry was generally characterized by certain formal sound and structure devices like meter. Modern poets have written increasingly in free verse, poetry without a set rhyme scheme or meter and are using many sound devices, like alliteration, assonance, and onomatopoeia.

A poems mood is dramatically heightened by using devices. Poetic device is a tool that serves different purposes in a poem which act as ornamental, enhances each word meticulously used, enhances the meaning of the poem and others add to its rhyme and lyricism. Poetic devices or figures of speech can be classified into certain groups like based on similarity, association, contrast, imagination, indirectness, euphemism, sound and construction.

The poets' carefully described impressions of sight, sound, smell, taste and touch could be transferred to the thoughtful reader through imaginative use and combinations of diction. Effective imagery has the potential to tap the inner wisdom of the reader to arouse meditative and inspirational responses. These words which do carry strong visual and sensory impact do produce tone. During the creative process of a poem, a poet has to carefully pick and choose words that are just right. The poet not only tells the reader but also shows the reader through words. Words convey several meanings or shades of meaning at the same time and the sounds of the chosen words should strike us as clever and pleasing, even soothing.

The poets of the world used poetic devices to locate themselves as distinguished from others and showed the world as creative composers of highly enlightened masterminds endowed with special poetic talents. Such poetic genius' we do have among Indians during pre-independence as well as post—independence periods. The pre-Independence Indian English literature is imitation of the style of English writers. Their style seems to have similarity with both the Romantic and the Victorian poets. Sarojini Naidu, Toru Dutt, Sri Aurobindo,



Harindranath Chattopadhyaya, Rabindranath Tagore, Swami Vivekananda etc who contributed to the establishment of Indian English poetry.

Sarojini Naidu was one of the renowned women poets of Indo Anglian Literature. She contributed remarkably in the arena of Indian poetry in English. She published her first volume of poetry, *The Golden Threshold* in 1905 which made her famous at once as a poet of refined poetic sensibility. Her subsequent volumes of poems also made a mark and dealt with varied themes as nature, folk life, patriotism, mysticism, love and death. Sarojini Naidu's poems reflect her art of writing poetry which is marked by her originality of thoughts and spontaneity of expression.

Sarojini Naidu was amongst the pioneer poets of Indo-Anglian literature. She began writing poetry in the last decade of the nineteenth century and her intense reading of Romantic poetry influenced her writing. It has been aptly commented about the striking features of her style that S.Naidu's poetical compositions is instantaneous embellished with images and metaphors of her searing imagination. Her poetry has been manifested with intense emotional quality, at times heightened to the point of eroticism and lyrical excellence. Naidu's poetic genius absorbs in twin fold indigenous sources denoting her influence of English romantic poets as well as her interest in Indian tradition. She was a gifted and superb artist in the use of words. Her use of language resembles the classicist's perfection, refinement, sensuousness and imagination of the Romantics. She was a conscientious artist and believed in communicating her thoughts in a language that was appealing, graceful endowed with distinctive style. Sri Aurobindo aptly makes his observations about her poetry "has qualities which make her best work exquisite, unique and unmatched of its kind"

The poetry of Naidu reflects feminine sensibility with regard to her choice of words, passion and imagery. Armando Menezes remarked rightly:" She had a woman's love of words. They are not, to her, just She rejoices in Polly syllables that rill and grumble, or rattle like long burnished swords: in phrases like 'lovely stalactite of dreams'; or in 'the long dread, incalculable hour'" (46)

She had to her credit "unfailing verbal felicity and rhythmical dexterity" (Iyengar, IWE 255). She

employed the device of alliteration, refrain, vernacular words, metaphors and striking similes to make her language effective and refined. Sarojini Naidu employed a polished diction of sophisticated style. Deobrata Prasad in introduction to his work *Sarojini Naidu and Her Art of Poetry* remarks: "She has a strange love of words. Like Swinburne, she is concerned with the meanings of words in a particular way" (xv).

Naidu was conscious of the importance of language in the world of poetry and therefore she strived to enrich it with a sophisticated style by using a language which glowed with fine diction and brilliant figures of speech. The renowned English critics like Edmond Gosse and Arthur Symons have commented: "Like Keats and Shelley, she employed a high-browed diction, which is steeped in passion, pulse and power. Her sonorous and unusual words add to the subtlety of expression of ideas and display a beauty" (Dwivedi 137).

Naidu's poetry possesses an elegant style replete with various figures of speech. One of the powerful figures of speech employed by Sarojini Naidu was alliteration. Alliteration is a literary or rhetorical stylistic device that allows the repetition of the same sounds using the same consonant sound at the beginning of several words in close succession. The term is sometimes



applied in a more general way to the repetition of any sound, whether a vowel (assonance) or a consonant (consonance), in any positions within the words. She employed alliteration using assonance and consonance successfully which provided rhyme and rhythm to her lyrics. In the poem "The Faery Isle of Janjira" included in the fourth volume of her poetry *The Sceptred Flute: Songs of India* (TSF), alliteration is being employed by consonance using the consonant 'f' in line 1 and 2 and consonant 'g' in line 4 of the stanza 1. The chosen words speak of Naidu's refined diction: Fain would I dwell in your faery kingdom? /O faery queen of a flowering clime, /where life glides by to a delicate measure, /with the glamour and grace of a far-off time. (TSF Line 1-4)

The repetition of a particular consonant in a line at the beginning of significant words enhances the melody and charm of the poem. Similarly by the repetition of vowels in her poems, Naidu employed assonance competently. It indicates Sarojini Naidu's artistic skill of choosing words. The following lines from the last stanza of "Indian Dancers" are also fine examples of alliteration. By using assonance and consonance successfully, the poetess had provided melody to her poem. With the help of onomatopoeic (describes words which sound like what they signify) effect and rich use of alliterative diction (the repetition within a line or verse, or throughout a poem, of particular consonant sounds), she portrayed vividly the rhythm and felicity of accomplished Kathak dancers: "Now silent, now singing and swaying and swinging /like blossom that bend to the breezes or showers, /Now wantonly winding, they flash, now they falter, /and, lingering, languish in radiant choir; (TSF 9-10)

Metaphors and similes are significant figures of speech through which poets express their ideas effectively. They provide apt comparisons and help in conveying the matter with impression of freshness and vitality. These devices of poetry help to increase the comprehensibility and perspective quality of the reader. The simplest and also the most effective poetic device is the use of comparison. Simile is an explicit comparison where as metaphor is an implicit comparison. It is actually a condensed simile, for it omits "as" or "like". A metaphor establishes a relationship at once and it leaves more to the imagination Sarojini Naidu's poetry is rich in metaphors and similes of great antiquity. Through her imaginative power and distinguished usage of vocabulary, she has presented some of the finest metaphors and similes. In her poem "Golden Cassia" Sarojini Naidu described the beauty of the blossoms aptly with the help of fine metaphors. The poetess conveyed that the blossoms looked as if they were:

"Fragments of some new-fallen star; / Or Golden lamps for a fairy shrine / Or golden pitchers for fairy wine" (TSF 4-6).

They were the "bright anklet bells from the wild spring's feet" (TSF 8) or "the gleaming tears that some fair bride shed" (TSF 9).

S. P. Chaturvedi comments about Naidu's use of metaphors, "Here the metaphors are not quaint but quite natural in the back ground of Indian scene. They convey the poetic sensibility and romantic imagination of the poetess. Every metaphor sharpens into a symbol" (143).

Another appropriate example of Naidu's fine metaphors is her Nature lyric **Nasturtiums**. In this lyric she compared the beauty of Nasturtium blossoms with the immortal women of Sanskrit legends who possessed radiant virtues. Such a comparison reflects that Sarojini Naidu was deeply rooted to the Indian culture. She was among the pioneers of Indians who stood for the revival of the cultural glory of India through her poetry. She glorified Indian



womanhood through this poem. This poem begins with the admiration of the blossoms in the spring season and transports the reader to India's legendary past by the description of the virtuous women of Puranic Age. It also reflects her sharp feminine sensibility: POIGNANT and subtle and bitter perfume /Exquisite, luminous, passionate bloom, /Your leaves interwoven of fragrance and fire

Are Savitri's sorrow and Sita's desire, /Draupadi's longing, Damayanti's fear, /And sweetest Sankuntala's magical tears. (TSF 1-6)

Naidu's use of striking similes is one of the unique qualities of her poetry which provide grandeur to her thoughts and expressions. Her similes also bear the stamp of Indianess which enhances grace and uniqueness to her poetry.

Her lyric, Palanquin Bearers is one of the refined examples of her use of similes. This lyric is known for its meter, rhyme and the striking similes. In this lyric, the beauty and the delicacy of the bride in the palanquin has been described marvelously through various similes. The bride sways "like a flower in the wind of our song" (TSF 2); she skims "like a bird on the foam of a stream," (TSF 3); she floats "like a laugh from the lips of a dream" (TSF 4). She is been carried gently by the palanquin bearers "like a pearl on a string" (TSF 6).

In the poem Bangle Sellers one comes across apt similes employed by Naidu. She described colourful bangles which are the important objects of 'sringar'(décor) in the Indian tradition and are worn by Indian women, be it maidens or married, young and the old. She wrote, "Some are flushed like the buds that dream" (TSF 9), some bangles are "like fields of sunlit corn," (TSF 13) some "like the flame of her marriage fire" (TSF 15) and some are "Tinkling, luminous, tender, and clear, / Like her bridal laughter and bridal tear" (TSF 17-18). The poetess described different stages of a woman's life with the description of various colours of bangles by using apt similes.

The poem, Coromandel Fishers is appreciated for its striking imagery and folk spirit. Naidu personifying wind, created a beautiful visual imagery with the help of a simile: "The wind lies asleep in the arms of the dawn like a child that has cried all the night" (TSF 2). The calm of the sea at the dawn is aptly described by the poetess by employing the outstanding simile in which the wind has been portrayed as a child and the dawn is been picturized as a mother who gives comfort to her child who has cried all night.

In the poem, Autumn Song the poetess painted a beautiful and expressive picture of the sunset through an appropriate simile: "Like a joy on the heart of a sorrow, / The sunset hangs on a cloud;" (TSF 1-2).

Sarojini Naidu sought beauty from the world around her. The perception of beauty gave rise to the charming thoughts in the poet's mind which found expression in refreshing similes. In the poem, Longing she expressed her loneliness and struck a note of melancholy. She employed pleasing similes drawn from the world of Nature to describe her inner most thoughts beautifully: Round the sadness of my days /Breaks a melody of praise /Like a shining storm of petals, /Like a lustrous rain of pearls, /From the lutes of eager minstrels (TSF 1-5)

Sarojini Naidu also used vernacular words very effectively which provided a charm and artfulness to the poetry in the expression of her thoughts and captured beautifully her subtle native passion. Vernacular words not only lend rhyming grace but also provide the feature of Indianess to her poetry. The vernacular words, used in the poem The Call to Evening Prayer in The Bird of Time, depict effectively the emotional atmosphere of the evening. It is the



representation of communal harmony. The muezzin's call, "Allah ho Akbar! Allah ho Akbar" in beautifully captures the spirit of Islam where as "Naray'ana! Naray'ana!" expresses the spirit of Hinduism. The words chosen by her are both from the Hindu mythology and Muslim culture and religious background.

In "The Old Woman" the words 'Lailaha ill-I-Allah' and 'Muhammad-ar-Rasul-Allah' provide grace as well as emotional strength, also highlights the presence of musical quality in her poetry to the poem. The portrait of an old Muslim woman becomes lively by Naidu's usages of Urdu. The poet depicted: In her weary old age, O dear God, is there none /To bless her tired eyelids to rest? /Tho' the world may not tarry to help her or heed /More clear than the cry of her sorrow and need /Is the faith that doth solace her breast? /"Lailaha ill-I- Allah /Lailaha ill-I-Allah

In Village Songs, which is from The Bird of Time, 'Ram re Ram!' reflects the poet's native sentiments and expresses effectively the passion and fear of a lovely maiden who goes out with a pitcher to the river to fetch water with a hope to meet her lover and gets delayed as she waits for her lover. In Songs of Radha, the Milkmaid, included in The Bird of Time, the cry of 'Govinda! Govinda!' bears the magical effect and can be felt strongly. It is a fine example of refrain and vernacular usage. Regarding the vernacular usage in Naidu's poetry, Lotika Basu writes: "The artificiality of poems is increased by the repetition of vernacular words which have no meaning and association for the English reader and seem only something fantastic— words, in fact, which even in their native language have no poetic value ..." (94). The vernacular words enclose within them the exact meaning and fit aptly in the context of poem and therefore never appear to be superfluous.

Sarojini Naidu crafted her art of writing poetry well. The poetess wanted her poetry to be refined pieces. She was always in search of beauty. She was aware of the high standards of English poetry and was a good critic of her own poetry Sarojini Naidu's style was unique. Though she sought inspiration from the English Romantics, her poetry reveals her individuality and originality. She combined her imagination, feeling and sophisticated diction in skillful artistic manner which made her poetry glow with life and fire of passion. A. N. Dwivedi remarked aptly: "Sarojini was actually two things in one; a supreme artist and a fine melodist with the background of an intense thinker" (126).

After Independence a new era of modern poetry begins and the poets were Dom Moraes, P.Lal, Nissim Ezekiel, A.K.Ramanujam, and Kamala Das, who represented the sensibility post-Independence Indian generation. All these writers have enriched their poetry with contemporary urban images and language. Among these writers, Nissim Ezekiel who stands out as distinctive poet of modern era. Infact, he was a role model who set new standards for other poets follow.

Nissim Ezekiel (1924-2004) has been acclaimed as the father of post-independence Indian-English verse, who started modernity in Indian-English poetry. His poetry of simple and conversational style and themes has influenced many of the contemporary English poets of India. He was a poet, a gifted creative genius endowed with the skill of art critic and playwright.

Ezekiel's poetic collections include: Time to Change (1952), Sixty Poems(1953), The Third (1959), The Unfinished Man (1960), The Exact Name (1965), Snakeskin and Other Poems (1974), Hymns in Darkness (1976), Latter-Day Psalms (1982), and Collected Poems 1952-88 (1989)



It is Mahatma Gandhi and Ezekiel who made Indian-English poetry digestible for the common man by bringing out simplicity and clarity into modern Indian English prose as against the very complex hard language of Macaulay English. He is “averse to obscurity in modern poetry. As he observes it: “Attacks on obscurity in poetry are generally dismissed as anti-intellectualist. But there still remains a case against always giving obscurity and difficulty the benefit of the doubt on the ground that some profound truths can be expressed in no other way. Too many poets in the twentieth century offer only the difficulty and not the profundity, though it is not considered respectable in literary circles to say so.

Modern writers have a tendency to justify the complexity of their writing on the ground that modern life is complex. However, the complexity can be presented in deceptively simple form, as sometimes the profoundest philosophical truths are presented.” (qtd. in Ramakrishna 27) Ezekiel always preferred simplicity of thought and language in modern poetry; he followed the concept of simplicity to form in poetry .His poetry is quite naturally flowing with the direct, informal or conversational rhythmical style. Thus Ezekiel became the pioneer of “New Poetry” by his greater variety and depth of the Post-independence period. He attempted to create and evolve a modern English poetry in India by setting standards. Thus influence of modernism has made him portray a galaxy of themes like urban life, sexuality; alienation and belongingness.

Night of the Scorpion is one of Ezekiel’s famous poems about the myths of India. It is about a typical incident in an Indian village. The speaker’s mother is bitten by a scorpion. All the neighborhood rushes into help. They come in the rainy night with lanterns and try all kinds of remedies. When nothing helps, they opt to prayers for the lady. Fortunately, the pain decreases and she recovers after a day. The poet created the incident sound actual. “The peasants came like swarms of flies / and buzzed the Name of God a hundred times / to paralyze the Evil One” (Ezekiel, Collected Poems 131).

The image of peasant coming “like swarms of flies” and “buzzing” the name of God a hundred times. They are pests who cannot come any other way or rush to the scene of the tragedy like brothers in a family but only can come as “swarms of flies”. The rural scene depicted in the poem throws light on the several aspects of villagers being superstitious and who believe that prayers and incantations are the only solution for diseases. The Indian sensibility is indicated in the poem in the words of mother who exclaims that- Thank God, the Scorpion picked on me and spared my children (131). The speaker’s father in the poem is representative of a few educated people who are rationalists and skeptics. Ezekiel was primarily an Indian satirized the evil practices, superstitions and ignorance of the Indian people in a humorous way as Pope and Dryden did in their age,

Nissim Ezekiel’s contribution to philosophical poetry is remarkable. His diction is ironical in the sense that he uses irony to ridicule the society. In fact, versatility is the most remarkable feature of Ezekiel’s poetry. The form and craft are those features with which he experiments. He uses beautiful words and at the right moment. Exactness is the special feature of his poetic compositions wherein he uses words with economy. Condensation is another feature of his language. Epigrammatic and proverbial force is an inseparable part of his poetry. His poetry is simple, direct, clear-cut with no obscurity as such. He uses words, language of common people; wit and irony is always gentle, provide various shades of humour to his poems. Symbols and images are freely used by Nissim Ezekiel, which are functional, impressive and also exclusive. His significant images are the woman, the city and the nature wherein he used



associative images with these images to give perfection to the poems. With regard to versification, Ezekiel skillfully experiments with meter and rhythm. He uses different rhyme scheme in various poems. He uses free verse more rather than traditional verse forms. The finest example of free verse is "The Night of the Scorpion" "The emotional mood of the poem is maintained.

Ezekiel is great poet as well as gifted craftsman who believes that 'the best poets wait for words'. His poems are composed skillfully using selected words to give a perfect form and pattern to it. On an African Mask, the poet clearly explains that the combination of antithetical features can result in compatibility and thus acquire the equilibrium of art: The mask evokes a muffled noise/Of dialectic oppositions,/Which like it, must slowly poise,/Their various signs as good equations/And in the passions of mind or heart,/Acquire the equilibrium of art.(13-18)

The words of the poem are aptly selected and finely arranged to give liveliness to the description of the African Mask: What terror wrestled/With what peace of soul/In what primeval jungle, never shall be known/But still the statement is complete/Presented as a plastic whole/In which the catastrophic eyes/Reveal an aspect of human plight/Gluttled with in human woes.(1-8)

The glimpses of Ezekiel's craftsmanship are found in Song for Spring: Not again can spring surprise me/Playing hide and seek with winter days/Nonchalantly sunwards puffing mist/Or drawing down on early night (1-4) Ezekiel's use of simile at the correct place is one of the traits found in the following lines: Let something sprout, let colour be,/Let gestures flaunt like banners,/And the flowers let them wear perfection/Both at the centre and in every petal. (17-20) Ezekiel's greatness lies in treatment of the themes with appropriate words, rhyme, rhythm, the subtle way of handling poetic devices and phrase making. Moreover, simplicity of expression, epigrammatic sentences adds beauty and grace to the structure of his poems.

In Unfinished Man, the first poem, entitled, Urban is subjective in nature. The poem deals with the tension and inner conflict of the poet who is a city dweller of Bombay, He is acquainted with the river with its poisonous waste and the air is dead: The hills are always far away,/He knows the broken roads, and moves/In circles tracked within his head/ Before he makes and has his say,/The river which he claims he loves,/Is dry and all the winds lie dead.(1-6)

The life of the city seems dull, monotonous, people are devoid of sensibility, and he cannot see and feel the freshness of the morning darkness of the night and admire the beauty of the landscapes: At dawn he never sees the skies,/which, silently, are born again,/Nor feels the shadows of the night/ Recline their fingers on his eyes,/He welcomes neither sun nor rain/His landscape has no depth or height.(7-12)

The poem Urban is in quatrain form and has six line stanzas. The rhyme scheme has from first, second and third lines rhymes with fourth, fifth and sixth. The poem is replete with symbolic meanings and the symbols used are rivers, hills, broken roads and wind. The broken road symbolizes the weak infrastructure of the city. Hills are beyond the reach of the city dweller. River is the symbol of emotion is dry which means people of the city are devoid of emotions and attachments. Winds are dead; suffocation is everywhere, and the polluted atmosphere.

In the second stanza Dawn and Night symbolize light and darkness, also symbolize lifeless, senseless as the poet feels that his life is not worth living as he doesn't feel how the dawn and night occur or approach. The sun and the rain are the generative symbols. The poet



feels the dwelling place is very congested, and he cannot experience the depth or height of the natural landscape.

In the third stanza of the opening lines presents a simile, a comparison between city and passion, the poet cannot go for a morning walk, he can only dream about it; the city din distracts him from his dreams of the natural beauty and the poem ends with a fine alliteration and draws cacophony of the city life: The city like a passions burns/and floating on a wave of sand./But still his mind its traffic turns/ Away from beach and tree and stone/ To kindred clamor close at hand.(13-18)

Ezekiel has employed a very unique kind of poetic style full of images enriched with symbols. The imagery used in the poem is arresting, suggestive and the meaning is clear, lucid, precise and accurate. He adopts a style wherein he skillfully employs the device of the playing upon the words which suggest the meaning that the poet wants to convey. He uses various stylistic devices to convey his meaning clearly and precisely. In addition to this, he is remarkable concerned with structure, linguistic versatility, balance and accuracy, his images are apt, suggestive, precise, merited with extraordinary rhyme scheme skill.

Ezekiel has been a cause of good poetry in others during the post-Independence India. He has opened a new era in Indian English poetry. He is the pioneer and father of modernity in Indian English poetry.

Sarojini Naidu and Nissim Ezekiel have abundantly contributed to the Indian English literature exclusively in the field of poetry. Their creative process worked consciously towards progressive ideology and refinement of craftsmanship. Hence both of them could succeed well employing wide range of poetic devices in their versatile creative compositions and provided model to the contemporary Indian English poets to voyage along the path of their creative refined sensibility.

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Jawahar Lal Nehru's Cultural and Humanistic Ideas: A Selective Literary Prose Study

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Nehru was a political stalwart who had fed himself on an eclectic political philosophy – British liberalism and Fabian Socialism. He was an admirer of Marxism, and was impressed by the political achievements of Stalin. But he was too much of an idealist to adopt Stalinism as a course for independent India. He was deeply democratic and wedded to the cherished ideals of socialism and secularism which, according to him, could alone be beneficial to the country.

Being endowed with a heightened literary sense, he could articulate his ideas and experiences in an alien language in which he was paradoxically quite at home. Nehru wrote fine English Prose. It was through this medium that he expressed his interpretations of the Indian civilization, culture and humanity with meticulous ease and convincing effectiveness.

The present paper is an attempt to analyse Nehru's evolution of cultural and humanistic ideas in his writings, and through pellucid analysis, to put him in right perspective with the other major prose writers of Indi-Anglian literature.

“In his immense literary heritage, a universal education and broad interests”, Rostislav Ulyanovsky tells as Jawaharlal Nehru combines, “the sensitive approach, full of inner warmth, temperament and dramatism. Nehru was a philosopher and a poet”.⁽¹⁾

It may be assumed that the integration of thought and action constitutes the strength of his character and imparts effectiveness to his writings. The relevancy and ingenuity of his writings can only be explained with reference to his ideas. A survey of Nehru, the writer, would be unauthentic if Nehru, the thinker, is ignored. Hence this study devoted to the exploration of his ideas about culture and humanity.

Jawaharlal Nehru was a man of ideas and a man of action at the same time. His ideas were the spring-board for his action and his writings and speeches reveal the ideas he espoused. He modified his thought as he imbibed new ideas and this modification was reflected in his action as well as writings and speeches. Nehru had a deep human concern and his love for man sent him over and over again to the discovery of the accumulated treasures of human experience left to us by way of our cultural heritage. Life for him, inspite of all its ills, was full of beauty and joy and nature presented to him an enchanting world by itself. He regarded life as a glorious adventure of absorbing interest in which every man has an opportunity to grow up morally and spiritually, of gathering wisdom, of giving his utmost to his fellow men. Even his concept of freedom had a human orientation:

“True freedom is not only political but must also be economic and spiritual. Only then can man grow up and fulfil his destiny”⁽²⁾

He visualized a classless society as:

“.....a society organized on planned basis for the raising of mankind to higher material and cultural level, to a cultivation of spiritual values, of cooperation, unselfishness, the spirit of



service, the desire to do right, goodwill and love-ultimately a world order. Everything that comes in the way will have to be removed, gently if possible forcefully if necessary".⁽³⁾

It might be regarded the cultural manifesto of India prepared by an idealist. His avowed opposition to Fascism and Nazism and even his aberration with the communist way of thought and action could be traced in his abiding love for man and human culture. Democracy was more of a cultural asset than a political system for Nehru. He defined democracy:

"Democracy means tolerance, tolerance not merely of those who agree with us, but of those who do not agree with us".⁽⁴⁾

And then, culture:

"Culture first of all, is not loud, it is quiet, it is restrained, it is tolerant".⁽⁵⁾

It is not difficult to discern the humanist and the apostle of culture colouring the sensibility of the politician and social thinker.

Nehru's love for science can as well be attributed to his humanistic sentiments:

"The scientific temper points out the way along which man should travel. It is the temper of freedom".⁽⁶⁾

Nehru recommended a scientific culture for India and the whole world, a culture based on objectivity and detachment and co-operation. His opposition to religion and superstition derived its sustenance from the same source:

"Organized religion, allying itself to theology and often more concerned with its vested interests than with things of the spirit, encourages a temper which is the very opposite to that of science".⁽⁷⁾

Nehru opposed them because religion initiated human exploitation and superstition eroded the capability of man. He, therefore, wished to revive the ancient Indian tradition of thought because that tradition fitted in with the scientific temper and approach, as well as with internationalism He said:

"It is based on a fearless search for truth, on the solidarity of man, even on the divinity of everything living, and on the free and co-operative development of the individual and the species, even to greater freedom and higher stages of human growth".⁽⁸⁾

Nehru visualized a world order, a universal human culture in which the scientific temper was allied to spiritual values and the flesh functioned in harmony with the spirit for the realization of the material and spiritual aspirations of mankind.

Nehru's writings and speeches fully suggest his abiding love for human culture and his profound faith in humanity. His deep concern for culture inspired many of his eloquent speeches. The Discovery of India was devoted to the exploration the cultural values which gave sustenance to India civilization from time immemorial. Nehru discovered a synthesis in the Indian cultural tradition which bound her together in the past and binds her still. He wished to revive the ancient outlook of the assimilation of new ideas to make culture a living tradition.

Nehru's views on culture assume extraordinary significance in our materialistic age of specialization which brings in dissociation of sensibility because it restricts human vision to see life as whole and thereby obstructs a co-ordinated and objective view of life. Nehru identifies two great ideals for his age "humanism and the scientific spirit".⁽⁹⁾ He wants to co-ordinate the humanistic tradition of the old with the modern scientific spirit and harmonise them to the national genius for the evolution of a dynamic living culture and emergence of a scientific humanism.



Culture is a very comprehensive term for Nehru. It takes in its fold all the creative activities of man-material, mental and spiritual. Nehru did not identify culture in the dress, the food or similar superfluous things. He judged "The culture of a person by his silence, by a gesture, by a phrase or, more especially, by his life generally."⁽¹⁰⁾

Two salient features of culture and civilization, as he pointed out in the Glimpses of World History, were self-restraint and consideration for others. He told the Indian Council of Cultural Relations, New Delhi, on April 9, 1950:

"The cultured mind, rooted in itself, should have its doors and windows open. It should have the capacity to understand the others' view-point fully even though it cannot always agree with it"⁽¹¹⁾

Nehru acknowledged the importance of local factors in culture and believed that culture must mould itself according to the local genius. He felt that culture should have depth and dynamic character. He expressed his displeasure over people who interpreted culture in a narrow sectarian way. He asserted in his speech at the opening ceremony of the Fuel Research Institute, Digwadij, April 22, 1930: "Culture is the widening of the mind and the spirit"⁽¹²⁾

The capacity to assimilate and synthesis was, according to Nehru, the life giving force to the Indian culture. He believed that culture was a state of mind and did not depend upon the material conditions of life. He identified culture with wisdom. It appears that Nehru did not undermine the unconscious heritage influencing the culture of a person.

The sense of awareness of human misery brought Nehru back to the human theme. The humanist in him could not afford the luxury of talking about culture so long as the basic needs are denied to man. He always thought in terms of humanity.

Dr. Karan Singh identifies humanism to be the first aspect of Nehrusim: "Humansim was the central feature of Jawaharlal Nehru's creed"⁽¹³⁾

Jawaharlal Nehru was a humanist. An unbounded faith in human capabilities coloured his sensibility. His humanism was enlightened by his thorough optimism. Ambition is the spontaneous act of human nature and Nehru's ambition to realize human glory knew no bounds. Nehru's humanism was as exuberant as that of the English Renaissance dramatists of the sixteenth century. He reflected his confidence, over and over again in his writings and speeches, in the power of man to do and undo himself, similar to that of Cassius in 'Julius Caesar':

"The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings"⁽¹⁴⁾

Stars do not guide the destiny of man; man is the master of his own fate-it is the recurrent strain of Nehru's writings.

Nehru was scientific when he dissociated humanism from dogma, cults and superstitious beliefs. He exhibited scientific temper when he analysed man's culture. He believed in the inherent virtue of labour and the creature disposition of the masses. He sympathized with goodness whether in the field of freedom, action, courage and beauty or whatever exhibited a gleam of knowledge and wisdom. He loathed cowardice and humble submission. He loved everything daring in man.

The nature of Nehru's humanism was synthetic. He embodied the synthetic spirit of the Indian culture. As a humanist, Nehru wished for the development of mankind in India and the whole world. His opposition to war, Nazism and Fascism, his estrangement with the communists, his nationalism, his theory of culture as well as the concept of world citizenship



were the projections of his humanistic sensibility. He kept aloft the banner of humanism and decried slavery and exploitation of mankind.

To reinforce, the extract from a famous Greek Poet which Nehru quoted in his address to the Indian council of Cultural Relations, New Delhi, April 9, 1950, summed up his cultural and humanistic attributes precisely:

“What else is wisdom? What of man’s endeavour.
Or God’s high grace, so lovely and so great?
To stand from fear set free, to breath and wait
To hold a hand uplifted over Hate
And shall not loveliness be loved for every”?(15)

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A Study of oral History From Two Villages of Tamil Nadu

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Abstract

The present paper documents and makes an analysis of two oral stories collected from two villages of Tamil Nadu. Both these oral stories have one common theme which is conflict. The method used for the study is that of Oral history. The theoretical framework used is that of Animism of Tylor, Manifest and Latent functions of Merton. Through the study the importance of Oral history is explained.

Introduction –

Until the present century the focus of history was essentially political and a documentation of the struggle for power, in which the lives of ordinary people or the working of economy, religion were given little attention except in the times of crisis. (Thompson, 2000: 3) The present study tries to fulfil this gap and through the documentation of two oral stories, the study tries to portray the cultural conflicts of a given period in Tamil Nadu.

Oral stories are passed from one generation to another and are the lived realities of the people. The history of the ordinary people which is often not recorded in books but it is practiced, recited in day to day lives. These stories are contextual, rich, filled with symbols. It explains the norms of the society. These stories reflect the movement of a given society from one point to another. Documentation of oral stories could help to understand the culture of a given land in a better way and would be help while making any policies. The argument made through this paper is folk cultural practises help to understand the stories of conflicts of local areas.

Importance of Folk culture –

Folk culture is evolved out of a given need of people to worship their ancestors and to remember them. It is at times out of fear, conflicts of the things which occurred at the society. Folk culture helps to understand the unwritten history of a given land. Any kind of direct distortion with the story would invite some hatred. However, the beauty of the story is that it evolves with time during the passage from one generation to another. Yet, the core ideas often remain the same. One of the important aspect of folk culture is the oral history.

Oral history –

Thompson notes that Oral history is not necessarily an Instrument for change, it depends upon the spirit in which it is used. Oral history certainly can be a means for transforming both the content and the purpose of history. Oral histories can break barriers and can give back to the people who made and experienced history, through their own words, a central place. (Thompson, 2000:3)

Story one –Sickle and goat

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This story was narrated to me by a grandmother in a village which she visited during festival.

‘Once there were seven brothers in a village. All these men belonged to upper caste group. They also had one sister who was youngest of all. These brothers were landlords and as a result they had some amount of power and prestige in the village. Once, the youngest sister fell in love with the curd seller who used to visit the home to sell curds. As the sister knew that her brothers would never approve of her marriage, as the curd seller was poor and in addition to that he belonged to a lower caste group.

One night so they decided to run away from the village. One of the brother noticed it and he killed both of them. It is a practice in the olden times to use sickle a lot in this part of Tamil Nadu to cut plants, trees and even during any kind of conflicts. After some days, it is believed that the spirit of the sister has been haunting these brothers. So, they started worshipping her as a family deity. Even today, in the village during the annual festival, a goat is sacrificed in the village. However, the goat is made to run and few men would throw sickle upon the goat and hit it and then it is sacrificed. With time the ritual has been substituted instead of a sickle it a log of wood which is being thrown and the goat is sacrificed’.

Analysis :

Several themes emerge out of this story like honour killing of the female where by the sister is being murdered. This story through the actions of running away of the sister shows how the sister is being substituted with that of a goat. The story raises the issue of control of female sexuality and the extent through one can go to maintain them. It also narrates the changes taking place with the sickle to wood.

The story also explains the name of animism whereby the dead spirits are believed to be existing and residing in the society and harming and hence needs to be treated and take care of through rituals, offerings every year. The element of fear and revenge is also visible in this story. The story also narrates the caste dynamics, the class differences and the controlled environment of a village where pride plays an important role. This story also documents the communitarian aspect of society where the brothers need acceptance of the villagers and do not wish to break the existing norms unwritten by the caste.

Story two - Flood and the slave:

This story was narrated to me by an old school teacher when I asked him the history behind a statue. The story is about a statue which is still standing in the roadside of a village in Tamil Nadu of Thoothukudi District. With time the statue is getting merged due to the increasing height of the road.

‘Once in a village there was heavy rainfall and as a result the rivers were overflowing with water. There lived a Brahmin in this village and he owned a field. This man had a slave who was from a lower caste.

Due to the rain the wall which was blocking the fields from river water was about to break and the water was to be spilling in the fields. The slave didn't know what to do, so he started praying to the river goddess as a result the river goddess gave him a word that till the time help arrived from his master (Brahmin landlord) and till the time he doesn't move from the place water won't enter into the field. Thereupon slave sent the information through other men about the promise made by the goddess.



Hearing this, the Brahmin thought of a wicked plan, he asked other workers to murder the slave and bury him in the same place itself so that the water won't enter the fields. The rain stopped after sometime. Yet, after some days, it is believed that the spirit of the dead man used to trouble the passerby. The Brahmin field owner too faced many hardships and in order to calm down the spirit, offerings and statue was made at the same place where the slave was murdered. The statue exists even today in the village for the dead man.'

Analysis

The story portrays the power dynamics between two individuals the rich and the poor. It also shows the time period of a nature of the origin of the story like rainfall, flood, fields, goddess all these things which symbolizes fertility and growth. The story also portrays the fear element as discussed in the earlier story where by dead is feared. It explains the origin of folk cult in terms of hardships and injustice and worship of it. In a way, describing animism whereby the dead is worshipped.

Theoretical Overview and Methodology –

Stuart points out that the theory of Animism given by the British Anthropologist Tylor (1871) in his book Primitive Culture points out that the theory of Animism divides into two great dogmas- first concerning souls of individual creatures capable of continued existence after the death or destruction of the body, secondly animism concerns of the spirits who are upwardly placed in the rank of powerful deities, Stuart (1892: 289). In this study the first meaning is used whereby the dead spirits are believed to have an existence.

Rosaldo (1980:89) points out that doing oral history involves telling stories about themselves. It is 'our stories' v/s 'their stories' and the connections between them, a reconstruction of the past. The present study used oral story as a method as that was the most suitable to get the authentic insight into the research problem under study. In addition voice recorders were used to document these narratives. Natural setting were preferred to get come to the closer to the reality. Further transcripts were made and it was analysed through themes.

The story also can be also viewed from the theoretical concepts of manifest and latent functions as described by Robert Merton. Paul points out that according to Merton manifest functions are those which have objective consequences which are intended and recognized by the participants in the system. On the other hand, latent functions are those which are neither intended nor recognized (Paul, 1971:51). In a way these stories reminds the people that any justice prevails and unfair means aren't accepted in a given society this is the latent functions. The fear, worship, animistic beliefs are harming someone are the manifest functions of the story.

Conclusion –

Thus, Oral history as a method offers a greater insight into the problem of a society which several modern day methodology fails to offer. Through the example of two oral stories the paper is able to prove that to understand the cultural conflicts and problems of a given society one has to look into the past.

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Social Conflicts in Mulk Raj Anand's 'Coolie'

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Abstract:

Social conflict is one of the themes in Indian Literature. Mulk Raj Anand depicted a pathetic picture of poverty in India through his novel, 'Coolie'. Anand traces the roots of social injustice and inequality based on the caste and class. Anand is known as the Dickens of India because he highlights the conflicts of lower class people for their existence. The term lower class people used for the people who are downtrodden, Dalits, and oppressed, working in factories and agriculture. Readers met these outcaste and downtrodden people with Munoo, the protagonist of the novel. These characters fought and struggle with poverty and inequality in the society to keep their existence.

Key Words: social conflict, oppressed, downtrodden The term Social conflict is described in Wikipedia as,

Social conflict is the struggle of a person or a group for agency or power in society. Social conflict or group conflict occurs when two or more characters (actors) oppose each other in social interaction, reciprocally exerting social power in an effort to attain scarce or incompatible goals and prevent the opponent from attaining them. Social Conflict is also the confrontation of social powers.

("Social_conflict")

Anand depicted the social system which turned out to be a caste system of India. Readers learnt many issues like injustice and inequality related to caste system.

Anand's novels focus mainly on the social conflicts. His protagonist characters are exploited by the capitalists only because they are downtrodden. They quest for their identity and search for freedom. Anand described their sufferings and record their miseries. Their sufferings are not their luck, but the results of their social surroundings. The writer reveals the curse of untouchability, child labour and social governance. Through the various characters, the writer described the life history of millions of child labours and starving children of India, who are treated like beasts by rich people of this country. Munno, the prime character of this novel has to struggle till the end of his life. This paper presents the social conflicts, depicted by the author, between the oppressed and high-class people of India.

Through the novel 'Coolie', the author focuses on the social issues like exploitation, the impact of Capitalism and social conflicts in the contemporary India.

It is the story of Enslavement and victimization of a man in an exploitative society. The writer describes the lives of a sweeper, a coolie and a peasant, who are socially oppressed and downtrodden. The novel also has various themes like 'denial of right to happiness', 'exploitation of the oppressed and untouchables (Dalits)', 'the impact of Capitalism', 'sexual degradation of



human mind', 'Man-woman relationship', 'tension and trauma', and 'social conflicts in the society'.

Coolie is the story of a boy named Munoo, who takes readers from a village to town, from town to city and from city to Bombay. He faces few fortunes and many misfortunes. His misfortunes begin from his Uncle and Aunt, in the village, then with the Bank officer's family, where he works as a servant, then his benefactor, Prabha, in the city. He reached in the chawls of Bombay and lastly with Mrs. Mainwaring at Simla, as her attendant and rickshaw puller. Finally, he dies as a rickshaw puller.

The novel begins with the rustic words of his aunt,

Munoo, ohe, Munooa, oh Mundu ! Where have you died? where have you drifted, you of the evil star ? Come back ! Your uncle is leaving soon. You must go to the town.

(Anand 9)

It explores the social evils of an unfortunate child, whose father died when he was mere a child. He is an orphan boy, always beaten by his aunt and cursed by his uncle, Dayaram. He is taken to BabuNathoo Ram to work as a servant in his house. He worked very hard but he is given a loaf of stale pancake to eat. His mistress always insults him. Sometimes she says,

Eaters of your Masters ! Strange servant you are that you fall asleep before the sun sets ! Wake up ! Brute ! You pig ! You dog !

(Ibid 25)

The use of real words gives the effects of reality. The writer painted the true picture of life through the character Munoo. He is an untouchable in the house of BabuNathoo Ram. His daughter didn't allow him to play with her, as he is a servant of the house. Munoo is fed well, when he was picked up by Seth Prabha Dayal in Daulatpur. He had never eaten such a good food since the feast of his parent's death anniversary. He has to leave Daulatpur, when Praha Dayal becomes bankrupt. He has to work as a coolie in a grain market with Hari. He also worked as a porter at the station. Accidently, he gets acquainted with elephant trainer and come to Bombay with his help. He was warned about the city as,

The bigger a city is, the more cruel it is to the sons of Adam. You have to pay even for the breath that you breath.

(Iyengar and Srinivasa 342)

In Bombay he experienced labor trouble, life on the pavements and slum, hindu-muslim disturbances. He is knocked down the car of Mrs. Mainwaring, when she learnt the history of the boy; she decided to take the boy to Simla. She makes him servant as well as he works as a rickshaw puller. Finally, he feels that he is not going to die, as he was worn out by his hard work. His fate hastens him to the grave and one white night, he passed away. The novel concluded with,

the tide of his life having reached back to the deeps.

(Anand 318)



Anand has shown very extreme sufferings of the Munoo, Hari and Prabha Dayal. Munoo is the symbol of all the unfortunate, downtrodden and abused children of India. This novel shows how poverty and cruelty can kill the children like Munoo. He wanted to live a long life and wanted to be a Babu, but he is forced to work hard. He died by extra work of pulling rickshaw and sexual exploitation.

Mrs. Mainwaring is Anglo-Indian. She is educated with romantic attitude. She has special love for Munoo. She brought him to Simla only because he is a young and orphan boy. She used to give him a chicken and roti which he had never eaten in his life. He was always exploited sexually by Mrs. Mainwaring, so he became pale and he often coughs and blood comes out of his spittle. His friend coolies diagnose that it is the result of excessive sex than pulling rickshaw. When he was admitted to the hospital, his memsahib visits him with the gifts of flowers and fruits. Finally, Memsahib is forbidden to have sexual relationship with Munoo up to the last. Munoo is presented as a universal character by Anand.

Prabha Dayal is one of the characters who is suffered by Ganpat and Todarmals. Anand shows how Ganpat makes Prabha Dayal to suffer a lot by spreading rumours that he is bankrupt. Hari works with Munoo as a coolie. He is exploited by Jim Thomas by giving Hari low payment. Jim Thomas, who is the capitalist, forced him to live in a cottage in which even animals cannot live. Throughout the novel, we find the characters that are the sufferers and exploited by the Capitalists.

Conclusion:

Munoo is exploited all the time, one way or other, by one person or another because he is poor, orphan and downtrodden. He is the representative character in the novel. Anand depicted the real conflicts of downtrodden and oppressed workers in the society. There are only two kinds of characters in the novel, sufferers and capitalists. The novel has various themes like sexual degradation of human mind and social conflicts in the society. Anand suggests that if Munoo was given a little sympathy and tenderness by the society, he could be turned into a happy life. But Munoo, Prabha Dayal and Hari have to struggle in the society for their existence because they are the victims of social conflicts.

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Absurdity of Human Existence in Alekar's Play *Begum Barve*

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Abstract:

The human civilization has the codified forms of social behavior and thinking. This technical and codified way of living makes human life monotonous, drab and barren. The cloud of agony, pain, despair, frustration and also of remorse caused by the unfulfilled desires is hovering over their heads. To elude from such sun baked situation, they endeavour to create their own fantasy world, behave and think irrationally and illogically and mould themselves in an unexplainable way that result in existential crises. The root cause of it is to fail to tussle with the problems leading them to the existential absurdity and so ultimately to the meaninglessness. Alekar, subjective playwright, has caricatured such existential absurdity through the bizarre aura of the four characters in his play and attempts to reinforce light on the whole humanity.

Key Words: Absurdity, existence, existential crises, fantasy, meaninglessness

Human beings are the social animals inclined to live together. They require stability, security and belongingness. They endeavour to bring sense of happiness and peace in life. No one can live in isolation basically and so they haphazardly attempt to mould their life to set in culture, religion, mannerism and social norms which are abstract which have any concrete base. They seem to be political and ideological norms that favour and work for some and exclude others reinforcing light on insecurity and undertaking. Here Heidegger's argument 'to exist is not simply to be, but to be concerned about oneself' (internet entry) suits well. It illuminates the fact that there is always an existential problem associated with human beings who senselessly attempt to shape and re-shape themselves. It ultimately leads to an existential absurdity. Satish Alekar's characters obviously undergo such existential absurdity since he is a subjective playwright and he himself thinks 'a work of art emerges from the world of experience of an artist.'(Gokhale 238)

Alekar has created the four characters to present the bizarre tale in the present play. It portrays the characters alienated from an absurd world, estranged from society and isolated and separated from the universe the individuals' isolation and subjectivity, undergoing anxiety, anguish, despair; the individuals facing their own nothingness, asserting their personal freedom through irrevocable choice, particularly in extreme situation, the victimized protagonist creates his own values within. The overall breakdown of values, the utter incapacity for creative action and the impotent of routine life are seen as manifestations of the malaise of the humanity. The absurdist point of view and generalized questions relating to existence of the self have been at the very heart of the aspiration of play. It also speculates on a picture of the problems and conflicts of existential characters. It presents the existence, decision and irrevocable action of Barve, existentialist man, who presents himself paradoxically- partner of Shyamrao living in dark room under the staircase in a *chawl* in the real world and wife of Jawdekar but significantly non-permanent, transient and alien. The root cause of the existential query of Barve is



incompetency to tussle with problems of life. Barve did not succeed to enact to be a major female character in the *sangeet natak mandali*. Besides this, the torture, humiliation and castration dig the path to create his fantasy world in the present based on nostalgic memories of the past. In this respect Emmy Van Deurzen asserts:

The past is the legacy we go forward with and which we can recollect in different ways. This means that we represent the part to ourselves in new creative manner. The present is our fate which we have the task to live out as fully as possible, obviously drawing on the legacy of the part... (internet entry)

The intermixing of the present and the past or the fantasy world and the real world emerges as on the one hand, dual reality having despair and on the other hand, passion of discovering happiness and sense to his life. It is pivotal to render meaning to life by attempting certain concrete action. He needed to fight against the problems hovering around him. He, perhaps, could have found meaning but he created the unreal world to escape that ultimately results in nothing when Shyamrao tears down the false world. It illustrates the fact that his life has become a blunder and uncertain one because 'Man is nothing else than a series of undertaking that he is the sum, the organization, the ensemble of the relationships which make up these undertakings.' (Wade 49)

The dream world of Barve stretches to the extent that Jawdekar and Bawdekar involve and become a part of it. Like Barve, both Jawdekar and Bawdekar face the extremities of the real world. Their lives are dreary, barren, tedious and deserted. They are still unmarried and possess the feeling for women but they are prufrockian in their approach to women. There is uncertainty about job and the atmosphere of office is colourless. It seems that the canvass of their lives was without hue, shades of colours and/or bright rays of the sun. It reinforces their experiences of the existential agony of total barrenness and their discovery of nothingness or meaninglessness, Sartre diction 'for many, life begins on the other side of despair' (internet entry) matches well to describe their lives. To end this existential crisis Jawdekar puts a marriage negotiation to Barve to whom he imagines as Mrs. Nalawade. Soon they get engaged in marriage at mid-night in the presence of Bawdekar. There cannot be any other existential absurdity than this that one has derived conclusion to marry a man who imagines him to be a woman and not a woman actually. Their fictive world progresses in the fashion of Krishna and Radha's life in the *Dwaparyuga*. Along with such absurd move, The two clerks seek themselves in a sick situation in the office. For them, it is particularly not evening in the present time. No table fan can help them counter the heat of that evening. They think the only relief would come from splashing from the office earthen pot and not any ordinary one. They even plan to steal the office water pot and replace it with another pot. The situation is similar to Barve's comment on the incense stick to lay extravagant importance, his escapism and defence mechanism against his present agonies of unfulfilled desires, poverty and exploitation and here, the two clerk's absurdly exaggerate and prefer the water pot in the government office, used by all the staff and are always unwashed, shabby, cheap and inefficient. Both circumstances elucidate an extra-vagant importance to the meager issues. It elevates an absurd atmosphere and provides the similar layer of meaning.

The clerks' attitude 'a savage denial that everything is just dandy' (Canaday 28) is an indication of existential vacuum and the void nature of their lives. It is a sheer pointlessness. Only irrational and illogical persons can act and think like that. There is no positive sense to explore in their actions and thoughts. In fact, they did not succeed to bring the purpose and



values and lay them to life. If they were in need of a water pot, they could have purchased from somewhere which is in accordance with the principle—survival of the fittest, instead of this, their illogical planning of stealing it deserves condemnation and no approval from a logical viewpoint. Their irrational, illogical and incomprehensive moves make no sense in term of order however, it is dexterity of Alekar to establish disorder as the new order and makes it balance by weaving disorder and order to cast the existential complexities and absurdity in the society through such situations in the play.

All of us are part of a certain culture, a certain environment with a particular climate and history, a certain society and a specific situation. Everyone has his/her perspective on the world, one's own particular point of reference and one's own atmosphere and outlook. Similarly, Barve and Jawdekar look at the world with their unreal or dreamy perspective that fetches the two men together and engages themselves in the chain of marriage whereby each one gets a socially approved place in society. Jawdekar and Barve are husband and wife respectively. The course of their marriage life leads to pregnancy and the celebration of the seventh-month pregnancy. Barve himself (herself) sings the traditional pregnancy song in the absence of guest-friends and Jawdekar pushes the swing. The scene is purely based on false consciousness (fantasy). It evokes the question—'Can human beings drive themselves to the unreal world to such extent that the unreal overpowers the real world?' On the existential point of view, the answer is evidently negative however, they acquire transitory meaning and significance because of their accumulation of insignificant and meaningless details; perhaps, it may be biography of the unnamed millions. But as nothing can come out of nothing, a real meaning cannot be derived out of meaninglessness. Emmy Van Deurzen writes:

The person who gets too immersed in the infinite is the dreamer, who merges with the universe and becomes either overwhelmed or terrified or depressed by it...(internet entry)

What Emmy Van Deuren has written, is a true picture of their married life based on fantasy. While the celebration is on, Shyamrao steps in as the boss's messenger and notices the flower-bedecked Barve on the swing like a pregnant woman. It enrages him and he villainously and brutally exposes Barve by crashing the fantasy in the most brutal manner. He tears off Barve's *dhoti*, revealing his knee-length stripped drawers and villainously utters:

Look at his dhoti. Nalawadebai's '*dhoti*'. Look at this dhoti-wearing woman. Look at this woman, pregant without womb. Show us where you get pregnant bastered. Look, look, look. Take a look at Nalawadebai's knickers! (Alekar 346)

He screams and cries in anguish, struggles and kicks, but won't let go off the swing. The swing twists and turns wildly. Shyamrao is vehemently pushing and pulling the swing, making the situation more terrified and horrible. It recalls the characters of Yank in Eugene O'Neill's play *The Hairy Ape* who undergoes similar kind of humiliation torture, pain, agony and unbearable cruelty inflicted upon him. Barve is the victim of cruelty of Shyamrao and others. In this respect Artaud's comment 'Everything that is really active is cruelty.' suits well to illustrate the nature of the contemporary society. Thus, Barve has been inhumanly brought back to the world of reality where one has to struggle with other for this and that and come across existential crisis. His sense of belongingness of family proves to be a falacy and he loses the sense of harmony and reason. It brings him a feeling of insecurity and alienation from the immediate environment and germinates possibility to withdraw into the darkness or on isolated and void island called universe. Christian Gomez argues about such situation 'An individual who reflects



on human existence and his own predicament in the universe becomes aware of his alienation from the human condition.' (Keys 106)

The real world totally does not resemble the dream world. In former one, an individual experiences harsh realities of life whereas later one provides a soothing experience. An individual like Barve can reside in fantasy for a while but when it is dismantled, it is more poignant than the experience of the routine world. The world becomes a deserted one and life stands as an intolerable phenomenon. Individual seeks no route to face such situation. It makes him/her helpless as Barve has become in the present hour. The character like him can help from his past experience of songs in the *sangeet natakas*/Musicals to express this isolation. He sings a song from the play *Saunshaya-Kallol*:

Spirit of the universe have pity on me.
O granter of boons, destroyer of sins,
Deceived by the mirage of worldly life
Did I forget to pray to thee?
The lure of wealth and flesh memsmerized me
Trapping me in its tempting coils.
Hasten to free me. O my Lord!
Take me, your servant, to such a place
Where there is no sin, nor worldly worries
Where all is peace and tranquility. (Alekar 347)

It is the only song derived from the comedy that presents the pathetic plight of Barve. He seems to be a puppet in the hands of others who compel him to dance and jump and is over thrown at their wish imposing misery of man's alienation in a world of physical impotence and the social structure in which there is a painful breakdown of human communication, and one has to pray to the spirit of the universe for one's peace and tranquility. Here Camus rightly says that 'absurdity borns at the confrontation between the human cry and the world's unreasonable silence. (internet entry)

Thus, the emergence of fantasy and the involvement of Barve, Jawdekar and Bawdekar are the consequence of absurdity and existential crises that each individual like them experiences these affairs in his/her life. This makes their lives to be the core of our world and even associates the millions of us with the stage of theatre.

For some people the world is often what-it is. They neither imagine nor create anything novel. The life of such people is often hampered with barrenness, boredom, nothingness and frustration. Alekar's Shyamrao also belongs to such class in the society. Once he was the tongawallah but now he is gambler and workless person. He is dependent on Barve to sustain his existence. There is nothing in his life that can be called interesting and so meaningful. The barren and deserted experience of life makes him chronic person. Such life definitely gives birth to existential aspects such as emptiness, impotency and unaccountability. He acts as the agent-spoilsport- interventionist throughout the play. In the beginning, he is acquainted as a man waiting impatiently for Barve and spending his time exactly like Estragon and Vladimir in Samuel Beckett's play *The Waiting for Godot*. Nothing significant happens, so the time does not pass smoothly. The waiting becomes such prolong that he becomes suspicious about possible intervention by the present person in the way of Barve to whom he treats like *begum*. He like the *sangeet natak* theatre owners exploits Barve economically and physically. Being habitual to



depend on Barve for food and other material things he has never sought meaning to life by performing any productive action. Such trait often skids a human being to despair and frustration. Here Kierkegaard's logical assertion 'Despair is nothing less than an act of defiance—the final decision not to will to be' incorporates the nature of Shyamrao. The sense of despair brings him frustration and alienation from the society. He does not have enough words or action to express his inner turmoil. Once Shyamrao losing control on brain utters—'I've lost, Begum, I've lost today as usual...' (Alekar 307) It manifests a sense of losing. In the contemporary society, one experiences loss of intimacy, love, kindness and belongingness. Each one is engaged with his/her affairs and has become a self-centred entity. Its outcome is often the personality like the present character. And due to such disassociation from society a person becomes unaccountable to it. Shyamrao is totally unaccountable to morality. He spoils himself and acts as spoilsport interventionist and has vehemently and brutally torn down the fantasy of Barve, Jawdekar and Bawdekar. He spoils things without caring about its consequence. He seems to be a new breed of man who has an insignificant strength and courage to recognize that there are no longer any objective facts, only points of view and has made free by the absence of moral constraint and knows that he can no longer be held accountable for any of his action.

The speculation on such character reinforces the light that his moves and murmur are prominently insignificant. There is nothing to perform healthy that skids to inverted notion—destruction of own self and the world around him. A man with rational brain and general sense and understanding never waylays his life to such meaninglessness; however, he endeavours to search for sense. Shyamrao doesn't fit in this reasonable notion of sense and hence he comes across the existential humdrum and hustle and bustle that eventually makes his existence meaningless, unpurposive and isolated and so absurd. Camus wittingly pens such character's life as 'it is a sea of absurdity.' (internet entry)

It is said that life is a struggle with companions, is true with Jawdekar and Bawdekar. They are not mere two characters, they symbolize struggle, insecurity, tussle and combat in the society. Marriage is forlorn aspect of life for them. Their working place atmosphere is dingy, mind-numbing and uninteresting. In addition to this, Shyamrao boss's man carries a message to terminate the one between the two persons as both have been mistakenly appointed on one post. They are around forty and more absurd about them is that they are unable to do type writing and file making. They are helpless before situation like every other person finds oneself in such trapped condition. Bawdekar's words—'But what do I do? Can you tell me what I'm supposed to do?' (Alekar 326) present his anxiety, insecurity and helplessness. Being unable to control or handle the situation he develops suspicion that Jawdekar and Barve's machination and Jawdekar's laziness is responsible for his present bad plight however, crisis ends with their reconciliation after getting conformed about their job. It elucidates man/woman struggle to sustain his/her existence and make life purposive and meaningful. In this regard Sartre asserts, 'Our struggle with others as a desperate attempt at survival and at gaining a false sense of security.' To focus on Sartre's statement and relate it to Jawdekar and Bawdekar renders sense that human beings' efforts and struggle with the surrounding commodity are just futile to endeavour to fetch or to seek meaning to life.

To conclude, the existential problems and intricacies germinate the seeds to establish and reestablish life. The corrupt value system, disbelief, unpurposive and pointless norms, base social structure and degradation in religion have made everything ruffled, restless, indecisive, insecure



and desperate. The mass of men/women leads lives of clamorous desperation. Their attitude is bewildered, furious, baffled, and defiance that catches them in an existential absurdity. Naturally, this scenario is the core part of Alekar's play explaining the fact behind the curtain ...one is born free but everywhere s/he is in constraint.

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Indian Literature in English Translation: At a Glance

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Abstract

Nowadays, entire world compressed and become like a bird's nest. Indian English literature (IEL) is the group of work by writers in India and abroad who write in the English language and whose native or co-native language could be one of languages of India. Early history began with the work of Toru Dutt followed by many writers like R K Narayan, Mulk Raj Anand, and Raja Rao. It is frequently referred as Anglo Indian Literature. This production comes in the broader realm of postcolonial literature- the production from previously colonized countries such as India. IEL was influenced by western novel. Rajmohan's wife by Bankim Chandra Chattopadhyaya published in the 1864. Later, so many writers followed this tradition. Hindustani Mythical Stories, Ramayana, Mahabharata translated from Indian languages to English. Rabindranath Tagore wrote Gitanjali and other works in Indian languages but then he translated them into English and received prestigious award Nobel Prize for literature in 1913.

*Kamala Markandeya, is an early writer in IEL who has often combined with the trinity of R.K. Narayan, Mulk Raj Anand and Raja Rao. The contributions of Manoj Das and Manohar Malgoankar to the growth of IEL largely remains unacknowledged. Vikram Seth, author of *The Golden Gate* (1986) and *A Suitable Boy* (1994) is a writer who uses a pure English and more realistic themes. Another writer who has contributed immensely to the Indian English Literature is Amitav Ghosh who is the author of *the circle of chromosome*. Many writers translated their work from Indian Languages to the English.*

Key Words: Numerous, Postcolonial, Translated, acknowledged, themes

This paper discusses issues of 'resistance and representation' with reference to Indian texts and their English translations into English and other languages of the world. Although Indian literatures have been widely translated in the past in other languages like Chinese and Arabic but translating Indian literature has become a serious academic engagement only in recent decades. Indian English literature (IEL) is the group of work by writers in India who write in the English and whose native or co-native language could be one of the languages of India. Its early history which began with the works of Michael Madhusudan Dutt who followed by R. K. Narayan, Mulk Raj Anand and Raja Rao who contributed to Indian fiction of 1930s. It is also associated with the works of members of the Indian diaspora who are of Indian origin.

It is sometimes referred to as Indo-Anglian literature (*Indo-Anglian* is a specific term in the sole context of writing that should not be confused with *Anglo-Indian*) as a subtype. This production comes in the broader realm of postcolonial literature—the production from previously colonised countries such as India and other countries.

IEL was influenced by the Western novel. Bankim Chandra Chattopadhyay wrote *Rajmohan's Wife* and published it in the year of 1864; it is the first Indian novel written in English. Raja Rao (1908–2006), an Indian philosopher and writer, authored *Kanthapura* and *The Serpent and the Rope*, which are Indian in terms of their



storytelling qualities. He showed Indian mentality and Lifestyle of people in his Novels. Kisari Mohan Ganguli translated the Mahabharata from Sanskrit into English, the only time the epic has ever been translated in its entirety into a European language. Mahabharata explained to the European world how ancient Indian society was great and they themselves is responsible for their doom. Rabindranath Tagore wrote in Bengali and English and was responsible for the translations of his own work from Bengali into English. He had written great literature like plays, short stories, novels and poetry. At twenty he wrote his first drama-opera: *Valmiki Pratibha (The Genius of Valmiki)*. In it the Valmiki overcomes his sins, blessed by goddess Saraswati, and compiles the *Rāmāyana*. Through this work Tagore explores a wide range of dramatic styles and emotions, passions, with including usage of revamped *kirtans*. His latter plays were more philosophical and allegorical in nature; these included *Dakghar*. Another work is Tagore's *Chandalika (Untouchable Girl)*, which was based on an ancient Buddhist legend which describing how Ananda, the Gautama Buddha's disciple, asked a tribal girl for water. Gitanjali is Tagore's well known collection of poetry, for which he was awarded the Nobel Prize in 1913. Tagore was the first (excepting Roosevelt) Non-European to get the Nobel Prize. Tagore tried his level's best to put Indian psychology, lifestyle, problems, emotions, sufferings to the outer world. Dhan Gopal Mukerji (1890–1936) was the first Indian author to win a literary award in the United States. Nirad C. Chaudhuri (1897–1999), a writer of non-fiction, is well known for his *The Autobiography of an Unknown Indian* (1951), in which he narrates his life experiences and influences on him. P. Lal (1929–2010), a poet, translator, publisher and essayist, founded a press in the 1950s for Indian English writing, Writers Workshop. Ram Nath Kak (1917–1993), a Kashmiri veterinarian, wrote his own autobiography *Autumn Leaves*, which is one of the most vivid portraits of life in the 20th century Kashmir and has become a one of the classic.

R. K. Narayan (1906–2001) contributed over many decades and continued to write till his death. He was discovered by Graham Greene in the sense that the latter helped him find a publisher in England. Greene and Narayan remained close friends till the end. Similar to the way Thomas Hardy used Wessex, Narayan created Malgudi as an imaginary land. Mulk Raj Anand (1905–2004), was similarly gaining recognition for his writing set in rural India, but his stories were harsher, and engaged, sometimes brutally, with divisions of caste, class and religion. Kamala Markandeya is an early novelist in IEL who has often grouped with the trinity of R.K. Narayan, Mulk Raj Anand and Raja Rao. The contributions of Manoj Das and Manohar Malgoankar to growth of IEL largely remains unacknowledged.

Among the later writers, the most notable writer is Salman Rushdie, born in India and now settled in the UK. Rushdie, with his famous work *Midnight's Children* (Booker Prize 1981, Booker of Bookers 1992, and Best of the Bookers 2008), come forward with a new trend of writing. He used a third generation language – English generously peppered with Indian terms – to convey a theme that could be seen as representing the very vast canvas of India. He is usually categorized under the magic realism mode of writing most famously associated with Gabriel García Márquez. Nayantara Sehgal was one of the first female Indian writers in English to receive wide recognition. Her fiction deals with India's elite responding to the crises engendered by political changes in India. She was awarded the 1986 Sahitya Akademi Award for English, for her novel, *Rich Like Us* (1985), by the Sahitya Akademi, India's National Academy of Letters. Anita Desai was shortlisted for the Booker Prize three times , and received a Sahitya Akademi Award in the year 1978 for her early novel *Fire on the Mountain* and received a



British Guardian Prize for her *The Village by the Sea*. Her daughter Kiran Desai also won the Man Booker Prize for her second novel in the year 2006, *The Inheritance of Loss*. Ruskin Bond received Sahitya Akademi Award for his collection of short stories *Our Trees Still Grow in Dehra* in 1992. He is also the author of a historical novel *A Flight of Pigeons*, which is based on an episode during the Indian Rebellion of 1857.

Vikram Seth, is a author of *The Golden Gate* (1986) and *A Suitable Boy* (1994) is a writer who used a purer English and more realistic themes in his writing. Another writer who has given great contribution to the Indian English Literature is Amitav Ghosh, who is the author of *The Circle of Reason* (his 1986 debut novel), *The Shadow Lines* (1988), *The Calcutta Chromosome* (1995), *The Hungry Tide* (2004), and *Sea of Poppies* (2008), the first volume of *The Ibis* trilogy, set in the 1830s, just before the Opium War, which narrates the colonial history of the East. Ghosh's latest work of fiction is *River of Smoke* published in the year 2011.

Rohinton Mistry is an India born Canadian author who won Neustadt International Prize for Literature laureate in the year 2012. His first book *Tales from Firozsha Baag* published by Penguin Books Canada in the year 1987 is a collection of 11 short stories. His novels *Such a Long Journey* (1991) and *A Fine Balance* (1995) give him great acclaim.

Shashi Tharoor, in his *The Great Indian Novel* (1989), follows a new trend for story-telling (though in a satirical) mode as in the Mahabharata drawing his ideas by going backward and forth in time. His work as UN official living outside India has given him a vantage point that helps him to build an objective Indianness. Vikram Chandra is another author who shuffles between India and the United States and has received best acclaim for his first novel *Red Earth and Pouring Rain* (1995) and collection of short stories *Love and Longing in Bombay* in the year 1997. Vikram A. Chandra is a renowned journalist and the author of *The Srinagar Conspiracy* published in the year 2000. Suketu Mehta is another writer currently based in the United States who authored *Maximum City* (2004), an autobiographical account of his own experiences in the city of Mumbai. In 2008, Arvind Adiga received the prestigious Man Booker Prize for his debut novel *The White Tiger*.

The younger generation of poets writing in English include Abhay K, Arundhati Subramaniam, Anju Makhija, Arnab Jan Deka, Bibhu Padhi, Ranjit Hoskote, Sudeep Sen, Smita Agarwal, Makarand Paranjape, JeetThayil, Mani Rao, Jerry Pinto, K. V. Dominic, Meena Kandasamy, Nalini Priyadarshni, Gopi Kottoor, Tapan Kumar Pradhan, Rukmini Bhaya Nair, Robin Ngangom, Vihang A. Naik, Dr. AvdheshYadav and K Srilata.

Modern expatriate Indian poets writing in English include Agha Shahid Ali, Sujata Bhatt, Richard Crasta, Yuyutsu Sharma, Tabish Khair and Vikram Seth.

India's experimental and avant -garde culture is shown in the Prakalpana Movement. During the last four decades this bilingual literary movement has included Richard Kostelanetz, John M. Bennett, Don Webb, Sheila Murphy and many others worldwide and their Indian counterparts. Vattacharja Chandan is a central figure who contrived the movement. Prakalpana fiction is a fusion of prose, poetry, play, essay, and pictures shown in the dramas and novels. An example of a Prakalpana work is Chandan's bilingual *Cosmosphere1* (2011). Some bilingual writers have also made significant contributions, such as PaighamAfaqui with his novel *Makaan* in 1989.



Conclusion:

Indian writing in English translation becomes very important movement in the recent period. Many writers translated their works from Indian languages to English. And their translation becomes popular in the entire world. They received benefits from heritage of English language. Translation studies is one of the important phenomenon in present time.

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Sense of Alienation of Diasporic Characters in Lahiri's Hell-Heaven and Unaccustomed Earth

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Abstract:

In the light of post colonization migration speedily crosses boundary and it leads severe issues like position of migrants, nagging sense of nostalgia, cultural differences, assimilation, and multiculturalism, cultural loss ,homeland memory and a sense of alienation. A few veteran Indian writers have caught public eyes through depiction of migrants' issues. Jhumpa Lahiri is a second generation writer of Indian diaspora, prominently narrates plights and agonies of Indian migrants and paints their diasporic vices in her works. Her second short story collection, Unaccustomed Earth offers diasporic world of immigrants. This research paper strongly analyzes not only tormented life but also feels a sense of alienation of Lahiri's characters. The second short story collection is hallmark of Indian diaspora and it presents problem of assimilation and uprooting.

Keywords: migration; diaspora; a sense of alienation; homeland memories

A group people often cross the boundary in hopes of better education, employment and stability but sometimes it is merely a result of forced migration. The migration more or less raises several issues before migrants, refugees, asylum seekers or exiled. Actually the picture of migration is vividly seen in the writings of many Indian diaporic writers whilst Lahiri enumerates voices of Indian immigrants in her works. She has written prolific books and her second short story collection is much enduring for mapping the alienation of Indian immigrants. She portrays characters from the angel of diaspora and finds out the diasporic sensibility of her protagonists. She explores the diasporic alienation of Aprana from Hell-Heaven and Ruma and her mother from Unaccustomed Earth. Diasporic community indeed faces problem of assimilation when they come in the vicinity of alien land. The same picture is also taken up by Jhumpa Lahiri in her two stories; Hell-Heaven and Unaccustomed Earth. Lahiri depicts diasporic sensibility of her protagonists.

The first fruit Unaccustomed Earth is about Roma, married Bengali lady lives in America with her husband and her son. She takes responsibility of her father after the death of her mother. The opening paragraph clearly exhibits that her father retired from pharmaceutical company and starts his foreign tour with visiting France, Holland and Italy. In the absence of her mother Ruma strongly takes stock of her father's location through watching "the news in order to sure there hadn't been a plane crash anywhere in the world"(3). The story talks about human relations, marriage and alienated life of Indian migrants'. Ruma feels a sense of alienation in diapsoric world. It can be vividly seen after the burial of Ruma's mother because for Ruma "her mother



who would have been the helpful one ,taking over the kitchen ,singing songs to Akash and teaching him Bengali nursery rhymes ,throwing loads of laundry into the machine”(6). Everything was fair in the presence of Ruma’s mother and the home was united. Her mother used to look after her husband and her children. She would sing Bengali rhymes and pass cultural values into her grandchild. She would cook Bengali food and transform Indian customs into her children. She couldn’t forget her mother and Ruma stuck down in alien land and lives in dilemma.Ruma was pregnant again meanwhile her husband on his business trip thus a crucial problem regarding upbringing of her children comes on the surface. She does not believe thatto find someone to care for her child in a strange place. Though Adam was taking all steps to please her however Ruma was unhappy. Her diasporic alienation is perfectly projected in the following lines:

“Adam was doing everything in his power to make Ruma happy, But nothing was making her happy” (7).

Ruma realizes and feels the pangs of alienation and loneliness of her mother as an immigrant and she also comes know about the homeland heritage through her mother. According her father Ruma has much resemblance to her mother and Ruma s father finds that tormented life of Ruma in America as her mother did. Ruma, though comes under the influence of Amercian life style, she has no exception about alienated life. Narrator exhibits some other dominions of her alienated life. Lahiri presents loneliness of Ruma in the following lines:

Like his wife, Ruma was now alone in this new place,
over-whelmed, withoutfriends, caring for a young child.”(40)

Rightly A.J.Sebastain points out the diapsoric sensibility of Lahiri’s characters as:
“They are become strangers in their own worlds and have to fend their own survival in diaspora”(92).

In Hell-heaven Lahiri narrates the diasporic experiences of her characters and feel their pangs of alienation. The story is about Mrs. Aparna, Bengali married lady who lives in America withher husband and her daughter. Shymal Das Her conjugal life is not happy as per her confession meanwhile she comes across Pranab Chakraborty, a Bengali young man who becomes very familiar with her family. With the arrival of Pranab Kaku in America there was a changein life of Aparna however narrator’s mother is not much happy in host country and even she does not immerse into this culture and her desolate life in America is come on the floor. She hates American life style and on the other hand she was transforming her homeland culture into her child and very notoriously she looks after her husband and child around the clock and she would pass out whole day by watching soap operas and as a consequence she touches a whiff air of alienation and it is spoken clearly in the following lines :

“Her only job,every day ,was to clean and cook for my father and me.

We rarely went to restaurant, my father always pointing out, even in cheapones, howexpensive they were compared with eating at home.
When my mother complained to him about how much she hated life in the suburbs and how lonely she felt.” (76)

After arriving in America Aparna would spend her time within the apartment and Usha finds her mother with her purse and trench coat.Her life is much wrecked and desolated though she lives with her husband and her daughter. This story is primarily concentrated on dark diasporic journey of Aparna and her relations with Pranab Kaku and isolated world.



Conclusion:

In summation it can be said that despite leaving under the shadow of foreign land and facing cultural problems Lahiri's characters live on the sleeves of home land culture and at the same time her protagonists become alienated and two short stories pass on a message to readers about migration leads unbeatable woes to migrants.

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Transcendent Liveliness with Human Insight in the Poem of Naomi's 'Kindness'

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Early education, instruction and entertainment were given to children in the form of stories, songs, and poems. Later on, it developed into a new genre as Children's literature. The concept of childhood education began to emerge during seventeenth century because they saw that children are innocent and need of protection and so they had decided to teach them. Teaching had started long back but it is very difficult to trace. Moral and religious concepts were taught to them. Thus, in the late nineteenth and early twentieth century is known as the Golden Age of Children Literature.

Many authors had written for children literature. One among them is Naomi Shihab Nye. She was born to a Palestinian father and an American mother. She has written many poems and books for children. Her brought up says her diasporic nature. Nye is the poet of numerous poems including Transfer, You and Yours, Fuel, Red Suitcase, Hugging, the Jukebox. Nye's voice as Arab-American exposes her experience through her poems about heritage and peace that overflow with a humanitarian spirit. Her experience of both cultural difference and different cultures has influenced much of her work. Poems of Naomi are known for a fresh perspective to ordinary events and people's life. The poet William Stafford has said, "her poems combine transcendent liveliness and sparkle along with warmth and human insight. She is a champion of the literature of encouragement and heart. Reading her work enhances life."

The poem Kindness says that one must know the quality of kindness in the life. The learning of kindness should start from childhood. The learning process is a long process. One can achieve this quality only after one loses something in their life. The main purpose is to give them awareness of immortality and inhabiting the desolation, but readers can witness beyond a certain age the kindness will give a persuasive truth. Kindness is born out of toughness; it is a way of life rather than a discrete of acts. Kindness is a deeply felt communion.

The poem tells that one should understand the position of a human being. This poem reveals the truth of the life is precarious and more arbitrary. In this arbitrary one must understand the position of an individual's aspiration and purpose. This understanding will make a person to claim kinship and commonality, "you must see how this could be you..." This statement illustrates very clearly if one becomes the victim of sufferer then he comes to know the condition of others when they were there in the same condition. This statement strips the reader from all such illusions. The word "must" in the poem tells strongly that everybody should have the insistent call to education in kindness. The word "must" may sound in a very strict way but this is the way to achieve the wisdom of kindness. There are many difficult imperatives to face, but all to be faced with the pervasive presence of sorrow. The sorrow experience will take a person to understand the nature of kindness towards others. Then we find kindness with constant companion, "a shadow or a friend". Her poems always speak of culture, history and religion. It gives us to think about the intimate insights into one's experience.

According to Cathrine McCauley, kindness is virtue, has the heart of Mercy, "should be particularly kind - the kindest person on Earth, with the tender, pity and compassion for the people". It is evident that wherever or whoever we are in the world, let us pray that we meet and make kindness in the world, and create for others rich regions of kindness.



Media : A Social Need

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Abstract :

For the development of Human beings, building of relationship is very important. Media played important role in communication. With the help of Social Media many people can interact in few second. 'Unity' will make to the nation superior compare with other. Social media spends all significant information to all fields at any moment.

Objectives

- To search the importance of Media.
- To analyze benefits of Social Media.

Key Words: Media, Cyber, Malpractice, scam

The Society comprises many individuals groups and communities. It is also fragmented geographically. For the smooth functioning of any society, interactions between different segments are essential. This is where media steps in. Media is a medium of communication and interactions. In today's world media has become as essential as our daily needs. For years together we relied basically on the print media. It was later on complemented by radio and television. But now with modern technology the social media has arrived which has almost revolutionized not just the communication but also the style of living. Media plays a pivotal role in shaping and strengthening our society. The audio visual media of internet and TV is a very potential tool in informing the current news, entertaining people and also creating as well as shaping public opinion. It spreads and disseminates information and gets any message across to a wider audience. Without media, the news of government schemes and benefits would never reach the target audience. Without media elections can't hold, the government would not be able to function effectively. It is said to be the sword arm of democracy also the forth pillar of democracy besides the judiciary, executive and legislature. Media plays an all-embracing role to act against the injustice, oppression, misdeeds, and partiality of our society. Media acts as a catalyst to government action, compelling the government to act. It acts like a watchdog, raising important issues, making people more aware of things happening all around and their consequences. Many scams can be and are actually exposed. It can protect public interest against all sources of malpractices, corruption and injustice. It is because of media that people can make the government really accountable. Media can influence, sometime persuade even pressurize and manipulate public opinion controlling the world at times in both positive and negative ways.

The Social Media

The scope of social media is really vast internet, Facebook, twitter Instagram, linked Google You Tube communicative websites. News all over the world can be shared almost



immediately .Thanks to social media we have become a global community, sharing almost everything .Social Media has enabled us to communicate visually which enables us to take an active part in each other's live.

Today almost every person has a virtual social life that is almost more vibrant if not more than their real social lives. It is hailed as a platform for voicing opinion. We can tell people that we approve of certain measures taken by government and can also criticize actions and events taken by government, individual and communities. For the first time in history, this is platform that has truly brought people together.It has both positive and negative connotations. On the positive side it can help make productive use of time have healthy conversation and share personal as well as professional activity with a wide variety of people, groups and communities.

People can engage with complains like 'clean India' and achieve goals that can benefit everyone. The advantages are many folds. The media can be used for connectivity, educational promotion of small business, marketing it can help government and agencies to create awareness and fight against crimes. But there are clear disadvantages as well. It has become a 'time pass platform' for most people especially younger people. They are getting addicted to it for learning, sports, personal development. There are many harmful 'side effect' like cyber bullying, hacking, frauds and scams, security issues, cheating and relationship issues. Also, due to under insured nature, false data, misleading videos are being made viral-harming reputations of individuals and provoking social unrest. Yes, we need to monitor and control this, but we have to accept that social media has become an essential need of today's society.





A Study to Check the Impact of English Enhancement Course on B.Ed. Students

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Introduction-

Language is the basic means of communication. Though non- verbal communication plays a major role in daily life the role of verbal communication cannot be neglected. All languages play a vital role in day to day life. English, Hindi, Regional language, Sanskrit all have their unique importance. Being in the field of Education, I must mention that from the year 2015 the syllabus of S.N.D.T University was revised for B.Ed. course and 'Language Across the curriculum' subject was introduced. It is a compulsory subject for all B.Ed. students. Whether you are a Maths teacher, a Science teacher or a Geography teacher you must be good at Language.

Being a professional college our college focus is development of various skills among the students of B.Ed. This skill development is done under two different cells namely Skill Development Program Cell and Employability Cell. On one side Skill Development helps to enhance Skills like Life Skills and Employability Cell helps to enhance Professional skills like Language Development (English Enhancement Program), Confidence Building, Interviewing Skills etc. Ours is an English Medium College and thus English fluency is must for placement at good schools. Many of our students come from vernacular medium school thus their language enhancement becomes our first priority. Since 2011 we have started with Spoken English Classes which has become an important part of their curriculum now. We call it as English Enhancement Classes.

This paper studies the impact of English Enhancement Course on B.Ed. students. The method of study is Experimental Method and a sample of 30 students is taken from population.

Objectives-

1. To know the importance of English Language in today's world.
2. To develop English Enhancement Course
3. To check the effect of English Enhancement Course

Importance of English Language-

English is the language which has dominated the national scene for more than two centuries. It had been the language of the rulers as it was introduced in India by the foreign invaders who wanted to produce 'a class of people, Indian in blood and colour but English in taste, in opinion, in morals and in intellect' to serve their specific purpose.

English is the Language of International Communication

English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 million people across the globe. Being able to speak English is not just about being able to communicate with native English speakers; it is the most



common second language in the world. If you want to speak to someone from another country then the chances are that you will both be speaking English to do this.

English is the Language of Business

English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. Research from all over the world shows that cross-border business communication is most often conducted in English and many international companies expect employees to be fluent in English.

The importance of learning English in the international marketplace cannot be understated - learning English really can change your life.

Speaking English gives you Access to a World of Entertainment

Many of the world's top films, books and music are published and produced in English. Therefore, by learning English you will have access to a great wealth of entertainment and will be able to have a greater cultural understanding.

If you speak English, you won't need to rely on translations and subtitles anymore to enjoy your favourite books, songs, films and TV shows. Watching movies and television programmes in the English language is also a great and fun way to learn it!

Learning English gives you Access to more of the Internet

According to a report by Education First, English is the language of the internet. An estimated 565 million people use the internet every day, and an estimated 52 percent of the world's most visited websites are displayed in the English language.

Learning English is important as it gives you access to over half the content on the internet. Knowing how to read English will allow you access to billions of pages of information which may not be otherwise available!

English Language can be learned through various methods and games. We too focus on language development through different activities like Spell bee, Elocution, Extempore Competition, Book Review Competition etc. Such activities are organised under Language Club and this club enable development of student's interest towards language.

English Enhancement Course-

One of the initiative that the college has taken is organising English Enhancement Classes. The objective of these classes is to develop the language proficiency of students. For English Enhancement Program, we have three different modules. Module 1- Beginners, Module 2- Intermediate, and Module 3- Advanced. Each Module has 20 sessions.

The students are given an online test to test their competency in English Language and thus their scores are analysed. This year too the test was given to students. The below table shows the score of students in the Pre- test and then treatment was given to the students to check the effectiveness of the treatment a test was conducted after 50% sessions were over. Both the scores are shown below. As the course is still going on post test will be conducted after the completion of the course.

Sr. No	Pre test Score	Percentage	Intervening Score during treatment	Percentage
1.	17 / 50	34	11/15	73
2.	37 / 50	74	15/15	100



3.	29 / 50	58	11/15	73
4.	43 / 50	86	15/15	100
5.	46 / 50	92	15/15	100
6.	36 / 50	72	15/15	100
7.	22 / 50	44	11/15	73
8.	33 / 50	66	14/15	93
9.	28 / 50	56	12/15	80
10.	32 / 50	64	15/15	100
11.	36 / 50	72	15/15	100
12.	37 / 50	74	15/15	100
13.	21 / 50	42	13/15	87
14.	15 / 50	30	11/15	73
15.	23 / 50	46	10/15	66
16.	15 / 50	30	15/15	100
17.	18 / 50	36	14/15	93
18.	14 / 50	28	12/15	80
19.	37 / 50	74	14/15	93
20.	24 / 50	48	9/15	60
21.	23 / 50	46	14/15	93
22.	22 / 50	44	15/15	100
23.	21 / 50	42	15/15	100
24.	23 / 50	46	15/15	100
25.	22 / 50	44	15/15	100
26.	17 / 50	34	12/15	93
27.	28 / 50	56	14/15	93
28.	20 / 50	40	14/15	93
29.	24 / 50	48	14/15	93
30.	26 / 50	52	14/15	93

Findings-

The above table indicates that the course is helping the students to increase the skill in English Language which is evidenced through the scores of the students. The percentage of score of students in pre- test is less than the scores of the students in the intervening test. Researcher feels that post- test scores too will be higher than the pre- test scores.

Conclusion-

Researcher recommends that such program should be part of curriculum of all B.Ed. programs. Personality Development is must now a days and one of its important component is English Enhancement. Thus English Language must be given importance and students must be trained at it.

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A Study of Indian Culture Reflected in Novel 'The Guide' by R. K. Narayan

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Abstract:

'The Guide' by R.K.Narayan represents the Indian way of life and also the culture and tradition of India. R.K. Narayan has used typical Indian characters and Indian atmosphere to portray Indian culture. The main characters of this novel are Raju, Rosie and Marco. R.K. Narayan has given a true social picture of India through 'The Guide'. The traits of Indian manners and customs are also reflected in this novel. There are many aspects of Indian culture reflected & discussed in present paper from 'The guide' such as Urban & Rural contexts, Daily life of villages, South Indian culture, Devdasi as a social customs, Social status of women in Indian society, cultural heritage of India & Superstitions, beliefs of villagers of India. Ultimately the Culture is the mirror of any country so through this novel we get reflection of Indian culture by R.K.Narayan's style of writing.

Introduction:

The Guide is a fictional novel written in 1958 by Indian Author R.K.Narayan. The settings & plot take place in Malgudi village of south India. Indian culture is reflected in these novel Indian tradition, culture, superstitions, religious faith but also presents a conflict between the traditional and modern values. A central theme of the novel is the transformation of Raju from his role as a tour guide to that of a spiritual guide. The title of the novel, The Guide, has a double meaning, and Raju is in a sense a double character. As a tour guide and lover, he is impulsive, unprincipled, and self-indulgent. After his imprisonment, and after his transformation as a holy man, he is careful, thoughtful, and self-disciplined. This dualism reflects the dualism in Raju's character. He is transformed from a sinner to a saint, though he is never truly a sinner, and never truly a saint.

Reflection of Indian Culture through the Novel – 'The Guide' by R.K.Narayan

1. Daily life in Villages- Malgudi & Mangal

In childhood of Raju, there are instances of how Indian people do small business at railway stations, bus stations or roadsides for earning money. In Indian villages apart from agriculture small scale business were the source of income. R.K.Narayan beautifully described the picture of simple daily life of village at railway station of Malgudi. Malgudi was the picture of semi urban place where as Mangal was the picture of rural settings of India. With the help of these two places the urban culture & rural culture presented a larger picture of Indian Society.

2. South Indian culture-

Malgudi was a fictional village from South India which is the part of R.K.Narayan's novel. Through this village he wanted to portray the social contexts, natural surroundings of river, coconut trees and culture of south India through 'The guide'. Through this the south Indian culture how it grows towards the advancement of modern India describes very well in his style of writing. The speciality of the locale of the Malgudi setting is its reluctance for gradual changes.



Life here moves at slow pace. It is completely undisturbed by the outside world. There is no outside interference in the peace and tranquillity of this place. The people of the Malgudi have strong faith on the traditions and customs of the place. The setting of the Malgudi is quite distinctive and the most part of the place is descriptive. The reality of Malgudi is directly or indirectly the reality of the manners of characters ,their places ,their attitudes ,their taste and poise of their personalities. Narayan's reality of Malgudi is the presentation of different human attitudes individually differing in their environment in a most realistic manner. It is usually built round Indian beliefs and superstitions. The smells,sights , sounds and flavours form the part of the experience of Malgudi. They are conveyed to all of us with extraordinary vividness.

3.Devdasi Custom of India-

Rosie was the women character who was truly rooted by traditional background of her mother.Her mother was 'Devdasi' who dedicated her life to the temples as a dancer.She never wanted to have the shadow of her life on rosie's life beacause she was suffered from the people who blamed her throught the life beacause of her profession. They did not have any right to choose their rightful husband. Through her name, Rosie, Narayan's ironic intention becomes clear in which her name like a rose shows that her life remains surrounded by the thorns.

4.The Culture of Hospitality-

In India 'Athithi Devo Bhav'is culture of hospitality where every guest is like God. In 'The Guide' Raju shows good example of hospitality culture by giving shelter to Rosie in his house though the villagers were not accepting her and welcomed her in their locality.On the last part of Novel Raju was accepted as a Great Saint by Mangal villagers and they have shown great example of worshipping as Sage to Raju.

5.Status of Women in the Indian Cultural Society:

Rosie was an excellent dancer and she always craved for it even after her marriage to Marco, a very studious man who had come to Malgudi to study the caves. He remained so lost in his work that the beauty of Rosie was a thing of ordinary interest to him. But why and how did he marry Rosie or vice versa. Rosie came from a dancing family background: she used to be a temple dancer girl and when she saw the marriage advertising in a newspaper her family found that the groom was simple and of course rich. So they all forced her to go into the marriage with him. And after marriage Marco insisted her not to take up dancing in any ways as a term to the marriage life. Marco, more than a wife, needed someone to have had company and sex with a beautiful woman, it was subtle but evident.

When Raju saw the gaps in their marriage life, he entered and made Rosie his lover and took her into the field of dancing and also made her a dancing superstar. Through her, he made himself rich and led a comfortable life. When Rosie came to know about Raju's fraud signature to have had the jewelry box, she slowly detached herself away. When Raju was arrested and imprisoned for two years, she preferred to go to Madras, at her husband's home. This shows that a woman cannot live without the aegis of a man. She needs safety after all.Rosie, in The Guide depicts the emergence of a new woman. In Rosie, Narayan has shown a woman experiencing a conflict between a strong yearning for individual fulfillment and traditional norms. Narayan illustrates the Indian society which is deeply rooted in traditionalism, where women have been the major relentless victims of circumstances and conventions. Rosie also becomes a victim of circumstances and conventions but through her rebellious attitude, she makes her own way with a sense of pride and dignity, which shows a newly liberated woman in the post-independence Indian society.



Women are generally confined to the daily drudgery and all sorts of prohibitions are imposed on them but the milieu has changed from a strictly orthodox to the progressive and liberated value systems in modern civilization and women too have gradually begun to assert themselves in the society. The woman characters that move in quest of some relief from the suffocation and suppression of their established routine face a clash with the society and in the end they achieve much for themselves. Rosie is a typical example of this type of a situation of a woman in Indian society.

6.Cultural Heritage-

India is known for cultural heritage worldwide. Many tourists of aboard fascinated by historical monuments and sculptures & caves. In R.K.Narayan's the Guide Marco is the character who is truly lover of archeology. He was completely dedicated to his study of caves in Malgudi where he neglected totally Rosie for the sake of the beauty of caves & his dream to write a book on Indian archeology that he has discovered.

7. Beliefs & Superstitions of Indian Villagers-

The prominent theme of R.K.Narayan's 'The Guide' is transformation of Tourist Guide Raju to Spiritual guide Raju. It was the Hindu mythology & belief of village people of Mangal that there will be rain if a true saint does fasting for 12 days. They were the strong believers of Miracle and because their such faith Raju unwantedly become ready to do fast as he thought that this will not going to be reality. These kinds of attitude & behavior represents the hypocrisy of many people who considered themselves as real saints.

The climax of the novel presents the journey of transformation of common Raju to Spiritual Saint Raju, who understood the importance of true existence of his life on the earth.

Conclusion:

Thus in this paper many aspects of Indian culture is discussed with the respect of context & characters & Plots. Through the characters we understand their behavior patterns, their attitudes has been changed as per the situations.

The beauty of writing style of R.K.Narayan represents the real picture of Indian Society & Indian culture though the Novel is Fictional. Not only the traditional Indian culture is reflected through this but the advancement in plot & characters also represents the modern culture of India. The change in value system also observed by us as per the plot develops.

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Cyber-Feminism, Cyber-Culture and Their Impact on Women

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Abstract:

The present paper aims to investigate and highlight the entire series of internet that can contribute to change gender inequality via information technology that is linked to Cyberfeminism. Cyberfeminism as a significant school of studies and theories, it is related to Cyberculture that enhances the solidarity among women. It develops a series of key concerns that include the views of society to transcend gender with emphasis on issues such as identity and racial society. Cyberfeminism represents political strategies and techniques that empower women to overcome the cultural barriers. Regardless of the variety of strategies have been proposed by activists and self-identified Cyberfeminists, they all are committed to deal decisively rather than to get rid of all things "on the Internet" such as reading new media techniques, as well as their cultural and social contexts. Social and political activity has played an important role of electronic fabric. This term has made a range of disciplinary contexts which include art, sociology, political theory, computer science and science fiction inside and outside cyberspace for those who lack access to the Internet. Mainly, the specific conditions of linkage are among women who have tended to change the objectives of broader ideological positions. Women aim to participate more fully in what is understood as masculine in technological worlds.

Key Words: Cyberfeminism, the Significance of Cyberfeminism, Cyberculture and Cyberspace

Introduction:

Cyberfeminism is used to describe the philosophies of a contemporary feminist community whose interests are connected to cyberspace, the Internet and technology. This term was coined in the early 1990s to describe the work of interests, critique and exploitation that leads feminists to interest in Internet, Cyberspace and new media technologies in general. Later time, cyberfeminist movement has been flourished and associated with the wide-scale introduction of the World Wide Web and networked computing. While the term "Cyberculture" is used in a diversity of ways that refer to positive cultural products were born of computer, Internet technologies and to specific subcultures which champion computer-related hobbies, art and language. The term "Cyberfeminism" is defined as: ... a philosophy which acknowledges, (firstly) that there are differences on power between women and men specifically in the digital discourses; and (secondly), that cyberfeminist wants to change that situation. The e-media can be provided to encourage women participation in the field of information and communication technology. This paper aims to investigate in what ways the whole range of internet can contribute to change gender inequality via information technology. It was a part of technoculture change process among women. Cyberfeminism has makes it visible how women worldwide are affected by new communication technologies (Hawthorne & Klein 2)

They have highlighted the connectivity, critique and creativity to deal with participation, solidarity, activism and knowledge production in cyberspace. They further offer the possibilities of the standard that concerns the participation, writing and sharing information. Thus,



Cyberfeminism has the potential to produce a poetic, obsessive, political identity and unity without depending on a logic and language of appropriation. It shows a route that reconstructs feminist politics through theory and practice with concentrating on the implications of new technology.

The Significance of the Cyberfeminism

Cyberfeminism was internationally taken the place as the first time in Kassel, Germany, September 20-28, 1997, as part of the Hybrid Workspace at Documenta X. After eight days of intensive daily life and work with over thirty participants, the event reflected the significance of the discussions. All these discussions provide possible practices of a cyberfeminist movement to become visible. Cyberfeminism should therefore be a political task committed to establish and maintain real and virtual places for women with regard to new technologies such as the creation of new platforms and women's resources. It includes a practical technical training for women and working directly with code. Here, a critical assessment is, “impact of new technologies on the lives of women and the insidious gendering of technoculture in everyday life” (Wilding 49). Furthermore, Wilding argues that: [w]hile affirming new possibilities for women in cyberspace, cyberfeminists must critique utopic and mythic constructions of the Net, and strive to work with other resistant netgroups in activist coalitions. Cyberfeminists need to declare solidarity with transnational feminist and postcolonial initiatives, and work to use their access to communications technologies and electronic networks to support such initiatives. (49) The cyberfeminist engagement has tended to shift alongside the goals of broader feminist ideological positions and attitudes. Engaging to media technologies and cultural and social contexts, it is important component of Cyberfeminism and therefore the writers have brought the term to carry or convey a series of disciplinary contexts such as art, sociology and computer science as well. The importance of Cyberfeminism has become at the heart of women in which it grants them a golden opportunity in working with a new technology and participation in politics. Therefore, it is regarded as a post-human instruction revolt that connects women to computers.

Cyberfeminism has pushed women to pay more attention because of its influential power through encouraging the women to explore feminism on social media with the help of successful online campaigns in different parts of the world. Cyberfeminism is, The is an extended branch of Feminism only. The viral nature of social media has made it popular tool of communication. It has democratized this activism online. Facebook, Twitter, Blogs, Instagram, Hashtag has removed the barriers of culture, society, community, religion, culture, language and geographical distance. Here they create their own identity, speak their mind and heart without fear, here they get connected with world around. It is frontline for feminism. This paper wishes to explore this feminism on social media with the help of successful online campaigns for women empowerment and gender equality, picked from different parts of the world. (Verma et al, 488) Social media helps the women to be more visible and audible as well as it gives them more connectivity in less time. It enhances a series of interactivity and networking to be understood globally. For example, Cyberfeminists keep social media as main tool to communicate online so that they highlight the importance of the social media. In this case, Taryn writes, “Online feminism is a significant and valid source of feminist critique and analysis. Online feminism functions to educate and provide access to feminist knowledge. Users go online to seek and share



information about feminism and expose others to feminist concepts” (2). Thus, the significance of Cyberfeminism exposes the potent of women to new possibilities of joy and happiness.

Cyberculture and Its Strategies

Cyberculture currently draws upon cultural strategies from past waves of feminism. It is supposed to overcome the separation of Cyberculture from women. Cyberculture connects women to each other and helps them to learn and use information technologies in creating their own thoughts. It's important for cyberfeminist is to make opportunities to build individual women's strength and confidence as well as to meet together bodily and enhance strong relationship within groups to facilitate building a transnational and trans-cultural movement. Haraway emphasizes that binaries between men and women should be broken down. The possibility of bodiless communication will make “gender swapping” possible and could furthermore facilitate the invention of new identities (149-181).

Furthermore, Plant talks about the digital and the female world which are intrinsically connected to each other. She says, “a cloth is saturated with the thoughts of the people who produced it”, p. 66). Her interpretation of the new technology is traditionally focused on female tasks such as communication and connection. She emphasizes that Cyberculture empowers women to be the perfect and digital agents. Thus, the new technology makes patriarchal power less because women seem to be closer to machines and their processes. Culturally, women's consciousness is raised in using technology to grant them a powerful thought. In this context, Singh's article "Recent Trend in Feminist Thought: A Tour de Horizon" emphasizes that the fact is, "...as a philosophy of life, it seeks to discover and change the more subtle and deep-seated causes of women's oppression. It is a concept of rising of the consciousness' of an entire culture"(Singh 22).

Cyberculture has changed the process among women and empowered them to eagerly connect and share their ideas. Mulyaningrum stated, “It was a part of technoculture change process among women” (1). Cyberculture includes a set of technologies and intellectual, practices, attitudes, modes of thought to develop along with the growth of cyberspace. There is variety of cultures and values can be shared in communities by using technoculture. Women share their thoughts, allowing other peers to know and to integrate them. Manovich writes, Examples of what falls under Cyberculture studies are online communities, online multi-player gaming, the issue of online identity, the sociology and the ethnography or email usage, cell phone usage in various communities; the issues of gender and ethnicity in Internet usage; and so on. (33)

Cyberculture focuses on the social media and computing that strengthen the communication between the individuals and group as well. It has been emerged as a series of discussions on new media. Cyberculture comprises of a collection of cultures that are possible on Internet.

Cyberspace

Cyberspace is an important part of individuals and communities over the world. It is used as a new communicative domain to make a rapid development of telecommunications and computing. It also means different things to different women by signifying to them and how they employ their social perspectives. According to Deibert and Rohozinski, they state, “Cyberspace has become a vital part of individuals and communities worldwide” (15). Cyberspace can be



named as the de facto synonym for the internet. "It was first coined by William Gibson (1982) and then popularized in his 1984 novel *Neuromancer*, the term 'cyberspace' became a popular descriptor of the mentally constructed virtual environment within which networked computer activity takes place"(Wall 10).

Many Cyberfeminists feel that the cyberspace is completely new information technology which gives women an opportunity to start creating new languages, programs, platforms, images. Cyberspace meets women's need and desire to change the feminine condition. Thus, the women are considered as consumer and producers of the cyberspace and the Internet. It operates as a sort of social media that enables women to form social networks and communities to facilitate their requirements. Cyberspace permits women users to share information and engage themselves in creating discussions in social forums and also to carry out business of other activities."The information galaxy, the cyberspace and the Internet...are no longer viewed as a masculine space and tool as women have not only embraced but also used the cyberspace to negotiate and reframe themselves within existing social structure"(Kuah-Pearce 11).

Cyberspace is full of supportive acts and discussions that enable women to share their ideas and experiences with their peers who only know online. The capacity for sharing ideas is to explore and create their own activities. Information and communication technology bring a change to feminist thoughts.

Conclusion

All men and women are meant to use information and communication technologies to have equal beneficiary so that they make use of the new technology. Women require information to get educational opportunities and search for career advancement. They also search for health and infant care as well as social justice in the society surrounding them. Cyberfeminism focuses more on the impact of new technologies in the daily lives of women. Feminists make use of the web as a tool for connecting women all over the world so that they overcome gender and racial privilege. Thus, Cyberculture and Cyberspace provide access to great information for women to get equal rights as their counterparts of men. Since the feminists are agents of change they attempt to overcome the cultural barriers and socio-economic obstacles that affect on women negatively.

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The Role of University Education Based on Knowledge Economy in Human Resource Development in Yemen

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Abstract

The modern world witnesses a shift towards a knowledge-based economy because it focuses on the cognitive skills of individuals. Moreover, it views man as a producer of knowledge. Both companies and countries view knowledge as a source of power.

In the Arabic World in general and Yemen in particular there have been several attempts since the beginning of the nineteenth century to start a real development by looking at education in general and university education in particular as an aim, a curriculum and aids. Education has been viewed as the essence of human resource development of the nation. There is no doubt that the future of the Arabic world, including Yemen, will be brighter if education is to be improved and the learners are to be trained and educated. Such an effort comes under the attempt to broaden the choices of the Yemeni citizen especially those related to education and the assurance of having an appropriate level of life.

The concept of human development which is based on knowledge economy through university education depends on three dimensions:

- 1. Creating human abilities through improving knowledge level and individual and group skills.*
- 2. Human's use of such abilities to participate in productive, artistic, cultural, social and political activities.*
- 3. Using the level of human well-being that has been achieved to enrich human capacities and cognitive skills.*

Introduction

The world's need to education marks a real challenge to the developing countries like Yemen which has a strong need to human resource development. A lot of people accept the lowest fare in order to survive. Therefore, when fares are reduced, the individuals become unable to satisfy their basic needs like education and health services. This indicates a state of instability. In our present time, the education which is based on knowledge economy is an important part of development. This paper, therefore, aims at making issues of education which is based on knowledge economy at the core of development due to the failure of development experiences in the third world countries to bring about positive changes in the social field; increase the level of investment in education(1).

University Education and Human Resource Development

University education plays an essential role in the economical, social and political development of different world countries. It stands as the base of all that to be achieved whether it is economical, social or political. It is the key of improving goods and services as well as



improving the productivity which we urgently need. It is a way to increase the level of recruitment, develop human resources and bring better levels of living to all individuals. Human resource is a productive factor which needs pre-investment of education. The specificity of work is regarded as an important factor of human development. Schultz (1961) noticed that education can be a generator of development. The development of expenditure on education indicates the importance given by countries to make human resource capital. A number of countries and governments have generously financed education especially higher education (2).

Knowledge Economy Definition: Knowledge economy is defined as the economy which is about acquiring knowledge, participating in it, using it, employing it, and innovating it, in order to improve the quality of life in all its fields by benefiting from a rich information service, advanced technological applications, using human mind as a capital and applying the scientific research to create strategic changes in the nature of economy. (3)

Elements of knowledge economy: the most important elements of knowledge economy society are:

1. Supportive social infrastructure.
2. Access to Internet.
3. Educated society.
4. Workers and knowledge makers who are able to inquire and connect.
5. Research and development system.

Statistics have shown the growth of information sector at the international level. Such statistics also show a shift from the industrial economy to a knowledge-based economy as well as a shift from production of goods to production of information. The artificial intelligence has become much important than money, materials and workers. The statistics of the UN have shown that knowledge economy occupies 7% of the World GDP, and it grows by 15% annually. The production, collection, processing and collection of information has become a major economic activity for many countries of the world, and the world is therefore moving towards a knowledge economy in which knowledge goods or information goods have become very important commodities (4,5).

The Role of University Education based on Knowledge Economy in Human Resource Development in Yemen

Despite the increasing attention given to the university education and the sector of education and learning in Yemen, especially since 2000 till 2010, such an attention, which covers different aspects of the educational process, it still suffers from a number of issues especially those related to knowledge economy. Such issues make it unable to face the needs of modern life in the light of the contemporary and future challenges that face the learning and educational institutions in the form of electronic revolution and technological development which bring change to life. Such changes call upon universities to respond. If the universities do not respond to such changes, they will become unable to cope with the development and in this way the gap between our country and the advanced world is widened(6).

The scientific and technological revolution will minimize the role of unqualified laborers as well as the qualified ones. It will maximize the role of experts and scientists who play the most important role in productivity. This indicates that the new university jobs will focus on research and the invention of new administrative and technological materials. This makes it necessary that education should emphasize on the technological and scientific training. It



should focus on providing the researchers and academicians with the basic information which is necessary for development (7).

The renewal of educational system in universities according to the most advanced educational systems approved by the advanced countries is the biggest challenge facing the Arabic world in general and Yemen in particular. But it is necessary for getting out of the slow development circle to the fast development one that brings about a sustainable development.

There is no doubt that any scientific development needs a deep understanding by the Arabic decision makers to be aware of the importance of university education and scientific research in achieving the programs of sustainable development. This awareness will absolutely give benefit to the process of making the developmental decision.

The Arabic world in general and Yemen in particular have a chance and challenge at the same time. The outcome is related to what we are doing now and will do in future. The future is not a place we are going to, but it is a choice we can make, depending on the way we invest our energies and how we can learn from the experiences of others. We can say that the future will be exclusive to the universities which will participate in employing and producing knowledge effectively in all aspects of life. Knowledge is wealth and power at the same time (8).

Findings and Suggestions:

Findings:

1. The traditional educational system may not help the basic economies without the modern (knowledge) and its ability to generate goods and services distributed online.
2. There is a relationship between development and generation of information in the age of information and technology. Investment in the field of information and Internet has become an important factor that increases productivity and job opportunities.
3. The cognitive capital has become the main resource under the knowledge-based strategy, creating an integrated relationship between customers and the market and organizing and managing the work.

Suggestions

1. There is a need for an integrated educational strategy and quality improvement in the light of the growth of the information sector at the global level and the relationship of this information to human development.
2. Developing the scientific research, information systems, and electronic commerce, under the strategy of heterogeneous education in its stages and concepts.
3. Enhancing the study of the computer and its advanced statistical systems in colleges and higher institutes, and to spread the use of the Internet to all students, especially postgraduate students.
4. Using information technologies and its electronic systems intensively and actively in research and in studies and strategic planning ... and establishing a qualitative management consulting center in this direction which provides its research services to customers from official companies and institutions.
5. There is an urgent need to enter into the knowledge economy and the development of human resources for the sake of creativity, innovation and cognitive skill, and to create scientific climates to achieve development.



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Cultural- Linguistic Code- Switching in Vijay Tendulkar's Translated Play: 'Kamala'

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Abstract:

The present paper aims at studying the linguistic and cultural code -switching in Vijay Tendulkar's translated Play: 'Kamala'. Translation is an important mode of literary communication. It is a bi-lingual activity. It is a process of retextualising the essence of the Source Language (SL) text to the reader of the Target Language (TL). It is not only an imitation of the text but a creative process in itself. The source writer, the translator and the readers are at the core of the translation. The translator plays a vital role in the translation process. In translation process some cultural codes and linguistic aspects of SL are untranslatable in TL. So code-switching takes place in translation. The code- switching is interested in syntactic or morphosyntactic constraints on language alternation. Alternately, studies of language acquisition, second language acquisition, and language learning use the term code switching to describe either bilingual speakers' or language learners' cognitive linguistic abilities. When speakers alternate between two or more languages, or language varieties, within the same conversation, it is known as code-switching. Sociolinguists use the term code to denote both a particular language and a particular variety of language. In code-switching the speakers shift back and forth between the varieties and languages they know. The present paper highlights the cultural linguistic code switching in Vijay Tendulkar's translated Play: 'Kamala' translated by Priya Adarkar.

Keywords: translation as a bi-lingual activity, a creative process, the Source Language (SL), Target Language (TL), cultural- linguistic code switching, Vijay Tendulkar, Kamala etc.

Introduction:

The present paper highlights the linguistic-cultural code switching in Vijay Tendulkar's translated Play: 'Kamala' translated by Priya Adarkar. 'Kamala' is Tendulkar's one of the best renowned Marathi plays translated into English.

Vijay Dhondopant Tendulkar (1928-2008) was a leading Indian playwright, movie and television writer, literary essayist, political journalist, and social commentator primarily in Marathi. Many of Tendulkar's plays derived inspiration from real-life incidents or social upheavals, which provides clear light on harsh realities. He has provided guidance to students studying "play writing" in US universities. For over five decades Tendulkar had been a highly influential dramatist and theatre personality in Maharashtra. He wrote plays, novels, short stories, screenplays, musical plays.

Cultural Linguistic Code- Switching in Translation:

The code- switching is interested in syntactic or morphosyntactic constraints on language alternation. Alternately, studies of language acquisition, second language acquisition, and language learning use the term code switching to describe either bilingual speakers' or language



learners' cognitive linguistic abilities. When speakers alternate between two or more languages, or language varieties, within the same conversation, it is known as code-switching. Sociolinguists use the term code to denote both a particular language and a particular variety of language. Incode-switching the speakers shift back and forth between the varieties and languages they know. Forexample, for Hindi/English bilingual speakers, a normal conversation would somewhat be as follows: 'How are you doing? Sab theekhai?'(Is everything all right?) (English-Hindi switch)

Types of code-switching:

Inter-sentential switching:

When code-switching takes place between two different sentences in the same conversation, it is called inter-sentential code-switching. This means that one complete sentence is in one language and the next is in another language during the same conversation. It is sometimes called "extra sentential" switching. For example, 'It might rain today. Sakalpasunasechvatate.(It seems so since morning) First sentence is in English and second is in Marathi.

Intra-sentential switching:

When the switching between two languages takes place within the same sentence, it is called intra-sentential code switching. The syntactic rules are from one language and some vocabulary in the sentence from another language. This kind of switching is called code-mixing. For example, 'I love to have bainganthat my sister cooks. The wordbainganis in Hindi that means brinjal , while the rest of the sentence is in English.

Tag-switching:

When the tag, a word, an exclamation/ interjection or a phrase, is in one language and the rest of the sentence in another language, it is called tag switching. The tags are like the emblems (symbol) which make the sentence bilingual. Thus the tag-switch is also called emblematic-switching. For example, 'Arey Deva ! It is very sad.(Here ,the tag is the phrase Arey Deva !which is in Marathi whereas the rest of the sentence is in English)

Cultural Linguistic Code- Switching in Vijay Tendulkar's Translated Play: 'Kamala':

The present paper highlights the linguistic-cultural code switching in Vijay Tendulkar's translated Play: 'Kamala' translated by PriyaAdarkar.In translation process some cultural codes and linguistic aspects of SL are untranslatable or hardly translatable in TL. So code-switching takes place in translation.PriyaAdarkardid not distort the original words, phrases,sentences of its SL (Marathi language as well as Hindi) while translating the play in English (TL) in order to maintain its originality without distorting its soul or original cultural linguistic aspects of the text of Tendulkar. She used several original cultural codes of Maharashtra or Indian language by applying code-switching. She switched fromEnglish to Marathi, Hindi languages while translating the play in English. She utilized all three types of code-switching- Inter-sentential switching, Intra-sentential switching, Tag-switching in her translation of 'Kamala'. It was written in Marathi and first published in 1981, which was translated by Adarkar and first published in English in 1995 by Oxford University Press. It was inspired by a real-life incident-The Indian Express exposed by AshwinSarin, who actually bought a girl from a rural flesh market and presented her at a press conference. By using this incident as a launching pad, Tendulkar raises



certain questions regarding the value system of a modern success-oriented generation which is ready to sacrifice human values even in the name of humanity itself. The innate self-deception is exposed dramatically by the playwright. At the centre of the play is a self-seeking journalist, Jaisingh Jadhav, who treats the woman, Kamala, he has purchased from the flesh-market as an object that can give him a promotion in his job and a reputation in his professional life. He is one of those modern day individuals with a single track mind, who pursue their goal unquestioningly. Jadhav never stops to think what will happen to Kamala after this exposure in the press conference. Tendulkar jibes at the modern concept of journalism which demands the sensational. For this he uses Kakasaheb, a journalist of the old generation, who runs a small paper with his own resources. He is an ideal, moral journalist in the contrast of this modern journalist, Jadhav. Kakasaheb edits a newspaper published in the vernacular, while Jadhav's medium is English, also helps to highlight the elitist nature of journalism practised by Jadhav. By introducing Jadhav's colleague journalists into the play, Tendulkar depicted the true nature of the rat-race that goes on in this milieu. Jadhav is a slave driver of women as he does not admit the freedom of Kamala as well as his wife Sarita to whom he treats as slaves.

Analysis of Code- Switching in Vijay Tendulkar's Translated Play: 'Kamala'

Inter-sentential switching:

Kakasaheb: 'Nahi re baba, I must return tomorrow'. (P-8) ('Nahi re baba'-Marathi to English-' No, man')
2. Jaisingh: (to Jaspalji) 'Why don't you come and see for yourself, yaar? Ekdam Id-kachand!' (P-9) (Hindi -yaar-dear friend 'Ekdam Id-kachand!' - Absolutely beautiful like the crescent moon, that is seen at the time of the Muslim festival of Id.)
3. Jaisingh: (to Jaspalji) Does Sethji know? Nahina? (P-9) (Marathi-Nahina?- question tag- Doesn't he?)
4. Voice of Harbans on phone: (to Jaisingh) ...a hundred percent sure? Achhabhai, thikhai. (P-19) (Hindi - Achhabhai, thikhai.-Good brother, okay.)
5. Jain: (to Jaisingh) Tuchup rah be! Sale, it was for this you wouldn't let me go inside to the toilet?. (P-27) (Hindi -Tuchup rah be! Sale, - Shut up rascal or Keep quiet rascal.)
6. Jaisingh: (to Jaspalji) Hello-Jaisingh here. Liked it. Did you? Bahutachhe. (P-37) (Hindi-Bahutachhe - very good.)

Intra-sentential switching:

1. Sarita: (into the phone) 'Hello? This is Mrs. Jadhav speaking. Namaste ji... Tomorrow evens at 6 at the Press Club? Achhaji.' (P-3) (Hindi: Namasteji- Hello, an expression of greeting, Achhaji- Okay)
2. Kakasaheb: (to Sarita) 'I tell you three quarters of the calls are phaltu.' (P-4) (Marathi- phaltu-useless)
3. Sarita: (to Kamalabai) 'Did Ramdev get the clothes from the dhobi?' (P-4) (dhobi-Marathi- laundryman)
4. Kakasaheb calls Sarita as 'Delhiwali', 'a girl from Mohitewada' (P-5) (Delhiwali -Hindi- Delhian, wada Marathi -a traditional mansion with large open space surrounded with a stone wall, castle like structure . a symbol of rich , traditional prosperous life style)
5. Jaisingh: (to Jaspalji) 'Hello Jaspalji, main Jaisinghbolreyae.' (P-9) (Hindi - main Jaisinghbolreyae- This is Jaisingh speaking.)
6. Jaisingh: (into the receiver) Jaisingh speaking. Is everything ready? Very good. Everything's fine here. Arre baba, all we have to do now is to put the bride in the mandap. (P-21) (Marathi, Hindi--Arre baba- hey friend, mandap-pandal)
7. Kakasaheb: (to Jaisingh) 'To say nothing of matka, gambling, illicit liquor -making... There are Harijans there-so there are injustices ..'. (P-22) (matka -Marathi - gambling, Harijans-Dalits)
8. Kakasaheb: (to Jaisingh) '- and every day they will bring me some fresh mal-masala from every nook and corner '. (P-23) (mal-masala- Hindi - hot content for



news)9. Kakasaheb: (to Jaisingh)'-This new journalism of yours ...is a vandhya-sambhog. '. (P-24) (vandhya-sambhog - Marathi - ,Hindi-infertile - coitus here it means 'fruitless, useless content for news)10.2.Jaisingh: (to Kamala) Chalo, Kamala. (P-26) (Hindi-Chalo - Let's go) 11. Jain: (to Jaisingh) But I salute this rascal, I tell you, bhabhiji... he is a maha rascal (P-27) (Hindi -bhabhiji - sister-in-law, here, friend's wife.Hindi -maha rascal - a big rascal) 12. Jain: (to Kakasaheb) Kakasaheb, your son-in-law showed us a terrific tamasha today. (P-27) (Marathi - tamasha - A folk art, stage form Maharashtra, India involving singing and dancing/ drama) 13.Kamala :(to Sarita) And so beautiful. Even our raja's palace isn't as beautiful. (P-33) (Hindi, Marathi- raja's - king's)

Tag-switching:

1.Kakasaheb: 'Haramkhor. What does he think...' (P-6) (Haramkhor -Marathi-rascal) 2.Jaisingh: (to Jaspalji) 'That's really marvellous. Achha then! (P-9) (Hindi-Achha- Good) 3. Jaisingh: (to Sarita) 'I said, chalo, let's buy her.' (P-14) (Hindi -chalo-Okay, let's buy her) 4. Jaisingh: (to Jain) 'Arre, we've had some unwelcome visitors,...' (P-16) (Hindi, Marathi -Arre-Hey- tag, used to call or address somebody to get attention)5.Jain: (toJaisingh) Sale, I said, only I know the truth. (P-17) (Hindi -Sale -brother-in-law, here it means bonhomie, used for friendin friendly manner)6. Jain: (to Sarita) 'Hi, Bhabhiji, mean,an English 'hi' to him, and a Marathi 'hai' to you.(P-17) (Marathi -hai -Alas! An expression of regret, sorrow) 7.Voice of Harbans on phone: (to Jaisingh) Arreyaar, I was just asking.. (P-19) (Hindi -Arreyaar -hey dearfriend)8.Kamala: (to Jaisingh) Haidayya!And me in this mess. (P-20) (Hindi -Haidayya!-O devi! - O Goddess!)9. Jain: (to Kamala) Wait. The best bit is still to come, kya re?.(P-29) (Hindi -kya re?.- question tag- isn't it?)

Conclusion:

Thus, PriyaAdarkar did not distort the original words, phrases, sentences of its SL (Marathi language as well as Hindi) while translating the play in English (TL) in order to maintain its originality without distorting its soul or original cultural linguistic aspects of the text of Tendulkar. She used several original cultural codes of Maharashtrian or Indian language by applying code-switching. She switched from English to Marathi, Hindi languages while translating the play in English. She utilized all three types of code-switching- Inter-sentential switching, Intra-sentential switching, Tag-switching in her translation of 'Kamala'. It is very difficult to translate, the above mentioned in the analysis, Hindi, Marathi Indian culture based words , phrases, tags , sentences into English she retained the same by utilizing code-switching.

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“The Role of Culture in Jane Austen's Fiction”

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Abstract :

Jane Austen is one of the most brilliant British writers who has illustrated fish culture in most of our writing works.³ Even though she wrote only just six novels, all these six novels are being highly praised and are very popular worldwide. They are so extensively popular that you will also find various world wild film adaptations and Fan Fiction which are totally based on them. All her six novels included sense and sensibility, pride and Prejudice, Mansfield Park, Emma, Persuasion and northern Abbey. Each of these novels has a film adaptation based on them and they are very much popular worldwide and has been known to immense contribution to the English literature. Through all these literature she has emphasized and brought English culture in the notice to all her readers and made it famous worldwide. Her fiction reflects a cultural ideology of community to an ideology of independent individuals.

The main aim of this paper is to demonstrate that speak to a male,female representation to certain social standards,Socio-Cultural values, concerning their life and culture.

Key Words:culture, fiction, society,British culture,feminism,etc.

Introduction :

Jane Austen is one of the most brilliant British writers who has illustrated fish culture in most of our writing works. Even though she wrote only just six novels, all these six novels are being highly praised and are very popular worldwide. Jane Austen was not very much successful when she was alive, then to her writing work is still praised and is being Highly popular in this modern culture as well. Many people have actually recognized her talent and her elegant style of writing the English literature which almost every time consisted of deep knowledge and would illustrate the human nature in such a beautiful way that you will run out of the timeless story to find such beautiful writings again. What makes this novel special is not just heard writing but her dedication towards her stories and the character and the attention to all the details that she brought to the culture and the lifestyle of each character .She also try to subtitle complementary and criticized her society and also appreciated the ever-present tumor which goes on in day to day life. Her novels are considered as greatest works of art especially when it comes to the English literature. It is true that Jane Austen never had the privilege to live a very extraordinary life as she was a daughter of a priest but without even much connections and money never married and took care of a brother's children and she continued to contribute towards the field of English literature through her writings and novels which even today has given great impact on the minds of the modern society.

We all know that literature is actually a part of a system of is that actually constitutes of a given culture and in Jane Austen's novel you were closely associated with the British culture which is illustrated strongly with the help of characters. Does we can see that the study of culture

³ "Jane Austen - Wikipedia." https://en.wikipedia.org/wiki/Jane_Austen. Accessed 20 Jan. 2019.



is actually similar to the study of literature as they both closely associated with each other.⁴ Jane Austen's novel is being strongly claimed for being studied in relation to culture from several angles especially in this modern society by modern readers. Her work mostly constituted of roles which are included in the modern culture which have also been saintly enjoyed in various popular renewed particularly in the field of television and film versions.⁵ In England especially during the summer of 1997, three new biographies were published and were given expensive importance in the eyes of media. The reason why Jane Austen's work is being recognised and is viewed with such a popular enthusiasm is because she actually never really left her own country and never showed any desired to do so and she also try to illustrate the upper class Georgian societies through her writings in her novels particularly which are considered as stop a particular early and extensively very much English in nature.

These novels actually intensely portrayed the modern British culture. Some of the characters show a kind of ethnocentric attitude which was illustrated by Jane Austen in her novels, which appeared to reflect the satisfaction which develops a sense of a strong spirit of regret for not being in England. You can actually observe especially in her novel Emma, where Frank Churchill has to reside abroad in order to escape from his side backs in his affairs of the heart, but eventually decides to exclusively reside in England oneself all difficulties are resolved. Her novels implicated that only the English characters can reflect true feelings of being a Britisher. Many of her heroines which included Elizabeth Bennet, Elinor Dashwood, Fanny Price, Annie Elliot. All these heroines are being deceptive as for in search of interview of superior moral and social values which is only been acceptable in British cultures and this is the only reason why they are been distinguished why most of the characters which are surrounded by them. It is also highly noticeable that almost all the critical opinions which are been taken by Jane Austen in her early writings. You can observe that she has said the entire fiction and made strict rules to describe the interaction within a very limited social setting which is based on our own observation. The Exclusive society that she portrayed in her writings are often situated in a very isolated ruler locations where the such small family could be described in good quality of details, she had made efforts in her writings to actually bring the isolated ruler culture in the eyes of her readers.

Jane Austen's novel illustrated everything natural which included all these situations, incidents were actually convinced anyone that all such phenomena can only be brought a writer who actually has left that kind of society and the manual that she had applied to her character is what actually delineates herself. The most compelling reason why people re-read Austen's work is the reflection of "Englishness" and Emphasis that is given on the culture and imperialism that is been brought to the society. Her novels actually brings out the positive idea of national identity which includes various values such as home, nation, proper order, manners, language and moral

⁴ "Jane Austen in popular culture - Wikipedia."

https://en.wikipedia.org/wiki/Jane_Austen_in_popular_culture. Accessed 20 Jan. 2019.

⁵ "What is the cultural context of Jane Austen's Pride and Prejudice in"

<https://www.enotes.com/homework-help/what-cultural-context-jane-austens-pride-prejudice-235127>. Accessed 20 Jan. 2019.



behaviour. This is the only reason why you will find the novel so very much fascinating when it comes to describing one's culture with such dedication.

The readings of these novels actually provide a good sense of a good kind of global interpretation which actually helps us to understand the British culture through their literature work in a more appropriate form. It is all the very much surprised as the short life that Austin left through was actually consisted of mostly the war period as during that time England was constantly at Voice with her, it actually was in Europe and was actually frequently threatened by the invasion of the napoleons. It is quite surprising that Austin would actually relate with the modern culture through her novels and thus was considered to be ahead of her own time. Shivraj a notice of all the readers and made them aware of the Revolutionary values which actually had swept across the entire Europe during her formative years when war was the only talk. The impact of industrial revolution had a great influence especially in forming of the structure of the society. (McKay, Hill and Buckler, 1983:780). As Perkin (1969) has observed, "the industrial revolution was no mere sequence of changes in industrial techniques and production, but a social revolution with social causes as well as profound social effects." She has worked hard and has actually presented all these Revolutionary values through her writings which was obviously a very big challenge for any writer to portray especially in their work.⁶

Mansfield Park is one of the writings of Austen novels which actually illustrates the set and global context. Also, her best writing which is the most popular novel and been recognized worldwide, the Pride and Prejudice is considered to be one of those novels which contain the least foreign reference, has the story actually take place background of frequent military movement which has actually created a problem on the affairs of the Bennet family.⁷ The importance of the military figure is that it creates the disturbance to the propriety of the polite society. However it is still surprising that even those Jane's readership had actually no need to be reminded of the events that were actually taking place at that time, however you won't find that Napoleon is being never referred to in her writings only way references were made to the term peace which actually and fat reduces the need for enlisting soldiers. In Pride and Prejudice, you were observed that English society actually appears to be very undisturbed by the upheavals which were taking place in Europe at that time which actually threaten the very existence of the privileged lifestyle.

Jane's use of free indirect speech and irony as a weapon for social commentary had actually created an impact amongst English novelist. This is the reason why she is being considered as the most influential and honored novelist of her time, especially when it comes to English literature. It has been observed that in modern culture her novels and personal life had been adopted into various dramatization, Hollywood films, televisions, and many professional theatres. Her storyline which is being observed in the novels are actually very much modernized

⁶ "(PDF) Englishness in Jane Austen's Novels - ResearchGate."
https://www.researchgate.net/publication/255988200_Englishness_in_Jane_Austen's_Novels.
Accessed 20 Jan. 2019.

⁷ "(PDF) Englishness in Jane Austen's Novels - ResearchGate."
https://www.researchgate.net/publication/255988200_Englishness_in_Jane_Austen's_Novels.
Accessed 20 Jan. 2019.



in their own way and this is the reason why they have all become so much popular at the end of 20th century and been recognized worldwide.⁸ All became Of Cultural phenomena and actually started spawning its own television series as well. This is the only reason why even in 21st century hard work is so recognized even after two centuries after her death her work is to inform and popular as she has actually Illustrator and portraits the social culture and cosplays through her writing which is actually very much relatable and very much culture oriented.

Jane Austen has particularly disrupted this society West usually is privileged and has also closely monitored their behaviors and her writings. All characters particularly discover add an individual's happiness can not actually exist separately from their own responsibilities towards others in society. She has always tried to mention through her writings that if we are fortunate enough to have a lot of privileges than it is also our soul Duty towards kindness and protections of the society those who are not able to get provided with such kind of privileges. One of the most important reasons why her novels actually fascinate so so much is that it actually appears to follow strict rules than our own and has been observed towards limiting its own behavior in the society. Eagleton(1996:16) claims that the modern sense of the word literature only really gets under way in the 19th century. The general features of literary works in the 19th century were concerned with class distinction, industry, democracy, art and culture. However, the social life in Jane Austen's England was not uniform and peaceful. While the privileged gentry and the nobility prospered economically and owned large lands, the underprivileged lower classes which mainly consisted of peasants and the jobless, were suffering from serious economic problems. (Copeland 1993:68)

Pride and Prejudice and Persuasion all very sensitive questions to the social status and has been seen to emphasize more upon the definition of polite society which includes all the excluded members of the society such as the professionals and virtual class and the Navy.⁹ Here you will observe that all the relations between all kinds of young men and women are being carefully monitored and has been very sensitively portrayed throughout the writing.

Conclusion :

Delamotte (1990:p ix) states that Feminism has been one of the most important forces in shaping our modern day society. Jane Austen, who is a cornerstone of the 19th century English literature is clearly a critique of assumptions about both gender and social class. Her beliefs and behaviours are based on feminism (belief in the political, social and economic equality of the sexes.) The reason why you will observe various dance scenes in her novels was that during that time dance floors were the best way for identifying romantic partners and used to promote courtship in partners and for testing relations amongst each other. Her novels actually share a lot of social and moral valuations amongst each other. Jane Austen was living in a time where novel reading has become one of the most fascinating modes of entertainment for the middle class but during that time the novel status was not that high because they are usually related to fiction and

⁸ "Jane Austen: social realism and the novel - The British Library." <https://www.bl.uk/romantics-and-victorians/articles/jane-austens-social-realism-and-the-novel>. Accessed 20 Jan. 2019.

⁹ "Jane Austen and social judgement - The British Library." <https://www.bl.uk/romantics-and-victorians/articles/jane-austen-and-social-judgement>. Accessed 20 Jan. 2019.



fairy tales Tales of adventure mystery which actually Turn out to become very much clumsy for the common readers. Through her writing, she has actually disrupted the culture of her time and had emphasized more on social values and social-cultural ethics which actually country in the growth and development of the modern society.Hence she focused on the life,manners and values of this socio-cultural segment.The landed country gentry provided her with various social types and a social context with middle class manners and their culture.

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Resuscitating Rhetoric: A Very Short Review of Rhetoric Persuasion

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Abstract:

Despite being potential of consideration as a literary critical school, Rhetorical Criticism is neglected or denied in Indian academia. The rhetorical theory in academics is confined to some departments of mass communication only. However, the theory, despite of the challenges from post-structuralism and reader response theory, is helpful in enhancing exploration of literary and non-literary modes of communication. The paper reviews the rhetorical tradition, explores the nuances between the old and the new rhetoric, and tries to find potentials to establish rhetoric as literary theory. The paper corroborates rhetoric with the Narrative Theory of Interpretation of James Phelan & Peter Rabinowitz.

Introduction:

The paper attempts to study and apply the theory of rhetoric & persuasion to the reading of literary writings specially, fiction. It understands that literary fiction persuades readers by using different narratological strategies as it is done in oratory. The study undertakes a survey of perspectives on rhetoric from classical era when rhetoric was concerned with oratory only to the modern times when rhetoric is looked upon as literary tool and function. According to Aristotle, (the function of rhetoric) is not to persuade but to see the available means of persuasion in each case. (On Rhetoric) Lucy, in her book, Postmodern Literary Theory: An Introduction observes: "Literature is a name bestowed on writing which exploits (rather than resists) the structural potential within writing for suggestions, ambiguity and error-a potential that most other forms of writing-in-particular (an article in a medical journal, say) strive to overcome." (124)

Defining Rhetoric:

Defining 2000-year-old tradition is not an easy task. The conceptual idea/s associated with the terminological and methodological description may help us in this pursuit. Some of the definitions are as follows:

According to Aristotle, "(The function of rhetoric) is not to persuade but to see the available means of persuasion in each case."

The modern rhetor who renovated the rhetorical criticism, Kenneth Burke in his Rhetoric- Old and New (1950), describes "A rhetorician, I take it, is like one voice in a dialogue. Put several such voices together, with each voicing its own special assertion, let them act upon one another in cooperative competition, and you get a dialectic that, properly developed, can lead to the views transcending the limitation of each." (203)

Kenneth Burke, one of the major advocates of rhetoric, in his, The Rhetoric of Motives (1969) asserts: "Wherever there is persuasion, there is rhetoric. And wherever there is "meaning," there is "persuasion." Food, eaten and digested, is not rhetorical. But in the meaning of food there is much rhetoric, the meaning being persuasive enough for the idea of food to be used, like the ideas of religion, as a rhetorical device for statesmen." (172-73) As cited above rhetoric is a



2000-year-old tradition. It has gone through different periods of time and has different understandings. It is therefore worthwhile to take a short survey of the tradition.

Old Rhetoric:

Classical rhetoric hails from the necessity of politicians and leaders for a good elocution. It called for the study of rhetoric. Ancient Greek thinkers attempted to develop systematic study of the field of rhetoric persuasion. There were professional teachers to teach the art of oratory and to write speeches for those who were not good orators. That resulted in manuals for good oratory. A group of professional teachers and philosophers of oratory known as Sophists documented the art of persuasion. The real criticism of rhetoric began as a response to this tradition of making weaker discussion look like a stronger argument with the help of art of persuasion.

Plato:

The first noteworthy study of the art of persuasion, rhetoric came from the master philosopher, Plato. Plato condemns rhetoric persuasion in his dialogue, Gorgias and Phaedrus. Whereas, Gorgias criticises rhetoric bitterly, Phaedrus tries to find correction in the same in an affirmative. Plato is sceptic about its epistemic validity & he also objects to its moral justifiability. He also denies rhetoric persuasion as an art. In his view, it is just a skill that would be acquired by practice and experience. He holds that rhetoric does not have any definite subject. And therefore, it does not follow any systematic body of knowledge. Hence, the rhetoric isn't an art. He believes that the oratory is practiced in the court and therefore the practitioners must be noble and sincere to deliver justice. The ideal rhetoric according to him is as proposed by him in the Phaedrus. The orator must be taught and trained in dialectic through which only he will be competent to perceive objective unity of the matter. The knowledge of truth must be obtained through dialectic. He also talks about the arrangement of knowledge and style of speech with organic unity of thought. He stresses on attainment of justice in a moral way as a duty of a rhetorician.

Isocrates:

He had not written systematic document but he, through his two notable speeches, namely, Against the Sophists & Antidosis, put forward his views about rhetoric. In a way he also criticised Plato in several cases. For him training in dialectic is not a necessary part for rhetoric. For him the idea of society and culture springs through our ability to communicate i.e. we become a society because we of the ability of persuading each other. According to him only cultured man possesses the ability to persuade, no barbarian believes in persuasion. And thus, rhetoric is associated with cultural enrichment. He disagrees with Plato in the view about Knowledge. For him, we are incapable of knowing exact, ultimate flawless knowledge. What we believe as knowledge is our opinions about the things surround us. And hence 'truth' does not exist. Any method (dialectic) to claim the truth is thus, false. He further argues that if rhetoric is misused, it is the fault of the person and not of the art or a teacher. Isocrates suggests more emphasis on subject content rather than style and language of the message. According to him, rhetoric should be looked upon a socio-political instrument for goodwill of the citizens. In difference to Plato's emphasis on knowledge, Isocrates prefer greatness of the subject.



Aristotle:

Aristotle forms a systematically developed study of the rhetoric. He calls rhetoric as antistrophe or a counterpart to dialectic. He advocates that dialectic method is important in discovering truth in theoretical matters whereas the rhetoric plays important role in practical matters. As the definition cited above reveals, the major attention of rhetoric is to find available means of persuasion. He insisted more on logical aspects of the process of persuasion. He identifies three aspects of rhetoric namely, Ethos (the character or credibility of the man speaking, good sense, goodwill & moral character), pathos (emotional appeal to the public). And logos (the kind of language used and reasoning with examples given). As far as logos is concerned it further explores into kinds of argument. Aristotle divide arguments into two kinds: enthymeme (syllogism in dialectic) and example (induction in dialectic). He further divides enthymemes into two kinds: positive & refutative. Examples are also of two kinds: showing particularly historical facts and invented by the speaker. A notable peculiarity of Aristotle's discussion on Rhetoric is that he classified types of speeches based on audience available. He proposed three different categories: Forensic (Judicial, for courts), deliberative (Political) and Epidemic (Ceremonial). Hence, Aristotelian discussion on rhetoric is remarkable study of the field because it studies all facets: speaker, speech and audience.

Cicero:

"Rhetoric is one great art comprised of five lesser arts: inventio, dispositio, elocutio, memoria, and pronuntiatio." He retained the five canons of the rhetoric given by Aristotle. However, his *De Inventione* his major thrust is on invention stage. *De Oratore* is considered mature Roman study about rhetoric. It is the dialogue between Antonius and Crassus. Antonius takes stand that eloquence can be learned through training in rhetoric while Crassus argues that it can't be learnt but it comes from innate talent, practice and in-depth knowledge of sophist tradition.

Quintilian:

"Rhetoric is the art of speaking well" or "...goodman speaking well.". Quintilian takes moral stand and focus more on the character of the speaker as well as the delivery of the speech itself. In his book *Institutio Oratorica* he asserts unlike Aristotle, the speaker must be good man with moral character not only in front of the audience. For this he recommended command over ethics, philosophy, and politics is essential. He retains the Aristotelian canons of rhetoric to be taught to the orators. Those are: Inventio (invention), dispositio (disposition, or arrangement), elocutio (style) and pronuntiatio (presentation), Actio (delivery).

The Renaissance saw some Aristotelian and Ciceronian work produced in this period. After that, rhetoric was mainly held as art of style and delivery only. It brought rhetoric a bitter criticism. Until the modern age thinkers like Burke and Booth revived it and brought about new dimensions of study of the field of rhetoric.

New Rhetoric:

Kenneth Burke:

1931: Counter-Statement: in which he views literature as not only an end in itself, but as a piece of rhetoric and of self-revelation about the author. 1945: *A Grammar of Motives*: dealing with the intrinsic nature of a work focusing on dramatism and the pentad, a grammar of five key



terms through which one can explain the motivation in symbolic action: act, agent, agency, scene, purpose, and sometimes attitude (manner).

1950: A Rhetoric of Motives: dealing with strategies for persuasion, esp. identification.

Wayne Booth:

1983: Rhetoric of Fiction: Booth stresses authorial presence in fictional narratives "However impersonal he may try to be, his readers will inevitably construct a picture of the official scribe who writes in this manner—and of course that official scribe will never be neutral towards all values. Our reaction to his various commitments, secrets or overt, will help to determine our response to the work." (71) He coined the terms like 'implied author', 'author's second self', 'unreliable narrator' etc.

James Phelan and Peter Rabinowitz:

2002: Narrative Theory: Core Concepts & Critical Debates: "We look at narrative primarily as a rhetorical act rather than as an object." (Introduction) Narrative is somebody telling somebody else, on some occasion, and for some purpose, that something happened to someone or something. "texts are not collections of free-floating signifiers but purposive communicative actions designed by some authorial agent" (33).

The old and The New

The study reveals the old rhetoric tradition delimited to the speaker, speech and audience. It appropriately examines the 'available means of persuasion'. However, the modern rhetoric views it as a natural communication process. The new rhetoric applies the philosophy of persuasion to the modern means of communication such as fiction and media.

Conclusions:

Rationality and reasoning:

It establish that rhetoric is not merely attractive use of language or a fraud. In fact, the detailed study of rhetoric enhances ability to identify frauds in communication and helps to appreciate or criticise in a better way.

Theoretical legacy:

The study shows that the field of rhetoric has a long tradition. Hence, it is theoretically acceptable and useful for the purpose of literary criticism.

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Issues and Challenges in Teaching English Language to Tribal Students Through E-Content

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Abstract:

English in higher education and education in general has been cracks and at the same time one of the fast growing language in India with the advent of Educational Institutes after liberalization globalization and Communication Technology advancement. Since the media based on power and internet technological sophisticated devices, the learning of English language and other has posed many shows issues, open new areas, challenges. The aim behind education, learning skills, the monitoring of individual students progress of student learning, issues related to practical and project, evaluation patterns, mode and no uniform and evaluation pattern are various issues need to be addressed and challenges behind e-Learning. The aim behind education, learning skills, the monitoring of individual students progress of student learning, issues related to practical and project, evaluation patterns, mode and no uniform and evaluation pattern are various issues need to be addressed and challenges behind e-Learning. The present paper discusses issues and challenges in Tribal community context.

Key Words: English, Teaching Media, Internet, Online courses, E-content- issues

Introduction:

English in higher education and education in general has been cracks and at the same time one of the fast growing languages in India with the advent of Educational Institutes after liberalization globalization and Communication Technology advancement. The language has grown immense importance in modern context. The policy decision of imparting English language among Indian students in heterogeneous Indian context which is multilingual with respective socio-cultural contexts has posed multiple problems in learning language. In the era of Technology and Communication Technology the recent decades has cast its positive impact on classroom transaction.

It is arbitrary to point here that the education has been the last field in the technological context to adapt new innovations, project through e-Learning, adoption of Technology but it is at the same time English department has been the first to use English language laboratory equipment to cassettes, tape record and subsequent computer assisted learning through softwares, websites applications and programs. In today's era of contemporary modern mobile technology, software application based learning pronunciation grammar word power of are more accessible through learning soft-wares. The foreign language learning software applications based on Android technology are easily available on the Google Play Store. The Google



classroom, subject related websites literature websites like online literature, BBC English learning have transformed the content and outreach and user friendliness of the technology.

The technological advancement and cheaper technology accessibility entirely transformed the English language learning concepts. The varsities collegeteachers academicians and stakeholders are aggressively including near the new technological equipment in teaching and learning. The content is to be transformed electronically from the source to the students. The entire electronic media through Android technology propagated form Google Play Store like Bussu, Duolingowhich have been most popular European language applications The googleclassroom introduction created communicative community and accessibility. The communication technology soft-wares have generated virtual groups to share common platforms. The visionary policy decisions in the context of user-friendly vacation, it serves where the students like the campus than classroom attendance. Today' youths are glued to mobile phones. The image MHRD ministry the minister of union government the Smt. SmritiIrani launchedMOOC courses on the platform SWAYAM. The same has scored the increase the outreach. The role of the teachers now has been turned from the teacher to facilitator.

The world around the student is informed and full of knowledge with Speed. The courses have tapped the advantage of Electronics and Technology and e-content based on internet platform.

Since the media based on power and internet technological sophisticated devices, the learning of English language and other has posed many shows issues, open new areas, challenges. The objectives behind English language teaching and learning skills are to develop four skills. But in this ICT based and virtual teaching and learning the monitoring of individual student, progress of student's learning, issues related to practical and project, evaluation patterns, mode and no uniform and evaluation pattern are various issues that need to be addressed.

The use of Technology put the active learning through classroom at risk. The virtual teaching of English content to bring four skills nullifies the drilling practice direct encouragement-e-learning text the charm of exposure to teaching, emotions, the feel of psychological stimulants, inspirations. The e-content, video content, websites are loaded vi information on internet and available through YouTube and other media.

The electronic media has certain advantages in the ICT based modern teaching learning concepts. It is faster and delivered to the users in quick moments. The e-content is accessible to the learners anywhere in the world and anytime. It has brought for the flexibility in learning Furthermore, the Swayam based MOOC Courses or online learning has removed the distance and prejudiced learning. The courses can be without interest opens wider audience students to any courses for the sake of knowledge. The students category to get nullified and promotes equality in user-friendliness. It's more secular in its accessibility irrespective of students' level, class, category and other social cultural classes.

The advantages are multiple and illusionary unlessrealized to the full potential so that the disadvantages limitations and accessibility hindrances nullifies. But the internet accessibility of computers, affordability of mobile phones are issues adequate relevant in outreach of this new advent. Still Indian tribal students are financially not so sound to afford internet facility, computers and costly smartphone mobiles. Although mobile phones based on 3G and 4G technology advanced but more in metropolitan, non-metropolitan cities, towns and accessible



villages well internet is accessible. But the knowledge of user friendly and some other students hasn't reached.

The issues of power in country like rural India are grave with frequent power-cuts. The tribal who are mostly first generation learners and educationally weak lack the knowledge of language basics from their schooling put the pressure to work on basics then remove on the subject related content. The tribal region is among the mountainous Western parts of Maharashtra located politically in Palghar, Thane, Ratnagiri, Nashik, Ahmednagar district where the ICT based technology yet to percolate in rural parts of district.

The tribal folks from these districts are financially weak. Their main subsistence crop is taken only once in a year and rest of the time labour. The weaker sections of tribal can't afford the costly mobile phones, data tariff packs and other infrastructure related equipment. All that have contribute to pose a challenge for the educational authorities' government, local government authorities, Agencies to uplift and develop a tree program.

The digital classrooms, the project based PowerPoint teaching is striking the changes in primary education these days. In the given context, faculty academicians are untrained to exploit these resources and generate e-content, video content, websites and applications. The faculties, teachers are of a drastic urgent need to orient to communicative Technology.

The ignorance about software, its applications, and its utmost utility has been hurdles. As per survey of the college students in tribal colleges, barely one to two percent students know about educational language learning applications on mobile phones. The application developed by MHRD Swayam platform in his third year of launch driven by very fragile figures. The enrollments are increasing for various courses in students' community, driven by popularizing efforts by MHRD, UGC and varsities. As well as college ambassadors to popularize these Swayam courses. Absence of awareness led tribal to get first and learning of language.

Limitations regarding interaction, limits the uses of technology. The virtual interaction removes personal touch between teacher and student. The emotive aspect, cognitive feelings are removed in virtual learning language. Tribal students who are weak in language acquisition far more removed from the source and the target. Since websites, applications, e-content are generated by experts who are either from India or abroad they are far away from trouble socio-cultural background either in most of the cases are foreign and technically sound, whereas tables are more prone to original heritage, social cultural and more over linguistic background. As per Tata Institute of Social Sciences research, the tribal are to be taught in their language. The International Public oriented soft-wares e-content developers take hardly note of them. This has posed furthermore problem in media and e-content learning.

The media and application based learning has very little space for learner centric teaching. Nay, it is developer centric than learner-centered. The student's individual problems, socio-psychological problems don't find any place in media based learning. The question-answers, doubts and problems in language learning and acquisition has very strict schedule and totally dependent on readiness of the tutor developer, course runner. Moreover availability of this equipment access has posed challenges to run switch language courses.

The success rate in tribal pocket in educational growth has been dismal. The English language and professional course learning are extremely dismal. The willpower, the sincere efforts of personals to bring about changing tribal education has been a challenge. The govt. and



non govt. agencies, the availability of human resources, the well-trained and technologically sound, faculty members are challenges in language teaching.

Thus the paper discusses the issues that are relevant in language teaching and learning in the contexts of media learning and acquisition of skills

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Internet as A Tool in Learning

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Abstract –

The world of Internet has driven all sections and fields of human endeavour. In today's world human beings are becoming more educated, more knowledgeable and faster. In the era of internet it is need to get proper use of internet in education. It is rightly said by Noam Chomsky, a renowned American linguist, philosopher, historian and social critic that, "it is easier to go to the internet than to go to library, undoubtedly. But the shift from no libraries to the existence of libraries was a much greater shift than what we have seen with the development of internet". The internet has immense potential to improve the quality of education, which is one of the pillars of sustainable development of the country.

Sources of researched data, study, technical skills and access to the internet are fundamental to achieve the vision of education for the future. It should improve the quality of education in many ways. It opens doorways to a wealth of information, knowledge and educational resources, increasing opportunities for the learning in and beyond the classroom. Teachers use online materials to prepare lessons and students to extend their range of learning. Methods like interactive teaching, blended learning supported by the internet enable teachers to give more attention to individual students needs and support in shared learning. Internet use is itself secular, this can help to reduce inequalities in education experienced by girls and women. Access to the internet helps the educational administrators to reduce the costs and improve the quality of learning in schools and colleges.

Key words – Internet, Education, Sustainable development, information, opportunities, secular, etc.

Introduction:

Education hasn't remain to a restricted area for those learners who are unable to attend school and colleges but online learning create a widen potential for those who wanted to learn language and literature in this technological world. Education is essential for all round development of the learner, so online learning is an end itself to bring perfection in learning. So for the progress of developing country and its sustainable development, the online learning education, it has long lasting impact on learning and its development.

Government has tried to offer the online education to all the learners of the country, this will help in some way in sustainable development of the country. Technological advancements have now made learning the English language and literature much more easy, useful and convenient. One technological advancement that has improved the learning of English language and literature is the internet this modern form of communication has opened the world to a whole new way of learning the English language and literature.

Research methodology–

The researcher has used his direct and practical experience in teaching English language and literature through resource like internet, laptop, websites, projector. At the same time the



researcher has used secondary sources like websites, the researcher used his observation, discussion with faculty members, educationists. The researcher has made observations, experiments with digital, ICT based technology, e-content as source for learning.

Objectives-

- 1) To negotiate online resources as a modern day technology in learning..
- 2) To encourage faculties and educationist to adopt policies towards making ICT tools handy.
- 3) To assess the learners in online learning of language and literature.

Learning Language through internet-

Today, the internet fulfils most of the teachers and students needs in language teaching learning. Teacher can teach language through internet by using various techniques while learner can learn the language by grasping the knowledge through it. It is beneficial to learner to learn language through internet. Learner can practice it over and over and this will help to overcome the shortcomings in language learning. This allows learner to make use of multimedia for learning. It includes videos, audios, interactive grammar correction tools, automation, chat boards. Teachers are finding that this technology is helping students to learn effectively and stay connected. It increases the retention ratio of students and correct mistakes before they turn into bad and embarrassing habits.

Learning literature through internet –

The study of literature through internet represents a new technique, which is more attractive compared to traditional books. It is very easy to search on internet and get the literary work. There are many websites are available on internet like <https://literary-devices.com>, <https://study.com>, <http://literarydevices.net> for the study of various literary devices. For the study of poems there are <https://m.poemhunter.com>, www.english-for-students.com for study of prose, fiction and drama there are websites like <https://www.gradesaver.com>, <https://www.sparknotes.com>, <https://www.cliffsnotes.com>, <https://study.com>.

The learner can use repeatedly these sites, whenever it needed. These websites provide ample of information and also new knowledge and new trends. Many websites has a kind of system that these can be directly connected to learners own study account or on emails and these websites send notifications to the learners on time, from this learner can save the data in his computer or the learner can save in his email or in study account. The learner can use these websites by simply creating an account by login to the websites. These websites provide a systematic way of study by giving options like study guide, literature essays, question- answers, online assessment, online texts and also analysis by various researchers. These help the student to widen the thinking area of his learning or the process of study. These materials are affordable and very effective that the learner can spend a little and get more information.

E – Learning –

In today's new technological world there is a new trend of online courses. This online courses are beneficial to learners in the sense that learner can do all these courses online from their home and with no time restrictions and flexibility.

SWAYAM - Study Webs of Active – Learning for Young Aspiring Mind. An online certification course is developed by ministry of Human Resource Development, Government of



India. These online course programmes provide opportunities for a life-long learning. This would help to researchers, students and make available various streams of knowledge and information. In this web learning learner can choose from hundreds of courses, and every course being taught at the University/ College/School level and these are offered by best teachers, resourced experts from esteemed universities in India. There is a special benefit to learner is that these courses are offered free of cost under this programme. The Universities and Institutions like IIT Bombay, IIT Madras, University of Delhi, University of Pune, Mumbai University, IIM Calcutta INDOU and such popular and other Universities and Faculty from foreign Universities offer courses in areas of Language learning, Literature learning, Humanity, Engineering, Education, Social science, Management and other essential subjects. Other online courses like Highway to English – by online studies.com, Google Classroom and Massive Open Online Course (MOOC) are available for language and literature learning.

These courses help in distance learning process. These courses may be patterned on a College or University course or may be less structure and at the pace of the students. These are short term courses, provide education that may enable certification, employment or future studies.

Google Classroom is a way of online learning. This manages teaching and learning with the classroom. This classroom helps students and teachers to organise assessments, develop collaborative studies and develop better communication. This helps to develop better coordination between students and teachers. Students can get assignment, notes online at home without attending actual classroom.

In this teacher can create classroom to manage the coursework. It is free for schools and colleges and it needed merely sign up for education and it has high security standards. Educator can track student's progress and more attention can be focused on giving learners constructive, personalized recommendations.

Application based learning- E-publishing –

Electronic publishing is an online publishing that publishes digital literary works and study material, e-books, digital magazines, notes are being published now a days. This is the development of digital libraries. Electronic publishing has become common in literary and language works; there are research journals on language studies and literature are being published online.

Language and literature learners can study through these tools by using compendium on internet. These new ways of study of language and literature enriches the knowledge of the learner. These can be studied by the tools like computer, laptops, tablets, kindle, e-reader, smart phones which are new technological way of studying language and literature.

There are digital bookstores in which online books, periodicals, magazines and journals are available. Electronic publishing is strongly associated with the distribution via the internet which is known as online publishing or web publishing. To study the language and literature there are E-publishing websites. These websites provide online books and study materials. The website <http://www.gutenberg.org> is an online book catalogue which provide over 58000 free online e-books. Learner can download it or can read them online. For reading these books learner need not to pay because it has no fees or registration. Worldcat is a union catalog that itemizes the collections of 72000 libraries in 170 countries and territories that participate in the Online



Computer Library Centre (OCLC) global cooperative, through which learner can access any library from his home and study the learning material online. There are open libraries to read online books, <https://openlibrary.org> the website there are thousands of books are available to study language and literature. Any learner can access the library and get study material through it.

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Cultural Slavery in August Wilson's Play: Joe Turner's Come and Gone

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Abstract:

August Wilson's Joe Turner's Come and Gone contains various themes such as identity, migration and existence of the African traditional religion among African Americans. In addition to this, it also contains various myths and tenets of Christianity. The cultural slavery of African American is most crucial issue of the play. Wilson uses the myth in order to expose the oppression of the African American culture.

Keyword: African- American

August Wilson's Joe Turner's Come and Gone contains various themes such as identity, migration and existence of the African traditional religion among African Americans. In addition to this, it also contains various myths and tenets of Christianity.

Herald Loomis is the protagonist of the play who is enslaved by Joe Turner. During the enslavement of Loomis, he is enforced to forget his cultural identity. It seems that the slavery of Herald Loomis was based on two major aspects, which are mental as well as physical. After seven years, he made free from slavery. However, his social and cultural identity was in crisis. When Loomis comes in search of his wife Martha to the Seth's boarding house, Bynum (Root worker or conjure man) introduced him African Traditional Religion. They developed antagonistic perspectives to each other. However, at the end of the play, it reveals that Bynum (root worker) is his director and guide in order to self-realization. Therefore, the role of Bynum has its own significances as a (root worker) conjure man. C. Patrick Tyndall puts:

Wilson uses his protagonist, Loomis, to clarify the connection between oppression and identity, using an old song and ancestral spirits to facilitate this understanding. When Bynum introduced, he and Loomis have antagonistic relationship. By the end of the play, however, it is clear that Bynum is actually Loomis's guide to self-discovery¹

Root workers or conjure men are vehicles to carry cultural heritage of African Americans. Bynum's character, throughout the play, promotes other character towards the realization of their root culture.

Almost all characters of Seth's boarding house are African Americans who have migrated from the South to the North. During the slavery days, they were enforced to accept other religious values and faiths. However, they preserve their African traditional religion. Their present is dark because of the hegemony of the whites over their race. In order to escape from the dominance of the whites, they try to reconnect themselves with their past that is Africa. Bynum is root worker who needs Shiny Man, who is self-sufficient as per Bynum's thinking. Bynum pays a dollar to Selig to find out his Shiny Man. However Selig does not find any shiny man. It means that the Whites cannot understand black folks and their culture. Bynum says to Selig, "You around here finding everybody how come you ain't found my shiny man?" (JTCCG, 211). Therefore, all characters in the play want to know their past Hayes Corlis Angela notes, "the



characters in the Holly boarding house are bisected as they try to navigate spirituality and their own past. They are trying to connect with their African ancestors.”²

Wilson incorporates various images and incidents of African traditional religion (ATR) as well as Christianity in order to present the racial experiences of the African Americans of the 1910s. The ritual of Bynum to kill Pigeons in the yard of Seth goes back to the roots of the African culture. Moreover, the juba dance was most famous and key aspect of African culture, which Wilson uses in the play. In addition to this, the ghost of Miss Mabel in the play also plays significant role to explore the African religious faiths. On the other hand, the faith of Christianity is also crucial aspect of the play. The shiny man and Martha Pentecost represent Christianity. Amanda M. Rudolph illustrates:

Throughout Joe Turner, Wilson used images related to ATRs. The rituals, the juba, the ghosts, and the shiny man all helped to define the African path. The shiny man and Martha also represented Christianity. As this dichotomy became clear, the triumph of one over the other was the only alternative for resolution in Joe Turner, ATR won.³

Although, there is struggle between African Traditional Religion and Christianity throughout the play, at the end of play Herald Loomis refuses Christian faith and emancipates himself by cutting his own chest instead of surrendering to Jesus. It is the victory of the African traditional religion over Christianity.

The significant example of African traditional religion in Joe Turner's Come and Gone is shown at the end of first act of the play. Reuben a boyfriend of Zonia tells her about the ghost of Miss Mabel who was the mother of Seth who told Reuben to release the Pigeons of Eugene, because before the death of Eugene Reuben promised him about the freedom of pigeons, however, in fact, he did not release them. Therefore, the ghost of Miss Mabel told him to free Eugene's Pigeons because if Reuben would not free them, Eugene would not walk toward proper place.

The conversation of Zonia and Reuben conveys the existence of ghost in the play. Wilson wants to explore the traditional African beliefs and consciousness of the African Americans. In this connection, Amanda M. Rudolph observes:

[A]ttenet of ATR [African Traditional Religion] is the appearance of Miss Mabel, a ghost, Reuben, who lives next door to the boarding house, lost his best friend Eugene when he died. Eugene asked Reuben to release his Pigeons after he died. Reuben kept the Pigeons, breaking the promise to the dead boy. Miss Mabel returns from the after world to tell Reuben he must release the Pigeons or Eugene will not be able to travel on to where he should be.⁴

The use of history, memory and metaphor are most significant characteristics of Wilsonian dramaturgy. In order to connect past with the present, Wilson uses “Bones People” as a metaphor. Bones people are the ancestors of the African Americans who died in ocean while coming to American as the slave. Loomis watches these people during his vision in the Juba dance guided by Bynum (a conjure man). Loomis says, “I done seen bones rise up out of the water. Rise up and walk across the water Bones walking on top of the water.” (JTCG,250). Bones people are ancestors of the African Americans and they have cultural and religious



relationship with them. Using the metaphor of Bones people Wilson connects the past memory of African Americans with their present. Harry J. Elam Jr., States:

Loomis's odyssey, his desire to stand and walk along with the bones people, symbolizes the need of African Americans to reconnect with their past and with each other, to renegotiate their perceptions of and relationships to history.⁵

History plays pivotal role while discussing the identity of African Americans. Although, the history of African American culture is in the form of music, dance, and myths it is useful to promote their consciousness as the African Americans. Wilson, therefore, uses history in order to examine the experiences of African Americans. Harry J. Elam states, "A central concern for Wilson throughout his cycle is examining how "Africanness" becomes historically manifest in African American experience and identity."⁶

The migration of African Americans at the outset of the 1910s is most leading thematic concern of Wilson's Joe Turner's Come and Gone. After the abolition of slavery in the U.S., the South property owners harassed the black population. Hence, they preferred to migrate towards the North in search of industrial job and opportunities. Anderson Douglas notes in his article entitled saying Goodbye to the past: Self-Empowerment and History in Joe Turner's Come and Gone regarding the scenario of migration in Joe Turner's Come and Gone. He notes:

Joe Turner's Come and Gone appropriately treats a transitional phase in African American history. The great migration over a period of twenty years, from 1910 to 1930, some one and a half Million African Americans, a sixth of the nation's black population, left rural and Urban areas of the South for industrial cities of the North – New York, Chicago, Philadelphia, Detroit and the city that is the setting for August Wilson's play, Pittsburgh.⁷

Wilson's present play explores the predicaments of African Americans who migrated to the Northern cities of the U.S. Especially the cultural suppression of the African American.

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Culture Based Problems in Teaching English

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Abstract

The term 'multiculturalism' has multiple meanings and implications within the context of sociology, of political philosophy and of colloquial use. It is inevitable in this world of information and technology, communication and connectivity, globalization and liberalization. The world is becoming a multilingual, multiracial and multicultural global village. The aim of this paper is to identify some of the culture-based problems in the area of teaching English language and literature in Indian context and suggest solutions wherever possible.

In the world of ICT (Information and Communication Technology), there is a huge paradox emerging in our lives. On one hand there is an easy and instant connectivity across the continents turning the whole world into what Marshall McLuhan calls a 'global village' where people from all caste and creed, region and religion live together happily. And on the other hand our next door neighbour is like an alien to us with whom we have nothing to share except an apartment wall.

Classrooms are increasingly becoming multicultural, and this leads to new challenges for teachers. Teachers have the added responsibility of leading students through this unfamiliar territory towards the achievement. The Oxford Companion to English language (1996) defines 'multiculturalism' as the co-occurrence of many cultures in one area. The term 'multiculturalism', however, has not been used only to describe a culturally diverse society, but also to refer to a kind of policy that aims at protecting cultural diversity. Prof. Dr. Dominic KV (2014) is of the opinion that Multiculturalism is the state of co-existence of diverse cultures. Culture includes racial, religious, linguistic, etc. which may have differences and distinctions in customary behaviours, cultural assumptions and values, patterns of thinking and communicative styles. Multiple cultural traditions exist in metropolitan cities like Mumbai, London, New York etc. Multiculturalism is recognition of the diversity of cultural differences which exist in a pluralistic society and on endorsement (general agreement) of a society in which individuals of all cultures are accepted and respected. In a sense, multiculturalism is a unity in diversity and India could be the best example of it where people from different caste and creed, region and religion, language and bondage, morals and ethics live together.

Multiculturalism in English language and literature is an interesting phenomenon. Language has many functions and one of them is to preserve and transmit from one generation to another. In India, we learn English to have knowledge of English society for a better cultural understanding. In fact, language and literature are interrelated and interlinked; we cannot understand literature without language. Most of the times students as well as teachers fail to understand implications and cultural connotations. Teaching English literature without firsthand experience here in India where English is second language is problematic. e.g. 'Daffodils' by William Wordsworth has been taught over years but neither teachers nor students have ever seen a daffodil, a flower. At least a picture of daffodils should be shown to the students. Let me cite another example to clarify this point.



- George : Have you been to no.10?
John : Yes, I have been to.
George : What happened?
John : He did not meet me.

This is a successful dialogue between the two native speakers because both of them shared one nation, one culture, one context and above all one language right from the childhood. Both of them know the meaning of the expression i.e. No-10 (official residence of the British Prime Minister). Thus the natives do not have problems but Indian learners may not understand implications.

The Indian learner learning English faces several problems which are not only linguistic in nature but arises from cultural difference. E.g. look at the following conversation.

- A : Would you like to have tea?
B : No, thank you.

The Indian learner is most likely to say 'No' without adding 'Thank you' to it because of his cultural background. This way of responding does not exist in his vernacular. The same is applicable to how are you? I am fine, thank you. Indians, most of the times, do not say thank in such contexts and if at all they do, it sounds artificial and unnatural.

Multiculturalism is an inevitable phenomenon either in the form of a problem, a solution or a challenge. Cultural obstacles lead to several problems Indian learners face while studying literary texts. Interpreting and understanding a conversation from literary texts is, by no means, an easy task for learners. Indian learner finds more comfortable with Indian English literature rather than British or American literature. And therefore instead of making our students wrestle with the text like 'The Scarlet Letter by Nathaniel Hawthorne', we should prescribe the text in which our students are comfortable. So prescription of non-native literary texts seems to be a practical solution.

We believe that we cannot study English literature without studying English culture (Marathe at al: 1993). The learner learning English as second language may grope for the meanings of expressions like:

- a) An approved school : which means: school for criminals
- b) Magnet school : which means: school offering extra classes
- c) Repeaters : which means: Guns

The non-native learner is likely to take expression otherwise.

- a) An approved school : which means: A granted school
- b) Magnet school : This means: the school that fascinates.
- c) Repeaters : This means: students facing exams once again due to failure.

Culture specific features of English literature create the problems of interpretation; therefore, there is great need to prescribe literary texts which are culturally relevant and interesting to the students. Moorthy's mother in 'Kanthapura' by Raja Rao announces 'leaf is laid' the utterance represents the Indian tradition of eating food on the banana leaf. You can have another example of this kind. We prepare a dish full of variety food-items and put the same on the terrace /roof expecting crows, the incarnations of their ancestors to come and eat. The entire incident may not be fully understood by native speakers of English. We Indians understand all this because it is a part of our culture. In Europe it is very customary to kiss while greeting. We cannot dare the same in India, if at all we try to do so, there will be dire and drastic consequences. India is, no doubt, a multilingual and multicultural country and we have to decide



our priorities whether to study English literature or to acquire good command over English which is the need of the hour. The best way is to make our students study Indian writing in English or Indian literature in English translation.

We have stepped in the 21st century of global competition. We have to talk to the world about our ways of life, our culture, our languages, our literature, our philosophy, our views, our history and our mythology. We need English for this very purpose of telling the world outside about ourselves (krishnaswamy 1994). We have to accept whether we like it or not, modify English to serve our communicative needs. We are bound to talk about lighting a holy lamp in the beginning of a function, performing puja in the morning, seeing a girl, making bhajees etc. When Indians read, write or speak English it won't remain the Queen's English (Mahasweta Devi 2002) some kind of hybridization is bound to resort. Indian writing in English is very rich source of an authentic data on multiculturalism. For example in 'Train to Pakistan' (1967) by Khushwant Singh, we see exchanges of cross cultural greetings. The following two characters consider and respect for each other.

Salam chacha Imam Baksh salaam
Khair Dina salaam, salaam
Sat Sri Akal Lambardara, sat Akal
Answered the Muslim

The first part of exchange tells us that the addressees are Muslims, the second part that the addressee is a Sikh. It is a Sikh who uses Muslim greetings to welcome the Muslims and it is the Muslims who use Sikh greetings to welcome the Sikh. This exchange is really a very good example of religious tolerance.

Indian English has typical features of its own due to the linguistic and multicultural pluralism in India. Bi/Multilingual, the use of two or more languages, is a typical characteristic of present day societies. Celebrities, generally, use this kind of multilingual expressions. No Urban community is genuinely monolingual. Alternative use of two languages i.e. code switching is integral part and parcel of multiculturalism.

To sum up the topic, I would like to say that multiculturalism is the modern way of living that requires the ability on the part of any modern person to understand, respect and interact with members of different cultures, different races, different ethnic groups and different nationalities. One's education is incomplete unless one learns theories and skills of multicultural communication which is essential for success in business, politics and even in social life.

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Sense of Alienation of Diasporic Characters in Lahiri's Hell-Heaven and Unaccustomed Earth

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Abstract:

In the light of post colonization migration speedily crosses boundary and it leads severe issues like position of migrants, nagging sense of nostalgia, cultural differences, assimilation, and multiculturalism, cultural loss ,homeland memory and a sense of alienation. A few veteran Indian writers have caught public eyes through depiction of migrants' issues. Jhumpa Lahiri is a second generation writer of Indian diaspora, prominently narrates plights and agonies of Indian migrants and paints their diasporic vices in her works. Her second short story collection, Unaccustomed Earth offers diasporic world of immigrants. This research paper strongly analyzes not only tormented life but also feels a sense of alienation of Lahiri's characters. The second short story collection is hallmark of Indian diaspora and it presents problem of assimilation and uprooting.

Keywords: migration; diaspora; a sense of alienation; homeland memories.

A group people often cross the boundary in hopes of better education, employment and stability but sometimes it is merely a result of forced migration. The migration more or less raises several issues before migrants, refugees, asylum seekers or exiled. Actually the picture of migration is vividly seen in the writings of many Indian diaporic writers whilst Lahiri enumerates voices of Indian immigrants in her works. She has written prolific books and her second short story collection is much enduring for mapping the alienation of Indian immigrants. She portrays characters from the angel of diaspora and finds out the diasporic sensibility of her protagonists. She explores the diasporic alienation of Aprana from Hell-Heaven and Ruma and her mother from Unaccustomed Earth. Diasporic community indeed faces problem of assimilation when they come in the vicinity of alien land. The same picture is also taken up by Jhumpa Lahiri in her two stories; Hell-Heaven and Unaccustomed Earth. Lahiri depicts diasporic sensibility of her protagonists.

The first fruit Unaccustomed Earth is about Roma, married Bengali lady lives in America with her husband and her son. She takes responsibility of her father after the death of her mother. The opening paragraph clearly exhibits that her father retired from pharmaceutical company and starts his foreign tour with visiting France, Holland and Italy. In the absence of her mother Ruma strongly takes stock of her father's location trough watching "the news in order to sure there hadn't been a plane crash anywhere in the world" (3). The story talks about human relations,



marriage and alienated life of Indian migrants'. Ruma feels a sense of alienation in diapsoric world. It can be vividly seen after the burial of Ruma's mother because for Ruma "her mother who would have been the helpful one ,taking over the kitchen ,singing songs to Akash and teaching him Bengali nursery rhymes ,throwing loads of laundry into the machine"(6). Everything was fair in the presence of Ruma's mother and the home was united. Her mother used to look after her husband and her children. She would sing Bengali rhymes and pass cultural values into her grandchild. She would cook Bengali food and transform Indian customs into her children. She couldn't forget her mother and Ruma stuck down in alien land and lives in dilemma. Ruma was pregnant again meanwhile her husband on his business trip thus a crucial problem regarding upbringing of her children comes on the surface. She does not believe that to find someone to care for her child in a strange place. Though Adam was taking all steps to please her however Ruma was unhappy. Her diasporic alienation is perfectly projected in the following lines:

"Adam was doing everything in his power to make Ruma happy
, But nothing was making her happy" (7).

Ruma realizes and feels the pangs of alienation and loneliness of her mother as an immigrant and she also comes know about the homeland heritage through her mother. According her father Ruma has much resemblance to her mother and Ruma s father finds that tormented life of Ruma in America as her mother did. Ruma, though comes under the influence of Amercian life style, she has no exception about alienated life. Narrator exhibits some other dominions of her alienated life. Lahiri presents loneliness of Ruma in the following lines:

Like his wife, Ruma was now alone in this new place,
Overwhelmed, without friends, caring for a young child."(40)

Rightly A.J. Sebastain points out the diapsoric sensibility of Lahiri's characters as:

"They are become strangers in their own worlds and have to fend their own survival in diaspora"(92).

In Hell-heaven Lahiri narrates the diasporic experiences of her characters and feel their pangs of alienation. The story is about Mrs. Aparna, Bengali married lady who lives in America with her husband and her daughter. Shymal Das Her conjugal life is not happy as per her confession meanwhile she comes across Pranab Chakraborty, a Bengali young man who becomes very familiar with her family. With the arrival of Pranab Kaku in America there was a change in life of Aparna however narrator's mother is not much happy in host country and even she does not immerse into this culture and her desolate life in America is come on the floor. She hates American life style and on the other hand she was transforming her homeland culture into her child and very notoriously she looks after her husband and child around the clock and she would pass out whole day by watching soap operas and as a consequence she touches a whiff air of alienation and it is spoken clearly in the following lines:

"Her only job, every day, was to clean and cook for my father and me.

We rarely went to restaurant, my father always pointing out, even in cheap ones, how expensive they were compared with eating at home.

When my mother complained to him about how much she hated life in the suburbs and how lonely she felt." (76)

After arriving in America Aparna would spend her time within the apartment and Usha finds her mother with her purse and trench coat. Her life is much wrecked and



desolated though she lives with her husband and her daughter. This story is primarily concentrated on dark diasporic journey of Aparna and her relations with Pranab Kaku and isolated world.

Conclusion:

In summation it can be said that despite leaving under the shadow of foreign land and facing cultural problems Lahiri's characters live on the sleeves of home land culture and at the same time her protagonists become alienated and two short stories pass on a message to readers about migration leads unbeatable woes to migrants.

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Journey from Gender Segregation Towards Empowerment in Mahasweta Devi's Selected Short Stories

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Mahasweta Devi's short stories signify the position of women from the marginalized sections of society. The world of her short stories is that of the exploited and the dehumanized. Here sexual exploitation combines with class and caste subjugation to relegate the woman to the lowest rung of the village hierarchy. She essentially reduces the hierarchical structure of Indian society into two stark and rigid categories, the dominator faceless and unchanging and the dominated -helpless, writhing and increasingly stripped of identity. In the short stories such as " Rudali ", " Draupadi " Stanadayini (The Breast Giver) and " Sanjh – sakaler Ma " reflect these facts.

Mahasweta Devi in her dual role of narrator and documenter, de – sentimentalizes both. As an activist and writer, she achieves her purpose of replacing the normative urban perception of the eternal Indian village as unchanging, peaceful, nourished by tradition with her insider knowledge of rural Indian as a center of oriental despotism. This despotism is further nurtured by a religious system that feeds on the fear and superstition of the poor and illiterate and keeps the lowest classes within the Hindu hierarchy prominently impoverished and subjugated. This is seen in "Rudali" when the ganju – woman Sanichari's family members die one by one. The exploitation by various priest leaves her little time to grieve. These women face gender segregation and sexual exploitation in addition to the usual caste and class subjugation at the hands of the dominator class and reducing them to the very bottom of the social pile. The author mentions in her several stories that women migrant laborers work more within the landlord's house and in his fields for lower wages than their male counterparts and become easy victims of the landlord's sexuality. The female bonded laborers in Rudali are used by landlords as mistresses and then caste off, leaving them no means of livelihood other than prostitution. In the story "**Draupadi**" the black tribal girl Dopadi faces repeated gang rape in the police station to cow her into confession regarding naxalite hideouts and identities of comrade.

The present paper aims to show how these women facing class, caste and gender segregation emerge from the very bottom of the social hierarchy to begin their journey to wards empowerment. The weapons they use in their struggle are those that the Establishment uses to subjugate and exploit them Tears in Rudali, breast milk in Stanadayini, a black naked unarmed gang-raped body in Draupadi, a mother goddess image in Sanjh – Sakaler Ma are used by these women to reverse the underdog status imposed upon them by establishment hegemony. These weapons are need based and situation – oriented. Though this is a journey towards female empowerment, Mahasweta Devi consciously dissociates herself from the term "feminist "to describe this struggle. There are several stages in this struggle and several social psychological and physical milestones achieved by these women initially in denial of, and later in defiance of the establishment that exploits them.



Denial and deprivation are the eternal prerequisites in the story of the rural dispossessed. The opening sentences of the story “**Rudali**” firmly fix Sanichari in this irrevocable frieze:

“In Tahad village ganjus and dushads were in the majority Sanichari was a ganju by caste. Like the other villager, her life too was lived in desperate poverty..... Her mother-in-law used to say it was because Sanichari was born on an inauspicious Saturday, that her life was full of her suffering To herself she would say- huh! Because I was born on and named after a Saturday, that made me an unlucky daughter-in-law. You were born on Monday – was your life any happier?”¹

Sanichari is a bonded laborer toiling endlessly in the landlord’s fields for a handful of sattu to repay a minor debt. One by one she loses every member of her family, her in-laws, her husband, even her beloved son Budhau. Her daughter-in-law runs away in search of green pastures and ends up in the prostitution. Her grandson escapes from enforced labor to the city. She does not cry. Life and its grueling struggle for survival do not leave her the time or the tears. The deaths plunge her deeper into debt with the landlord to meet the funeral expenses. As she tells Dulan her Ganju mentor;

“Cry? Me? Don’t you Know? I can’t shed tears. These two eyes of mine are scorched”² Dulan’s answer sets her firmly on the path towards female empowerment:

“Buddha’s Ma, I’m not asking you to shed the tears you could not shed for Budhua. These tears are your livelihood- you’ll see, just as to cut wheat and plough land; you’ll be able to shed those tears.”³

Sanichari and her friend Bikhni become rudalis professional mourners, mourning the unmourned dead of the land lords for money. They are thus ultimately able to reverse the dominator- dominated predator-prey roles within the village hierarchy. With the crafty eye of the subaltern, Dulan has spotted and nailed down the inherent weakness of the landlords as a social class, and engaged Sanichari to exploit it. “Amongst us, when some one dies we all mourn amongst the reach, family members are too busy trying to find the keys of the safe. They forget all about tears”⁴ Yet decorum and social prestige demand tears at a funeral and here is where the role of the professional mourner becomes necessary and the rich compete with each other for more and more money spent on hiring the services of the rudalis. Sanichari and Bikhni become the lead mourners in demand at every funeral scouring the market for news of the terminally ill, increasing their demand for food, cloth as mourning garb. They become more and more innovative in their mourning rituals fixing their rates for shading tears, beating of breasts rolling in the mud. They expand their community to include the prostitutes, who are not the separate class, but only the cast off mistress of the landlords. They acquire money, class and status in the hierarchy of the newly emergent power-structure. Sanichari is the pishident of the rudali- Randi union, is addressed as Huzoorin by the whores of the randipatti, given a cup of tea a biri and a mora to sit on and hospitality when she goes there to engage them in her band of rudalis. Empowerment has also brought about an attitudinal change in Sanichari. Hither to submissive, inhibited and trampled on by life as contrasted to the more aggressive and defiant Bikhni, She sheds her fear of social criticism and her despair and is able to manipulate circumstances for her own survival after the death of Bikhni. In the last scene, these black clothed mourners take over the bloated and rotting body of the landlord in a symbolic gesture of victory, having shoved aside, the gomastha to shed tears over lost opportunities. Their mouning robes, flapping like the wings of black scavenger birds over the dead their howl of grief becomes a howl of triumph. A



young prostitute leers and winks at the landlord's nephew over the corpse, the same nephew who has helped reduce her to prostitution. This makes it a journey of social, economic and sexual empowerment.

We see here the commodification of tears, the only item which life-long tragedy and deprivation has blessed the *Rudali* with plenty. Tears in "*Rudali*" have the same earning capacity and exchange values as breast milk does in the story "*Stanadayini*" (Breast Giver) and the mother goddess image in *Sanjh- Sakaler Ma*" In *Stanadayini* (Breast Giver)" a poor woman *Jasoda*'s repeated gestation and lactation is put to use to earn money, taking advantage of the unwillingness of the women of the landlords family to nurse their young. A patriarchal society's reductive image of woman as mere womb and breast is put to use to acquire money and status for *Jasoda*. By the end of the story *Jasoda* is equated with her mythical counterpart and therefore becomes the universal mother, mother goddess, God incarnate. As *Gayatri Chakravorty Spivak* puts it. "The milk that is produce in one's own body for one's own children is a use-value. When there is a superfluity of use- values, exchange values arise. That which can not be exchanged"⁵

The story reverses Marxist Feminist thematics of the subordination of women by the wage-earning capacity of men, by making *Jasoda* the only wage earner for her family through the only means available to her. In *Sanjh- Sakaler Ma*," a beautiful young widow gains security, subsistence and power by casting herself in the role of a mother Goddess in the village with no more than a trident and a bit of red cloth around herself.

In the story "*Draupadi*" the tall, black, statuesque body of the tribal girl *Dopdi Mejhen* is battered and broken by the repeated gang-rape at the local police station after the *Senanayak* orders the use of sexual assault as a weapon against the destitute for their demand for access to village water resources *Mahasweta Devi* universalize her predicament by equating her to her mythical counterpart. *Dopdi*, however, remains unbroken. Next morning, when summoned to the *Semamayak*'s presence, she tears up her clothes and refuses water to wash her wounds. Tall proud and naked, with a half smile on her bloodied lips, breasts and genitals torn and bleeding , she walks slowly out to meet the horrified *Senanayak*. As she edges closer and closer pushing him with her breasts, she strips him of all rank and power of his manhood itself with a single query she asks

Marad Tu ? "(Are you a man?)

Why should I cover myself?" There is not a single Man here before whom I should be embarrassed to stand naked"⁶ And she chooses his spotless white shirt to spit a mouthful of blood and broken teeth. And the story ends with *Mahasweta Devi*'s statement. "For the first time the *Senanayak* experienced fear terrible fear in front of an unarmed target."⁷

Throughout the story "*Draupadi*" the male genital organ is equated with the muzzle of the gun as an instrument of power Disempowerment of the agents of patriarchy is indicated through the castration image woven into the fabric of the text. Army men in olive green fatigues hidden in trees to capture *Dopdi* using her dead husband *Dulna*'s body as bait, suffer excruciatingly painful ant bites in their genitals. Fear of *Dopdi* and *Dulna* causes the diabetic *Senanayak* to urinate repeatedly. The lack of knowledge of the forest and its tribals, the inability to fathom its Neanderthal darkness, the fear of the guerrilla weaponry perfected by these tribals the incomprehensibility of the tribal war cry" *Ma-ho*" are problems which the army is not readily able to solve. Whereas at the end of "*Rudali*" *Sanichari* emerges as one able to manipulate the system that threatens to destroy her, *Dopdi*'s utter fearlessness itself renders the victimizer



powerless to destroy the victim. These are the climatic journey towards empowerment of women.

An important instrument of victimization within the established hierarchy of dominator and dominated is the defacing of identity. The dominator establishes himself, his value system and his culture as the 'norm' thereby reducing already marginalize social groups to a state of distanced" otherness" In Mahasweta Devi's stories the effort to re-establish identity by these marginalized sections is in defiance of the establishment attempts to destroy all distinctive characteristics of these individual social groups and compound them into one anonymous mass. In the story" Draupadi" the author uses the motif of blood as an important symbol of tribal identity. Dopdi Majhen has in her veins the true, undiluted black santhal blood of Champabhumu. The tribal elders protected the chastity of their women and the purity of santhal blood with poison-tipped arrows. A full- blooded tribal never betrays his tribal identity and Dopdi is proud of her santhal blood when somai and Budhna, her clansmen do turn police informers and betray her, she is neither surprised nor ashamed. They were bastards fathered by American solders during the war. The blood purity diluted and thus they are albinos to tribal culture. She herself swears an oath to her dead husband, whom she loved more than her blood Mahasweta Devi uses the term" raktadhik" to describe her love, rather than the usual epithet "pranadhik" she would allow herself to be captured or killed rather than betray her naxalite comrades thus though entering the forest which she knows as well as the back of her hand would have saved her life she tries to warn her comrades to change their forest habitat and allows herself to be captured

Sanichari and Bikhni on the other hand are law cast Ganjus; product of an agrarian culture as opposed to the forest- related one of the tribal's. Their identity is reinforced through their irrepressible dreams of domesticity in defiance of social, economic and emotional pressures. As opposed to Dopdi and Dulna, who have consciously rejected domesticity in a reassertion of their nomadic tribal culture, Sanichari and Bikhni dream of a hut, of painting picture and designs on the cowdung coated floor, of growing chilies and vegetables in the courtyard. Sanichari dreams of a wooden comb for her hair, new shellac bangles from the fair in her youth. Life denies her, widowhood shatters her bangles and washes away the vermilion on her forehead. She dreams again this time of a peaceful old age, sitting in the winter sun with a bowl of sattu and her grandson's company.

To the marginalized sections of society facing social and cultural segregation, the community and its strong bonds offer important survival props. In "Rudali" when sanichari's relatives die one by one, the Ganju community rallies round her. Dulan establishes himself as her mentor, offering job opportunities a woman offers to breastfeed her motherless grandson. Another sells her vegetables at the village fair. Prabhu Ganju offers to shift her hut into his compound for her safety. Mahasweta Devi makes a conscious statement; "In order to survive, the poor and the oppresses need the support of the other poor and oppressed. Without that support, it is impossible to live in the village even on milk and ghee provided by the landlord."⁸

At the end of the story, Sanichari repays the generosity of the community by expanding its boundaries to include other deprived sections, the prostitutes of the rudalis. These female networks are built up through the implementation of essentially female attributes and occupations and help to establish an identity that is in contradiction to the establishment as well as the outlines of their own social units as defined by their men folk



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Internet: the Modern Genie for The Study of Literature “The Internet As Aladdin Ka Diya

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Abstract:

The adventurous tale of Aladdin and the genie has been a constant source of wonder and fascination for centuries. The search engine named Google has appeared to be that Genie of the Legend which now fulfils his master's search-wishes within a fraction of second. All we need to do is to type the required word and within the blink of our eyelids, our desired destinations are flashed up before us. Needless to say, the Internet is rightly hailed as the wonder lamp of Aladdin - which is ready to serve us at the 'single click of a button'. Today, the scope and dimension of internet is so vast that it has become an integral part in the field of literary studies. At the finger tip one can have access to all the Shakespeare's plays, the Iliad and the Divine Comedy and analyze it word by word! Internet has been a boon to mankind like the Aladdin's diya and it has proved that it is not a mere tool, but a promise for tomorrow.

Keywords: Internet and Literature, Digital Literature.

“The Internet” is rightly hailed as the wonder lamp of Aladdin - which is ready to serve us at the 'single click of a button'. The search engine named Google has appeared to be that Genie of the Legend which now fulfils his master's search-wishes within a fraction of second. All we need to do is to type the required word/sentence in a simple magic box called the 'Search' box and press the magic search button. And then comes the wonder deed of the Genie - all the required information served before us. The most propitious results that fit closest to our search keyword start filling the white screen. Obtaining information has never been easier before the advent of the Internet age. No doubt the present time can be termed as the era of Internet as it has become a sine-qua-non for all the spheres of higher learning and the world of literature has inevitably become dependant on this virtual genie. Whether it is creative writing or research work, it has become an inseparable part. Thomas McMullan once wrote in The Guardian “From typing on a rolling stream of white space to editing in a cloud, shifts in hardware have altered the way writers' research, draft, refine and, ultimately, conceive of their work. The basic mechanism may stay the same, but new tools have led to new relations between authors and the words they use. With the internet, the barrier between the writer and the world has become as thin as skin. It's a skin that strokes and soaks but it's also a skin that's watched and recorded.”

May it be a result of a social phenomenon or a need to keep pace with the changing times, education and learning have in the Internet an insoluble coalition for the humanity's diversity that can be seen and can be located at hand in the internet. Man's endless quest has found its true support with the advent of internet. A food for man's never ending wishes - the internet has emerged as an inseparable



part of human life for the coming era. So it is almost impossible if we think of keeping internet and literature apart. With the help of internet today we don't have much left to ask people for a very basic fact that we can "google it". To most of our queries, Aladdin ka diya, i.e., the internet is the fastest, easiest and smartest answer. Aladdin's diya or lamp symbolises a strong desire to fulfil a wish. When we put this symbolism with respect to internet, we find a strong desire served by our query to find or know something and the purpose of diya is served by the internet. To put it in a more simpler way, the most common implication that we get is, when we need to find out something or search something, we just simply "google it" as said and heard very customarily and frequently these days. Even we can't avoid the internet if we want so. Whether it is writing fictions or making a research on a subject, the Internet always takes the front seat. Laura Miller, writes in the Guardian Weekly, "Writing historical fiction is the easiest way to escape the Now; to avoid dealing with the internet, you only have to step back a decade or two. If you'd prefer to write about characters entirely innocent of TV, you'd need to retreat as far as the 1940s."

As we already know, the territory of literature is too vast as compared to other fields of study. And in this case, an equal smart and fast tool (with almost magical powers to search) is indispensable like a search engine like Google. Needless to mention, we can trust on the search results served by the search engine like the genie in the thousand one Arabian nights. Advanced search systems like google Meta search, google analytics and various filters make it more amazing. Another thing to note is that searchability of Internet text. It is not simply because it appears on the Inter-net but also because it appears in relationship to the word functions of computers. All the available word processors and organizers including all web browsers have search capacities. And one may discover absolutely all the texts on the net, sometimes in multiple ways. The methodology of analyzing text word-by-word is used to depend on a concordance which is almost a Herculean task to compile. Only a very few works, is now possible for an enormous range of literary works and they are available to anyone.

Defining styles through searches made on internet is yet another interesting thing. Techniques for style identification via computer have been developed by linguists and are being used now the identifying differences between the styles of e.g. Chaucer and Shakespeare can be numerically defined and demonstrated in a way that is almost impossible to think without the help of the internet.

Another alluring aspect of the Internet is that it is a vast library. It is like a gateway to a brave new world which is accessible and manageable on old, familiar terms. It must be acknowledged, however, that the Internet is composed of a whole new breed of text collection, in many crucial respects unlike any other library on earth. Organizations like Wikisource, Bartleby, and Project Gutenberg have added different dimensions to this world of texts. With the help of the net a reader can easily find works that would otherwise appear in specialized archives. In addition to that, a reader will be able to discover the similar books and topics through related searches. Among the works on the Internet that would ordinarily be published some



other way, however, one seldom encounters the current books that are appearing in mainstream bookstores right now. Copyright restrictions prevent Internet publication of recent titles. Biographical information about the most current writers, advertisements for their titles and the most up-to-date re-views are all easy to find, but not the books that Barnes and Noble stocks by the thousands.

In the net, almost all materials are preserved as text. Those pages are the basic unit of Internet sites, which are produced with software closely related to or identical with word processors. From a common point of view, whole lot of words on pages collected together would clearly appear to us just like that of books. People who are not linked with the literary world can get a chance to have the access to the study of literature; the Internet is an extension of their ordinary interests into a new sphere.

The texts available on the internet can be reproduced and edited electronically or it can be printed as hard copy. Most files can be printed directly from the Internet browsers like Chrome and Mozilla and, of course, any text that can be downloaded as the user's own file can be printed in the ordinary way. It makes often difficult tasks simple. For example, a reader wants to read the Act of Macbeth where he can find the famous quote "Tomorrow and tomorrow and tomorrow ...". And the way is so simple, one has to search for those popular words and the search result will lead to the part of the text. Now the reader can easily print a copy of her own from an e-text version. The changes that the Internet may bring about in our use of literature have not yet developed clearly, but we can't deny the possibility of more scientific approaches to texts, a new sense of interrelatedness between texts and texts and between texts and the world.

Internet is no less than a boon to human beings in this modern era of fast changing world and swiftly progressing technology. The question is, in these circumstances can we imagine a world without the internet? If I may say, the whole world is connected through the internet. Our lives have become much, much simpler with the help of internet. People are staying connected to the far ones with the help of the internet; are operating many appliances and gadgets with the help of internet. Internet also provides us with the option that we don't have to always be physically present at a particular place to accomplish a task, because the internet is there to do that work for us. Even the mobile phones would have merely been a box without the internet in it. With the help of internet the whole world is in our hand which was unimagined in the past.

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Songs of Bhils : A Cultural Reflection

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Abstract :

Bhils are the aborigines of India. this tribe is spread in the state of Maharashtra, Gujarat, Madhya Pradesh, Rajasthan, Tripura and in Sindh region of Pakistan. The total population of Bhils according to the census of 2001 was 3441945. They are identified as a scheduled tribe according to The Constitution (scheduled tribes) Order 1950 by Government of India. Bhils are shy and love their independence. They usually marry in their group within 50 to 100 kilometres. They do believe in their ethnic religion and follow the concept of unknown supreme power of supernatural spread in nature. They worship Waghdev (God Tiger), Saapdev (God Snake), Dongardev (God Mountain), Bhilatdev, Kansaradev (God Crop) and local deities. They are known for their aborigine culture and are following since thousands of years. This widespread tribe has some peculiarities like own language, historical background and oral tradition in Literature etc. Most of the Bhils are illiterate or half literate group of people. They follow oral tradition as a custom of occasion.

Singing songs on a number of occasions is the integral part of their cultural and literary life. They celebrate the festival of Dongaryadev, Akhaji, bhongarya, holi etc. During their life span birth songs, love songs for beloved or a lover, haldi songs, marriage songs etc.

Keywords: Bhil, oral tradition, aborigine, haldi songs, death songs

Traditionally Bhils use to go bhongarya festival and sing number of songs walking or travelling along the road. Bhongarya Fair is a fair in the central village where the young bhil boys and girls come from around villages to select their life partners. This festival can be seen in the state of Maharashtra Gujarat Madhya Pradesh and Rajasthan. Elder bhils also attend this bhagoria fair. A group of girls starts their journey to the village of fair by singing the merry songs, funny songs while walking along the road and sometimes by bullock carts and lorry.

Love and Elopement:

The subject of the songs is always love and elopement at the place of bhongarya festival. Usually boy and girl who loves each other and oaths to marry, both examine the possibility of their marriage and consent from their parents. If they found their consent negative, both elope from the village.

o dear! let's elope!

I will come soon.

I also will come, o my pearl dear!...

In this song boy and girl both decide to run away from home and they are planning their elopement. Girl she is to believe that at the time of elopement by mistake he chose wrong Road and went to another direction.

Boy: o we took the high road, Don't wait anywhere.

Girl:We took the high road, and returned home.

These last lines suggest that their eloping was unsuccessful. Boy and girl both return back home. Elopement is part of their love. It is the custom that elopement is considered equal to marriage which is without consent of elders.

*Boy: You wept, therefore, aloud
And the old man sat down.*

*G.: Then came Ramsing
And took down our names;
He brought us to Dechapada
And kept us in the Police Thana.*

Sometime after eloping the love pair face problems. In this song, the lover and beloved eloped to Sagbara. The girl started crying suddenly some people took them to dediapada police station.

In another love song boy reminds girl that she has promised him for marriage in her childhood and he asks her to come to meet him.

*Boy: Come soon....
Bid good-bye to your married one.*

Sometimes if a beloved got married with another person, lover requests to leave her husband and elope with him. It is the custom of these people that after the elopement of the love pairs the father of girl and other elder companion of the village come to the father of boy for meeting. Both fathers and elder companions of both sides settle the matter by truing it into marriage. The father of the boy pays penalty amount to the father of girl. After that their marriage is declared legal marriage.

*Girl: Pay up the fine, o boy!
It took a lot, a lot of time for us to start thence.
Let us have the noon-rest in the bungia.*

In this cultural setup women have more rights than men. She occupies more rights to decide to whom she should marry or with whom she has to spend her whole life. Even after marriage she has a right to break the marriage or to take divorce from the husband and remarry with another person.

Marriage Preparations:

Marriage is one of the most important parts of Bhil culture. It consist variety of activities like manage money meeting, collecting glossary, worship of deities, invitations, haldi ceremony marriage ceremony etc.

*Yoke the new cart, o brother,
And drive it with speed, o brother!*

This song shows the haste of conveying the message of the marriage and inviting all the relatives for marriage ceremony. The bullock cart rider (may be bride's brother) does not want to make delay in inviting the relatives for marriage.

Sometimes, after giving an invitations to the relatives, the elders and the people in house feel uncertainty that their relatives will not come to their marriage.

You invite them, riding on horse; how do you feel?



*Oh dear, your sisters stay in foreign lands, far away!
You invite them and seat them on patala; how do you feel?
Don't worry and eat your heart; surely will your brother come;
don't be worried, dear, your sisters too will come.*

Other sisters of a bride convey her that all her sisters and brothers definitely will attend the marriage ceremony. Relatives consider marriage ceremony as most important affair in their life.

Rubbing of Turmeric (Haldi Ceremony) :

When the day before of marriage all relatives come together at the house of bride, haldi ceremony or rubbing of turmeric custom is followed. Bride or Bridegroom stands in pavilion in front of the house and relatives rubs turmeric to the body of bride or bridegroom. Friends of bride and relatives, sings haldi songs at this moment.

*The yellow and green turmeric
Is milled in the hand-mill.
The 'boy' turmeric
Is pounded in a mortar;
We sisters apply...*

In present songs the sisters and relatives apply turmeric to the bridegroom and sings songs of turmeric in praise of bride. It suggests that turmeric is carefully milled in hand-mill with love for her. But the turmeric for boy is grinded in mortar and he will get itches while rubbing the turmeric. Without turmeric songs the marriage cannot be considered fulfilled. **Marriage**

Ceremony:

On a day of marriage at bride's house, all the relatives mostly bride's girl friends and women sing songs reminding the bride that she got love and care in her father's house from her sisters, brothers, and relatives. She will miss all this love.

*Slowly, o ladi, step slowly,
Pebbles will prick your feet!
Ride your brother's back;
Ride your brother's back;
Ride your uncle, ladi;*

The tone of song becomes emotional. All girl mates and women weeps and drops of tear comes from the eyes. She had played with her brother, her uncle in childhood. She must remember this though she now goes to her husband's house. It conveys that all her mates and relatives will miss her absence in their village.

Farewell Song for bride:

After marriage ceremony is done all the people from bridegrooms party wait for the farewell of bride. At the time of farewell parents, sisters, her mates sing song of farewell which expresses the deep love for the girl.

*o cuckoo of the mango tree! where are you going?
The cuckoo who invites sisters, seats them on patalas;
She who invites her mama, who comes on hone-back;
She who invites brothers, who ride good steeds;*



o cuckoo of the mango tree! Where are you going?

Bride departs from the house with full of grief full of sweet memories of loving brothers-sisters, her friends. She leaves behind all of them and goes to the house of her husband. Now she like a Cuckoo bird in a mango tree is leaving the mango tree forever and going to unknown place. The mango tree will now become Barren. This is a tradition that she has to leave and go to her husband's house.

Conclusion:

Young bhils actively participates in number of ceremonies and occasions. They sing songs as an expression of their feelings and emotions. The tradition is preserved through their obeying and following fairs and festivals and other ceremonies. The use of songs for various occasions is sung by them. It is a literary contribution of bhils. They use literary tradition to preserve and keep alive their tradition and customs. In present modern time the world is extended with the concept of capitalism. Bhils considers the value of their tradition and customs. Bhil woman still today gains more rights than man.

The oral literature composed anonymously by the Bhils always reflects their tradition and customs. . In a way, cultural identity is secured through their oral literature. The use of oral literature is a prime source for the preservation for their cultural identity.

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A Brief Study of Thematic Concerns in The Selected Translated Short Stories

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Abstract:

The present study attempts to reveal the realistic themes illustrated in the translated short stories published in Sahitya Academy's Bi-monthly, Indian Literature issue: 231 to 237. However, the study remains confined to the theme of exploitation only. The study also underlines the significance of the translated fiction in Indian literary context.

Introduction:

The present study attempts to reveal the realistic themes illustrated in the translated short stories published in Sahitya Academy's Bi-monthly, Indian Literature issue: 231 to 237. However, the study remains confined to the theme of exploitation only. The study also underlines the significance of the translated fiction in Indian literary context.

The study of the translated short story is in a way an attempt to go back to the native origins and languages to review the Indian identity especially in contrast to the multi-cultural context of our literature. The study would facilitate readers to define the diverse Indian sensibilities. It is a part of emotional and intellectual response to the unity in diversity of our country.

However, the critics are reluctant to consider the translated literature as a part of Indian English literature. Some of them demand for separate categories of the literature in English and literature in English translation. They make distinctions among various writings in India. The various critics disagree over the vague categories. Hence, the unclear distinction adds a more diversity to the Indian fiction. The editor of *Companion to Indian Fiction in English* rightly brings out the diversity and comments:

"What is Indian fiction today? To start with, it is likely that an even more trivial question- "What can represent India today?"- will find that Indians themselves disagree on the answer, given the extremely composite nature of the Multi-strata social reality, now characterized by a complicated mix of traditions on the one hand, and tendency towards a more practical westernized attitude on the other."

(Piciucco Pier Paolo, 2004 p.III)

In spite of all arguments over the place of Regional literature translated into English in Indian Literature, it is justifiable that the translated works are as realistic and as artistic as the Indian English works are.

Though the regional literary activity has a long history, the modern Short story is considerably a new arrival at the scenario. The modern Regional Short story is deeply influenced by the Western literary trends as well as at home, the changing socio-political circumstances have influenced it. The modern Short story in a way, seeks its models in Indian English Short story for techniques and in some cases, for thematic material as well. Hence, in order to understand the Regional Short story and its diverse nature, it is evident to study the origin and



development of the Indian English Short story. The study of Indian English Short story would certainly help us to give the glimpse of all major aspects in terms of diverse thematic material, technical skills and critical perspectives. In some cases, the translated Regional short story shares similarity as well as dissimilarities. A brief survey of Indian Short stories in English will enable to facilitate the comparison.

Though the modern Indian Regional Short story appeared late on Indian literary scenario, it has got a huge success in terms of development in thematic origins and literary techniques. For themes, it is greatly influenced by socio-cultural, political and economic diversity of the country. Generally, Indian Short story writer is more inclined in presenting a faithful representation of the contemporary society than presenting individuals. Therefore, it will not be wrong to say that Indian Regional Short story, largely depends on diverse social aspects for its thematic material. Naturally, the diversity in social scene is reflected in short stories. The socially relevant contemporary issues are repeatedly exploited as thematic materials by different writers in different ways. Hence, though same in themes, stories are different either in their technique or in their responses on readers. However, in contrast to the social representation, regional writers seldom present individuals' problems and temperaments.

The Theme of Sexual Exploitation: -

The cotemporary regional writers often put in writing the themes like sex, sexual exploitation & man-woman relationships. However, sexual exploitation has become a significant social issue too. Hence, the regional writers attempt to represent the serious social issue in their short stories.

The short story *The First Lesson* written in Hindi by Abhishekh Kashyap & translated into English by Uday Bhang Parady, takes up the issue of sexual exploitation of a schoolboy by his teacher. The short story becomes even relevant in the context of recent crimes associated the sexual exploitation. The story focuses on two characters. One of them is the narrator itself. The other one is called as Kanu. Kanu is very friendly with the master & often found with him. Once, the narrator is surprised to see Kanu calling his master as '*Sala*', '*Chutia*', & '*Harami*'. One day he came to know the reason. The writer says:

“When I followed him, he made me sit on the chair close to him..... he kept on smiling. He caught hold of my hand and sited me in his lap with a jerk..... his hands were caressing my head. He planted a kiss on my cheeks. I felt like vomiting as I was assailed by a strong stink of his bad breath. He then caught hold of my hand & pushed it under his waist. My hand was touching something hot and solid like iron. The stuff was rising and trembling.I suddenly recollected the scene at the fiend's house.” (*Indian Literature*, 231, p.53)

Rape is a curse given to any civilized society. It is the worst exploitation. However, it is the naked reality of our society. Every year there are several cases of rapes followed by murders too are reported increasingly. The evil of rape cases is found everywhere. It is not only found in the rural area but it is also traceable in the so called civilized locality. The regional writers have successfully put forth the issue in their short stories relatively to their backgrounds. They present the theme boldly.

Another short story that deals with the same theme of sexual exploitation followed by the murder is *Militants*. The story is originally written in Dogri by Sudarshan Ratnapuri and



translated in to English by Shivanath. The story, at the end questions our definition of militants ironically as a well reputed person exploits and murders a young lady who expects support from him. *Militants* presents the ironic situation where an innocent young lady is raped & killed by the sarpanch.

“Kasturi come here behind this grove. Who knows, there may be some militant around. Frightened, Kasturi stood behind the clump. Both of them are standing close to each other. Their breath fell on each other’s face. The sarpanch extended his arm and enfolded Kasturi. Kasturi tried hard to release herself, but she couldn’t do anything and then.....”
(*Indian Literature*, 235, p.112)

It is the end of the story that brings us the shock. The end itself brings the irony. The writer ends the story as:

“The next day, the whole village was talking about Kasturi, returning from the city, having been waylaid and killed by militants.” (*Indian Literature*, 235, p.112)

The theme of sexual exploitation continues in some other short stories like *Still Sleep Overpowers*. It represents the most unpleasant form of exploitation that is rape. However, the growth in number of rape cases prove the point that it has become a reality of our society. The regional writers do not hesitate to present the reality. The story, *Still Sleep Overpowers* is written in Hindi by Narendra Kohali and translated into English by Purbai Panwar. The story represents a rape victim Sheila in the metro city, Delhi.

“As the driver switch off the lights, the conductor started humming ‘ Pyarkiya to daranakya & came & sat next to me. I was very angry.... I said in angry voice “ the whole bus is empty. Why don’t you sit somewhere else?” He didn’t pay any attention to my words. On the other hand, he crept closer to me, nestled up to me and said ‘my darling, why are you so angry?’” I pushed the conductor hard. He lost his balance and fell down from the seat. I shouted loudly, “driver stop the bus...” He did not stop the bus. On the other hand, he increased speed.... Then the conductor got up & lunged at me. I had taken off my sandal.... I went on hitting him but he did not let go off me. He put his hand in my blouse and tugged it. All the buttons came off.... By then the driver had parked the bus in an isolated spot. Then he came up to me as well. They gagged me with the piece of cloth & tied my hands.... The two of them took turns....” (*Indian Literature*, 235, p.86)

Thus, Sheila narrates the incident to her husband. There is much unspoken by her. She cannot reveal her feelings.

The Voice also describes the sexual exploitation. Though, the story deals with the theme of terror and presents the fighting of an exploited young lady, the story also brings forth the incident of sexual exploitation. Vini, the central character is shown raped by the group of four terrorists. They take her away with them to exploit her time to time. The remaining part of the story describes how he deceives them and runs away. Another story, *Report of a Starvation Commissioner* also touches the theme. The central character, Premshila is shown exploited by some people. However, the story is full of the events of financial and physical exploitation.

The Regional Story writers bring realities of socio-cultural diversities relevant to their region. The issues like starvation, corruption and callous bureaucracy are relevant to the present situation. Exposing the theme of economic deprivation and hypocrisy in the politicians and government servants, the regional writer, Hrishikesh Panda presents the paradoxical facts about tribal life of our country. His story, *A Report of the Starvation Commissioner* is originally written



in Oriya and translated into English by Himanshu Mahopatra, speaks about several issues of the region like corruption, starvation death, faulty bureaucracy, inefficient political system etc.

“Jahangir and Jalandhar greased the palms of the excise department official and made them raid and harassed the villagers. Several villagers were arrested. This boosted the liquor trade of the two families. The excise department officials were applauded and appreciated for controlling trade of illicit liquors.” (*Indian Literature*,232, p.53)

Conclusion:

The translated short stories, thus, elicit the theme concerning with day today realities of the society. The writers do not shy away from depicting the harsh realities.

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Multiple Interpretations of Speech Acts In Kamala Das's 'Leukaemia'

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Abstract:

A variety of human emotions and sentiments is explored in our day-to-day life. But it is very difficult to analyze trends of human mind. Generally, psychological analysis of the man may be done during interpersonal communications; however it is a task to comprehend inner working of an individual. But in literature, one can experience various men and women and they can be analyzed psychologically. Whatever may be the medium of exploring human mind— real-life or literature, language is a means of communicating basic human emotions and thoughts and they are also expressed through literary discourse. Every utterance in literary work or that we speak in our real life, is a speech act. In short fiction, because of brevity of expression and limited length of the writing, it becomes difficult for the common readers to understand and reveal the real state of mind of the character. Hence, it is good idea that the utterances of the characters can be analyzed and interpreted by applying speech act theories for the better understanding of the readers.

Keywords: Literary Discourse and Language, Brevity in a Short Fiction, Speech Acts, Inner Emotions and Sentiments of the Characters, Proper Understanding of Literature.

Language is a means of communication; it is a tool which is useful for creating and maintaining mutual human relationship. Again, we can express our emotions and thoughts with the help of language: The use of language differs from situation to situation and it as well depends on our motives. Human utterances express the individual emotions and thoughts as well as universal trends of human-life.

Pragmatics is the linguistics branch which plays an important role in the study of how human-beings use language. We can't understand human language behavior without pragmatics. According to Leech – "Pragmatics can be usually defined as the study of how utterances have meanings in situation." Similarly, George Yule's concept of pragmatics is equally noteworthy: "Pragmatics is the study of how more gets communicated than is said."

Speech act is a major pragmatic term in the mode of communication. Language is an effective device to be used in doing things via speech. When the speaker produces any kind of utterance, he/she performs an act which is called a 'Speech Act'. Basically, communication between two persons decides their relationship. Therefore, when people speak, it is not so that they produce only sounds, but they also perform actions of many types such as ordering, stating, questioning and requesting. Therefore, speech act analysis of any literary work is a novel idea in the phase of research-study.

Austin is the first philosopher who claims that saying is "doing" things. He classifies the speech acts as locutionary, illocutionary and per locutionary acts. Searle, one more prominent philosopher expands Austin's theory of speech acts. He suggests that utterance can be classified



into assertive, directive, declarative, commissive and expressive speech acts. Searle further distinguishes between direct speech act and indirect speech act. A direct speech act is one in which there is one to one correspondence between the structure and the function. On the other hand, indirect speech act is an act through which one locutionary act is performed via another indirectly.

Literature is a blend of reality and fancy; it presents the realistic and visible or invisible modes of human-life as well as various trends of human-mind. The glimpse of this type of human-life can be experienced through various literary works such as major forms of literature like novel and drama. Again, there are minor forms of literature like essay, one-act-play and short poems. A short story is a brief work of fiction. In a short story, we come across patterns of dialogues, which focus on the state of mind, motivation, intention and moral qualities of the concerned character/s. But the short story writer has his own limitations; therefore he employs different strategies of communication to develop the full growth of different characters. However, a common reader can't comprehend completely what the writer wants to express or what the particular character desires to say really. Hence, it is better to apply Searle's theory of speech act to such literary discourses for the better understanding of the literary works.

'Leukaemia' is a fine short story written by well-known Indian English writer Kamala Das'. The present story is found in her collection "Padmavati, the Harlot and other Stories." Kamala Das tries to depict a typical psychology of a ten years old girl who is kept in a boarding school by her parents. In fact, their daughter was sent to the boarding school, when she was a four-year-old child only because of insistence of her mother. On the contrary, her father was not willing to send her to the boarding school he thinks that it is better to bring up and educate daughter in the company of her parents. But finally, she was sent and now she is brought up and given education over there in the boarding school.

At the beginning of the plot of the story, we come to know that the girl is brought to home for the vacation by her father. Now she is ten years old. And the parents now come to know that their daughter has been suffering from a terrible illness called Leukaemia. So the father of the girl suggests her mother not to become emotional in front of the child. However, the mother says:

"Dear God, why are you punishing me so mercilessly?"

If we consider this utterance structurally, it is a question; but from Searle's point of view, it can be analyzed as an expressive speech act; because it is the expression of inner pain of the mother rather than interrogation. She cannot accept and tolerate the idea of her daughter's illness. Again, she might have the feeling of repentance in her mind that she has done injustice on the part of her daughter by sending her to the boarding school at her early age.

Since, the child is back to the home for the vacation, it must be a pleasure-giving event for the parents, but that is not the case of the parents mentioned here; because the child is suffering from Leukaemia. Therefore, echo of the past takes place in the mind of the father. He reminds that he was against sending a four-year-old child to a boarding school so far away. He had thought it to be a cruel and stupid decision. But his wife gave him no peace until the child was sent to the fashionable boarding school. Every year, the child would return to the home during vacation. Initially, she used to cry while going back to the boarding school; but gradually she had accepted it without any kind of resistance. Similarly, it was a matter of pride and prestige for her mother that the child was sent and brought up in a fashionable boarding school.



The father now remembers the incident taken place during one of the vacations. The girl said to her father:

“Papa, I am in a hurry to grow big.”

Syntactic interpretation of the girl's utterance is that it is assertive sentence, which means the child wants to grow big. But it is a fine example of expressive as well as indirect speech act because the child's unwillingness to stay in a boarding school is never realized by the parents. So the child's unwillingness and inner suffering are the hidden emotions in this utterance. Again, being an innocent, obedient and frightening child, the girl cannot directly tell her parents that she does not want to stay in boarding school. It is her inner thought that unless and until she becomes a grown-up person, she won't be taken out of the boarding-school as well as she won't get the opportunity to stay at home. Therefore, from Searle's point of view, she indirectly suggests her father to take her back to the home permanently.

The father can't forget that moment when he had been to the boarding school to take the child to the home for the vacation. When he reaches home with the ten years old daughter, the mother opens the showcase and takes out the expensive toys and says to the child –

“Play with all these toys”

At surface level, the utterance of the mother is imperative sentence; but from pragmatic point of view, it is directive speech act and also expressive speech act. As a part of directive speech act, the underlying meaning of the utterance can be interpreted in such a way that the mother has offered the child to enjoy the freedom of playing at home. At the same time, if we consider it as an expressive speech act; it can be interpreted that mother is inwardly sad because of the severe illness of the child and therefore she now desires that her child will be happy forever in her company in any way.

Further, the child thinks and frightens that the toy will break, if she plays with them. But again the mother tells her –

“Break them, they are yours”

The above mentioned utterance of the mother is imperative sentence; however by applying Searle's typology of speech acts, it can be claimed as the example of fine blend of directive and declarative speech act. The initial utterance – “Break them.....” and the utterance in the final part “..... they are yours” are fine instances of directive and declarative speech acts respectively. When the mother states that the child can break the toys, it is not so that she permits her to break them; but she desires to make her child happy by allowing her to play with the toys. Therefore along with this directive speech act, it can also be considered as indirect speech act. The utterance of the mother — “they are yours” is a fine instance of declarative speech act since it can change the state of mind of the child that she has been back to the home from boarding school and everything in the home now belongs to her and she can now enjoy life at home.

After a while, the child asks the mother if she will allow her to take the toys to the boarding school. The mother becomes emotional and she chokes down a sob and she replies to the daughter:

“We will not send you to the boarding school,
.....we will not send you back again.”



This utterance of the mother is a fine example of multiple speech acts; it is the combination of commissive, declarative and expressive speech acts. It is commissive expression since it is a promise given by the mother to the child that she won't be sent to the boarding-school in future. As the child receives the promise, her state now totally changes and she realizes that now she is going to enjoy the company of her parents at home and therefore it is declarative speech act. And since the mother's inner desire is that she never wants to part from her daughter, it is the proof of expressive speech act.

To conclude, utterance in a short story may be single and it might either serve the only one motive of the character or sometimes, the same single utterance can have the function of multiple speech acts. Hence, application of the Searle's speech act theory to the literary utterance/s is helpful for the readers to know what has been communicated than what is said in a literary discourse.

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Subordinate Position of Women Characters in Kiran Desai's Novel the Inheritance of Loss

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Abstract:

This research paper attempts to explore the subordinate position of women characters in Kiran Desai's Novel, The Inheritance of Loss. The novel depicts the exploitation of the male power, social rules and social restrictions of the patriarchal society. The female characters have acquired subordinate position in the society. The male partners never try to look into into the tender minds of their female counterparts. Estrangement is the expulsion of a man or woman from the social and cultural interaction of the society. It is also a state of disparity and a condition of estrangement, which brings women, characters a subordinate position in their lives. They are unable to adapt the external environment. Kiran Desai is fully aware of the contemporary subordinate and marginalized condition of the female. She also raises her voice against the marginalized position of the subaltern weaker section of the society in her Booker winning novel The Inheritance of Loss.

The novel The Inheritance of Loss presents the subordinate and marginalized condition of the female characters in the form of the estranged circumstance of the woman characters through the presentation of an orphan convent educated female protagonist Sai in the of the novel and her grandmother, Nimi Patel. She also presents the subordinate and marginalized condition of the female characters through Lolita and Lepcha's. The character Nimi Patel is projected through the lens of the recollection of Sai's grandfather Jemubhai Patel. Desai as a diasporic writer highlights the pang of the two female characters in their estranged situation in their own home country, Kalimpong in India. She frequently uses the images and gloomy tone to interwoven the secluded life and trampling position of the female characters in novel, The Inheritance of Loss.

Key Words: Exploitation, Patriarchal Society, Subordinate, Marginalize, Subaltern, Diaspora

The exploitation of the male power, social rules and social restrictions of the patriarchal society, the female characters have acquired subordinate position in the society. The male partners never try to look into into the tender minds of their female counterparts. Estrangement is the expulsion of a man or woman from the social and cultural interaction of the society. It is also a state of disparity and a condition of estrangement, which brings women, characters a subordinate position in their lives. They are unable to adapt the external environment. Kiran Desai is fully aware of the contemporary subordinate and marginalized condition of the female. She also raises her voice against the marginalized position of the subaltern weaker section of the society in her Booker winning novel The Inheritance of Loss.

The novel The Inheritance of Loss presents the subordinate and marginalized condition of the female characters in the form of the estranged circumstance of the woman characters through the presentation of an orphan convent educated female protagonist Sai in the of the novel and her grandmother, Nimi Patel. She also presents the subordinate and marginalized condition of



the female characters through Lolita and Lepcha's. The character Nimi Patel is projected through the lens of the recollection of Sai's grandfather Jemubhai Patel. Desai as a diasporic writer highlights the pang of the two female characters in their estranged situation in their own home country, Kalimpong in India. She frequently uses the images and gloomy tone to interwoven the secluded life and trampling position of the female characters in novel, *The Inheritance of Loss*.

Desai's one important feature of this novel is that loss is the ultimate possession of every character whether male or female. This justifies the title of the novel *The Inheritance of Loss*. Her feministic vision explores how the presence of loss and estrangement are interlinked with character Sai and her backward grandmother Nimi Patel. The author like her writer mother attempts to investigate the subordinate position of women characters in Indian patriarchy in particular and the human society in general. In spite of her longing to come out from the barren house of her grandfather, Sai has to come back in the world of estrangement and segregation.

The six-year character, Sai does not carry any sweet experience for her at the arrival to the house of her grandfather Jemubhai Patel, but misery and monotony. Her childish mind is ravished by the apathetic attitude of her maternal grandfather. Her wrong conception to lessen previous suffocated life in the convent is continuing here. There is no importance of Sai's hope, fulfillment of dream and desire. The female characters, tutor Nonita and her sister Lolita realizing Sai's present mental anguish and her growing adolescence comment that she won't pick up social skills. The world of women and a sound growth of female-self and identity is denied to her. The insensitive male members in this clogged house devalue Sai's hankering after the physical touch.

It is significant here that Sai wants her butchered heart to be placated from this present solitude. She is rather embroiled in quiet and estrangement. This existential struggle of Sai can be compared with two characters of Jane and Raka in Charlotte Bronte and Anita Desai novels. In the former Jane is a character presented as a little orphan who is cruelly treated by her aunt and who is isolated from the rest of the household. And in *Fire on the Mountain*, Raka's preference for isolated place to quest an individual meaning in futile existence symbolizes her mental turmoil. Though the situation is different, yet the lonely condition finds its resonance in these three characters here. Thus, the subordinate and marginalized condition of Sai in her grandfather's house is shown through various images and symbols.

The logical mind of the readers will think that she has been a male instead of a female, could he have been kept aside as a negligible part of the family. This sexual discrimination is assumed to drag the girls like Sai to the world of isolation and makes her ignorant of her sexuality. This combination of Sai's conscious sexuality and the existential pressures deny the sexual choice to her is also highlighted in the novel. In this dull sphere, Sai's adolescent mind starts to build a micro world of love when her Nepali tutors Gyan makes a close relationship with her. Gyan's passionate desire for Sai creates a ray of hope in Sai's mind to get rid of the boring suffocated life. But, her longing to lead a happy life by clinging to Gyan is ultimately turned into vain due to Gyan's involvement in Gorkhaland Freedom Movement. Hence, Sai's separation from the tutor-lover makes her submerged further in the world of separation and solitariness. In this way, Desai focus on the layers of partition that Sai undergoes by pushing Sai from one separation to another. Sai now realizes the burden of loss very clearly, when her



innocent mind thinks that the longing was gone now and the ache seemed to have found its substance.

Here, Emily Bronte can compare Sai's present aching mind to Catherine in *Wuthering Heights*. In *Wuthering Heights*, Catherine's private circumstance is created because of her own decision to marry Edgar Linton instead of Heathcliff, her lover and her former lover's temporary departure from *Wuthering Heights*. She never feels that emotional attachment which she feels for Heathcliff. In *The Inheritance of Loss*, Sai's carrying and repetitive reading of *Wuthering Heights* signifies her sense of coldness in this loveless condition. However, Sai's unanswered love for Gyan makes her almost speechless. Desai in this novel appropriately blends the pang of her mind with the nature's outward gloomy face. Her stagnant mental state can also aptly be comparable to the confused mental state of Prufrock, timid lover of T.S. Eliot in his *The Love Song of J. Alfred Prufrock*. But, here is need of to think that what is the fault of this innocent girl whose aspiration of affection and love is repetitively negated by the self-interest of the male members of the society like her grandfather and her Nepali lover Gyan. Hence the question can be raised that does Gyan as a devoted lover consider the lonely and boredom life of the orphan Sai? Probably the answer is implied in the author's statement that Gyan would find adulthood and purity in a quest for a homeland and she would be left adolescent, trapped in shameful dramatics. Sai's subordinate and marginalized condition is more transparent when, at the end of the novel, the author unravels Sai's self-introspection through her fragmented words:

"How dare... How dare you not...? Why shouldn't I have....?... How dare.... I deserve.... Her small greedy soul.... Her tantrums and fits... her crying, enough for all the sadness in the world, was only for herself" (322-323).

Theme of subordinate and marginalized condition of female character is projected through Nimi Patel. She is representative of the feeble women society and the victim of the exploitation of her spouse. Her highly educated husband treads down her feminine dignity. She is the victim of her husband's sexual appetite even before her puberty from the very beginning of her married life. Nimi represents all young married women who assaulted by their spouses. Nimi has no other option but to endure, suffer and become silent. In similar way, in *That Long Silence*, Shashi Deshpande has presented the very presence of silence in female characters like Jaya. She is in struggling condition against the realm of his patriarchal society. In the same way, Nimi's makes her husband treat her ferociously. Gradually his wife Nimi is detached from her hubby and the society. And she is only cramped into the oppressive world of Jemubhai. She has got familiar to be detached from the society. Jemubhai Patel is only acquainted with Nimi's backwardness, but he never tries to realize the inner feelings of his innocent wife. His exploited attitude reaches to the extreme level when repelling by anger. He pushes his wife's face into toilet bowl. This vicious torment is never proper but she endured in silence by the oppressed Nimi. After a long silence when his humble and submissive wife raises voice to her husband's question, his masculine power is hurt and starts kicking and beating his wife. This oppressive act proves his inhuman mentality. Thus, Nimi's voices are made suppressed in this unjust way. Hence, she is compelled to plunge in the world of seclusion and prefers to rein within it. Furthermore, a kind of psychic trauma accompanies her throughout her life.

In this way, this claustrophobic condition, Nimi like other subordinate and marginalized women build up an estranged realm. In addition, she can be able to suppress her agonies, pain



and anguish for a prolonged time. It is similar like Anita Desai's characters Maya and Monisha in *Cry, the Peacock* and *Voices in the City*. Though, the situation is presented in a different way, yet the mental condition of these three characters is not equally in balance state. Monisha's subordinate and marginalized condition comes out of her servile existence within the rigid and stiff confines of traditional Hindu family. Again, in *Cry, The Peacock*, the protagonist Maya is in estranged condition due her husband's indifference instead of affection. In *The Scarlet Letter* by Nathaniel Hawthorne, subordinate and marginalized condition of Hester Prynne shadows a dark line on her life because of her adultery with a priest Dimmesdale, which is anti-puritanical in this age. Her whole life suffers through estrangement of the society. Hence, it is evident that the lives of all these characters are subordinate and marginalized with the restraint of solitude, coldness and aloneness for which social taboos of this patriarchal society.

Through this novel, the author has thrown the light on how Nimi Patel's beauty is valued and devalued according to the necessity of the male characters like Jemubhai Patel. After returning from England, the changing mentality of Jemubhai Patel undermines the beauty of his wife by saying that an Indian girl could never be as beautiful as an English one. *The Inheritance of Loss* has focused on the predicament of the helpless women section who never dares to express their anger against the masculine power. Nimi does not want to get rid of this suffocated cell, in spite of her painful plight. Due to some social taboos, Like Nimi, most of the exploited and oppressed women can ever think of abandoning their spouses. It makes them realize for the social dignity and respect of their families. In this novel, Nimi is also unwilling to leave her husband's house. She endures all such kinds of contemptible attitude of her husband. Thus, the author has projected how the female characters build the world of their own, where nobody thinks of their happiness.

Desai has explored the domination of Nimi by her husband. The daughters of the Patel family rarely know about the outside world, liberality and freedom because of the orthodox 'purdah' system. The male members of the society want to conserve their family dignity and honour by confining the female members of the family into the domestic darkness. Due to this tradition, female members in house get subordinate position in society. Nimi yields submission to Jemubhai Patel despite tolerating his careless and indifferent attitude. The treatment of Jemubhai Patel to his wife leads her to the route of the coldness, loneliness and estrangement. The author has also described the subordinate position of women by revealing the cruelty of the 'Angry Young Man', which is the accepted truth in this male-dominated society. This idea has already been highlighted in Shashi Deshpande's *That Long Silence* where the female central character Jaya realizes that in this male-dominated society, there is no place for women to express their anger rather than their irritation and humiliation.

In novel, other submissive characters like Lolita and Lepcha women are situated in the subordinate position of the society. When Lolita goes to Pradhan for the complaining of the illegal possessing of their land by the followers of GNLF, she is attacked with the rude languages of Pradhan. The poor Lepcha's earnest request to rescue her innocent husband from police custody is nullified by Jemubhai Patel. There is a clear statement of the author that there is hardly any importance of crying of the "subaltern", marginalized women likes her. This indicates that the patriarchal society always wants suppress the voices of the women.

Thus, the novel explores the subordinate and marginalized condition of the two female characters, Sai and her grandmother Nami Patel. The claustrophobic situation for the female



characters is created due to the carelessness, indifferent attitude, exploitation, inhumane behavior and excruciation of the male characters in the society. Their extended silence also pushes them to the dark world of sorrows. They are driven to live within their small realm completely estranged from the society. Though both of the characters are individually engrossed in the circle of estrangement, yet the fact is that an orphan Sai is the victim of the boredom, ruthless and negligence of love, unlike her grandmother who is physically and mentally oppressed, subordinate and marginalized by her educated husband.

The novel also describes the subordinate and marginalized condition of female characters. They are unable to raise their voices against the arbitrariness and deposition of the men section by breaking the contour of the domination and suppression. They are compelled to grapple within their marginalized condition by bending their heads to the whimsical male power. There is another example of women's rejection of male domination is that, the female protagonist of Ibsen's play *A Doll's House* who does not stoop her head to the arbitrary attitude of her husband, Torvalds's social isolation and social restrictions. Her slamming the door and leaving the house of her husband in this drama indicate her rejection of the rigid rules and regulations of the male power. Here Nora shows the assertion of guts of the female power. She can overcome the domain, the subordinate and marginalized condition.

In this way, in *The Inheritance of Loss*, the novelist has exposed the present predicament of the female section of the society. It is also true that, in the patriarchal society, Sai and her grandmother Nimi Patel represent the futile existence of the other women characters in the estranged and lonely world where quest for meaning in life is devalued. The novelist projects the subordinate and marginalized condition of the women in the male dominated society. She also explores their flattening and marginalized circumstance of the female characters. Desai has proved the subordinate and marginalized condition of female characters by illuminating the peripheral position in the society.

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Fantasy in Children's Literature

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Abstract:

Fantasy in children's literature is one of the outstanding features. Children's literature has emerged as light-hearted approach to a deep, didactic and strong one to inculcate values among them. Children's literature could be defined as "books for Kids" where targets are kids. These books are written for specific purposes related to children. Many people think that children's literature has not any meaning and it is beyond art form. But actually children's literature includes books with great values, and also children's books have unique structure of plots, characters and storyline. Children's literature is a "collection of books written for children, read by children and written about children". Children's literature can be in form of comic books, joke books, cartoon books, fiction and non-fiction books such as dictionaries, encyclopedias and other reference material. Now it is our duty to give kids access to all types of literature. That literature is very important for their personal growth. When kids read literature books they fantasize the things around them and they build their own morals and values.

Introduction:

Available literature for kids depends to a high degree on the interest of the respective child, his or her ability to comprehend and his or her reading taste. Children of the same age can differ their reading pattern. Interests of all kids may differ to each other. Literature at early stages of kids helps them to acquire linguistic skills. Repetitive patterns of stories and songs build vocabulary and grammatical structure of language.

Besides this, it is too hard to find a distinctive definition for the term children's literature considering the ample availability of reading material that has been directed at and read by children over the periods of years. Zena Sutherland raise a question "Is every book that children read a part of their literature?" so as answer of this question is, a book like Robinson Crusoe, originally not written for kids but read widely and liked by generations of young readers, it must be included in the category of children's literature. Daniel Defoe's "Robinson Crusoe" And Jonathan Swift's "Gulliver's Travels" should be included in kid's books.

History of children's literature:

Children's literature began with the ancient art of storytelling that is oral transmission of stories from one generation to another generation. When printing was not invented this art of storytelling pass on by various generations. Our ancestors told stories to entertain each other, to comfort each other, elders instruct next generation about day to day living, in this way elders transfer religious and cultural heritage.

The tales of brave kings were very famous. These tales entertain children and adult. Scenes in battlefield, enthusiastic heroes, cunning villains, magical atmosphere, and supernatural elements were very popular. Folktales were printed in England in 1729. Then stories like "Cinderella" "The Beauty and the Beast" "Little Red King Hood" "Sleeping Beauty in the Wood" "The Three Wishes" were the popular stories in kids. Then Middle Eastern tales like



Arabian Nights were introduced. Stories like “Sinbad and Sailor” “Aladdin and his Lamp” were widely appreciated and adopted as cartoon serials and films for children.

In 18th century children’s literature become very professional when London publisher John Newbery who is called father of children’s literature emerged as authentic printer for children. Pictures and diagrams were printed along with stories for kids to attract them.

Fantasy and reality in children’s literature:

Fantasy is a genre of literature which caters needs of readers, primarily of children. Serious readers like realism, social fact on the other hand kids prefer fantasy. Fantasy itself means to escape from reality. Fantasy gives readers amusement with journey in the imaginative world. The assumption is that fantasy is of lesser value than realist writing. It is commonly associated with children and the imagination of their world.

This combination of fantasy and realist writing against each other corresponded with the development of separate literatures for children and adults in the 18th and 19th centuries: the serious realist novel was for adult readers, whereas fantasy and romance were relegated to the readership of children.

Fantasy can be divided into several types

High Fantasy: In high fantasy writers give focus on difference between good and bad. Writers here do duty of moralist. In high fantasy tone is serious than amusing. Religious stories for children can be example of this type.

Humorous Fantasy: In humorous fantasy writer’s only aim is to amuse young readers. He or she thinks less about social realism. Only purpose here is to entertain thoroughly to kids. Comic plots. A comic character, dialogues serves for this purpose.

Science Fiction: Science fiction are widely read by adults and kids. In science fiction emphasis is given on scientific laws and technological inventions. Imagination here stretches to the incidents of future. Usually young readers escape from reality and starts thinking about future.

Adventure Books: adventure books are very popular in all times. Through a specific character kids start inculcating that characters habits in them. Kids like adventures of heroes, how he deal with problems, how he suffer miseries and overcome a dangerous situations. Negative characters also become famous in kids.

Historical Realism: Historical fiction gives ideas about past experiences. Characters are product of contemporary period. Themes and settings are based on events in the past. Historical fiction is cultural heritage of every region.

Non-fiction: Non -fiction books contain map books, science books, science fiction, dictionaries and encyclopedias which contain attractive information, diagrams and drawings. Children are entertained by facts given by these books.

Poetry: A small kid usually enjoys rhythmic poetry. Children’s poetry is also like prose which covers all sensuous elements proper for their ages. Children usually like poems based on fairy tales, fantasy moment, adventure, animal world, nature, religion and moral and philosophical content.

Importance of children’s literature:

When we give kids all variety of literature we actually build their cognitive skills. Teachers, parents, family members, friends should help students develop passion for reading



literature. Through inculcating good literature reading habits we can develop psycho-motor skills and life skills in kids. When we give access to literature to children they develop their own opinion about the text. Some books promote emotional and moral progress of students. Children's books develop ability to differentiate between good and bad. Through fantasize about a specific character they got various moments of crisis and chances of moral decisions. they also come to know reasons of that decisions. To cope with stress books are the best solution to entertain ourselves. Small children sometimes don't know about the harsh reality of the world so escaping from reality is good for them.

Conclusion:

Children's literature is really precious in schools and at homes. It is teacher's and parent's duty to provide quality children's literature. they should give students access to the best books which will encourage them to inculcate important values in them. Children's literature is so precious that it can give kids opportunity to analyze literature, interpret literature and respond to it. Literatures give kids knowledge about various cultures, literary history across generations. It helps students to develop their emotional intelligence, innovativeness, social and personality development. A good literature can modify kids into responsible citizen, successful and caring human being. Truly children's literature is like medium of transmitting literary heritage from one generation to the next generation.

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Multiculturalism: A New Dimension of Indian Writing in English with Special Reference to the Novel Shadow Lines by Amitav Ghosh

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Abstract:

Indian writing in English has become an indispensable component of literary and cultural studies in India, Projecting the Multiculturalism, composition of Indian society with all its multiple facets. it is a gold mine for the collection of authentic data on multiculturalism as Indian milieu offers background for the literature which is diverse and colourful. This milieu has been cultivated by the coexistence of cultures and subcultures demanding their rights, respect and recognition. The present study perceives how different principles of multiculturalism are reflected in the Novel Shadow Lines, and examines how the violation of the principles of multiculturalism has led to the social conflict as well as disharmony.

Key words: Multiculturalism, Indian milieu, social conflict and disharmony

Introduction:

Man is the only social animal who has ability to form a healthy human society with the help of his quality to develop a rapport with co-existents, mutual respect, love, affection, care and understanding and therefore when we go for any literary text we try to extract both the features of it i.e., to instruct and to delight. This means we read and interpret any literary text not only with the purpose of understanding human society but also for appreciating the value of peaceful and harmonious coexistence of different cultures and subcultures.

Multiculturalism and Indian writing in English:

Multiculturalism like other __isms, is a school of thought that advocates society to provide equal status to various cultural and religious groups. Cultures evolve over times and this process of evolution has been continued. We cannot say there is a single culture which is entirely perfect or any other is entirely worthless. In short, multiculturalism is a term which describes the coexistence of many cultures and subcultures, in a locality without any one culture dominating the region, by making the broadest range of human differences acceptable to the largest number of people. The most important aspect of multiculturalism is that it seeks to overcome racism, sexism and other forms of discrimination.

In his book *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, Bhikhu Parekh defined multiculturalism as:

It is neither a political doctrine nor a philosophical issue but actually a perspective on as way of viewing human life. Increasing cultural diversity focuses on the promotion of rights for different religion and cultural groups. The rights for cultural groups form basis for multiculturalism.

Post-colonial era was the transitional period for Indian Writing in English. After the dark clouds of colonialism, a bright rainbow of cultures comes up in the postcolonial sky. It is a multi-



shaded culture having the colour of both-the colonizer and the colonized. The Indian English Literature belonging to this period features multiculturalism, quest for the identity, recognition, diaspora, partition etc. The works of writers like khushwant Singh, Mulk Raj Anand, Arundhati Roy, Raja rao, sulman Rushdi, Amitav Gosh, Shashi Tharoor, Jumpa Lahiri, Anita Desai, Vikram Seth, V.S. Naipaul, Upamanyu Chatterjee are being interpreted in the current critical styles of multiculturalism.

Amitav Ghosh can be called as a master writer of multiculturalism because almost all of his novels give a picture of diverse peoples, cultures and traditions. But here in the present paper the study has been restricted to the Novel *Shadow Lines* only. The attempt has been made to analyse the selected novel in the light of violation as well as recognition of multiculturalism.

About the Author's attitude towards the term multiculturalism:

Amitav Ghosh is an Indian writer whose work highlights colonial and postcolonial issues of quest for identity, Diaspora and multiculturalism. His writing has been informed by his early childhood memories heard from his Calcuttan parents who lived during the end of the colonial rule and during Ghandhi's nonviolent movement towards independence. In his writing Amitav Ghosh has depicted the multiculturalism in positive sense. He has shown both, advantages of recognition of multiculturalism and disadvantages of the Violation of the same. With the help of the title given to the Novel i.e., *Shadow Lines* we can predict his views about the boundary made by the people be it regional, national or cultural. He has treated the theme of nationalism in the novel as a destructive force. He shows his belief in multiculturalism by depicting the arbitrary and illusive nature of the lines drawn by the notion of nationalism which divides people.

I believed in the reality of space; I believed that distance separates,.....I believed that across the border there existed another reality.

The above quotation can be considered as a key statement of the novel as it expresses writer's distrust in nationalism and his faith in multicultural scenario with the help of Narrator's voice.

The story:

He has given multicultural dimension to the Indian writing in English by promoting the value of peaceful and harmonious coexistence. The plot of the Novel *The Shadow Lines* revolves around two families one Indian, the other English. It sets to uncover a plenty of culture or mingling of cultures. The novel follows the incidents in life of The unnamed narrator growing up in Calcutta, who is educated in Delhi and then follows with the experiences of his stint in London for research work. The Datta Chaudharis, the family of the narrator is linked to the London's Price family. The young narrator comes in contact with different cultural identities through the main characters in the novel- Tha'mma, his grandmother, Ila his cousin, and Jatin, Tridib and Robi his uncles. These characters cross their social, cultural, and national boundaries which have given a theme of multi-culturality and diversity to the novel.

The notion of cross-cultural relationship:

The relationship between Tridib-May and Ila- Nick price gives multicultural dimension to the Novel. As the protagonist Tridib, an Indian, falls in love with May; and Ila, an Indian, marries Nick Price, an English man. The relationship among these characters reveals the cultural mingling of the colonized people when they try to carve out their place in the world. This



crossing of their social, cultural, and national boundaries has given a theme of multi-culturality and diversity to the novel.

Ila and Robi as the representatives of two different cultures:

The action of the novel revolves round these characters that belong to the two different worlds of ideas. Indian culture comes with flying colour through the ideas of Robi and at the same time Ila becomes representative of western culture by disowning Indian culture. Her western attire shocks her grandmother subsequently, Robi and the narrator are surprised by her impetuous behavior in a hotel, where she wanted to dance with a stranger.

The following extract has been taken from the novel to show two different cultural thought streams.

You can do what you like in England, he said. But here there are certain things you cannot do. That's our culture; that's how we live.

In above lines to answer Ila's Western arrogance, Robi reminds her that she stands in India where girls have certain boundaries which should not be crossed in anyway

On Robi's restriction, she cries out: "*Do you see now why I've chosen to live in London? Do you see? It's only because I want to be free.*"

Recognition of Multiculturalism:

Tridib and May are the real promoters of multiculturalism in the Novel as they both treat each other's culture equally. Firstly the incident when May Price comes to Calcutta can be cited as the example of it. Secondly when May forces Tridib to help her mercykilling a seriously injured dog, or when she urges Tridib to save the old uncle of Tha'mma in the riots, she tries to display the superiority of Western values. And she expects that Tridib would emulate her. When Tridib wrestles initiative from May to save the old uncle of grandmother in the riot-torn Dhaka, he unintentionally proves that his culture is not in any way less idealistic than the English culture. This rapport between May and Tridib had given rise for their love relationship but unfortunately it ends up tragically.

Violation of the principles of multiculturalism:

• The Communal Riots of 1963-64:

The riots of 2nd jan 1964 resulted in to the merciless killing of Tridib, Jethamoshai and Khalil by the rioters. The riot was caused by men who were outraged that a single hair of the Prophet Mohammad disappeared from a shrine. The author has used the hair to demonstrate that large-scale catastrophes can result from the smallest objects or grievances. By this Ghosh has shown the destructive effects of intolerance, rejection for the thoughts, ideas, tradition or the cultural values of other people resulting in tremendous loss of life.

• Ila Disowns Indian Culture:

As the only young Indian woman in the novel, Ila bears the burden of representing a post-colonial female perspective. Although she leads an independent life in London, out of reach of the conservative, restrictive, patriarchal society of Calcutta, and makes her own rules, she is inextricably trapped between the two cultures in rejecting one and being rejected by the other in turn. Ila follows the western culture blindly and regards Indian culture nothing but a bondage. Her wedding-lock with Nick is just to certify herself an English girl. Her refusal for the acceptance of Indian Culture brings complexities and traumas in her life.



Conclusion:

In this way Violation of the notion of multiculturalism results into negativity, conflict and destruction and on the contrary acceptance of it results into harmonious coexistence, non-discrimination, assimilation and diffusion. Therefore Indian writing in English needs to be studied for the purpose of promoting the value of multiculturalism which respects cultural diversity and enriches our life.

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The Role of Culture in Literature

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Abstract

The present paper focuses on importance of culture and the role of culture in literature. Culture and literature give moral lessons and life skills to readers. These roles of culture also give enjoyment to readers , Some literary piece of works have helped to emphasize on various aspects of culture that are noticed in some novels such as 'LORD OF FLIES' , 'CRY, THE PEACOCK' , 'THE GOD OF SMALL THINGS'.

Concepts Of Culture And Literature

- Man is a social animal who is born and brought up in certain culture and loves to exchange his culture with others. That is why he is very curious to collect information about different cultures through observation, reading, experience etc.
- What is culture?
- Culture can refer to particular group of customs, values and activities of people at a particular time. Culture is a broad concept that embraces all the aspects of the human life. It includes everything what humans do and learn to do as members of society and it also shape our thoughts and actions.
- Culture is a social phenomenon and it is the product of long-term creation. At the same time, it is also a historical phenomenon. It is the accumulation of social history. Culture refers to the history, geography, customs, traditions, ways of life, literature and art, behavioral norms, modes of thinking, and values of a country or a nation. It includes material culture, institutional culture and psychological culture.
- What is literature?
- Literature means literary works which reflect good indexes, moral values and life skills . These are the aspects of culture and express the author's thoughts and feelings about human life which is an integral part of culture. In short literature is the mirror of life and it is the significant aspect of culture.
- According to Larry Woiwode literature expresses influence of communities on human life and societies.
- Literature is an art that uses language as a means to shape an image to reflect social life and expresses the author's thoughts and feelings. The first appeared was oral literature, which was generally linked to music as lyrical poetry that could be sung. Modern literature usually divides literature into four categories: poetry, fiction, prose, and drama

Role Of Culture In Literature

- Reader can find various aspects of culture in literature such as history , norms, values ,art , music, dance ,drama , games , language, cultural communication, sports , customs, traditions , festivals ,religious factors, , life skills, belief in natural and supernatural powers.



- Literature reflects and portrays communities, the language from literature helps to give culture and explanation of lives in different society. Literature that is defined by the culture aspect, gives details about such fascination and affluent information or context.
- Through the literature reader can get the information about particular community.
- Literature is an art that uses language as a means to shape an image to reflect social life and expresses the author's thoughts and feelings. The first appeared was oral literature, which was generally linked to music as lyrical poetry that could be sung. Modern literature usually divides literature into four categories: poetry, fiction, prose, and drama.
- The literature of an age, and its social set up keeping and reacting one over the other. Literature influences the culture; culture is reflected in Literature and in this way, in all languages and at all times there has been a close interaction between the two.
- Literature of any age cannot escape the influence of the cultural aspects and therefore is found reflecting the culture of the age when it is created.
- Literature thus has been holding the mirror up to Nature on one hand; reflecting all traditions, trends and tendencies.
- Literature has to play its part as a reflector and a corrector of society and society has to inspire men of letters to keep themselves on their guard towards their mission of social good.
- One key importance historical literature as stated in the poem 'The chimney sweeper' by William Blake, "and my father sold me while yet my turn could scarcely cry." explains to its readers that in 1789 it was not viewed as a crime to sell your children to a child laborer. Here, the literature from the past culture teaches us that we should not make the same mistakes twice.
- The most widely accepted views on the relationship of literature and culture focus on the study of culture as a system that linguistic behavior could best be comprehended and interpreted in its appropriate socio-cultural contexts. Thus all aspects of culture are interconnected. Literature is a part, product and means of culture. Reality creates language and language creates literature; Literature creates culture and culture creates reality; culture creates language. Language, therefore, must be investigated within the social context of the community that uses it.
- Culture influences literature through religious ideas, moral values, language, and just to name a few potential variables. For instance, early Anglo-Saxon literature evinces both a profound influence from older Nordic pagan culture, as well as the influence of Christianity. Today, American literature often displays influences from popular culture and contemporary politics.
- Much ancient literature is the written form of oral narratives that are probably much older than the written literature that has survived to the present day. Such ancient literature offers an evocative glimpse into long-ago cultures that have long since passed away. In the course of literature readers regularly choose multicultural and global literature to read for literature discussions. To prepare for these discussions, readers are asked to complete an individual reflection about the book. Readers are sometimes assigned the reflection format and want to reflect through writing, art, music, graphic organizers, or other methods. These reflections give the readers a place to record their initial thinking about the book, which leads to more thoughtful discussions on various cultures



Culture In Literature

Lord Of The Flies

The overarching theme of *Lord of the Flies* is the conflict between the human impulse towards savagery and the rules of civilization which are designed to contain and minimize it. Throughout the novel, the conflict is dramatized by the clash between Ralph and Jack, who respectively represent civilization and savagery. The differing ideologies are expressed by each boy's distinct attitudes towards authority. While Ralph uses his authority to establish rules, protect the good of the group, and enforce the moral and ethical codes of the English society the boys were raised in, Jack is interested in gaining power over the other boys to gratify his most primal impulses. When Jack assumes leadership of his own tribe, he demands the complete subservience of the other boys, who not only serve him but worship him as an idol. Jack's hunger for power suggests that savagery does not resemble anarchy so much as a totalitarian system of exploitation and illicit power.

Cry, The Peacock

Desai's first novel *Cry, The Peacock* was first published in 1963. It is the story of Maya and Gautama, who are a dysfunctional couple. Maya is sensitive and lives in her own imaginary world. On the other hand, Gautama is a practical man; a lawyer and is unable to comprehend the pain of his wife. She feels neglected and mocked at. Most of the action in this well known novel takes place in the mind of Maya. Whether she herself commits suicide or not is not clear as the ending of the novel is left fuzzy. Her allusions to the Hindu philosophy are also to be noted in this novel. The modernity of Gautama and his westernized ideas about companionship and marriage clash with Maya's traditional views on how a good Indian Husband should look after his wife. Desai portrays multiculturalism at various levels, and ultimately Maya overcomes Gautama.

The God Of Small Things

Arundhati Roy's novel, "The God of Small Things", was the social relationships and the factors that shaped and defined them, from class relations not only beyond one's own caste, but one's own culture. The relationships in this novel highlight the diverse nature of India—religiously, ethnically, culturally, socially, economically. The world's major religions are all represented, with followers of Hinduism at 80.5%, Muslims at 13.4%, 2.3% Christians, 1.9% Sikhs, and 0.8% Buddhists, along with four major language families exist in India, but this only translates to the complex cultural divide that faces India today. In addition to these demographics, there exist the divisions of the caste system and the influence of western culture. This tension is clearly seen within the relationships that the family members hold to western civilization in addition to their relationships with each other.

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Multiculturalism Reflected in 'The God of Small Things' and 'The White Tiger'

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Abstract:

The main concern of multicultural literature is to focus various dimensions of multiculturalism. Arundhati Roy's debut novel The God of Small Things is the mirror of India's cultural transformation from colonial, postcolonial times to the existing era of globalization. The issues like Cultural diversity, hybridity, identity, and marginalization due to caste, region, religion and economic condition have always been an essential part in postcolonial studies. Arundhati Roy's Booker Winning novel 'The God of Small Things (1997) delineates very sensitive and sensationalizing issues, though Indian but global in nature. Roy emphasizes India's cultural transformation, identity crisis, hybrid identities, cultural clashes, gender oppression, social taboos and laws of love. Actually the said issues may have occurred or might (may) still be occurring in India. Cultural transgression by Ammu and Velutha represents the revolutionary voice from the marginalized. Aravind Adiga's debut novel The White Tiger presents the picture of multicultural India. Adiga portrayed India as Dark and Light India covering all the issues of caste, corruption, poverty, corrupted education system, politics and entrepreneurship.

Keywords: Multiculturalism, social injustice, Gender discrimination,

Introduction:

Multiculturalism is a way of viewing human life. Multicultural Literature is based on realism and centres around issues related to race, class and gender. Multicultural literature focuses on social injustice and cultural conflicts in the people of different ethnic, religious and social backgrounds and identity crisis due to cultural diversity and displacement. It focuses on the issues of the society and individual relationship such as to search personal identity in the society which marks multiculturalism, forming and maintaining individual and cultural values, relationships with others and among family members, religious beliefs and social status, childhood experiences, socioeconomic ups and downs.

Multiculturalism is the way in which cultural and ethnic differences contributed in social, political and economic scenario. In multicultural societies, particular groups and their culture forms are designated as worthy of official recognition, protection and possessions. But not all the multicultural societies are successful in accommodating the discrepancies.

Research Methodology:

The researcher adopted analytical research methodology. The researcher used theoretical, descriptive and interpretative methods and the novel is analyzed on the basis of through reading.

Conceptual Framework:

The main objective of this paper is to show how multiculturalism is reflected in *The God of Small Things* and *The White Tiger*. The issue of multiculturalism is present in the novels and highlights how race, class and gender play vital role in shaping or destroying the protagonists. The protagonist trapped between two cultures and faces its consequences. Arundhati Roy's *The*



God of Small Things focuses on the clashes or enmity between upper class and lower class. The transgression of culture invites calamity on both Velutha and Ammu. Aravind Adiga's *The White Tiger* is the representation of the lower class Balram, who by transgressing his inferior social and economic status i.e. Rooster Coop becomes a successful entrepreneur.

Arundhati Roy's *The God of Small Things*, and Aravind Adiga's *The White Tiger* deal with the universal theme of social consciousness that is, class enmity and class exploitation; injustice faced by untouchables, children, and women. The untouchables have to face a lot in caste ridden society. Roy's Velutha who tries to transgress the boundaries of culture had to suffer a lot in the novel. Ammu, belongs to Syrian Christian Family and by loving Velutha, an Outcaste, she transgressed her boundaries of high culture and ruined herself. The novel highlights the issue of multiculturalism by focusing Chako, his wife Maragaret Kochamma from England and daughter Sophie Moll. But their marriage was a failure. Ammu's marriage with Bengali Hindu Tea Estate manager makes her life more complicated. After her divorce she returns to Ayemenem. Being a divorced woman, she is not socially acceptable and destined tragic death. Her children Rahel and Estha are of hybrid origin and hence not acceptable and loved by her maternal family members. Ammu's love affair with an outcaste Velutha marginalized her in the society. Velutha, an untouchable has to suffer a lot due to his inferior social status. Ammu's death makes twins lonelier and insecure and has to suffer a lot. It affects the twins mentally and has to face its consequences in future. Rahel's marriage with Larry McCaslin was a failure. *The God of Small Things* focuses on a Syrian Christian family and its multicultural members creating hurdle for each others. Roy writes about a family who breaks cultural rules, and pushes at the boundaries of convention and of history. The novel shows an exploitation of women, children and outcastes. Globalization, multiculturalism, inequality in the society play important role in shaping the story. She describes realistically inaccessible upper class culture for subordinate who are culturally oppressed and marginalized.

Aravind Adiga's *The White Tiger* highlights the most burning issues of Indian society i.e. the rich and poor divide, social discrimination, the landlordism, poverty, ill-equipped education system, poor health facilities, corruption in government agencies and moral degradation which have been intensified the sufferings of the poor and affected the development of the nation. Adiga has divided India as Dark India and Light India. He highlighted the suffering of poor and downtrodden people. Feudal system rooted in the Dark India affected the lives of poor people. The landlord family play major role in Dark India. Being powerful they tormented the poor class. Social discrimination is inherent in the novel. Foreign influence is implicit in Landlord's family members. The foreign-returned Mr. Ashok and his wife Pinky aspiring for western culture and their life style focuses on it. The society is full of socio economic discrimination, corruption in the field of politics and education. The influence of foreign culture and degradation of traditional values and fanatic nature of Indian societies towards the west are inherent in the novel. Adiga portrays the typical scenario of Indian villages struggling to fulfil basic needs or for their survival. He makes readers aware of the Light India full of corruption, bribery, exploitation in the name of religion, politics and so on. Multiculturalism is implicit in India's developing nature of the city life. Adiga explores the dark side of India highlighting many cultural issues such as marriage, dowry, religion, customs and traditions. Balram has to suffer a lot due to his sister's marriage. He has to discontinue his education and has to earn money to support family. All family members have to struggle to fulfil basic needs and work hard for the landlords. The poor



people's subjugation to the powerful people complicated their lives. The protagonist belonging to the Dark India strives hard to escape from rooster coop and accepts the city culture full of many evils such as bribery, murder, corruption and so on. Balram very readily accepts the changed ethics, value system, and breaking his shackles of Rooster coop, becomes successful entrepreneur. His journey from Dark India to Light India is definitely surprising. Balram Halwai's life in delhi is totally different from his village life. He has to adjust himself with the modern culture of Delhi. He notices how the lives of rich people are full of luxury and the poor people are destined to live under the bridge or by road side. The drivers working for rich people have to live in very dirty condition. Adiga has focused on the culture of drivers which is totally different from their upper class master. These drivers are the victims of the system. They are ready to accept responsibility of evil things done by their master. Adiga makes it clear by giving the example of Pinky madam who crushed the child due to her rash driving. Landlord's family members expect Balram that he should accept the responsibility of accident and be ready for further consequences. For that Balram's family has given economic security. The rich master can do anything to save his daughter in law. The master servant relationship is very complicated and Balram has to struggle to get rid of it. He very easily acquires the new culture in Delhi and by murdering his master and snatching his large amount flees to Bangalore. He starts his own business and becomes successful entrepreneur.

Gender discrimination in rural area is so inherent. The child labour, corruption in education system and poor condition of government hospitals and so many evils are rooted in the society. Though Balram is rooted in lower class and poverty but being superior or clever than others succeeds in breaking his Rooster Coop and makes his own identity. He is able to prove himself.

Conclusion:

Arundhati Roy has depicted the multiculturalism in the novel. She focused on the drawbacks of society in the 20th century India. She also focused on the fact that by rebelling collectively against unjust social order, one can hope equality on social, economic and political level. Adiga delineated Multicultural modern India and emphasized the evils of society and stresses the fact that people belonging to lower class can make their future.

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Multiculturalism in The Novels of Kiran Desai's 'The Inheritance of Loss', Manju Kapur's 'The Immigrant' And Jhumpa Lahiri's 'The Namesake':

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Abstract:

Multiculturalism, at the universal level refers to the mixture of cultures and cultural symbols in the marketplace, where multinational corporations choose descriptions to attract a varied population of consumers. It incorporates the diversity of rational population composed of "native," "immigrant," and "refugee" communities with regard to languages, cultures, religious beliefs, and social organization. When reading three multicultural works of fiction, successively, written by women novelists, settled in the West, it is natural to read one against the other. This paper examines three such novels, *The Inheritance of Loss* (2006) by Kiran Desai, *The Immigrant* (2008) by Manju Kapur and *The Namesake* (2003) by Jhumpa Lahiri. These novels are masterly works of literary fiction and their similar generative principles invite a critical comparison between the three. There are certain natural similarities and differences in the novels of Kiran Desai, Manju Kapur and Jhumpa Lahiri. The modes of the fictional style, all were different in respect to the place in which the novels were to be set..

Keywords: Multiculture, cultural identity, immigrant, diversity, diaspora, globalization.

Objectives:

1. To find out the multiculturalism in the above mention novels.
2. To study the various threads regarding multiculturalism.
3. To study the immigrants existentially.

Introduction:

The concept of multiculturalism originated in the 1970s and was used in Canada for the first time to deal with the problem of immigrants. Then it spread to other countries like Australia, USA, UK and some countries in the European Union where immigrants of different countries of the world lived and settled. The differences can cause anxiety that the nation should not only lose its identity but also cultural exchanges that give advantages to the different factions. For example, it could be about new influences in art, literature and philosophy, as well as free creativeness of music styles, clothing styles and food. Multiculturalism is used to describe how a state should act towards different cultures within the same nation. It refers to the social reality that people from different cultures came from their countries are intermingling with each other. It deals with the tolerance for cultural differences within the same State with regarding to class, caste and gender also. Kiran Desai, Manju Kapur and Jhumpa Lahiri have written many novels that bring together the cultures of the East and the West. Since these authors have written at least a novel each in which multiculturalism is the background. This article shows how Kiran Desai's *The Inheritance of Loss*, Manju Kapur's *The Immigrant* and Jhumpa Lahiri's *The Namesake* use multiculturalism differently through their own narrative techniques, plots and fictional discourses.



Research Methodology:

The researcher will analyze & evaluate the fictions on the basis of through reading of the novels written by above mention writers. This research employs a descriptive method which includes a process of gathering, analyzing, classifying the data for making adequate & exact interpretation of collected data. Information related to study will be gathered from various reference materials such as books, articles, and online sources related with this topic.

Multiculturalism in the novel of Kiran Desai's 'The Inheritance of Loss':

Multiculturalism is a normative arrangement that accepts diversity of national population composed of different communities with regarding to language, culture, and social organization. Nepalese-Indians, who are fighting for their own states regarding their ethnicity, are repeatedly tagged as "separatist", "terrorist" and "guerrillas". In fact, they are not separatists or terrorist. They are unhappy because the central government, instead of establishing Gorkha's state, combined their state with Bengal state suspicious their trustworthiness towards the nation

Many conflicts are arising day-by-day and different cultural formations and social relations are developing within and outside. Desai's novel does it by exposing how the conventional Indian culture "Others" the Gorkhas by taking option to the essentialist tendencies of cultural inheritance of Indian past.

throughout the book, the political situation worsens and each person deals with it in their own unique way. They desired to change their existences. The status of immigrant people is skillfully explained in it with the help of the character, Biju.

Multiculturalism in the novel of Manju Kapur's 'The Immigrant':

Manju Kapur's *The Immigrant* is the story of disarticulation and Cultural difference is an Ethnic Diasporic Novel. It is about Nina, who lived with her widowed mother in Delhi. She gets married with Ananda, a NRI, a Dentist and takes off to Canada to start her new life. The paper here shows how the novelist brings out the life of a married woman, with her husband alone to talk with, all alone in an unfamiliar land where Indian Culture and individuality has often remained eccentric ideas. Marital elation, women's role at home and the change of approach is mainly determined. The aloneness and feeling of being uprooted rotates the character of traditionally brought up, Nina. Finally there is complete change in the persona and attitude of the central character and she develops a new feature towards life and moving forward.

It is true that individual gets in trouble after immigration. It depends upon the attitude of the person how to start with the obstacles that come in between from migration to settlement. When Nina realized her mistake she courageously decides to begin a new life. Her change of attitude, acceptance of the truth and quest to please the people around her gets her ruin. When she realize the mistake or the identity she has lost in confident the new, for identity has made all the difference in her life.

Multiculturalism in the novel of Jhumpa Lahiri's 'The Namesake':

In the case of Jhumpa Lahiri, multiculturalism takes on an entirely different shade in her novel; in *The Namesake*. Even though America has not colonized India openly, it has colonized our minds with the power of its prosperity and technological development. Even though the Americans have never ruled over India, the Indian Diaspora in America seems to treat them as people living on a high level. Lahiri's fictional diasporic discussion shows that East is East and West is West and they may never become one. In addition, the various discourses that is present in *The Namesake* particularly the feminist discourse that creeps into the novel at various points in its narrative. In *The Namesake* Lahiri makes a number of objects in Ashima's apartment tell



stories. We are shown a picture of Ashima's kitchen – in which there is a co-mingling of America and India. This co-mingling results from a selection of some objects from both the countries. There is a "lazy Susan" and linoleum is made to look like tiles. All these are found in American kitchens and are therefore part of Ashima's kitchen as well but then there is a water color painting made by Ashima's father, in which a caravan of camels seen in a desert of Rajasthan. The kitchen is a great way to show multiculturalism. In the process she reveals how the mind of an Indian can be left behind in India even when her body is in America.

Conclusion:

Multiculturalism shows the dilemma of cultural diversity brought about by the movement of people within and without the nation state. Such a movement of people across the world, for permanent settlement or for temporary travel, form a strong resource for the rise of cultural diversity worldwide. The paper attempts to bring out multiculturalism, migration and ethnicity in the above mention novels. Migration and international space facilitate cultural hybridity in the behavioural pattern of the characters who are caught between the cultures of two nations. They live to survive; their survival is based on their changing attitude. Kiran Desai ultimately highlights is not just individual experiences, but rather the relations of identification between immigrants, exile, and foreigners who all struggle with the weight of history and society. The narrative constantly swings between the present and the past. Desai presents Gyan as an oriental in India and Jemubhai as an oriental in England. She views the entire community of Nepalese of Kalimpong and Darjeeling as the orient. Manju Kapur's the Immigrant - the Story of Dislocation and Cultural Conflict. She simply differentiates between the life in the homeland and in abroad. Jhumpa Lahiri captures both the cultural encounters and there psychological and emotional crises in the lives of her characters. The cultural complexities of the second generation migrants are explored by her. Lahiri uses her novel as a medium to negotiate the borders of society and culture to implicate identities that move across continents, communities and cultures.

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Children's Literature: Grown- Up's Fantasy

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Years went over, and the Giant grew very old and feeble. He could not play about anymore, so he sat in a huge arm-chair, and watched the children at their games, and admired his garden. 'I have many beautiful flowers,' he said; 'but the children are the most beautiful flowers of all.'

The Selfish Giant, Oscar Wilde (1856-1900)

The present paper focuses on the apt subject of Children's Books and these books were the real gem for us. Ruskin Bond is the most read author in the modern times. His love for the greenery, visiting his grandma in Deoli every year, his fascination for the children created interest in me to read his stories. Over the years we have seen lot of change in the tastes of the children. But forty years ago, the time was lot more different from that of today. Plenty of books used to be on the dinning table. And this reading milieu changed the very idea of reading together. It was really fascinating thing. Most of the stories so engrossed my mind that again and again I read them with great pleasure and never the interest has gone slight changed. To me it looked as the golden age of Hollywood.

Children's literature is the literature we long for. How are we to forget *Cinderella, The Selfish Giant*, the Heart rendering *Happy Prince, Little Mermaid, Snow white and the Snow Dwarfs*, Beauty and the Beast, Alice's Adventure in the Wonderland all these books made us grew up into the adulthood. These were the books that shaped our ideas, our morals, our ethics, our thinking and mirrored us in future. It was the most fascinating world of us. The world which was golden like the world of Black and White cinema. There's no other beautiful, innocent and imagery world than that world of Children. It's the most imaginative and more inspiring to the little minds who are growing up to the world that of the adult. The children are always curious, sincere, affectionate and far away from the crookery. Their world is so full of playing, and thinking. They think more than the elders. Children's age is that of the most fondly wanting for. The most striking point in the children's literature is found in the work of *Wilde, Kipling, Lewis Carroll, Charles Dickens, and Sir Matthew Thomas Barrie*. These books are very special books. As the cover had beautiful and colourful pictures inside. These were Hardbound large books from the school texts. Each story had some beautiful descriptions and the attention was gained by the story. As a ten year boy the first book I found was the book named, **My Big Book of Fairy Tales**. The book was so interesting and somewhat reading began with this book. The stories like *The Glass Slipper, Cinderella, the Little Mermaid, The Little Thumbelina* was the world for me. The reading started with Once upon a time, in a far distant country, there was a king who had a beautiful young daughter. She loved to play with her ball by the side of a pool which had pretty flowers growing around its edge. One day the princess's ball fell into the pool and she was very upset because she couldn't reach it. "I'd give anything to get my ball back" she cried.



As she said these words a frog jumped in front of her."Promise to marry me," he said,"And I'll return your ball to me, "Willingly", agreed the princess, not really thinking about what she was saying. As I read this willingly was a difficult word for me and I looked in the dictionary for the meaning and my reading begun. In my seventh standard English book we had a Chinese fairy story *Wooden Bridge Hotel* where the owner of the hotel turns all her guests into small oxes,cows and makes them grow vegetable. At the end, an intelligent guest finds out the mystery and teaches her a lesson. As time moved on then I came across *The Model Millionaire* and *The Selfish Giant*. *The Selfish Giant* was then published in the cartoon form by **Reader's Digest** in the year 1973. I still have this with me. The Giant, the descriptions of his garden, building of the wall, TRESSPASSERS'S WILL BE PROSECUTED, the delayed of the winter and then the great transformation in the Giant when he puts the tiny boy on the tree who was unable to climb up.The kiss he gave the Giant was immortal Kiss. In the end of the story, the old and the feeble Giant see his great friend. But as he came near to him his face grew red with anger, and he said,"Who hath dared to wound thee?" For on the palms of the child's hands were the prints of two nails, and the prints of two nails were on the little feet.

'Who hath dared to wound thee?' cried the Giant, 'tell me that I may take my big sword and slay him.'

"Nay," answered the child: but these are the wounds of Love.'

'Who art thou?' said the Giant, and a strange awe fell on him, and he knelt before the little child.

And the child smiled on the Giant, and said to him,"You once let me play in your garden, to-day you shall come with me to my garden, which is paradise.'

And when the children ran in that afternoon, they found the Giant lying dead under the tree, all covered with white blossoms.

What a great impact this was on me, is very difficult to say. But what it did to me that Oscar Wilde became my first favourite writer.With stories such as *The Happy Prince*, *The Devoted Friend*, and the book I read umpteenth times *The Picture of Dorian Gray*. Next thing that happened that in the next year I found out that *The Happy Prince* is in syllabus. This made me spend more time in reading and due to this I was far behind in my studies. I had huge collections of **Chandoba, Tinkle, Champak, and Kishor** at my disposal. It was the great time to spend with and never to grow up .I was like Peter pan not thinking about the future but dreaming in the world of children. *The Model Millionaire* was a much more of a reality story to me, for it had both the charm and the romance and Hughie Erskine with all his good deeds and his beautiful Laura, and the beautiful world of painters. **Rembrandt, Velasquez** became familiar to me. Earlier **Kirk Douglas's Lust for the Life** introduced me to Dutch painter Vincent van gogh and Paul Gauguin. The last line of the story is quite remarkable. "Millionaire models,'remarked Alan, 'are rare enough; but, by Jove, model millionaire are rarer still! These were the stories that taught us the morals and helped to build the character. The modern world seems to be drifted from this and hardly the public reads the books with great tastes. All those lovely things have gone now.Soon the children's age was changing with *Kipling's KIM* and *The jungle Book*.Then I used to adore Kipling because his Moughli and the Poems *Gunga Din* and *IF*. *IF* somewhat turned my life to see the world of the children in a different way.It gave me a sense of life and see that life is not easy but tough. Just a few days back I visited J.J. School of Art and inside the compound saw the ruined state of Kipling's bungalow. Of the man whose father John Lockwood who was the first Principal of J.J. School of Art.And the writer who



glorified the country he really loved, India, especially Bombay in his books, now neglected lying aside the people who don't even deserve to be inside the premises.

In college David Copperfield became my most loved book. The rough life of David, Mr. Micawber and his great saying to young Davvy, "My other piece of advice, Copperfield," said Mr. Micawber, 'you know. Annual income twenty pounds, annual expenditure nineteen six, result happiness. Annual income twenty pounds, annual expenditure twenty pounds nought and six, result misery." What a great piece of advice to the generations to come, to read and practice in our life. This was a major change in the lives of children of the eighteenth century and Dickens voiced for the protection of children. Later on Micawber helps him the fight the crook Uriah Heep. A best partnership can be seen between these two. And Barkis a stagecoach driver who is in so much in love with David's childhood nurse Miss Peggotty, and is often repeated words "Barkis is willin'. This type of relationship makes the story more interesting and an impression is created on the reader's mind which is never erased off his mind.

At the end of my paper I can say that the age of the children is the real age and we should see that they are not deprived of it. More and more efforts must be taken to sit beside them and read some paragraphs, drawing pictures, painting and creating a taste and liking in them. This will definitely mould our children to read best of the books written for them without any prejudice.

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Thematic Perspectives of the Selected Modern American Dramatists

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Abstract:

Modern American drama this term refers to playwrights of the 20th century. In 20th century lots of writers wrote plays but some of them became more famous for their thematic techniques used for their plays. Among the playwrights of the modern drama, the dramatis like Eugene O'Neill, Arthur Miller, and Edward Albee became very famous for their themes used in the plays. The themes of the plays of these modern American dramatists relate to the remunerative, administrative, social and psychological changes occurred in American society because of the two world wars. This paper throws the light on the thematic perspectives of plays of Eugene O'Neill, Arthur Miller and Edward Albee.

Keywords: thematic, administrative, psychological, social, remunerative.

Introduction:

In The modern American drama we can view the use of different themes by the dramatists. The First World War and the Second World War affects the each and every class of the American society. It breaks the so called American dream of the America. The dramatics like Eugene O'Neill, Arthur Miller, and Edward Albee depicts the same, the failure of the American dream in their plays. Their plays we can say them as a revolutionary plays because through their plays they wanted to reform the society. The society which was full of materialistic values, money mined, power etc. if we carefully read and observe the plays of these three dramatists there are similarities among them, there is similarities of in themes. These three dramatists used the different techniques to express their themes

Their method of expression was different but the intention remains same, for example Edward Albee produced the absurd plays, his absurd plays are full of moral difficulties, he used the common man as his heroes like the Arthur Miller who also used the common man for the hero of his plays i.e. Willy Loman in 'The Death of Salesman'. Other similarities between these dramatists are the use of tragic themes for their plays. The most of the plays of these dramatists ends with the death of the hero or the major character of the play i.e. Jerry in Edward Albee's play 'The Zoo Story'.

These three dramatists show the struggle, existence and predicament of the modern man. We can find the clear reflection of the modern American society through their plays. Following are the perspectives of themes of these dramatists one by one

Eugene O'Neill:

Eugene O'Neill was internationally well known for his use of expressionistic technique and the use of realism in his plays. The plays of O'Neill are expressing the human tragedy, which's spiritual and the aesthetic values were die. In this early one act plays he used the theme



of realism for his plays like 'Bound East for Cardiff', 'The Long Voyager Home' etc. to express his themes O'Neill made the use of various symbols in his most of the plays.

His long plays like 'The Emperor Jones' was full of tragic scenes. These scenes expressed the psychological fear and mentally depressed tragic hero. According to the critics his play, 'The Emperor Jones,' deals with the theme of the failure of science and the materialism. O'Neill very carefully characterized his tragic hero 'Jones' to express the theme of the play. Jones as a white American gives too much importance to materialistic values. He was too much money minded. He was a highly shrewd and cunning fellow but his shallow materialistic background fail to save him from the crucial disaster. The white culture in the island is ultimately thrown away by the Negroid culture. In the play we saw the flight through the forest but in fact it was the flight of the Jones to himself. This was the flight of the white American with them. O'Neill's another play 'The Hairy Ape' shows the tragedy of the Yank's life. The transformation of the Yank into the gorilla became him tragic. This play 'The Hairy Ape' we could found the struggle between ancient and modern. Gorilla represents the ancient man and the Yank represents the Modern American. The play reveals the theme that modern man has the qualities same as the animal have. The play "Desire Under the Elms" deals with struggle theme, it reveals the struggle between father and the son. We could saw the failure of the family relationships; break down of the family moral ethics and family values.

Arthur Miller:

The struggle of the individual to establish the self identity in the society as well as in the family was the one of the themes of the Arthur Miller used for his plays. In the plays of Arthur Miller society plays very important role. The society impacts the protagonists' life; there was a struggle between society and the main protagonist. Arthur Miller paints the picture of main protagonist who fails to accept the reality; he fails to accept the truth of his life and changes in the society. His play, "Death of the Salesman" deals with the theme- failure of the modern man, with the help of his main protagonist Willy Loman, the salesman, Miller shows the fight of the modern man for his existence. He shows the struggle of the modern man to settle in the life, to settle financially, to settle for the materialistic values. Miller shows the modern man's competition in his life for the so called success. The so called success was the success of the money. Miller's another play, 'All My Sons', Miller draws the individual's responsibility towards the society. He connects the society and individual family relationships and the responsibilities for the society. The play was full with conflict, the conflict between optimism and practicality. This play shows the struggle of the common man, struggle of the moral responsibilities during the war. The war ends but there is no end of the economic system of capitalism. His plays deals with the themes lost of values of the co-operation, and moral responsibilities.

Edward Albee:

The well known American absurd dramatist Edward Albee became famous for his absurd theatre and the absurd plays. His writing style was different from the style of the Eugene O'Neill and Arthur Miller. Though the writing style was different but the themes of his plays were same as the themes of the plays of Arthur Miller and Eugene O'Neill. Edward Albee was worried about the social crisis so he took the help of absurd plays and tried to reform the society with help of his plays. Edward Albee wrote that in the modern age man gives importance to the materialistic values. He forgot to communicate to each other. He was living the mechanical life



rather than the human life. According to Albee, modern man broke all the hopes, dreams and he became absurd. The human life is now become absurd, morality is replaced by absurdity. His first play 'The Zoo Story' was the best example of absurdity. The end of the family relationships we find in Edward Albee's next play, 'Who's Afraid of Virginia Woolf?' this play shows the breakdown of the American dream, the leading characters George and Martha countenanced the certainty of their aimless life. They have misapprehension that they have son and he is coming to meet them. The husband and wife symbolically portrayed by Edward Albee represent the real modern American husband wife, those are physically living together but morality, affection between them is dead. Absurdity in the modern American society after the Second World War is rationally illustrated by this absurd dramatist. Most of his plays deal with the themes of loss of communication and loss of hope towards the life.

Conclusion:

These three dramatists tried to investigate the reality of the modern American life, for it they used various themes for their plays. Through their plays they appple to common people that we must communicate to each other, we must keep respect of our social, national values. Moral values are more important than the materialistic values. They tried to remove the emptiness, deadliness, meaninglessness of the modern life with the cheerfulness, gladness between family relationships and the social responsibilities.

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Translation: As A Courier of Culture with Special Reference to Old Stone Mansion

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Abstract:

Time magazine has rightly pointed out, translators as “couriers of culture”. It is a medium through which two cultures are assimilated. “Culture is a way of life, especially the general customs and beliefs, of a particular group of people at a particular time,” defines Cambridge Dictionary. The production of this play took place in the decade of nineties. In such period of post independent India wherein the Brahminical hold on Gaongada started losing. It is the Lapserian era of the Brahmin community’s social status. It is a bit due to the modernization and social reforms which were undertaken by the social reformers. This text is fraught with cultural vehicles such as religion, language, socio-economic, political forces, and psyche of the characters, power structures, social status and identity. The research paper explores the multiple tools and voices which connote and denote cultural significations in the process of translation.

Keywords: culture, translation, reception, production, power structures, social institutions, binaries, patriarchy, dialect.

Introduction:

Old Stone Mansion is a translated work by *Shanta Gokhale*, from a well known, extremely subtle, Marathi play ‘*Wada Chirebandi*’, by a prolific Marathi playwright, *Mahesh Elkunchwar* who is recently awarded with *Jivan Gaurav*. It is translated and adapted as *Virasat* in Hindi and *Uttaradhikar* in Bengali. Originally, the drama is written in the *Warhadi*, one of the regional dialects of *Marathi*, spoken especially in *Vidarbha* region of *Maharashtra*. Thus, it is not a mere translation. It mirrors the *Deshpande* family of *Dharangaon* is a typical Brahmin family *Vidarbha* one of the neglected regions of *Maharashtra* state. It reflects a psychological and social pen portrait of the Indian joint family with *rural* culture the attraction towards city life. The temperaments of the characters, their psyche, their response to the conflict and the symbols and the typical vulgar *Warhadi* dialect all are transferred to the unknown.

Culture:

Let’s begin with title of SLT is *Wada Chirebandi* in Marathi typography. The title of TLT is *Old Stone Mansion*. After the perusal of the title, it is deduced that there is an absence of the word ‘old’ in the original text. Culturally ‘wada’ refers to the some big, antique home which is made up of stones by the ancestors of a typical rural, Marathi Brahmin family. *Chirebandi* – *Chire* derived from *Chira* which means Stone and *bandi* means closed or fortified. A façade made up or built up or founded with old, antique, black stones. Connotatively, it has to be old. Even the word mansion for *wada*, is a bit contentious. The roof is made up of tick. Mansion is a



large house or building, usually built for wealthy, denotes prosperity and aristocracy. Precisely, it does not convey the perfect cultural signification through the TL text.

Issue of Identity:

The issue is addressed through Anjali versus rest of the family. In addition to this, in one of the situations *Dharangaonkar Deshpande Wada* (p.17) denotes the egotistical attitude about name and caste as well. It is s identity emphasized, stressed. Anjali is *Kokanastha* (p.16), another Brahmin sect which is better to Deshastha. Indian Society is profoundly founded on the caste system. Nevertheless, caste is embedded of multiple sects.

Symbols:

Wada is in dilapidated condition represents hypocrisy, hollowness. Religiously, Brahmin caste was a dominant privileged caste of Maharashtra. But the family members they are concerned about their status. They dominated the non Brahmins. But the social position has been derailed due to modernization in education. The condition of the mansion symbolises of the status of the Brahmin caste (p.44-45).

Tractor: It is an integral part of rural farming family of Maharashtra. They bought in in business point of view. So that other farmers will hire it and till the land but nobody affords it. It remains fixed and in unused. It remains a prominent symbol of prosperity and power. *Bulldozer* (p.68) stands for the destruction of the wada. It destroys the social status as well of the community as well.

Warvanta: Grindstone: It is a stone which is mainly used for grinding the spices on *pata*; another flat piece of stone on which the *warvanta* is rolled with full force and power symbolizes masculinity. *Lota*: a claypot denotes nothingness or economically low. *Transistor*: indicates no other means of entertainment. The TV Bought by Sudhir, thereby becomes a far fetched idea for the rural people.

Giving water to the *cow* (p.16), cow is a very sacred animal in Hindu tradition. Everything which is derived from cow is sacred and holly such as urine, dung, milk etc. Urine and milk are supposed to be nectors. There was a proposal to buy *Buffaloes* instead of the tractor to start Dairy as a side business.

LakdaBharna: Fetching firewood (14) still most of the rural people cook their food on firewood. The fire is burnt into *Chul*: chulah a kind of stove made out of clay. Chandu collects the same.

Mot: waterwheels (p.38): an instrument which is used to lift water from the well with bullocks. Nowadays, electric and solar Water pump sets are installed.

Two enormous copper vessels which on which ancestors name is engraved on them (p.39) are mentioned by Anjali). They stand for memory of the ancestors. Anjali represents the type of Marathi woman who minds the minor or sordid things. *Mena*: Palanquins: is a vehicle used to carry a new bride. It is carried by two or four men during bridal procession. *Whistle* of the teacher is vital indicates Ranjus chivalry or romance.

Osari: veranda, *Mazghar*: central room *Kothighar*: store room *devghar*: pooja room: worshiproom. These are the sections of large *wada*/mansion. *Kandil*: Lantern denotes the lack of electricity. Kerosene oil was used as fuel.

Gold denotes an honour and privilege. The scale of richness or prosperity is measured on the collection of gold. *Pitali Daba* (Brass Filigree Box), (p.13) contains various types of ornaments such as *Poheha*, *Chandrahar*, *Mohanmal*, *Jodgoti*, *Waki*, *Nuth*, *Gujrati Tode*, *Vajratik Patlya*,



Chinch Peti, Chapalhar, Bindi, Thushi, and Putalya. However, it is transferrable from one generation to the other, particularly female to female. Dadi transfers to Aai and Aai to Vahini and Vahini, most probably to Parag's wife. It also shows an attraction towards of Jewellery. It has cultural signification. They are all obsessed with the same.

Power structures:

Binaries: The text comprises multitudinous binaries. Indian Society is profoundly founded on the same. *Brahmin, Non Brahmin, Kokanastha, Deshastha, Dharangaonkar, Mumbaikar, Vidarbhiya, Non Vidarbhiya, Marathi, Warhadi, Deshmukh, Deshpande, Maharastrian, Marwari, Osari, Mazghar, Kothighar, Devghar, and Marathi, English.* No culture can work without such binaries.

Presently, they are undergoing poverty. They have to perform the ritual of tenth day after *Tatyaji's* death only to maintain the religious and social status. They have become already penniless. The liability to *Bansilal*, a Marwari Merchant, leads the sense of defeatism amongst the especially, *Bhaskar*. *Sudhiris* reluctant to feed the entire village but for *Bhaskar*, it is obligatory. Thus, society, community works as the most dominant force.

Prabha ceases her education due to her father's reluctance. Orthodoxy does not permit women to be educated. Her desire is spoiled due to male patriarchy. *Ranju* is flogged with a whip by an over strict *Bhaskar*, denotes male patriarchy.

At the end of the drama when eloped *Ranju* is brought back. Their concern is not is what Brahmins would have said who are coming on the occasion of the thirteenth day of *Tatyaji*, rather than the security of *Ranju* they were in trouble but social norms are so powerful that forget about their personal space.

Besides, external forces, they are affected by the internal forces as well. Their relationship within themselves is also problematic. They are introvert; everybody tends to hide something from the other. They possess the fear of resistance.

The Rituals / Norms

Pooja room is purified with bath and prayers by *Tatyaji* before death (p.15). Traditionally, the orthodox Brahmin does the same, if he thinks his *pooja* room or kitchen is polluted. God also becomes polluted so to say. On the Thirteenth Day, from the day of demise, the family offers food to the entire village. *Sutak*- it is the mourning period of ten days travelling eating being fashionable even cannot cook and sleep on the chest (p.13), in the sense that everything has to be ceased during this period.

Sovalaovala:

Aai believes in this custom. Wearing yellow clothes while worship, is a custom. To maintain cleanliness and sanctity of the programme, woman in the period of menstruation, a woman who has recently delivered an infant and men from lower caste are not allowed. These are blind beliefs. *Vital chandal*: pollution non pollution business: Religiously, during menstruation or post delivery period, woman cannot cook and enter the *pooja* room. If it is otherwise, it gets polluted.

In the climactic scene the chanting of religious *mantras* (p.68-69) by the Brahmins, emphasise the word *pret*: spirit, performed in order to release the spirit from all sorts of desires. Otherwise, the ghost will haunt the village, if the desires remain unfulfilled.



The psyche of the Characters:

The thinking patterns of the characters reveal their culture. Bhaskar and Vahini categorically represent the family members who live in village. Village is the place of problems where there is lack of opportunity, good company for their child Parag, indebtedness due to father's illness and scanty income from farming, no fixed income source, hatred towards Brahmin community are their problems, faced by them. There is no scope for luxury, no freedom for an individual due to pressure of society and attraction toward urban life is among several others. Sudhir and Anjali represent as they are described as Bombay guys. Mumbai is the land of opportunity, better education, liberty, success and better future for Abhay, has full accessibility of luxuries and has better company in comparison with Parag. The Teacher is an absentee character but causes much damage to the Deshpande family. In addition to that undermines the caste based social structure.

The Language/Dialect:

Ranju is obsessed with English speaking, so is Vahini. Ranju reads *Film fare* in order to improve English, while Vahini speaks grammatically incorrect English. Vidharbha is one of the underdeveloped parts of Maharashtra. The people of this region differ in linguistic terms also. They preferably speak the Warhadi dialect which is distinct in vocabulary and tone as well. Most of the characters except Anjali and Vahini speak the dialect. Vahini speaks incorrect English. Language is the crucial carrier of culture. Language is human entity. The set of belief or thinking patterns or ideology of the man is reflected through language than anything else.

The use of slangs is very common phenomenon in the warhadi. *Bhosadicha* is translated into Bugger. *Haramkhor*- as scoundrel. *Bhaitadya* is a colloquial word which is translated into an idiot. The SLT is fraught with informal casual vulgar rural humble words. The tone seems to be rough in the SLT. *Did damadicha*: a two bite man. *Bhadwa*: Bastard. These words are cultural rather than vulgar. In standard language they seem to be vulgar or provocative.

Conclusion: Through, all the above mentioned tools the translator carries tight a package of native culture introduces to the non-native reader, which paves the way to curiosity. He makes the availability of the opportunity to be the universal rather than particular. He becomes aware about the other cultures. The knowledge of various cultures provides raw material to the human imagination, expands the boundaries of mind no place for parochial attitude.

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Multicultural Aspects in Jasmine by Bharati Mukherjee

Arati Shrungarpure

Abstract:

In the world of 20th century, migrations for various reasons, even for better life opportunities and ambition have become common phenomenon which results into the amalgamation of different cultures and different identities. Multiculturalism becomes an inevitable part of this diaspora where different marginal cultures are bound to find the ways of reflecting themselves. On the other hand, globalising expectations of dissolving the differences and projecting one (though it is a dominating one) pressurise the individual which results into the feeling of decentred self.

Keywords: Migration, amalgamation of cultures, multiculturalism, diaspora, decentred self, cultural conflict.

Jasmine, the protagonist of the novel, journeys in search of better living opportunities faces tremendous problems throughout but doesn't lose her spirit of moving ahead to what she desires. During the journey she has to adapt different cultures, to accept and face the changes and to get changed in order to survive herself in the new world. Her indomitable spirit to overcome the difficulties, her courage to move ahead takes her to different cultures, from fragmented identities, uncertainty and instability of life to a stable and conformed identity, from an illegal immigrant, murderer and rape victim to the new American promises of individual self and an awareness of individualism.

The story opens with the childhood incident of the protagonist in a rural area where she was known as Jyoti. An astrologer tells the future of Jyoti as an exiled and widowed one. Jyoti refuses to believe in such things. Even at just the age of seventeen years when her life is governed by the customs and patriarchal and parental authority, she decides that she won't marry a person who will take dowry.

Her marriage with Prakash brings the initiation of the change in her personality and in her life. This change is towards liberalisation and modernity against the old Indian traditions and customs. Prakash makes her a city woman. He gives ways of living as her husband desires. Even for her it becomes difficult to shed old customs. She is born as a new woman though this becomes possible with the help of her man. This change takes place within the Indian culture. But Jasmine's real journey of selfhood starts when her husband gets killed in a bomb blast and instead of performing old Indian oppressive customs she chooses to leave for America where her husband always dreamed of. This was a choice between an old oppressive culture and new promises of American culture.

Her journey starts as being an illegal immigrant.

When she comes in America, she gets disillusioned. Her American dream collapses. "The first thing I saw were the two cones of a nuclear plant and smoke spreading from them in complicated but seemingly purposeful patterns, edges lit by the rising sun, like a grey, intricate map of an unexplored island continent, against the pale unscratched blue of the sky. I waded through Eden's Waste, plastic bottles, floating oranges, boards, sodden boxes, white green plastic sacks, tied shut but picked open by birds and pulled apart by crab." (Mukherjee, 95)



But this was not the all. More misfortune was in store for her. She becomes the victim of gender biased society where being a woman she is raped and humiliated to the extent that she feels like dying. But in an instant, she avenges against her humiliation by killing Half face in the motel. She burns her bag, sari along with her past, as if she takes rebirth in American culture, leaves the motel in American clothes again in search of better America, to complete her mission to visit the campus where Prakash wanted to study further.

In America, Jasmine finds herself in conflict with the new American culture. For American people she is blackish skinned women coming from the eastern part of the world. It becomes impossible for her to tell these people about her past and her Indian identities. She finds herself as an exotic or invader in this country. She finds her marginalisation as cruel and unbearable. This compels her to adapt the American culture, the American ways of life, in fact to become an American itself. Every time she adapts new culture only by burying the old culture, sheds her old identity in order to create new one. In fact, she has to murder herself to take rebirth. Her self becomes fragmented and decentred. She continues her search for stability and conformity.

Jasmine changes herself for change becomes an inevitable part of her journey. She doesn't resist transformation. She changes because she wants to change. She gets multiple identities in America as Jase, Jazzy, Jane. These multiple identities and multiple cultures paves her way towards the unification of identity and culture.

Jasmine meets Taylor who renames her as Jase. Jasmine finds her desired individual self in Jase. Jase lives for present; but again, she has to go to Iowa to run away from the murderer of her husband.

In Iowa, Jase again adapts new culture and new identity as Jane. She keeps on refusing to marry Bud for unknown reasons though he is the father of her unborn child. Bud was leading a life on wheelchair for he was shot on back two years ago. His child Du and Jasmine has spiritual bonding. They need her very much but still at the end Jasmine chooses for Taylor and prefers individual promises instead of getting tied with the bondage of duty and honour. This awareness of individuality she inculcates in herself throughout this journey and she chooses to be Jase. "Jyoti was now a Sati Goddesses; she had burned herself in a trash can funeral pyre behind a boarded-up motel in Florida. Jasmine lived for the future, for Vijn and wife. Jase went to movies and lived for today." (Mukherjee, 156)

While choosing Taylor Jasmine claims, "not choosing between men" but "between the promises of America and the old-world dutifulness." She creates a new identity for herself according to her own wish and not of Taylor this time.

Jasmine's journey through various cultures and identities, her multicultural self finally gets dissolved in the globalised identity as an American one. She finally finds a centre and conformity for herself. This is an identity which promises of her own individual horizon.

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Significance of Nature And Ecocriticism in Indian Fiction in English Literature

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Abstract:

Now-a-days the literary critics pay attention on study and analysis of the strong bond between nature and society. Ecology and ecocriticism are the significant aspects for the literary study and research. Ecology or environmental study is the center of attraction for literary personalities as well as the need of time. People are becoming conscious about the environment. Environment balance is very important in this globalize world. Therefore, so many plans/schemes are being launched for saving the environment and making the people environment-conscious. Many poets and novelists have become eco-conscious or environment conscious. They have used Nature as landscape, as beautiful atmosphere/lively atmosphere such as R.K.Narayan, Raja Rao, Kamala Markanday, Anita Desai, Kiran Desai, Jayant Mahapatra, Ramanujan, Bhavani Bhattacharya. The literature has become a mode of expression about environment and its important in human life and universe. Environment balance/protection has become the hot issue of the present time in the whole world. It is the issue of international importance. Due to the eco-imbalance and the environmental pollution, the whole world is under the curse of global warming. The world is becoming the prey of the environmental imbalance and destructions. The healthy well balanced environment/atmosphere is the need of time. It is like the life blood for the universe. In June 2013 that ravaged Uttarakhand, the flash flood gave an immense pain to Indians and it has been called as a man-made disaster or an unplanned development by man in political and social context. Now this has become a one of the greatest example of (Ecocriticism) Man's attimate result of Nature's curse on Man, "a tit for tat assassination." The present paper seeks to outline eco-critical examination to the relevance and presence of the non-human to human environment and vice-versa in Indian fiction in English literature. They have focused their attention on the value of eco-balance and environmental balance. They advocate the balanced co-relation between nature and mankind.

Keywords: Ecocriticism, Ecological, Nature, Environment, Indian Diaspora, Eco-balance, Landscape, Pollution.

Introduction:

Nature and literature have always shared a close relationship as is evidenced in the works of poets and other writers down the ages in almost all cultures of the world. Today the intimate relationship between the natural and social world is being analyzed and emphasized in all departments of knowledge and development. The literary critic tries to study how this has been textualized by the writers in their works. In this context two terms have become very important today ecology and ecocriticism. India is a country with variety of ecosystems which ranges from



Himalayas in the north to plateaus of south and from the dynamic Sunderbans in the east to dry that of the west. With time, however, these ecosystems have been adversely affected due to mankind. Literature could not remain unaffected from this depletion and my paper is on that how the concern for nature changes in Indian literature from reverence to destruction.

The two components of nature, organisms and their environment are not only much complex and dynamic but also interdependent, mutually reactive and interrelated. Ecology relatively a new science, deals with the various principles which govern such relationships between organisms and environment. Today ecology is defined as the way in which plants, animals and people are related to each other and their environment. In this relationship they are so much interdependent on each other that any disturbance in one disturbs the other. History has proved this every now and then that with every change in the civilization the relationship of animals and human beings have also changed and the effect on civilization of the changes in environment has been so acute that sometimes it has wiped the whole civilization from the face of the earth. Therefore, concern for ecology is one of the most discussed issues today. It is the concern of every country to replenish the diminishing factors of ecology which threatens human beings the most.

Literature well known for reflecting the contemporary issues could not have remained unaffected from this theme. The world of literature throngs with works dealing with beauty and power of nature. However, the concern for ecology and the threat that the continuous misuse of our environment poses on humanity has only recently caught the attention of the writers. It is this sense of concern and its reflection in literature that has given rise to a new branch of literary theory, namely Ecocriticism.

The word 'ecocriticism' first appeared in William Rueckert's essay "Literature and Ecology: An Experiment in Ecocriticism" in 1978. Yet apparently it remained inactive in critical vocabulary until the 1989 Western Literature Association meeting in Loeur d' Alene, when Cheryll Glotfelty at the time a graduate student at Cornell now Assistant Professor of Literature and Environment at the university of Nevada, Reno not only received the term but worked for its use in the critical field which hereafter had been used as 'the study of nature writing'. Glen Love Professor of English at the University of Oregon too seconded the call for 'ecocriticism' at the same WLA meeting. Since that meeting in 1989 the usage of the term 'ecocriticism' has bloomed.² However, in the beginning scholars working in this field of literary theory remained marginal until the early 1990 when the Association for the Study of Literature and Environment (ASLE) was established in 1992 along with the Interdisciplinary Studies in Literature and Environment (ISLE) in 1993. In 1996 it is said to be officially heralded by the publication of two seminal works: *The Ecocriticism Reader*, edited by Cheryll Glotfelty and Harold Fromm and *The Environmental Imagination* by Lawrence Buell.

Earlier, the writers such as R. K. Narayan, Manohar Malgonkar, Raja Rao, Kamala Markandaya, and Anita Desai have invoked Nature and nature-elements for expressing their views, their contemporary regional and social atmospheres. R.K. Narayan is a very famous regional novelist. He is well known for his imaginary creation Malgudi. It is an imaginary world invented by R. K. Narayan. Narayan's novels and short stories have this Malgudias specific region as a backdrop. The novelist has exploited the entire social, psychological and regional atmosphere in his writing. He has used nature as the setting and background in his novels and short stories. It can be noted in his stories and novels such *Malgudi Days*, *Man Eater of Malgudi*,



The English Teacher, and *The Guide* etc. Malgudi can be considered as the central setting of his writing. Nature plays both the positive and negative roles. The flowing Saryu River and the ruined temples affected Raju, the guide and transformed him into a saint in the novel, *The Guide*.

Raja Rao has also applied/invoked Nature and nature elements in his novels. He has used the elements for expressing his mythological, regional and social views. His famous novel, *Kanthapura*, is the glaring example of this. Raja Rao has depicted the South Indian village, its customs, culture and environment realistically and precisely. He has portrayed the co-relation between mankind and Nature. His *Kanthapura* projects the role and importance of Nature beautifully in the human life. Through the depiction of rivers, mountains and other natural elements, he has proved value of this co-relationship. The mythological elements introduced to reflect the significance of this clearly. Kenchamma is regarded as the great and bounteous goddess. The novelist has proved the respect of the people for nature through their religious belief.

Kamala Markandaya is one of the greatest Indian novelists in English. Markandaya has also used Nature and natural elements for her effective and flawless expressions and descriptions of views. She considers nature as a wild animal. She thinks nature a destroyer and preserver both. Her well known novel, *Nectar in a Sieve*, is the fine example of the depiction and use of nature imagery. There is the touch of environmental issue. She shows the effect of environment on mankind.

Nature can be portrayed benign as well as aggressive and destructive. According to the need, mood or situation the qualities are applied by the writers. Bhabani Bhattacharya has depicted the natural calamity realistically in his famous novel, *So Many Hungers*. This novel demonstrates the tragic effects of famine on the inhabitants of Bengal. Actually, this calamity is the factual presentation of the real Bengal famine of 1943. The novel deals with the painful, shocking conditions of the people. It reveals the miserable, terrible, gruesome and helpless situations of the famine affected peasants. The writer has employed various nature symbols, imageries for different types of comparisons. For example, the characters Laxminathan and Samerandra Bose are compared with Jackals and vultures because of their villainy and greed.

Anita Desai is a very prominent and popular woman Indian novelist in English. Nature which includes animals, plants and birds, has a strong presence in almost all her works. Known in Indian-English fiction for ushering in the psychological novel, Desai uses external landscapes to portray interior states of mind. In *Cry, the Peacock*, the complexities of Maya's inner life is effectively brought out through the landscape as is her resentment against her husband for his inability to communicate with her. Maya compares herself with the peacock in the jungle. The peacocks are said to fight before they mate, living they are aware of death and dying they are in love with life. This is reflected towards the end in the novel when one day during a dust storm both husband and wife go up to the roof of their house, she pushes him off the parapet and he dies. In *Voices in the City* Monalisa is repeatedly compared to the encaged bird in her house who wants to be free. Her condition reflects the plight of the imprisoned bird whose need is no one's concern and its life is for the pleasure of the others. She finally commits suicide to free herself. Baba' the autistic son in *Clear Light of Day* is described as a harmless spider. In *Where shall We Go This Summer* the island people are described as goats as they listen to Moses.

The God of Small Things, the masterpiece, of Arundhati Roy deals with the topics of nature and environment. It points out the environmental pollution through the description of the



changed condition of beauty, greenery and the look of Ayemenem and the river Meenachal. She has used nature images not only for describing the beauty or glorious atmosphere of the region and landscape but also for exposing the polluted atmosphere of Ayemenem. Through the depiction of the river Meenachal. She contrasts the earlier condition of the river with its later condition. Earlier Rahel feels: *It was warm, the water green like reapplied silk. With fish in it. With the sky and it. And at night, the broken yellow moon in it. (God of Small Things, 123)*. The river, during the childhood of Rahel, has become deformed and repulsive in her adulthood. Its charm and effect was deteriorating due to environmental pollution. Later, when the adult Rahel visited the river, it was different in look and had lost its inspiring appeal:

“The river was no more than a swollen drain now. A thin ribbon of thick water lapped wearily at the mud banks on either side, sequined with the occasional silver fish. It was choked with a succulent weed,”¹ (Arundhati Roy, 124)

Actually, this is because of the pollution created by the inhabitants and factories of the region. The novelist tries to show the harmful effect of urbanization on environment. She has delineated the picture of beautiful, lively green Ayemenem as well as the polluted and disturbed Ayemenem. By the help of many picture sequence, descriptions of scenery and region, the degenerated gloomy environment of the region.

The other renowned environment conscious novelist is Kiran Desai. She received the Man Booker prize for her famous novel, *The Inheritance of Loss*. She has focused on the issue of environment. Her approach is eco-centric and eco-critic. She has also focused the environment of east-west encounter, racial prejudice, political turbulence and its harmful effect on the balance of eco-system. Her novel starts with the delineation of the natural beauty of mount Kanchenjunga. She delineates the beautiful mountain, and the changing seasons charmingly. The mountain is also used to reveal the gloomy mood of the orphan girl, Sai. Desai describes the house of the retired Judge which is situated at blissful and beautiful atmosphere. The Judge lives with his pet dog Mutt, grand-daughter Sai and the Cook. The novelists start her description in the following manner:

“A crumbling isolated house at the foot of Mount Kanchenjunga lives an Embittered judge. He wants to live in peaceful atmosphere by isolating Himself from the messy world.” (The Inheritance of Loss, I)²

The relation of grand-daughter, grand-father as well as the relation of the Judge and Mutt are described. Here, the embittered, prejudiced judge has no love or feeling for human beings but he is very fond of his dog Mutt. The isolated, prejudiced, and ruthless man gets solace and feeling of intimacy from the animal (a product of nature). The writer has tried to focus the role of nature in human life. She shows the co-relation between mankind and nature. She has also dealt the effects of the political, racial and social environment on human-beings. The description of Gurkha movement reflects the political atmosphere. The movement has become the cause of eco-disturbance. Through this, the novelist has focused the harmful effects on environment due to the irrational behaviour and the reaction of the mankind. Kiran Desai has projected various types of atmosphere and environment such as religious, racial, political, natural. Through this, she shows her concern about environment balance. She points out that the co-relation between Nature and Mankind cannot be ignored because, Nature plays very pivotal role in moulding the mind and life of human beings. Nature and its vital elements are essential for building as well as sustaining lives of all living-beings especially of human-beings. The nature-man co-ordination is must.



The other renowned novelist, Amitave Ghose, has also tried to show the value of eco-balance. *The Hungry Tide* is the master piece of Amitav Ghose. It deals with the geographical areas of the Sunderban Islands in the Bay of Bengal. It focuses the two significant issues. The one is the misery and plight of the refugees from Bangladesh and the other is the very relevant aspect of the present time, the complicated eco-system and the environment. It demonstrates the risky eco-system. It highlights the human-animal relationships. He focuses on animals like dolphin and tigers vs human beings. The visit of a marine biologist, Piyali, in Sunderban for the research study of a special species of Dolphin in a tide pool is delineated. The environment imbalance is projected by the novelist. He shows that the human beings are treated badly. It appears as if the animal protection is more important than the saving of human beings are treated badly. It appears as if the animal protection is more important than the saving of human lives. It seems as if the Bengal Tigers are more precious than human race. He reveals the attitude of the national and international environmentalists. *The White Tiger* has brought prestige and recognition to Arvind Adiga. He has received the Booker Prize for this novel. The novel deals with the socio-psychological and caste prejudiced environment of India.

Thus, Nature is always a supporting element in Literature. It can be seen in multitudinous forms. It reflects various atmospheres, moods, feelings and status. It is an expressive form for literature. It is very significant mode of expression for describing fertile, colourful atmosphere, happiness, gloominess, bitterness, disturbing, lively, tragic atmosphere etc. All types of environment can be presented through the help of nature and various elements of nature. Now-a-day's ecology, eco-balance, environment concerns are the points of attraction and concern. The prevalent environment imbalance has completed the intellectuals and rational people to consider this seriously. Therefore, the literary figures have used their strength for strengthening the attitude of people towards environment protection and eco-balance. Many poets and novelists have become eco-conscious or environment conscious. They have used Nature as landscape, as beautiful atmosphere/lively atmosphere such as R.K. Narayan, Raja Rao, Kamala Markanday, Anita Desai, Kiran Desai, Jayant Mahapatra, Ramanujan, Bhavani Bhattacharya. The literature has become a mode of expression about environment and its importance in human life and universe. Environmental balance/protection has become the hot issue of the present time in the whole world. It is the issue of international importance. Due to the eco-imbalance and the environmental pollution, the whole world is under the curse of global warming. The world is becoming the prey of the environmental imbalance and destructions. The healthy well balanced environment/atmosphere is the need of time. It is like the life blood for the Universe. The world needs eco-friendly atmosphere for the proper growth, development, sustainability and prosperity. The various kinds of environmental issues such as biological, political, social, racial, regional, seasonal, and psychological etc. have been projected by those intellectual writers. But, Arundhati Roy, Amitav Ghose, Bhavani Bhattacharya and Kiran Desai have dealt the subject matter with the environmental concern. They have focused their attention on the value of eco-balance and environmental balance. They advocate the balanced co-relation between nature and mankind.

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ILET: Tagore's Spiritual Humanism- A Select Poems From 'The Gitanjali'

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Abstract :

Indian Literature in English Translation (ILET) is rapidly becoming an indispensable component in literature and cultural study in India. In the literary history of the Indian Sub-Continent, translation has played as vital a role as it is now playing. The emergence and growth of Indian English literature has contributed to the growth of ILET in two important respects. In the first place, creative writers have invented modes of representing Indian turns of speech, shades of sentiments, and ways of feeling and social manners, thus creating a ready language to be used by the translators. The second contribution is that many Indians writing in English have been able translators too. Among them are Sri Aurobindo, R.C. Dutt, Rabindranath Tagore, Nizzim Ezekial, Raja Rao, R.K., Narayan, P. Lal, Dilip Chitre, Kamala Das and Khushwant Singh. Still the fact is that no Indian poet has been translated in to English as extensively as Rabindranath Tagore has been. This paper therefore highlights Tagore's Spiritual humanism in "Gitanjali" a collection of poems originally in Bengali and afterwards translated in English in 1912.

Keywords: ILET, Tagore, Spiritual Humanism, Gitanjali,

Rabindranath Tagore, the greatest creative genius of the Indian mind and who played a vital role in the history of Indian renaissance in the 19th and early 20th century and who possessed a deep spiritual philosophy, belonged to the nationalist phase (1902-1929) of ILET. His Gitanjali is the only outstanding work of 'transcreation' which was highly acclaimed throughout the world. The richness of his songs took him beyond the traditions. Their translation in English vibrated with such a romantic appeal to the English speaking world that at once it saw a link between Tagore and the Bible. They were overwhelmed to such an extent that they proposed a Nobel Prize for the creator. With the Nobel Prize the poet, first among the Asians to win it in literature, became suddenly so popular that he was enthused to reach the larger audience almost under compulsion, and translation was almost the only way to reach them even in India, beyond Bengal. He became a great bilingual writer in the world. We can legitimately say that the works translated by Tagore form part of Indian writing in English.

'The Gitanjali' means 'song offering' and in the words of Dr. Radha Krishanan "the poems of Gitanjali are offerings of the finite to the infinite". It is the poetry of highest order, poetry which very nearly approaches the condition of prophecy. Whereas T.S. Eliot opines that it is a great poetry which "expresses in perfect language permanent human impulses," and thus brings strange consolation to the human heart. In such works poetry becomes a revelation, an incantation, that flashes open the inner quality. It is poetry in which men converse with eternity. It's hundred and odd lyrics explore (i) the relationship of God and human soul; (ii) of God and Nature; (iii) of Nature and the human soul; and (iv) of the individual soul and humanity. Such a number of themes and ideas are woven together to make up its complex texture.



The central theme of the **Gitanjali**, however, is devotional; it expresses the yearning of the devotee for re-union with the divine. It is in the tradition of the devotional poetry of India, but it finds a new and original treatment. Apart from the sense of devotion, there is an element of human approach in **Gitanjali**. Tagore expresses that service to man is service to God. He is of the opinion that relationship of soul with God is not possible without relationship of soul with man. He says that God lies among human beings. He is in you, me and every living being. Consequently, to love everyone in this world is to love the Almighty, God. God is not to be found in the temple but with the tiller, the stone-breaker and honest laborers.

He says in **song no. 11** of the **Gitanjali** "*leave this chanting*" He is there where the tiller is tilling the hard ground and where the path maker is breaking stones. He is with them in rain and in shower and his garment is covered with dust. Throughout this song Tagore condemns '*isolation*' in an ivory tower of the ascetic way of life, and makes a forceful plea for participation in the daily activity of humble humanity. In this poem, the poet is a humanist and a rare spiritual realist. The humanistic approach, here, is at its height.

Tagore's spiritual humanism is further reflected in **song no-35** of **Gitanjali**. '*Where the mind is without fear*' which reveals his concern for the motherland, for his fellow countrymen, and for the society in general. In this song he prayed to his father, to raise the people of his country to a perfect man, so that out of all turmoil, depravities and narrowness his country might be ready for a struggle towards perfection; ready to stand on its own feet as a country, marching towards the heaven of freedom. The urge and appeal in it to God, the earnest aspiration of the poet was to see India free with its people perfectly humane so it could stand among the nations holding its head high. To the poet freedom lay not in physical acquirement of the country but in becoming free in spirit and status. This lyric, too, is a fine instance of Tagore's spiritual humanism.

The humanistic element is also seen in **song no-36** of **Gitanjali** '*This is my prayer to thee, my lord*' here Tagore prays to God, his maker, to remove his spiritual poverty. He also prays for strength to bear easily the joys and sorrows with love and sympathy. He wants to serve fellow human beings.

Each poem of Tagore translated into English is packed with a beautiful thought. The assurance of God to human life, the shelter from the restless Journeys is described in **song no -63** of **Gitanjali** '*Thou hast made known to friends*' expresses his faith in the reincarnation of the soul after the death of the body, as well as his faith in the oneness of all, in the total identity of man, God and Nature. The lyric provides a direct and clear statement of the poet's spiritualism.

The theme of humanism in itself covers the hollowness of Indian traditions and rituals. In **song no-64** of the **Gitanjali** '*on the slope of the desolate river*' Tagore exposes the uselessness of religious rituals which are so characteristics of orthodox Hinduism. True worship of God, according to the poet, lies not in the performance of rites and ceremonies, but in extending a helping hand to the suffering and the needy. The repetition of the word 'useless' here, drives the point home as by a hammer stroke.

Another poem i.e. **song no.50** of **Gitanjali** '*I had gone a-begging from door to door ----*' stresses the virtue of power and charity and self-sacrifice. According to the poet man must sacrifice and renounce his all only then he can realize God. Total surrender to Will of God-complete self-sacrifice, perfect charity, and absolute renunciation of all our possession-is the only way that leads to God. He further asserts the fact that one who gives all, gets all.



The anthology concludes with an appropriate poem ending with '**Like a flock of homesick cranes flying night and day back to their mountain nests let all my life....**' (Gitanjali-103) Tagore's yearning for the eternity was not the spiritual goal, but his apprehension of death, a physical conclusion of life, usually.

To Conclude

Thus, the Bengali bard, Tagore, is a lyricist with a rare humanistic approach. He glorifies the potentials of man, and depicts the exploitation of the poor. He stands for equality, fraternity, and liberty. He advocates the need of helping mankind to enable them to achieve spiritual liberation. It is because he is acknowledged as a spiritual humanist. Due to uniformity of thoughts and ideas, with his sublimity and the theme of spiritual humanism, **The Gitanjali** has acquired a unique feature among all his works. To sum up, Tagore's humanism is in tune with the renaissance humanism, the central focus of which is quite simply human being.

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The Role of Culture in Literature

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Abstract :

Culture and literature strongly affect society and are interconnected with each other. Culture means human values, beliefs, customs, tradition and principles. Culture is dynamic and shapes common person. Culture enhances our quality of life and increases overall wellbeing for both individuals and communities.

Objectives:

1. To study the interconnection of culture and literature.
2. To analyse cultural elements in literature.

Key Words:Culture, Repertoire, Pervasive, Beliefs.

In ancient days, when men lived in caves or small tribes there were no laws, no rules or guiding principles. The only norm was that of survival. Men followed their natural instincts. But gradually they realized the importance of co-operation and co-existence. They started living in communities and became civilized with advent of civilization culture flourished the word 'Culture' stands for improvement development and refinement.

Culture denotes beliefs customs values and activities of a particular group of people at a particular time. Anthropologist Edward B. has provided a more comprehensive definition of culture as follows...

"It is that complex whole which includes knowledge, beliefs, arts morals laws customs and any other capabilities and habits acquired by man as a member of society."

How does 'culture' function in a society?

As Stephen Greenbalt has put the ensemble of beliefs and practices that form functions of culture as given below:

- A pervasive technology of control
- A set of limits within which social behavior must be contained.
- A repertoire of models to which individuals must conform.

As it can be seen, the complex whole of culture includes all forms of art including literature Literature has been a very powerful force in constraining people to respect cultural boundaries literature guides people to live a more meaningful profound and enrich life. Both literature and culture are the symbol of highly developed modern society.

Culture appears in all fiction books... so also in nonfiction narratives children literature and folklore narratives for important to consider the works cultural context.

Books are written by individual but they are invariably influenced by the society any story is imagination but it also reflects the time and place in which it is written

With every setting comes a social influence the things around and occurring during the period of books writing impacts the story in the way people act speak and practice everyday events.



Literature stands as a voice that expresses values and beliefs and shows how people live as individual or as group with this perspective and how their culture and traditions used to be ...

All creations including literature expresses 'values' in both overt and unconscious ways that is precisely why works of literature are particularly good indexes of these values as they often engage the culture in depth.

The role of culture in literature can well understand if we know how to understand culture behind the works .

The Five questions given below can serve as the guidelines in understanding culture behind the works of literature-

1. What kind of behavior , what modest practice does this work seem to enforce
2. Why might readers at a particular time and place find this work compelling
3. Are readers and those implicit in the book
4. Upon what social understanding this work depends and finally.
5. Whose freedom of thought or movement might be constrained directly or indirectly by this work.

Literature and culture are actually interconnected .it must be noted that literature or for that matter, any form of art may reinforce the dominant beliefs of the society

'Samskara' is a novel by Anantmurty based on Brahmin Community ,discusses 'Dharma and Adharma' using the most appropriate character praneshacharya and Narnappa ,

But it is not necessary it may not always do so .at times it can challenge them as well. It is true that culture influences literature but it does not mean that literature has no power .Actually literature can also influence culture. Literature can inform people it can share history and it also becomes the of a certain place of the world.

The documentation of an event or even a story made up can change a culture such is the power of literature.

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Odyssey And Love: Recurrent Themes in the Novels of Paulo Coelho

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Research Guide

Abstract:

The present paper attempts to highlight the recurrent infusion of the concepts of odyssey and love by Paulo Coelho in his narratives to spread his philosophy. The narratives are analyzed and considered as a platform provided for the characters to play the role of adventurous travellers following their destiny. They explore the importance of odyssey in search of true love.

Keywords: Odyssey, love, and recurrent idea

The literature from The Odyssey to the modern day motivational narrative The Alchemist by Paulo Coelho is evident of odyssey being the essence of all the quest narratives. The plot develops as the protagonist travels while confronting the tests and ordeals towards his or her destination. This odyssey provides opportunities to procure knowledge and find remedies to the dilemmas. The quest narratives incorporate physical movement, encountering tests and ordeals, facing grave crisis, procuring knowledge, negotiations, attaining maturity, getting reward, and returning. The odysseys throughout these years, since the evolution, are undertaken by human beings to satisfy biological, psychological and spiritual needs; to satisfy the urge to know the unknown; to solve the mysteries in the world around; and to labour to understand the reality have made humans conscious. This consciousness helps man to experience the higher state of awareness while seeking perfection. The truths brought to notice during an odyssey help an individual to reborn into new way of life. This mode of human life has been portrayed in various forms in different arts like music, painting, and literature. The concept of 'Odyssey' has been infused as a metaphor for life in literary narratives as it provides the platform for the writer to portray various aspects from all walks of life.

Paulo Coelho, the Latin American author, is the alchemist of the words. He has contributed in post 1990's world literature while exploring the themes like- love, magic realism, battle between good and bad, presence of supreme power and foreshadowing. He explores the essence of meaningful human existence i.e. quest in search of something. It indicates that his writing is totally committed to a new attitude i.e. 'Man in search of his Self'. He powerfully constructs his plots in the form of odysseys. He positions his characters in imbalanced situations; they feel discontented; they dream; they recognize the call for adventure; they undertake an odyssey, suffer, experience; they develop new attitude of perceiving things; they struggle to obtain meaning out of meaninglessness; they go through the process of transcendence leading to spiritual awakening; and ultimately they come up being evolved Self. On the part of the characters the odyssey is not only physical one but also inner one. This inner odyssey is psychological and spiritual in nature and is kind of metamorphosis process where they get transformed from immaturity to maturity. During the odyssey they are guided by their masters.

The concept of love is nicely infused into the narratives by Paulo Coelho to demonstrate its power of construction with various dimensions like strength, motivation and liberation.



According to Paulo Coelho the love which motivates you to accomplish your Personal Legend is the 'True Love'.

The life of Paulo Coelho; the odysseys he undertook; and the experiences and learning out of them are the main sources of material for his writings. For example in '*Aleph*' at few places he calls the book as 'Journey back to my Kingdom'. He describes how the protagonist, Paulo, seeks remedy for his dissatisfaction in life despite of being successful. He seeks redemption; his present-day troubles are result of his betrayal with Hilal in past incarnation. Then on his master's, J's, suggestion he embarks on an odyssey starting from Africa, and then to Europe and Asia via the Trans-Siberian Railway. During the odyssey he encounters Hilal, a woman he had wronged in past incarnation. This odyssey provides him an opportunity to overcome his dissatisfaction and frustrations in this life by seeking forgiveness from her. During the odyssey they experiencing 'Aleph', a place where time and space converge, which becomes the source of love and forgiveness.

The odysseys undertaken by the characters in Coelho's narratives are purposeful and directed by certain principles. The narrator in *The Zahir* travels to central Asia in search of his disappeared wife, Esther, when he realizes that she adds meaning to his life and his love for her. He is guided by Mikhail and Dos during this odyssey. Later on it is observed that her disappearance was her diligent attempt to save her love and marriage from misfortune. Through the narrator's odyssey from Paris to Kazakhstan, Coelho explores the various meanings of love and life. The novel is an odyssey from a stagnant marriage and love to the realization of unseen but ever increasing attraction between two souls.

The novel *Brida* depicts an odyssey of a twenty-one year old girl in search of her destiny and true love; a path leading to higher and more joyous self. As a result of her odyssey she discovers her gift through the teachings of Wicca and Magus. She struggles to find a balance between her relationships and desire to become a witch. Through the character Brida Paulo teaches us that wherever we have to find or gain something we must plunge into it. In the same manner Paulo in the novel *The Pilgrimage* seeks his sword, an emblem of his achievement, to become the master in a mysterious religious tradition. His master suggests him to travel the path of seven hundred kilometers from Saint-Jean-Pied-de-Port in France to Santiago-de-Compostela in Spain. During the odyssey Petrus guides him and also teaches him eleven different RAM exercises meant to enhance his search for the sword. The exercises include methods for reaching relaxation; for facing death; for discerning the correct solution to a problem, and for increasing the amount of love one has for the world. He meets many people who either help him or obstruct him. Actually this odyssey is towards enlightenment in order to complete his training and gain his emblem. This odyssey is not only physical but psychological and spiritual too. During the odyssey in the midst of physical tests Paulo understands the truth behind his sword and learns how to integrate the RAM practices to his advantage. This odyssey can be seen as his contemporary quest for ancient wisdom.

The Alchemist is an adventurous story of a boy in search of treasure which he visualizes in his dream. To find the treasure Santiago travels to Egypt crossing the desert. During the odyssey he meets Fatima; falls in love with her and thinks of giving up his search for treasure and settle with her. Here the alchemist tries to convince Santiago by explaining him what is true love? He says,



“You must understand that love never keeps a man from pursuing his destiny.”
(Coelho, Page no. 115)

The meaning of true love can also be explored through the conversation between Santiago and Fatima in desert where she encourages him to go ahead and he promises her saying,
“I'll return, just as your father came back to your mother.”

(Coelho, Page no. 117)

During the odyssey Santiago learns many things which transform him into a mature person. Ultimately Santiago finds his treasure under the sycamore tree at the abandoned church. This odyssey helps him perceive new attitude to see life and possess true love.

On the broader scale the odysseys of Coelho's characters reflect readers' search for self-knowledge; finding the ways to live a life with joyous attitude and attaining the goals in life. These lifelike characters are inhabitants of this very world and the readers who are motivated by them to undertake an odyssey towards elevated Self would also demonstrate the attributes of spiritually reborn individual.

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Reflection of Birds in Proverbs-A Socio Cultural Study (With Special Reference to An Owl)

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Nexus Between Society, Culture And Language.

The term “culture” refers to the complex collection of knowledge, folklore, language, rules, rituals, habits, lifestyles, attitudes, beliefs, and customs that link and give a common identity to a particular group of people at a specific point in time. The relationship between communication and culture is a very complex and intimate one. Language is transmitted culturally; that is, it is learned.

This paper deals with the study of how culture and society play an important role in language in general and linguistic phenomena like proverbs in particular. Language is an inseparable aspect of society and culture. Naturally the language in our daily communication is always influenced by cultural and social aspects in fact it would always be interesting to know and study how language behaves in the socio-cultural context. Proverbs, often called maxims, doublets, and folk wisdom are sayings that are easy to say and learn, but possess more in depth meaning to that culture. These sayings are repeated often and ingrained into the people of that culture, usually starting at a very young age. Proverbs are culture-loaded. They are regarded as one of the most ancient and valuable manifestations of human culture. They use succinct and pithy language to express commonly held ideas and beliefs and provide the readers with interesting glimpses at a people’s geography, religion, history, social views and attitudes. Proverbs play an important role in delivering cultures of certain nation. When translating, it is essential to take the cultural factors into consideration and figure out the implied meanings by getting to know the cultures lying behind them.

Key words-Culture, Society, Language, language transmission, Proverbs

Owl, a gorgeous, magical creature is one of the oldest bird in existence. Predating history talks about an owl in the form of owl paintings in caves. Since the pre historic times the bird haven’t changed very much and noticeably stayed the same. However their wisdom, suspense and magic kept growing with every passing year. Since owls are one of the oldest living birds on the planet, owl mythology circulated gradually but consecutively throughout cultures and countries. Depending on the culture and region owl mythology could be positive or negative. Speculation about owl passed down by word of mouth over generations through folklore. Owl have been both feared and venerated, despised and admired, wise and foolish and also associated with witchcraft, medicine, weather, birth and even death. But they should be respected and honored like any other animal.

Owl mythology is a very deep and lengthy topic. Across cultures and throughout history, people regarded owls with fascination and awe. In Rome there are many superstitions about an owl. According to them the death of Julius Caesar, Augustus, Commodus Aurelius and Agrippa



were predicted by an owl. They also believe that witches transformed into owls and sucked the blood of babies.

“Yesterday, the bird of night did sit even at noonday, upon the market place Hooting and Shrieking”

From William Shakespeare’s Julius Caesar

William Shakespeare also wrote of the owl’s premonition of death in Macbeth and Julius Caesar. A second century soothsayer, Artemidorus says to dream of an owl meant you would be robbed. In England Barn owl has been used to predict weather. Its screeching meant cold weather or storm on its way to come. This “Bird of doom” was favorite of William Shakespeare and Robert Blair, the eighteenth and nineteenth century poets. English literature has the sinister reputation of a Barn owl due to its association with darkness and death. At the other hand owl broth was given to children suffering from whooping cough.

Bird of omen dark and foul
Night crow, raven, bat and owl,
Leave the sick man to his dream
All night long he heard your scream.
Sir Walter Scott (The Legend of Montrose)

In the early Indian folktales, owl represent wisdom, helpfulness and have the power of prophecy. This theme reoccurs in Aesop’s fables and in Greek myths and beliefs. An owl’s debut especially at night, when people are blind and helpless directly linked them with the unknown.

In Indian mythology Lakshmi, a Hindu Goddess of wealth, fortune and prosperity gives the special importance to an owl. This elegantly dressed prosperity showering golden colored woman with an owl as her vehicle signifies the importance of economic activities in maintenance of life, her ability to move, work and prevail in confusing darkness. It is because of Devi Lakshmi’s attributes that an owl is considered as a symbol of wealth, prosperity, wisdom and good luck. It is a symbol of wealth and fortune for attracting good fortune, prosperity, wealth and well-being, merely working hard can only be a donkey work, the added strategic actions and smart work are necessary to reach one’s goal. In short “one has to think and act like an “Owl” to attract Lakshmi”

In Bengali households, they never drive away an owl, especially the white Barn owl. The same owl is considered as a Brahmin (an upper caste amongst the Hindus) While reducing the mystery surrounding these birds, the Zoological aspects of an owl were detailed through close observation during the eighteenth century. In the next century the superstitions died out and especially in west owl regained its position of being a symbol of wisdom

The interesting characteristic features of an owl are also essential to through a glance in this regard.

Owl is the only bird to take off vertically in any direction which makes them stronger than any other predator that attack them from high altitude.

Owl is absolutely quiet and makes no sound while attacking so it is called as “stealth attacker”. Stealth is their strongest weapon. It doesn’t have to work hard like Falcon or an Eagle. It simply works smart and sneaks a prey through intelligent measures.

It is the only bird that can hunt its prey even when it is out of sight. This is possible for them due to extremely superior listening skills.



It can also look clearly in total darkness. His eyes are like Binoculars which is an invincible weapon that allows them to hunt in extreme conditions.

An owl can rotate its head in 270 degree in the horizontal axis and 180 degree in vertical axis. With this unique attribute, it can instantly look in any direction, even during flight. This deadly feature allows an owl to look directly backward and decide the next course of its action even while attacking a prey. Because of this attribute it has a complete view of their periphery. His monopoly over darkness benefits him in two ways, first the availability of lot of food and the later, the ease in task with little or no competition. It dominates its zone. It doesn't roam about without a purpose and exhaust unnecessarily.

All other birds flock together in a herd but not an owl. They love staying independent and prefer solitude. They never ever follow "Herd Mentality"

So for succeeding one has to go 'solo' like an owl and leave the herd. Because of their nocturnal vigilance owls are associated with that of the studious scholar or wise elder.

The dominating common feature that Indian, Greek and even Western scriptures denotes about the owl is its association with wisdom.

Eg. Being human is exhausting so be an owl.

Only human beings have the ability to communicate. No other animal on the planet can express as humans do. It is because of this ability of humans that they have made great progress. They have developed languages, made inventions and thereby made their life easy and comfortable. Although we can discuss end number of advances of being able to communicate the above said proverb however focus on the negligible drawbacks of communication. Very often we speak unnecessarily, make deliberate efforts to listen something unimportant and waste a lot of energy in seeing things of no real worth. In short human beings often use their sense organs for something which is unproductive, untalented and have no value. This is a complete wastage of human energy. It is scientifically proven that the abnormal people with some kind of disorder with sensory organs becomes quiet sharp with the other one as he uses that energy for the other one.

eg: If one is blind he automatically becomes a very sharp listener or a good orator.

M.K. Gandhi's three monkey concept denotes the same idea. It is instrumental in two ways first is to stay away from evil or bad and the other is to breed over being more productive. In short human does less necessary and more unnecessary things which not just exhaust us but also makes us unintelligent. We often observe that the scholars are silent in nature. They prefer to listen more and speak less.

Unlike humans owl is not a social animal. It enjoy its solitude. Works at night when everyone else is sleeping. So the proverb being human is exhausting so be an owl is an opt one.

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Use of Interchange Technique in English Translation of Yayati

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Abstract :

Translators employ various techniques and strategies while translating a literary text. Interchange and Transposition are such techniques frequently used by translators. Since, two languages function in different ways and have their characteristic way of expression, these techniques become inevitable in the process of literary translation. These techniques are likely to have their effect on various aspects of the literary text. The present study differentiates between interchange and transposition and proposes to study the effect of technique of interchange on the selected Marathi novel in English translation.

Key words: transposition, interchange, diction, syntactic

Introduction

Transposition and interchange function at grammatical level. Both the techniques lead a translator towards oblique or free translation, wherein the translator has freedom to attain equivalence. Transposition refers to change of a word class by another word class without altering the meaning. Interchange refers to change of syntactical structure without changing the meaning. In both the cases the resultant word and sentence do not have the same value but the meaning remains the same.

This paper attempts to throw light on the effects of interchange on the English translation of the Marathi novel *Yayati* text in terms of difference they bring in the plot, character, story, theme and diction of the source and target text. It is to be noted that the researcher has applied the term 'interchange' in a broader sense which includes grammatical change and change from personal to impersonal and vice versa, and abstract to concrete and vice versa.

It is a story of Yayati, the prince of Hastinapur, who later on becomes the king. It is a story of degeneration of the protagonist into voluptuousness and indulgence in physical and carnal pleasures who renounces his kingly duties for the sake of physical pleasures.

Personal to impersonal

Yayati's father is on his deathbed. As per Prime minister's advice, Yayati is staying in Ashokvan. He goes to see his father once or twice a day. Once he comes back to Ashokvan after seeing his father at the palace. He brusquely tells Mukulika to go away and not to come back till he asks for. He remembers his helpless father in his deathbed and reflects about human life. He thinks about the distinction between soul and the body.

'ययातीच्या शरीरावाचून ययातीचा आत्मा जगातल्या कोणत्या सुखाचा उपभोग घेऊ शकणार आहे?' (p. 89)

Translation:

'.....but without the body, what worldly pleasures can the soul enjoy?' (p. 60)



Yayati differentiates between soul and body but philosophizes in relation to himself in the ST. This personal observation and feelings are made impersonal in the TT. Yayati's personal views become generalized observation with the removal of his own self in TT. Effect of impersonal translation is more extensive than the ST. The principles, Yayati talks about become universal at once. He generalizes and applies his philosophical learning to entire humanity. Yayati no more remains an individual but becomes a representative of man in general.

Syntactic interchange

‘ती स्तब्ध उभी राहिली.’ (p. 63)

Translation:

‘She did not move.’ (p. 47)

Positive SL sentence has been turned into negative without any change in meaning.

‘काही केल्या माझी तृप्ती होत नसे.’ (p. 174)

Translation:

‘I was still hungry.’ (p. 115)

Negative sentence in the ST is converted into a positive one.

‘चंद्रकोर उगवताच काळोख लोप पावावा, तशी प्रीतीत भीती बुद्धन गेली.’ (p. 248)

Translation:

‘As darkness vanishes with the rising of the moon, my fears were dissolved in love.’ (p. 159)

The SL sentence is objective, and has no human subject. It is in active voice. The TL sentence has human subject: ‘भीती’, becomes ‘my fears’ and instead of original active voice, it is in passive voice.

The palmist who had forecast that Sharmishtha's son would be a great king comes to the palace again. Devyani summons Sharmishtha, along with her son Puroo to the palace, arranges to put similar clothes on Puroo and Yadu and tells the palmist to read their palms. He again foretells that Puroo will be a great king. Devyani asks Sharmishtha her secret lover's name. Sharmishtha denies to disclose it. Devyani says:

‘शर्मिष्ठे, तू माझी दासी आहेस, हे तुझ्या लक्षात आहे ना?’ (p. 261)

Translation:

‘Sharmishtha, I hope, you haven't forgotten that you are my maid!’ (p.)

Question in the ST is changed into an exclamation in the TT. This question is spoken by Devyani and does not expect any answer from Sharmishtha, with whom Devyani is speaking. But, Sharmishtha says, "I have not", which is an answer to the question not asked by Devyani in the TT. In order to sound the answer relevant, Devyani's sentence in the TT should conclude with at least a tag question.

‘पुरुष सुद्धा स्वतःकड घटका नि घटका पाहत राहतात, म्हणायचे!’ (p. 16)

Translation:

‘Men also love to look at themselves for hours....do they?’ (p. 18)

Semantic equivalence is achieved, through interchange of SL exclamation into TL question tag. Question tag sounds more natural in English than exclamation in the given situation.



'पुरुला एकदा जवळ घ्यावे, असे मला फार-फार वाटले; पण त्याला जवळ घेतल्यावर पुन्हा दूर करणे कसे शक्य होते?' (p. 272)

Translation:

'I yearned to pick Puroo up once. But then parting would have been more difficult.' (p. 173)

Rhetoric question in SL is turned into an affirmative sentence, which actually is the answer of the rhetoric question. There is no semantic loss but the effect changes. Rhetoric question is more natural and effective in Marathi. It provokes the reader to think for answer. Change into affirmative sentence is merely informative. It is not as poignant as the ST question.

'नृत्याला रंग चढला होता; पण मी मात्र त्यात रंगू शकलो नाही.' (p. 272)

Translation:

'Although the **audience** were carried away by the dance, **I** was unable to enjoy it.' (p. 173)

In the SL sentence, and are the subjects. TL sentence introduces 'audience' and 'I' as the subjects. Active voice sentence in SL has turned into passive voice in TL.

'त्याच्या देहाच्या पिंजऱ्यातून प्राणाचे पाखरू कॅव्हा उडून गेले, तेसुद्धा कुणाला कळले नाही!' (p. 285)

Translation:

'No one even knew when life left him.' (p. 180)

Metaphorical sentence has turned into a literal concrete sentence.

'वेडी कुठली? पंधरा दिवसात यदूला तुझ्यासमोर आणून उभे करतो, की नाही, पाहा!' (p. 337)

Translation:

'**There is nothing to worry about**, you silly one. Inside of two weeks, I shall bring Yadu back to you.' (p. 212)

Colloquial rhetorical question is changed to a colloquial affirmative statement 'You silly one.' Further exclamation is changed to a declarative sentence. 'There is nothing to worry about' is a semantic addition to adjust the next colloquial expression into TL.

'सशाच्या पिलाचीच गोष्ट हवी कशाला?' (p. 157)

Translation:

'And it is not only the wee little rabbit.' (p. 103)

A rhetoric question converted into a declarative sentence.

Figurative interchange

Sometimes, figures of speech used by the ST writer are replaced with some other figure of speech. It is termed as figurative interchange for convenience.

'तुझ्याएवढा मी होतो, तेव्हा मी नुसता लोणयाचा गोळा होतो. आता माझा दंड पाहा. लोखंडाची कांब विसविशीत वाटेल, तितका घट्ट झाला आहे.' (p. 15)

Translation:

'When I was your age, I **was soft like butter**. But look at me now. I am hard as steel.' (p. 18)

Metaphor in the first SL sentence is literally translated and changed into a simile in TL. A comparison between iron and biceps is literally translated and a simile is used for it. In either case, figures used sound natural and effective.

'त्यात कसले आहे मोठेपण?' (p. 3)



Translation:

'That is neither to my credit nor to my discredit.' (p. 11)

A figurative question in the SL has been changed into a statement in TL.

'त्यावेळची एक आठवण माझ्या मनात अगदी घर करून राहिली आहे. जखमेचा व्रण राहतो ना? तशी आहे ती.' (p. 6-7)

Translation:

'There is one unforgettable incident of that time which haunts me. It is like the scar from an old wound.' (p. 13)

Literal translation is used to convey the meaning and convert the figurative question into a statement. A perfect semantic equivalence is in effect.

'खूप खूप शोध केला आम्ही त्याचा; पण आभाळातून गळून पडलेली चांदणी कधी कुणाला दिसते का? माझा यातीही तसाच-' (p. 12)

Translation:

'We have looked for him everywhere but like the meteorite falling from the sky, my Yati is not to be found anywhere.' (p. 15)

A figurative question in SL is changed into a statement in TL. 'Falling star' in Marathi and 'meteorite' in are basically different concepts. Despite a little semantic gap, it conveys meaning well.

Conclusion

It appears that translation techniques related to diction have incidental and local effects on the TT narrative. The plot structure, character delineation and theme or the writer's philosophy of life does not seem to be affected by this technique. Diction, to some extent changes in order to adapt to the Target language conventions. Effect of various types of interchange remains limited to the concerned incident and episode.

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A Study of The Vegetarian by Han Kang: An Ecofeminist Perspective

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Abstract :

Han Kang's novel *The Vegetarian* is indeed an appealing and appalling experience. The story revolves around a protagonist Yeong hye who wishes to be plant-like. This paper focuses on the practice of meat eating under the light of ecofeminism. It also analyses the subjugation and marginalization of the main character due to discontinuation of meat eating. There has been a close relationship between meat eating and the dominant patriarchal society, which ultimately subjugates the weaker part of the society.

Key terms: ecofeminism, subjugation, marginalization, anthropocentrism, carnivory

Han Kang is a South Korean Novelist. She is often called Kafka of South Korea. The novel appeared in 2007 and received Man Booker international Prize for translated version in 2016. The Novel revolves around the themes like political violence, alienation, bloody dreams. The principal character Yeong hye shown in the novel *The Vegetarian*, is a victim of social ideology. Here, the paper analyzes the character under the light of ecofeminism. Ecofeminism is a significant movement that intersects the feminist principles and the ecological issues. This movement developed between 1980s and 1990s. The first conference on "Women and Life on Earth: Ecofeminism in the Eighties" was held at Amherst that motivated the growth of the ideas of ecofeminism. Greta Gaard has rightly stated, "Ecofeminism's basic premise is that the ideology which authorizes oppressions such as those based on race, class, gender, sexuality, physical abilities, and species is the same ideology which sanctions the oppression of nature" (Ecofeminism Women, Animals, Nature: 1993:1). The present paper thus studies how Yeong hye's oppression in the family and society is responsible for the destruction of her peaceful life.

A line from a modern poet Yi Sang's poem "I believe that humans should be plants" inspired Han Kang to write the novel *The Vegetarian*. Indeed, the life of humans and plants is always complex and amazing. The life of the protagonist Yeong hye in the patriarchal family is disturbing and complex as well. One night her husband finds her standing near the fridge. Her lack of reaction and irresponsive behavior disturbs him a lot but he ignores what she says about her horrible dream. Next morning she throws non-vegan food items on the floor without a second thought.

"The kitchen floor was covered with plastic bags and all air tight containers, scattered all over... beef for shabu-shabu, belly pork, two sides of black beef them, some squid in a vacuum-packed bag, sliced eel... dried croaker tied with yellow string, unopened packs of frozen dumplings and endless bundle of unidentified stuff dragged from the depths of the fridge" (*The Vegetarian*: 9).



Aforementioned food items are also the symbol of patriarchal family pattern. Here, vegan food items have no place at all even in the refrigerator. Carol Adams has observed that “meat eating is a measure of a virile culture and individual; our society equates vegetarianism with emasculation or femininity” (*The Sexual Politics of Meat Eating: A Feminist –vegetarian Critical Theory*: 1990: 27).

The novel contains blood motif that is the central part of flesh and it is associated with red colour, which is symbol of violence, aggression and power. Yeong hye’s husband considers that to be vegetarian is an unremarkable activity. Generally, human beings think that meat eating is not a practice but it is a natural need. Graham Huggan and Helen Tiffin, state “the systematic suppression of animals that ultimately leads the patriarchal dominance over woman” (*Postcolonial Ecocriticism: Literature, Animals, Environment*: 2010). Her husband, father and later brother-in law dominate her without considering her emotions. She describes her dream in which she finds herself in the dark woods. Blood in her mouth, blood soaked clothes sucked on to her skin and when she runs out of the woods, she sees family picnicking, little children running about, the smell of barbequing meat, singing and laugh but her clothes still wet with blood. Being a hypersensitive woman, she does not tolerate it and all of a sudden gives up meat eating. Her husband does not understand her but gets furious with her for behaving unnaturally. Her choice of becoming vegetarian thus changes her life completely.

Helen Tiffin and Graham Huggan state, “Humans do not need to eat flesh of others in order to maintain their well-being; indeed millions depend completely on other food sources to survive” (*Postcolonial Ecocriticism: Literature, Animals, Environment*: 2010:176). Carnivory is here a symbol of dominance that also shows man’s separation from nature. The protagonist before turning into vegetarian looked jaundiced with sickly-looking skin and she had prominent cheek bones. It did not make her look healthy and stout.

Yeong hye’s unwillingness to wear bra seems strange to her husband. He thinks that to have breasts is a thing of attractiveness and prestige and that is why he insists his wife to wear thick padded bra. It thus throws light on the existence of woman in patriarchal society considering her biological aspects. Carol Adams says, “Meat eating is interwoven with various forms of sexism and anthropocentrism” (*The Sexual Politics of Meat Eating: A Feminist – vegetarian Critical Theory*: 1990). Yeong-hye, in spite of insistence from her husband to wear a padded bra, she prefers to be without lingerie. She likes her breast because she thinks nothing can be hurt by it. In opposite to it nothing can be safe from hand, foot, tongue, gaze and all weapons.

Yeong hye gets terribly disturbed by the dream, so she fails to notice her husband’s daily needs. Once her husband gets angry and says:

“Not once did my wife bother to peer out from the kitchen in the time it took me to get ready, slinging my tie round my neck like a scarf, pulling on my socks, and getting my notebook and wallet together. In the five years we had been married this was the first time I’d had to go to work without her handing me my things and seeing me off” (*The Vegetaria*: 11).

The condition of woman is universal. The man expects that the wife should be his slave. She is afraid of sleeping due to the nightmares. Moreover, she starts avoiding sex and it hurts her husband’s ego. It challenges his manhood and without caring about her mental state, he relates sexuality to the habit of meat eating and aggressively says:

“What is the problem, exactly?”



I'm tired.'

Well then, that means you need to eat some meat.

That's why you don't have any energy any more, right?

You didn't used to be like this, after all" (*The Vegetarian*: 17)

One day his sexual desire reaches the height. He violently establishes physical relation against her wish. Later her brother in law gets attracted by her Mongolian mark, takes advantage of her innocence, and rapes her. Such domestic violence is often linked with culture violence. Rape is the violent devastation of woman. Meat eating and sexual outrage are said to be the two sides of the same coin that is explicitly presented in the novel.

Thus, the novel deals with many such myths associated to meat eating and to be vegetarian becomes the sign of passivity. According to Carol Adams, "men correspond to animals and women correspond to plants because their development is more placid." Thus, on one hand her craving for meat decreases and his craving for meat increases. The society in which they live does not accept it as well. She is a marginalized figure in the society. In South Korea, The majority of non-vegetarian is greater than vegetarian and this majority makes all the difference. It is the basic reason behind the marginalization of vegan. His company director's wife and other guests give distasteful remark as if she is from another planet. The wife of company's director says

"Meat- eating is a fundamental human instinct, which means vegetarianism goes against human nature, right? It just isn't natural" (*The Vegetarian*: 23).

They think that she is going through certain psychological disorder. Mr. Cheong, her husband informs her parents about her mental condition. They try to persuade her but in vain. Her childhood memories of her father are also disturbing. She hates her father for being so rude to her. Her father used to beat her brutally when she was a child. As a result, somewhere in her mind are the disgusting and scary feelings for her father. When her father forcefully thrusts a bite of beef, she tries to commit suicide by cutting her wrist. Immediately they hospitalize her. Ever since then, her physical and mental condition deteriorates. One day, her husband finds her in a half-naked condition, holding a bloodstained wounded bird near the fountain at the hospital. Here the writer uses the metaphor of a bird to depict her psychological and physical condition.

Yeong hye wants to unite with nature. Her brother in law takes the advantages of her mental condition and persuades her to work as a nude model for his erotic art video. He paints flowers and plants all over her body. His sexual desire awakens and he too paints flowers on his body It attracts her a lot because she thinks of her union with nature. He like an animal gratifies his lust. Yeong hye's mental and physical state becomes more fragile. When she is admitted to the mental hospital, she manages to flee from the hospital but later is found in deep woods, soaked with rain as if she is one of the sparkling trees. Yeong hye feels that a plant is growing inside her and soon she is going to be the part of nature. Her sister remembers the lines of Yeong hye that:

"Look, sister, I'm doing a handstand; leaves are growing out of my body, roots are sprouting out of my hands...they delve down into the earth. Endlessly, endlessly... yes, I spread my legs because I wanted flowers to bloom from my crotch; I spread them wide..." (*The Vegetarian*: 127). She wants to create new life from herself. There has been always resemblance between women and nature. Both are delicate, vulnerable and both have the strong capacity of creation.



To conclude, it can be said that man's inability to understand what a woman is aptly described in the novel. Some feminists have discovered the destructive values of patriarchal society and some feminist vegetarians show men a distinct way to avoid war and conflict by avoiding meat eating. Women can see themselves being devoured by the dominant culture and how they are overburdened by the social values. After all, to be vegetarian or not to be is one's individual choice. If Yoeng hye's husband had been a supportive and caring person, then definitely her life would have been a different experience.

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Societal Detachment: A Psychoanalytical Study of Maneck, the Protagonist of "A Fine Balance" by Rohinton Mistry

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Abstract :

Human, being a social- animal, develops emotional attachment with other members of society. Alienation comes from his detachment from society as well as from self. Such detachment leads to self- destruction. The present paper discusses the destruction by analysing the protagonist of A Fine Balance, Maneck, from Karen Horney's psychological perspective. Culture and society play a vital role in personality formation. A personality is constituted not only by biological and hereditary aspects but also by atmosphere in which a child is brought up, grooming tactics, parental behavior, and socio-cultural aspects.

Key Words -Basic Anxiety, Neurotic Needs, Inner Conflict, Detached Personality

Literature is a mirror of life. All aspects of human behaviour are reflected through literature. All kinds of characters and all traits of human nature can be seen in a literary work. Psychoanalysis and literature are inseparable entities. Application of psychoanalytical approach helps to reveal new horizons of understanding. Psychoanalysis opens the unknown zones of comprehension.

Sigmund Freud dominated the field of psychoanalysis for thirty years (1856-1939). He generated the foundation of a new science. Freud produced his theory of unconscious mind along with Id, Ego and Superego. He discovered that unconscious desires and impulses directly or indirectly influence the behaviour of human beings. Freud emphasized sexual impulse as an important influencing factor on human behaviour. Further he talks about the idea of infantile sexuality and biological aspects. Freud's these views were challenged by Neo- Freudian and Psycho-Social theorists like H. S. Sullivan, Erich Fromm, Karen Horney, Abram Kardiner, Sandor Rado and Henry Murray. Among these all, Karen Horney is one of the most distinguished psychoanalyst.

Karen Horney (1885-1952) is a Neo-Freudian psychoanalyst from Germany. From an orthodox Freudian practitioner, she shifted to Neo- Freudian after migrating to America. There she dealt with variety of patients and she realized the importance of social and cultural factors in personality formation and so she challenged many principles of Freud and established her own principles through her new organization "American Institute of Psychoanalysis". She asserted that Psychoanalysis should move beyond instinct theory and emphasize the importance of cultural influences in shaping personality. According to Karen Horney there are ten neurotic needs that a person develops to cope up with the basic anxiety. These neurotic needs are Affection and Approval, A powerful partner, Narrow limits to life, Power, Exploitation, Social recognition or Prestige, Personal admiration, Ambition and Personal achievement, Self-



sufficiency and Perfection and unassailability. These needs include the three ways of protecting the person against anxiety. They are Movement toward other people (Compliant personality), Movement against other people (Aggressive personality) and Movement away from other people (Detached personality). Horney has also coined the terms –Idealized self image and Realistic self image.

Rohington Mistry is a Canadian author of Indian Diaspora. His novels deal with Indian sensibility and Indian ethnicity. He also throws light on the lives of Parsi community in India. His upbringing in India gives him a different insight about the Indian culture and cultural conflicts. He is awarded with The Commonwealth Writers Prize for the Best Book, The Los Angeles Times Award, The Giller Prize, The Governor-General's Award and also shortlisted for Man Booker International Prize.

A Fine Balance is a novel which deals with the lives of four major characters which come from different social, geographical and economical background. Their desire to live a sustainable, peaceful and happy life gets shattered by contemporary political and social systems. This paper analyses one of the major characters, Maneck, the protagonist who is born and brought up among the beautiful mountains of North India. He is so much attached with his family and the place. Maneck is habitual to live in rural culture, breathe in fresh air, live simple life among the rustic people so it becomes difficult for him to manage in the city among the diplomatic people.

According to Horney, "Conflicts within ourselves are an integral part of human life...The Kind, scope and intensity of such conflicts are largely determined by the civilization in which we live" (Our Inner Conflicts: 1945: 23-24).

Children need to be developed in favorable condition to be a balanced personality. According to Karen Horney favourable condition includes healthy atmosphere to feel inner security and freedom, good wills and healthy friction. More unfavorable situation will develop more deviation from the real self of the person. Karen Horney talks about many unfavorable situations in grooming of the children as, many parents are so much indulged in their own neurosis that they cannot able to love their child and provide necessary security to them. In the novel, Maneck does not escape from this conflict. Due to the construction of highway in the mountain area and invasion of multinational companies disturbed Maneck's father, Farokh Kohlah. Deforestation and death of nature disturbed Farokh Kohlah profoundly. Just as an insane he touches trees and wishes for their long life. The establishment of new multinational companies creates threat to his family business of 'Kaycee Cola' shatters him emotionally. Due to these circumstances, he cannot keep the promise given to his son, Maneck to bring him home after schooling from a boarding school and allow him to run his business. Farok forcefully sends Maneck to the city for further education. Maneck can't cope up with the smothering weather of city. He is also badly molested by his senior hostelites. Due to the ragging in college and lack of good friends, Maneck gets more detached from his life. Studying in college, living as a paying guest in clumsy and dirty city which is exactly opposite to his beautiful hometown in the mountain make Maneck more unwilling to exist. In this situation, there was no one to empathise with him in his family and he has no one to support and love. Height to all he has to go to the gulf contries for his job unwillingly. Though he stays in Dubai for eight years, he remains unaware about the city and its culture, when his mother asks him to know more about Dubai, He ponders over and can't give apt reply to his mother.



“He searched his mind for things to add, and realised he did not know the place, didn't want to. The people, their customs, the language- it was all as alien to him now as it had been when he had landed there eight years ago. His uprooting never seemed to end.” (A Fine Balance: 584)

Maneck's father's over ambitious nature repels him from his home. In his early childhood, he had close emotional ties with his parents, especially with his father. His father was his role model. After the death of Maneck's father, he comes home in India for the funeral from the Gulf countries, where he works as an engineer. His mother fails to understand the reason behind his sadness. She realizes that there is something more than the father's death. She says

“We are both sad because of Daddy's death. But that cannot be the only reason. We were expecting it ever since his colon cancer was diagnosed. There is something different about your sadness, I can sense it....Is it because you did not visit while he was still alive? You should'nt feel bad. Daddy understood that it was difficult for you to come” (A Fine Balance: 591)

After deep interrogation, Maneck replied with annoyance,

“You really want to know why?... You sent me away, You and Daddy. And then I couldn't come back. You lost me, and I lost – everything.” (A Fine Balance: 591)

According to Karen Horney, reluctant parenting, loveless childhood and absence of security and safety in childhood develop basic anxiety in the child. To cope up with these anxieties child develop some neurotic needs. These neurotic needs develop some trends in the life of the person. Maneck absolutely gets detached from his family. During his stay in the city, He developed genuine friendship with Om and attachment with Dina and Ishwar. After the death of his father, he expects that Om, Ishwar and Dina would be in a happy state. Later, he comes to know how Om and Ishwar have turned into beggars from skilled tailors. He is also sad to know that Dina has become dependant on her brother, Nusswan. He is torn emotionally and can't find the reason for the existence. In case of Maneck, he moves away from the people. The moving away from the society and from the self, gradually increased in course of time. He becomes a Detached Personality and extreme detachment leads him to commit suicide at the end of the novel.

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A Study of New Historicism And Culture with Reference to Mahesh Elkunchwar's "The Old Stone Mansion"

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Abstract :

(New Historicism is a literary critical movement, which first developed in the 1980s. The new historical approach emphasizes the cultural context in which text is produced, rather than focusing exclusively on the formal structure of the text itself. New Historicism posits that literary works are not singular or solitary forms, but, instead, a product of different networks of socio-material practices. As such literary works should be interpreted, not for their universal themes or historical content, but for their meaning as objects embedded in a certain socio-historical milieu. Thus, to understand a literary text, critics need first to understand the author's background and the cultural context in which the work was produced. Mahesh Elkunchwar's play "The Old Stone Mansion" reflects the History of maharashtrian family and Maharashtrian culture. The play spotlights the decline of the Wadaculture in Maharashtra.

Key words: New-historicism, milieu, culture, wada, wadaculture)

New Historicism is a fascinating new critical practice which shows a resurgence of interest in history. It is a reconstruction of the past from a present perspective, and highlights the role of the present in remaking the past and making it more usable to the present. It "refers to a general reaction against unhistorical approaches and a fresh interest in the specific social and political contexts of literary works" (Baldick 187). Louis A. Montrose, in the essay, "Professing the Renaissance" calls it a return to history from the post-structuralist obsession with language and argues that New Historicism is concerned with "the historicity of texts and textuality of history" (Veese, Historicism 20). The text has historicity as it is embedded in the social and cultural context, and history has a claim to textuality as we have no access to the full lived authentic past and only traces of it are preserved. It treats a work of literature not as a story worthy of analysis but as a representation of historical forces. This modern school of literary criticism considers the social, cultural, historical, economic origin and spread of New – historicism, Carolyn Porter observes that New- historicism springs forth from a diverse set of practices that are not in themselves new and attributes the origin of this practice to various figures as Louis Althusser, Michel Foucault, Frederic Jameson, Raymond Williams, Mikhail Bakhtin, Terry Eagleton and Hayden White (Porter 743 - 49). The emergence of New - historicism was predominant in the 1980s, and its origin can be traced back to Raymond Williams's *Marxism and Literature* (1977) which inspired the rehistoricization of literary studies in England and America, and Edward Said's *Orientalism* (1978) which gave a new impetus to the Eurocentric cultural discourse and questioned the preeminence of Western culture. Though the term seems to have been coined by Michael McCanles, New Historicism rose to prominence with Stephen J. Greenblatt's *Renaissance Self-Fashioning* - :

from *More to Shakespeare* (1980). His other works which delved into power relations in Renaissance culture, and propelled the New Historicist movements include *The Forms of Power and the Power of Forms in the Renaissance* (1982), *Shakespearean Negotiations* - : The



Circulation of Social Energy in Renaissance Endand (1988), Learning to Curse (1990) and Marvellous Possession : The Wonder of the New World (1991). In 1982, the founding of the journal Representations also gave further momentum to the New Historicist school .Stephen Greenblatt is credited with launching New Historicism. He first used the term 'new historicism' in his work, *The Power of Forms in the English Renaissance* (1982) to describe the permeability of literature and history.

New Historicism is related to **Cultural Studies**, which is a broader movement in the humanities and social sciences. Cultural Studies emphasizes that individual experience is culturally specific, rather than universal. Both New Historicism and Cultural Studies are indebted to the work of French philosopher Michel Foucault, who argued that knowledge (discourse) is a product of a vast network of systems that can be defined as much by ruptures as by cohesive themes. New Historicism also reflects the legacy of Marxist criticism, since it seeks to unveil the ideological conditions that shape a given text.

Mahesh Elkunchwar's play "The Old Stone Mansion" reflects the History of maharashtrian family and Maharashtrian culture. Wada is not an ordinary house where people live, but it is the symbol of Maharashtrian socio- culture phenomenon, it is a symbol of joint family with unity of mind. It is also a symbol of joint family and its relation with society. WADA is a symbol of love, affection, commitment, faith, security. In the history of Maharashtra, the family living in *wada* celebrates all festivals and rituals together enthusiastically, but gradually the joint family converts in to nuclear family and so wada culture too is on the age of decadence.

The play spotlights the decline of the "Wada" culture in Maharashtra. "Wada" refers to the ancestral home which houses a joint family and is thus hub of family values. The Old stone Mansion" is also one such home in the rural setting of Maharashtra. It is now on the brick of decadence following the death of its owner. Urbanization, consumerism and Modertims have taken their toll and the " Wada " , old stone mansion, is crumbling and full of false pride and the daughter wants to pursue higher studies in order to escape the fetters of the wada.Wada household is caught between extreme financial loss and desire to maintain its status. The towering ego of the male members of the Wada household and extreme money mindedness pushes the Wada towards thorough degeneration and ultimately things fall apart for the Deshpande family and finally they have to accept it. Wada also symbolises the oppressed condition of women in this culture. Women feel suffocation inside the walls because this culture denied freedom of thought, freedom of expression to women. Wada culture was a kind of fetters for women restricted them from getting emancipation. Every individual of the family has created a world of their own and the women hold the typical marginalized position. They have hardly anything to say in the family affairs. Only once in the whole play the image of woman comes to the forefront when Vahini puts on all the traditional jewelleryes upon her and escapes into an imaginary world of self-admiration. All this leads to further complications which highlights the plight of such traditional families .The play written in 1983, captures vividly the decline of the Old Mansion, i.e. *wadaculture* in Maharashtra.The old Wada culture , joint family values which comes with it are unable to stand the test of time and the social change in the world beyond. The Wada is a product of the large joint family with its hierarchic patriarchy that holds the tensions in check under a facile pretence of authority.Old Mansion/wada deals with a whole age; showing gently, if firmly the slow decline in the fortunes of a traditional Maharashtrian (Marathi) family,



as it comes to terms with the demands of modernity. The play historicizes the transformation of the village, and relating it to present socio-economic and political contexts. Though decline of feudalism and joint family culture seems to be the subject of this play at surface level, it focuses more on inner darkness of the human souls. Neither Bhaskar, Sudhir, Chandu, Prabha, Vahini and Anjali quarrel with one another. They are angry, disheartened but, don't have the courage to break the blood-ties. They think, there is no other option for them or, they have accepted this as a way of life. In the play, Dadi is seen waiting for her death. As if she has given up her wish to live, she has nothing to do with the happenings in the mansion. She is just like a woman stop feeling about time. Symbolically it shows stopped time of the mansion as well. When the characters find nothing meaningful in their acts, they accept their inability and helplessness, perhaps, more than their fate. In this respect, the character of Prabha in the play could be seen. She is so eager to get out of the mansion,

Prabha: Let me get out of here, Aai. Please. This Mansion will devour me. I feel suffocated in the darkness of this place. Let me go to Amravati, Aai, please.(p. 45)

The first generation in the play is been shown through the character of Dadi. The play opens with her calling, her no more son, Venkatesh (Tatyaji). Tatyaji and Aai are the representatives of second generation. Their children, Bhaskar, Sudhir, Chandu and Prabha with their daughter-in-laws Vahini (Bhaskar's wife) and Anjali (Sudhir's wife) form the third generation. Parag, Ranju and Abhay are the fourth generation members in the play. First and second generations have enjoyed the golden period of the mansion. Tatyaji, in his last days only, witnessed the change in social order. After Tatyaji, Bhaskar took charge of the mansion, and the mansion had a new owner in the hours of transition and fall. To depict fall of feudal families, is not the only intention of the playwright, behind the creation of the play. The fall of the traditional riches, due to both, the ills, behind its strong stone walls on one side, and its negligence towards the change in social order on the other. It is just not the loss of physical glory, that the mansion experienced, but the society also lost its treasure of age old principles of emotions, feelings, sentiments, selfless love, affinity and sacrifice for one another. In the true sense of the word, Old Stone Mansion makes the reader feel that loss, in the age of nuclear families and commercial attitude. The playwright not directly, but points out certain ills of this culture. After Tatyaji's death we come to know that, Prabha and Tatyaji never talked. Bhaskar's daughter, eloped with her English tutor stealing all jewelry of the family, and hope of Prabha is shattered forever. The playwright here, very skillfully traced the persistent loss of these innocent souls. This loss seems a result, less of their faults and more of their fates. Deshpandes often worked leaving something for their fate to complete. Poor Prabha didn't get an opportunity and Ranju kicked the same with foolishness. The fourth and last generation of the family is also, almost destroyed. Parag, Son of Bhaskar, fall a prey to bad habits but, he is ready to change, if given an opportunity. Thus the happy joint family living in wada graduly falls apart.

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Discourse Analysis: An Approach To Pragmatic Understanding of Fiction

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Abstract:

Present paper is an attempt to recognize the need of discourse analysis for pragmatic understanding of fictions in the literary context. Fictions can be studied semantically to capture the literal meaning/sense of fictional expressions, but pragmatics captivates the suggested meaning of the expression. The emergence of pragmatics is one of the significant events in the history of linguistics. As a branch of language studies in socio-cultural context, pragmatics has created linguistic interest among the modern scholars of linguistics. Pragmatics basically studies language in socio-cultural context, it deals with the study of language usage, particularly what a speaker mean by what it says. Sometime more is communicated in conversation than what is actually said. The study of what is indirectly or impliedly said or the non-coded meaning of the expression is the subject of pragmatics. Briefly saying, Pragmatics revels the untold or suggested meaning of the sentence. Discourse analysis is one of the linguistic ways to understand fictions pragmatically. An attempt of discourse analysis provides better insight and understanding to a literary piece of fictional writing which enriches the aesthetic pleasure of literary reading. There are some linguistic devices which are used to analyze fictional discourse pragmatically in literary context is discussed further in detail.

Introduction

Discourse analysis is applied in fictional studies for pragmatic understanding of it. While analyzing fictional discourse certain linguistic devices are used in it. These devices are different Speech Acts, Politeness and Cooperative Principle, Presupposition, Implicature, Deixis, Code - Switching and Code -Mixing, etc. Discourse analysis is a linguistic approach to paves a way to pragmatic understanding of fictional work in literary context. The intended meaning or suggested meaning of sentences/utterances in fictions could be caught through analyzing fictional discourse pragmatically. Further an attempt is made to signify the importance and need of discourse analysis for pragmatic understanding of fictions.

What is Discourse Analysis?

The term discourse means any interaction between speaker and listener, but this interaction between two or more interlocutors should be meaningful. In linguistic exchange of information or idea discourse has two modes of expression. First mode could be considered as written discourse and second could be considered as spoken or oral discourse. When close reading of a text is done there could be found three main types of linguistic discourse in fictional writing. The first type is discourse between two or more characters in fiction, second type is discourse between character and reader and third type is discourse between author and reader. Fiction could be considered as an authorial discourse because in this discourse though the reader is out of the text author is meaningfully interacting with the reader through characters in it and in response the reader also interacts with the author of the fiction through characters in it. In



fictional discourse analysis authorial discourse i.e. the discourse between author and reader could be consider for study.

The word 'discourse' could be defined as language not before the sentence but, the language beyond the sentence. The analysis of fictional discourse especially deals with the study of language in text and conversation. Discourse is an area of language study. The study of discourse focuses on how one can linguistically realizes the meanings in the text. All texts are not simple in meaning and its structures to understand them; they are not straightforward in their functions. All texts do not extend beyond the sentences in their meaning and intentions. Some of the texts/sentences extend beyond the meaning of the text to understand these texts one needs to analyze the discourse of the text.

So the term discourse is considered here as to refer to both what an author meant by a text and what a text means to a reader. Thus the term discourse is a dynamic concept deals with the reading of authorial intentions as well as readers' perception of the meaning.

Pragmatic Understanding of Fiction

Pragmatics is one of the branches of linguistics hat studies language in literary context. It is concerned with the study of meaning that is communicated by a speaker and interpreted by a listener. It has to do more with what interlocutors mean by their utterances than what words or utterances meant by them. Pragmatics investigates the speaker meaning or it could be viewed as the study of speaker meaning.

The context influences the utterances produced by the speakers. Pragmatics involves the interpretation of what speakers mean in a particular context and how the context influences what is said. Speakers organize what they want to say according to in what circumstances they are saying what to whom. Context requires to take into consideration who the interlocutors are, what relationship they share with one another, when, where and under what circumstances they are communicating. Pragmatics is the study of meaning in context.

Pragmatics is a linguistic investigation of how more is communicated than actually said. In language usage many times more is communicated than what is required. It could be said that pragmatics is the study of invisible meaning. It is the investigation of intended meaning of a text or sentences. It attempts to capture the suggested meaning and reveals the untold or unsaid meaning of an utterance. Pragmatics is the study of the relative distance.

Discourse analysis involves some linguistic devices to study fictional discourse in literary context. The speech act analysis is one of the major devices which are used to analyze the fictional discourse. There are few types of speech acts i.e. Assertive speech act, Commissive speech act, Directive speech act, Expressive speech act and Declarative speech act. Utterance could be considered as an assertive speech act in which the narrator presents a state of affair. The basic function of this speech act is to give a piece of information to a reader. Expressive speech acts show the feling of the speaker. They express pleasures, joy, sorrow, pain, likes or dislikes, these expressives statements show psychological state of mind of aspeaker. Directive speech acts are employed to get the listener to do something. This speech act expresses what the speaker wants. Commands, request, suggestion, order, etc. are examples of directive speech act. Commissive speech act is related to the future actions of the speaker. This act expresses the intention of the speaker. Pledge and promises are the examples of commissive speech act. Declarative speech act is named by Austin as performatives, they are employed to bring



change via utterances in the world. Politeness and cooperative principles are observed and violated sometime by speaker and listener while interacting with one another they observe certain rules or maxims, this observance of maxims or rules determines the success of interaction Grice (1975) talked about cooperative principle in act of linguistic communication. He has proposed some general principles which are supposed to be observed by interlocutors in this exchange of communication. "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged (46) in Discourse analysis cooperative and politeness principles have a relevant place. Other devices of discourse analysis are presupposition, entailment, deixis, adjacency pair, implicatures, etc. These devices are used for discourse analysis of fiction.

Thus discourse analysts use all above mentioned devices of discourse analysis in interpretation of a fictional text to understand the fiction pragmatically. Analysis of these devices helps the analyst to understand the text pragmatically.

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Developmental Stages of Banjara Community in India: A Survey

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Introduction:

The survey of books on Banjara Community clearly indicates that a lot of literature has been produced by the Western and Indian scholars as well. Yet, the treatment of this problem is exponential. It enables us to focus on various controversial issues and complexities of historical significance. Issues like ethnicity, caste-clan dichotomy, location, semantics, historicity, categorization, and the community's identity and interface with different pre-colonial, colonial and post -colonial political settings continued to attract the attention for penetrative insights. Lack of harmony among the scholars and policy makers on these argumentative issues is the real source of the problem. Their enigmatic explanations have further complicated the understanding of the transition.

In spite of it, it may be argued that the community has experienced rough weather all through the concurrent processes of migration and transition. Banjara community retains its influence down the centuries to shape and reshape the course of political history in India. This paper therefore, focuses on Banjara community's transition during Islamic, colonial and constitutional rules in India. This reveals how the nomadic caravan's established their link with the political structures of their days mediating through the military forces of various Islamic dynasties beginning with Khiljies to Mughals. Their transition from nomadic state to sedentary state is undisputed a watershed in the community's history. This paper, therefore, tries to construct a discourse on their transition from historical perspective. A discourse on such a problem is indispensable to bring to light the communities' elevation and decline over the times, gradual socio-economic, political and cultural power consolidation and constitutional position

Defining the term 'Banjara'

There is no unanimity among the scholars regarding the nomenclature of this community. Collection of data regarding its semantics drives one to identify various terms by which it is called in common parlance. The vocabulary of this community study indicates that there are 27 terms that have been used to label and characterize the Banjara community. Therefore, the term "Banjara" defies a clear cut definition. Its conceptualization however depends upon context of its local specific characterization. However, in the context of this paper the term "Banjaras" may be defined as, "Those people who have been well known tribe of commodity carriers who are found all over western, northern and southern India.

Caste –clan

Banjaras do not follow the caste system. They have clan system; clan denotes a close knit group of interrelated families. In the context of this community it refers to principal social base of a Tanda. The "tanda" refers to "a multi-layered and multi-purpose system that developed in the course of their nomadic life and continued in their settled lives." Each Tanda is inhabited by a single clan. Banjara, Banjari and Laman settled in Maharashtra and other disbursed in various



states wherever they get place and started with farming and other business. Banjara was found to have given a social code to govern all the Tandras. Bhima Naik united nearly whole of his clan in Maharashtra and controlled the community..

Classification of Banjara

The Banjara tribe was divided into five clans namely. Mathura, Labhani, Charan, Dhadia and Dhalias. Charan-Banjara formed a majority in South and they were divided into five exogamous clans such as Rathod (Meghavat, Ramavat and other 50), Pawar, Chavhan (palya), Jadhav (Vadtya) and Ade concentrated in Maharashtra, Karnataka and Andhra Pradesh.

Development of the Banjara Community in three Phases –

Pre-colonial Phase (From Ancient period to the Mughals):

Tracing Historically in Zia-Barani's account, the Banjaras were termed as Karavans. During the reign of Ala-ud-din-Khilji Banjaras were engaged in trading activity. Although, retained a nomadic status had purchased various types of grains and commodities from the growers and transported the same on the herds of bullocks to the market of the Khilji kingdom. The price control mechanism put in place by the Ala-ud-din-Khilji appeared to have helped the Karavans to buy transport and sell commodities at stipulated price. The vast and expanded territory of the Khilji Dynasty of Ala-ud-din-Khilji gave this community a comprehensive geographical and economic space to carry out their trading activity. Thus, Zia-Barani's account recorded Banjaras participation in the market. The first arrival of the Banjaras in the South is mentioned in Perishta's 'a History of the Rise and progress of the Mohammedan faith in the country of the Hind' in 1417, a large convoy of Caravanners' bullocks was seized by prince Khan-Khanam, the brother of Feroze Shah Bahmani, when the former rebelled and made an attempt on the throne of Gulbarga, the Deccan Capital.

Over the period of time few Banjara communities began to establish their connections with armies of various Islamic dynasties. During the reign of Tughluq and subsequent dynasties served in armies as warriors and also supplied grain to the military camp. A military business complex of this sort helped them in achieving political and economic mobility. Like his predecessors, Aurangzeb employed a large Banjara horde in order to supply food and grains to his army. There is a considerable ambiguity in the historical records on the Banjaras trade activities and their arrival in the Maharashtra, what is clear is that after Aurangzeb's campaign while the war auxiliaries who had come along with Aurangzeb did not go back to their homes. Some discernable reasons for their Deccan stay are significant. Recurrent occurrences of famines and draughts in mid-India, is the reason helped them to intensify their trading activity. They brought grains from far of places and sold the same in draught affected areas of mid-India. Unfriendly roads and absence of navigable rivers were the other reasons for the Banjaras to intensify the transport business as they were sufficiently diligent and industrious in animal husbandry, also crossing the hilly region. They use bullocks, horses and other animals for a carriage and a ride as well. Unending rivalry for political domination among the kings of South India after the death of Aurangzeb, gave an opportunity for the Banjaras to sell and transport the grains and prove their metal in warfare. Gradual transformation of Banjaras as warriors from traders is indeed a transformation of political, historical and military significance.

Colonial Phase

Arrival of Europeans in India like that of Muslims had also left its permanent imprint on the transitional process of Banjaras community. Numerous acts, initiatives attitudes and activities of the Britishers contributed to both positive and negative transition. The British pattern of



interaction with the people of Banjara community itself underwent a change depending upon the formers interaction with the various kings, dynasties and principalities. Their colonial centric interest infacts shaped their interaction with the community. However a careful survey of the colonial interaction with the Banjara community till 1947 creates an impression that the Banjara community was subjugated to its hilt. A brief account of colonial phase of historical transition of this community is therefore in an order.

Colonial domination over the trade and transportation

To begin with the Banjaras where relatively independent merchants and transporters and had their own trade practices. But The British forces resented the Banjaras monopoly in food grain transportation and treated them inhospitably, especially after the Mysore War. The threeKarnatik wars between 1745 and 1763 four Anglo Mysore Wars between 1766 and 1799 and the Maratha wars, made the whole of the Deccan come under the direct control of the British. In all these wars, the Banjaras were the main grain suppliers to all sides. Their services were acknowledged by all the imperial powers. They had particularly good relations with the Nizams, as they have served their armies from the times of Aurangzeb. The first Nizam employed them in large numbers during his early consolidation of the Deccan. He issued a special order for the security of Banjaras. The Banjaras were employed in the army by French, English, Marathas and Nizam in the same capacity. But the British accused Banjaras of looting war-stricken regions. Despoliation of the enemy's country at the end of the war was a regular practice by armies at that time, and theBanjaras, too were certainly culpable of this. Banjaras were quite favored by Peshwas, Tipoo Sultan; hence, British saw this free booting, to be crushed with a ruthless use of force. Many Banjara Naiks were hanged publicly. With the loss of their chief livelihood, the Banjaras became financially vulnerable and in time fell into the clutches of big traders and merchant moneylenders and also in desperation some of them along with the members of other subaltern communities took to dacoit. Thus, the Banjaras who had previously enjoyed enough economic strength now were in want of money. In all, their reduced circumstances under colonial rule meant that they now lacked the resilience to defend their interests effectively. Also as D. A. Washbrook's study on the Banjara observed that the construction of roads for military purposes undermined the Banjaras economy. After they lost their transporting occupation, the Banjaras settled down as agriculturists in the arboreal areas and greatly contributed to the expansion of agriculture in the eighteenth century.

Meanwhile the colonial state was ever suspicious and fearful of the moving people the Banjaras became the target of colonial wrath. The main aim of the colonial state was to force the Banjaras to sedentarise into settled agriculture. The entire colonial police, bureaucracy and legal institutions were organized to monitor and force the Banjaras to abandon their traditional lifestyle. This resulted not only in their cultural loss but also demographic decline. The Banjaras became the worst victims of colonial mainstream of Hindus and Muslim persecution and oppression.

Final Phase – Post colonial Phase:

On 15 August1947, India attends independence. However, whether her tryst with the destiny is commensurate with the destiny of the Banjaras is a question to be probed. A negative note of this kind appears to be critical yet indispensable. People of Banjara community as inseparable part of Indiandemocratic citizenry began to breathe a sigh of relief as a resultof various constitutional provisions, legislative measures andexecutive orders. These have boosted



their confidence and self-respect and elevated their status in various walks of life. Therefore, the post-colonial phase of Banjaracommunity's historical transition is equally interesting. The Government of India named Banjaras as a denotified tribe or community as a criminal tribe. The government passed acts generally entitled as Habitual Offenders Acts. According to 1950's, 56 & 76 Schedule Cast and Schedule Tribes acts, many Schedule Cast and Tribes were included within the ambit of the S.C/S.T's act and were guaranteed safeguards as per the constitution including reservation of seats in Education and Employment. However, the problem of categorization of Banjaras into General, OBC, SC,ST and DT in different states of India is still posing a challenge to the possibly emergence of Banjara community as a homogeneous social entity.

Conclusion

A careful account of the development of the Banjara community into pre and post-colonial phases in the context of India in general and Maharashtra in particular yields following derivatives which have much bearing upon the transformation of this community. The migration of Banjaras beyond the borders of India in oldentimes itself confirms their ethnographic spread. Their connection with the various dynasties helped them to achieve socio-economic and political mobility and geographical move to Maharashtra. During British Raj the Banjaras once a self-sufficient and monopoly traders became victims of capitalistic predatory. In post-independence period constitutional provisionscoupled with union and state government enactment and initiatives put in place for implementation have given opportunities for the community's democratic elevation, development and transformation. But the ground reality is different. Their hamlets (Tanda) are situated in the fringes of forest and in the vicinity of villages and cities are still pathetically neglected. Banjaras, still, are reeling under in aninexorable poverty, malnutrition, ill-health and illiteracy, unemployment and liquor addiction. In spite of these formidable challenges and lacking, Community people are bubbling with enthusiasm to include themselves in the system for the greater transformation in the age of Globalization and Democracy and hoping to have a dawn of happiness.

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Use of Internet in Education

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Abstract

This paper explores how the emergence of internet has brought about a revolutionary change in educational world. The development of the Internet in 1990s has become a factor of global significance. The importance of Internet resources and technologies in education is indisputable today. All developed and developing countries of the world have more or less extensive programmes promoting the Internet in the sphere of education. The overwhelming majority of the developing countries, despite the still existing difficulties and problems, are undertaking certain steps to contribute to the formation of the global educational community. As a result of this, systematization and analysis of the experience of Internet usage in education becomes an urgent task for each country and the global community as a whole. Most Indian students refer to 'Google' for all their queries, doubts. There are many web browsers but the popular search engines like Google and Yahoo offer us instant access to a vast kingdom of knowledge and wisdom – a phenomenon that appeared like science fiction stuff or an imaginary thing just a few decades ago.

Key Terms:

The Internet, Blended learning, Flipped Classrooms Internet has revolutionized Education and has been incredibly useful as it facilitates both information and communication. The Internet has increased the accessibility of education at all levels and has turned out to be a big repository of knowledge. Students can access free video lectures online and refer to encyclopedias and study material in multimedia formats; teachers can make their lessons interesting by incorporating online-based projects in their study plans; and educational institutions can reach out to a wider audience by offering quality online courses. Recent approaches like blended learning and flipped classroom are the result of the emergence and application of internet in education. Social media and similar online platforms are also shaping today's students and their learning

Application of the Internet in Education (AIE)

The Internet swiftly entered the life of the humankind in the last decade of twentieth century. In less than ten years, it has spread all over the world, including the developing countries. It has become not only the hugest information resource in the world. It's been the most rapid means of communication. People from various countries have got an opportunity to communicate with each other in quite a short time. Those who study at schools, universities, colleges can enhance their knowledge using the educational literature, Encyclopedia, references, dictionaries, databases, which are freely accessed. They can participate in online or distance educational courses, in collaborative projects with students from other schools, universities, countries, and discussing different problems with them.

Effectiveness of Internet use in education depends on:

1.Ability of a user to work with information.

It means that a student should be able to analyse the information he dealswith to select the facts. It is obvious that the information the student comes across on the Internet is not always



helpful. Perhaps, it may not be up to the scientific level. A lot of educational materials do not undergo any examination. So, a teacher should be able to analyse the material and recommend it to his students. Thus, for effective education a mere access to Internet information resources is not enough.

2. Teachers' willingness.

Many institutes of education do not train future teachers for the specific activity of handling Internet resources. The situation is changing in some countries due to the organization of special associations for in-service teacher training. But still many teachers and educators regard this as a self-dependent activity in terms of using Internet technologies. But, we must keep in mind that Education is a mutual, interactive activity, which should be controlled and directed.

Effect of Internet on Education:

Research and Study

Internet is not only a great place to collect and store information but also allows its easy retrieval whenever desired. It has turned out to be better than libraries when it comes to gathering information and doing research work. Online encyclopedias and variety of other resources allows students to study any desired topic in much greater detail. MHRD (Ministry of Human Resource and Development) and IGNOU (Indira Gandhi National Open University) have also developed Portal as a digital repository of eBooks, study material and eJournals for students. IGNOU's eGyankosh is another digital repository of learning material.

Student-Teacher and Peer Interaction:

Internet has enabled students to be in touch with their teachers or fellow students 24X7. Earlier, when students missed a lecture or forgot to do their homework or needed help with their assignments, they could only get help in next class or when they met their peers or teachers. Now, with a number of chat apps, social media, emails and a lot of other communication facilities, they can interact with their classmates or teachers all the time. They use planners to remind them about their homework and assignments, allow them to seek clarifications from teachers at any given moment, and can do team projects online without having to stay after class. Online study groups allow you to hold discussions on a particular subject and share information with each other too.

Flexibility of Online Learning:

Online-based distance education courses or online learning classes allow much more flexibility than traditional classroom courses. You can learn online from anywhere you want and take up any subject or join any course you want, irrespective of your age or eligibility.

Parent-Teacher Interaction:

Earlier, it used to be just parent-teacher meet where the parents and teachers got rare opportunities to speak to each other. In such cases too, shortage of time was acutely felt by both the parties. Internet now allows teachers to keep parents and guardians clued-up about their children's performance in class on a regular basis and makes way for parents or teachers to contact each other to come up with better ways to handle their individual problems.

Easy Accessibility of Quality Education:

Free video lectures or Massive Open Online Courses (MOOC) are being offered by several universities these days. A number of IIMs and IITs too are collaborating with top foreign



universities to offer free online courses to anybody who is interested in them. It has made quality education more accessible to students who do not have enough money to do these courses otherwise.

Cost-Effective & Affordable Education:

Sourcing research material used to be quite expensive and tedious until some years ago. Now, you have dictionaries, thesaurus, web encyclopedias, content-rich websites, and YouTube on your fingertips. If someone is keen to learn, he or she can learn anything on net these days – from engineering to fitness mantras to space science. Online courses are usually much cheaper than regular courses of a university as they need less investment and human intervention. All you need is perseverance and interest.

Allows Faster Update of Information:

Internet is much faster than traditional education mediums. It also costs less relatively and easy to access. It is not only a huge storehouse of knowledge and happenings in the world but also allows us to update or modify information whenever we want and as many time as we want. This allows us to present information in new innovative ways for better understanding of readers.

Interactive Digital Media:

These days communication styles have made education more sophisticated and learning more efficient and easier. Digital media proves useful for:

1. Sending instant alerts and warnings as quietly as possible.
2. To display videos and audios to sustain attention of students and the use of digital bulletin boards save paper.
3. To minimize paper-use and by using School and college websites and digital signs on campus.
4. Navigation: One can access mapping systems online to find a route to a particular class without much problem.
5. News Streaming

Internet is the fastest medium for news dispersal. Students learning politics, science or any other subject can go through the latest related news on net. They can access Current Affairs anytime and from anywhere they want as well as have access to detailed and correct versions of speeches, biographies and historical events too.

Use of ICT and Multimedia in teaching and learning

ICT literacy is must in today's educational system, it refers to the use of digital technology, communications tools and networks to access, manage, integrate, evaluate and create information in order to function in a knowledge society. ICT is characterized by unprecedented global flows in information, products, people, capital, and ideas. It is recognised that not all lessons lend themselves comfortably to the use of ICT, or indeed would benefit from it, but it can be said that there is a limited integration of ICT in classrooms. Researchers have proved that seeing something is much better than rote learning to gain actual knowledge about a subject. Multimedia and the World Wide Web (internet) offer you enough visual data in terms of images, photos, graphics, slideshows, animations, videos and documentaries. Hence, you can see rare bird species, how volcanic eruption works, and planets and solar system evolve and degenerate – all on the net. Blended learning is also gathering momentum these days. Blended learning is an



approach to education which combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. Traditional classrooms are giving way to Flipped Classroom where an instructional strategy and a typical use of blended learning reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom.

Easy Education

Internet helps us to search online courses or to take exams. It also helps to find prospective educational institutes offering courses you might be interested in. Information regarding examination results, finding career opportunities or Searching job prospects and further education opportunities can be obtained on internet. Internet does much more than knowledge dissemination in the field of Education. It opens up a Sea of Knowledge for you. You just have to dip and sip as much as you want.

The conclusion is that the Internet being a unique means for solving a lot of educational problems, enhancing the effectiveness of education, making the education available for millions of people, nevertheless demands specific efforts to prepare students not only to use Internet technologies, but to work with information judiciously, which in its turn implies the development of critical thinking, using the ideas and principles of constructivism in their learning practice. It also highlights training of teachers to integrate Internet resources and facilities prudently into the educational process.

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Conflicts of Culture in Amitav Ghosh's The Hungry Tide

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The contemporary novelists in India are considered as the post-colonial writers. The colonialism, the hunger of the Europeans, has become history for the writers of the colonies. The novels of postcolonial period are very much familiar and decorated with the themes of migration, homelessness, exile, loss of identity and rootlessness. Such themes are common in the novels of the writers such as Bharati Mukherjee, Amitav Ghosh, Upmanyu Chatterjee, Sunetra Gupta, Amit Choudhari, and Chitra Banerjee importantly all these writers belong to the Indian state the West Bengal where these themes are commonly experienced. The conflict is one of the important themes in the most of the postcolonial works of the postcolonial writers. Amitav Ghosh also pointed out the theme of the conflict in almost all his novels.

Amitav Ghosh's popular novel *The Hungry Tide* won the Hutch Crossword Award in 2004 and was considered as 'the best work in English fiction.' Amitav Ghosh deals with contemporary issues in his novels. The novel *The Hungry Tide* is: A unique combination of anthropology, migration, travel, environmentalism, ethnography, photography and landscape; wrapped under the cloak of fiction. (Rath, Malshe: 2010)

All these aspects have become the part and parcel of the culture and the society of the particular part of the country i.e. the north eastern society. In this chapter, the researcher tries to do a critical study of the novel, *The Hungry Tide*, to find out the conflict related to political, sociological, religious, issues besides the above common themes. The above all the issues somehow unfolded in the novel by using different narrators. The narrators are nothing but the characters like Kanai, Piya, Nirmal, Nilima, Kusum, Fokir, and Moyana and Horen. Some minor characters have little function to interconnect the missing links in the novel. All these narrators have different perspective according to his or her background and every character has something to say freely. Kanai Dutta a cosmopolitan character, who is always reluctant to stay at the tide country, the reason is he has fear of aquatic and land animals. On the other hand, Piyali Ray, NRI came from America is ready to stay in the tide country for her research among the rural people. The novelist gave prime importance to the common people in his novels.

The first is the novelist's abiding interest in listening to the voice of the anonymous individual, the typical person who is unrecorded in 'history' – an overlooked fisherman in *The Hungry Tide*. (Hawley: 2002.)

The novel consists of the people who became the victim of the partition. The characters like Nirmal and Kusum become the voice of the exploitation of the poor and subalterns. Kusum, The lower caste, subaltern woman is suppressed by patriarchy and the bureaucrats. Through the narration of Horen and Nirmal, Ghosh talks against the bureaucracy which not committed for the wellbeing of the subaltern settlers of the tide country.

The title of the novel has a deep meaning. Literally means to the hunger of the wild nature in the tidal area of the country. The title brings psychological and philosophical importance to the meaning. Metaphorically we can say that the novel also refers to the emotional tides which caught and hold the characters tightly.



The word 'hunger' is a powerful word to become the motivation for the many writers of the world. The word hunger itself is now related to the conflict to fill up one's stomach. This conflict is the universal conflict for the survival of the human being. No history of any civilization is abided of the conflict for the hunger and food. This struggle gave the important theme for the literary works. The Indian writers have also used this conflict in their literary products. The founder fathers of Indian fiction gave prime importance to the basic need of the poor people. Paul Verghese remarks that, Food is the primary requisite of human dignity; hunger debases and dehumanises man. That is why hunger is the theme of a large number of indo-Anglian novels. (Rai, Asha: 2011) Amitav Ghosh novel *The Hungry Tide* focuses on the one of the major conflicts that is the conflict of hunger. The novel at a time touches the cosmopolitan, global issues and the issues related to the rural society of India. The novel basically portrays the conflict of the refugees and the subalterns in the West Bengal. The both the group of the people belong to marginal class to be suppressed by the others. It is Refugee's struggle for the survival and for the hunger. The people who are the settlers of the island have to fight with the nature and the government at a time at different fronts.

The novelist has described the conditions of the islands from the very beginning of the post independent period of the nation. The early period of 1950 when Nirmal and Nilima first time came to Lucibari, it were in a very poor condition. The land of the island could not produce crops. The storm, flood and the tides use to bring the salty water to mix with the soil, which made it infertile. The people were living on single day meal. The settlers who were basically farmers were drawn to Lusibari by the promise of free farmland by Sir Hamilton. The infertile land made them to change their profession of farming to hunting, fishing, and honey collecting. The hunger made their lives more disastrous. Most of them were killed by the tigers and crocodiles.

For the hunger and getting food the men had to take the risks of their lives. It was inevitable that the young women became widowed at the very early age. The widowhood at early age forced them to get exploited through the women trafficking. The sorrowful example is of Kusum. Her father was killed by the tiger when she was just five years old. He was killed as he entered in to the reserved forest for collecting the firewood. Her mother was forcefully sold by Dilip Chaudhary into a brothel.

The hunger and starvation makes the man to surrender. The need of fulfilling the hunger is identified by the government and used it as a weapon against the refugees in the novel. The government made plan to evacuate the refugees from the island by putting them into the state of starvation. The government people thought id the refugees were surrounded by the police force and prevent them from bringing rice and drinking water to Morichjhapi. Most of the refugees were died of the hunger and diseases due to the lack of drinking water.

Amitav Ghosh with multidimensional personality tries to combine the various aspects of his personality like a novelist, journalist, scholar and historian, anthropologist to describe, elaborate and tries to find out the roots of all the conflicts in the novel.

Conflicts of Culture

We can see the postcolonial characteristics in the novel *The Hungry Tide*. It also focuses on the prime issues of the postcolonial period, the issue of equality and communication between the colonial west and colonized people of the eastern countries and third world. The relationship



and the conflict are shown in the novel between educated, privileged people and uneducated, impoverished people. Throughout the novel the novelist tried to focus on the reactions of Westernized to East, and cosmopolitan to uneducated eastern and rural countryman. Piyali Roy the girl who have been born and brought up, educated, cultured in the west has established good relations with the uneducated, illiterate, countryman Fokir. There is no conflict between them on the issues of equality, race, and ethnicity. This binding between the two characters is done by the verbal and nonverbal communication. According to Edward said there is always domination of the colonial on the colonized people, he says: European culture gained in strength and identity by setting itself off against the Orientals as a sort of surrogate and even underground self. (Said: 1975)

The statement shows the dominance of west over the east which is also reflects in the superiority of the cosmopolitan culture on the culture and people from rural area or countryman. This conflicting dominance we can find in the relationship between Kanai and Fokir. There are many reasons of conflict between them. The major reason is they are divided by the Indian cast system. Kanai belongs to 'Bhadralok' the higher caste than Fokir. So as an imitation of the dominance of western over the eastern here we can find the dominance of Kanai on Fokir. This dominance results in conflict between the two characters. It is reflected in the way the country is viewed by the city, as inferior, uneducated, and insignificant rural people. The cosmopolitan attitude is represented by Kanai who does not believe in the country people like Fokir as he is not able to take good decision about his life, so he needs to be guided by the educated person. Kanai being colonial has power in literature and through verbal language and the colonized Fokir representing east, is not allowed to speak and is often reduced to nonverbal language or is silenced completely. In the novel Fokir does not speak directly to the reader, the reader is kept away from him and it is obligatory for the reader to listen the comments of Kanai and Piyali on Fokir. The novelist makes us confused to understand the correct interpretation of the character of Fokir. He can not show his own existence through speaking being subaltern he is only interpreted by the others.

The same kind of conflict of superiority and dominance is shown by the government authorities in the treatment of the people of tide country. The government authorities are very negligible regarding the county people of the tide country, they think these people are 'too poor to matter' (THT, p. 248). This is the reason that the lives and the existence of these people does not matter in the records of the government authority. Their lives are always kept in struggle for the existence by the government for the sake of the interest of the western environmentalists for the preservation of the forest and animals of the Sunderban, so the people of the tide country are suppressed, subaltern people.

In the novel the main characters Fokir and Piya representing the different cultures but have establish a good relationship on the base of nonverbal language as they even do not understand each others language. They communicate with each other through the gestures of kindness and respect by creating their own form of language. This form of communication is free from all the linguistic conflict. Piya does not think herself superior to Fokir. But in their relationship some cultural conflict we can see at high point. Both have accepted the cultural differences and remain as friends.

In the novel some incidents show the cultural differences between Piya and Fokir. One of the incidents is about the tiger killing which shows their different ideologies and



misinterpretation of their behavior. Fokir kills a tiger which had killed some people and live stock of the village. The villagers suffered a loss of live and wealth by the tigers but at the same time the government laid some obligations on the villagers for the preservation of tigers instead of taking consideration of the lives of the villagers. Even the newspapers do not give weightage to the victims by the tigers in the news. This negligence of the government and other authorities made people angry and they killed the tiger. Fokir helped the villagers in killing the tiger. He is naturally correct at his thinking level; being a part of the tide country he knows the history and the sufferings of the tide country. On the other hand being conservationist, Piya thought about the justice to the animal and their rights, she does not like the act of Fokir. It was her expectation that Fokir should stop the villagers from killing the tiger instead of helping them. It was shocking for Piya. He took the side of the villagers, or indirectly his values and his ideology. Both these ideologies have no importance in each others views. Probably the people form the tide country find consolation for their conflict of anger on the government and wild animals in killing them. But Piya's ethics shows her an outsider in the tide country.

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Film Adaptations of Bildungsromane: Bush Under A Banyan Tree?

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Abstract:

There seems a close and interrelative process between a piece of literature and its media adaptation, most popular is a film. It is perhaps due to the mood and interest of the readers which are constantly changing. In the past, reading literature was considered as a joyous act. Today, in the world of advanced technology, the readers understand literature not by reading but by watching its adaptation. This paper is written with an intention to unfold the pros and cons of media adaptation of literature with special reference to Bildungsromane in English.

Keywords:

Adaptation, film studies, Bildungsromane Bildungsroman, a German term that means formation novel, is often associated with 'the coming of age novel'. The term dates to 18th century Germany when writers such as Christoph Martin Wieland and Johann Wolfgang von Goethe wrote novels focusing on the personal development of a young protagonist and his learning process. The protagonist wanders in search of love, social justice and the meaning of life. He faces conflict with self, family, and society on the journey to discover his aim of life.

Bildungsroman gives a voice to the individual and focuses on the psychological and social development of the individual. Bildungsroman intends to lead the reader to greater personal enrichment along with protagonist's journey from infant to psychosocial maturity. The growth and maturity of an individual occur according to a specific pattern. So the sensitive, intelligent protagonist generally leaves home and undergoes the stages of growth and conflict. The protagonist is tested by crises in his life and then finally finds the best place in the society to demonstrate his unique talent.

The critical writings of film theorists like Andre Bazin, Bela Balazs, George Bluestone and Sergei Eisenstein thoroughly survey the nature and method of the adaptation as an inter relative thing between literature and film. The theories of Bela Balazs appeared during 1920-30 and are of great importance to a historical perspective of the adaptation process. Balazs in his collection of essays, *Theory of the Film: Character and Growth of a New Art* argues that film script is an entirely new literary form. According to Balazs, the novel should be regarded, as 'a potential raw material to be transformed at will by the writer of the screenplay' (p.16). He says that the screenplay has the capacity to approach reality, to approach the thematic and the formal design of the literary model and represent it with a viewpoint incorporating a new aesthetic design and technology which creates a new artistic version.

George Bluestone's *Novels into film* (1957) is one of the major studies to evaluate the inter-relative process between literature and film, specifically, the novel and the film. According to Bluestone, an adaptation was a type of raw material that paraphrases thematic content. Characters, key incidents and thematic points become progenitive qualities for the film. Bluestone concludes with a note that the adapter becomes a true author, not a mere filmic translator of another's work. It is also Bluestone's contention that the film adaptation will



inevitably become a different artistic entity from the novel on which it is based. This suggests that the adaptation is not simply a stage between two media. Bluestone illustrates the inter-relative link with the image 'like two intersecting lines, novel and film meet at a point and then diverge' (p. 98).

This paper is an attempt to verify the ideology of Bluestone with special reference to Bildungsromane and film adaptation. The shift, as advocated by Bluestone, is in the form of film adaptation of select Bildungsromane in the world literature. It has become a trend in modern era to adapt Bildungsromane in films with slight changes. The masterpiece of Charles Dickens, David Copperfield, is the main concern of this paper. The attempt has been made to show less efforts of film industry adapting a novel into a film with same title. Peter Medak has directed a film entitled David Copperfield based on the novel of Charles Dickens. However, it seems that the film has ruined all the beauty of the basic novel. The efforts are made, through this study, to relocate those spots the director has played with the original novel in a film.

The opening of the novel and a film are contradictory to each other. As a Bildungsroman, the novel begins with the description of the birth of the protagonist-David Copperfield. It exhibits the natural beginning of the journey of a child. It resembles a reality for the readers. However, the beginning of a novel is twisted by the director in a film showing David as a mature man confronting Mr. and Mrs. Murdstone. This makes him remember the entire past of his life. David starts doing a book based on his life using the dialogues as it is from a novel. This point suggests that there is no creativity and novelty shown by the director.

The character delineation is also a matter of comparison in this paper. The character of David, in Novel, is portrayed in such a way that we feel sympathy for him. He appears a 'puppet at the hands of destiny'. Being born as 'a posthumous child' (p.4), David struggles a lot in surviving in the outer world. Clara, his mother, seems a helpless lady giving birth to a 'fatherless child' (p.6). Mr. Murdstone is the villainous character in his life. His very arrival changes the lovely bonding between David and his mother. This description creates a picture of these characters before our eyes. But, the adaptation of a novel lacks in it. The casting of David, Clara, and Mr. Murdstone seem different characters than those of a novel. It is because the dialogues and the character delineation does not match.

Bruce Morrissette points in his work that conveyance of images is the common goal of both, a novel and a film. He asserts that 'both attempt to make the mind see by projecting on to the inner screen of the brain moving picture of objects and events' (p.5). The novel, David Copperfield, suits to this description. Charles Dickens has maintained the conveyance of images in a lucid and clear manner. A film adaptation of the same seems failure as it doesn't reaches up to the hearts of the viewers.

The end of a novel is more impressive than that of a film. In a novel, David, with Agnes and his three children, seems enjoying his family quality time. The torturous childhood, agonies of youth, and obstacles of adulthood are seen nowhere in his behavior. But a film, with a sad end, rekindles David's entire painful journey in the minds of the viewers. We feel contemplated turning the last page of the novel and we feel sad leaving the movie house. This emotional contradiction, too, brings novel and a film on the platform of comparison.

The business of an author and that of a director are also contradictory to each other. Charles Dickens did not earn much by doing a novel as Peter Medak has earned by adapting



David Copperfield into a film. Peter seems not gratifying a novel by doing this, but surely a rich man after a film release.

Andre Bazin, the influential French critic, opines that a good adaptation is the essence of the letter and the spirit. The media adapters of literature should not forget that the text is more pure and original than their adaptive creations. They should not forget that a film adaptation of a novel is neither a replication nor a substitute, it is re-experience in another medium.

The film should not oversimplify, exaggerate, overstate, romanticize and dramatize the theme of the novel. The film version of a novel should function as a critical essay emphasizing the main theme of the novel. Like criticism, the film adaptation should select some episodes and offer preferred alternatives. As Lester Asheim asserts, a film should focus on specific areas in the novel, expand or contract details and may also indulge in fanciful flights about some characters.

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Diaspora and Food Culture

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In recent years, with the dissemination of cultures around the world, culture studies and diasporic studies have started looking at food as one of most important aspects that help in understanding ethnicities, national identities, cultural memories and the diasporic experience. Across different genres, contemporary literature has explored how food becomes a metaphor and helps in understanding issues of migration, heritage and lineage, intergenerational and collective memory and nostalgia. Indian migration spread the Indian cuisine throughout the world and today there is rarely a discourse about India that doesn't include the customary Curry and Chicken Tikka.

In commenting upon the nostalgia attached with food, Srinivasremarks, "Food consumption is fueled by nostalgia located in 'authentic' foods— 'as mother made them'— temporarily transforming the act of eating into a performance of 'gastro-nostalgia' that attempts to create a cultural utopia of ethnic Indian- ness..." (Srinivas 191). This nostalgia is almost always recreated in diasporic literature as a means of recreating the memories of the homeland. In the book *Culinary Fictions*, Indian American cultural critic KetuKatrak suggests that culinary narratives, suffused with nostalgia, often manage immigrant memories and imagined returns to the "homeland" (Mannur 1). However, it cannot be seen only as a nostalgic gesture; it is rather to be understood as the constant negotiation of cultures that a diasporic member engages in, in this context through food resulting in what is most aptly described by Anita Mannur as "culinary citizenship", 'an ability to articulate national identity via food' (Mannur 20)

The present paper is an attempt at tracing 'culinary anxieties' of diasporic existence and memory with reference to two short stories by Indian diasporic writers: 'Mrs.Sen' by JhumpaLahiri(1999)and 'Mrs.Dutta Writes a Letter' by Chitra Banerjee Divakaruni (1998). 'Culinary anxieties' here refers to the range of emotions like turmoil and anguish related to the engagement with food that are a part of the migrant psyche.

Lahiri's Mrs Sen is a newly married lady who has just come to America with her husband who teaches Math at the university. Her statement "Everything is there" is instantly emotive of her deep memory and nostalgia for home. It is also indicative of her refusal to acculturate, for instance she is not very interested in driving which limits her experiences there and adds to the feeling of alienation. The 'cultural displacement' that she feels is most evidently brought out by her self-confinement and her failure to understand the foreign culture she is forced to inhabit"Everyone, this people, too much in their world"(Lahiri 121).

The idea of happiness and joy is associated with cooking in the life of Mrs Sen. Most of her day is spent in cooking and it is then that she seems at ease with herself and more conversant with Eliot, the child she takes care of during the day. To Eliot, the elaborate preparations that involve the cooking of every meal make him wonder if it is for a feast though it is just for Mr and Mrs Sen. The cutting of vegetables and meat on the curved blade brought specially from India and cooking them in the traditional style she is used to, is a means of her constant reconnection with her homeland. Preparing food thus becomes a kind of culinary performativity which recreates the originary home with all the stories and the memories surrounding it. This is especially evident as she recollects her life in Calcutta; how the women in her neighborhood



would bring their respective blades and cut vegetables the whole night whenever there was an occasion. This conceptualizing of food preparation as a kinship within the domestic world is one that Mrs Sen seems to miss severely. The home, the kitchen and food itself are sterile and neutral places but sites of creation of the idea of nation and culture and it is this almost sacred and spiritual experience that Mrs Sen clings on to. The curved blade which is daily companion in her kitchen and irreplaceable in her cooking is 'not a mere tool, it is , in Mrs Sen's recollection, the symbolic centre of a community of women' (Mitra 186)

In a sense, the stark difference between the community of women versus her solitary daily routine of cutting the vegetables makes her loneliness even more pronounced. Probably this is why she makes an effort to form a female companionship with Eliot's mother by welcoming her inside her home every day in a typically Indian way of tending to guests and insists on serving her some snack every evening.

Mrs Sen was born and brought up in the North-eastern part of India, where fish is the staple diet and an integral part of life. Every instance of her trying to find fish in the foreign land and cooking the fish is an instance of re-connecting with her lost homeland. Mr Sen is a professor of Mathematics at the university and this probably makes his acculturation easier. Mrs Sen, however, is a housewife who has been uprooted from her comfortable life in Calcutta and she negotiates with this alien environment by preserving her Indian identity through food. Fish as an irreplaceable part of the Bengali diet is a recurring motif in the story.

She added that in Calcutta people ate fish first thing in the morning, last thing before bed, as a snack after school if they were lucky. They ate the tail, the eggs, even the head. It was available in any market, at any hour, from dawn until midnight. (Lahiri 123)

The positioning of food in the life of Indian women who live abroad as housewives is very important and peculiar. Food acquires the position of a character, almost like a confidante, in the story and the act of cooking Indian food becomes a coping mechanism. It also brings out insights about the immigrant experience. It is one of the things that make her happy like the letters she receives from her home. Indeed, the only two things that Mrs Sen looks forward to in her life in America are the letters and the availability of fresh fish. In her moment of assertiveness and defiance, she decides to take the bus to get the fish she craves. This also is an attempt on her part to adapt to this new world around her; however unfortunately for her, this becomes the incident which marks her as the immigrant all the more. The old woman who complains about the smell caused by the fish and Mrs Sen's resultant mortification accentuates the cultural chasm between her and the American people. Understandably, she never takes the bus again. This deep estrangement with the American culture and way of life is also what leads to the accident at the end. In another ambitious moment created by the lure of availability of fish she takes out the car and causes the minor accident. The desperate desire to live in maintain one's culture thus becomes counter-productive and further poses obstacles to her acculturation. 'The all-encompassing "Everything is there" is telling for its corollary is "Here there is nothing" (Mitra 188)

Chitra Banerjee Divakaruni's 'Mrs Dutta writes a letter' also recreates the nostalgia for the Bengali culinary experience. It is one of Divakaruni's stories that explore the cultural conflicts faced by the protagonist Mrs Dutta when she goes to America to live with her son. The story follows two days in the life of Mrs Dutta, from the very beginning many instances of conflict are seen. If acculturation and assimilation are difficult for a migrant, it is all the more so



for a dependant female immigrant. As the title itself suggests the act of writing letters help in negotiating the process of assimilation by performing roles of homeland connectors and markers of definitive ruptures (Stoican 59).

In the Indian family, food is not just a source of nourishment but a metaphor of family, closely related with traditions, habits, sentiments and warmth of personal relations. It also binds all the members of a family at a dining table. While food in many instances helps to keep the family members connect to their Bengali roots, in this story it becomes the means for an elderly widowed Bengali mother to re-connect with her son and recreate the scene of family and 'home'. Divakaruni explains how Indians in western country make an effort to sustain a sense of belongingness in the presence of Indian food. Mrs Dutta is happy to see that all her family members are eating together since her arrival, she writes in her mind, "proper Indian food, rotis that puff up the way they should, fish curry in mustard sauce, and real pulao with raisins and cashews and ghee-the way you taught me, Roma-instead of Rice-a-roni. She would like to add. They love it," (Divakaruni 9)

Very often, the locale is inextricably linked with food as is obvious in one of the memories where food is intertwined with the landscape; it is not only the vegetables and food that she misses but the surrounding experiences around it too.

It's been a good day, as good as it can be in a country where you might stare out the window for hours and not see one living soul. No vegetable vendors with wicker baskets on their heads, no knife-sharpeners calling scissors-knives-choppers, scissors-knives-choppers to bring the children running (Divakaruni 20)

Holtzman argues that there are many facets to the relationship between food and memory, for in various ways they are both 'floating signifiers', shifting and indeterminate, reflected in the multilayered, multidimensional way they are experienced, spoken and written about by researchers and their participants (Holtzman 365)

For Mrs Dutta the thoughts of food keep shifting between the immediate environs and her act of cooking and her memories of the homeland as a young bride. As she struggles between her old livelihood and the new place she must get adjusted to the only comfort she has is her ability to cook for the family and nourish them.

Busy in the kitchen, Mrs.Dutta has recovered her spirits. Holding on to grudges is too exhausting, and besides, the kitchen -- sunlight spilling across its countertops while the refrigerator hums reassuringly in the background -- is her favorite place. (Divakaruni 10)

As with the whole story, every aspect of her current environs takes her back to its equivalent back in her homeland. As with Mrs Sen, food is never an isolated entity, it comes with the whole experience of kinship with it; it has the power of transporting her to the comfort of the familiar, the 'homeland'

The mouthwatering smell of ginger and chili paste, ground fresh by Reba, the maid, and, in the evening, strong black Assam tea brewing in the kettle when Mrs.Basu came by to visit. (Divakaruni 11)

In fact, food becomes one of the important means through which she connects with the various members of the family. How they react to her food determines their relation with her. Her son loves her cooking and this reinstates for her his love towards her whereas her daughter – in-law's initial enthusiasm and the gradual lack of it affects her relation with her. The children with their American palate which is unappreciative of her cooking are also hence, a



disappointment to her. With her son happily married and involved in his own domestic duties, her culinary activities make her feel wanted again in his life, a part of his life and time that only she can cater to. Everytime she offers him something to eat, she is paranoid that she would be turned away.

One of the recurring culinary motifs in the story is the Indian 'chai', an integral beverage of the Indian household that immediately evokes numerous memories in the migrant psyche. Mrs Dutta is constantly reminded of the long conversations with her friends over tea and the most valuable item from her kitchen is the tea set that once belonged to her mother-in-law. The tea and the way it must be made is sacrosanct and she is pleased to be able to provide this to her son Sagar laughs so hard that he almost upsets his tea (made with real sugar, because Mrs.Dutta knows it is better for her son than that chemical powder Shyamoli likes to use). (Divakaruni 25) In this way, in the two short stories food and cooking emerges as an important aspect of the diasporic life and experience through memory and nostalgia; and it also helps a reconnection with the homeland. The anguish, turmoil and nostalgia expressed in these stories are hence 'culinary anxieties' which recreate the memories of the homeland and which are an essential part of the migrant psyche.

“What is patriotism but the love of the food one ate as a child?”

-Lin Yutang

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Indian Diasporic Fiction in English with Special Reference to Jhumpa Lahiri's *The Namesake*

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Abstract:

*The phenomenon of Diasporic writing has attracted the attention of scholars from different disciplines in social sciences and humanities. Cultural dislocations brings to the fore the differences of gender, race, class, religion and language which make Diaspora spaces as dynamic. Phrases like 'cultural diversity', 'pluralism' and 'multiculturalism' are witness to the fact that Western countries have variety of different Diasporic communities whose values, cultural practices or religion differ from the majority. The experiences of living in Diaspora have animated much recent postcolonial literature, criticism and theory. So, it can be termed as 'Nationalist literature' with its anti-colonial instinct to raise a 'national consciousness. Postcolonial literature is often dialectic between imperial systems and native subversion. The literature produced by Diaspora writers, such as V.S. Naipaul, Bharati Mukherjee. Buchi Emechta, Amitav Ghosh has proved immensely popular in the field of literary criticism.' Diasporic communities face the dilemma to reconcile between the past and present and as a result go through the torment of an identity. The present paper attempts to study Jhumpa Lahiri's novel *The Namesake* in the Diasporic light.*

Key words: migration, Diasporic communities, imperial systems, native subversion, cultural diversity, multiculturalism etc.

The Paper:

The word 'Diaspora' derived from Greek meaning 'to disperse'. Diaspora can be voluntary or non-voluntary movement from the native homelands to unknown regions. These communities negotiate between two cultures: their own and the new one. Robin Cohen, in his book *The Global Diasporas: An Introduction* (1997) describes diasporas as "communities of people living together in one country who acknowledged that the 'old country' - a notion often buried deep in language, religion, custom or folklore- always has some claims on their loyalty and emotions." (4) As Salman Rushdie stated, the Diaspora communities imagine their homeland and they wish to return home but the past cannot be reclaimed because it is 'in broken mirrors, some of whose fragments are irretrievably lost.' Displacement brings new questions one of it is, can new homes be secured in new country? Often migrants find that they are disqualified for creating the new land as their home. People from the first generation of migrants tend to recall the old country than the second generation. In the Postcolonial age, the concept of 'Home' has become extremely complicated. In the closing decades of twentieth century the expatriate experience has given rise to expatriate literature.

Jhumpa Lahiri was born in London to the parents emigrated from India. Her writing is characterized by her language, characters, and often Indian immigrants to America who must



navigate between the two cultural values: their native and the adopted one. She examines her characters' struggles, anxieties and efforts to be acquainted with foreign culture.

The Namesake (2003) is the second book by author Jhumpa Lahiri. It was originally novella published in *The New Yorker* and was later expanded in the full length novel. Moving between Calcutta, Boston, and New York City the novel examines two conflicting cultures with their highly distinct religious, social and ideological differences. The novel describes the struggles and hardships of a Bengali couple who immigrate to United States. The story begins with Ashok and Ashima's departure from Calcutta to be settled in Central square, in Cambridge, Massachusetts. *The Namesake* is documentary of immigrants who feel displaced in strange island, far away from home.

Talking about the predicament of immigrant Jhumpa Lahiri says: "I think that for immigrants, the challenges of exile, the loneliness, the constant sense of alienation, the knowledge and longing for the lost world are more explicit and distressing than for their children. The novel has autobiographical vein as Jhumpa Lahiri being child of immigrants. The constant struggle of immigrants and their children is portrayed in the novel. Ashima struggles with adapting a new culture and children struggle between respecting their roots and accepting the new. Bengali children are given two names: pet name used by family and the good name used by the rest of the society. Upon entering in kindergarten Gogol rejects his name Nikhil and decides to be called Gogol but the decision causes him distress throughout his life. The novel has identity crisis caused by the cultural displacement both to immigrants and their children as the central concept. Gogol spends his life in American society and wants to be unnoticed but his name and cultural difference never let him to be assimilated in the new culture. On the contrary, the parents wish their children should retain Bengali culture and values. Immigrant's Children face diasporic crisis of dual identity as they fail to reconcile their ethnic background with American culture. At college Gogol rejects his pet name and becomes Nikhil. He dreads his visits at home where he is Gogol. The name has emotional significance of his father which is difficult to be understood for Gogol. Gogol and Sonia feel frustration being different from their friends. Despite the efforts made by his parents, Gogol starts behaving Americanized as he starts smoking secretly and going to late night parties. He has unsuccessful affairs, marries Bengali girl Moushumi but she deceives him.

At the end Gogol finds the answer is not to fully abandon or attempt to diminish either Indian or American culture, but to mesh the two together. The diasporic crisis of dual identity faced first by his mother, Ashima, then in a more intensified manner, by him finally gets resolved when Gogol realizes that his identity is embellished by both cultures. He assimilates himself in American culture at the same time retaining his parents Indian heritage.

Conclusion:

It can thus be observed that the Postcolonial writers often find themselves in the dilemma of reconciliation of past and present. The language which is the expression of mind gives the outlet, but to use the colonizer's language in itself is considered as an act of surrender. Here the concept of 'mimicry' has proved essential for Diasporic communities as a way of thinking beyond the fixed, binary notions of an identity based on the idea of rootedness and cultural, racial and national purity. The mimic men are not disempowered but as Homi Bhabha argues in his essay 'Of Mimicry and Man,' rather they are invested with the power to threaten the colonizers. They attempt to disclose the discourse of colonialism through their use of colonizer's language.



The fact of returning their language through the mouths of colonized colonizers are faced with the threat of resemblance between colonizers and colonized. Derek Walcott is successful to achieve these ends through his profound poems. The glimpse of his native culture is an emblem of his literary form of subversion against the imperial system with his use of English language.

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Debating Post-colonial Interpretations of *A Passage to India*

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Post-colonialism is a renowned approach which has remained dominant through the decades of the 1970s and 80s. Its major contribution to the literary critical world lies in bringing about a major trend-shift at the time when the critical world was overwhelmed with the Post-structural thinking. The post-colonial approach occupied with social and political contexts in literary works, rather than merely structural and attempted to analyze them. This invited the attention of many scholars across the world. The approach has emerged with the publication of landmarking book *Orientalism* by Edward Said, in 1977. In this book, Said refers to the elements that initiated marginalization and subsequent subjugation of the people who were once colonized by the imperial power. He emphasizes that the westerners through their logo-centric culture, language, philosophy, literature etc. have influenced or imposed their superiority over the 'Orient.' The same helped them to maintain and to perpetuate their power. Along with Said, the eminent thinkers who contributed to the development of post-colonial studies include Homi Bhaba and Franz Fanon. These critics have attempted to expose such trends in literary works which fostered the perpetuation of colonial rule or mentality.

A Passage to India, published in 1914, is considered as one of the best novels of the twentieth century. It represents the views and experiences of the artist who once visited the India of the colonial rule. Through this work, he has represented his observations on Indian culture and tradition. The novel has been divided into three parts. Structurally, it is a well-built novel and its cohesiveness is very captivating.

This paper attempts to understand the tenets of Post-colonial approach in the light of the novel *A Passage to India* by E. M. Foster. By applying these assumptions, here is an attempt to reveal the limitations of the over-use or the indiscriminate use of critical assumptions. It also tries to focus on the unique artistic quality, uniformity, and the objectivity observed in literary works and keeps wary of those elements which might foreshadow the important aspects found in literary works.

Considering the claims put-forth by Post-colonial thinkers, *A Passage to India* does not seem to be an exception. The beginning of the novel, for example, which describes the town Chandrapore, instigates to form similar views. However, if the other significant elements are overlooked indiscriminately, it would be an injustice to this piece of art. Hence, rethinking would help to bring up the significant things under the compass of proper evaluation, and interpretation.

Firstly, some of the post-colonial thinkers assume that like many other colonialists, Foster, too, possessed with colonial mentality attempted to establish the supremacy of the white through this novel. For this, he has used different tools, such as the use of binary opposition in the characters. These critics claim that the novelist has set the Western and the Indian characters deliberately in opposition to each other in order to make the attributes of the white community or culture prominent. The protagonist, Dr Aziz, for example, is rendered as highly emotional, suspicious, prejudiced and even seductive or exotic. His confrontation with Mrs Moore in the mosque is an instance which particularly reveals the sensitive side of his nature. Apart from him, the other Indian characters like Mr Godbole are not delineated with the upper-hand. On the contrary, the white characters are treated as rational and intelligent. The incident of Mrs Moore with her shoes on in the mosque is convincing enough of the above view. As for this lady, it is not a severe mistake to be reacted to so vehemently.

Apart from this, on the more serious level, Foster's glance on Indian culture, politics and even the climate does not appear favourable. The novelist feels that the land is filled with



innumerable fissures and the very climate like its people is corrupt. The culture is mystic and the cities are filled with poverty and filthy atmosphere. The description of the town evokes similar feelings. In addition to this, the incident which takes place in the mystic caves proves to be a fatal one. The incident causes to blacken the character of the protagonist who is representative of the Indian community. Although, in the end, the charges laid down on him are withdrawn, the action is not sufficient enough to reinstate his character. At the same time, the novelist has not proved anyone responsible as was Dr Aziz held responsible in the previous edition. The writer leaves it for some mysterious forces because he wants it to be unclear or appears to be beguiling his purpose. The incident of Mr Godbole offering the guests his gratitude is handled sarcastically. It reveals the weaknesses in the attitude of Indians and makes it clear that Indians are not well-composed and faithful.

A Passage to India is a fine piece of writing. As a novel, it delineates a foreigner's journey to our land and explores the east-west confrontation. Like any artistic creation, it attempts to express the candid feelings, though somewhat filled with the air of superiority of the narrator. Although, the narration is smeared up with some personal experiences the novelist tries to maintain as much detachment as possible.

Initially, it can be said that the novel attempts to explore the uniform subject which is handled at multiple levels. It begins with Dr Aziz's question that 'can Europeans be friends with the Indians.' Although, Europeans or Indians become the instance for the writer his major concern is to find out whether we as human beings can be friends to each other, or in other words, 'is infinite friendship possible' and the novel ends certainly with giving an answer to this question. And the answer is "no".

The novel involves multiple themes, however; the major concern seems to be with 'infinite friendship'. It is the dominant theme which helps to unite all the other discordant elements in the novel. This very subject keeps the novel focused and imparts hegemonic quality. While the other less important elements automatically subside.

Structurally, the novel achieves symmetrical quality. The uniform quality of the plot contributes to the theme. The novel is broadly divisible in three parts. The first part which begins in the mosque exposes the very subject of confrontation or whether the friendship is possible or not. Here the mosque becomes the symbol of warmth, leaving the reader a few hints that such a friendship is possible. However, the second part which leads to the high point of this confrontation brings everything upside-down. It opens up in the caves informing the reader that like the monuments there is something mystic in nature which denies the possibility. The incident which takes place there causes the complete partition between the two communities. The third part involves the celebration of Krishna Janmashtami. The festival becomes the symbol of regeneration suggesting that whatever we have got from nature is finite out of which a new birth or beginning is possible. However, in the end, a stone that divides the horses of Dr Aziz and Mr Fielding attempts to show the obstacles that occur while forming complete relations. It also emphasizes the incompleteness that lies within human beings that do not actually allow human beings to unite infinitely.

On the deeper level, the novel attempts to explore the closeness not just between the Europeans and the Indians but between the people of the same community. It includes the closest of relations such as mother-son, husband-wife relations. Through these relations, we come to know that like the land the relations are filled with innumerable fissures proving that no such bond in nature is available which can fill in these gaps permanently. While delineating the white characters Foster, by any means, does not seem to be valorizing the white community or culture. As an artist his mind is found to be preoccupied with only one issue or conflict i.e. 'is finite relation or friendship possible'. The character of Adela Quested is an example of the above view. She is meek and feeble. Her character becomes prominent only when she withdraws the charges laid down against Dr Aziz in the court. Her fiancé Ronny Heaslop is presented as a practical



man devoid of any emotions. Finally, Adela Quested leaves Ronny and goes away suggesting that no permanent bond is possible. This incident is evident enough to prove that Foster, by no means, is attempting to glorify any of the characters.

The character of Mr Fielding, an Anglo-Indian, is seen to be heightened by the novelist, in a humanitarian sense. He owns the sense of understanding, maturity, compassion, humility, forgiveness, benevolence compared to the other characters. Although he is not the protagonist, he certainly wins the hearts of the readers because of the qualities he possesses. He stands for both actually, as he is an Anglo-Indian. He represents the consummation of different forces. It is through this character that the author seems to give his message. He serves as the mouthpiece for the novelist. It is through Fielding's character the author endeavours to reflect on the issues of friendship. No matter, that the forces of nature overpower us but the attributes found in the character of Mr Fielding such as the sense of understanding and compassion enable us to overcome the conflict though temporarily. Hence, through the final section of the novel i.e. Krishna Janmashtami, the novelist attempts to communicate the importance of regeneration after destruction. On the basis of this, it can be claimed that the novelist attempts to be impartial and objective to a greater level.

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**Improving English Communication Skills
of Non-native Users**



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Dr. N. S. Gaikwad

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From the Guest Editor's Desk

Annasaheb Awate College is a monumental institution started on June 20, 1966 in memory of a veteran leader Annasaheb Awate of this region who had devoted all his life in the development of Ambegaon tehsil in Pune district with the hurricane efforts of hundreds and thousands of activists. The memorial contributions of honourable Annasaheb Awate have been brought into realities and his dream has come true in the form of this educational institution.



The college has become a place of educational centre in Ambegaon, Junnar and Khed tehsils. Located in the beautiful natural campus, this college has been imparting education through different faculties consistently. The college offers three year integrated programmes in B.A., B.Com., B.Sc. in conventional subjects along with B.B.A.(C.A.) & B.Sc. (Bio-Technology). Recently, we have started B. Voc. Courses in Accounting and Taxation, and Food Processing and Quality Management. We also run P.G. programmes in M.Sc. (Organic Chemistry), M.A. (English), M.A. (Marathi), M.A. (Economics) and M.Com.

Department of English of the college has organized A Two Day State Level Seminar on "Improving English Communication Skills of Non-native Users" on 5th and 6th February, 2019. The deliberations in this seminar on the emerging topics, trends & issues were discussed. It provided a great view for participants, research scholars and students of various disciplines to exchange their viewpoints and experiences in these fields. I extend my gratitude to all the participants, delegates and research scholars for this seminar. I also congratulate to the authors and contributors whose papers have been selected by the review committee for including in the research journal for publication.

Dr. N. S. Gaikwad
Principal,
Annasaheb Awate College, Manchar.

From the Executive Editor's Desk

I am proud to be associated with the publication, as the Executive Editor of this issue, published on the occasion of A Two Day State Level Seminar on “Improving English Communication Skills of Non-native Users” organized on 5th and 6th February, 2019 by the Department of English of the college, funded by Savitribai Phule Pune University, Pune.



The intellectual gatherings, discussions over the emerging trends and issues had the moderate contribution in the field of Communication Skills. The discussion in the seminar was helpful to the researchers, scholars, fellows and participants of this seminar. The seminar provided a moderate contribution to the attendants, participants, delegates and the stakeholders. I feel that the goal of the research and development was achieved through this seminar. The participants were able to find remedies from the issues and see the way leading towards the development. I express my sincere thanks to the participants, delegates and students in this seminar.

I am also grateful to all the participants who took great efforts in sending their papers for publication. Last but not the least; I am whole heartily thankful to Dr. Dhanraj Dhangar, Chief Editor of Research Journey – Multidisciplinary International E- Research Journal for publishing the research articles in the journal.



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INDEX

No.	Title of the Paper	Author's Name	Page No.
1	Enriching vocabulary: A Challenge to Non-Native Speakers	Dr. Sangita Ghodake	07
2	Importance of English Communication Skills	Prof. Dr. Vallabh Karandikar	12
3	Role of Non- Verbal Communication in Human Life	Keshav N. Borkar	15
4	Non Verbal Communication - Life Line of Relations	Mr. Rohokale Balasaheb Ambadas	18
5	Techniques for Enriching College Students Communication Skill	Prof. Sunil S. Deokar	22
6	The Use of Information and Communication Technology in Teaching and Learning English	Vikas Yadav Raskar	24
7	The Use of Computer-Assisted Technologies in Language Learning and Its Barriers	Prof. Bansode Namdeo Changdeo	28
8	Way To Improve Spoken English Skills	Prof. S.K. Joshi	32
9	Vocabulary Enrichment and The Use of Mobile Technology	Dr. Brijesh Tambe	35
10	Improving Writing Skills for Business Correspondence	Prof.Akhade.K.D	39
11	Strategies of Teaching English Language in the Classroom	Dr. Jadhav Sanju P.	42
12	Nature and Scope of Communication Skills	Dr. Karande Shahaji Rajaram	46
13	Influence of Mother Tongue on Indian English Speaker	Dr.Varpe Sandip Dadabhau	49
14	Use of Audio-Visual Aids to Acquire Language Skills	Mr. Suhas A. Shinde	52
15	Need and Importance of Communication Skills	Mr.Kale Ramkrushn Dnyandev	56
16	The Problems of Rural Undergraduate Students in Mastering the English Speaking Skills	Ashok Vitthal More	59
17	Enriching English Communication Skill Through Movies	Dr. Bhushan Vitthal Tagad	62
18	Why Everyone Should Have Effective Communication Skills?	Rajendra Tambile	66
19	An Activity-Based Process to Develop Communication Skills Through the Study of Endgame by Samuel Beckett	Chaitanya Gite	69
20	Improving oral Presentation Skills of Non-Native users of English	Dr. Pallavi B. Malekar	73
21	Contribution of Audio-Visual Aids to Improve Communication Skills	Shaikh Esak Sayyad,	77
22	Crossing A Boundary of Language- Problems of Non-Native English Speakers of India	Ms. Kalyani Shitole	81
23	A Study on Problems of oral Communication While Dealing with Clients: A Case Study of Working Professionals	Vinayak Revji Gandal	84
24	Developing Reading and Writting For Effective Communication Skill	Sharad Vitthalrao Awari	91
25	Strategies for Improving English Speaking Skills of Non- Native Users	Prof. Sachin Mahadeo More	94
26	Problems for Learning English Language as A Non Native Language	Mr. Kathale Yuvaraj S.	98
27	-A Study of Evaluation of Under Graduation Students' Performance in Communication Skills.!	Prof. Dr. Kalhapure B.B	100



28	A Study of Barriers of Communication in Classroom and its Solution Dr. Desai V. R., Dr. Lamdade B. B., Gholap K.S.	106
29	Zeal for Enhancing Social Intelligence in English Communication Uday Madhukarrao Kharat	110
30	Importance of Verbal and Non-Verbal Communication Prof. Borude Sharmishtha, B.	113
31	Teaching of English As A Second Language in Indian Context Anil Bhimraj Chindhe & Dr. Pranjali Pandurang Bharate	117
32	-Need and Importance of Communication in English Prof. Landage Swapnil Shivaji	120
33	Learning English as A First Language in India Shwetambari Shivaji Alhat & Sandeep Sambahji Dhore	124
34	Need And Importance of Communication Skills Dipak P. Ganmote	127
35	Role of Audiovisual Aids in the Learning English Language Mr. Awari Ganesh Kisan	130
36	Communication Skills in Education Process Dr. Lamdade B. B., Gholap K.S., Dr. Desai V. R.	133
37	Strategies for Developing Communication Skills in the Classroom Miss Jyotsna Shivaji Kanade	138
38	Problems of Second Language Learners with Respect to Spoken English Miss. Mukta Dagadu Chitalkar	143
39	Techniques for Developing Speaking Skills in the Classroom Mr.Nana.B.Wagaskar	146
40	Need and Importance of English Language Today Mhaske Pravin Arun	149
41	Need and Importance of Communication Skills Prof. Sanjay Kailas Jadhav	152
42	The Problems of Non-Native Speakers in Using English. Prof. Shitole Kishor Maruti	154
43	Need and Importance of Communication Skills Pradeep Kendre	157
44	= Innovative Methods to Improve English Language Skills for Beginner' Mr. Ramdas Bhaurao Korde	162
45	Listening -An Essential Skill for Improving Communicative English Among Non-Native Users Prof.Shrikrishna R. Sonawane	165
46	Improving English Communication Skills of Non-Native Users Mrs. Salma Mehfuz Shaikh	168
47	Problems of Non-native Speakers in Using English Balu Ganpat Kapse	172
48	Enriching Speaking and Listening Skills Mrs. Sheetal S. Londhe	174
49	Improving Reading Skill of Language Mr. Fulchand Sugriv Shirsat	177
50	Tricks to Communicate in English Dr. Suraj Sawant	180
51	Innovative Ways for Improving English Speaking Skills of Non-native Speakers Prof. Pranjali B.Vidyasagar	184
52	Activities for Improving Communication Skills in English Prof. Sunil Mhankale	187

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Enriching Vocabulary : A Challenge to Non-Native Speakers

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Abstract :

Vocabulary is a core of every language. Very simple rule of using language effectively is to master vocabulary. Vocabulary, Lexicon, is a collection of words and phrases, employed by a language, an individual or a group. Vocabulary consists of two kinds of words: lexical words and grammatical words. Nouns, verbs, adjectives, adverbs and pronouns can be called as large vocabulary. Articles, auxiliary verbs, conjunctions and interjections can be categorized as small vocabulary. The ultimate goal of the paper is to understand the difficulties of nonnative speakers of English and to find out simple ways of learning it. Vocabulary is a vast area for a research paper but an attempt has been made to cover important aspects of vocabulary in this paper. The paper is divided into three parts. The first part is an introduction to the theme. The second will deal with lexical words. The third part will deal with grammatical words. And the last part will deal with the concluding remarks. Languages are under constant flux as the world is constantly changing. Two prominent varieties of English today, are British (BrE) and American (ArE). The difference between these two varieties has been shown in brief. Various exercises related to learning vocabulary have been mentioned in brief. Dictionaries, thesaurus and such other books can be used extensively to enrich vocabulary.

Words are a medium of our expressions. The words that come through pen are mightier than sword. Let us be very sensitive in enriching our vocabulary. Vocabulary is a core of every language. Very simple rule of using language effectively is to master vocabulary. Vocabulary, Lexicon, is a collection of words and phrases, employed by a language, an individual or a group. It works like a bridge to learn other language's skills and components. It is a set of words within a person's language. It is a fundamental tool for communication. It helps to acquire knowledge. It is also known as a range of stylistic or artistic forms, techniques or movements. In short, words are the building blocks' of language. Wardhaugh has defined vocabulary as,

The word is the smallest independent unit of language referring to a certain linguistic reality or to a relation of such realities and characterized by certain formal features (morphemic) either actually (as an independent component of the context) or potentially (as a unit of lexical plan).' (Wardhaugh: 1986, 4)

Vocabulary consists of two kinds of words: lexical words and grammatical words. It helps us in what' to say and grammar helps us in how' to say. F. N. Wilkins has rightly points out, Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.' (Lewis, 1993:8) How is it possible to express our thoughts and feelings effectively without appropriate vocabulary? John Drink Water puts it as, Words are the bricks with which, by skilful and imaginative arrangement, the poetry and literature of the world have been built.' (Gramley, 2001: 58) A book worm enjoys reading because his/her vocabulary is enriched, whereas low vocabulary takes us away from reading to learn now vocabulary. Insufficient



vocabulary leads to misery of not understanding the complete text. We usually describe our vocabulary in small or large quantity. Most of the time we are reluctant to learn new vocabulary.

Let us classify vocabulary in units. Nouns, verbs, adjectives, adverbs and pronouns can be called as large vocabulary. Articles, auxiliary verbs, conjunctions and interjections can be categorized as small vocabulary. Languages are under constant flux as the world is constantly changing. After the World War II, new vocabulary came into existence due to new technologies and inventions such as computing, internet, cell phones and so on. We study existing words with a new meaning under *'neologism'*. Acronyms, collocations, abbreviations, new coinages, old words with new meaning, derived words, eponyms, phrasal words, transferred words, etc can be studied under neologism. Especially English language has many varieties. English was a gift of colonialism. Lord Macaulay's Minutes brought out hidden agenda of the British in introducing English *'to produce clerks'* to help the empire run in the colonies.

Two prominent varieties of English today, are British (BrE) and American (AmE). Actually the white settlers discovered America and introduced English in America. Noah Webster, the American lexicographer initially worked on vocabulary. He worked on the spellings and its pronunciation and decided to make a standardized form. The users found it out easy. In this way American version of English came into being. Here are a few examples of the change in vocabulary. The British word *'trousers'* changed in American as *'pants'*. British *'flat'* is American *'apartment'*. British *'Lorry'* is American *'Truck'*. British *'holiday'* is American *'Vacation'*. British *'Biscuits'* are American *'cookies'*. British *'football'* is American *'Soccer'*. Indian users of English use both the versions of English, although India follows British English officially. It is difficult to follow a particular version of English because English through computer software is American and English through text book is British. Youth, today, prefers the form of language that comes through modern communication tools. We are living in an instant and fast world. We prefer to write as we speak. This shrinking form of language through technology has also been accepted as *'Lingua-Shrunka'* of language. Although there are many varieties the basic parts of speech are same. Nouns, adjectives, verbs and adverbs are there in every language.

Let us look at the challenges in teaching nouns. Noun is a word that is used to identify any of a class of people, places or things. We have common nouns, proper nouns, concrete nouns, abstract nouns, collective nouns, count nouns and mass nouns. Uncount nouns are used as count nouns. Students are confused of *'a coffee'* and *'a cup of coffee'*, *'a white wine'* and *'a glass of white wine'* etc. Some nouns have both *'count'* and *'uncount'* forms e.g. hope and hopes, travel and travels. Some nouns are with two meanings e.g. *'it is made of paper'* and *'the times is an excellent paper'*. Some uncount nouns appear plurals but they are singular nouns e.g. mathematics, physics, gymnastics, billiards etc. Some groups are used as singular and plural nouns e.g. family, government, audience etc. A few plural nouns refer to things that have two parts, like, for instance, binoculars, trousers, spectacles etc. Learning words, remembering them and finally applying them appropriately is the toughest task for non-native speakers. Sometimes there are more than one meanings of the word that create confusion. One can make it easy by searching for synonyms. Prefixes and suffixes are another problematic area. The teacher's job is to use new techniques through which students can master vocabulary. Students enjoy games so teacher has to teach vocabulary through games.

Adjectives as defined by Marriam-Webster dictionary,



a word belonging to one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct form of something else'.
(<https://www.merriam-webster.com>)

An adjective usually comes before a noun, e.g. a red dress. Some adjectives describe qualities, e.g. more, most, slightly, etc. there are four demonstrative adjectives e.g. this, that, these, and those. These adjectives always come before to modify a noun. There are some interrogative adjectives like which, what and whose. They can be identified as interrogative pronouns. There are some possessive adjectives like my, your, his, her etc. Some nouns function as adjectives, they are called attributive nouns. Nonnative speakers fail to understand subject-very agreement. E.g. the hotel serves a quality food. Learning vocabulary should not appear burdensome to students. Exercises help to concentrate and to get involved into learning mentally and physically.

Reflections: An Anthology of Prose, Poetry and Fiction (I, II, and III) by C L N Prakash is the best anthology for students to enrich vocabulary. The anthology has designed two types of tasks for nonnative speakers of India: recognition tasks and production tasks. He says,

-The recognition tasks work on the receptive vocabulary of the students. In other words, whether students can understand certain words when they are used by other speakers or writers. Challenging but interesting crossword puzzles, games and activities have been given. The production tasks require students to use words in sentences of their own or to write paraphrases of the words and phrases given. (Prakash: 2010, To the Teacher)

Reflections III gives exercises on Binomial Expressions, Expressions and Markers, British English and American English, Collocations, Words related to Music, Adjectives and nouns, Word Association, Onomatopoeic words, Phrasal Verbs, Idioms, Words Easily confused and Verbs, Expressions from the Text, Prefixes and Suffixes, Adjectives from Nouns, Functions and their Exponents, Odd Words and word search, Words describing Personality, Inversion and Word Building, Collocations, and New words in English. Let us concentrate on binomial expressions. We can ask students to make a list of binomial expressions. We can have an exercise of fill in the blanks. We can ask them to find out binomial expressions like pains and aches. They can take help of dictionaries. Expressions and makers are very important to convey the message. Let us give some expressions in the box and will ask them to choose the correct option from the box. We can ask the students to replace the phrase underlined with a word or expression from the box. Match making is a favorite exercise of the students. We can ask them to match the pairs like you-see', well-then', hang-on' and so on. Students often get confused of British and American English. Let us make them aware of the difference between BrE and ArE through exercises. We can give them the list of BrE and can ask them to find out ArE words from the second list e.g. BrE autumn' is ArE the fall'.

Let us turn to collocations. Some words collocate frequently with particular prepositions e.g. brick-wall', ivory-tower' etc. students can solve it through match-making and through fill in the gaps. Vocabulary can be enriched through using exact professional expressions. We can have an exercise based on different professions and the professionals associated with that profession. Same can be done with musical instruments and musicians e.g. cello-cellist. Adjectives and nouns are many a times confusing. Some adjectives describe positive character whereas some describe negative characters. We have to give a list to the students and then can ask them to bifurcate it into positive and negative. We can give them either adjectives and ask



them to frame a sentence or a sentence can be given and a student has to give suitable adjective to that sentence e.g. *Ornithology is a study of -birds!*. Word association is also an interesting game. Let us give a word and ask the students to find out words associated with that particular word e.g. computer: mouse, key board, desktop, Microsoft etc. Onomatopoeic words are associated with the sounds. Students usually enjoy it due to rhythm. Nonnative students are weak in making verb and adjective from a noun. Let us make a table in three columns. The first column would be of noun, the second would be of verb and the third would be of adjective. Let us give one option and ask them to find out the remaining two. Phrasal verbs are made by adding preposition. We can ask the students to find out a pair of a verb and a preposition that can frame phrasal verb.

Idioms are a group of words in a fixed order. They have specific meaning. The meaning of an idiom cannot be derived by adding up the meanings of the individual words e.g. *at the end of the day* does mean *to conclude, finally, what is important is*. Dictionary is the best source to learn idioms. There are some words that create confusion e.g. improve and improvise, economical and economic etc. Denotative and connotative meanings are not easy to understand for the students. Contextual meaning of a word or a phrase is not an easy cup of tea. Teachers can ask the students to find out the meaning of the underlined expressions given in the sentences from the textual passage. Prefixes and suffixes are very important in learning English. *Dis* forms the opposite of the word. *Uni* is having or consisting of only one etc. a teacher can ask the students to form maximum words from the given prefixes and suffixes. We can also ask them to derive nouns, adjectives and verbs by adding suitable suffixes to the given words. One can ask to form adjectives from the nouns by adding suffixes. Vocabulary can be enriched by finding odd words in the given set of words. The students have to give explanation for the odd word. Synonyms and antonyms help the nonnative speakers to enrich their vocabulary. An exercise like finding *opposite* may help to understand language better. We can ask students to describe one's personality in *one* word e.g. charismatic, diplomatic etc. Inversion and word building is another interesting exercise for the students. Inversion is a reversal of normal word order, especially a placement of a verb ahead of the subject. There are two types of inversion: subject-verb inversion and subject-auxiliary inversion e.g. *Gone are all those good olden days*. The natural order would be *The good olden days are gone*. Crossword puzzles are very interesting. It helps to develop cognitive faculty.

Every day minimum one thousand words get incorporated in the advance dictionary. There are new coinages too. Salman Rushdie used *chatanification* and it has been added in the dictionary. Old words are introduced with new meaning. *Footprint* was the mark made by a person's or animal's foot. Today *footprint* stands for an impact. Eponyms is the name of the person who first produced the object or did the activity. Today Xerox is used as an alternative for a photo copy commonly falls in the same category. Transferred words are the words that are transferred from a foreign language and hold no meaning in the borrowed language. Borrowing of culture specific words is a regular activity of dictionary makers. Compounding is putting together two or more individual words to form a complex word e.g. *watch dog* is nothing but *guardian*. Blending is a combination of two different words e.g. smoke+fog= smog. Clipping is an example of shorting a word e.g. specs for spectacles. Deviation is nothing but diversion from semantic or syntactic levels e.g. rules of capitalization and punctuation are most of the time deviated. In short, vocabulary is a vast field of learning a language. All aspects of vocabulary



can't be covered up in a research paper. The attempt has been made through the present paper to cover maximum key concepts. If we look at any kind of learning as a process of joy, we will learn it with ease. We are living in the age of science and technology. Words are replaced by emoticons and stickers. Every day there are new electronic gadgets through which we have completely new forms of languages. Let us be ready for different vocabulary that is there at our door step. The future form of vocabulary is unpredictable. Let us learn it to master language.

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Importance of English Communication Skills

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Abstract :

The present paper tries to highlight the importance of English language and need of the present times to acquire English communication skills to excel in our career and life. English rules the world as the main language of books, newspapers, international business and academic conferences, science, technology, diplomacy, medicine, advertising and sports. It is the language of the cyber world. English has become a language of intellectual make-up. The advancement of science, IT and the process of industrialization and globalization has accorded a special status to English. English has obtained a special role in the field of education. The rise of English medium schools in India shows that even illiterate parents want to educate their children in English medium schools. The recent trends indicate that English has become a language of instructions. This scenario depicts the future of English language.

Keywords: Communication skills, recent trends, scenario, future of English

The growing realisation of the importance of English and communication skills has created awareness among the learners to learn and master English communication skills in academic studies and careers. Without English, it seems impossible to acquire the knowledge of the world. The rise and demand of spoken English, communication skills and soft skill courses shows the need of the present times. In each and every field top most priority is given to the candidates who communicate effectively in English. Even government and private sector is also taking efforts to improve the standard of education by availing facilities of internet to enhance the understanding of English and for acquiring communication skills.

Good and proper use of language sharpens the ability to express thoughts and feelings. Hence, understanding of English language is necessary for enhancing our knowledge of English. Communication skills are necessary to fashion our speech and writing. Skills of English language communication involve proper usage of spelling, pronunciation, vocabulary, grammar and diction. Communication is a skill. It can be acquired through systematic and continuous process of speaking, listening and understanding.

Human communication is a dynamic, active and complex process. The knowledge of basic skills of language: listening, speaking, reading and writing always lead to effective communication. Consequently, understanding these skills for mastering English communication are essential. The process of communication enhances our understanding. Communication is a two-way process where the sender and the receiver play their roles interchangeably. The sender needs an idea which is the ideation process in which the sender thinks about a particular idea and then composes a message considering the need of the receiver. The message is expected to be composed in such a way that receiver will understand it easily. The sender has to think about the effective channel through which a message can be send. It can be conveyed orally or with the help of telephone, fax, message, notice etc. The receiver has to receive and decode the message. After decoding the message, the receiver has to give feedback then only the communication



process is completed. If any stage fails to act, communication fails. All these stages of communication are important.

The communication is generally divided into two categories: verbal and non-verbal. The verbal communication refers to spoken or written communication. We make use of language in verbal communication. Most of languages in the world exist in spoken as well as written form. In spoken language, communication takes place through speech sounds. These speech sounds are combined to form words. These combined sounds follow phonological rules. Moreover, semantic, syntactic and pragmatic rules are applied to make the sentences meaningful, effective and acceptable. In verbal communication, the speaker's tone, accent, voice modulation, pitch and, pronunciation decide the effectiveness of the communication. Verbal communication is used to inform, inquire, argue and discuss topics of all kinds. In verbal communication, written communication also has certain value. Written communication involves any types of messages that use written words. It is used when we are unable to communicate to someone face-to-face. Written communication conveys messages in written forms such as letters, proposals, postcards, advertisements, emails, faxes, brochures, websites, telegrams etc. Written communication is considered as most important and effective in business communication.

Understanding non-verbal communication strategies enhance our understanding of communication. The non-verbal communication refers to some important components: facial expression, eye contact, gesture, and body posture. Each component performs a variety of functions. Appropriate gestures and facial expression play crucial role in communication process. Body language proves to be useful as it indicates the psychology of the speaker. Body language helps to understand the emotions of the speaker. When people are angry, their face flushes, they bare their teeth, they clench their fists, and they invade body space, sometimes by leaning forward. When people are nervous or anxious, their face pales, their mouth seems dry, they show varying speech tone, and they have tension in their muscles Other signs of nervousness include trembling lip, fidgeting, and gasping or holding breath. Eye contact is the most dominating and useful signal which indicates the personality of the speaker and his intension. If the speaker fails to look others in the eye, it indicates that the speaker is avoiding or trying to hide something. Too much eye contact is the indication of confrontation whereas good eye contact shows confidence. On the other hand inappropriate body language focuses barriers of effective communication.

English language communication is the most common problem faced by majority of the candidates who are looking for the jobs. Many candidates fail to understand the importance of communication skills. Communication plays a crucial role in the business world. To communicate in English fluently, both are the essential requirements: mastery in English language and understanding of communication skills. The following are some of the ways to master English communication skills:

- *Practice English listening, speaking, reading and writing.
- *Develop the ability to communicate your ideas effectively.
- *Improve your reading speed and ability to comprehend by practicing reading skills.
- *Increase your vocabulary and use it appropriately.
- *Practice pronouncing words properly.
- *Learn to express your emotions with gestures.
- *Watch you tone and try to vary your volume..



- *Record and listen your voice.
- *Be truthful.
- *Handle disagreements with tact.
- *Refer dictionary to know exact pronunciation of difficult words.
- *Listen to the motivational speakers because great speakers are not born but trained.
- *Use common English expressions in your day-to-day communication.
- *Try to make your oral presentations effective.
- *Proper planning, punctuality and practice will help to achieve the target.

Personal, social and professional development is possible if we master English language and learn communication skills. It will enhance our understating of the world and accord us a special status. The chances of employability increase if a person master and prove his English communication skills.

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Role of Non- Verbal Communication in Human Life

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Abstract:

Man is a social animal. Socio-cultural relationship depends on the way in which people communicate with each other. Formal and informal are the two major modes of communication. Again, communication takes place in two forms: oral and written. The process, rules and regulations of written communication can be traced under the linguistic branch of syntax. But, the study of oral communication is the part of socio-linguistics and pragmatics. No doubt, the words are the means for expressing our emotions and ideas; but apart from words some modes of non-verbal communication play a vital role and they help the people to prove themselves to be the effective and successful communicators. Hence, it is an innovative attempt to bring out the nature and significance of non-verbal communication in human life.

Key Words: Socio-Cultural Exchange, Oral and Written Communication, Non-verbal Communication, Body Language, Effective and Successful Communication.

Human life is a blend of various experiences like social, cultural, customary and traditional aspects. Being interested in social life, man often has to communicate with the society around him. In a sense, communication is an inevitable part of our life. In Oxford dictionary the process of communication has been rightly defined:

–Communication is the activity or process of expressing ideas and feelings or of giving people information|| (Oxford Dictionary).

Similarly, communication can be defined as-

–.....a process by which information is exchanged between individuals through a common system of symbols, signs or behavior.|| (<http://www.Merriam-webster.com/dictionary/communication>).

Communication plays the role of bringing or connecting people together. It is just like a bridge that helps the users of language to cross safely the river of misunderstanding that sometimes causes the separation of people.

Broadly speaking, communication can be classified into two types: verbal and non-verbal communication. Verbal communication refers to spoken and written communication. On the other hand, non-verbal communication signifies the body language. Body language includes postures, gestures and facial expressions etc. Again, there are broad categories of verbal communication such as formal communication, informal communication, one way communication and two way communications. The way we speak with our close and intimate persons like friends is an example of informal communication. When we talk with the elderly



persons or the respected persons like teachers or employer, we use the formal variety of communication. Further; the act of reading can be cited as a fine example of one way communication; whereas a job- interview or group-discussion is a good example of two-way communication.

Whatever may be the type of communication, body language plays a vital role in non-verbal communication. Kinesis is an important element in non-verbal communication. It is related to the movements of an organ of the body or the body as a whole. Communication with the help of body movements is done endlessly and these movements convey a specific meaning and certain interpretations. Body language is a major concept that comes under the head of non-verbal communication. It includes various body movements, gestures, facial expressions, postures, miming, touch etc. Silence in communication also plays a significant role in exchanging sentiments and thoughts. And therefore, body language is unintentional, truthful and more powerful than verbal messages. Many times, it is easy to deceive a person by expressions. For example, a person who smiles while speaking may be a villain.

Facial expressions play an important role in communication. They are the marks of emotions and attitudes. A smile expresses friendliness, affection, joy and intimacy. Raising eyebrows stand for the feelings like wonder, shock or surprise. The mood of worry and anxiety can be indicated with a furrowed forehead. Eyes also can be used as the best means of communication, they can convey subtle messages. Looking straight into the eyes and saying something signals truthfulness and trust. Eyes are the biggest feedback marker for a sender. If the eyes of the recipient wear a blank expression, it is clear that the message has not been received or comprehended.

Like facial expressions, gestures are equally important in communication. They are used by the speaker especially when he/she doesn't know the local language. The deaf and the dumb persons mostly have to depend on gestures while sharing their emotions and ideas. In such cases, gestures of the concerned person convey much more than what he speaks. For instance, attitude, specific emotion and the mood like enthusiasm can be exhibited by means of specific gestures.

have expressive and defensive functions. Our emotions and attitudes are many times decided with the way in which we sit or stand as well as walk in or walk out. Posture is used along with other verbal or non-verbal clues. For example, lowering of the head indicates the end of the statement or when someone raises the head, it becomes clear that questioning is ended. Even a shift in posture shows that something is happening.

Eye-contact plays a vital role in effective communication. It has the power to create a good and healthy rapport between the speaker and audience. It is better for the speaker to have a look at the audience before he begins his speech. This helps him to create a good impression about him/her in the minds of the audience. While speaking, it is good to maintain eye-contact with the audience. On the contrary, if the speaker fails to keep eye contact with the listener; the listener thinks that the speaker is ignoring him and consequently the listener may ignore the speaker as well as the thoughts and ideas of the speaker. The speaker may also understand with the help of eye-contact if the channel of communication is on the right path or not. In a sense, eye-contact also works as a feedback in communication.

It is generally said that silence speaks louder than words. And from that point of view, silence is also a kind of non-verbal communication. It can establish the relationship between communicators and their attitudes about each other. The moments of silence in conversation are



the signs of either confusion or the communicator's inability to continue the conversation. In public-speeches, the role of silence is different one. When a public-speaker takes pauses or punctuates his remarks, it is his intention that he wants to stress the important aspects of his message.

Dress and appearance of the communicator are remarkably significant in communication. The person's appearance during the course of communication reflects his/her personality. By taking into consideration the appearance of the speaker, the receiver decides whether to accept or not what the speaker speaks. The appearance also helps to maintain the mood of the receivers. Appearance may create the first impression of a presenter in the minds of the audience. Similarly, the kind of dress we use and the way in which we groom ourselves show our status and attitudes. Physical attractiveness plays an important role in our assessment of people. It is taken for granted that attractive people are more successful, more intelligent and more competent. Hence, our dress and appearance cause a definite impact on the communication process.

Using one's own voice effectively in communication is a part of effective and successful communication. A good communicator must have good voice. A good voice may be a natural gift; however it can be gained and developed by constant practice and also with skillful training. A speaker, who speaks with proper voice-modulation, is treated and accepted as a confident and powerful speaker. Variation in the pitch and tempo of the voice is essential to transmit the message effectively; it also helps to maintain the mood and interest of the audience. The quality of the voice of the speaker determines the effectiveness of the message. For instance, using a high pitch reflects helplessness, tension and nervous state of mind. The tone of the voice can also reveal disbelief, surprise or a questioning attitude. If one wants to develop one's own speech and improve one's own voice; it is better to record one's own voice and analyze it properly.

To conclude, whatever may be the mode of communication- verbal or non-verbal, effective presentation of emotions and ideas is important. Apart from this, human relationship depends upon the way we communicate with each other. Hence, it is necessary to make the non-native users of English to know the significance of non-verbal communication in our daily life to develop their communicative competence.

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Non Verbal Communication - Life Line of Relations

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Abstract:

It is usually said that „action speaks louder than words“. The terms verbal and nonverbal are contradictory but they are substitute and develop each other to makes the communication realistic, effective, interesting and fruitful. These are interrelated terms and the two sides of the same coin; one is incomplete without the other. Nonverbal communication always accompanies oral discourse, and helps to increase perception of the addressees. Thus it plays a vital role in communication and increase the attentiveness of the listener in communication. Through it we transmit the emotions, moods, feelings, expressions and messages by using actions rather than oral or words. It can communicate successfully and precisely than verbal communication, it is wordless communication which encompasses Kinesics (body language), Haptic (touch), Proximity (space and distance), Unspoken Sign Symbol, and Colour, Signal Language (audio/visual) and Para Language (vocalic). It reflects the cultural identity of the speaker. Many non-verbal means are innate and global. It involves the conscious and unconscious processes of encoding and decoding the message and can be used in all spheres of life.

Keywords: Non Verbal Communication, Kinesics, Haptic, Proxemics, Para Language, Sign, Symbol and Colour.

Introduction:

Meaning and Importance Communication:

Communication, a Latin term, means __Share‘ is an art and two polar processes which can be proficient through sincere and consistent practice to get perfection and fulfill the demands of globalized modern world. It is an act of exchanging ideas, information, data, statistics, concepts, and emotions from one entity or group to another via using mutually understood speech visuals and semiotic rules. Being social animal human beings must get mastery over it.

Types of Communication:

Broadly speaking, communication may be oral (verbal- spoken, direct or face to face), nonverbal (interpersonal), written (indirect) formal, informal, upward, downward, vertical, or horizontal. Each one of them has its own importance, characteristics, functions and uses.

Non -Verbal Communication (NVC)

Meaning

It is the effective way of communication without using a single oral or written word. In short, it is the type of communication using gestures, facial expressions, eye contact, posture, touch, signs, symbols, signals or sounds; even animals are using it at some extent. Thus it is the nonlinguistic communication through audio, visual and kinesthetic frequencies.

Scope of NVC

Proficiency on it gets respect and praised everywhere and it helps the individual to spread the fame like a scum of surface of water. It is beneficial in the corporate world to have healthy



relation with the co-workers and advantageous in print, electronic and mass media. It helps to get achievement in the professions like actor, lawyer, teacher, administrator, salesman etc.

Types of NVC

For our convenience we can classify NVC into two categories respectively audio and visual. Both are based on previous knowledge while coding and decoding. They can be studied as under.

- **Audio NVC:** We hear doorbell, siren of police van, ambulance, and fire fighting vehicle, sound of different types of alarm used by armed forces, sounds of animals, birds, lightning, thundering, storm, whistle etc. give us different messages.

Visual NVC

Kinesics:

It means movements of head, hand, arms, body and facial expressions, gestures, posture and eye contact. It plays a major role to make the communication interesting and prolific.

- ▣ **Personal Appearance:** it is very important on the part of the speaker. Dress can communicate with the audience. It should be proper, neat and according to function and profession. Even the colour and design matters much; so we have to be conscious about it. Hair style, ornaments and what we wear are also plays an important role.
- ▣ **Facial Expressions:** face is the most expressive part of our body, which reflects our personality, conveys our personal emotions i.e. happiness, sadness, fear, anger, and disgust. They refer the proper use of forehead, facial muscles around the nose and mouth and lips. They are universal and convey the same message globally. For example frowning describe upset mind of the speaker while smile signals happy mood. It creates healthy friendly and comfortable atmosphere. Again smiles are also different types which indicate different meaning. Smiley face creates interest and the audience becomes a receptive.
- ▣ **Eye contact:** it can be studied under 'Oculistics'. It is one of the important branches of kinesics and window of the soul, it communicates more than the words and the movements of them indicate interest and increase confidence and credibility of the speaker. It can be used to send and receive and interpret messages properly. It helps to connect, control and monitor the audience. It expresses emotional states of the speaker. Generally, we use the phrases like –hungry eyes, –lustly eyes and –evil eyes. Looking constantly at ceiling or at the floor shows lack of interest and confidence. The speaker must move his eye camera from one direction to another from front to back and one side to another. Eye contact can send messages and receive feedback. Dilation of eyeball that is expansion and contraction of the black part of the center of the eyes plays a vital role in film and advertise industry to attract their consumers towards their product. Establish rapport or connection, express flirtation and convey intimidation, monitor communication are some of the important functions of eye contact.
- ▣ **Gestures:** moments of hands, fingers, shoulders and legs are also plays an important role in communicating a group or an individual. It expresses the mood and interest of the speaker. It depends on the relation between the speaker and the listener/s. The proper gestures increase the taste of communication. It depends on whether you are communicating formally



or informally, casually or seriously. We use different types of _emblems illustrators and adaptors' Emblems may be still or in motion. Raising index and middle finger indicates _victory; while raising thumb indicates _OK', to shrug the shoulders indicates _disapproval'. Illustrators do not have their own meaning; they can be used more subconsciously in compare with emblems. For example we can use our hands to indicate size and the shape of an object we refer. Adaptors are touching behaviors and movements that specify internal states typically associated to stimulation or anxiety. They can be targeted toward the self, objects, or others; they result from uneasiness, anxiety. Sometime we subconsciously click pens, shake our legs, sometime we use self- or object-focused adaptors like scratching, twirling hair, or fidgeting with fingers or hands, or cough or throat-clearing sounds. Sometime we subconsciously gravitate toward metallic objects like pen, paper clips markers and pointers lectern or desk. Placing hands in the pocket or playing with the straw in the drink or peel the label off a bottle and play with it, combing hair with fingers, handle the crooked tie again and again is also bad habit. Continuous practice in front of a mirror can enhance natural and reflective gestures.

- ▣ **Posture and Body Orientation:** one should be very cautious about this aspect of NVC and reflects what is going on in your mind. Slouching shows that you don't have any interest in the communication. Body moments like swinging leg back and forth while sitting in a meeting tells that you are impatient, bored and uninterested in what is going on. Chest up, chin up and look up is the proper position whether you are speaker or listener. Spend most of time focused on the audience. While using slides, speak to the audience and not the slide.
- ▣ **Head Movements:** Head nodding is a biological universal sign used as an abbreviated form of bow or greet. When we shake our head side to side disapproval or when we move it back and forth it describe agreement. It is used to show interest.

Haptic

- ▣ **Touch:** It is again one of the important aspects of NVC. It shows affinity, kinship and intimacy towards the other. Shaking hands, patting, embracing, fondling are some of the examples. Crisscross hug are used among bosom friends, romantic partners, close relatives and co-workers. The slap hug (patting) is less used but it appreciate and promote and inspire the other. In short, it is the study to touch; the first touch we get from our mother that is essential to our development. We use it to share emotions and feelings. Person having same sex can use it frankly. It depends on relation, culture, traditions, and customs of the community and event as well as profession. It has the supremacy to comfort a person in grief. A lack of competence could have negative or adverse effects. It depends on the relationship between the persons. We allow barbers, hairstylists, doctors, nurses, tattoo artist and security screeners to touch.
- **Proximity:** It is associated with space and distance which is interconnected with the relation between the orator and auditor, whether the conversation is formal or informal, upward or downward, vertical or horizontal. One can get proficiency over it by having various involvements in practical life. The physical space can convey many reactions. For example, an aggressive stands very close to the other. When in a small crowd we utilize the space people thinks that you are part of them and not a stranger.



- **Para language (vocalic)** It studies pitch, volume, rate, vocal quality, and verbal fillers. Pitch regulates the flow of discourse. To greet, we use higher pitch while to farewell we use falling pitch. We learn the technique through observation and practice. Some time we speak with sarcastic tone where tone and pitch are important. Volume tells us intensity of the message. Relationship and distance between the speaker and listener decide the intensity of the volume. We whisper when we want to keep the message in secret. Verbal fillers like um‘, ah‘ in regular conversation are also important. When we can say I am fine‘ in rising or falling tone or Raju is my best friend‘ with different stress create different meanings. Tone of sound informs whether you are angry, frustrated or sarcastic. We must avoid sighing cyclically or speaking in a high-pitched voice. Being a gentleman speak as softly and calmly as possible and make the conversation prosodic and rhythmic while using different types of intonation and tone group.

Unspoken Sign, Symbol and Colour: This is one of the fundamental aspects of NVC. In day today life people make ample use of it. For example Geography teacher or weapon instructors of Armed forces refer different signs, symbols and colours to show different information on topographical sheet. Flags of political parties and nations are different. Each colour has a specific meaning. Colours are traffic signals talk with the passengers. The logos and emblems of companies describe some meaning. Sometime signs describe religion, cast, creed and culture

Conclusion

Communication is innate in human being but effective and impressive communication is an art. It is a double-edged weapon one has to use it properly and carefully to maintain the social relations. It is the mirror of the character so it must be very clear. By acquiring secrete of spontaneous, appropriate and natural nonverbal communication the speaker can win the listeners‘ heart. It is important in personal, social as well as professional to make career. Now a day, we use NVC in written communication also. In Whats App, E-mail and Facebook we use signs and symbols. Listening with proper observation trickles the tool and offers confidence and daring to its disciple, nonverbal communication with verbal communication should be like the diamond in the socket. The attempts should be made to improve NVC and remove hurdles to become a perfect orator.

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Techniques for Enriching College Students Communication Skill

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Introduction:

Communication skill is soul of the education system, it is solid material which used for produce modern student, they are masters in how to use advance technologies and use social media like facebook and what's app. These social media enrich users four skills listening, writing, reading and speaking, these four skills are four pillars of building called communication. Nowadays it is obligatory for each student in their interviews which is base of good career in various sectors like education; marketing and trade .they can achieve their dream landscapes with the help of communication. Students require this skill while they participate in greater competition in colleges and workplaces.

Techniques of ideal communication

Student who wishes to face big interview in future it must follow these seven steps which helpful for climb ladder of success in work and in its personal life.

Steps for Improving Student Communication Skills

Teachers are curious who find out some useful techniques for develop their student communication skills. These techniques can enrich any level of students from kindergarten to high school. It is required for give shape to ideal speakers and writers of the future generations, it checks out whether their students think critically, listen actively, and work together.

1. Watch films that model conversation skills.

Conversation is the soul of the communication skills. It is helpful for understood people, their feelings share thoughts, opinions, and ideas, though it seems simple on the surface, it is difficult for new students to acquire this skill. Teacher can introduce them with characteristics of communication with the help of show films or videos. They sometime pause these video and ask them different questions like, -Which message is the listener sending by crossing his arms? Teachers can tell them to observe the expressions and body language of both people in the conversation?||

2. Use of technology.

Teacher can inform them about new online resources which can enrich their spoken English and basic skills, these online resources are audio books and apps, these are spontaneous resources teacher can use for improve students communication skills. Students are eager to know how to listen or read audio books to listen to how the speaker pronounces and enunciates different words or phrases. There are free apps which helpful for improve student communication skills are Voice Thread (which is suitable for kindergartners through adults) and Paper Telephone.



3. Reinforce active listening.

Communication not only information about speaking; it's also about listening. Teachers can help their students develop listening skills by reading a compilation of text aloud, and then having the class discusses and reflects on the content.

Active listening funds listening and its impact on understand rather than reply. Reinforce building good listening skills by inspirational students to practice asking historical questions to fully understand the speaker's intended message.

4. Offer group presentations and assignments.

Team-building workout can also help students stimulate both oral and written communication skills. Not only does it offer students the chance to work in small groups, thereby reducing some of the pressure, but it also gives them the occasion to argue their opinions, take turn, and work together to achieve common goal.

5. Ask open-ended questions.

Because they require more than a one- or two-word response, open-ended questions are vital for rousing discussion and representing that there are multiple ways to perceive and answer a question. You might set a watch for short informal conversations and challenge students to use open-ended questions.

For example, Teacher might show children the difference in how much more information they can obtain by asking –what did you like best about the song?||

6. Use tasks and tricks that foster significant thinking.

Another practical process for improving student communication skills is through critical thinking exercises. These can be done vocally or through written assignments that give students the chance to answer questions artistically using their own words and expressions.

Get a head start with the communication-based critical thinking activities and games in our most popular supply, the Critical Thinking Workbook.

7. Offer reflective learning opportunities.

Recording students reading selected text or videotape group presentations are an excellent method for assess their communication strength and weakness. Students can reflect on their oral concert in small groups. Then, ask each student to evaluation the others so that they can get used to receiving helpful criticism.

Conclusion

Teachers can use these seven techniques to enrich college student's communication skills. These skills are helpful for them in their personal life and educational life. Communication is useful to face interviews and get opportunities of good career.

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The Use of Information and Communication Technology in Teaching and Learning English

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Information and communication technologies have opened the door of opportunities to both English teachers and learners to study the English language in non native environment. The use of technology in teaching and learning has been noticeably increasing over the past few decades and there has been a constant change in ways of learning and sharing knowledge of English language. Information technology has become a vital part of our lives. This paper reveals how teachers of English language can make use of information and communication technology (ICT) in their classrooms for teaching English so as to make learning a pleasing experience for their students. It implies that ICT can produce a better environment for learning English language as it can offer great prospects for non native learners. The paper also describes how various activities and techniques based on ICT can be used to teach and learn communication skills in an academic setting. It emphasizes the point that in order to make students effective learners of English language, teachers have to put special efforts by using ICT in teaching various skills of English language. The main contention of the paper is to discuss how ICT can be used for teaching and learning the real sense of English language.

ICT has made a very constructive effect on the language learning process and carried the process of linguistic skills development at ease. The modern technology has helped to make the ELLT classroom interactive. The modern teaching aids have replaced the traditional teaching methods. They have already been proved of great help in creating context and contextual language in the ELLT classrooms. As Nagaraj rightly says that –It is crucially important that we understand the contribution of ICT to the learning process, and the role it will play as a key tool in the lives of our children in the new millennium. (Nagaraj, 2008:209). The purpose of any teaching is to present various learning outputs. Therefore, wide range of teaching methods and innovative approaches being investigated and practiced every next moment. It is imperative for teachers to make the use of information technology in teaching and learning of English language. The present paper explores the effectiveness of information and communication technology in teaching and learning English

It is fact that teachers are unwilling to use ICT in their teaching activities. There are institutional and other reasons. At present we follow chalk and talk method. There are limitations to this method as it allows inadequate scope for objective elucidation and effective communication. In such circumstances students' understanding and articulacy of thoughts remains largely unattended in the conventional method of teaching and learning. The students do not seem to enjoy the process of learning drama, novel, poetry etc. Therefore, they should be encouraged to watch the performance of a play in the theatre. As a literary genre, the drama has multidimensional aspects like light, sound effects, music, dialogues, costumes etc. Screening performance familiarizes students with various aspects of differing background prescribed in the syllabus. They can see the culture with which they are not familiar. They can also examine events and behavior of characters to understand literary texts. Screening of films directly and



indirectly related to the syllabus can be helpful to learners. Listening to audio recording of poetry recitation can be beneficial. Teachers can employ their time in composing the pre-reading and post-reading observations, activities and exercises based grammar. In short, classroom teaching must be ICT based and teachers and students should become familiar with new techniques of teaching learning process.

Teachers have to seek new approaches to varied learning resources to minimize the difficulty of language learning. They have to add those resources in their lesson plans along with other advantages of using ICT tools. The knowledge of information technology is a prerequisite for teachers willing to make its use in classroom therefore teachers should know how to incorporate advanced teaching techniques in their classrooms. They must know how to browse online resources and appropriate web links for making teaching learning process empowering task. Teachers have to replace the conventional mode of teaching to the multimedia assisted teaching for a better instruction in the classroom.

Now digitalization has opened new possibilities that were hard to believe until recently. In the past electrical appliances were very expensive but now those are within reasonable limits of expenditure. The Internet is widely used source of information through search engines like Google, we can download e-books, movies, audio & video recordings, songs, pictures, power point presentations, and many other educational tools. CDs and DVDs of films are easily available. Now a number of dictionaries are accompanied by CDs Oxford, Longman, Macmillan, Cambridge Pronouncing dictionary are some of the best examples. These can be used to study vocabulary, pronunciation etc. We can pronounce a word through the microphone attached to the computer and compare the same with the standard British or American pronunciation of the world. Using encyclopedias has become pleasurable after the introduction of encyclopedia CDs.

Computer networking is a boom to the distance learners. The distance learning becomes feasible because of use of technology in teaching learning process. The effective use of all the kinds of tools helps learners to acquire English as a second language. It makes learning process the students/learners centered and also helps them to speak English internationally intelligible.

Satellite communication is an example of wireless communication systems. Satellites are used for various purposes such as radio communication, television, broadcasting, internet communication etc. The growth of websites and helplines in the present world suggests that information technology is being proved as a change agent is now greater than ever before.

Power point presentation is one of the effective communication tools for a variety of purposes. It allows information to be passed on to the broadest audience in very effective way. It can easily draw the attention of learners and it helps students to get fully engaged in learning process of English language. English language teachers have to face large classes so in that case power point presentation comes to their help. It assists teachers to explain with demonstration. It assists collaborative learning in group projects by involving every student in the learning and teaching processes. Teachers can also create persuasive slides to make the process of learning more pleasurable. They may expand their audience beyond classroom walls to comprise students from anywhere around the globe. Teachers can also use some presentation tools consisting measurement facilities which help them to assess students progress and seek the effectiveness of their class material. Power point technology has made teaching and learning process faster and effective. Visual learning and students participation boosted by the modern teaching aids.



Nowadays audio visual aids like television, mobile, projectors with sound attributes, video clippings on You Tube etc are used widely. The OHP is widely used multimedia device for large classes. Teachers can also afford a portable laptop as a teaching device. These aids offer a sense of reality and create interest among learners. Audio-visual teaching aids could be used in the teaching of English language and literature for various reasons. The use of teaching aids offers varied experiences which keeps the learners' attention in the learning process. Multimedia devices create a more positive and effective environment especially in large classes. Now various softwares are being used as pedagogical tools and the teaching of English has become more technology oriented with the introduction of ICT.

Mobile phones are the most popular devices among people. Mobile assisted language learning has been successful as a second language teacher. It has been helping countless students and lovers of English language around the world. Being economical, it is widely used for different purposes. Computer Assisted Language Learning (CALL) includes a wide range of ICT applications and approaches to teaching and learning foreign languages. It is used in virtual learning environment and web based distance learning. A program in CALL (Computer Assisted Language Learning) materials offer opportunity for the acquisition of English in different contexts and build control of the language by reintegrating lower-level knowledge of the language into higher level cognitive skills applied in extended communicative activities either with the computer or in groups in the classroom.

English as a second language can be effectively learned in non native environment. Second language learning consists of acquiring the language skills i.e. listening, speaking, reading and writing (LSRW). In order to learn speaking skill of English language, it is must for speakers to study the sound system of second language in English. Teaching phonology in Indian classroom is a great challenge as the classrooms are multilingual and consists of learners from diverse social background. There are number of other factors that affect learning pronunciation in non-native environment. To second language learners, some sounds are problematic in English. Therefore English teachers can raise awareness among learners about the differences between sounds and spelling in English. The animated videos on teaching pronunciation are available on internet. Learners can also access or download video lecturers on the discourse of phonology. There are number of software available for voice or speech analyzing in the market. Computer based language is also useful tool for learning pronunciation of English language. The use of ICT strengthens students' centric approach in learning pronunciation.

Listening and reading are receptive skills whereas speaking and writing are the productive skills. With the help of the functional tool language lab with teachers' console, these skills can be learnt, practiced and assessed. The electronic devices used in the language laboratory encourage the learners to attain the language easily. As a result, the language laboratory is proved to be one of the useful tools in teaching and learning English language skills. The various modules of language laboratory help and provide a facility to listen standard pronunciation of any language, repeat and record the same, listen to their performance and compare it to other modes.

Both teachers and students of the present age cannot stay away from their teaching and learning tools based on information technology. They can store resources like pictures, audio recordings, movie clips on their mobile, memory cards, hard disks, pen drives etc. Computers play a useful role in creating learning material such as clippings, animation graphics, music,



voice and live interaction that makes the teaching and learning more interesting. According to Higgins, computers have the quality of infinite patience, they treat each learner in the same way without preferential treatment. They are also constant in their responses, regardless of how many hours they have been working. Even the best of teachers cannot show the same level of enthusiasm, interest and energy, day in and day out.

ICT tools can be used to explore information without favoritism. It allows users to partake in speedily changing world in which work and other activities are increasing transformed by access to varied and developing techniques. ICT has been playing a significant role in imparting the knowledge among the students. It has brought sea change in the process of teaching and learning English.

The teaching of English language needs adoption of additional efforts on the part of teachers. The change is the law applicable to the teaching and learning tools as well. Excessive dependency on technology may make teachers exhausted. The preserved online data must be verified and updated every time it is used. We as the users of ICT in classroom teaching should judiciously utilize e-sources by researching other affecting issues of its use.

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The Use of Computer-Assisted Technologies in Language Learning and Its Barriers

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Abstract:

It is observed that computers have been used for language teaching ever since the 1960's. This period can be divided into three main stages like behaviorist, communicative and integrative Computer-assisted Language Learning. Each stage corresponds to a definite level of technology and certain pedagogical theories. There are various reasons for using Computer-assisted Language Learning such as experimental learning, motivation, enhancing students' achievements, authentic material for study, greater interaction, individual learning, global understanding etc. At the same time, there are some barriers faced by the teachers using Computer-assisted Language Learning technologies. These can be classified as economic barriers, availability of computer hardware and software, technical and theoretical knowledge and acceptance of technology.

Keywords: Computer-assisted Language Learning, behaviorist, communicative, integrative, barriers.

Introduction:

In the modern era the number of teachers using Computer-assisted Language Learning technologies has increased a lot and numerous research articles have been written about the role of technology in the educational system. Although the potential of the Internet for educational purpose has not been fully explored yet and the average schools and colleges still makes limited use of computers, it is obvious that we have entered into the new information age in which the links between technology and teaching have already been established.

In the 1990's education started being affected by the introduction of word processors in schools, colleges and universities. This mainly had the relationship with the written assignments. The development of the Internet brought about the revolution in the attitudes of the teachers, as the teaching instruments offered through the Internet were gradually becoming more reliable. Today, Internet is getting a lot a lot of popularity in foreign language teaching and more and more educators and learners are accepting it as more convenient tool of teaching and learning.

Computer-assisted Language Learning: A Review:

Computers have been used for language teaching ever since the 1960's. According to Warschauer and Healey (1998), this forty year period can be divided into three main stages: behaviorist, communicative and integrative Computer-assisted Language Learning. Each stage corresponds to a certain level of technology and certain pedagogical theories.

Behaviorist Computer-assisted Language Learning:

In the 60's and 70's the first form of computer-assisted language learning featured repetitive language drills, the so-called drill-and-practice method. It was based on the behaviorist



learning model and such the computer was viewed as a little more than mechanical teacher that never becomes tired. Behaviorist Computer-assisted Language Learning was first designed and implemented in the era of the mainframe and the best-known tutorial system, PLATO, ran on its own special hardware. It was mainly used for extensive drills, explicit grammar instructions and translation tests (Ahmad, et al. 1985).

Communicative Computer-assisted Language Learning:

Communicative Computer-assisted Language Learning developed in the 1970's and 1980's as a reaction to the behaviorist approach to language learning. Proponents of Communicative Computer-assisted Language Learning rejected behaviorist approaches at both the theoretical and pedagogical level. They stressed that Communicative Computer-assisted Language should focus more on using forms rather than forms themselves. Grammar should be taught subtly and students should be encouraged to generate original utterances instead of manipulating prefabricated forms. This will more help for individual work.

Integrative Communicative Computer-assisted Language Learning:

This is the last stage of Computer-assisted Language Learning. It was criticized for using the computer in an adhoc and disconnected fashion and using the computer made _a greater contribution to marginal rather than central elements' of language learning. Teachers have moved away from a cognitive view of communicative language to a socio-cognitive view that stresses real language use in meaningful, authentic context. Integrative Computer-assisted Language Learning seeks both to integrate the various skills of language learning and to integrate technology more fully into language teaching. To this end the multimedia-networked computer provides a range of informal, communicative and publishing tools that are potentially available to every student.

Importance of Using Computer-assisted Language Learning:

Research and practice suggest that, properly implemented network-based technology can contribute significantly to the following:

- Experimental Learning
- Motivation for the learners
- Enhanced Student Achievement
- Availability of Authentic Materials for Study
- Greater Interaction using various Tools of Communication
- Individualization
- Interdependence from a Single Source of Information
- Global Understanding

What Can We Do With Computer-assisted Language Learning?

There is a wide range of online applications which are already available for use in the foreign language class. These include dictionaries and encyclopedias, links for teachers, chat-rooms, pronunciation teachers, grammar and vocabulary quizzes, games and puzzles etc. The World Wide Web is a virtual library of information that can be used by any user around the clock. If someone wants to read or listen to the news, for example, there are numeral sources offering the latest news either printed or recorded.



Another example is communicating with others using electronic gadgets, something that most students would enjoy. Teachers should explain how it all works and help students find their key mates. Emails in this regard will contribute a lot in order to communicate with each others that are in search of finding information from any source.

Project writing will be another network-based learning activity. By working for a project a student can construct knowledge rather than only receive it. Students can work on their own , in groups or in teams, in order to write an assignment, the size of which may vary according to the objectives laid by the teacher. A variety of sources can be used besides the Internet such as school libraries, reference books, encyclopedias etc. the Internet can provide a lot of food for thought. It will help students to work interestingly.

The Internet and the use of computer-assisted communication have reshaped the uses of computers for language learning. The recent shift to global information-based economies means that students will need to learn how to deal with large amount of information and have to be able to communicate across languages and cultures. At the same time, the roles of teachers have changed as well. They are not the only source of information any more, but act as facilitators so that students can actively interpret and organize the information they are given, fitting into prior knowledge (Dole, 1991).

Barriers in Using Computer-assisted Language Learning:

Though communication and language learning is possible with the computer-assisted technologies, it has some barriers too. They can include financial barriers, the barriers regarding availability of computer hardware and software, technical and theoretical knowledge and acceptance of technology.

- a) **Financial Barriers:** These barriers are mentioned most frequently in the literature by language education practitioners. They include the price of hardware, software, maintenance and extend to some staff development. Froke said, *'concerning the money, the challenge was unique because of the nature of the technology.'* Hence financial barrier plays a vital role in this regard.
- b) **Accessibility of Computer Hardware and Software:** The most significant aspects of computer are hardware and software. Availability of high quality software is the most pressing challenge in applying the new technologies in education. Underlying this problem is a lack of knowledge of what elements in software will promote different kinds of learning. There are few educators skilled in designing it because software development is costly and time-consuming. Hence this is one more barrier observed in this regard.
- c) **Technical and Theoretical Knowledge:** A lack of technical and theoretical knowledge is another barrier to the use of Computer-assisted Language Learning technology. Not only there is a shortage of knowledge about developing software to promote learning, but also many instructors do not understand how to use the new technologies. So it is quite difficult for them to use these technologies future planning in learning and communication.
- d) **Acceptance of Technologies:** We are living in the age of time change. Gelatt (1995) remarked that change itself has changed. It has become so fast and so unpredictable that is now called *'white water change'*. The current of change is moving so rapidly that it destroys what was considered the norm in the past, and by doing so, create new



opportunities. But, there is a natural tendency for organizations to resist change. Wrong conceptions about the use of technology limit innovation and threaten teachers' job and security. Instructors are tending not to use technologies that require more preparation time, and it is tough to provide instructors and learners access to technologies that are easy to use.

Conclusion:

Engaging in computer-assisted Language Learning is a continuing challenge that requires time and hard work. We are aware that the technology as such is not the answer to all our problems. What really matters is how we use technology. Computers will never substitute teachers but they offer new opportunities for better language practice. They may actually make the process of language learning significantly richer and play a vital role in the reform of a country's educational system.

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Way To Improve Spoken English Skills

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Abstract :-

The present paper aims at the ways to improve spoken English skills. It is a matter of common agreement that any language is initially essentially spoken in form. The written form of language follows the spoken form far later. Therefore, it becomes imperative on the part of speakers to master the spoken form in order to be proficient and well-versed in the written form of language. Improving spoken English is a many students and people worldwide. It is a concern with concern with the people whose mother tongue is not English. The vast variety of accents makes the matter further complicated and tedious. Pronunciation and right usage of words pose a problem for non-native speakers due to native accent on language. This paper proposes several ways to improve spoken English.

Keywords :- Spoken English, spoken form, proficient, well-versed, Written form, concern, mother-tongue, accent, Pronunciation, right-usage of words, non-native Speakers, native accent.

There are two different kinds of motivations that inspire a learner to improve spoken English skills. They are known as integrative and instrumental motivations. Integrative motivation influences a learner to improve language skills in order to get a better perspective of the language, people who speak it and their culture, whereas, instrumental motivation provokes a learner to pick up the language in order to achieve some concrete and specific means. Several methods and processes help in enhancing language skills. It is noted that if certain things are kept in mind during language learning process, language improvement becomes smoother and faster. As far as English language goes, referring to comprehensive inputs while learning is greatly helpful. Such inputs are easily available on the internet as it is a potential source of comprehensive language inputs.

Comprehensive language inputs on internet include good English speaking courses with paid and free sites, English listening lounge and story Archives. These inputs prove to be extremely helpful in language learning activity. The very first step towards improving spoken English is observing and listening to good English speakers. This observation helps greatly in terms of word-usage and pronunciation. The Radio is a great source to improve spoken English skills. It remarkably helps in soaking the right accent, inflection and word-stress. Listening to commentaries and speeches along with watching old classic movies and documentaries is an effective medium on the way to improve speaking skills. This medium combines visuals with spoken language. This, for sure, makes the learning process, more engaging and convenient on the part of the learners.

One of the ways to improve spoken skills in English is to speak deliberately slow. In the report entitled -Ten tips to improve the way you speak English|| Anita D'souza points out that when the learners attempt to speak too fast, they almost always end up using incorrect intonations and rhythm. The next step in this process is to read aloud everyday and record it. Once recorded, these readings can be listened to time and again to verify whether or not spoken



English skills have improved. Fluency in English is lot many steps ahead of it, however, by following these steps, experts claim that it should not be an impossible feat. Patience and regular practice help a learner great deal to improve skills in spoken English to great extent. In the process of improving spoken English skills, the following modules act as key modules

(1) **Language Quotient or aptitude** - There is no magic formula to become a fluent speaker of any language. The deciding factor in this regard is individual uniqueness. The ways of learning differ from learner to learner that depend largely on language aptitude. One's natural ability to learn another language is called language aptitude. The higher one's language aptitude, the easier it is to learn and vice-a-versa. In modern terminology, it is chiefly known as Language Quotient.

(2) **Motivation** – Though there are numerous sub-motives and subtleties therein, there are two major motivations in language learning, integrative and instrumental motivations. It is integrative motivation that is pivotal in second language learning. This motivation enables learners to know more about people and culture of target language. There is a lengthy debate surrounding the question whether success is the result of motivation or motivation is the result of success. Nevertheless, research reveals the fact that learners with integrative motivation are most likely to be successful.

(3) **Diligence** – Diligence in improving spoken English skills necessarily to study a lot. If a learner wants to learn English well, he must have the foolish man's spirit but wise man's method. The wise man's method includes following steps-

- Listening to large amounts of comprehensible language inputs.
- Making opportunities to use the target language of communication.
- Supporting communication with grammatical learning.

(4) **Access to comprehensible inputs** – Free or paid access to comprehensible inputs proves to be a great help in improving spoken English skills. The internet, the Radio and the Television Chiefly come under comprehensible inputs.

Scholars and researchers believe that interaction or the act of communicating with other person plays a significant role in second language learning. They firmly hold that using the target language for communication is beneficial for a variety of reasons. Interaction with a native speaker on the regular basis is something not within our reach. If it is available, it should be grasped without fail. However, there are a few ways to practise Spoken English skills that do not require the learner to speak with a native speaker. They run as under

- (A) Speaking with Fellow English Language Learner
- (B) Speaking with Non-Native speakers who speak English well.
- (C) Conversing Telephonically.
- (D) Reading Aloud.
- (E) Learning Grammar.

A word of caution might be suggested here. The learner should not feel afraid of making mistakes as they are normal. He should realise that he will not always be understood. In such a situation he should resort to alternative means such as repeating the matter, use of gestures, saying the same thing differently, using examples and offering definitions and synonyms. Successful learners claim to spend more time each day listening to English than studying grammar. Therefore, it can well be inferred that the majority of successful language learners use



grammar in a subordinate role, their primary focus is on communication, using English as a tool to receive and send messages. If the learner's goal is to improve spoken English skills, it would do well not to let the memorisation of grammatical rules and such activities dominate his studies. Rather he should focus on listening and using target language in physical context.

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Vocabulary Enrichment and The Use of Mobile Technology

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Abstract:

Vocabulary enrichment is essential to communicate precisely and effectively in the second language. The paper methodizes two major essentialities of the process of vocabulary enrichment such as the concept of vocabulary enrichment and use of mobile technology to enrich English vocabulary. The first part schematizes the enriching vocabulary of the second language rather than only collecting the words of the language. Vocabulary building is not only of increasing collection of words but also primarily knowing the words. Here knowing I mean acknowledging different dimensions of words. The second part is about the use of mobile technology to make the learning process easy and interesting. With the rapid growth of mobile technologies, the mobile learning has been progressively considered as an innovative and effective learning tool as it provides all the advantages of e-learning. It also cuts off the limitations of learning time and space occurring in the conventional classroom learning to make the learning as a continuous process.

Keywords:

Mobile technology, apps, vocabulary, collocation, phrasal verb, contextual meaning. Chun-Wang Wei pinpointed as –Vocabulary, pronunciation, and grammar constitute the three primary elements of language, with the accumulation of vocabulary arguably being the most essential. Wilkins (1972).¹ It hallmarked pivotal place of language vocabulary in communication. In general observation, non native learner of English language has basic collection of words and understanding of basic grammar but s/he does not ably write or speak English. It may be due to a gap between theory and practice, anxiety of English as a foreign language or partial understanding distinctive dimensions of the existing vocabulary. The argument is that words are pillars of language that enable the learner of language to think in the same language which solves most of the problems related to communication. Therefore, the most of the communication problems are needed to be properly rooted out by following a proper building process of vocabulary. When we discuss communication in the second language, learner is expected to be conscious about foundation essentialities of the language. The focus of the paper is that foundation is the stepping stone in the process of the second language learning.

To know a word involves a number of aspects, including its phonology, orthography, morphology, syntax and semantic (cf. Jiang, 2004, pp. 101-102; Takač, 2008, p. 10). It opened up the different dimensions of words in vocabulary building process. Vocabulary building is not only of increasing collection of words but primarily knowing the words. Here knowing I mean acknowledging different dimensions of words. So the first step of communication in the second language is to be on the right path of learning language which will minimize the gap between theory and practice and it would demise the threat of anxiety. Moreover the second focal point of the argument is the use of technology in vocabulary building of the second language. User



friendly technology helps to the learner so as s/he gets relief from anxiety of learning foreign language.

Though a speaker has sufficient vocabulary of English language yet s/he cannot communicate in English means s/he does not properly acknowledge words from vocabulary. The initial step to make communication precise is to acquire the skill of playing with available words. This makes the study of words more pivotal in communication. The study of words is the process of proper vocabulary building. Vocabulary building is about collection of words as well acknowledging different dimensions of the available words.

The process of knowing words begins from acknowledging active and passive status of vocabulary by the non native speaker of English language. In vocabulary of a non native speaker many words which are not used in written or spoken communication. Speaker knows the words but s/he is not able to use these words while speaking and writing. It is an issue of the speaker's consciousness about the words rather than insufficient vocabulary. The words are passive part of the vocabulary of the speaker must be focused at the beginning to step towards communicative mode.

Subsequently pronunciation and spelling of available words are needed to be exercised. Pronunciation is crucial in oral communication while spelling is important in written communication. The learner of language is expected to be engaged to strengthen these dimensions of words. In Indian context many learners of English know either pronunciation or spelling of the words like bouquet, lieutenant, autumn etc. Some speakers pronounce the word bouquet correctly but while writing, they are unable to spell it correctly. Some learners ably spell words with silent r letter but pronounce them incorrectly. It shows the improper understanding of the available words.

Grammatical forms of words are needed to be strengthened towards communicative mode. Understanding of part of speech becomes a creative process in building vocabulary as: person, personal, personally, personality, personification etc. The learner is needed to become able to mould words in different parts of speech as per the necessity. The speaker of English is expected to be able to use the word rumination as noun as well ruminates as a verb as per the necessity. The words are needed to be molded by using suffixes and prefixes as well.

Words are needed to be used skillfully for contextual meaning which means context of the word is an important aspect of vocabulary building process. The learning of English language is needed to be extended from literal meaning of a words to the contextual mining of the word. The coffee is not cool enough to drink. She always remains cool. Meaning of the word cool is different in the above two sentences. The first literal meaning is understood easily but in the second sentence the same word can be interpreted differently as per the context of the sentence. The learner is expected to master the skill of vocabulary so as s/he can use available words for maximum utilization in communication.

Use of phrasal verb is a further step in vocabulary building process. It is not essential requirement in English communication but it brings variety and innovation in communication. Phrasal verb makes communication easy and lucid. The learner is expected to use phrasal verbs related to the available vocabulary. If you know the word put then phrasal verbs like put up, put in, put out, etc. needed to be used effectively.

Communication in the second language is necessary to be liberated from the impact of mother tongue. From this point of view, learning of collocation becomes one of the galvanizing aspects



of vocabulary building. There are some words that usually go together in English. Acknowledging 'take bath' instead 'do bath', 'commit mistake' instead 'make mistake', 'golden opportunity' instead 'silver opportunity' etc. become important in communication.

Study of antonyms, synonyms, homonyms, homophones, etymology, becomes crucial in the vocabulary building process. It instills variety and clarity in the thinking of the learners of English language. Learner of English language becomes more expressive if he gets clarity about the understanding of words. Properly acknowledging these different dimensions of words is essential to master communication in English.

Teacher cannot be thoroughly replaced by technology but appropriate use of technology in teaching and learning is needed to enrich the process. If we ably galvanize the role of teacher with the help of emerging technology to enrich communicative competence it would bring desirable change on large scale level. Pinpointing use of technology in formal and informal ways is needed to be used in order to get the desirable results. The learning of the second language is expected to become a continuous process rather than to be restricted to the classroom teaching only. Use of mobile technology in learning gives space to the learner to learn without restrictions of place and time. Online tests and courses are helpful to learn without restrictions of space and time so become interesting.

YouTube is one of the crucial apps in building the vocabulary of English language. As per the need, learner can refer audio and video available on YouTube. Language learning through audio visual becomes more effective to enhance communication than the traditional lecture method. On YouTube a number of videos are available on English vocabulary. By watching and listening such audios and videos learner is able to enrich pronunciation, usage, syntax etc. Lecture of eminent personalities on various topics are available on YouTube.

The Dictionary.com app offers two million definitions as well as a thesaurus for identifying synonyms and antonyms, pronunciation, a voice search option, spelling and meaning of words. The Free Dictionary is one of the most comprehensive dictionary apps. It facilitates as dictionary, thesaurus and also acronyms, abbreviations, idioms, an encyclopedia, and a literature reference library. Creating a customized homepage facility provides games, a language forum, word of the day, spelling bees, word games etc.

Many apps are available for translation. These apps are useful to find out the English word for a native vocabulary. Some of the useful apps are Google Translate and Translator with Speech. Google Translate offers free text translation for 70 languages. Google Translate is one of the top-rated apps for accuracy. Translator with Speech facilitates to translate a text into 72 languages and has facility to pronounce the translation. Such translations are useful to students as they can write or speak words, phrases, and sentences in their native language and see and hear the English translation immediately. There are many translation apps available learners need to explore the possibilities to find the translation apps as per their needs.

Idioms App is designed to make available the top 100 most frequently-used idioms in communication. These idioms are useful to various topics such as colors, food, legalities, animals, business, clothes, etc. Learners of the second language learn by taking self-administered quizzes covering topics of their choice. This app is interesting and the most useful for English language vocabulary building.

Enriched vocabulary is a crucial one in communication. Mastery in vocabulary makes an individual wordsmith who can communicate precisely and properly. Every word from the



learner's vocabulary is needed to be used skillfully to make it an ornament of language to enrich communication skills. Proper understating of every word of the existing vocabulary makes communication precise and more meaningful. Each word from your vocabulary should be well comprehended from the point of view of spelling, pronunciation, part of speech, morphology, usage, collocation, etymology etc. In the vocabulary building process mobile technology is one of the effective tools.

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Improving Writing Skills for Business Correspondence

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Abstract:

Present research paper primarily focuses on the importance of communication skills in business world. Nowadays communication is almost become life-blood of business. Good and proper communication flourishes the business. The paper specifically aims at improving writing skills in the context of business correspondence. The attempt is made to suggest strategies and techniques require for developing writing skills.

Keywords: Communication, Business correspondence, writing skills

Introduction:

Writing Skills and Business Correspondence The success of any business depends upon sound relationships within the organization and with others stake holders and the public. Business correspondence means exchange of letters or written communication, which is the best and cheapest means of communication. Correspondence constitutes an indispensable organ of business world. In modern days, trade and industries have expanded to national and international borders. Business activities are diversified. The businessman has to maintain contacts with the suppliers, the customers and the government carrying out daily transactions. In other words, written communication is at the root of a successful commercial and industrial activity. Speech came before writing. Humans like to see and hear the people they communicate with. However, verbal communication is not always the most effective method of communication. Many times the message is not clearly understood because of other factors such as environmental distractions, body language, tone of voice and emotions. The message is loss of interest in the message and so written communication is used as back-up.

Writing is more unique and formal than speech. Written communication involved in business communication which has great significance in today's business world. Effective writing involves careful planning of the ideas to be communicated choice of right words, their organization incorrect order, cohesive sentences, and paragraphs. While speech is spontaneous and fast, writing is more valid and reliable than speech but it can cause delay and take time as feedback is not immediate.

Types of written communication:

The different form of written communication and business letter and their methods of delivery are described below. Each form has a use and, in some cases has a phraseology of its own. Only black or blue ink will be used in communications. A small margin of about one inch will be left on all sides (left, right, top and bottom) of each page of communications to ensure filling and better preservation of records as at times the paper gets torn from the edges, making reading of the documents difficult.

1. Letter of enquiry
2. Office Memorandum
3. Circular
4. Inter-departmental note



5. Office order
6. Notification
7. Reportre
8. Advertisement
9. E-mail
10. Complaint letters and follow-up
11. Sales letter
12. Agenda
13. Application letter with resume

Essential qualities of good writing Skills:

In order to compose letter or any written communication effective the writer should have certain basic logical thinking and good command over language with standard technical terms and position of the recipient.

I) Completeness: Any written piece of communication should contain all the information required by the receiver and necessary references. All important and relevant matter should be covered related to the subject matter.

II) Clarity: The written communication should clearly convey the message. The writer should take into account the level of understanding of the reader and his/her limitations. To achieve clarity the exact words and sentences should be arranged to convey the exact meaning. The writer himself should have clarity of thought and expressions.

III) Accuracy: Written communication should be accurate and free from vague and indefinite statements. A concrete subject matter should be portrayed addressing to the reader.

IV) Brevity: Brevity is the soul of business correspondence. The content should be communicated using the least possible number of words as businessman time is precious. One can't waste it by consuming in unnecessary and irrelevant statements.

V) Courtesy: Courtesy means politeness on the part of writer towards the reader. The general tone of the reader should be pleasant and it is sincere attempt to be polite and effective. Curt and rude letters have no place in business world.

One should be very tactful while writing letters. A calm, reasonable letter that presents all the facts politely and courtesy will get better result and can win over even an offended customer.

VI) Sincerity: Business communication should convey sincerity. A letter should show that the writer has genuine interest in the reader and means what he/ she has written.

VII) Simplicity: Written communication should be simple, clear and easily understood. Use short words, sentences and paragraph and write in a natural manner to avoid ambiguity.

VIII) Style: Style of a writer is reflected in the clarity and conciseness, its content and appropriateness, salutation and language used, and the way it is organized. If the composition opens with personalized salutation or greeting the closing should be appropriate.

Writing Business Letters:

In business communication, writing business letters has a greater part. Which is helpful in enhancing advanced writing skills. So it is important to study the elements of business letter. A business letter generally consists of several parts. The structural parts of the letter may be divided into two parts;

A) Essential- Heading, Date, Inside Address, Salutation, Body of the letter, Complementary close and Signature.

B) Optional- Reference line, Attention line, Subject line, Enclosures, Identification initials, Post script, Extra copies.



Followings are essential elements explained briefly:

Heading: The letter head carries the name, address and monogram of the company, its contact details and its web address.

Date: Business letter must contain the date on which it is written. Date of writing is essential for reference to the reader the date is written on the right handside. In India broadly we have been following the British style-DD/MM/YYYY.

Inside address: The inside address consist of the name and address of the party to whom the letter is addressed. inside address should be contain name of the company, name of the person you are writing toor position or adepartment for example The Sales Manager.

Reference: It is essential to give a reference number to each letter generally reference number contains the initial of the department,serial number and year.

Attention line: This is to draw the attention of a particular person in the recipient organization and ensuring that the document reaches that person's desk. Attention line should be on the right hand side of the letter and underlined.

Salutation: Salutation is the greeting from the writer. It depends upon the personal relation between the writer and addressee. For example: Dear Sir/s, Dear madam.etc

Subject line: Subject line in the letter should be written in brief.It is generally placed between the inside address and salutation.

Body of the letter: Body of the letter contains the message that is being communicated and the purpose of writing letter.It is divided into three parts;

- a) Opening paragraph.
- b) Main Paragraph.
- c) Closing Paragraph.

The complimentary close: It is a kind of courteous leave taking or farewell. it is written after the letter is completed. A coma should be follow the complementary closed for example; Yours Faithfully/Respectfully/Truly/Sincerely.

The Signature: Signature comes bellow the complementary closed it should be written by hand. Bellow the signature name should be type with in brackets with official position. In case of circular letter signature can be printed.

Additional points:

- a) Enclosure: Very often certain documents like receipts, cheques, documents to titled good, sales literature price list, testimonials, etc are sent with them a in letters this enclosure must be specifically mentioned in the main letter. The abbreviation ENCL'is used for enclosure.
- b)Initials of the person dictating the letter and the typist.
- c) Post script:it is small message to the letter.
- d) Notations: notations in dicate the nature the letter such as personal, private, urgent or confidential.

To improve writing skills essentially in case of business corospondance is very important for a successful businessman or entrepreneur. Good writing skills are an inseparable part of business communcion, as communication is prerequisite for entrepreneurship.

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Strategies of Teaching English Language in the Classroom

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Abstract:

Language acquisition and Language learning are two important concepts used in language learning. One can acquire mother tongue naturally but have to learn second language with hard efforts in controlled condition. English is a link language and widely studied in the world. It is taught in the Indian context as a foreign or second language. As an English teacher, one cannot expect from learners the same ability as native speaker have. English teacher has to use various strategies, technologies, approaches and methods to achieve English language in the classroom. Some aspects of second language acquisition are similar to first language acquisition; however, learning languages depends on strategies of the teaching and learner's approach.

The learners of a second language start out with their own way to learn a target language but there is need of motivation and some techniques. They play an important role in the learning process. All teachers can create a cheerful atmosphere, even those who teach in the oldest building in the most underprivileged community. What is needed, primarily, is a sympathetic appreciation on the part of the teacher that language learning thrives in a pleasant, cheerful, but workmanlike atmosphere. Certain strategies, principles and techniques are needed to create and maintain of such a climate in the classroom. This research paper highlights the classroom climate which includes four Strategies of teaching English language in the classroom such as rapport between teachers and pupils, teacher-pupil planning, centers of activity in the room, classroom management.

Keywords: - Language Acquisition, Second Language, Strategies, Technologies, Approaches, Rapport, Classroom Management

Detail Paper:

Strategies of Teaching English Language in the Classroom

This research paper highlights the classroom climate which includes some simple strategies of teaching English language in the classroom such as relationship between teachers and students, teacher- students planning, various activities in the classroom, classroom management etc. English teacher has to use various strategies, technologies, approaches and methods to teach English language in the classroom. Some aspects of second language acquisition are similar to first language acquisition; however, learning second languages depends on strategies of the teaching and learner's approach. Perhaps the greatest strategy that distinguishes traditional education from our current practices is the underlying mental health or success approach in teaching. Good traditional teachers, however, have always instinctively used the mental health approach without labeling it.



In teaching English as a second language it is essential that all students' should be given a sense of success and achievement in their undertaking and feel secure in the teacher's fondness and respect as individuals. Teacher should use the –youll approach in teaching and try always to relate the various phases of the lesson to personal experiences of the pupils. He should allow the freedom of movement in the classroom. For example, when students have completed their assignment, allow them to use the library or other centers of activity in the classroom according to their personal interests. Ask students to go to the board frequently to write words or sentences which you might ordinarily write. Create opportunities for wide student participation. Students are encouraged to ask questions often in the classroom. Teacher can use praise lavishly but judiciously. This is particularly important in the case of students who have been timid or late starters.

The important strategy Teacher can use in the classroom is that give students a feeling of security. He has to help the more timid students by pointing to relevant phrases at the board to get them started. He should not force very timid students to speak in the beginning sessions if he appears very reluctant to do so. In the teaching process, teacher should give students more time to think and allow some time to the student to answer a question. If after a reasonable amount of time the student either cannot answer or answers incorrectly, ask another student to give the correct answer. Then ask the first student to repeat what he has just heard. This interaction will make free climate in the classroom.

Strategy of Individualizing instruction, gearing presentation, your questions, and your assignments are used for the abilities and aspirations of your students. Teacher can organize frequent trips of students to libraries or other places to feel them free to talk informally in English language outside the classroom. Teacher can make plan for a reasonable testing of students indirectly except in unusual circumstances. Tell them what the test is going to be about and after all, you are interested in their studying. This way you can utilize the abilities of your students. The students, those with superior ability may act as assistants, may correct test papers, may act as group leaders, or may be assigned to do research. The less able students may prepare audio-visual materials, may print charts, or may take charge of bulletin boards. All these strategies will help them to learn English language with easy way.

Showing keen interest is one more strategy of teaching English language as a secondary language. Teacher can show an interest in his student's out-of-school life. He may ask questions about their families, about other classes they may be attending, and about their work and interests. In his teaching, build on what his students know. He should go from the known in their native language or in English to the unknown and from the concrete to the more abstract. Make a plan for a short pertinent review at the beginning of each lesson. Frequent comprehensive drills, sufficient class activity and practice can help students to increase their confidence. It is only through attentive repetition that students can hope to achieve any degree of mastery. Let your students to do the talking and remember always that they are the language learners.

Strategy of socialized setting means student's seating arrangement in semi-circle also can be implemented in classroom. He can change the place as not to sit or stand in one central place alone but move to other points in the room occasionally. Along with it, he can create audience situations and make plan for group dramatic activities. Teacher can encourage individuals to give report and to read stories or their own original compositions in front of the class or to a group. Let them do everything , For example, under your guidance, allow them to correct board-



work or test papers; to write at the board; to set up room centers; to prepare worksheets and questions on reading assignments. Make your role as a friendly guide and leader and do not dominate the classroom scene.

Participation of all students is useful strategy. All students should be given a share in planning the classroom program. There are many advantages, both linguistic and social, that will accrue to students from helping to plan classroom activities. A discussion of responsibilities, preferences, needs, and interests will help students to learn English with common interaction in the classroom. Sequential steps in outlining work-study skills used in carrying out research activities, and other aspects of the language arts can be taught functionally through the planning phase of our teaching program. It goes without saying that teacher- students planning in which the teacher attempts to meet not only the linguistic needs but also the interests of his students.

Teacher has to take care of a few cautions particularly in dealing with some weaker students because of their anxiety to learn quickly. Often, they feel that attention to pronunciation is a waste of time and their eagerness to acquire the language may also make them impatient with the differing needs of their classmates. The skilful teacher should not instantly dismiss the opinions of these students. Rather, he will demonstrate that attention to pronunciation will increase reading ability, and those structural items which are developed sequentially and systematically lead to more efficient and effective learning of communication skills. After the teacher has ascertained interests of specific language needs of students, it is enviable that he decides on the daily common core of linguistic knowledge that he will present to the class as a whole or to a large group. With language beginners in the early stages, planning may have to be brought about gestures alone. Strategies like making the room attractive, cutting and mounting pictures, building boxes and shelves, preparing bulletin boards, arranging centers of activity and for keeping it attractive and functional are helpful to create a good climate to learn language in the classroom. By means of gestures and pictures, pupils can help decide which trip into the community they prefer to take first. By means of pictures again or by thumbing through pages of a reader or a magazine, students may express their preference for listening to, or reading, one story or another.

Thus, the teacher is the firm guide and leader of the class. In the modern classroom, the teacher does not abdicate his position as leader. He does allow the maximum of flexibility and students planning guiding such flexibility and planning so that it will lead to increase motivation to students. It creates an environment which offers motivation for learning. Teacher also can make a plan for students who are not ready to participate in the regular classroom programs may continue an activity agreed upon by the regular class teacher and the instructor of the Special English classes. The language learners may work independently or with an assistant to fix new concepts or vocabulary which has been presented to them by the Special English teacher. Such strategies in the classroom are more important in a non-English speaking community where the teacher must create an intensive learning climate. Study and discussion of learning deliberate English language will permit the students to move from the narrow vocabulary of a limited situation to the fuller English. In classes with students who wish to learn English language, careful planning is necessary to secure desirable results and to make the room really functional.



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Nature and Scope of Communication Skills

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Abstract:

Communication skills are significant for school and university students to obtain more from teachers. There are several details why communication skills are important for students. Communication skills benefit students in their study, career development, job interviews, workplace, and social interacting. Communication skills help to study more from teachers. Students need applied and deeper knowledge about the subject they are learning in school and college. Students need to ask the questions when teachers understand where they are focused about the subject, then they can teach in that style. Most of the students do not ask questions because of fear, hesitation and low confidence. Communication skills help them to understand the points of view of teachers in the class. The present paper deals with the nature and scope of communication skills for students.

Keywords: Communication skills, workplace, social networking, career development, practical and deeper knowledge.

Introduction:

Communication is the only way through which we can share our ideas, feelings, thoughts, and emotions with others. Communication helps us build rapport with others. It is fundamental to all in order to make progress.

According to Wilkins (1972), Communication means that a language learner needs to understand and express his or her ideas rather than describing the core of language through traditional concepts of grammar and vocabulary. There are many other ways of communications used by people for instance: gestures, nods, winks, flags, smiles, sketches, maps, acting, dancing and so on. But all these ways of communication are extremely limited. They are not as flexible, comprehensive, perfect and extensive as verbal communication is. As far as communication skills are concerned, it is found that most of the students from the rural area are not perfect in communication skills. It is also observed that the majority of students and teachers do not create exposure to English communication outside the classrooms. It indicates that they have a lack of confidence to communicate in English. Communication skills require time management and certain tools such as cassette recorders, audio-visual aids that are available in the colleges. Despite modern facilities, students and teachers do not give importance to spoken English.

Nature and Scope of Communication Skills:

Communication skills are essential for the successful forthcoming career of a student. In today's competitive world, communication skills in business are the most pursued after the quality of an educated person. Reading, writing, and listening are the three most important communication skills for students. These skills sound too familiar as a result of which we take them for granted. As regards reading and writing, the only thing that we need to tackle is to



familiarize with our growing age and concentration. With these two qualities, it is probable to develop reading, oral communication skills, and writing skills.

Apart from reading and writing presentations, reports and speeches are fragments of the school curriculum. This has been presented in schools and colleges for the overall development of students. The expressive and managing skills are also important for a student. It is also important to improve communication skills in relationships. What earns more attention is that most of the students do not feel self-confident to make presentations and speeches. But understanding the prominence of these skills in modern day life, most good schools have made it a consistent part of their curriculum. Here comes the part of expressive skills and managing skills.

Expressive skills are those which are used to express our feelings, considerations, expressions and thus get through our point successfully to the listener. To develop expressive skills, students need to learn is how to communicate successfully and get the full attention of the listeners.

Management is also an important part of a student's life so the improvement of management skills is also important for the success of the student.

Listening skills are also a significant skill that should be taught to a student. Listening skills should not only be limited to the classroom but also in a common conversation. Students should be taught as how to give complete attention to a person with whom a conversation is taking place. Students should be skilled as to how to show the other person reverence when the other person is speaking. Such politeness is a part of a conversation in every circle of life, be it professional or personal.

Now that we have learned as to what precise communication skill a student must have, it is important to learn how to improve communication skills in a student.

The first activity to improve communication skill in students is group activities. Teachers should limit group activities not only in the classroom but also ask students to complete assignments in similarly divided groups. The teacher should also constantly change the groups. In this way we see that there is more interaction among the students. Such kind of process helps a lot in the long run.

The next activity is to improve communication skills for students. This is to put in the habit of vigorous listening. For this, the teacher should endlessly read out something from newspapers magazines and other sources in order to ask questions. The teachers should also make it a point to encourage active participation of the students. By imparting a healthy feeling of competition and interest in students, it would become possible to improve communication skills for students.

Communication skills are essential in any scope of human interaction. In fact, when all is said and done, on whatever level, communication is the single activity all people stake. The benefits of effective communication are too abundant to list, for they develop all aspects of life from the individual to the professional. The capacity to communicate is vigorous to the success of any effort. Communication is the heart of every organization. Everything you do in the workstation results from communication. Therefore, good reading, writing, speaking and listening skills are important if tasks are going to be completed and aims to be attained.



Communication skills will help students to increase more knowledge that's why teacher always encourage and guide students to listen the topic with full presence of mind in the class. it is important to be friendly with others in schools and colleges. Oral communication and physical expression help them to make new friends. Communication skills improve the ability to understand and stake the feelings of each other. It will build a strong popular relationship and that can often be converted into a business partnership. Communication skills help in career development.

Many students face communication problem in the interview. Communication can help them to build a career in the respective field. Enhancements in teamwork and collaborative attitude, positive behavior, the gratitude of others, the collaborative effort in solving the problem with other team members are great examples of effective communication in the workplace. Communication skills develop professionalism in the students.

Communication skills are significant for students in social networking. Communication in group activities, debates and family functions help students to analyze their communication skills level and standard in conversation. Listen to other people's opinions is very important to reach new conclusions about the subject and that's not possible without communicating effectively with positive expression. It's really significant to learn that while communicating students have to esteem the feelings of others. Many times we talk with parents, friends in meetings and with employees very rudely. It is really significant to communicate without affecting this page to someone feelings.

Conclusion:

Therefore communication skills are more important for students to learn. Students are more energetic and open-minded. Communication skills will help to develop our brain power and memory. So there are reasons why communication skills are important for students to improve, learn and use. There are various online communication courses in which they can improve their verbal and nonverbal communication skills effectively. They can also learn communication skills from good speakers, teachers, journalist, and parents. Good communication skills are the evidence of well-educated person. So you can try to communicate nicely with everyone and see the reasons for your communication. Respect everyone not on basis of caste religion, job, and social status but as presence of Human

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Influence of Mother Tongue on Indian English Speaker

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Introduction

Humans use their unique ability of speech, speech depends on symbols and codes combine in language. Language use for communicate their ideas, thoughts, and desires with their relatives, sounds are means which explains his psychological and physiological survival. Child listen words spoken around him or her by their mother, father, brother and family members and tried to develop that first language called mother tongue. Mother tongue develops in natural surrounding so its sounds curved on blank slate of mind which never delete from memory. Mother tongues sounds influence while that child tried to learn another language like Hindi and English. English is a Universal language which plays vital role in communication on international level resulted in English become global language.

Scope of English in world

English is on second rank in world's native languages; it is used in 70 countries as official language which increases value of English in this modern world. Speaker gives importance to it after their mother tongue. Nowadays English become link language because for communication among speakers of two different languages required one common language which makes them able to communicate these aspects fulfill by unique language in world well-known as English. Person who travel abroad or in other part of the world must know universal language English, it is common language which is spoken all over world by millions of people. Indians used English as third language. Indians speak Hindi which recognized as aunt of mother tongue because regional languages and Hindi belongs to same devnagari script. Every Indian eager to learn English because it is window of the world which introduces them with vast ocean of knowledge... The main purpose behind teaching English in India is to enrich their basic skills required for learn English no one needs to imitate English speakers or American's accent. . Twenty first centuries dawn introduces English is being taught to children at primary level itself. Students are strictly made to speak in English when they are in college premises. Communicating in English has quite a big role in day to day life. English is used in banks, railway stations, bus stations, airways, educational sector, medical, private sector, etc.

Influence

It is observed that Whenever Indians begin speaking in the third language English at that time they primarily use sounds from their mother tongue Thus, everyone can find mother tongues influence over English. Students give preference for learn English because they know it is necessary for build their good career; they can become successful if they speak fluent in English which develop their communication skill as well as their confidence while they face many people in panel interviews. It is well known fact that Mother tongue get in the way of the learn pronunciation or soft words of English. Students who face interviews in Indian surrounding



lose their confidence at that time they innocently use mother tongue instead of proper English. There are students from different Indian states who speak their mother tongue unable to pronounce number of words correctly. These words are „measure“, „pleasure“, „treasure“, „support“, „develop“, „college “ , „bus“, „school“, „zero“ „Pleasure“, „treasure“, „smart“ etc....For example North Indians use to pronounce -She" as Is" .This is called Mother tongue influence. While pronouncing -S" it is as -J".For example the word -Position" as -Bojisionll . -konstruksonll (construction), -bhaatl (what), -aadioll (audio), brekphast (breakfast). These are the few symptoms of this linguistic -disease which slowly spoils speakers language So, beware of -the diseasell. It is need of present time find out medicine or solution for this disease.

Solutions

The mother tongue manipulate while Indians speak in English. People, students, community and in social life one cannot overcome from this problem that's why need to find solution for obstacles in Indian learners of English... Indians who want to develop or excel in English language they must choice it as a target language and make habit to use it. They must grab every opportunity to learn new things about English. It is well known fact that of Learning English language there is no need of high IQ on the other hand high interest in it.

Use technology

Indian students nowadays easily use new smart phones; Mobile is useful tool for learning new languages. They can record their speech then listen back to see how their English sounds superior to other people. They are free to use their favorite apps for practice and create a note of all the new words they learn.

Listen

Indian learners first responsibility is to give preference to listen English news bulletins and songs for listen how they pronounce words. Students can learn new words and expressions,. There is famous idiom 'the more you listen, the more you learn! They try to repeat what they hear and use it for practice pronunciation of new words and learn which words in a sentence are stressed.

Read out loud

Indians learners avoided to open books so it is present times need is to read English newspaper or a magazine. They can find their favorite script for themselves .They might watch famous TV show in which anchor and actor use simple and figurative language, its impact seen on those who watch it. It is a great way to practice pronunciation because students only need to concentrate on show and make sure that their English sounds super so there is no need to worry about sentence structure or grammar.

Learn a new word every day

Students can select any word which they think it is useful or curious to know meaning of that new word... They can use it in different sentences and practice it. Students can Use that word until they know its proper meaning and where it use.

Watch films

Indian learners may English Watch movies, they can collect some dialogues which informs about new words which improve their new vocabulary and pronunciation. Students frequently tried to imitate the action and speech of famous actors and funny scene put interest in it.



Make friends

Indian learner can make foreigner as their good friends who use English fluently, they can create space in English speakers life as roommate or classmate such relations useful for become friend. They can notice how other learns to speak English and compare them. They might share things that they learnt and exchange their ideas.

Do interesting activities in English

Students can take admission to cooking course which taught in English or they might prefer to join a book club! Learner may enjoy any activity in which he is interested. He can speak about his action in English. make sure that they do it and communicate it in English. Using English to talk about things they enjoy will make practicing a positive experience.

Have a debate

Students can form group of friends for discuss or debate in English on all the topics in which they show interest, Try to use as much vocabulary as students can to get their point across and listen to the other arguments carefully so they can argue against them effectively.

Use a dictionary

Online dictionaries often have audio examples so learner can check their pronunciation and there are lots of great dictionary apps that they can take everywhere with them on their Smartphone. Make sure not to become too reliant on these tools,

Conclusion

Steady practice of uttering the words/ sentences in front of the mirror will not only enhances our pronunciation but also improves the confidence level of speaker. Reading books can also regularly increases to get off through MTI. Put into practice of using few tongue – twisters regularly. Make a list of frequently used words and ask the one who speaks good to pronounce and record it and listen leisurely. Recording one's own voice can pinnacle our pronunciation and makes to overcome MTI. Have spontaneity while speaking; don't use the fillers like mum, ohm, ash, etc.

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Use of Audio-Visual Aids to Acquire Language Skills

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Abstract:

English Language has not got that much familiarity among the undergraduate students, of an average in the Indian Universities after its long back existence in India. In 21st century also „English“ is treated as foreign language than as a second language. Though it has been used as the language for education and instruction from the 19th century onwards; it has maintained aloofness among the primary learners. The historical prejudice has been eradicated as English has emerged as a language of communication at the global level. But its incomprehension among the students is the basic question that has found in any academic atmosphere. The intellect of language acquisition of the Indian students cannot be questioned because multilingualism is common feature in India. Even there are noticeable heights in the various fields of scholarship of the natives. On this background, it is important to observe the difficulties that the students are facing while absorbing „English“. At the same time there should be an effort to see what the role is, that the modern technology of communication plays to smooth this course. In this present paper I have tried to look at the major hurdles that the undergraduate students feel while learning English language. And I have tried to ponder upon the use of Information Communication Technology to minimize these hurdles.

Key words: language acquisition, Information Communication Technology, etc.

English Language:

Apart from the phobia of English as a foreign language, it is observed that the four skills of language acquisitions -listening, speaking, reading and writing- are not properly introduced to the Indian students. As far as the native languages are concerned, it is found that they are introduced to the students in their childhood where there is no tension of class room examination. On the contrary the native languages are rather used with proper practice of verbal experiences, which results the direct impact of its comprehension. Moreover, these languages are introduced with a particular sequence of language acquisition skills. First of all the learner is exposed to a particular language with listening, then he/she is challenged to speak it. Afterwards he/she is asked to read it and lastly to write it. In short they are introduced with listening, speaking, reading and writing skills respectively. But only English language is introduced in an unnatural way to them in the class room atmosphere. First it is introduced with writing skill- writing the alphabets of English language. Then the learner is pressed to read it, then to speak it and lastly he/she is made listen it. At every stage the respective skills are examined with much stress on memory to imbibe English rather than practical approach to it.

Apart from this type of horrible introduction of English language, it has its inherent lacunas and fallacies. Alike the Indian languages, the sounds in English language are not represented by the alphabets. Different combinations of alphabets are required for the production of typical sounds and those combinations are not honest to the typical sounds every time. For example _Ch_ is pronounced differently in *Chemistry* and *Mr. Chopra*. The combination of the



alphabets changes as per the context. English is irrational as well as illogical regarding the combination of the alphabets i.e. spellings- with their pronunciation particularly to the brain to learn it with confidence. Many times the natives need to support such pronunciation with native language scripts.

As far as reading skill of English language is concerned, it is found that the adjective, adverbs and prepositions are located separately from its target words (nouns/verbs) which is something different in case of the Indian languages. When the reader at the primary level takes time to associate these adjectives, adverbs and prepositions to attach them with the target nouns to get the appropriate effect, then and there the reading becomes horrible task and a bumping activity. Consequently, such reading becomes meaningless and boring. The punctuation marks are neglected to concentrate the pronunciation of the words so that it results into poor comprehension. For example Do what I say has different meaning than Do what? I say. Moreover, the process of reading English text is used as punishment to the students; so that it does not remain a pleasurable event to find their emotional attachment to it. The words without their meaning seem,

-Words go up and thoughts remain belowl.

Speaking skill of English has its certain limitations. The major limitation is of its environment and standard maxim of pronunciation of which even the scholars differ. English is spoken with formal impression in India. It is not used for the colloquially. Rather its colloquial use is considered as bankruptcy of scholarship in English. Most of the time, spoken English is not the first thought of expression but it is a refined version of primary thought in mother tongue. Speaking in English is considered as the result of good memory and proper use of the readymade jargons. The creativity in speaking is denied for sake of risk to lose our command on the thoughts. Speaking in English is considered the matter of authority, expression of intellect in Indian context. And hardly anybody can argue with the authority to challenge the intellect; so that they rarely prefer to speak in English.

Listening skill of English Language is practiced at last in the process of its acquisition. Lectures in English are most of the time taken with seriousness where they are equaled to stress. Whatever is spoken in English is at the first hand accepted as true and authentic. This is resulted due to the weak analytical faculty of listening English language. It is weak because it has got little practice of listening English language. At the collective consciousness of Indian mind it is a daring to criticize the English listening. As we have mistaken fluency with non-stop speaking, the speaker never provide pace to the listener to understand the first thought, their context or the contextual meaning of the bombastic and antique words. When the listener is busy with imbibing the first thought; the speaker moves towards the next one. Listening English language is always observed with silence not out of discipline but near to yawning.

Now at this point we have to think that if it is the present scenario of proficiency of English language, how we can use the Information Communication Technology for its better results.

Information Communication Technology for the Language Skills:

English language is imbibed in Indian education system in a wrong way of its perception among the learners. The perception of English in that way can be found among the undergraduate students in the Indian Universities; so that they have poor comprehension power of English language. At this stage it is impossible to give logical introduction of the four skills.



But there are certain remedies that can be used to enhance their confidence for the acquisition of English language. They can be exposed to these skills in the following hierarchical way i. e. listening, speaking, reading and writing respectively.

Listening skills:

With the help of Information Communication Technology we can make the listening task very smooth so that the learner becomes proficient in this skill. There are different Classwares which comprise both the Student's book and an interactive DVD. Such wares methodically enhance students' thinking skills, training their memory and improving their concentration. The lively stories give them opportunity to explore social values. The guide visualization exercises and arts and crafts activities develop their creativity. The wares like *'Super Minds'* encourage the students to apply English to the world around them. The words pronounced are written on the screen so that the listener is helped with visual effect to confirm his listening. There are certain E-books that can be seen on the computer screen in pdf form and the text is read with standard maximums of punctuation marks. Even the speed of that reading can be increased or decreased as per the capacity of the listener. Another important aspect of the technology is that it is away from the human fallacy. It is never tired with repetition or we can stop it at any mode any time and can resume with flexibility of our time. Such type of multilayered practice of listening strengthens the capacity of the listening skill.

Speaking Skill:

This skill is preceded the listening skill in natural sequence of learning of a language. The ICT has produced certain best software which records our sounds, words and sentences. There is an analysis of these types of utterances. The analysis is done on the level of correctness of sound, time taken for its utterances, pitch maintained for the pronunciation. Moreover, these types of software indicate the tongue position of the speaker while uttering each and every sound. It gives suggestions for the correct pronunciations of the sounds. Even there are software which conduct the interaction with speaker and give the speaker ample chances to participate in a conversation that boosts the learner's confidence.

When the speaker is in front of the listener, there are chances that he can lose confidence to see the bewildered face of the listener. But the technology maintains a gap between the listener and the speaker; mobile phone restricts facial feedback to the speaker where he/she feels frankness to speak on phones than in person. Protection of privacy is its another advantage.

Reading Skill:

Decodification functions to communicate in the absence of the speaker. The learner of English language has many difficulties regarding reading English text. An apparatus like the kindle is very useful in this matter. It is just like a tab which can store thousand e-books at a time. There is little stress on eyes while reading e-books through Kindle. It is supported by the more than two dictionaries. Whatever word is felt new, its various meanings are located on the screen with the mere to the word. The meaning of the new words can be taken at the same place without any distraction to the current text. Such technology tries to give us hundred percent comprehension of the text. Even Thesaurus is available along with the dictionaries increases our vocabulary. There are softwares which can translate the material into the language of our choice.



In short, the technology efforts to give us maximum support personally, for such type of reading skill.

Writing Skill:

The technology is proved as better aid for writing skills. When a document is being typed/ written on the screen, immediately the incorrect spellings are indicated with red underline otherwise they are autocorrected. When the sentences are syntactically wrong, they are underlined with green colour. If there is no subject-verb concord then that is indicated with green colour. As far as the diction is concerned, correct words are suggested by the software. Moreover the technology is away from human fallacy and it has same type of readiness for everyone.

In this way Use of Information Technology is helpful for teaching learning process of English language. It is even helpful to teaching-learning process of English literature. Let's observe the impediments that a learner of English Literature comes across in its comprehension.

Conclusion:

To conclude it can be said that the teaching-learning process for imparting knowledge as education' is not limited to classroom only. The way out of the classroom is available with the Information Communication Technology which minimizes the monopoly of the so called scholar teacher as well as the so called scholar students. With the help and proper use of Information Communication Technology an average teacher and an average student can go beyond the limits to acquire knowledge. With positive attitude such technologies should be looked as revolutionary change for the overall development of mankind.

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Need and Importance of Communication Skills

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Abstract:

In this age of Information and Communication Technology (ICT) the communication skills have been playing the significant role in the human interaction. The present research article emphasizes the need and importance of communication skills for sharing of information, ideas and feelings from person to person. The attempt has been made to focus the significance of exchange of information for maintaining the healthy relationships among the people. The man is a social animal. While living in coexistence with others in the society, he needs to interact with others in order to share his thoughts, feelings, emotions and information. For this, he/she needs to have the communication skills to express him/her in an effective manner. The communication is the two way process. In order to communicate, we should have four basic skills such as listening, speaking, reading and writing (LSRW). The person having these skills is able to convey his message in an effective way.

Key Words: communication, listening, interpersonal, skills, sharing, interaction, language

The term ‘communication’ is derived from the Latin word ‘*communicare*’ meaning ‘to share’. The Wikipedia defines it as –the act of conveying meanings from one entity or group to another through the use of mutually understood signs, symbols, and semiotic rules. The process of communication is dynamic in nature. There are seven major elements in the communication process. They include the sender, message, encoding, channel, receiver, decoding and feedback. The sender is the person who wants to communicate the message. A message is the subject-matter of communication. The message is encoded in linguistic codes and sent through a channel. The person who receives the message is called a receiver. The message is received by the receiver. It is decoded by the receiver to understand and respond to it. Accordingly the feedback is sent to the sender, who now becomes the receiver. Thus, the process of communication is completed.

There are four major linguistic skills to be learnt by a person in order to be a good communicator. They include the basic skills of listening, speaking, reading and writing (LSRW). In communication process, the person needs to be an active listener. The attention should be paid on every minute detail. Being an effective listener the next steps of communication, such as speaking, reading and writing, can be effectively carried out. The person can communicate through speech or writing. It means that the communication is either oral or written. Therefore, for better communication skills, the person needs to focus on developing these four basic skills of language.

In order to develop and maintain the interpersonal relationships, the communication skills are one of the crucial factors to have. The people having effective communication skills can better understand other people and the situations. We have to communicate with other human beings every day. They include our family members, friends, relatives, colleagues, co-workers, customers, clients, seniors, juniors, etc. We keep interacting with these people regularly. In such scenario, if we don't know the proper way to interact and deal with them satisfactorily, then it



becomes problematic for us and our life becomes restricted when the conversations break down. If we are skillful enough in our communication, our conversations will be more productive. It will ultimately be resulted into the growth in our career and life. Indeed, it will be helpful for our progress in life and the promotion in career. An effective communicator is always in limelight at his workplace and in the society as well in which he lives. The person with good communication skills has the ability to develop and maintain the relationships with his family members, relatives, friends and co-workers.

When we master the communication skills, our relationships with all the individuals will be improved ultimately. Without proper communication skills our relations will be less valued. Such relationships are likely to be broken easily. Therefore in order to strengthen these relations and make them more important as well as trustworthy, it is crucial to take sincere efforts to improve our communication skills. These skills are to be acquired by hard work and practice. According to the previous study, the communication has been categorized into speech acts. Whatever we say has some implications and it requires some action to be taken by the listener. Anything that is uttered by the speaker conveys some idea and needs to be followed by some kind of action. According to Wikipedia, the speech acts are –utterances that have performative functions in language and communication. They are categorized into six groups such as requests, offers, promises, assertions, assessments and declarations. One should give emphasis on developing the communication skills and become an effective communicator by acquiring the sound knowledge of the speech acts. It will enable him to master the communication. The communication is the linguistic process. In verbal communication the language is used properly as a medium of expression. The language is the only way to share our emotions.

Another type of communication is non-verbal communication. The non-verbal communication describes a process of conveying a type of information in the form of non-linguistic representations. The physical postures, gestures, facial expressions, eye contact, body language, etc. are the examples of this type. It also relates to the intent of a message. Some of the functions of nonverbal communication in human beings are to emphasize, to illustrate, to reinforce, to replace and to regulate. In order to master it, the basic skills such as the proper body language, facial expressions, eye contact, postures and gestures are to be acquired. The accurate use of body plays the vital role in non-verbal communication. Thus, the components of language, emotions and body are significant in communication process.

It is seen that there are people having a lot of knowledge but they are unable to communicate that knowledge to others. They don't have the ability to share their knowledge and avail the better experience for others. Those who lack the communication skills cannot become successful in their lives and careers as well. For example, a teacher is very intelligent and expert in his subject but he doesn't have the proper communication skills to convey his knowledge to his students, that knowledge will be useless for them. Similarly, the employee without good communication skills will be a failure at his workplace because he won't be able to communicate his ideas to his senior in a proper way.

There must be healthy communication in every family among the family members. They should be able to share their feelings, emotions, likes, dislikes, ideas, information, etc. with others. If there is any problem in any relationship, it should be expressed and mutually resolved as early as possible. Otherwise there will be miscommunication that will create misunderstanding and ultimately the relationships can be broken. The relation between a



customer and a seller can be maintained with the help of proper communication between them. The mutual understanding and respect are some of the most important factors in communication.

The communication skills should be considered as an important path towards mastery over language. The proper use and understanding of language will prevent the misunderstandings with the people around us. We should be capable of using language for the proper functions conveyed by the speech acts. The person possessing the effective communication skills will be confident enough to use language to request, promise, invite, assert and interrogate in a good manner. The communication skills can be acquired through the speech acts and further refined through the nonverbal communication skills of body language and emotions.

Conclusion:

Thus, to conclude it can be said that the communication skills are essential for human being to deal with others. It is a remarkable tool for the self-expression. The person needs to master the four major skills of language i.e. listening, speaking, reading and writing. In order to be a successful person, one should possess the communication skills to interact with the people around us. Developing communication skills helps us in many aspects of our lives and careers. Our success is dependent upon the knowledge that we have. The knowledge is developed and increased a great deal through the sharing of information from person to person. If the person is able to communicate effectively, it is considered that he has a great life skill which should be developed by everyone by hard work and practice.

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The Problems of Rural Undergraduate Students in Mastering the English Speaking Skills

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Abstract:

Speaking English is necessary in era of globalization so it becomes inevitable to learn to speak and it becomes a part of curriculum of undergraduate students. The paper highlights the roots causes of problems faced by undergraduate students. The limited exposure to English is the root cause to learn English as second Language. Even sociological, governmental policies and teaching method and environment are hindrance to master the speaking skills in English. Communicative competence can be developed by encouraging and exposure to the English. Language acquisition and language learning are complimentary to each other

Key Words: Language Learning, Second Language, Exposure, Speaking skills, Curriculum, Communicative competence and etc.

The paper attempts to highlight the factors affecting effective learning of English language among undergraduate students and determined the relationship between teacher's role and undergraduate students' effective learning of English language. It also examined relationship between lecturers' English language teaching method and undergraduate students' effective use of English language. These were with a view to improving the quality of teaching and learning of English language among undergraduate students. It is revealed that a non-significant difference existed between the factors in effective learning of English language among undergraduate students. Further, there existed a significant relationship between Teachers' role and undergraduate students' effective learning of English language. Also, there was a significant relationship between lecturers' English language teaching method and undergraduate students' effective use of English language. It was concluded that an awareness campaign of the importance of English language and the role of English lecturers on the part of undergraduate students should be vigorously embarked upon in all college campuses as well as the society at large.

Language acquisition is innate in human and every child acquires his mother tongue naturally. It is never to be taught formally but acquires through attentive listening by understanding the vocabulary and the sentence structure used by the family members and society at enlarge. Every Child is a good grammarian. Every child is blessed with innate ability to understand the native language. Culture and socio –economic environment plays important role in acquiring the language. It's transmitted through cultural environment.

Normally children master the most of the structures of mother tongue by the age of five or six. The children imitate the adults around them and that their speed gradually becomes more accurate as they grown-up.

Learning a language is a process of transformation from one stage to other. Language acquisition is the result of spontaneous-response activities. A child learns a language by exposure to it. They form certain structures and modify it. The language learning is deliberate



and formal attempt to learn the second language formally. The learner whose mother tongue is Marathi who is exposed to Marathi culture would be competent in Marathi. When he learns the second language i.e. English, its influenced and coloured by mother tongue.

The rural students are exposed to Marathi speaking community being the first language. Learning a second language is difficult to learn when there is no proper exposure. The students who listen to Marathi and Hindi, never master English language in isolation.. The students don't get opportunity even to listen to English constantly. Hindi has been recognized as a national language. English is accepted as an official language. Even state are on the basis of language i.e. Maharastra – Marathi, Karanataka- Kannad and so on.

In India, English is used as an official language and its opposed in nearly all states except kerala. English is international, Library language. It's also language of science and technology. Kamala Das in her poem "An Introduction" rightly says:

The language I speak
Becomes mine, its distortions, its queer nesses
. . . It is half English half
Indian . . . I speak three languages
Write in two, dream in one.

Kamala Das point out that the we may learn too many languages and use it. The language in which we dream is ours mother tongue. We don't dream in English because we don't have exposure to English speaking environment. It affects a lot the competence in the second language.

Rural students learn English as a second language for Examination point of view. They learn the text and attempts the area on which question to be asked and limit themselves. They learn grammar in isolation and master the rules but rarely apply it while the speak. They read and listen to English Teacher for short time. They speak scarcely speak and write in English. Urban students speak and write more but do too many mistakes of grammar and structures. The Teacher dominated class gives rare opportunity to the students for exposure. They teach English Language and literature to students to obtain good marks rather than achieving competence in it. So the teacher training program to teach the second Language i. e. English needs drastically. Even the strength of the classes affect the teaching- learning process. English must be taught with specific purpose i.e. to develop communicative competence in English. Communicative competence can be developed by maximum exposure to English. It can develop by building sound active vocabulary and ability to use proper word at proper place. Selection and gradation of vocabulary and terminology is the most significant in the second language learning. Active vocabulary must be increased to develop the competence. Grammar plays vital role the language learning. Grammaticality and acceptability must be considered. Teachers must train the students to use language appropriately.

The students must use the language and commit mistakes. They can learn well by the mistakes they commit. So they need to expose themselves.

Nowadays we emphasized the use of technology in speaking English skills. We use to teach English with the help of computer i.e. Computer Assisted Language Learning (CALL). Digital Language Lab will also enable to master speaking skills but there are too many limitations such as strength, availability of set up and software trainers. Audio lingual method is quite useful for students. With the help of VCD, audio CD, cassettes, computer along with



written material, there is an effective and interesting learning process. It provides the students life-like situations and enriches understanding. We must teach English language through literature.

Today even in Rural Maharashtra, students are taught English from first standard and they get little bit more exposure. The English medium schools started by cooperative institutes encourages the use of English and give an opportunity to use English at secondary school level. The scenario of developing and encouraging use of English is praiseworthy. English language teaching community needs to teach the language with commitment and adapt with new technology. Technically sound teachers can teach English speaking skills more effectively. Technology enabled students found rotten teaching learning process as boredom. So rural students problems can solved by creating computer friendly and healthy learning process.

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Enriching English Communication Skill Through Movies

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Abstract:-

Movie always played an important role in learning English for non-native speakers. Learners arrive in the class with many problems of English such as poor comprehension, limited vocabulary, limited and slow reading, bad grammar, non-existent informal skills, etc. Movies can help them on all areas. Films practice language so comprehensively in performing their cultural work. Narrative films use language to advance plot, define characters, establish mood, and simply tell us what is going on. Films play a crucial role in linking and justifying the various other forms of visual and sound information that make up film experience. The dominant style of language always used in films for practical application .Vocabulary and listening comprehension are not only skills enriched by watching films .Subtitles and closed captioning can also serve as the basis for writing assignments and oral presentations, especially when they are combined with the diverse film resources now readily accessible on the internet. In short, films provide an individual extension of what we might call the technologies of language acquisition that have been used to teach students the basis of English in the college.

Keywords: - English Movies, Speaking, Listening, Writing, Comprehension, Subtitles, Practice, etc.

Nowadays, we are living in digital world. We use YouTube, movie, VLC, Internet, Moodle to improve communication skill in English Language. Learning English language is much easier when you're enjoying yourself – and what better way to pass the time than watching movies (with a tub of popcorn in hand, of course)! But do blockbusters use bad English? Are indie movies too complicated and use too many strange words. Students love English movies. It is difficult to overstate the point. In Fact, if films did nothing more than extend the previous technologies of language acquisition. They would be well worth adding to our curricula in so far as they have the capacity to increase them quite considerably. Commercial films attract, entertain and educate its audience. It functions not only to hold students attention but also temptation them into the world that film presents. Language is a part of filmy world. It creates an interest for learning English. Even they are on older films; it reflects a higher level of application than assignments based on more conventional readers and textbooks.

Watching movies is a great way to improve your English. Especially listening and speaking skills are enhanced by watching good English Literary movies. Films are not usually created for English language learners. They are made for native English speakers. Therefore, the language is exactly how you hear it in real life. The English you learn through textbooks or classroom is not what you will listen in the movie. English spoken in movies is very simple, lucid and natural as it is mother tongue. It will help to improve your spoken English through close listening of native English speakers. It is spoken quickly, with native accents and pronunciation and using many idioms and colloquial expressions. It is not a good idea to use this as your only method of learning English. It is much more advisable to study it an English school. However, I would definitely recommend all English language students to watch films are in



English in their spare time for additional practice that you might not get in a classroom. Choosing a film to watch that is suitable for your level of English can be difficult. If your level of English is quite low choose a movie that you have already seen or a movie made for children which uses simpler language.

It is often surprising that films will not do-meaning. Students like film. They may have nothing to say about. As might be expected, action pictures do not work. The issues are usually too black and white to promote discussion.

Hollywood films that appear every year designed to attract large numbers of young people with varying combinations of sex, culture, tradition, romance, violence, and gross humor. These are not bad films. These are just not much to say about them. The same goes for films that deal with obscure problems or problems remote from the experience of students. Films are too subtitled in how they present their problems. Films are too closed in how they wrap up their problems as the specific problems that organize story. If you have a higher level of English you can try to experiment yourself and watch movies with more advanced language. Whatever your level of English is, you might be interested to switch on subtitles. I would like to recommend using English subtitles so you can read along with listening. Watching a film in English and reading English subtitles is too easy.

You should not be afraid of the film that you don't understand, or turn subtitles on just for one important scene. You have time, you can even watch film [or part of the film first with no subtitles, then with English subtitles and if you still don't understand fully, you can watch it a final time with subtitles in your language. This will really help you practice your English listening skills. Watching English movies will help you Communication skill in many ways.

Listen Carefully:-

According to Oxford Advanced Learner's Dictionary, Listen means to pay attention that you can hear. While watching English movies you will have to hear English being used in a very natural way. Some parts may be spoken too fast for you to understand but it will be a perfect way for you to get used to hearing native speakers talk to each other. You will also hear informal English and slang words and phrases that you often do not find in books or dictionaries. When you are watching English movies you have to listen it. As listening is the ability to accurately receive and interpret messages in the communication process. It is the key to all effective communication. Without the ability to listen carefully, messages are misunderstood. So intensive listening helps to improve communication skill.

Speaking Accurately:-

According to Oxford Advanced Learner's Dictionary, Speaking means to talk to somebody about something or to have a conversation with somebody. Hearing natives' speakers will also help your speaking skills, especially your fluency. You will hear how to link your words together and where to put intonation on certain words and sentences. By watching English films you try to speak in English language. You could even find movie scripts online and act out scenes with your friends. You can play the scene to check if your pronunciation was correct.

Correct Pronunciation:-

According to Cambridge Advanced Learner's Dictionary & Thesaurus, Pronunciation means how we say words. Most people speak the dialect of Standard English with an accent that belongs to the part of the country they come from or live in. RP is an accent often used on the



BBC and other news media and in some course materials for language learners, but it is also common to hear a variety of regional accents of English from across the world. We all know that English pronunciation is extremely difficult and when we read words it is hard to know how they should be said. Hearing native English speakers' talk to each other will help you to hear how words are pronounced. If you are using English subtitles, you will also be able to see how the words are written. It helps to enhance communication skill in English.

Interesting Movie:-

This is one of the factors to improve English communication through films. You may choose interesting movies. Interesting movies attracts your mind and create educational atmosphere. By watching interesting movies, you can improve communication skills.

You Tube Videos:-

Nowadays every person has an internet facility on smart phone. So watch recommended English You Tube videos. There are varieties of videos in wider range. Many subjects are available on internet. YouTube offers videos, presentations, demonstrations and testimonials. You upload your video to YouTube and people see the video, comment or potentially share it with their other social media networks.

Vocabulary:-

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. There are two types of vocabulary, one is active and other is passive. By watching movies passive vocabulary turns into active vocabulary. Watching English movies, you will hear many new words, expressions, phrases, idioms, colloquial expressions. I would suggest keeping a notebook with you and writing down new words or phrases which you hear and you would like to remember which you don't understand. You can look up the meaning later or ask your teacher.

Select a Movie at your level:-

Movies should be selected according to your knowledge of English. If you are beginner then you learn through animations, cartoons. These films are very friendly and easy to understand quickly. When your level of English is increase then watches movies like Hamlet, Macbeth and others.

Subtitles:-

When you are watching English movie at the first time go through subtitles. It will help you to know how the native English speakers use the language in daily. It is more important to develop English communication.

Without Subtitles:-

It is always difficult and challenging to watch English movie without subtitles. While you watch first time see the subtitles then try without subtitles. For that you have concentrate more attentively.

VLC Player:-

It is one of the ways to improve English communication skill watching movie with the help of VLC Player. Here, we get the facility to watch movie with half aped or quarter speed.



When you don't understand, you can play it at a slower speed and try more time. It is a kind of listening practice.

Comprehension:-

Watching movies enhance comprehension skill of native learners of English. As they exposed to the film once they go through subtitles. Learning movies through subtitles are easier. If learners watch movie twice or more it may help them to recognize vocabulary and new expressions and idioms.

Practice Session:-

It helps to pin point mistakes of English language users. In classes you will learn a lot of vocabulary and grammar but you may not know how to use it. In real life watching English films will definitely help you to understand the use of English in any circumstances and situations. It helps to enhance communication skill of non-native English language learners'. It is universal quote that —Practice makes man perfect.¶

Conclusion:-

In the paper, I have discussed here in brief, how English movies will help to improve spoken English of the students. They feel learning English is easy task. Teachers should also promote students to watch films based on prescribed literary texts. Teachers should arrange watching films in the language labs. This paper exposes how general English learners made aware of authentic language used by people. Learners are acquainted with good accent, vocabulary, practice sessions, pronunciation and subtitles.

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Why Everyone Should Have Effective Communication Skills?

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Abstract

Communication skills are nothing but the ability to convey information to another effectively and efficiently. In order to convey any message, thought or idea one must have good communication skills. Either it is face to face or by telephonic communication is the most often used form of communication. The verbal communication has much impact and it does not only speaking. It helps to build a good relationship with people.

Ability to connect with a person on both levels is a powerful tool. Communication skills are defined as “The ability to convey information to another person effectively and efficiently. Business managers with good verbal, non-verbal and written communication skills help ease the sharing of information between people within a company for its commercial benefit.” Communication is essential for sharing information with each other. It is necessary for Individuals in a business to have good verbal communication skills to get a message across. Speaking with clarity and confidence obviously earn respect from others.

Communication is very important for human beings. Whether it is animal or human, they use their own separate languages to communicate with one another because no one can survive without communicating. It is also a part of the spoken and written language. Communication involves the exchange of thoughts and ideas with the intention of conveying information. Communication is a two-way process that includes vocalization and gesticulation. The purpose of communication is to convey one's beliefs, ideas, thoughts or needs with clarity to reach a consensus or a mutually acceptable solution. In the era of globalization, the importance of communication skills cannot be undermined. It has been known, that long before the invention of language, people used hand gestures, body language etc to converse with one another. Good communication skills are necessary for all walks of life. The lack of proper communication skills can have a negative impact on the personal as well as professional life of any person. Good communication skills are a prerequisite for professions, in all walks of life. For instance, a doctor may be knowledgeable and may have much ability in his area of work. If the doctor is not good at communicating, a patient may feel neglected or ignored. The disappointed patient may consider getting a second opinion. A teacher, who is good at communication skills, will be able to communicate well with students. He can motivate them to learn and take part in learning. Workplace communication can be enhanced by participating in a specially organized workshop. The goal of workshop facilitation cannot be realized without effective communication. The facilitator needs to be able to identify latent participants and encourage them to come out with their views without seeming overly demeaning. All this is impossible when the facilitator has amazing communication abilities coupled with a natural compassion towards learners. Good communication skills are important tools to a salesperson also since he/she has assigned with the task of convincing the probable customer about the understanding of investing in a product.



This is done by considering the needs of the buyer and suggesting him/her a product that would meet their requirements. Only efficient salesperson that is better to convince the buyer, about the multitude of features of the product will be successful.

The importance of verbal communication cannot be underestimated, and not even ignore written communication. A simple billboard, carrying a well-written message, manages to seize attention at a crossing. Authors have been wonderfully avid readers by the power of their words. The enchanted reader flips through the pages, reading well into the night, without giving much thought to the mode of communication. The above examples would have clearly explained the importance of communication skills. Communication does not refer only uttering words. Using sign language and the sense of touch to express and feel are also the modes of communication. Communication should be effective. As long as there is clarity in communication, the goal of communication is possible. There are number of ways, through following them a person can improve his/her communication skills. People require additional methods, to grow and improve their in their existing language. Some techniques are that People can be present at workshops, or they can read about the topics. Some authors have come up with self-help books, which make to understand the concept easily. People can practice skills like reading, writing and speaking etc. which will help them to improve their written language and communication skills. Communication skills are necessary for maintaining relationships also. Good communication skills are needed to avoid confusion, miss-communication and fights etc when with friends and relatives. o effective communication skills are very important, for sustaining in the society. Most of the people judge others on the basis of their body language and form an opinion based on their understanding. Effective communication skills are as important to humans as, growling is to a dog, to communicate and express oneself. When the spoken language fails to express, it is easily expressed with certain hand and facial gestures.

Communication is the unique way of expressing thoughts and feeling towards any person. There are different types of verbal and non-verbal communication. Human evolved in life by communicating his thinking and understanding others point of view. Communication helps people relate, interact, understand, believe and get connected to others. Globalization is also a result of communication. Communication is essential everywhere, in business, personal life, entertainment or for knowledge. Communication may be one or two-way process, it depends on the people's reaction. For instance, sometimes while a teacher is trying to interact with the students, students don't respond, therefore, although it was to be a two-way communication it has become a one-way communication process. Communication helps in gaining knowledge, interacting with other communities, and also provides entertainment. In case of entertainment, there are various forms of communication such as novels, newspapers, bulletins, online interactions, watching TV, talk shows, etc. The best way of communication is reading which helps in gaining knowledge, investing your time with yourself and also a means of entertainment. Reading is a great source to gain knowledge, reading some biographies, newspapers or magazines helps the person know the world around him in a better manner. For some more people who want both can go for fiction and biographies. In a biography, individual lives the life of another person which provides the insight and entertainment. Communication is the verbalization of sending a message through different media, may be verbal or nonverbal, it transmits a thought-provoking idea, gesture, action, etc. Communication is a skill which can be learned. Speaking, listening, and our ability to understand verbal and nonverbal meanings are



skills can be developed in various ways. People learn basic communication skills by observing other people and cultivate behaviors based on what is observed. Some communication skills directly taught through education and by practicing and evaluating they can be fostered. The remarkable misunderstanding of the present times is the assumption that motivation will work with people who are apathetic to change. Communication does not depend on syntax, or fluency, or oratory, or expression, but on the emotional context in which the message is being heard.

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An Activity-Based Process to Develop Communication Skills Through the Study of *Endgame* by Samuel Beckett

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Abstract

The task of teaching in the understanding of Literature is a fundamental aspect of teaching-learning process. Literature provides a wide array of opportunities for a learner to measure her or his skills of interpretation. It provides a framework for the learners to develop various communication skills through a wide range of activities. An activity-based approach is helpful in covering multidimensional aspects of a literary work. The present paper attempts to unravel the layers of meaning in learning the play, Endgame by Samuel Beckett through various activities. The activities that will be discussed and elaborated in the paper include oral interpretation of a dialogue and dramatisation.

Keywords- Literature, communication, characterisation, interpretation, dramatisation.

The present paper attempts to unravel the different layers of meaning in learning the play *Endgame* by Samuel Beckett through various activities. This drama proves to be a pleasurable and perceptive experience for the students of Literature because of the unique way of characterisation by Beckett. The activities that will be discussed in the following paper include oral interpretation of a dialogue and dramatisation.

Introduction to Samuel Beckett-

Samuel Beckett was born in Dublin, Ireland, in 1906, the second son of middle-class parents who were a part of the Protestant community in a predominantly Catholic society. He was provided with good education, graduating from Trinity College, Dublin, with a major focus on French and Italian. With the appearance of *En Attendant Godot* (*Waiting for Godot*) at the Théâtre de Babylone in Paris in 1953, the literary world was shocked by the appearance of a drama so diverse and yet so intriguing that it virtually created the term *Theater of the Absurd*, and the whole group of dramas which developed out of this type of theater is often linked with the name of Samuel Beckett.

One of Beckett's major concerns is the polarity of existence. In *Waiting for Godot*, *Endgame*, and *Krapp's Last Tape*, we have such characteristic polarities as sight against blindness, life-death, time present-time past, body-intelligence, waiting-not waiting, going-not going, and a few more. One of Beckett's main concerns, then, seems to be characterizing man's existence in terms of these polarities. To do this, Beckett groups his characters in pairs; for instance, we have Vladimir and Estragon, or Didi and Gogo, Hamm and Clov, Pozzo and Lucky, Nagg and Nell, and Krapp's present voice and past voice. One of the most important characteristic of his plays is the urge of establishing communication. Beckett's characters are tied together by a fear of being left entirely alone, and they therefore cling to one last hope of establishing some kind of communication. His plays give the impression that man is totally lost in a disintegrating society, or, as in *Endgame*, that man is left alone after society has fallen apart.



Endgame seems to portray a dramatic representation (or in Sanskrit terminology *natya*) of the final stages of a human life where a particular character will express the mental state (similar to *bhāva* in Sanskrit) that explains alienation and distortion. The distinct feature of Beckett's plays is the message is conveyed through the interactions of the characters rather than a character revealing it.

Endgame: A brief overview

Endgame is a term used to describe an ending in chess where the result is already known. Beckett, an enthusiastic chess fan, observed the analogy between a chess endgame and concluding phases of life. He concluded that death is the final outcome and that regardless of how a person plays the game, he or she will pass away.

Endgame consists of the following characters-

Endgame reflects the thoughts of four characters namely Hamm, Clov, Nagg and Nell. (Beckett: 5). The characters are described in brief as follows-

Hamm

Hamm is portrayed as a blind person who is unable to walk. He seems to handle the shelter where all characters in the play are trapped. He controls the food supply. He seems to be Clov's master, and is probably also Clov's father. Hamm is quite childish in nature. He demands that Clov must perform insignificant rituals for him.

Clov

Clov seems to serve at times as Hamm's menial, son, or a beast. He and Hamm play many verbal games throughout the play. He is paired with Hamm because he can stand and see, whereas Hamm is blind and must sit. Throughout the play, Clov constantly seems to threaten Hamm that he is leaving, but he never does.

Nagg

Nagg is characterised as Hamm's father. He lives in an ashcan. He seems to be paired with his wife Nell, and he needs to beg for food. Hamm bribes Nagg into listening to a story, but then declines to pay up.

Nell

Nell is portrayed as Hamm's mother. She also lives in an ashcan which is located next to Nagg's can. However, she cannot share any physical contact with Nagg because their cans seem to be too far apart. Nell is the only character amongst the four who dies during the play.

Activities to teach Endgame

Endgame is a brilliant text by Beckett which can be taught through a range of activities. The activities will enhance various skills of the learners through active participation by them in the performance and understanding of the drama.

Activity 1

Oral interpretation of a dialogue

This activity focuses primarily on speaking and listening skills. The students must choose a dialogue from *Endgame* that portrays strong characterisation. Then they can practice it aloud before reading to the class. They must also elaborate the significance of that dialogue and give an explanation for their choice. The audience must practice active listening skills during this activity. This activity involves discussion of the skills necessary for doing a good oral



interpretation. The listening skills expected by the audience need to be discussed in class before the presentations begin. Also in preparation, the teacher can help the students to practice their reading with a partner before they make their presentation to the class. The time length can be decided by the teacher according to the dialogue and characters involved. *Endgame* contains dialogues that one can compare to other works of Samuel Beckett. The teacher can explain a few references after the presentation is over.

Both the speakers and listeners may be evaluated depending on the maturity of the group. Clarity, tone, pitch, eye contact, preparation, time limits are the factors which can be crucial to the assessment factor. For the audience, paying attention, not talking, not being a distraction, sitting forward, thinking, taking notes, and answering appropriately are part of a grade.

Activity 2

Dramatisation

The purpose of this activity is to enhance the speaking and listening skills of the learners of literature. This speaking/listening activity gives students the chance to use their acting and speaking talents. It can further boost some interpersonal skills. Students must choose an appropriate scene that displays characterisation, moves the plot forward, or shows a thematic message. They must work together to plan, organize, practice, and perform the scene in the classroom. This project is designed so that students whose learning style is one of action and words will succeed with this form of book project. The members of the class must practice polite behavior and active listening skills. The students will learn from each other about *Endgame* by hearing the text and dialogue spoken out loud. A major aspect of *Endgame* is the use of pauses located in between the dialogues of the characters. The teacher can explain the need of pauses in the play and ensure that the performance reflects them in correct manner. This aspect of the absurd play becomes extremely crucial towards the concluding scenes or dialogues of *Endgame*. The teacher can explain *Endgame* in comparison with the characters from *Waiting for Godot* by Beckett.

The teacher must ensure that rewriting is avoided by the students. The students need to choose scenes that include a great deal of dialogue and very little narration. The activity sheet can be used to have students organize themselves in the planning stages and can be collected for approval. The teacher will set the time limits for the presentations. The total assessment can include the planning sheet, a rough draft of the scene with the parts labeled, how well the students work together, and the final performance. The audience behavior can be assessed as well

The teacher can ask students to rewrite a scene and make it brief in order to make a mini-play script meant to be performed or enacted live. The ability and interests of the students will determine the use, time, and possibilities for this activity.

Conclusion

The activities mentioned above will prove to be a beacon to understand *Endgame* by Beckett. The other activities that a teacher may incorporate are presenting a PowerPoint presentation, a movie screening, vocabulary games, novel ending, changing the outcome and reading articles from the newspaper related to this drama. Hence, these activities can enable the students to understand *Endgame* and the Theatre of Absurd in an innovative manner.



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Improving oral Presentation Skills of Non-Native users of English

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Introduction

Oral Presentation is an important form of communication. It is necessary to pay attention to improve this skill in the academic and professional life as it is closely related to career and personal growth of any individual. Especially, students, teachers and researchers in academic sphere and managers, sales and marketing executives, administrators etc. in professional sphere need this skill in the course of their everyday work. In this paper, the attempt has been made to explore the ways of improving oral presentation skill of the non-native users of English. In academics, both the teachers and learners are bound to concentrate on enhancing the oral skill which the learners have not mastered effectively.

What is Oral Presentation Skill?

Presentation can be oral or written. Oral presentation can be defined as a verbal or oral performance with a view to achieve something. Every presentation needs planning, design and execution. It also needs one speaker and one or more listeners. It can be 'one to one' or 'one to many'. One should have confidence and courage while making presentation. As a speaker, one should keep in my mind who is his/her target audience and he/she should plan and prepare his presentation according to the audience. One should have confidence and courage while making presentation.

Kinds of Oral Presentation

There are different kinds of oral presentation. They are as follows:

- **Group Discussion-** It is a formal discussion between two or among many participants. It is a discussion on some topic in systematic way. The participants express their views in a group. They agree or disagree and react to someone else's views and opinions and finally arrive at conclusion.
- **Interview-** It is formal or informal meeting at which questions are asked to test the knowledge, qualities, abilities or attitudes. Generally, it is conducted face to face. The participants need to prepare in advance.
- **Speech Making-** It can be formal as well as informal. The speeches can be delivered on various topics for various purposes and occasions by various persons e.g. political speeches, academic speeches etc.
- **Delivering Lecture-** It is a formal presentation. The lectures are delivered by teachers and experts. One has to be expert in the given subject.
- **Seminar Presentation-** It is formal in nature. It is the expression of views on a specific topic in a restricted group



- **Workshop** – It is formal as well as informal. In workshop, the participants share the knowledge and arrive at some plan of action. It involves practical work and less speech making or lecturing and more discussion and decision making.
- **Symposium** - It is a formal kind small conference on a topic. Here, participants exchange their views.
- **Panel Discussion**- Panel discussion is also of a formal kind. There is a discussion among experts on a topic. This kind of discussion is monitored by someone. It is an expression of points and counterpoints and acceptance and rejection of views.
- **News Reading** – This is a formal presentation of reports on the radio or television. The news readers read the drafted news or sometimes he or she has to draft the news. There is a need of neutral accent.
- **Compeering / Anchoring**– The role of anchor is of conducting a programme. It should be skilful and artistic presentation. The role of anchor is of introducing people, passing comments, linking between the performers and audience. It can be done on the stage or radio or television in reality shows and other programmes. There can be one or more than one anchors.
- **Commentary**- It is of passing first hand information e. g. cricket or sports commentary. .To give commentary is of expert's work. He should be mastered in giving oral or verbal description of the events and create word picture to the audience. It is also an expression of opinion, criticism etc.
- **Conversation**– This kind of presentation is an informal one. It is personal interaction on different topics and at different situations. There is no restriction of topic. It can be social interaction, everyday conversation or day to day communication.

Ways of Improving Oral Presentation Skills

As the oral presentation skill is very important in every sphere of life, one should try to enhance this skill in order to become successful in life. Following are some useful guidelines to improve the oral presentation skills.

Guidelines for Teacher"s to Improve Students" Oral Presentation Skill

The teachers should...

1. Make students speak
2. Provide greater exposure to Learners
3. Give ideas to use technology
4. Conduct reading sessions
5. Check whether they learnt
6. Make provision of simple audio video materials
7. Insist on activities
8. Provide materials, insist on reading and monitor them
9. Give illustrations of thinking of people, actions, things around
10. Teach how to translate – point out syntactic differences
11. Make them talk, make provision of mirror in department
12. Insist on narrating brief stories, events and descriptions
13. Make list of different situations



14. Teach the learners value of phonology – stress and intonation
15. Guide them about fluency

Guidelines for Students to Improve their Oral Presentation Skill

The students should.....

1. Practice speaking!
2. Listen to the speakers – increase exposure
3. Use Technology - record your own speech
4. Read loudly
5. Learn new words everyday
6. Watch films, news, documentaries
7. Form group - Do activities - Have a debate
8. Use materials – books, dictionary, newspapers, etc.
9. Think in English – start with phrases – short expressions
10. Translate from languages you know – simple to difficult
11. Talk to yourself and to others – use mirror
12. Tell a story or anecdote or describe
13. Prepare for specific situations
14. Pay attention to stress, intonation and style
15. Focus on fluency and not on grammar

Common Expressions that can be Used at the Time of Making Presentations

Here are some expressions that one can use when making an oral presentation

Opening the Discussion

Good morning friends, let's start... In the beginning I would like to say... At the outset I want to open the discussion by saying... Let me make some opening remarks... I think ...

Expressing Opinion

I believe that ... I feel that... I think that... Could I make a point, please? May I say something? In my opinion/view ... It seems to me that ... I want to make a point... According to me... I would say that...

Asking for Opinion

Excuse me... Would you please express your ... What is your opinion on... How do you feel about...? What is your opinion about... I wonder what you think about... I'd like to know your stand/views on... Will you please say something on/about...

Expressing Agreement

Sound like a good idea... I agree with... Absolutely true... I completely agree with... You are right... Your views are valuable... Yes, that sound true/agreeable/good... I fully agree with... That's true... It's true that...

Expressing Disagreement

I think we should... I can see your point but... I don't agree with you... I'm sorry but I see it a little differently... I can see your point but... You are correct but... I agree with you but... I respect your opinion but I'm sorry...

Supporting

I think the same... What you think is true... I strongly support your ideas... I think the same... Many of us would support your views...



Suggesting

I think we should... I suggest we should take into account... Why don't we think of... Why don't we agree with... Let's consider/take into account... Can we talk on some other point... How about... We can see it differently...

Interrupting

Excuse me... can I add something please? ... Sorry to interrupt you but... I'm sorry to interrupt you but... Let me finish my point... let me conclude... Just a moment please, Could I say something more?... Could you wait a minute till I finish?...

Concluding

To conclude ... In the end we can... We can conclude by saying... Let's go through main ideas quickly... Let's come to the conclusion... What would you like to say in the end?... To summarise, I/we want to say... In conclusion I can say that...

Conclusion

this way, we all are bound to concentrate on enhancing the oral skill as it is very important in every field of life.





Contribution of Audio-Visual Aids to Improve Communication Skills

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Abstract:

This research paper is based on Contribution of audio-visual aids to improve communication skills. Audio –Visual aids as a Means of Communication Audio –Visual aids as a Means for Retention The audio visual as teaching aids improve confidence in speaking, Advantages of audio –visual aids, Traditional learning resources / aids, Technology Based learning resource / aids, it helps the teacher to present the lesson effectively and students learn and retain the concepts better and for longer duration. Use of audio visual aids improves student"s critical and analytical thinking. It helps to remove abstract concepts through visual presentation.

Keywords: Audio, Visual, Audio -Visual, Teaching, learning, communication

Introduction:

English has international importance. it's spoken all over the world. Thus knowledge of English is essential for establishing communication. –According to Pandit Jawaharlal Nehru –English is the window to the world as it is spoken throughout the world. It is the window through which we can peep into the world's literature, trends, and industrial progress, commercial activities, politics, games, social and cultural life.

Communication is a broad term to define. It is defined understood and used in different ways by people from different walks of life. According to the **American Society of Training Directors** – –The interchange of thought or information understanding and confidence or good human relation. **Newman and Summer** defined communication is an exchange of facts, ideas, opinions or emotions by two or more persons. Communication is also defined as interchange by words, letters, symbols or messages and as a way that one organization member shows meaning and understanding with another.

Children learn best by observing and copying the behaviors of adults. It is therefore evident that learning is more effective when sensory experiences are stimulated. These include pictures, slides, radios, videos, and other audiovisual tools. Audio – visual is now permeating the education system as a tool for effective teaching and learning and improving communication skills. With audio-visual, the communication of information can be done in more effective manner and it can be an effective instructional medium for delivering information. Audio –visual access to knowledge is one of the possibilities of information and communication technology that has tremendous impact on learning.

Visual and Audio –visual aid

Audio-visual aids are also called instructional material. Audio literally means –hearing –and visual means that which is found seeing. So all such aids, which endeavor to make the knowledge clear to us through our senses are called audio visual aids or instructional material. All these learning material make the learning situations as real as possible and give us firsthand knowledge through the organs of hearing and seeing. According to **Kinder**: –Audio -visual aids



are any device which can be used to make the learning more effective, more concrete, more realistic and more dynamic.“ According to **Burton** -these are sensory objectives and images which stimulate and emphasis on learning process. According to **Carter. V** “It is trainable process of learning. According to Webster dictionary audio visual aids is defined as training and educational material directed at both the senses of hearing and senses of sight. The visual aids have made it possible for people all over the globe to receive new and valuable information through books, magazines, newspapers, photographs and other visual materials. With the advent of the internet, visual aids facilities like e- mail and chatting has been made available.

Audio –Visual aids as a Means of Communication:

Simply words whether written or spoken by people cannot and will not provide adequate learning experience. We need to supplement the people words. Visual aids are very helpful in the form of pictures, flash -cards, posters. etc. In Language listening is very important skills. If we do not get an opportunity to listen to a language, we cannot speak it properly.

The audio visual as teaching aids improve confidence in speaking

Audio -visual aids helps to improve our confidence while speaking any language. We can speak on any topic without any fear and hesitation.

The audio visual as teaching aids improve pronunciation in speaking

People can learn about native speaker _s pronunciation by watching video. By watching video, people can listen and repeat the native speaker’s voice, watch the video and read the subtitling appeared on screen.

Advantages of audio –visual aids:

1. Teaching aids create interest among the students and make effective teaching possible.
2. Children can understand subject –matter very well
3. The teacher can create situations and thus, his lesson becomes more lively and interesting.
4. The teacher gets visual reinforcement and so can avoid the method of adopting the translation method.
5. Use of teaching aids makes the learner retain its impression for a long time.
6. It creates variety in teaching.
7. The teacher does have to talk much if he uses teaching aids.
8. Teaching aids provides entertainment to the learners.
9. Teaching aids help the teacher to present and demonstrate situation, objects and action which otherwise could not be brought into the classroom.
10. Different kinds of situation can be used for the teaching of different points of grammar.
11. Teaching aids make things concrete and bring the people into direct contact with the objects.
12. The aids help in the formation of language habits by repetition, drill work and constant practice.
13. Teaching aids increase the learner’s experience of the language by providing better quality material.
14. They help in providing speech training to the students.
15. The aids brighten up the class atmosphere.



16. Teaching aids make direct contact possible for the people.

Traditional Aids:

1. Blackboard:

Students can learn correct spelling of words with the help of blackboard. Blackboard help in explaining vocabulary, structure item, drawing sketches and important points with a short summary.

2. Pictures:

They can be used to lend concreteness to a situation where verbal description is found to be inadequate. Right kind of pictures can be collected from illustrated magazines, pamphlets, calendars, brochures etc. They provide a great deal of information at glance good pictures have the power to elicit meaning defined by context.

3. Charts:

It is useful for teaching lexical and structural item, dialogues, conversation, pronunciation, grammar rules. Charts of different types, structures, tenses, transformation knowledge.

4. Flannel boards:

It can be used for dramatizing stories as well as for teaching structural items. It can also be used for teaching pictures composition, storytelling, vocabulary, structures.

Technology Based Aids:

1. Gramophone:

It helps in giving good hearing practice to the people. The teaching of language skill and practice is made interesting by these records.

2. Tape –recorder:

Tape –recorder can be used to correct pronunciation, intonation, stress, and modulation in speaking. It has all advantages of the gramophone. Voice can be recorded to facilities comparison between the two. This may be turn lead to self- improvement.

3. Radio:

Radio help in listening comprehension, developing correct pronunciation and some conversation by means of dialogues. Radio can enrich vocabulary and helps to learn correct structures. It also increases the awareness about the current affairs.

4. T.V.

They appeal to the both visual and audio faculties and make learning more easy, convenient and permanent. They appeal both the ears and eyes.

5. Video –recorder:

It is a powerful and effective tools for the students we can use it to:

- a. Generate interest and stimulate imagination
- b. Provide a common experience for all the students.
- c. Offer a different approach to a topic.
- d. To develop the critical thinking skill.

6. Internet:

Internet motivates the students to learn. Students love to browse and collect information with the help of internet. Students can communicate with the people from different corners of world and this can increase global awareness.



7. Linguaphone:

It helps the students in learning correct pronunciation. Some linguaphones are fitted with recording devices and can be used for recording correct pronunciation. Records are used for the teaching correct pronunciation, poetry, correct usage and latest usage also.

8. C.D. / D.V.D. Player:

They are audio –visual. An LCD projector can also be used to view a CD with quality sound and sharp pictures. It is result of highly developed technology.

Conclusion

It is clear that audio visual aids are important tools for learning process. It helps the teacher to present the lesson effectively and students learn and retain the concepts better and for longer duration. Use of audio visual aids improves student's critical and analytical thinking. It helps to remove abstract concepts through visual presentation.

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Crossing A Boundary of Language- Problems of Non-Native English Speakers of India

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Abstract

Living in a nation where people are unable to read the tag of the medicine, the menu at a restaurant or even the notice signs of the road; people are unable to understand the government documents like license, tax filing or marriage certification. A "native speaker of English" refers to one who has used English from early childhood. It isn't the speaker's only language but it is a means of thought for development and communication. The different varieties of English have created a challenge and left some to consider models that are useful in spreading English language. As a result, English used around the world has acquired its own validity as language sovereign and uses forced by guiding bodies managing the "purity" of the English. Nevertheless, there is ongoing debate among linguists centered on whether the different varieties of English should be acknowledged as legitimate forms in their own right.

Key words- 1.Language 2. Native 2. Non-native 4. Variety of language 5. challenges

Introduction

Living in a nation where people are unable to read the tag of the medicine, the menu at a restaurant or even the notice signs of the road; people are unable to understand the government documents like license, tax filing or marriage certification. The majority of Indians are being burdened by the mere lack of knowledge of English. In Indian society a person's socio-economic status is depend upon fluency in English. They believe that their nation's prosperity as well as their own, is solely dependent upon not just learning English, but completely learning it as a first language. In India, many states have tried to make English the medium of instruction for all schools, colleges and administration. While majority of Indians use their respective first languages for communication like Hindi, Bengali, Telugu Marathi, Tamil, Urdu, Gujarati, Punjabi and so on. So English was and will be a second language to all Indians as we are not native- speakers of English.

A "native speaker of English" refers to one who has used English from early childhood. It isn't the speaker's only language but it is a means of thought for development and communication. Speaking like native speaker of English means more than just knowing grammar and vocabulary. Knowing a language and knowing about a language are two different things. Then Who is a non-native speaker? A person whose first language is not English but other than English. An individual with slight or no knowledge of the English or who speaks English fluently, but whose first language is something other than English. And they are the people from English speaking countries where they learned English in schools when they were children. But in country like India statistically, in the range of 30% are able to speak English and have some impression of reading and writing ability. By crossing this boundary line of language, Indians are struggling in the battle of usage of English. The different varieties of English have created a challenge and left some to consider models that are useful in spreading English language. This



notion of "World English" is allied closely with Braj Kachru. It is adopted by Kachru and others have challenged conventional wisdom regarding the primacy of a linguistic standard that is applicable to all English speakers worldwide. Depend on sociolinguistic information collected from post-colonial societies in Asia, Africa, Pacific and Caribbean Islands, Kachru proved that local and national groups of non-English origin have established their own unusual linguistic forms, socio-cultural practices, and meanings that differed noticeably from their American or British parental languages.

As a result, English used around the world has acquired its own validity as language sovereign and uses forced by guiding bodies managing the "purity" of the English. Nevertheless, there is ongoing debate among linguists centered on whether the different varieties of English should be acknowledged as legitimate forms in their own right. This notion of -different" does not mean that it is right or wrong. And there are no linguistic criteria by which a given variety of the English language or a dialect can be confirmed wrong than another. There are thoughts that fall under the heading of standard and non-standard varieties of English. Besides, each variety has developed its own function and purpose. Moreover, because of their huge number, non-native speakers of English are also evolving their own standards, which are not essentially equal to standards given by native speakers of English. As in Indian context, the non-native speakers of English have different first languages, different letters, different educational upbringings, and different verbal and vocal abilities. Today also in 2019 Indians have complex in speaking English as their first language. Being an Indian and born in country like India we are non-native speaker of English. We try to speak an English as we speak our native tongue. We learn English since school, since kindergarten ... throughout. We learn to read ,to speak and to write it. From their experience, our teachers teach English in schools and colleges. We were stimulated to speak English on campus but we also speak our native languages. The teachers speak in English. We are able to understand and learn from it. We take notes. But every so often our teachers would teach in the native languages, because we cannot keep it in English for so long. Still, in preschool to 3rd or 4th grade, the language of instruction is mother tongue. For the rest of primary school years, English is taught as a subject. It continued as the main language of instruction in 7th through 12th grade alongside one's homegrown language of choice. Indians don't talk much in English. They usually understand everything, they are very good in reading, listening, writing and pretty good in tenses but sometimes mess up with spellings and pronunciations. And it takes a while to understand different accents. The socio-linguistic writer and scholar Rosina Lippi-Green says -accent-as-problem" rather than "accent-as-ingredient". The "poor" speech observation is either deliberately or automatically used by many native speakers of English to de-legitimize the individualities and lived experiences of non-native speakers of English.

There are pronunciation problems of non-native speakers of English in Indian context. Pronunciation is an important part of verbal communication which makes it more real and attractive. Thus, the implication of pronunciation becomes extremely considerable in the process of verbal communication by transferring the phonological rules from their mother tongue into their English speech, the non-native speakers may also create an innovative pronunciation for English sounds which are not found in the speaker's first language. It is very difficult for learners to achieve a pronunciation that sounds like a native speaker. Also, pronunciation like native is also unnecessary for many learners, and may not be wanted. In Indian languages, the speakers might encounter some difficulties where /p/ and /b/ are confused, and /b/ is being used for both •



Example 'Paris' is pronounced as 'Baris'. Some non-native speakers from south India deal with some difficulties such as /th/ are confused and /t/ is being used for, for example the word 'thesis' is pronounced as 'tesis'. The next major non-native speakers of English using Hindi as their first language are having difficulties in consonant letters. The letter /l/ is always clear and /r/ in Hindi is a tongue-tip trill. Example: -Lord // /æ/ and /ʌ / are confused but /ʌ / is being used for both. The problems that cause the pronunciation problems are lack of confidence and lack of vocabulary. Indians often substitute the voiceless /th/ sound with a /t/ or /s/ sound. They say, -tanks // when they mean to say "thanks", "sinking" or -tinking// when they to say "thinking". There is a problem faced by the Indian non- native speakers of English with respect to the American and English Pronunciation as they mix up the pronunciation of these two, as color in American English becomes colour in British English. There is lack of correspondence between the pronunciation and spellings. There is also Mother Tongue Interference problem. Indians mix up the various sounds of English language with the sounds of their mother tongue and there is lack of ability to recognize foreign sounds with ease. In India, the sounds of English and mother tongues are certainly different from each other but the speakers mix them up and try to shape their speech organs according to the sounds of their respective first languages while pronouncing English sound. Another problem is transliteration in the pronunciation of English language. For example, Hindi is the national language of the people of India and they are in habit of using Hindi sounds. This recurrence of pronouncing English sounds in Hindi style combines the mispronunciation.

The solutions to overcome the difficulties of using English are as follows. It is important to listen to how native speakers speak various words and phrases and try to pronounce these words as they do. Pronunciation can be improved by learning the Phonetics alphabets in order to pronounce the symbols accurately. English word has its own stress, or intonation. We must learn to recognize the spelling patterns. A varied range of CDs and DVDs provide native speech modeling of different speaking, pronunciation, national and regional English accents. It is good for a learner. We must search for good teachers and guides that can help them to learn phonetics with proper sound practice and appreciation.

Thus, there are number of problems in using English as our first language for the non-native speaker of the English in India because the main suprasegmental features are length, syllable stress and voice-pitch. It is difficult for an Indian non -native speaker to make the foreign sounds with his own organs of speech and to learn to put his tongue, lips and other parts of the organs of speech into certain positions, or to perform with them certain actions. Hence, it is important for a non- native English speaker to resolve the problems of miscommunication. However, it is found and experienced that in spite of strenuous efforts to attain perfectness in English Pronunciation for a Non-native speaker in India are crossing their boundaries and trying to use English exactly like the Native English speaker.

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A Study on Problems of oral Communication While Dealing with Clients: A Case Study of Working Professionals

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Abstract:

Every professional in this world wants to become successful in his or her profession. Today's professional world is the most competitive one. Adequate knowledge of field related skills are must for sustainable development. Oral communication skills play a vital role in the life of professional. The purpose of this study is to determine the problems of oral English communication of working professionals while dealing with their clients. This paper also highlights the causes contributing problems in oral communication of working professionals in their profession.

Keywords: Communication Skills, Working Professional, English Speaking etc.

Introduction:

Oral communication is a process whereby information is transferred from one person to another by a verbal means. It consist of discussion, speeches, conversation, telephone, question-answer etc. The effective oral communication helps the professional to attract clients towards their business. Oral communication is one of the important basic functions of profession where the professional can make good decision, think out well conceived plans, establish a sound organisational structure and well linked with his clients. With the high demand of English communication skill, the people especially working professionals need to have good English proficiency especially in oral communication. In addition, in the business world there is a need for workers and professionals to spend more time for talking and listening to colleagues and clients rather than writing and reading (Verapornvanichkul).

Effective English oral communication of working professional in their profession can be a major problem for people who are not native English speakers. Even it can be serious problem for those who have insufficient English knowledge.

Review of Literature:

(Boonkit), stated in his study that speaking or communication skills are more important for new employees than the work experience, motivation and academic credential.

(McCroskey), according to the author the major cause of communication apprehension identified is a low level of self esteem.

(Hofstede.), studied the five dimensions for cultural differences such as power distance, individualism and collectivism, masculinity versus femininity, uncertainty avoidance and long term and short term orientation.

Purpose of the Study:

The present study aims to identify the answers of following questions:

1. What are the causes of oral communication problems of professional?
2. What are the levels problems relating to oral communication?

Research Methodology:

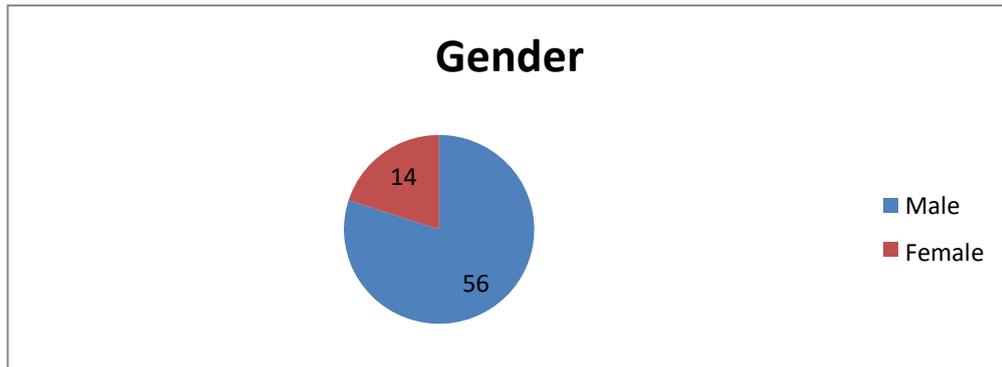
In the study, the researcher collected data from working professionals to identify the problems of oral communication in the profession. The target population of the study comprised of 70 working professionals consisting of Chartered Accounts, Company Secretary, Managers, Director, Associates, Doctors and Lawyers etc.

For the purpose of present study primary data were collected using administered questionnaires.

Result and Discussion:

1. Demographic Profile of Respondents:

Figure 1.1: Gender of Respondents

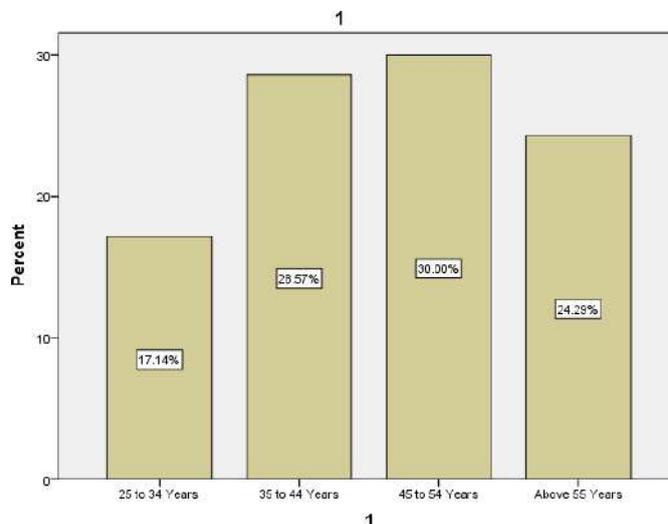


Source: Primary data

Figure 1.1 shows the proportion of respondents by gender with 80% of them being male and 20% female.

Table 1. Age Group of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 25 to 34 Years	12	17.1	17.1	17.1
35 to 44 Years	20	28.6	28.6	45.7
45 to 54 Years	21	30.0	30.0	75.7
Above 55 Years	17	24.3	24.3	100.0
Total	70	100.0	100.0	



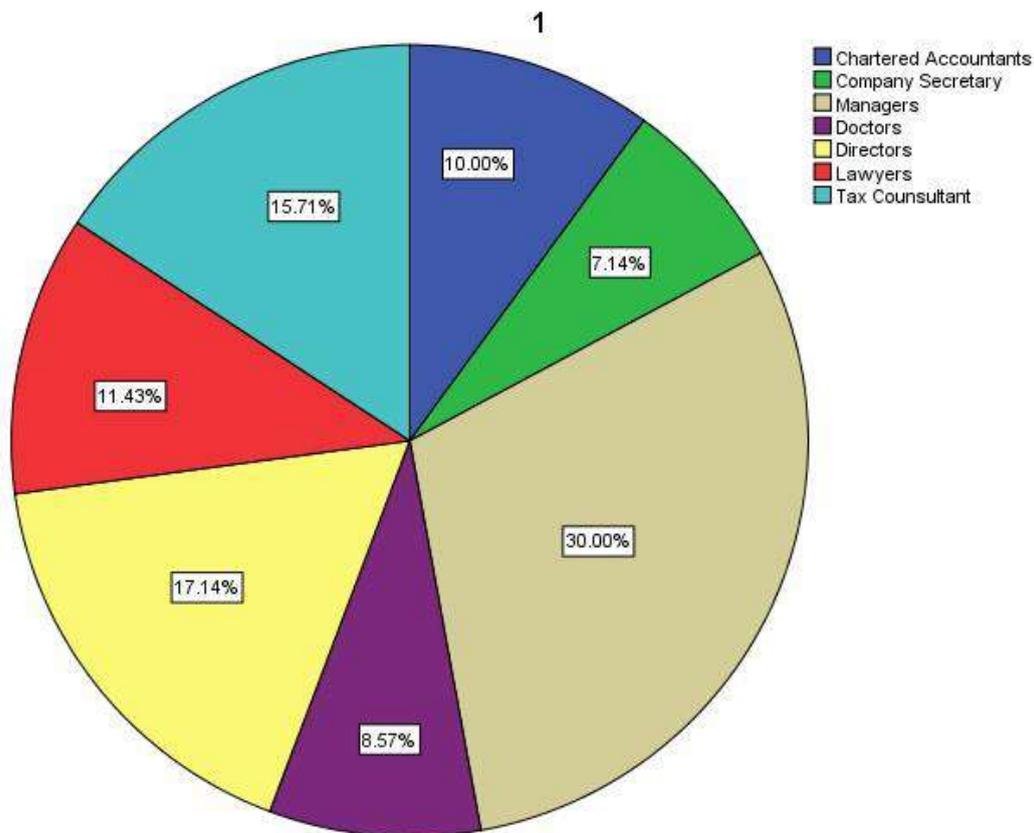
Source: Primary data

The above graph shows that the majority of respondents are people at the age group of 45 to 54 Years i.e 30% following 28.60% in the age group of 35 to 44 Years and only 17.1 % belongs to age group of 25 to 34 years who are joiners and have 3 to 4 years experience.

Table 2. Position of the Respondents

1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Chartered Accountants	7	10.0	10.0	10.0
Company Secretary	5	7.1	7.1	17.1
Managers	21	30.0	30.0	47.1
Doctors	6	8.6	8.6	55.7
Directors	12	17.1	17.1	72.9
Lawyers	8	11.4	11.4	84.3
Tax Consultants	11	15.7	15.7	100.0
Total	70	100.0	100.0	



Source: Primary data

From the above graph it clearly shows that the maximum 30% respondents are managers having 5 to 10 years work experience followed by 17.1% Directors, 15.7% Tax Consultant, 11.4% Lawyers, 10% Chartered Accountants, 8.6% Doctors and 7.1% Company Secretaries.

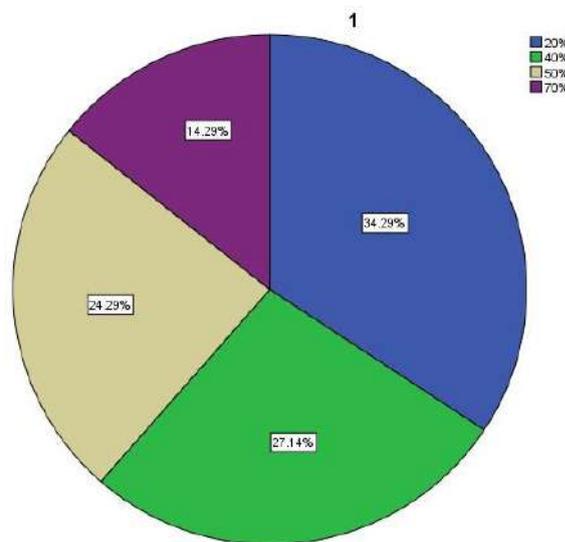
2. Perception of Working Professionals towards English Oral Communication:

Table 3. Percentage of English Usage in Oral Communication with client

1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20%	24	34.3	34.3	34.3
40%	19	27.1	27.1	61.4
50%	17	24.3	24.3	85.7
70%	10	14.3	14.3	100.0
Total	70	100.0	100.0	

Source: Primary data



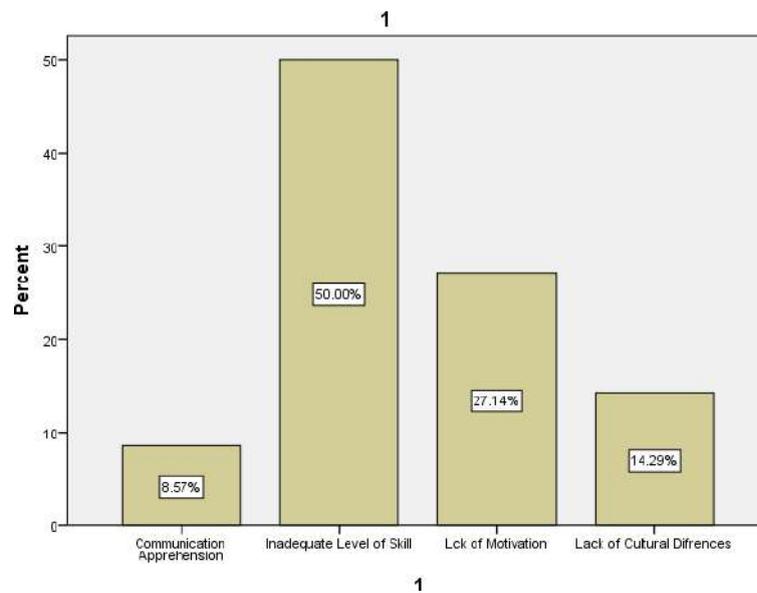
From the above chart it shows that most of the respondents believe that speaking in English while dealing with client has been used at workplace only 20% as compared to other usage and 14.3% respondents believe that usage of English at workplace is about 70%.

Table 4. Problems in Oral Communication skills

1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Communication Apprehension	6	8.6	8.6	8.6
Inadequate Level of Skill	35	50.0	50.0	58.6
Lack of Motivation	19	27.1	27.1	85.7
Lack of Cultural Differences	10	14.3	14.3	100.0
Total	70	100.0	100.0	

Source: Primary data



The above chart clearly shows that most of the respondents (50%) understand that inadequate level of skill is the most common problem in oral communication, followed by lack of motivation 27.14%, lack of cultural differences 14.29% and 8.57% respondents selected communication apprehension as the most important one.

Table 5. Attitude towards English Oral Communication of Professional

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	18	25.7	25.7	25.7
Agree	26	37.1	37.1	62.9
Disagree	10	14.3	14.3	77.1
Strongly Disagree	16	22.9	22.9	100.0
Total	70	100.0	100.0	

Source: Primary data

The above table clearly shows that 62.80% respondents are like speaking in while dealing with clients. It means it shows positive attitude toward use of English in oral communication.

3. Causes of the problems in Oral Communication:

Table 6. Oral Communication Skill

	Lack of Understanding	Lack of Knowledge about informal word	Confusion in Oral communication
N Valid	70	70	70
Missing	0	0	0
Mean	1.39	1.47	1.40
Std. Deviation	.490	.503	.493

Source: Primary Data

According to the result, with the mean at around 1.47 to 1.40, respondents agrees that low level of oral communication skills are one of the main causes contributing problems in oral communication. The above table shows lack of understanding, lack of knowledge about informal word and confusion in oral communication cause important oral communication problem with the mean of 1.39, 1.47 and 1.40 respectively.

Table 7. Intercultural Communication Skill

		Statistics		
		Insufficient Understanding of Cultural Differences	Variation in Communication Style	Different Attitude towards different Culture
N	Valid	70	70	70
	Missing	0	0	0
	Mean	1.33	1.50	1.47
	Std. Deviation	.473	.504	.503

Source: Primary Data

According to the result, with the mean at around 1.50 to 1.47, respondents agrees that lack intercultural communication skills are one of the main causes contributing problems in oral communication. The above table shows insufficient understanding of cultural differences, variation in communication style and different attitude towards different culture cause important oral communication problem with the mean of 1.33, 1.50 and 1.47 respectively.

Table 8. Communication Apprehension

		Statistics		
		Nervous Feeling	Low level of self esteem	Lack of Proper Practice
N	Valid	70	70	70
	Missing	0	0	0
	Mean	1.37	1.33	1.46
	Std. Deviation	.487	.473	.502

Source: Primary Data

According to the result, with the mean at around 1.46 to 1.37, respondents agrees that communication apprehension is one of the main causes contributing problems in oral communication. The above table shows that around 61.43% respondents said that the communication apprehension is the major cause of oral communication problem with the mean of 1.37 for nervous feeling, 1.38 for low level of self esteem and 1.46 for lack of proper practice respectively.

Findings:

1. Most of the respondent's age is in the range of 45 to 54 Years indicating the work experience of 25 to 30 years.



2. Most of the respondents believed that they used English in oral communication at around 20% and most of them showed their positive attitude towards oral communication with 62.80%.
3. The highest number of respondents is working managers in different companies and lowest number of respondents is chartered accounts carrying their own profession.
4. Most of the respondents are believed that inadequate level of skill is the major problem of oral communication.
5. Majority of respondents believed that the lack of knowledge about informal word is the main cause for problems in oral communication skill.
6. Most of the respondent said that variation of communication style is the major cause for problems of intercultural communication skills.
7. Lack of proper practice is the cause of communication apprehension contributing problems in English oral communication.

Recommendations:

For further research it is recommended that, since the majority of respondents are Manager and few Chartered Accountants, it would be more convenient to get more adequate viewpoints from higher level professional such as more directors, Chartered accountants, senior managers and partners etc.

Conclusions:

According to the result about percentage of English usage in oral communication Most of the respondents believed that they used English in oral communication at around 20% and most of them showed their positive attitude towards oral communication with 62.80%. It is also concluded that 62.80% respondents are like speaking in while dealing with clients. It means it shows positive attitude toward use of English in oral communication. Many respondents believed that there are many causes contributing problems in oral communication such as lack of language skill, intercultural communication differences, lack of motivation etc.

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Developing Reading and Writing For Effective Communication Skill

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Abstract:

Effective communication is a key of personality development. Effective communication makes human life friendly and saves human life from conflict, different types of diseases. Effective communication brings success and pleasure in human life. Communication is used to send message, information, signal etc. Reading, writing (LSRW) listening is beginning and speaking comes next to it. It is a natural development of acquiring communication. How to develop those four skills? Whether reading and writing is important or not? What is the role of reading in effective communication? Whether writing should be acquired for communication skill? The answer will be absolutely - yes. It is a secret of learning any language. LSRW should be acquired and utilized in daily communication. Indian people do not give importance to reading and writing skill in their life. So these people are facing problem in effective communication. Language learning means acquisition of four skills so every human being should concentrate on four skills - LSRW. Effective communication will bring effective personality among the human being.

Key words: Reading, Writing, acquisition

Introduction:

LSRW are important skills of language learning. Listening skill should be started at the birth time. Our relatives give experience of the words which a child becomes two three years old, there is a development of the speech. He tried to promise different types of words. Parents are happy at this stage. The third stage is reading. Here the student goes to school and acquire this skill. Writing is in the form of script. It is in printed form. so the learning of these for skills LSRW make personality al round.

Reading skill -

Reading is very important skill in acquisition of any language. It is being said that those are developed countries i.e. America, Japan, China, there is scale of literacy and many reader of different types of books. Reading skill gives foundation to development of personality.

Reading skill is related to printed material. Students are very weak in reading skill. There are different types of reading - Silent and loud reading, skimming and scanning. The language learner has to understand these types of reading. Loud reading makes pronunciation very well.

Reading is used to understand detailed meaning. It is used to find out main points, understand data, understand relationship of the content etc. Reading is used to organize, evaluate, criticize, compare and contrast. Reading is also done for implied reading to understand symbolism, satire irony, allegory. Reading is also done for sensory impression. There is ability to



enter imaginatively into selection through words, into sounds, sights, tastes, smells, feeling. The person should be able to read maps, graphs, charts, tables etc. Skimming is very important to read a lot of reading should be decide.

There should be development of reading material program. There is a need of vocabulary. There is need of improvement in silent reading.

In this way, reading skill is needed for personal development of knowledge and every person have to pay attention towards type of reading.

Writing Skill -

Writing is a reflection of mind. It articulates our mind. It also develops our thoughts and feelings. Writing provides a record of thoughts. Writing is used to express the knowledge, there is a letter, novel, poetry, articles. To do writing the study is very important. Writing provides a record of thoughts.

E.g. John Milton - Paradise Lost and Paradise Regained (Epic). Thirty-seven plays by William Shakespeare, Editors articles on different issues, economical reports etc.

There is expression of ideas and communicate effectively with others. There is some writing for ourselves and some created top share with others.

E.g. School essay, tests, reports, exercise, application for jobs, training program etc.

When we enter into job - There is also need of writing skill. Job report, proposals analysis, requisitions etc

If the person wanted to do effective communication there should be clear correspondence with business associates, co-workers. Understandable writing enables to communicate effectively.

There is a main reason behind writing skill. In mass media we are bombarded with words from politician, scientists, preacher, teacher, etc. Everyone have to become writer. Everyone have to recognize and reject irresponsible and dishonest language of others. We should save ourselves before exploited by others.

While doing writing, spelling is very important. British spelling should be followed singular and plural form should be followed. The learner should have the knowledge of interference effect. E.g. Practise (Verb), Practice (Noun), practice (N), Stationary (Adjective) Stationary (Noun)

The capital letter should be used for week days, months, feast days E.g Sunday, March, May etc. Seasons should not be capital e.g. spring, autumn etc. The property name should be in capital letter Boeing, Land Rover etc.

There should be use of punctuation marks full stop, colon, semi colon, comma, brackets, question mark, exclamatory mark etc. To learn writing skill every learner should understand importance of punctuation marks. Punctuation mark make writing effective and understandable to the receiver. There should be use of apostrophe effectively. The owner's car (Possessive names), while writing fractions it should be appropriate two-third completed, time span should be written by using hyphen (-) 1939-45. Acronyms should be in capital letter; mathematical symbols should be used in percentage format. E.g. 25% x 25 and % should be written like two separate words. There should be use of footnotes, citations, and references, gender appropriately.



Conclusion:

Thus reading and writing skills should be developed. They are as equal to listening and speaking. Indian students do not pay attention to reading and writing skill while doing study of English as a second language. The knowledge of reading and writing is very important for communication. It is a need of time of every person. It should not be ignored. Reading will make human being wise and writing a perfect man. In communication skill LSRW formula should be used. Each has its own importance and should be acquired every human being. The scientific methods of reading and writing skill should be acquired and maintained in the life by mankind.

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Strategies for Improving English Speaking Skills of Non- Native Users

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Abstract:

Speaking is one of the productive skills; listening, reading and writing being the other three basic skills of English. Speaking as compared to the remaining three skills is more complicated as it involves much more than just pronouncing words in the logical sequence. Speaking clearly and confidently can attract the attention of an audience, providing the golden opportunity for the speaker to make the message known. Smart is the speaker who receives and then holds the attention of the audience, with well-chosen words in a well-delivered presentation, to convey a message in an effective, informative, and understandable manner. Improving English language skills is, therefore, a major concern for many non- native users i.e. the users whose mother tongue is not English. There are many effective ways and techniques to enhance English speaking skills. The present paper is a sincere attempt towards dealing with some of the practicable strategies to improve English speaking skills of non-native users.

Keywords: Basic skills, spoken English, non- native, interaction, strategies.

Introduction:

The status of English as an international language is long established. But, to make it genuinely international, one step in that direction could be to consider the status of non-native speakers in a different light. Unfortunately, it seems that we Indians have in many ways the worst possible scenario in English for speaking. The most concerning aspect of today's undergraduate student is that due to his/ her poor background of English speaking, he/ she is shy of taking the initiative to develop spoken English. On the top of all these things, their teachers too neither possess the desired skills in spoken English themselves nor are they able to motivate their students to make efforts to develop proficiency in the English language. This is indeed a very sad state and it needs to get thoughtful attention from the academic circle in order to improve the situation.

Objectives of the study:

The research paper aims at the following objectives.

- 1) To map the current position of spoken English in the Indian context.
- 2) To analyze critically the problems of the English speaking skills of non- native users.
- 3) To suggest some of the strategies that can be implemented to improve the status of English speaking skills.

Research Methodology:

The present study is based on secondary data and information collected from a variety of sources like reference books, published articles, websites etc. A sincere attempt has been made to interpret and analyze the data at the backdrop of the current position of the English speaking skills of the non- native users. The paper limits itself to deal with some of the problems as well



as strategies which will be brought in practice if one needs to improve speaking skills. Basically, all the four language skills i.e. Listening, Speaking, Reading and Writing are interlinked and dependent on one another. This paper, however, due to the constraint of space, focuses on improving only English speaking skills.

Sources to improve Spoken English:

Users of the English language often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Patience, strong desire, and regular practice help a person to improve spoken English to a great extent. The following are some of the sources to improve speaking skills.

Aptitude:

Becoming a fluent speaker of any language is not a magic formula. Language Learner's natural ability to learn another language is called language aptitude. The higher your language; the easier it will be for you to learn a foreign language. The lower your aptitude the harder it will be. The aptitude functions as an incentive behind one's efforts to be a fluent speaker of English.

Motivation:

Motivation is the reason why we study. Debates surround the question of whether success is the result of one's motivation or one's motivation is the result of success. Nevertheless, these results are suggestive. Students who study only for the sake of passing examinations are highly unlikely to be successful.

Careful and persistent work or effort:

These qualities among the students are also a factor that makes difference. To learn English is not sufficient simply to study a lot, one must study the right way. If one wants to learn English well, he/ she must have the Foolish Man's spirit, but the Wise Man's method.

Comprehensible input:

The learner will acquire language best when he/ she will 1) strive to listen to large amounts of comprehensible input, 2) have opportunities to use the target language to communicate with others, and 3) support their learning with some grammatical learning. The internet can be used as a rich source of free input. Apart from that radio, T.V., Movies, Print media, Social media, and Language learning apps can be wonderful sources of comprehensible input. However, one must keep in mind one's level and what comprehensible input truly is.

Finding opportunities to interact:

Some of the ways to practice your English which do not require you to speak with a foreigner are as follows.

- Speak with fellow English language learners.
- Keep conversation with non-native speakers who speak English well.
- Speak over the phone.
- Create imaginary situation to have conversation with your intimates.
- Partake in the activities such as Group Discussion, Role Play, Mock Interviews, Simulations, Story Telling, Elocution, Extempore, Picture Describing and any other activity that you find will provide you with an opportunity open your mouth to speak in English.
- Read aloud because it can help you develop oral fluency and confidence.



- Record your own voice and listen it again to evaluate your pronunciation and notice area where you need improvement.
- Always try to find somebody to speak with at various places such as school/ college, conversational clubs.

Language school can provide you with the opportunity to speak to your teachers and other students. You can still practice listening, reading and writing when you are at home. Participate in pairs or groups with other students to speak as much as possible. We can find the establishment of many conversation clubs around a city where people can exchange one language for another. Look to join a conversation club near you. One must try to be a part of English speaking groups. If you can find such a group, speaking English as a first or second language try to participate in their conversation and go on speaking.

It is said that language is all around us. Language can be found everywhere we go: shop names, street names, advertisements, notices, on buses and trains. Even if we do not live in an English speaking country, there are often a lot of English words we can see everywhere if we keep our eyes open towards them.

Strategies to improve English speaking skills:

Some of the strategies which will be implemented to improve speaking skills can be listed as follows.

- 1) Do not be afraid of making mistakes. Mistakes are normal. You cannot learn without mistakes. The saying which goes as –The person who never made a mistake never made anything. So, your mistakes should be thought of as something Positive and useful.
- 2) In interaction, when you are not understood, you may repeat yourself or may use gestures (hand movements and body language). One can also express the same thing in a different way. To explain it in another way you can use examples giving definitions or synonyms for words.
- 3) Remove negative beliefs about your English speaking ability. Some common negative beliefs include:
 - English speaking is difficult.
 - I'm not good at English.
 - I'm nervous when I speak English.
 - I must speak perfectly every time.
 - I can't make mistakes.
 - There is only one right answer.
 - I must remember all grammar rules and follow them while using language.
 - People from the country in which I live can't speak English well.
 - It's not possible to speak English easily and quickly.

Some of the micro-skills:

Once you have achieved the minimum proficiency in spoken English one has to strive further to achieve micro skills. Some of the micro-skills involved in speaking can be as follows. The speaker has to:

- pronounce the distinctive sounds of a language.
- adhere to stress and rhythmic patterns, and intonation patterns of the language so that people



can understand what is communicated.

- put words together incorrect word order.

- use vocabulary correctly.

- make the main ideas clear by supporting examples or information.

Improving English speaking skills help us communicate more easily and effectively. To be a more confident speaker one must practice where and when one can. It is also important to build one's confidence. If possible one should use simple English sentence structure that you know is correct, so that you can concentrate on getting your message across.

To conclude, one should try to respond to what people say to you. One can often get clues to what people think by looking at their body language. Translating into and from one's own language may take much time and will make the speaker more hesitant. If the speaker forgets a word, he/she is expected to do what native speakers do all the time, and say things that 'fill' the conversation. This is better than keeping completely silent. The speaker should always try to keep a convenient pace while speaking. The utterances should not be too slow or too fast. Apart from these, the speaker is also expected to keep oneself relax when speaking. It is said that good speaking is neither mechanical nor artificial; it possesses a quality of naturalness. If one wants to improve the productive skills such as speaking and writing, it becomes necessary to improve receptive skills such as listening and reading. In fact, all these basic skills are interconnected, interdependent and complementary to one another in one way or other. So, the more exposure one gets through listening, reading and writing the better will be spoken skills in English.

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Problems for Learning English Language as A Non Native Language

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Abstract:

The present topic is dealt to the issue of English learners. It is very current and essential problem for dealing the methods and process of learning. There are so many practices for learning English language for the non English peoples. It means that there are methods like „Listening and Speaking Method“, „Grammar translation Method“ and other methods. Therefore for learning a English language for Indian peoples is a very challenging task. It has included the tone, accent, words, dialects, and productions. All these factors are different than English language. So English is a target language for Indian or non English speaker.

Introduction:

Stephen Krashen has introduced „*Theory of Second Language Acquisition*“. In such way of second language acquisition is difficult to acquire an English language structure and pronunciation which has complete different. Language acquisition does not necessitate wide use of conscious grammatical convention, and does not necessitate monotonous drill.

Acquisition requires consequential interaction in the target/English language and native Indian language. The ordinary communication means in which speakers are afraid not with the form of their expressions but with the messages they are conveying and understanding. ‘*Lucid input*’ is the crucial and necessary factor for the acquisition of language.

The best methods are therefore those that supply ‘*lucid input*’ in low concern situations, containing messages that students/learner really want to hear. These methods do not force early production in the second language, but allow learners to produce when they are ‘*ready*’, to recognizing that upgrading comes from supplying forthcoming and comprehensible input, and not from forcing and correcting production.

In the real world, conversations, or oral communication with sympathetic native speakers who are willing to help the acquirer understand are very helpful.

There is one example that when child born that time he/she have no identity or language utterances. It means child has born in Marathi language speaker then he/she will speak Marathi language but if that child lived in Tamil family then he/she will speak that language. For language acquisition person can easily acquire foreign language when there is no option for that particular language.

In Anita Nair’s novel *Alphabet Soup for Lovers* is an interwoven novel that flits between the thoughts of a cook who is learning the English alphabet with reference to the names of vegetables and dishes, and the two lovers.

She has used food as a metaphor, to base the narrative. The narration begins with cook Komathi’s decision to choose arisi appalam (rice poppadom) as the first in her alphabetical expedition. She also takes time in her thoughts to talk about her employers Leena Abraham and KK - and the cold and almost emotionless relationship between the married couple.

It is a story of language learning as Leena’s relationship with a guest at the home stay they run in the exact opposite. The moment she meets Shoola Pani, a popular actor who has a



unexpected desire to flee from his life, she feels reinvigorated. Shoola Pani also feels the same, and both hopelessly fall in love with each other. On top of the chemistry between the two, the setting of their romance too has a role to play. Nair says,

“My brother works in Valparai (in the Anaimalai Hills in Tamil Nadu), the place where the book is set. When I went there, I fell in love with the place. What makes the place so special is that when you're in the hills you are cut off from everything else. For a while it makes you think you can take on anyone in the world. The setting, therefore, had a very definite role to play.”

While their love blossom, it is Komathi who plays the nuts-silent witness. She blames Leena on her behaviour, although much of her explosion trunks from her own failed love affair. She's also worried for Leena still. Having known her since she was six-year-old, there is a certain gentle aspect to how she behaves with her employer as well. As Nair and Komathi arrive at the letter Z, the fate of the two lovers is kept both clear yet doubtful. Leena and Shoola, or Lee and Ship as they call each other, want to stay together but don't know if it will be practicable. Komathi, ever the observer, seems optimistic nevertheless.

So for conclusion language is not a barrier to communication or to share something. But it must be devotion how we involve for that. So learning English is not so easy and so hard that depends on the how the learner gave importance for English language is need or compulsion for daily life.

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“A Study of Evaluation of Under Graduation Students” Performance in Communication Skills.”

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Abstract

This study was conducted to find out the factors which are the reasons for the poor performances of students and to find out ways of improving the teaching and learning of the Communication Skills course at the Under Graduation Students. The present research also focuses on needed suggestions and recommendations for improve the teaching and learning of the Communication Skills. For the same purpose, the researcher had used interviews, observation and documents to collect data in order to answer the questions that this research finds to answer. The study had considered all First, Second and Third year senior college students of the various colleges in Pune city and lecturers of Communication Skills as its total population. The purposive sampling technique was used to select one hundred (100) respondents which included ninety (90) students and ten (10) assistant professor. The main findings were that students have negative perceptions towards the course even though they try to develop positive attitudes towards it. Again, some of the students admitted into the first year have weak language backgrounds which reflected in their communicative competence and thus they do not perform well. Other issues like large class size coupled with lack of modern lecture halls and facilities do no help in the teaching and learning process. The study also revealed that there are not enough lecturers at present for teaching the course. The study recommended that students, assistant professor and administrators of the Communication Skills Unit should play their various roles to make the course a success. It was also recommended that all those involved should have regular meetings to overcome the problems that have been mentioned above in order to improve on performances and the teaching and learning process.

Introduction

–Communication is a purposeful process of expressing, receiving and understanding messages containing factual information, feelings, ideas and needs by two or more individuals through common symbols. Communication Skills is one of the general courses taught in most educational institutions in Pune city. The Communication Skills course is a course that enables students to have knowledge or the ability to use the requisite skills to communicate properly. Like all other courses run in educational institutions, it is very relevant and has an added importance of equipping students with proper language skills to assist them in their studies.

The objective of the course is to equip first-year students with writing; reading and note taking skills to enable them pursue their studies effectively. English, together with Mathematics and Science, remains a major requirement for entry into as in educational institute other public society. In addition, prospective university students in Pune city are expected to have been exposed to twelve years of English from the primary school level to the secondary school level. In addition, on entry into Pune Universities, students are required to take Communication Skills. The curriculum for the Communication Skills program is briefly outlined below:



1. Reading skimming, scanning, summarizing, etc.
2. Note-taking and note-making from lectures, textbooks; outlining
3. Conventions of Usage spelling, grammar, punctuation, documentation, etc.

A study of first-year students' writings at the Educational Institute, based on class assignments and end of semester examinations revealed that most first year university students taking the Communication Skills course are unable to write effectively. For example, at a post-examination meeting lecturers in Communication Skills compared and analyzed their findings regarding students' performance and summarized the following problems confronting first year university students:

1. Evidence of inadequate knowledge of grammar resulting in simple grammatical mistakes.
2. Inability to comprehend the spoken word and the written text due to poor listening and reading skills.
3. Boring expressions reflecting a weak foundation in sentence construction.
4. Inability to answer examination questions in an orderly fashion.
5. Inability to write for a specific audience.
6. Inability to write scholarly papers.
7. Inability to summarize

From the above, it is obvious that there is the need to help students overcome these problems and improve the communicative competence of students at the Educational institution, It is therefore, the aim of this research to identify the factors that affect the performance of students in Communication Skills and what can be done to improve on students' performance.

Problem Statement

In recent years many people have complained that the standard of English in Pune is falling at all levels of education. It had been observed that –our students might not be as comfortable with the English language as they were a couple of decades ago. And there is some evidence that the standard of usage, measured in terms of the ability to communicate meaningfully and to observe common grammatical rules, is also falling. The report of the Education Commission in 1996 on the topic –On Addressing Problems in Language and Communication Skills in Education states: –This Report has established that the standard of language and communication skills within the education system has been deteriorating over a period of time and has now reached alarming proportions as attested to by various examination results. The idea is that after taking the Communication Skills course after at least a semester, students' writing should reflect on the skills acquired from the course. Several reasons could account for this inability of students to write effectively and exhibit the knowledge acquired from the Communication skills program. This may include the academic background of the students, knowledge and qualification of lecturers in the communication skills course, attitudes and perception of students, learning environment and the teaching methods adopted. However, the exact causes of the poor performance of students in the Communication Skills course and how to improve them have not been established through research. It is against this background that the researcher seeks to do a comprehensive research into the teaching of communication skills in tertiary institutions to assess the factors that influence or affect students' performance and what can be done to improve the teaching and learning of the communication skills course.



Objectives of the study

The study has an objective of examining the factors that affect undergraduate students' performance in the Communication Skills course at the various Educational institutions in Pune city, the research also has an aim of bringing out suggestions and recommendations on how to improve the teaching and learning of communication skills.

Research questions

The following questions guided the research:

1. What accounts for the poor performance of students in the Communication Skills course at the Savitribai Phule Pune University of Pune?
2. What can be done to improve the teaching and learning of the Communication Skills course that will result in good student's performance?

Sampling technique

The targeted population for this study was level one hundred undergraduate students of the Savitribai Phule Pune University Of Pune . This population was chosen by the researcher because the undergraduate students at this level had just gone through the Communication Skills programme. As such they will be in the best position to give authentic information about the course which will be needed for the research.

The total population targeted for the study was level one hundred undergraduates of the Savitribai Phule Pune University Of Pune the sample was selected from ten departments, and every department was represented by three people. This was possible because the researcher wanted to have a fair representation from all the departments chosen. The ten departments included those at the campus of the University. The study should have had a larger sample but because of time constraints and the research design chosen, the sample was reduced to ninety (90) second year students and ten (10) lecturers of Communication skills including the Coordinator of the Communication Skills Unit. In all, ninety (90) respondents were purposively selected for the study. This was done on the assumption that the sampling units were considered to be homogeneous in that the students have similar characteristics and that the students are in the same level and so will be able to respond accurately based on their experiences and perceptions about the course. Again this selection was done based on the fact that the researcher wants an in-depth information and this can be done effectively with a smaller sample size.

Research question one

What accounts for the poor performance of students in the communication skills course at the Savitribai Phule Pune University of Pune?

The main research findings were as follows:

- The study revealed that students' performance have not been very bad as the various reports have asserted. As was said by the lecturers interviewed, students' performance gets better over the years as situations and the conditions in the university keeps getting better.
- These are large class size, duration of course, students' use of Pidgin English, qualification of lecturers, unavailability of textbooks, teaching methods are some factors which affect performance of students.
- It also came to light that currently, there are only four (8) lecturers who teach over one thousand first year students who are admitted into the university every year. The question is how



effectively will these lecturers teach and assess all the number of first year student that are admitted into the university every year.

- Other factors like students' learning habits, complacency on the part of students as well as negative attitudes and perceptions towards the learning of the Communication Skills course came out as some of the factors that affect the performance of students.
- Some of the students have the perception that the course is difficult, however the majority of the undergraduate students have positive attitudes towards the study of the course and that students are not performing poorly but rather averagely.
- It has been established that almost all the undergraduate students as well as all the lecturers want the course to be compulsory and maintained because of the importance of this course. Again both the lecturers and the students want the duration of the course to be extended since one semester is not enough.

Research question two

What can be done to improve the teaching and learning of the Communication Skills course?

Whatever may be the situation be, there is always room for improvement. This research has brought out several ways of improving the teaching and learning of the Communication Skills course at the University. The following are suggestions made by the respondents of this study and they are sub-sectioned into the various roles everyone involved has to play including other general suggestions.

a. Assistant Professors Role

The study revealed that lecturers have a major role to play in improving the performance of student's in the Communication Skills course. The lecturers need to be tolerant, have positive attitudes towards students, have open communication with students in and outside the lecture hall and be democratic in their teaching. They also need to use teaching methods that engage students intellectually. In addition, teachers should be involved in a lot of research so as to help their learners in the lecture hall.

b. Students' Role

The study found that learners can help improve their performances in every course, in this case Communication Skills by being tolerant to each other's ideas and accommodate new teaching methods or strategies employed by their lecturers. Learners should develop positive attitudes towards learning. Another suggestion for the study will be that the Communication Skills course helps students a lot in the job market especially in interviews and so it will be helpful if students take the course seriously and strive to work hard at it. Again, communication is very important in all spheres of human life and as such every individual must develop good communication skills. Other inputs made by some of the respondents' on how to improve students' performances in the course were that it enhances their listening, speaking, reading and writing skills.

c. Administrative/Institutional Roles

The various educational institutions in collaboration with the Communication Skills Unit should re-examine the curriculum, syllabus and course content. The teaching methods should also be varied to suit the peculiarity of every topic in the course. The coordinators of the course should check on lecturers often to find out if the right things are being done in the lecture halls. In



connection with that, students can be interviewed once in a while by the coordinator to find out if they like the methods used to teach and if they actually understand what is being taught. The administrators of the course should also meet very often with the lecturers to discuss students' progress and how it can be improved.

Conclusion

On the basis of the findings made by the study, the following conclusions are made:

1. Students do not have a good opinion about the course of Communication Skills and so they do not learn.
2. The success of students depends greatly on the students themselves along with the lecturers, the coordinators the university administration.
3. It was also found that students do not spend much time in studying Communication Skills. Most of them do not learn daily.
4. It was also found that students who approach their lecturers only when they have problems with their grades, not most of the time in case of study problems.
5. More lecturers will be needed to help the number of students than the present number of lecturers.
6. Teaching and learning will be more comfortable if better lecture halls with modern facilities are provided.
7. Most students do not approach or consult their lecturers for academic help when in difficulty.
8. Large class size hinders students' progress in class.

Recommendations for improving the teaching and learning of the Communication Skills:

Based on the findings and conclusions drawn from the study, the following recommendations are made:

1. Lecturers should change thinking of students to perceive the course as not difficult and consult when in difficulty
2. Lecturers should be encouraged to write more textbooks on the Communication Skills course.
3. Students should put in more efforts to improve upon their communication competence because besides performing well in examinations, it will go a long way to help them.
4. Effort should be made to employ many English language and Communication Studies oriented lecturers into the Communication Skills Unit to lecture in the course.
5. Lecturers should take a second look at the topics that the students said should be excluded such as, 'Ambiguity', 'Sentence Pattern' and 'Dangling Modifier'. They may be a little difficult for students so lecturers must teach them in a way that the students will develop interest in these topics mentioned earlier.
6. Class sizes should be reduced to encourage active participation in class.
7. The researcher finally suggests that the curriculum planners for the course should set up a committee to investigate the number of years that the course should be studied.

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A Study of Barriers of Communication in Classroom and its Solution

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Introduction:

Teaching is generally considered as only 50% knowledge and 50% interpersonal or communication skills. For a lecturer, it is not just important to give a quality lecture but it is more important for the presentation of a lesson or lecture in class. Communication skills for lecturers are thus as important as their in-depth knowledge of the particular subject which they teach. Lecturers will be aware of the importance of communication skills in teaching. They must also realize that the every student have different types of strengths and weaknesses. It is only through communication skills that a lecturer can introduce creative and effective solutions to the problems of the students. Thus, a lecturer can enhance the learning process.

Objective of the Study:

1. To study the Introduction to Communication Skill.
2. To study the Barriers of Communication in the Classroom.
3. To study the Effective Communication Skills for Lecturers.

Research Methodology:

The research paper is based on the secondary data and the information is retrieved from the internet via journals, research papers and newspapers on the same subject matter.

Introduction to Communication Skill

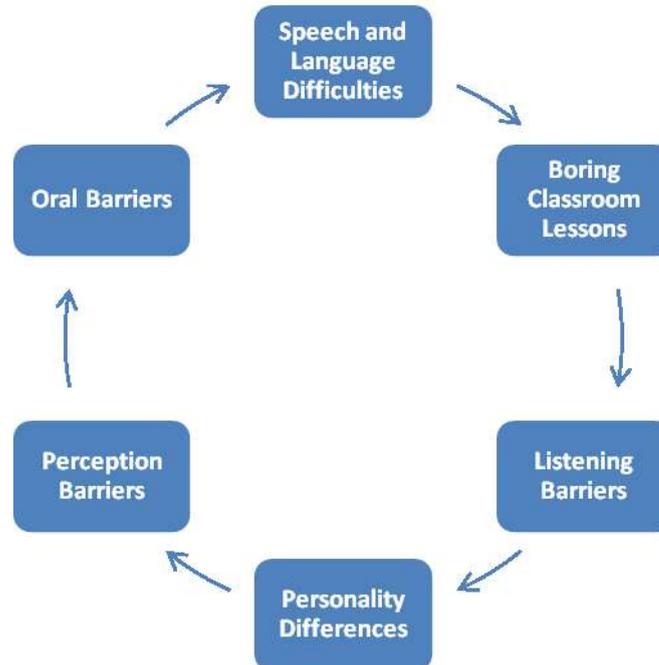
Communication refers to the trade of thoughts and ideas with the intention of conveying information. Communication can be defined as sharing of thoughts, information and intelligence. All activities are that a person performs when he wishes to convey his message to others are nothing but the ways to achieve communication. The effective ways of communication are clarity and completeness of message, individual's facial expressions, eye contact, body postures, and external physical appearance.

The require for Communication arises due to the need to express. None of us can live with bottle dup feelings. Thus, the require to communicate arises, so that one can express. The same logic applies at all workplace, organization or any other place. They require for communication and the ability to communicate helps in developing efficient management, organizational skills, laying down plans, establishing a healthy work culture and resolving impending issues. Teaching profession demands excellent communication skill, along with the optimum knowledge of the subject. If they are unable to teach what they know, students tend to be less involved and lose inspiration to learn. They would be motivated to speak up their viewpoints in class and raise questions, if they are unable to grab certain topic. For this, it is vital for the lecturers to communicate effectively with them

Barriers to Communication in the Classroom

Communication obstacle in the classroom makes it difficult for students to get the most out of their education. Some lecturers fail to create engaging lessons and struggle to connect to their students on a one-to-one basis. Students with unaddressed language or speech difficulties

often have trouble communicating with their lecturers and classmates. Personality differences and peer pressure add to the mix, making all classroom interactions feel awkward or forced.



1) Speech and Language Difficulties: Students with unaddressed learning or speech difficulties often struggle to communicate in classroom settings. Some might have trouble comprehending lessons and organizing their thoughts, and others might rely on hand gestures rather than words. Students often shut down, isolating themselves out of fear or embarrassment. This communication obstacle can often be overcome by developing individual education plans for struggling students and consulting with special education lecturers, parents and counselors.

2) Boring Classroom Lessons: Classroom communication breaks down when students are bored, unmotivated or disinterested in their schoolwork. Students don't need to be entertained all day, but lecturers should work hard to develop engaging lessons with interesting, relevant activities. Thought-provoking assignments, technology-enhanced lectures and creative projects spur classroom communication and interaction. Outdated, routine assignments and busywork create students don't want to interact with their lecturers and just want class to be over. Lecturers who put energy, enthusiasm and creativity into their lesson plans don't usually have to deal with this Communication barrier.

3) Listening Barriers: Effective listening is one of the important factors in classroom communication. Take the time to listen to what the other person is speaking. When someone is saying, you shouldn't be thinking of your post response. Negative emotions may occur when body language is used. A lecturer must also take care to keep emotional reactions to a min. and focus on what the speaker is speaking. Outside noise such as mobile or construction noise can sometimes make listening difficult. This outside noise should be min. in the classroom.

4) Personality Differences: Some stem from personality differences between students and lecturers. For example, students who don't want to connect on a personal level with their lecturers often avoid communicating with them. This personality dynamic frustrates lecturers who attempt to bond with each student, only to find their efforts unsuccessful. Students who crave closeness and acceptance often strive to be the lecturer's pet. Lecturers and classmates might get irritated with students who brown nose for attention. Personality differences lead to

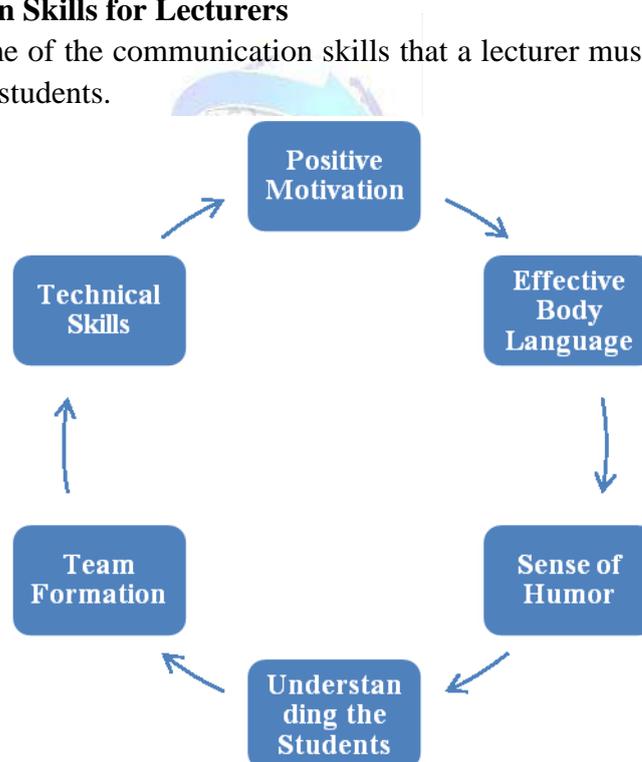
frustration, unhappiness and a lack of communication between students and lecturers. Lecturers must recognize and understand these personality differences and strive to find a healthy balance, without showing partiality or favoritism.

5) Perception Barriers: Perception may be a barrier to best communication in the classroom. Many people may receive and hear the same message but interpret it differently. Paying attention to detail is also important. Most Important aspects can be missed by not covering a subject in matter. A lecturer would also learn to focus on both positive and negative aspects of a communication. By having a distorted focus, a lecturer may only focus on the negative aspects of a communication.

6) Oral Barriers: Communication barriers in the classroom may exist if oral communication is not clear. Communication occurs when the listener hears and understands your message in the way you meant for it to be received. Some problems in oral communication include using words with ambiguous meanings. The teacher must make conform the students clearly understand the meanings of words. Another problem in oral communication is using generalizations and stereotypes. Classroom information exchange should be specific to the topic and without bias. A lecturer must also take caution not to make a premature conclusion before she has all the facts about a topic or situation. Finally, a lecturer mostly overcome any lack of self-confidence and delivers the message with assertiveness and clarity.

Effective Communication Skills for Lecturers

Following are some of the communication skills that a lecturer must possess so that they interact properly with the students.



1) Positive Motivation: This is one of the most important things that a lecturer must possess. In a class room students all time have different kinds of taste and preferences over all subjects. So it is the job of the lecturer to create enthusiasm and interest in the minds of the students towards a subject. It is also a lecturer's role to remove any fear and inhibitions that a student may have towards a subject.

2) Effective Body Language: This is the most powerful communication skill that a lecturer must possess. Effective presentation skills include a good body language depend on verbal skills. This



is a long lasting impression in the minds of the all students. Thus, a lecturer's lecture will inevitably become more interactive and interesting for the students. Besides, a lecturer should maintain the volume, tone and rhythm of their voice during a lecture.

3) Sense of Humor: The most importance of this factor has been continually underestimated. A good sense of humor keeps the students active and interested in the lecturer's class. A lecturer who is dour and lacks humor doesn't contribute to the overall well being of the students.

4) Understanding the Students: Lecturers should encourage students to communicate openly. There would be emphasis on cultivating a dialogue rather than a monologue. So while solving any kind of problems in the class, it is all time wise to hear the opinions of the all students also.

5) Team Formation: This is important method where you can divide the classroom into small teams and ask them to solve different problems or complete assignments. This practice will increase not only the interaction among the students but also among the lecturer and students.

6) Technical Skills: It is also important that lecturers should be up to date with all the latest teaching aids like computers, video conferencing and especially the use of internet. This will help the all students to keep up their interest in the teaching- learning process.

Conclusion:

The procedure of communication is dynamic concept and not a stationary. It takes presence of mind and courage to face public with the power to prove what we want to convey through communication. A communication can be said successful only if we are able to convince people for whatever we wanted to convey. Depend on the environment and circumstances the most effective of speech changes. It is therefore a variable interaction both affecting and being affected by all variables. It is a root social process required for the G&D of individuals, groups, society and people. Knowing good communication skills are continually important in every walk of life. Effective lecturers recognize the increasing importance of technology as a tool for student learning and as a major communication resource to be developed. Technological media, classroom environment, and the lecturer's verbal and nonverbal communications should all work together to send the students clear and consistent messages about classroom expectations, goals, and challenges.

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Zeal for Enhancing Social Intelligence in English Communication

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Abstract:

While writing this research paper, the English language has undergone several innovations with transformation of time. Today a set of ideas and political requirements that in every regard are the opposite of all that liberalism meant to the previous generations. Many work groups are affected with conflict, frequently a consequence of poor communication.

Introduction:

Before computerized transmissions, and electronic walkie-talkies, youngsters designed a low-tech device: two tin cans tied together by a string. As early as it is the objective of communication: To create durable connection and keep it intact.

A lot of supportive cue to precise distinctive English:

Don't be discouraged to make mistakes. Be confident. People can you correct your mistakes when they hear you make them. The significant of mutual communication means Relation of skills which are progressively exceptive because of four component of expanding moment in most organization of these days. Technology, time intensity, diversity, and compulsion are the practices of this.

Telecommunication:

Rethink what you do. How much of your workday is consumed interacting with technology? How do you assume that representative would answer the question?

In an impression of a appreciated glossary dated 1987, the word "E-mail" doesn't appear. Now, e-mail is commonplace's is voice-mail. Every year, the hierarchy of telecommuters grows. Telecommunication has revolutionized the workplace and its esteems are growing.

–Whenever new technology is introduced into society, there must be a counter balancing human response -i.e., high touch.¶

Time intensity:

The Corporation is superficial. They're broadcast electronically in nanoseconds or expressed for overnight delivery. There is need to learn the modern method for getting more done in less time: multi-tasking.

¶ In a rush, you –Cut to the chase¶- get right to the point-no time for idle chit-chat.'

As time is important, it is not affordable to waste time through incomplete, inaccurate, or ineffective communication. Good interpersonal skills allow an individual to make the best use of the time while interacting with people.

Diversity:

To be fully effective, you need to familiarize to the various needs interests, supremacy, and communication styles of colleagues, peer, and the boss. You need to be skilled at drawing upon the individual talents of a diverse work group. To do that, you need to interact-



interpersonally.

Liability: -

It is needed to follow the phrase *“Keep your ear to the ground,”* which means to speak. When representatives have a distress, take the time, and show a willingness to hear them out. Use your interpersonal skills to help intention controversy previously they get out of hand.

Assurance:

To conviction, people must feel safe. They need to feel safe in the sense of their physical safety and security, as well as in emotional and psychological ways. Most people feel nervous hearing such remarks, even if they aren't intended for them.

“If you have a good relationship and can talk and laugh, you can give people good news equally the same.”

Communal Intelligence:

The persons who have communal intelligence have an ability of understanding other people. They have friendly behavior sensitive to other's mood. It helps Student to develop during their classroom. Understanding developed through group activities helps to create a relaxed classroom atmosphere where learners feel more self -confident and willing to speak in the target language. To develop a good communal intelligence in learning English Language:

1. Reading English newspaper daily.
2. Visiting historical places where foreigner comes.
3. Interact with one person in English Daily.
4. Penetrating others people.
5. Understanding people.

Contrive your Communication:-

It helps to build trust. It conveys a sense of commonality. But it's not cautious. It should just evidence sensitivity to different styles of communication and personalities, such that communication is as open as possible to simplify your mutual success. This style aims to make people more accessible to what you have to say. It stimulates from them a more favorable.

At least, it gives more importance to oral communication. The usage of objects and real situations in the class is a good progress for language teaching. However, fascination with the accuracy of pronunciation is seemed to be a problem for learners, because learning process must be natural and fluent.

It has some principles such as language is medium of expression of meaning and its primary function is to interact and communicate. There are many interpretations of what CLT actually means and involves also. There has been development in various ways such as emphasis on individualized instruction, humanistic approaches to language learning. There is greater focus on the communication, in contrast to linguistic, and competence.

Conclusions:

Communicate early and often to ease representative through change. Communication is analytical to what you do; it aims to sharp your skills. In view of the nature of the firm to today, interpersonal skills are more important than ever before.

Being the first method of the language teaching, it has some drawbacks. For example, importance of oral communication is not emphasized. Both spoken and written communications



are equally important. But it is observed that oral communication is more important than written language communication.

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Importance of Verbal and Non-Verbal Communication

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Abstract :

Communication is a process by which thoughts, ideas and feelings are conveyed. In fact there are two types communication, verbal and non-verbal. It takes place because of co-operation. It is an integral part of everybody's life. Broadly the types of communication are formal and informal as well as verbal and non-verbal. In communication body language also plays a very significant role. Informal communication is used among friends, family, and people to whom we know very well and formal communication takes place in professional or business context among people and body language consist our facial expressions, gestures, movement, posture and eye-contact voice and appearance are also included in communication.

Keywords: Communication, Communication Types-formal, Informal, Body language.

Communication, which is one of our most basic needs, is the process of conveying our thoughts, ideas and feelings to others using verbal as well as nonverbal signals. It involves sending and receiving information using a medium that is understood by both the sender and the receiver so that there is communication between them. We are constantly communicating with others for different purposes in all spheres of our life-at home, school and work and within the community. Effective communication results in cooperation, whereas weak or faulty communication leads to misunderstanding and failure to achieve the speaker's (or the writer's) objective. Communication thus forms an important and integral part of our lives. Communication is usually discussed in terms of the following: content (what is being communicated), source/sender/encoder (by whom), form (of what kind, e.g. written, spoken, nonverbal), channel (through which medium e.g., air, print), destination/receiver/decoder (to whom), and the purpose (what the act of communication does for the sender, e.g. allows him/her to state a fact, give advice, make a request or ask questions).

Apart from having the necessary professional skills, we need to be effective communicators to function well in today's world. Though verbal expression is the most important tool of communication, there are nonverbal means as well, such as sign language, body language, touch, eye contact, voice pitch, tone and intonation that we use to exchange information. Further, in order to communicate well, we need not only language skills but an understanding of the cultures, the attitudes and the problems of the people we deal with. It also calls for sensitivity, tolerance, flexibility patience tact and persuasive skills when interacting with others.

Communication between two or more people or groups can be informal or formal. Informal communication is used among friends, family and people you know well. In contrast, formal communication takes place in professional or business contexts among people who work together, especially at different levels in a hierarchy, among those who participate in a business



deal or interact in formal social situations. Formal communication is also used among people who are strangers meeting for the first time or among those who may have met but who do not know one another well. Some examples of situations where informal communication takes place are a birthday party, a family dinner and college canteen. Examples of situations where formal communication is called for are a job interview, a meeting of a company's board of directors and a dinner hosted by a university's vice-chancellor.

Both written and spoken forms of communication can be formal or informal. Thus, a letter you write to make a business enquiry would be formal while one that you write to your sister would be informal, but a chat with a friend would be informal. The language used to communicate in formal and informal situations differ in many ways. Thus, the language of formal communication is always the standard variety, that which is used in newspapers and news broadcasts, with full forms of words (for example *_it has been a bad year for the country. We have suffered a war, draught and a viral epidemic,* instead of *_A bad year for the country-war, draught and a viral epidemic.* The words and phrases used in this form of communication are formal (for example *_signify* for *_mean* and *_inform us* for *_let us know*). The language of informal communication has shortened forms of words as well as slang expressions (very informal, sometimes offensive language such as *_buzz off* for *_go away*, used especially by people who belong to a particular group, for example young people) and expressions typical of a particular region or variety of a language (for example, *_pure* in *_I'm pure tired today* means *_very/totally* in Scottish English), which are not used in newspapers and books.

All forms of communication that involve the use of language, both spoken and written, are verbal forms of communication. Although this is the form that is learned formally, in actual practice, there is a third kind of communication, which is nonverbal. Nonverbal, communication sometimes works alone and at other times accompanies verbal communication, particularly spoken, to support or supplement it. Nonverbal communication is the process of sending messages or expressing emotions or attitudes without using words and sentences. This form of communication consists of our appearance, body language and how we use our eyes and our voice. It differs sometimes from one culture to another, but it is largely universal in nature. There are three main kinds of nonverbal communication that you should give attention to when speaking.

Body language refers to the way we communicate through our facial expressions, gestures and movements, posture and eye contact. People you are speaking to-at an interview, meeting or presentation-will note your facial expressions and form their opinions about you. Look relaxed, calm and pleasant because this makes most people respond favorably to you and listen to what you are saying. If you are not careful, your facial expressions will show that you are tense, irritated or bored. A gesture (pronounced *jes-cha*) is a movement of the hands, arms, head, etc. that expresses some meaning: e.g. nodding the head conveys agreement, shaking it disagreement, shrugging (or raising your shoulders and then lowering them) a lack of knowledge or interest. Fiddling with objects you are holding in your hands, for example pens or slides, distracts the audience and will take their attention away from what you are saying. Similarly, standing with your arms folded in front of your body will tell the people you are talking to that you are nervous or not confident about yourself.

Moving about too much is also something that disturbs people who you are talking to. If you are sitting down, for example when you are being interviewed or when you are making a



very informal laptop presentation before a small group of colleagues you work with closely, do not fidget (or make continuous small movements, pronounced /fij-it/) in your chair, but sit back or lean forward slightly and move only as much as you would normally. Avoid sitting with crossed legs, which will send out negative signals; keep legs relaxed and a little apart, feet pointing towards the people you are talking to. Keep your hands loosely on your lap, on the armrests or by the equipment you are using. If you are making a presentation, avoid walking up and down because this will distract the audience, it is best to stand in one place except when you need to walk to the flip chart or write something on the whiteboard. When you are speaking, leave your hands by your sides, hold them lightly in front of you or rest one hand on the lectern, the projector by your side or do all these to avoid monotony for the audience.

Work continuously towards developing good posture (or the way in which you usually hold your back, neck and shoulders, or how you stand or sit, pronounced /pos-cha/) because it is not something that you can correct on the day of your interview, meeting or talk. Always sit and stand straight, with the head held high and the shoulders help back in line with your ears. However, take care that you hold yourself in a relaxed way so that you do not appear stiff, uncomfortable or tense.

You also need to maintain eye contact with the people while speaking. Looking down continuously at your hands or at your script or notes will not help you build a rapport (an ability to communicate well with others, pronounced /rap-o/) with your audience. Unless you are answering someone's question, move your eyes continuously from one side of the audience to the other and from the front to the back. Avoiding eye contact or rubbing your eyes or closing them while speaking may all be seen as signs of your nervousness and lack of confidence and sincerity.

Voice is also a non-verbal cue that affects communication. Learn to use your voice well if you want to be a good speaker. Some of the aspects that you must specially take care of when practicing your speaking skills are: loudness, clarity, speed intonation, tone and pitch. By varying the pitch (level of voice), tone (a quality in the speaker's voice that tells the listener about his/her feelings and attitudes for example, satisfaction) or loudness of your voice, you can express a range of emotions and attitudes.

- Speak clearly so that you can be understood. People listening to you will find it difficult to understand you if you do not pronounce words clearly.
- When making a presentation or a speech before a group of people, be louder than you would in a one-to-one conversation. If your talk is in a big room and if there is no microphone, you must project, or throw, your voice so that it reaches every part of the room.
- Speak at a moderate speed, neither too slow nor too fast; the audience will understand you and will not get bored.
- Use the right intonation patterns (sound changes produced by the rise and fall of the voice to show that you are asking a question, stating a fact, etc). Many educated English speakers in India and other South Asian countries do not do this because intonation is not a feature of languages in the region.
- Find out how to stress (or say a syllable or a word with force) the words you will be using in your presentation or speech and practice saying them.
- Maintain a neutral, friendly tone even when you are disagreeing with someone or being criticized.



- Pause where you think it is necessary for you to give the audience time to consider a point you made or to emphasize an important one.
- Sometimes even silence can be used effectively to convey a message for example, when the audience is making a lot of noise, and you want them to realize it and stop.

Finally, how we look tells the people we are speaking to a lot about our backgrounds and attitudes, particularly if they are people who do not know us. Our style of dressing, which consists of choice of clothes, colour and hairstyle, is a means of nonverbal communication that contributes in a small but important way to our success as communicators. This is because personal appearance influences the attitudes and opinions of our audience towards us and causes them to form impressions about our capability. Further, knowing that we look neat and well-dressed gives us a lot of self-confidence when we face an audience, however small.

Here are some general tips on personal appearance. You may find these useful, but remember that dressing appropriately for an interview, a meeting, a presentation or simply for work or for social occasions is really a matter of using your common sense and judgment.

- Dress in clean, ironed clothes that are neither very formal (e.g. a three-piece suit) nor casual (e.g. jeans or T-shirt). To be sure that you are well dressed, do not wear clothes not appropriate for work.
- Make sure your hair is neatly combed and that your nails are clean.
- Using make-up and strong perfumes is distracting, and more importantly, inappropriate for work situations.

Conclusion:

In such way communication is an integral part in the life of a human being. Through this research paper we also find that formal and informal communication verbal and non-verbal communication body language voice and appearance are inseparably united in communication.

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Teaching of English As A Second Language in Indian Context

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Abstract

This paper studies about the present status of English as a second language in India. It discusses about the different problems faced by learners of English and the right way of language acquisition for second language learners in India. Language plays as a medium to express effectively in various communicative situations. However, it is the second language which requires conscious and systematic efforts to acquire it. Learning a second language is really a big challenge for all native speakers of that language who really deal with it. The majority of Indian students, particularly from rural area, from Bihar, U.P. and Maharashtra, consider this seven –letter word as a magical and mystical word. A feeling of uneasiness comes in, the moment they hear something in English. As a result of this, Students of India don't want to listen and understand the English language and teachers finds difficulties in such classes. This paper is an attempt to discuss the nature of second language acquisition and the factors responsible for its slow learning, especially in the rural area of India.

Keywords: Language learning, second language acquisition, slow acquisition, Remedial measures the study of language is the foundation of all other learning. Human being use language for communication. Language is one of the powerful medium of communication. English as a powerful vehicle of communication serves as a link language in a multicultural and multilingual society like India and other country as a linguistic mediator. It holds a place of status in our country, even after seventy years since Britishers left India. However, No other language take the place of English language, either as a medium of communication or as an official language. Over the years, it is used as a language of choice for education, commerce, economic growth and social mobility. Teaching students English has consistently emerged as one of the top expectations of parents from school.

Problems of Teaching English as a Second Language in India In a country like India, classes of mixed ability groups are a feature of every small town or village. In most of the rural parts of India, learning-teaching process is done in the mixed language. On the other hand, most of the competitive examinations require English as medium of instruction. In the school of rural area teacher cannot give individual attention to students because large classes and student teacher ratio is high. Teaching of English needs a drastic change for the benefit of learners in schools and colleges. The students of rural background and semi-urban areas in India face a lot of problems as English is not their mother tongue. English is used third language in India and second language is Hindi. As compared to the learners from urban areas, learners from rural background face more difficulties during the process of language learning. In urban areas parents are mostly educated. Its helps the students from urban areas acquire the language quickly. Students do not get chance to speak or read in English in the rural parts of the country. In villages and small towns students mainly hail from rural areas. Bilingual method is used in language classes or especially in English language classes. This method helps only to slow-learners to some extent. Moreover, this act reduces the real learning process as a whole. If a student does not understand in English, he or she asks for an explanation in 1 English Language



Teaching Institute of Symbiosis (India) L1 i.e. in his or her mother tongue. Consequently, the English teacher adopts bilingual method. Lack of trained teachers in rural areas has become a reality. Teaching is a continuous process and teachers in rural India are often fear from attending workshops and seminars to acquaint themselves with new ways and methods. Indian people don't send their children to English medium school or private school because seventy percentage population of India is depend on agriculture and limited income, where English is not taught as a skill but as a subject. –Throughout India, there is a belief among almost all castes and classes in both rural and urban areas in the transformative power of English. English is seen not just as a useful skill but a symbol of better life, a pathway out of poverty and oppression. (Graddol p.12) Teacher use a translation method to teach a student's in the classes. However, this method faces a major disadvantage. Both the teacher and the student concentrate more on Language1 rather than Language2. In this method English language class seems to be Language1 class rather than Language2 class. Students get only limited benefit through this method. Unfortunately, this is still in use in many rural schools throughout India. Language can be acquired by practicing all the four skills viz. Listening, Speaking, Reading and Writing.

The rural surrounding does not allow the learner to practice any of the skills. Many teachers are not able to teach English effectively in the class because they have to face a lot of problems due to the lack of teaching aids, non-availability of required technical support and relevant atmosphere to teach English effectively. Teacher preparation courses are not able to equip the teachers with adequate knowledge, skills and the ability to be able to teach the subject effectively in class. The situation is worsened by the fact that English is not the language of transaction in rural India, thereby giving teachers a very little chance of practicing what they have learned. Teachers need to upgrade themselves through a variety of means—periodic workshops, video/audio recordings of content to be taught, projects and assignments. The majority of Indian rural students, especially in the states of Bihar, U.P. and Maharashtra, find English as a very difficult subject to learn. Students need to guidelines from parents. They learn a English for some years still they are unable to produce a single sentence without grammatical mistake. Because they study subjects from the examination point of view.

Our examination system is such that it makes students' rote memorization rather than testing their analytical and creative skills. In this process, they try to memorize at the time exam and wrote it and immediately forget them within few days. We cannot expect a uniform standard of pronunciation for a second language in such a vast country, where even the mother tongue is spoken differently by different groups of the people belonging to the same language community. In learning to speak English, the mother tongue generally interferes with its pronunciation. Both learners as well as the teachers speak English with regional language habits. Even during the English periods teachers teach English without giving the students proper practice in speech because they are not properly equipped enough to practice it. They forget that every language differs in stress, intonation and pronunciation. The result is that after learning /teaching English for many years at school and college, most people cannot speak the language with accuracy. Listening is an important language learning skill and yet it is neglected in most Indian classrooms. It is neglected as teachers consider that learners automatically learn this skill without any special training Peer teaching, role-play and group activities, are rare in Indian classrooms. In India, lectures speak and students are silent. Teacher talking time is more than half of the prescribed time. The learners are not encouraged to ask questions, give their opinions, share



emotion, thoughts. The teachers must ask their students to work in pairs, groups and teams and prepare term papers, projects, etc. Therefore, in spite of being taught English in school and college for several years, students fail to learn the language.

They cannot write in English with accurately and cannot speak fluently. Why does this happen? Does it mean that the English teachers in India cannot teach? The teaching of English in India has been text-oriented since colonial times because the British Government's policy was to create a class of Indians who would act as a medium between the British and the Indians. Therefore, basic knowledge of English was needed for a class of Indians. Objectives of teaching and learning English have changed Still English education in India is text-oriented. The policy regarding the place of English in our education system should be well defined. The English language is very importance in the field of science, technology, social sciences, philosophy, journalism, international trade and diplomacy. Keeping in mind the primary aims of teaching English—the students should enable to acquire four basic skills listening, writing, reading and speaking. The teacher should avoid translation method to teach English. Helping students to enjoy the language activities and of building their confidence they should use English as a medium of communication To motivate the students think through English Create confidence of speaking English in public. English teachers themselves have to use innovative method to make their students' to understand English easily. A teacher's role is very important in the class, teacher should encourage student to be active in the class, and students must be participate in the role-play, question answering activities.

In India, seventy percentage people lives in rural area. The policy makers have to bridge the urban-rural divide in teaching of English. An English teacher teaching in rural schools has to come up with innovative methods in the classrooms. Teachers should be upgraded and trained to meet the problems of the learners.

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“Need and Importance of Communication in English”

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Abstract:

Communication is something that we human beings can't really live without.

Language is a means or medium of communication as they both language and communication goes hand in hand. We can't really divide them from each other. If we say language is root of life then, communication must be a fruit of life .It is a way of living life, in other words, communication leads to a successful life all together. If you want to be successful in life then you have to have good communication skill as this is something which can survive you in this competitive world. For me, communication is the best solution for any problem in the world. Almost, everything can be resolved by communication .For communication purpose one needs to be good at any language among more than 5000 languages in all over the world. This paper briefly discusses the need and importance of communication skill in English language.

Key words: Comprehension, root, motivation, perception, globalisation.

Introduction:

Communication is nothing but an exchange of thoughts and ideas, to share knowledge and information, to express feelings and emotions, to present views and opinions, to transfer news and reviews etc. Therefore Communication by far the proper solution for each and every problem that we human beings face in our day today life. Whatever may be the problem but communication is something which leads you to the solution of it. So, we can say that, **“ONE FOR ALL AND ALL FOR ONE”**. Communication leads to improve one's self knowledge and self perception as it all comes through communication. It is the only way we meet others, develop or manage relationships, and work effectively with others.

What is communication?

The word communication is derived from the Latin word communicare or communicis which means to share, for sharing two elements are required namely sender and receiver. According to Peter little, communication is the process by which information is transmitted between individuals and or organisations , so that and understandable response results. Communication is an exchange of thoughts ideas messages information opinions through speech signals writing on nonverbal expressions. William Newman and Chandler summer defines communication as an exchange of facts ideas opinions or emotions by two or more than two persons. Communication is an art and science of conveying messages from one human being to another completely and without distortion communication is a two way process telephone communication is not complete till the messages understood and feedback is received according to Keith Davis communication is the process of passing information and understands from one person to another it is essentially a breach of meaning between people by using this bridge of many person can safely cross the river of misunderstanding , that separates all people.



Communication can be seen as the process of creating meaning as it is the result of interpretation on the message by the receiver.

As far as communication is concerned, listening and speaking plays an important role. It consists of minimum two persons, one is speaker and another is listener. These two roles are interchangeable as it keeps changing in communication, at beginning speaker starts with communication and at very next moment he or she becomes the listener and same with listener also. So this is how communication takes place between two people. In communication listening and speaking are labeled as active skills, as both skills require active participation of the person. As language is a means of communication, we human beings can't really live without it. It is possible to communicate with non verbal language that is body language .It consists facial expressions, gestures, postures and hand movements etc.it is restricted and can be used for Limited period it can be used as supportive for verbal communication, thus almost 90% communication is done through verbal or oral way. Therefore, we should understand what is mean by communication.

Social Needs:

Using English for communication purpose leads to increase meant of level in society as we all know that language is a means or medium of communication it is one of the basic tools of building relationship with others it may be regional language of globally accepted English language in the professional failed there are some ethics or quotes which are to be believed to follow and maintain relationship man is a social animal as he can't leave a loop from society we human beings needs to perform lot of social responsibilities because after all we need to live in society without it we have no existence, eventually man needs society without it we human beings can't imagine life many times verbal and nonverbal expressions fulfill the desired objectives in social context.

Developing communication skills important these skills can be acquired through practice if we know the basic principles involved in communication for example getting your daily works completed or then you need to communicate if you are good at communication then you can easily and earlier complete your task there for you need communication skill as well as convincing scale one who knows how to play with the words sentences and eventually with the language means we can say that he is good at communication suppose if you are a thirsty so obviously you need some water but still you need to communicate this so you can get water is it you can simply say orally or convey through body language now this can be done with body language but there are very few things that we can communicate in a non verbal way most parts of communication had done by verbal way therefore speaking gets and high importance in communication.

Communication becomes effective when the centre of the message creates such conditions that the receiver not only gets the message but also understands it and derives the meaning intended by the sender Suppose a foreigner visit Shirdi and suddenly he lost his watch no obviously he is going to speak in English but other people from Maharashtra how I can understand English understand until they know that so here comes the importance of English communication if you know how to speak in English you can easily help that foreigner just find writing with him at the same time it your personality in society .



Professional Needs:

Communication plays an important role fulfill our professional needs once communication skill if something which decides your career growth and success at present in this competitive world you never you can see number of people struggling for jobs but only deserving candidates those are having good communication skill selected because everyone has a degree but what makes you different from others that is nothing but your communication skill communication stands for your own capacity and strength almost all the government posts that class 1,2,3 and 4 all are fulfilled by an interview this is the best way to test someone's communication skill as in interview number of questions asked to check the presentation skill confidence, knowledge of a particular fellow, convincing skill ,eventually communication skill Education plays a significant role ,here for communication purpose you need a language without it we can't really communicate .

There are various job opportunities for person who knows how to speak in English , Multinational companies, IT sectors,BPO Call Centres and many more .If you have good communication skill in English you can get what you want in life, Multinational companies have entered in India and most of the times language of communication is English every organization is a social system that involves interaction among people ,working at different levels in addition to technical knowledge how the organization works ,there is a necessity of establishing proper communication to achieve goals of the organization.

Professional organizations focus on developing life skills which are generally called soft skills in the persons. Working at different levels some importance of skills like leadership, interpersonal relations, problem solving, conflict and resolution all the required skills need a best skill that is communication. language is our primary source of communication it is the method through which we share our ideas and thoughts with others there are thousands of language in this world which country has its own national language in addition to overwrite roof local language is spoken and understood by the people in different regions, some languages spoken by millions ofpeople others by only a few thousands.

Nowadays, English has been an important role in our daily life it is the means of communication learning to speak English is need of an hour as it may be the best way to improve our life English spoken in more than hundred countries all over the world English leads to connect to all over the world most commonly used language from foreign languages people with different language come together commonly used English to communicate for communication purpose you need to have same language otherwise you can't really communicate with each other as there is need of minimum two people for communication one is speaker and other one is listener. for some work if you visit Kerala in India then to get your work done naturally used to speak but how will you manage because you don't know the mother tongue and they don't know your mother time so now you need to find out one common language between you and those people and that is none other than English so here again English plays the role of common language and this thing again prose the importance of English in communication

Conclusion:

Thus, communication is an integral part of human life that cannot be separated from us if you want to stay alive then you have to communicate otherwise you can't really live without it and if you want to stay in this competitive world then you need to learn English language as it is



very much known a Global Language, window of knowledge and information, and most important of all a library language. English is the most used language all over the world and maximum people all over the world uses English for communication purpose talking about the importance of English communication and socially it increases your standard level in society and professionally it can offer you lot of achievements in career and the most important of all it connects people from all over the world so this is all about need and importance of communication in English.

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Learning English as A First Language in India

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Abstract:

English is an international language which is used officially all around the world . Anybody who wants to make connections with the world, we should learn English. It is most widely used in communicating around the world , also it is spoken as the first language in many countries. English is playing major role in many sections like education, medicine, engineering, business. Communication is a mixture of speaking, listening, reading, and writing. It plays a vital role for progress in the changing environment across the globe. Generally first language is acquire by child through family & surrounding while second language is learn in school or colleges with help of LSRW skills. Listening and reading are receptive (input) while speaking and writing are productive (output).

Keywords: Discourse, grammar, vocabulary, communication, Technology.

When we learn English as a first language, it started with listening then practice about speaking after reading and writing i.e. four language learning skills we need to develop for our oral and written communication. Written communication is the most formal of all types of communication. With the progress of technology, written communication has widened its horizon to encompass electronic means communicating messages. E-mail is an exceeded example of this.

Vocabulary and Grammar plays a significant role in writing as well as speaking. By improving our word power it would be easier to communicate fluently. The way of vocabulary building involves finding synonyms and antonyms, word roots, one word substitutes, prefixes and suffixes, study of word origin, idioms and phrase analogy etc., One can't communicate just on grammatical rules. Grammar plays a secondary role in knowing the meanings of words ore sentences. Grammar and vocabulary have to be taught separately as if they are different areas of language teaching. Grammatical structures are to be taught first and then lists of key words are presented differently.

Susan Hunston, Grill Francis, and Elizabeth Manning suggest in an article on Grammar and Vocabulary showing the connections, that all words have patterns and the teachers should focus on teaching these patterns as:

-a way of encouraging four crucial aspects of language learning Understanding, accuracy, fluency and flexibility patterns contribute to the teaching of both grammar and vocabulary. They can form a part of any syllabus, but are logically associated with a lexical syllabus. The acquisition of a first language is the most complex skill any one ever learns, and children learn a great deal of help if it is to be accomplished successfully. From birth, emerging linguistic awareness needs careful fostering by parents and other caretakers. In school, the nurturing and



expansion of linguistic skills needs systematic promotion across whole curriculum, as well as in the basic area of writing and reading.

The learning of grammar is an almost imperceptible process and it happens so quickly from the time when parents listen out eagerly for child's first words to the time when they plead for peace and quiet is a matter of only three or four years and in that time children master the grammar of the language. When children attend their first school, give the impression of having assimilated at least three – quarters of all the grammar there is to learn. By making regular tape-recordings every six months or so from around age one, it is easy to see how this grammar grows.

Stages of grammatical growth:

Grammar learning is a continuous process, but it is possible to spot certain types of development taking place at certain stages, as children grow up in English. The primary stage is hardly like grammar as they utter just one word long. The next stage looks more like real grammar because two words are put together to make primitive sentence structures. The next step is the filling out of these simple sentences patterns making the elements themselves more complex.

Around 3 years, sentences become much longer as children start uttering their clauses together to express more complex thoughts and to tell simple stories. And after 4 ½ there are still features of grammar to be learned, such as the use of sentence connecting features and complex patterns of sub-ordination. The process will continue until the early teens epically in acquiring confident control over the grammar for the written language at which point the learning of grammar becomes indistinguishable from the more general tasks of developing an adult personal style.

Language acquisition is not just a process of producing sounds and stringing them together into utterances. It is also about being able to perceive sounds and understand the meaning of the utterances other people make. Additionally, it is about being able to interact with others – how to hold a conversation. Learning to speak and listen is a process which usually takes place spontaneously as part of the natural interaction between parent and child. Learning also requires support in the form of teachers and teaching materials which deal with the processes of reading, writing and spelling.

Learning to read and write involves all aspects of language structure and use – phonology, graphology, vocabulary, grammar, discourse and variety – but only the first three of these tend to be acknowledged when people talk about educational issues. Modern approaches are much more sensitive to the role of grammar, discourse and awareness in reading process it is now evident that each of these levels contributes a great deal to success in reading and also at a later stage, provides an important foundation for writing.

New ways of studying English language profoundly affected by technological development. In phonetics, new generations of instrumentation are taking forward auditory, acoustic, and articulation, research. In phonology lexical databases are allowing a new range of questions to be asked about the frequency and distribution of English sounds. In graphology image scanners are enabling large quantities of text to be quickly processed, and image enhancing techniques are being applied. In grammar huge corporation of spoken and written English are making it possible to carry out studies of structures in unprecedented detail and in an



unprecedented range of varieties. Discourse analysis are both motivating and benefiting from research in human computer interaction. The new technology supports sociolinguistic studies of dialect variation providing computer generated maps and sophisticated statistical processing. As always faced with technological progress, the role of the human being becomes more critical than ever.

To improve skills of English language practice the of core skills: Listening, speaking, reading, writing. Listen to English news bulletins; maintain a note book of new words you come across in your routine life and using while speaking, watching English program's on TV and always conversing in English. Merely basic knowledge of English will not open the doors of today's corporate world. One can attain knowledge towards LSRW for effective communication which gives a powerful impression. All the important skills required for communication like listening, speaking, reading and writing are integrated as English has been gaining greater important for global communication which is the language of opportunities. Proficiency in English and excellent communication skills enhance one's employability skills.

There is a great need of practicing a good mixture of listening and speaking activities as well as reading and writing.

English must continue to be the main medium of competitive exams, -English is more or less a common language of all states, and communication between the states and the centre is in English. Necessary steps have to be taken to recognize English as an Indian language which must be placed in a schedule. It is agreed that English does not have any intimate and emotional relationship which the life of our children, therefore the aims and methods will be utilitarian and non-emotional. Various methods of teaching English have to be modified and changed in terms of the global environment.

People who want to communicate their feelings, thoughts and hunches in the readily accessible language, the Vocal chords, which utter a mixture of mother tongue and foreign language as Indian and English sounds also talk in a brogue in which the two languages are mixed up, often funny.

It is important to note that all non-native speakers of English in India are bilinguals who control another language. English for them is a second language. A human child learns his native language that he hears that the rules of that language. Sometimes, a communication results in a mixed language. Indian languages have become more and more English centered; and our English more and more Britain centered. It is said that standards of excellence in the use of English as they prevail now are more Britain centered.

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Need And Importance of Communication Skills

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Abstract

Communication is a key factor which binds the society together. It is the need of communication that human beings formed society so that they can fulfill their desire to exchange thoughts and emotions with each other. Just as food is essential for us to live, communication is important for us to live in society. Communication is the only way through which we can share our ideas, feelings, thoughts, and emotions with others. Communication helps us build rapport with others. Communication is fundamental to all in order to make progress. The present paper looks at communication as a tool for progression and satisfaction as it is required to be used carefully in every aspect of life; be it personal or professional. Need and importance of communication skills in personal and professional life is discussed in the present paper to bring out the necessity of acquiring communication skills.

Introduction

The word communication is a derivation of the Latin word *communis* which means 'common', 'shared'. Hence, communication is defined as exchange of ideas, thoughts, emotions etc. The necessity of expressing thoughts is a significant part of everyone's life. In present scenario, the development effective communication skill is an essential factor for success. With the help of effective communication, a person can achieve desired motive behind communicating the thoughts. Through communication, people can understanding of each other, influence one another, construct faith, and try to learn more about themselves & others and know how people perceive them. People with effective communication skills are aware of how to interact with others adaptably, proficiently, and sensibly without losing their own decency. Randy Fujishin defines communication as: -Communication is the process whereby we create and exchange messages (04). So, we can say that communication is a process which involves certain elements to perform the process. It also has exchange of message i. e. ideas, thoughts, and emotions etc. There are many ways in which communication is done depending on the situation. Communication is categorized as formal & informal, verbal & non-verbal, vertical, horizontal & diagonal, interpersonal & intrapersonal, one to one & mass communication. These types are used with combination of one or more types simultaneously. One has to be well acquainted with the need and importance of communication skills for personal & professional development.

From birth itself, man has been endowed with thinking ability and expressing emotions, feelings, likes and dislikes. He is required to convey and let the others know what he thinks and why he behaves in a particular way. In other words, in every moment, he has to connect and create associations with others to fulfill her psychological need. The need for expressing oneself rises from the objective to express meaningfully. Communication is people's mode of operation



in social interactions. This can be observed when we perform different roles such as a member of family, a member of social group and a part of work team etc.

Need & Importance of Communication Skills

The need for communication ascends from psychological necessity to interact & express one's ideas and thoughts. There are various factors for which communication is required. The first factor which makes persons communicate is the will to express the thoughts, ideas, emotions, information etc. as it is instinctive in human beings that they cannot hold themselves back from expressing their thoughts. It is a kind of psychological relief for people to express themselves among others. There are psychological factors active behind communicating something to others. Motivating, urge to inform others, desire to create impact, understanding situations and the like are psychological factors which make communication possible as these are the instinctive behaviours. These instinctive behaviours quench psychological thirst of people as the purposes mentioned above are fulfilled through communication.

Once people's psychological needs of communication are satisfied, the need for communication arises out of social circumstances as people need to be known socially. Communication helps people to be in the light as they are known by the way they communicate with others. Communication is used to fulfill social purpose of motivating people around us, creating impressions on them by using different strategies of effective communication, understanding the situations and changing our verbal and non-verbal behaviour accordingly. Communication takes place to motivate, impress, understand circumstances and formulate behaviour accordingly as per the requirement of social circumstances. Hence, the need for communication is created out of mental and social instinctiveness.

The inner feeling of sharing ideas, thoughts and emotions etc. demonstrates the significance of communication in personal and professional scenario. For the growth of personal relations, communication is important as communication makes the person's personality known to others. It is from the way a person communicates, his personality is judged by others. No one wants to be rude or unpopular as a person among others. Therefore, people try to communicate effectively so that no misunderstanding, controversy, bad impression, any conflict or negative attitude among people is generated. With the growing aspirations in society, maintaining good relations with people has become an important part of people's lives. This requires healthier and more effective communication. In modern society, a person has to perform different roles in society such as a citizen of the society, kith and kin to others, an employee or employer, a friend, a well-wisher, an advisor and so on. While performing all these roles, a person has to demonstrate an acceptable communicational behaviour. Therefore, an effective use of communication is required to perform all these social roles responsibly in society as an individual.

Each day, communication takes place among a lot of people including families, friends, colleagues, or even strangers. One should learn how to communicate effectively to make life better. As a responsible person, one needs to pass on information to others. For instance, writers write to convey knowledge to the readers, and teachers share their expertise with students. Likewise, friends or colleagues converse thoughts with each other to create sense of affection, belonging, care and support. Certainly, the distribution of information cannot be performed without communication. As a result, society cannot function, and civilization will be left unnoticed. Besides, communication is the base of human association. Initially, unfamiliar persons start conversation and become familiar with each other, and then the relations take shape



as they go on having more communication. Consequently, people develop friendliness or hatred toward other people, and affirmative or hostile associations are created depending upon the kind of communication takes place between them. Hence, the significance of communication in personal life cannot be underrated.

There are various aspects in professional life for which communication skill is inevitable. At the global level, professionalism has become integral. Therefore, professionals have to be very well versed with communication skills to achieve success in their respective professions. Business and any profession for that matter has become global. There are no boundaries left to restrict any profession to any country or terrain. At present, professional interactions take place between many countries. Economies, businesses are growing at faster rate and are being carried out to the greater extent. As a result, organizations are divided into smaller groups for ease of business. In such situations, synchronizing the entire business process needs effective communication. With growing technology, the work procedures have changed rapidly. Therefore, it became very essential to make people understand the novel means of doing things. Information exchange is very obligatory to do business successfully. The professional scenario is altering very fast, and to cope with fast developing environment, organizations have to be up-to-date with the latest information. While doing business skillfully, people have to maintain better relations with others and motivate people for doing the best. Business is run on the trust of its shareholders, customers, suppliers, trade unions, media, government, etc. These peoples should be attached with organization without any doubt. All these things require effective communication with people of diverse cultures and language.

Conclusion

To conclude we can say that the need of communication pertains to the psychological and social aspects as people have the inner desire to communicate with other and become socially familiar. What to interact with others has psychological stimuli behind it and how to interact with others has a social motivation. The urge to convey information and the way we convey the information is necessity of communication skills. The importance of communication skills is related to why we communicate with others. The reasons may be just to pass on information, to achieve desired effect on the receiver, to motivate the receiver, to make the personal & professional interactions successful, to understand the novel means of doing things, to maintain better relations, to build trust etc. For all these reasons communication skill is essential.

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Role of Audiovisual Aids in the Learning English Language

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Abstract:

In the era of digitization the concept of teaching has been changed, chalk and talk is outdated technique. Teachers are using modern tools in the teaching and learning process. In language teaching teachers can utilize modern technology, new innovations and software's. Use of the technology created change in the process of language teaching and learning. Apart from books teachers can use pictures, videos, audio clips, power point presentation, language lab and so on in language classrooms. Use of ICT is one more available option to the teachers of the era. Use of these modern tools creates more interest in the students and the process of teaching and learning becomes easy. It is observed that teachers are using different audio-visual aids in the language classes. The purpose of the present paper is to find out the advantages that the language teachers and learners get in using modern tools that are easily available. It is found that teachers are benefited audio-visual and ICT as an assistant in the classroom. It is also helpful for the students to learn language skills. This paper also introduces the modern tools and how they can be used in the language classes.

Keywords: ICT, Language skills, audio-visual aids, Power point Presentation, Language Lab

Introduction:

It is observed that the concept of teaching language is changing. Basically teaching language means to teach the four skills of language. Only teaching some skills will not be helpful to the students of the era. The students must get mastery over not only language skills but also presentation skills, proper pronunciation and intonation. Language learning is based on need of communication skills. Teaching nonnative language is another major issue in the country like India where multilingual situation can be observed. So in Indian context teaching English is always an issue of discussion. Teaching language skills is always a difficult task for the teachers. It is always challenging task to teach communication skills in nonnative situation. However modern teaching tools help teachers to cope with the challenges of teaching language skills. Use of modern tools can be studied as follows.

Audio-Visual aids

Using Audio-visual aids in the classroom of language has become a fashion for the language teachers. The audio-visual aids help the teachers to make the classroom more interesting and enjoyable. Majority students like the language class when their teachers use different audio-visual aids because it motivates them to pay attention in the class and they can relate their learning with their real life. The audio visual aids such as audio clips, pictures, video clips, movie clips, documentary etc. can be used in the language class to relate them with native pronunciation and to check the understanding of the Students. Teacher can use audio clips to test



the listening skills of the students, followed by question answer session. Suppose a teacher want to teach how to introduce one another he can choose a video clip and screen it in the class. Students will enjoy it and they will get ample exposure and they will understand which expressions are used for introduction. The result of using audio-visual aids can be seen in the change of pronunciation of students. To make a class communicating and lead a discussion, the audio-visual aids play vital roles. In one of the language classes, the teacher used a confused picture which can be explained from different perspectives. The students were asked to describe the picture one by one. It was found that there was a huge argument among the students. There were agreements and disagreements among themselves.

Use of technology in language teaching

Science has contributed a lot in the field of technology, which is a helping hand in the all sectors. Teachers are using the technology efficiently and effectively in the teaching and learning process. In a non-native scenario it helps teacher and student to teach and learn non-native language. In every domain of life, the dramatic revolution of technologies has been influential. The field of language learning is not out of this. The recent development of Computer Assisted Language Learning (CALL) in the field of ELT has extent the use of technologies in language teaching. Now teachers of ELT are well aware of the trend of using ICT in language teaching. As computers and projectors are easily available, it has become easier for the language teachers to bring modernization in language teaching.

PowerPoint as a visual material

In the modern class rooms' one more effective teaching aid, PowerPoint became much more effective and popular. This tool has made teaching more vibrant with eye-catching presentations and audio-visualized apparatus. It is observed that use of PowerPoint makes students to learn better if materials are presented through some visual tools. It draws attention of the student. On the other hand some people are of the view that it is not always helpful and it limits the teachers teaching. The teacher concentrates on the slides not on the students. Presentation skill is one of the significant skills in the recent time as the purpose of learning English is to sustain effective communication. However, speaking English language in front of nonnative users is not that much easy. It is always a tough job for every individual to give presentation. But if the teacher have some aids in front of them, it becomes easier for him or her to deliver the speech. It helps the teacher to organize the speech in better ways and make the presentation lively by using different colorful visuals and examples. In the classroom teacher can use this tool very easily and it will result in providing his or her students variety, effectiveness and native atmosphere (such as accent) in the language learning.

Using Language Lab

As we already discussed the technology have made available so many tools for language learning, Language Lab is also one more interesting tool for the students of 21st century. Now so many Language Lab Soft wears are available. Digital language is more helpful in the developing language skills in the non-native students. Such kind of language labs having self-learning modules helps students to learn language skills. The student can practice so many times till he is not satisfied with the result. It provides the student with maximum language exposure outside the classroom. Learners can practice all the language skills using the resources of the language lab



for increasing their language skill. Hear a question arises that if it is a self-learning module what is the role of a teacher. Teacher must work as instructor and evaluator. The teacher will instruct the student how to use the language lab and evaluate the change in the language skills.

Benefits of using audio visual aid in class

- It is helpful to the learners to understand the abstract ideas of the text.
- It develops the reading process faster and active.
- Students get background information and start speaking in the class.
- Students get opportunity to listen native English.
- Teaching and learning process becomes attractive, informative and friendly.

Overall we can conclude that use of modern teaching tool is essential and helpful to the learners as well as teachers. It creates interest in the students to learn nonnative language like English. It is obvious that audio visual aids are supported by various language teaching theories like Direct method, Communicative Language Teaching and Suggestopedia. It is natural if teacher use such kind of teaching tools in the classroom it will help the students to learn nonnative language skills effectively.

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Communication Skills in Education Process

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Introduction:

Good communication creates high confidence and therefore works better than what you are doing. If you were excellent at getting in touch with you, you could express yourself and take the task to achieve success. It is a known fact that we know how to communicate each and every successful man or woman in a clear and clear manner. The way everyone is searching for, attracting and completing your work is a crisp dialog. When you enter a pre-school, it is a teacher who helps you express yourself to the front of the class and that is why the first step is to communicate with others. Teachers need to have good communication skills so that their students can step on their feet and become good speakers. This is a special area and after the appointment of a teacher, it is of great importance. Communication skills are new topics in schools and professional colleges. These are teachers who help students communicate effectively. In the present article a review of the necessary communication skills needed for teachers and students, barriers to classroom communication and measures for improving the student's communication skills.

Objective of the Study:

4. To study the Importance of communication skills for teachers and students.
5. To study the Barriers in effective classroom communication.
6. To suggest ways to improve the communication skills of the students.

Research Methodology:

The research paper is based on the secondary data and the information is retrieved from reference books, various journals, research papers, newspapers and websites on the same subject matter.

Concept of teaching:

The different definitions of teaching have been provided by various researchers, all of which are common in all of the two features:

1. Communication or relationship between teachers and students.
2. The aim of this activity on teachers behalf

In this way, education can be defined as the teacher's planned activities to bring about a permanent change in the behaviour of education as interrelationship. The strongest in this relationship and communication skills will be stronger, the more intense the result of this dialogue is, namely stable and effective education. In this way, teachers can learn to develop and develop the ability of students. Therefore, before any teaching-learning process, teachers should first strengthen their relationship with the students.

The importance of communication skills for teachers

1. Teachers should be taught by Individual or Teaching Group:

It is necessary to have good listening skills to know where a teacher should listen and it is necessary to know what needs to be focused on him or her. The teacher must be clear and



accurate in defining a subject. You can not confuse your students with confusing things as well as making yourself difficult to understand what you're talking about.

2. Teachers need to take care of their contact of students:

A good teacher will always show compassion and care with words or body language for their students. They work with students to make sure they are excellent in whatever they do and constantly encourage them to do good work. They make sure that they are addressed by students in their names and know them personally.

3. Parents need to interact with a sensitive and effective way:

An important part of the teacher's work is to make sure that their relatives have progressed in writing and in the meeting. Parents always want to hear the truth, but what the teacher says is very much. Parents are given positive feedback to do good but at the same time, negative feedback is shared. The way you share your negative feed is that the teacher communication skills are tested. Complaints should be shared with the respective parents on time and it must be accurate.

4. The main thing is to communicate with the colleagues with the supervisor:

Teaching a class is not a personal effort. One of the best ways to effectively teach a topic is to discuss and find out. The schools and colleges are always encourages teachers to sit together and exchange ideas and create appropriate learning techniques. As a teacher, you need to be vigilant about the changes in the educational system and it is necessary to attend or organize a seminar to ensure that everyone is on the same page.

The importance of communication skills for students

Student starts to learn how to communicate at home, but learning at school is a different ball game. You need to communicate through reading, presentation skills, listening, writing, and oral communication.

1. The initial emphasis on reading is very important:

To develop your communication skills must be a good reader. By reading, students can enrich their vocabulary and knowledge. They can communicate on all issues because of the knowledge developed by reading. To be a reader is a stepping stone to become a better speaker in the future. You can read books, newspapers, magazines, anything you're interested in.

2. Focus on written education to communicate with words:

It is important to have a good reader, but it is equally important for a good writer. Good writing does not mean that you can write books and articles on any topic.

Well-Written communication skills are those words that show correct tone and carry out the idea effectively. Written communications should not be confused, they may send wrong information and cause problems.

3. Emphasize asis in the presentation and speeches:

Many students have problems presenting their ideas or projects. This can be because of stage fear, low self-confidence, anxiety, and any other reason. You must notify gravity while scared to participate in the audience and speech-based activities as a student.

4. Focus on listening skills:

You need to be patient and listen to others and listen to their conversations. The conversation is not the only speaking ability, the hearing also has communication capability. When you pay attention to your audience, understand what they want and prepare



accordingly. You must have the right focus when you listen. Focus and concentration let you remember your conversation and take notes from it.

5. Emphasis to develop skills of Master techniques:

As a student, you do not run away from panic or conversation. Whether it's a school activity or just a group of friends; Fill your thoughts with any fear. The more problems you get, the more problems you will face in the future. Participate in group discussions, communicate more with students and be a part of community where you can discuss every topic and improve your intellectual level. Keep effectively communicating in all forms until you master the art!

Barriers in effective Classroom Communication

Teachers trying to effectively communicate to the growing classes may have a hard job and may include students from different backgrounds. Some common obstacles to effective communication in the classroom, understanding obstructions, and oral barriers. It is essential to learn to identify and overcome these obstacles in the communication of effective classes.

1. Conversation barriers: Effective communication in the circle of the circle can be a barrier. Different people can receive and hear similar messages but they can tell in a different way. It is also important to look into details. Important factors may be lost if there is no room on the subject. The teacher should also learn to focus on the positive and negative aspects of a conversation. By giving a distorted focus, the teacher can only focus on the negative aspects of the conversation.

2. Oral obstructions: Communication interruptions in the cell may be present if oral communication is not clear. Communication was only when the listener listens to his message and receives his message. Some problems with oral communication include words with obscure meaning. The teacher should decide which students should understand the meaning of words clearly. Another problem with oral communication is using generalization and stereotype. Classes should be specific to communication issues and without prejudice. Before concluding all the facts about a subject or problem, the teacher should take timely conclusions. Finally, the teacher should overcome any deficiency of confidence and deliver messages with greatness and clarity.

3. Listing barriers: Effectively listening is the most important component of classroom communication. Take the time to hear what the other person is saying. Whenever someone is talking, you should not think about your next response. Negative feelings can occur when some words or body languages are used. The teacher should take care to keep the least emotional reaction and focus on what the speaker is talking about. Sometimes a voice like telephone or construction noise can be difficult to hear. This outdoor noise should be reduced to the classroom.

The way to improve student communication skills:

Changes in digital media, changing career areas, and greater competition in colleges and workplaces must improve student communication skills. As a teacher, you can follow these methods to enhance student's ability to speak and write, even if they are of age.

1. Watch movies featuring model of conversation skills:

Conversation is the most basic and essential communication skills. It enables people to share ideas, opinions and ideas, and they get it. Which have the following components: **1) Body language, 2) Eye contact, 3) Summary etc.**



2. Emphasis strengthens of active listening:

Communication is not just talking; It is also about hearing. Empowering good listening skills by encouraging students to explain the questions to fully understand the message that the speaker intends.

3. Offer opportunities for reflected learning:

Students reading selected text or video rendering video presentations are a great way to evaluate their potential strengths and weaknesses. Then, ask each student to criticize others so they can use it to get creative criticism.

4. Use the technology:

From audio books to various apps (Such as voice threads and paper telephones) students are a great source of technology that you use to improve communication skills. Speakers can listen or read with audiobooks to listen to how many words or phrases it sounds and listens to. Voice threads and paper telephones are some of the best free apps for improving student communication skills.

5. Ask open-ended questions:

Because they require a response to one or two words because it is important to show that open-ended questions are important to motivate discussion and there are many ways to answer the question and answer. You can set a timer for small informal conversations and challenge students to use open-end questions.

6. Offer group presentations and assignments:

Team-building exercises can help students sharpen both oral and written communication skills. This gives students an opportunity to work in small groups and thereby reduces some pressure, but they are also given the opportunity to change their opinion, turn, and work together in concert.

7. Use the activities that encourage serious thinking:

Another work-based method to improve student communication skills is through the exercise of serious thought. It can be done either literally or by written assignments that give students the chance to answer questions in a nutshell using their own words and expressions.

Conclusion:

Communication is an important skill for every modern student in gravity. A good teacher must have a clear and accurate definition of your subject. His lecture should always include body language and gestures. In addition to that, he should encourage students to do well. It should also interact with its parents regarding positive and negative feedback of students. We also need to be always aware about the changes in the educational system. While thinking of another side students should focus more on reading and expanding vocabulary to develop their communication skills. In addition to focusing on listening skills, they should be effectively writing well. They should also emphasize the presentation and speeches and participate in various group discussions that develop skills. In order to improve student communication skills, they show films with different models of communication skills. At the same time, they should emphasize the use of techniques like audiobooks, various apps, and increasing their listening skills. Also motivate students to make representations in group and ask for open-ended questions. All these remedies will be able to improve the communication skills of the education by improving in communication skills of teachers and students.



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Strategies for Developing Communication Skills in the Classroom

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Abstract-

The present research paper deals with the strategies which can be followed to develop communication skills of English Language learners in and outside of the classroom, but the suggested practices chiefly concentrate on inside classroom situations. It deals with the approach of communicative language teaching, where the communicative use of English is the goal of teaching and learning English language. Along with the number of strategies and practices, use of audio-visual aids is emphasized to promote the communication skills, which are also the basic language skills such as listening, speaking, reading and writing.

Key words: communication skills, classroom. Listening, speaking, reading, writing, Audio-visual aids

Objectives- i) To study the need of teaching communication skills in the classroom.
ii) To suggest strategies to develop communication skills in the classroom.
iii) To advocate the use of audio-visual aids in promoting communication skills in the classroom.

Research Methodology-

For the present study, library method is followed. Necessary secondary data and information is collected from various sources such as reference books, published articles, dissertations and websites etc. The gathered information and data is analyzed in the view of developing communication skills of English Language learners in inside and outside of the classroom.

Introduction:

English plays a very important role in education, business and administration. It is the medium of higher education. English language teaching has gained more significance due to its growing demand on global level and its use for various purposes. As English is taught and learnt by speakers of other languages, this involves number of issues in teaching and learning. Besides, language is obviously not like other content subjects, it is a skill subject where the skills of language need to be actively practiced by its learners.

Communication should be the goal of language teaching and learning-

Language teaching and learning is not just the transfer of knowledge, but it mainly and essentially deals with communication. The real success of teaching and learning English is the ability of learners to use English effectively in real communication situations that he/she should be able to communicate effectively and accurately in English inside and outside of the classroom. And the same should be the goal of English language teaching and learning in the classroom. If learners have started hearing, reading, speaking and writing real English, they will be able to converse or communicate in any English language situation inside or outside of the



classroom. This communicative goal of language teaching can be acquired by establishing English as the main classroom language. It will require use of specific techniques, practices and strategies. For example the regular communicative activities like warm-ups will be useful. In this way language learning and its communicative use will go hand in hand.

Classroom teaching of Communication Skills-

The classroom is a very specific context for communication. It consist four walls with a board on one of them. The same teacher and learners meet class after class which takes place at the same time and on the same days. By the use of various techniques and practices, different type of teaching aids and resources, limitations of the classroom can be reduced or avoided to make it a better place for teaching and learning English for the communicative purpose both inside and outside of the classroom itself.

In language teaching, communication is usually divided in four main skills: listening, speaking, reading and writing. Listening and reading are receptive skills and speaking and writing are productive skills. Formerly these are known as respectively passive and active skills. Nowadays it as accepted that effective listening and reading also require as much attention and mental activity as speaking and writing. Another common misunderstanding is that the productive skills are more communicative than the receptive skills and they are the only basis of learning process itself. Instead of emphasizing the productive skills at the cost of the receptive skills, it is better to develop correlation between them. For example, speaking and listening can be combined in conversation. Outside the classroom situations, learners continually integrate the skills or switch from one skill to another. It will be useful to reproduce such situations as much as possible, which will develop natural integration of skills in the classroom.

Listening Skills-

It is quietly misunderstood that listening is much easier than speaking, but it is as difficult as other skills. Listening English programmes on the radio, watching English television or films or participating in conversations with native speakers of English is quite hard for non-native speakers.

Using English in the classroom as much as possible is vital in developing listening comprehensions. Consistent use of English for greetings, questions, instructions, explanations and anecdotes will be the most natural and effective listening comprehension practice for the learners. Gradually increase the use of English and encourage learner for the same. When learner will use English mostly for classroom purpose with teacher and peers, then increase listening practice enormously. Pair and group work will also provide extensive listening as well as speaking practice.

Classroom listening has some limitations, as it is only related to teacher and learners. It will be useful to bring recorded speeches/texts from outside classroom situations, such as Radio, television, cinema, theatre, overheard conversation, public lecture or announcements, class or seminar, interview, telephone and face to face conversation etc. Good listening texts contain interesting information or present situations which learner will face outside the classroom. The best way of teaching Listening comprehension is in three steps: pre-, while-, and post- listening. The first stage prepares the learner for listening activity, the second stage develops and checks his/her understanding and the third stage deals with learner's experience.



Speaking skills-

Speaking is a direct result of using English language of communication in classroom. It develops slowly than listening, comes naturally, but not simple. Many learners finds it difficult to converse in English as it takes place in real situation and requires various skills such as understanding others, expressing oneself and preparing for unexpected turn etc. Mistakes are inevitable while learning any language maybe mother tongue or foreign language. There is need to create a comfortable atmosphere, familiarize the listener with listening and speaking in natural communication. Organizing pair and group activities and avoiding obsession with accuracy are also useful. In addition to this, encouraging incidental classroom speaking, developing every opportunity for conversation, providing and developing fluency exercise can be practiced. There are number of speaking activities, such as script-based role-play, conversations and interviews can be practiced to acquire speaking skills in English. To make learner able to converse in English, classroom should be made a conversational place. Instead of planned and organized speaking activities, it will be more effective to make the learner face unscripted role-pays, problem-solving, decision- taking activities. Other activities like, organizing informal discussions or formal debate on topics of learner's interest and assigning group projects etc. can bring into practice.

Reading Skills-

Reading is usually clearly, completely and permanently on the page in front of learner. Positive side of the permanence of reading text is that he/she can read at their own pace and reread things. But negative side is, they read very slowly word by word which should be discouraged. Reading comprehension consists scanning, skimming and easy reading which are useful for specific purposes such as getting general idea and finding specific information. Learners should be provided authentic reading material such as magazines, newspapers, holiday brochures, and books etc. The text is only one element that is permanent in a reading activity. Extensive reading strengthens vocabulary, aids to acquire grammar as well develops a communicative command of the language. Reading can be usefully practiced in three steps such as pre-, while-, and post- reading. It also helps to develop other skills and necessary language knowledge for efficient comprehension.

Writing skills

Writing is used least by most of the people. Though it is learnt formally at school and colleges, it is not handled properly even in mother tongue. Writing involves both low-level skills such as handwriting, spelling, constructing grammatical sentences and punctuating which aims to learn functional and grammatical items (for eg. sentence completion exercises or guided composition) and higher level cognitive skills such as gathering, organizing and sequencing ideas, structuring, drafting and editing etc. which targets to achieve intermediate and advanced proficiency (For eg. composition of short stories, letters and reports). Writing practices can be started at lower levels with activities like parallel compositions, parallel letters and picture compositions. On higher level composition work can involve the whole class working in pair or group or maybe individually. The main purpose of writing should be achieving effective communication, not just producing correct English.



Integrating Skills-

In everyday use of language, language skills get integrated or switched from one skill to another. Reflection of this integration is best in teaching of a second or foreign language in the classroom. Mostly teaching of one specific skill involves the use of other skills. For example, good speaking activities usually involve listening, reading and writing also. Similarly good writing activities usually involve listening, reading and sometimes speaking also. So integration of skills should be made the basis as well as a theme of whole lesson plan. For example a project can be good activity for integrating skills. The learner will work in group; they will select a topic of interest and develop an extended piece of work in form of poster or set of posters. This will lead to development of skills such as, discussion and planning (speaking, listening, writing), research and material collection (reading, writing), evaluation and modification (reading, speaking, listening and writing), production (writing, speaking and listening), display and presentation (reading, speaking, listening) etc. Specifically last stage is important which gives a purpose to the project and motivate learners. Project work is a way where learner will get close to the real communicative situation in the classroom. All the learners will be participated, no matter what their talent might be. Everyone will read or write or speak also, but they will find satisfaction in using language in different ways.

Contribution of Audio-visual Aids in developing Communication Skills-

Teaching language is a difficult task. Learners have greater anxiety to deal with language especially, English. To remove the anxiety and to make teaching of language more interesting and effective, language teachers are adapting different techniques. The rapid growth and availability of technology has helped them to use different additional aids known as audio-visual aids along with the text books to teach language, such as different electronic boards, overhead projector, multimedia projector, computer, audio and video equipment's etc. It has not only made the language teachers' task easier but also become successful to make class interactive and dynamic by bringing variation in teaching and learning.

If the teacher is able to make the reading interesting by using visual aids, learners will be attracted to reading. Use of different visual aids like pictures, videos and projectors in reading creates interest as well as helps the learners to understand the abstract ideas of the text. Besides, it creates an authentic communication between the readers and the text. It makes the reading process faster and active. Readers will be more engaged with the text through visual aids.

Use of audio- visual aids is one of the best ways of motivating learners to speak in the class. Learners are always attractive towards visual aids, because it draws their attention easily and quickly. Proper use of these aids such as pictures, posters and video clips increases their interest and simplifies the speaking, as they get some background information from visuals which help them to generate ideas. Thus task of talking becomes easier and learner becomes easy, comfortable and attentive in the class.

Teachers can use different colorful visuals aids to motivate learners for creative writing. Learners are bored to write on common topics, if the teacher presents something attractive and thought-provoking in form of visual aids, it will be more effective than the traditional way of teaching writing. Videos can be used in the class to promote insightful writing. Besides, pictures will be also useful to encourage students for story writing.



Nowadays, the learners have greater quantity of different audio-visual materials which are providing them a good exposure to English language. It is very easy for language teachers to download listening materials from internet according to the understanding level of their learners within minutes. Subsequently, the use of audio-visual materials in teaching listening skill has increased significantly, which help the learners to acquire the correct pronunciation of English language and they also get used to the native speakers' accent.

For fostering communication skills in the classroom, teacher's role is major. Successful teachers have certain things in common; along with knowledge of grammar rules they have a practical command of English. In present situation, there is need to think mostly in terms of learner's practice and focus on their needs. Use of English as medium of interaction in the class and practicing real communicative activities will surely lead to development of Communication skills in the classroom and eventually to the real communicative use of English.

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Problems of Second Language Learners with Respect to Spoken English

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Abstract

English is a window on the world. Many countries use English as a lingua franca. There are familiar major problems to master English language skills in general and speaking in particular. Bygate (1) argues: that speaking skill is the ability in using oral language to explore ideas, intensions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the listeners". Language acquisition depends on major skills. Learners face problems of inappropriate environment, lack of motivation, fear of English speaking as a test of knowledge and teacher-centric method used in class. This paper focusses on these problems. They should be considered when learning speaking skill as well as solutions to become fluent in English.

Key words- Learner, language acquisition, lingua franca, speaking skill, teacher-centric method, problems.

Introduction-

English is a global language of communication. Speaking skill is one of the important skills to effective communication. It helps to explore ideas, to exchange thoughts, views and feelings to send message to listener. We cannot say we acquire English without this skill. So it is important to cope with this problem to get mastery over English. First learner should prepare to deal with this skill of language friendly. We have a lot of ways to develop this skill easily. Exposure and practice required like any other skill. For that mobile, internet, newspapers, classroom, home, friends, teachers, television and radio are useful examples. Proper and effective use of all these tools definitely work and help to learn speaking skill. To be fluent in English a learner should consider all these hindrances.

Major problems of speaking in English

1) Environment

A child acquires language by listening and speaking skills. Most of the learners are learning speaking in class, but it is not sufficient. They should create proper environment. Spoken English can start at informal level, so learner can start from himself or herself first, family members and friends.

2) Acceptability

Though many students have been learning English from first standard, they could not utter proper single sentence. Their errors are not accepted in communication. Only some students learn spoken easily, others need to practice and study. It is responsibility of learner first accept his or her skill of spoken as it is. Teacher can use remedial teaching by giving tasks like speak on



daily routine, presentation, communication skills by role playing. At home a learner can speak at least one hour compulsorily in English with family members or friends.

3) Attitude of learner

Learners are ready to learn English speaking without changing their attitude. Sometimes they are overconfident, sometimes they feel low to speak. Learner must start from where they are, without any worries. Overconfidence may affect their ability to speak.

Students attend written exam though sometimes they are not prepared same they can do about spoken skill in English. They must begin to speak unhesitatingly. Teacher can also give compulsory tasks like presentation, group discussion and debate, role playing.

4) Learner should learn vocabulary in context

Vocabulary should not be taught out of context. They are learning vocabulary separately. It increases their passive vocabulary than active vocabulary. They should give focus on structure and use all those words in spoken. For this, learners can read English newspapers, listen to the news on radio as well as watch television. This will help to enrich vocabulary in context. They can also play games of words like using words in sentences or with help of given words describe event or with the help of picture to narrate story.

5) Teacher- Centric method

It is one of the main problems to learn spoken English. In classroom teaching, there must be some activities focused on student-centric method. First hand experiences improve their confidence of English, so teacher should make use of activity- based teaching to communication. Group discussion and peer teaching can shift focus from teacher Centric to student Centric.

6) Language point of view –

Fear is one of the reasons to be poor in communication. English is just a language and like other languages we can speak by same methods. As a language of knowledge, it is treated as a special language but if we focus on point of view as a language then definitely and easily we learn in short to speak in English.

There is no weightage in evaluation to speaking skill. Many times communication skills also examine by written tests. There is need to change methods of evaluation. Teachers and students should take into account Grammar translation method's disadvantages with respect to speaking skill. They should accept direct method to become fluent in English.

7) Lack of motivation-

First learner must be self-motivated. If they don't get motivation on time then it is hard to learn speaking in a second language. As a place of emotional security learner can get exposure at home.

Learner should be active in group discussion, role playing, paper presentation, peer teaching debate and elocution. Learner can motivate themselves by actively participating in all.

8) Focus on theoretical aspects than practical-

Traditional methods of teaching is focusing on theoretical than practical It is a need of time to use different methods according to needs of students. Most teacher concentrate on teaching grammar, reading, writing than speaking.

Oral exam, presentation of topic, group discussion, role playing, elocution, debate and mock interviews can be substitute to the theory.



Conclusion-

This research paper will help to comprehend problems regarding speaking skill. As one of the important skills, it affects linguistic competence. It is necessary to focus on activities and need to motivate learner to learn speaking skill. According to age group and their level of knowledge teacher also plays important role to teach spoken.

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Techniques for Developing Speaking Skills in the Classroom

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Abstract-

Speaking is fundamental activity in communication skills. We communicate and share an ideas to each other through speaking. Students, can be assessed whether brilliant or not,through their speaking skills in any language.As far English is concerned, speaking skill is most important activity to learn a language.In order to improve speaking skills in the classroom, the teacher should incubate students to promote speaking. The teacher can be used innovative techniques to improve students speaking skills such as introductory questions, short responses, interview, presentation, discussion, brain storming, role playing, simulations, story-telling , story completion and picture description. These activities can encourage and motivate students to speaking.

Key Words – incubate , innovative , Promote

Introduction –

English, is language of globalization, plays an pivotal role in every field.It has also importance in the classroom learning.In the classroom learning teacher should incubate atmosphere for students to develop their speaking skills.

Techniques for developing speaking skills in the classroom :

At the beginning of the lecture, students should be taught the basics of speaking skill in the classroom. Communicate language teaching is the best way to teach speaking. As it is based on real life situation and activities. Here,giving some techniques which can be beneficial to promote speaking in the classroom.

Introductory Questions–

Students should be asked introductory questions at the beginning of any topic which is going to teach by teacher. The questions would be general and related to topic, which encourage students to speak freely and share their ideas and thoughts in general. Suppose teacher is going to teach a poem _Daffodil_ he can ask a Questions like, _did you read any poem of William Shakespeare?_ Or _Have you ever experienced that you saw beautiful flowers and suddenly skipped with joy_. Students can share their experience through speaking in simple words. This is effective way to develop their speaking skills.

Short Responses-

The teacher should motivate students to participate the interaction and while teaching asks students to give minimal responses. It happens when teacher will motivate them to do.In the classroom, teacher has to take initiative for creating environment for speaking. Teacher can asks such a questions that student must answer the questions. At the beginning of lecture Students can be asked questions to get feedback from students so that they are encouraged to speak something.



For example - Teacher : Have you completed your homework?

Student : Yes sir.

Yes, I completed.

I'm sorry, I was absent yesterday.

In the middle, teacher should ask students questions to get response. Teacher can ask whether students understand what he taught. He can say, did you get it. And they may give response like _ Yes sir or I don't understand'.

Interview –

Interview should be arranged in the classroom to promote speaking skills in students. They would try to express themselves to answer the questions. In this activity, students participation and response is important. They express greetings in the beginning and themselves introduce themselves to teacher. Finally they end the interview with proper expressions. In this manner, Interview technique is much more important to develop speaking.

Presentation –

presentation is the best way to give students freedom to speak freely on topic they have chosen. Presentation is kind of verbal communication in which speaking is important and so that speaking would be developed when we present the topic in front of other students. Students present their ideas through presentation and their speaking skill also developed.

Discussion –

Group discussion can be organized in the classroom after completing a content based lesson such as poem, essay. It gives students freedom to speak and share their ideas. Students would be shared new ideas and expressing agreement and disagreement in the group which can be improved speaking skills of students.

Brain Storming –

Brain storming activity is beneficial to students that they can speak about ideas and viewpoints. It is just putting or sharing ideas on limited time span and not to criticize. It is easy way to students to open up and speak freely. Innovative and logical ideas can be share by the students.

Role Playing –

In a drama classroom role playing can be effective. In this activity students pretend themselves to be in a particular social setting. Students play the role of character and speaks the dialogues of that character. It can be developed students speaking. It entertains and also motivate them to do, and also increases student's confidence to speak.

Simulations –

Simulations also motivate, entertain and increases student's confidence. Simulations are just like role playing. It involves dramatization also. Students are allowed to bring items to class to create a real life environment. It is helpful to develop speaking.

Story Telling –

Story provides students a content to speak. Students can pick up vocabulary and sentence structure and telling the story in own language. Students know the content so they can narrate the story logically and sequentially. Teacher has to take the story telling activity in the classroom in order to improve speaking skills of students. They can easily narrate the story because the stories are easy and simple to remember. So their speaking be improved.



Story Completion –

In this activity a teacher begins narrating a story and then stop in between and asks students to complete the story. Students starts to speak because they know the content. Each student has to say two or three sentences. Students complete the story because they read the story before and know well about it. Story being known, they can easily speak the dialogues and complete the story . Speaking can be developed through this activity.

Picture Description –

Students are given picture and ask them to describe. Students see the picture try to speak about picture with simple sentences. For example , picture of nature is provided them then they tell about picture or describe verbally. We can also provide them two pictures and ask them to differentiate. For example picture of playing cricket and picture of playing football is given. They can easily tell the differences. Speaking skill of students would be developed through this activity.

Conclusion :

All techniques have been discussed above, are really useful for students to improve their speaking. Teacher should implement these techniques duly and regularly in the classroom, which make students feel better experience of learning as well as developed their speaking skills.

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Need and Importance of English Language Today

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English Language, Globalization, International Language, Globalese

The force of globalization has led to a worldwide upheaval in almost every sphere of human interaction and if not language then it will be something very marvelous. It is the language which is a tool of communication through which mankind share their opinions, information, etc. and today English is that language. Nunbery says -The English language should be renamed as Globalese. Nowadays the language is equated with the growth of commerce, education, information technology and it seems to dominate almost all walk of human life. Krishnaswami and Krishnaswami (2006) rightly stated, -English tsunami is lashing every country in the world. In this paper I will be concentrating on:

Need and Importance of English Language Today

Before go into the main part let us see briefly What is globalization? Generally speaking globalization is moving beyond domestic and national markets to other markets around the globe. It is also called a process of international integration. So from this, one thing is clear that globalization is delocalization and denationalization. What is happening in the name of globalization is only economic globalization is thought of but it is a worldwide movement toward not only economics, financial, trade but also communication integration. Globalization has had the effect of markedly increasing not only International trade but also cultural and linguistic. So globalization connotes a loss of diversity and creeping homogenization. English Globalization: The term English globalization is a product of the process called globalization. When we think about the English language today we can acknowledge that it is the global language. The idea of globalization is moving beyond one's boundaries and the same thing is with English language. So the term global English can also refer to the rapid spread of English as a second and foreign language. Quirke et al. (1985) speaks about English as the language on which the sun does not set. English language is the key for international understanding and world regulation. English language and globalization walk side by side, towards the goal of

communication which is necessary for business and politics. The globalization of English has been viewed in a variety of perspectives. So what makes English as a global language? Why is it only English a global language and not other? To answer these questions I have made two divisions in 2Ps: 1) Past reasons: It gives historical and factual account for English globalization. English has been spread worldwide and its reach into nearly every corner of the earth has been widely commented upon. English is the native tongue of some 300.000 people-the largest speech community in the world except for Chinese and its geographical spread is more remarkable which it is second to none. Kachru states, — A significant segment of the world's population uses it as there other tongue (as a second foreign language)... The English language developed out of Germanic dialect. The global spread of English has been viewed with the



migration of substantial number of English speakers from present British Isles to all over the world. These English users brought with them the language and its potential for change. English men established their colonies almost all over the world and as they were dominating people, others had to adapt their things and no difference about language. People had to learn rulers' language. English speakers entered social networks which extend beyond their locality: they are the people with the wherewithal and ambition to 'go about' in the world, influence it and to have others seek to influence them. So colonial context is there behind the spread of English language. It is said that sun did not set on White people' kingdom and the same with the language they spoke i.e. English. So the means of communication that the people in the world needed was English as English speakers were almost all over the world. As English people were the rulers they were the political power which also is the cause behind the globalization. Moreover almost all the discoveries were by English people so the information was in English so naturally people had to learn their language. English and globalization have spread hand in hand through the world, Warschauer said. "Having a global language has assisted globalization, and globalization has consolidated the global language," he said. That process started with the dominance of two successive English-speaking empires, British and American, and continues today with the new virtual empire of the Internet. 2) Present Reasons: English is the language that contains all the knowledge and information regarding all disciplinary in the world. It is the language which necessary for anyone to learn this language in order to get access to knowledge and information and also to get job opportunities anywhere in the world. In order to have a more practical role in global community English is must. The information explosion in the world has happened in

English language and so English is called as a language of 'Info-age'. English helps in growing economic impact to have a greater clout to operationalize their global involment. English also has become a global commodity like technology, microchips, oil, etc. it has been said without computer or oil the world will halt and it is the same about English language. English is also a cultural capital which can accrue to nations. The so called cultural globalization is a outcome of language globalization. It is a means of international communication. It is the world's way of communicating internationally and interculturallly. It is no longer the language of one or two nations but has become a communicational necessity. English language has become a language of technology. It plays a role of leading age in industrial development. It is a language of technology transfer. English is also a cultural capital which can accrue to nations. The so called cultural globalization is a outcome of language globalization. English is a part of IT revolution. The bulk of software is in English and all IT giants, like IBM and Microsoft are based in English speaking countries. The U.S.A. has for more computers than the rest of the world combined and the U.S.A. uses English as a medium. Truly saying English literacy and computer literacy have become inseparable and interdependent. It is a language of internet. Nearly 80% of all websites use English. English helps to make easy entry into the global cyber space activities. Moreover it is the main tool for operating in most fields beside INTERNET, banking, travelling, etc. Conclusion: English, or better said, the concept of English language known as 'International English' is the global view of the language or the international standard for the language. It can also be referred as: Global English, World English or even Globish as Nunbery rightly says -The English language should be renamed as 'Globalese'. "English has become the second language of everybody," said Mark Warschauer, a professor of education and



informatics at the University of California, Irvine. "It's gotten to the point where almost in any part of the world to be educated means to know English."

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Need and Importance of Communication Skills

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Abstract:

Being interested in social and cultural aspects of life, each and every person needs to communicate with the surrounding people. Every man often desires to express his inner emotional thoughts to others. Therefore, he finds it to be necessary to use the means of language for it. As a part of society, man intends to establish and maintain good and healthy human relationships; therefore, he needs to acquire the notions of communication and some ideas regarding successful and effective communication. Therefore, this research paper is an attempt to focus on the need and importance of communication skills.

Key Words: Social and Cultural aspects of Life, Human emotions and ideas, Human relationships, Effective Communication.

Since the human being came into existence, he started to live in a group, come in contact with the others and started to live life. In the course of time, he required many things. So he tried to move his hands in the air and made different movements. He cried loudly and slowly for sending his message to the co-partner. This event was carried in many times a day and continued for long years. Eventually, few sounds are invented and given the meaning and transformed into words, which becomes language. Thus language becomes a means of communication.

Some of the linguists and thinkers have tried to define the concept of communication as follows:

- -It is essentially a bridge of meaning between people. By using this bridge of meaning, a person can safely cross the river of misunderstanding that separate all people (Keith Davis).
- -Communication is an exchange of facts, ideas, opinions or emotions by two or more persons (William Newman).
- Communication is a process of transmitting ideas or thoughts from one person to another person for the purpose of creating understanding in the thinking of the person receiving the communication (Brown C.A)

The great Romantic poet William Wordsworth has rightly said that 'The poet is a man speaking to men'. It means that whatever the poet writes should be understood by man, his language should be simple. In day to day life our language should be understood by our receiver. When our receiver decodes our message then only he can give us feedback.

In 21st century, there is a need and importance of communication skill. In this era we spend more than 70% of our time for receiving and giving message/s. In Industry, in politics in society and in family, there is a great need of communication. Effective communication is important for the development of an organization. It is something which helps the managers to perform the basic functions of management such as planning, organizing, motivating and



controlling. Communication within the family is extremely important because it enables family members to express their needs and wants related to each other. In daily life, in family situation or mutual relations, proper and effective communication is necessary, because it can maintain the feelings of love, understandings, faith and harmony. Matthew Arnold, a Victorian poet in his poem 'Dover Beach' presents the communicative utterance of the lover while addressing to his beloved.

-Let us be true to one another!!

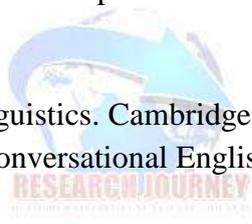
It shows whatever may be the relationship between the speaker and the listener, the way in which we communicate matter to establish, maintain and preserve healthy and long-lasting human relations. Effective communication is almost always found in strong, healthy families whereas poor communication is usually found in unhealthy family relationships.

Communication is main basis to make society. Without communication no society can be made. Society is not merely the collection of people or crowd, rather than society is a web work of human relations. These relations are made by communication only. Communication is the most important and unavoidable process to make and run a society. Communication is the only base to make society. Communication skills give us opportunity to gain prestige and fame in society it also avoid misunderstanding which separate people from one another. More over communication gives us an identity. Through communication we can show the world our real identity as a good, social and successful individual identity. Therefore, it is necessary on the part of non-native users of English to stress and improve the communication skills.

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The Problems of Non-Native Speakers in Using English.

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Abstract-

English is as a second language in India and the aim of teaching English in India is to make our students effective users of English in communications. The English has become inseparable and unavoidable in Indian education system. To learn a second language, physical, intellectual, and emotional involvement is needed to send the linguistic message successfully to the students. But teaching English language in India has some difficulties, especially it is more difficult to the students of rural area and non- native speakers to use English in their day today life for purpose of communication.

The present research paper emphasizes on issues faced by non-native users while using English such as Pronunciation, Accent, Lack of vocabulary and Impact of the mother tongue etc.

Keywords- Second language, Pronunciation, Accent, Vocabulary , Grammatical Mistakes, Spelling Problems etc.

Introduction-

Language is a means of communication and self –expression. Language is one of the most important things in communication and it is used as an medium of communication among the nations all over the world. As an international language, English is very important and has many interrelationships with various aspects of life by human beings such as community, work life, and health. As the tool of communication language has an important role to reveal one's intention to someone else. People will be able to express their thoughts and feelings by using language. Language, communication and life cannot be separated from each other's. Language can be applied in many aspects of life such as Education, Society, Politics, Economics, and Culture, as one of the ways of communications through speaking.

The Following are some problems of non-native speakers using the English language in Indian context.

i] English as a Second Language

The English Language is as a second language in India and it is also an international language in the world. Even technology and working world use English. It is believed that the students want to be the winner in working world competition that is increasing day by day. One of the conditions that the students must require is having ability to speak English fluently. In the present situation, the English language used in various field such as in mass media, competitive exams, and as medium of instructions also.

ii] Pronunciations

Non-native speakers of English often have problems with pronunciations. While learning the pronunciation in English, they transfer the phonological rules from their mother tongue into the English language and create innovative pronunciations for English sounds which cannot be found in the speaker's first language.



The Following are some problems of pronunciations of the non-native speakers using English.

- i] Ship – Sheep ii] Hip – Heap
- iii] Bin – Been iv] Fit- Feet
- v] Lid –Lead vi] Principal -Principle

iii] Accent/ Stress

Word stress is an important feature of English. Due to the strong accent which is observed in their first language, learners are not able to understand the term stress which occurs in English language. In British English and American English we can find word stress and sentence stress. But in Indian context or the non-native speakers of English we cannot find stress that means stress was not observed by the Indian speakers and they speak without pause or stress.

E.g. English, Able, Perfect, (In these words the stressed on first syllable.)

iv] Lack of Vocabulary

The next problem of non-native speakers of English is the lack of vocabulary. A person's vocabulary is the set of words within a language that are familiar to that person. Vocabulary means all the words which are known and used by a particular person. But non- native speaker has a problem of lack of vocabulary and this is the main problems of speaker using English in communication. The non-native speaker has a passive vocabulary or only limited words and they have also used code-mixing, code-switching, borrowing etc.

E.g. i] The teacher asked the children to draw a picture.

ii] He draw a knife from his pocket.

v] Grammatical Mistake

The next problems of non-native speakers are the grammatical mistakes because, the non-native speakers have the influence of their mother tongue and these speakers can use same grammar rules into the second language like English. Most of the students are very easy to get confused with English grammar and the grammar is very needed to form of a right sentence.

E.g. i] I wish to improve my English skills. [Correct]

ii] I want to improve my the level of my English. [Incorrect]

iii] I go to pune on Monday. [Correct]

iv] I going to pune on Monday. [Incorrect]

vi] Spelling Problems

The non-native speakers have the problems of spelling mistakes. They are very confused about which is the correct spelling and they have also a lack of reading habit in day today life. This problem mostly we find in rural area students as well as the non –native speakers of English in our country. They have done some spelling mistakes during their writing. Some examples are following.

i] Judgment- Judgement ii] Playwright- Playright

iii] Vacuum- Vaccum iv] Definition- Defination

v] Calendar- Calender vi] Forty- Fourty

vii] The Impact of The Mother Tongue

The next problems of the non-native speakers are not only the impact of their mother tongue but also the background of the speakers that means family background, classroom atmosphere, communication with friends. The impact of the mother tongue does not let the learner to speak English fluently because of some of the non-native speakers come from rural



area and these speakers have influence of their mother tongue such as Marathi or Hindi. In present situation the students are not interested to speak English language because of the impact of their mother tongue and also the teacher of English use the mother tongue of the learners in the classroom because of they can learn easily or understand easily.

vii] Confidence and Fluency

The next most important problems of the non-native speaker are confidence and fluency. This problem not only observed mostly in rural area students but also in the non-native speakers of English in India. The non-native speakers and rural area students are feeling very nervous and afraid of making a mistake while speaking English. The background of the speakers from rural area, these speakers have influence of their mother tongue. The non-native speakers of English, (mostly from the rural area) are afraid about the English language and they cannot acquire fluency and confidence during the communications.

Conclusions

The English language is a universal mode of communication all over the world. There is need to encourage students and the non-native speakers to increase their exposure to the language and also to develop their linguistic competence. They should be encouraged to develop the habit of reading and also to improve their vocabulary.

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Need and Importance of Communication Skills

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Abstract:

*Communication word (derived from the Latin *communicare*, meaning “to share”) is the act of sharing ideas, emotions and feelings between two or more than two people. By speaking, writing or using some other medium., Communication is an exchange of messages between and among human beings”. Communication is a vital part of our daily routines. 70–80 percent of working time is spent in some kind of communication. We’re reading and writing, listening to our co-workers, or having one-tone conversations with our supervisors. Communication requires at least two persons: the speaker and the listener. The present research work aims to study four types of communication skills: writing, speaking, listening, and reading. Each one is important to communicate successfully.*

Meaning and definitions of communication:

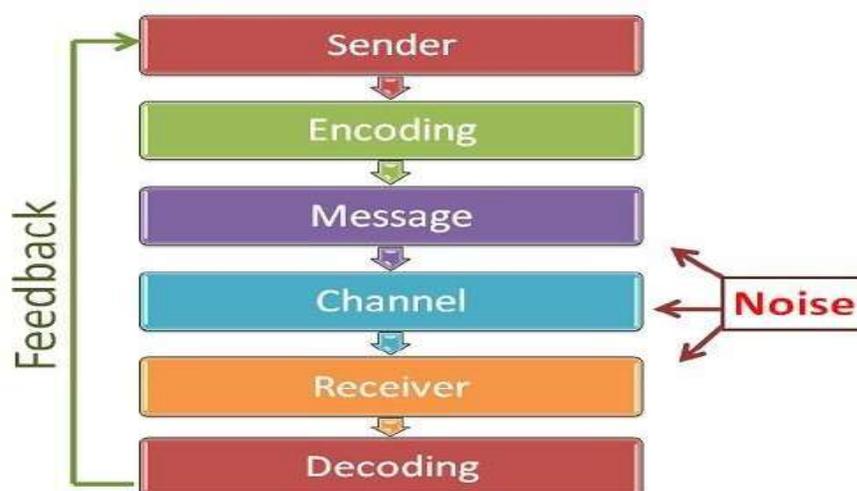
Communication word (derived from the Latin *communicare*, meaning –to share) is the act of sharing ideas, emotions and feelings between two or more than two people. By speaking, writing or using some other medium.

–Communication is the transmission and reception of ideas, feelings and attitudes, both verbally and non-verbally, eliciting a response. It is dynamic concept underling all kind of living systems||-**Norman B. Sigband**

–Communication is an exchange of messages between and among human beings||.

Process of communication:

There are five elements in the process of communication as given below:





Sender/Encoder:

The sender or the transmitter of the message has to translate the message in a language familiar to the receiver. The result of the message sent would depend on the status and relationship of the sender of the sender with the receiver. The sender is an individual who initiate the communication. The person is also known as –encoder||.

Message:

There has to be a purpose for sending and receiving a message. If there is no purpose of communication, then neither the receiver nor sender will be interested in the message. The purpose for communication leads to a keen interest of both the receiver and the sender. The message is sent should be meaningful and understood by the receiver.

Medium/Channel:

It is a media through which a message is conveyed. It is the means by which a message travels between the sender and the receiver. Each communication must transmit through an appropriate channel. Communication channel can be, spoken, written or non-verbal. The medium could be computer, telephone, fax, letter, memo, report and face-to-face interaction etc.

Receiver:

The receiver is an individual towards whom the message is directed. The extent to which this person comprehends the message will depend on a number offactors:

- Individual knowledge of the topic
- The relationship and the trust that exists between the sender and the receiver and message
- The receivers understanding and perception of the information being conveyed

Feedback:

Communication is complete when the receiver understands the message and one can never know whether communication is understood unless the Seder gets feedback. Feedback is the receiver's response to a message; it can take a number of verbal and non-verbal forms.

Types of communication:

1) Verbal/Oral communication:

In the process of communication conveying a message in spoken form is known as verbal or oral communication. Exchange of opinions is carried on with the help of spoken words. The receiver as well as sender of the message faces each on in this mode of communication. This communication takes place in different ways such as personal talks, interviews speeches and talking on telephone etc.

2) Written communication:

When exchange of opinions in a written form, rather than by spoken words, it is known a written communication. Written communication includes reports, letters and circulars etc. The choice of words should be made carefully in the written communication and the words should be such, as to convey a specific meaning and not confuse the reader with multiple meanings. As far as possible, massages should be in short sentences so that the receiver has no difficulty in finding the true meaning of the message.

3) Non-verbal communication

Man does not communicate through words alone, or only through writing, speaking and listening. There is another aspect of communication that is, the non-verbal (non- words) aspect.

Depending on the situation we have to make a more or less conscious effort in the choice of words. The non-verbal communication is natural, spontaneous and conscious, which consists of some kinesics like body movements, facial expression, Eye contact, gesture, nodding, appearance and silence etc.

4) Formal communication:

This type of communication refers to interchange of information officially. The flow of communication is restricted, which is a deliberate effort. This makes it possible for the information to reach the desired place without any hindrance, in a proper way.

5) Informal communication/Grapevine:

Informal communication at work, takes place without using the formal methods or structures. For Example; gossip with friend.

Communication skills: (LSRW)

➤ Listening:

Listening is ability to accurately receive and interpret messages in the communication process. Listening skill is the key to all effective communication. Due to the lack of good listening ability, messages are easily misunderstood. It is necessary to master listening one of the communication skills.

➤ Speaking:

Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feeling in spoken language. To speak often implies conveying information. Speaking skills are the skill that gives us the ability to communicate effectively. This skill helps the speaker, to express his message in a passionate, thoughtful and convincing manner

➤ Reading:

- It is a cognitive process which decodes symbols to derive meaning from text.
- Reading is essential in today's society.
- Reading is an important skill to find a good job.
- Reading is important because it develops the human mind.
- It is how we discover new things.
- Reading develops the imagination.
- Reading is essential in developing good self-image.

➤ Writing:

Writing is a form of communication where an individual puts his/her feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. Written expression can be as vivid as a work of art in its most advanced form.

Need and importance of communication skills:

Communication is the heart of any organization. Everything you do in the workplace from the results of communication. So, good reading, writing, speaking and listening skills are essential for completing tasks and achieving goals. While developing your career you will get to know why communication skills are important for you, for example:



1) To secure an interview:

To secure yourself in the interview you should have communication skills. If you have good communication skills you will get selected for the job.

2) To acquire the job:

You should need to communicate well for acquiring job, and that is possible if you have knowledge of communication skills.

Importance of communication skills for students:

Communication skills are most useful for students in their study, career development, job interview, and workplace and even in social networking also.

1) To learn more from teachers:

Students need practical and deeper knowledge about the subject they are learning in school or college. For better learning from teachers, most of the students do not ask question because of fear, hesitation and low confidence. Communication skills help students to listen and understand the point of view of teachers in the class. That's how communication skills help them to study well.

2) The quality of being friendly with others:

It's important to be friendly with others in school and college for making new friends. Good communication skills build strong friendships. It will give confidence. In this way, communication skills enhance the ability to understand and share the feelings of each other. It is important for making friendly relationship and that can be converted into business partnerships.

3) Communication Skills develop professionalism in the students:

In the future students will become doctors then they need to communicate effectively with their patients. They need empathy, friendliness in their professionalism for interacting with patients. In the future student will become political/business, entrepreneur and leaders, in these all fields they need to communicate effectively for getting votes.

4) Communication skills are important for students in social networking:

Communication in group activities, debate and family functions help student to analyze their communication skills level and standers. In the communication listening others opinions is most important thing and that thing is possible if you have good communication skills. While communicating other student have to respects their feelings.

5) Improvement in presence of mind and memory enhancement:

When we communicate, listen, express and understand what we are talking about, it will improve our presents of mind. While communicating we have to focus on listener not on the mobile phone then it will help to enhance our brain power and memory. Numbers of various online communication courses are available, in which they can improve their verbal and non-verbal communication skills effectively. Along with these sources, they can learn communication skills from good speakers, teachers, and journalists.

Conclusion:

The above given research article shows that if you want to learn/acquire new things you should have four language skills namely LSRW listening, speaking, reading and writing. These communication skills are important for these students also. From this communications skills they can communicate with others effectively.



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„Innovative Methods to Improve English Language Skills for Beginner“

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Abstract:

Teaching English as a Second or Foreign Language has been challenging task in India. English is the most feared language in second language learning class. The rapid changes have been taking place in Science, Information Technology and Mass Communication. Student has been accessing needed information through high speed internet facilities but it must be reached till the downtrodden. The research has been done amply issues like English language Teaching, Needs, Scope, and Significance etc. The present paper focuses on the realistic situation of the teaching second language in India. This paper also examines the difficulties faced by the student. After applying such innovative methods teacher would be able to avoid monotonous teaching and create natural atmosphere in the class.

Key Words: EFL, ESL, ICT, Language Errors, Innovative Methods, Applications etc.

Introduction:

English has been used as native language in many European countries Like United Kingdom, Australia, New Zealand and American continents. British ruled over India for many decades. They have used English for administrative as well as educational purpose in India. Today it has been used as Global Language for many purposes like business, trade, official or education. English has been taught from LKG to PG level in India. I have been also teaching English in rural area. While doing general observation of the Under Graduate class in rural area students have been learning English since childhood. The students who have been selected English as special subject also could not use accurate language while writing or speaking. Teachers have been using various traditional methods to make simplify the language components. For improving primary skills like Listening, Speaking, Reading and Writing these innovative methods would be effective.

Objectives:

1. To introduce various innovative methods that would be helpful among the learners.
2. To improve basic language skills Like L.S.R.W.
3. To avoid common errors of spoken and written communication through mobile applications.

Needs of Innovative Teaching Methods:

It is true that „*Time and Tide wait for none*“ according to this proverb there is a need to think on current situation. So teacher should bring new changes in teaching according to time and period, because new trends are emerging in Language teaching. If the teachers lack skill of teaching language, student would not be able to learn actual content. A good teacher can be a good friend, communicator, guide and a person with new ideas. To avoid errors while using language so there must be transparency in language teaching.



Various Methods of Language Teaching:

The teacher has been implementing number of methods of language teaching in the classroom. It can be categorised into two prominent parts such as Traditional methods and Innovative methods.

A) Few Traditional Methods:

1. **Lecture:** This is the most widely used in Indian classroom. It is also known as talk and chalk method and used up to the PG level. The content of each lecture hardly remembered; hence, student could not acquire it easily. So teacher should provide the examples from daily life.
2. **Grammar Translation:** While teaching English language skills teacher should translate the content into native language of the speaker. There is a possibility of making errors in spoken and written language. Every language has its own sentence structure. For example, while writing the sentence of Simple Present Tense the structure is $S+V-es+O$ (*John speaks German*) whereas compared to the Native Speaker of Marathi language uses the structure of above tense as $S+O+V$ (*विराट क्रिकेट खेळतो*). In rural area this method can be useful at the primary level. For native speakers both grammar methods of English and native language should be used in the class while analysing and teaching. When teacher would create free atmosphere in the class by using mother tongue student would enjoy the class.

B) Innovative Methods:

1. **ICT based Classroom:** This is the most effective method of language teaching. Audio visualisation creates an interest among the learners. Student easily acquire the content of the class.
2. **Google Classroom:** This is also an innovative method of establishing proper communication with learner. Teacher can upload files, audios and videos to teach any elements of the language. It is easy to connect via internet. Student can actively participate in this classroom. Students have the freedom of asking questions, queries and giving positive response to the teacher.
3. **Teaching Language through stories:** Reading is the best habit to learn new knowledge. Short story play a vital role in language teaching. Teacher can select any paragraph of the story to teach various aspects which are important to learn language. The depicted version of the story *"The last Leaf"* written by O Henry is available on YouTube. Teacher can suggest students to watch the story. After watching the story student can easily understand the dialogue, setting, characters and their way of speaking. Student can also get the proper idea about sentence structure, and the pronunciation. Student can take interest in such class. To learn new words and make them use in daily communication can be done by applying such method in the class.
4. **Various Mobile application:**
 - a. **You Tube:** It is worldwide used application by huge crowd of users. It is very interesting and useful to get innovative information about all discipline. While learning various language skills this mobile application would play very significant role. There are number of channels available. For getting accurate and useful knowledge about English language the channels like *B.B.C. Learning English, Easy English, Real English and Business English Pod* could be useful for learner.



- b. Duolingo:** It is very innovative application for common learners to improve English language. It can be accessed to learn about grammatical structures through provided tasks. It helps to increase the vocabulary. With the help of daily exercise students may overcome on regular errors of language. It would be helpful to develop written communication skills.
- c. Memrise:** It is vocabulary based application. It provides new words and their usage in different contexts. Student can easily understand the meaning, its form and usage according to situation and context. It would also helpful to learn actual pronunciation and phonetic transcription of the words.
- d. Language Tool:** It is an open source application for correcting grammar, pronunciation and style. While writing paragraph student makes a number of spelling mistakes. To understand the real word this application plays important role. Learner can easily get the accurate structure of the sentence. It would also be helpful to highlight some grammatical errors and the repetition of the words in the sentence.

Along with these, there are other mobile applications like Dictionaries, Thesaurus, Grammarly, ESL Robot, Talk English Standard, 100 Famous Stories. Etc. would help the learner to improve their language skills.

Conclusion:

It could be said that „*Practice makes man perfect*“. While teaching-learning language skills there is a need of regular usage in written and oral communication. Teacher must identify the needs of the learner to fulfil his/her desire. The innovative methods of teaching are useful for improving the basic language skills of the learner. By means of these methods the common errors in the use of language could be avoided.

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Listening -An Essential Skill for Improving Communicative English Among Non-Native Users

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Abstract:

*Listening is a significant part of communication process. Communication cannot take place until and unless a message is heard and retained thoroughly and positively by the listeners. Listening is a dynamic process. **Listening means attentiveness and interest perceptible in the posture as well as expressions.** Listening implies decoding (i.e., translating the symbols into meaning) and interpreting the messages correctly in communication process. Listening is one of the important skills along with speaking, reading and writing being the other three basic skills of language. Improving English language skills is, therefore, a major concern for many non- native users i.e. the users whose mother tongue is not English. There are many effective ways and techniques to develop English Listening skills. Listening has been compared to an art that one needs to learn and practice especially in the current age listening skills are an important part of success. The present paper is a sincere attempt towards dealing with some of the practicable strategies to improve English speaking skills of non-native users.*

Keywords: Listening skills, non- native, hearing, interaction, techniques, effectiveness.

Introduction:

English is an international, linkage, global language. Nowadays it is important to improve English communication skills for everyone. We observe that the condition of non-native users of English language is very poor due to neglecting basic language skills: Listening, Speaking, Reading and Writing. These skills should be learnt in the above sequence. When interacting, people often are not listening attentively to one another. They may be distracted, thinking about other things, or thinking about what they are going to say next. This is indeed a very sad state and it needs to get thoughtful attention from the academic circle in order to improve the situation.

Objectives of the study:

The research paper aims at the following objectives.

- 1) To suggest some of the techniques this can be implemented to improve the status of English Speaking skills through Listening skills.
- 2) To analyze critically the problems of the English Listening skills of non- native users.
- 3) To map the current position of spoken English in the non- native users.

Research Methodology:

The present study is based on secondary data and information collected from a variety of sources like reference books, published articles, websites etc. A sincere attempt has been made to interpret and analyze the data at the backdrop of the current position of the English speaking skills of the non- native users. The paper limits itself to deal with some of the problems as well as strategies which will be brought in practice if one needs to improve Listening skills. Basically,



all the four language skills i.e., Speaking, Reading and Writing are interlinked and dependent on one another. This paper, however, due to the constraint of space, focuses on improving only English speaking skills.

What is listening?

Listening is the absorption of meanings of words and sentences by brain. Listening is the bigger part of communication. We have famous definition of listening,

–Listening is a magnetic and strange thing, a creative force. when we really listen to people there is an alternating current, and this recharges us so that we never get tired of each other.”- Brenda Ueland.

Types of Listening:

To improve listening skill we should be aware about the types of listening.

- **Projective listening** in which you put yourself in the speakers place and understand from his point of view.
- **Emphatic Listening** in which you listen to speakers words and his feelings, attitude. etc. through the study of body language, gestures, paralanguage, etc.
- **Selective Listening** in which you hear only you want to hear.
- **Active Listening** in which are genuinely interested in understanding what the other person is thinking, feeling.
- **Critical Listening** in which listener have to make decision. To become a better critical listener ,you should be skeptical.
- **Attentive Listening** it is also called Reflexive listening.It means thinking and acting in a ways that connect you with the speaker.
- **Evaluative Listening** in which we make judgment about what the other person is saying.
- **Appreciative Listening** in which one uses when listening to good music,poetry,or may be even stirring words of a great leader.

Listening vs. Hearing

There is a difference between two concepts as follows:

Hearing:

- ✓ Simply receiving sound signals.
- ✓ Passive activity
- ✓ One action
- ✓ Completely physical

Listening:

- ✓ Understanding and interpreting the sound recieved
- ✓ Active activity
- ✓ Series of actions
- ✓ Mental goes on after the sounds have stopped.

Advantages of Good Listening:

- ✓ You can reduce tension.
- ✓ Listening can solve the problems of other person.
- ✓ Listening makes you trustful person.
- ✓ Listening leads to better work and cooperation from other.
- ✓ Listening helps you in selling product.
- ✓ Listening gives you confidence.
- ✓ Listening increase your enjoyment.



- ✓ Listening enhance your thinking.

Techniques to improve Listening skills :

Listening is the first step in the learning of any language. Listening is a social skill required for almost all interactions. It is also prerequisite to participating in a group process such as the Thinking for a Change Program. It helps establish norms and expectations about group participation. Listening skills are perhaps the most important communication skill one can acquire and master. To becoming a good listener, you open the door to good communication. The following techniques will be very useful to improve listening skill:

- Do not simply hear, but listen.
- Do not be prejudiced .
- Try to understand the basic context of the message.
- Do not disturb.
- Do not distracted.
- Show willingness to listen.
- Be attentive.
- Do not focus only on the speaker's appearance.
- Enjoy the speech.
- Concentrate on the words of the speaker.
- Be empathic.
- If you are confused clarify at the proper time.

To conclude, one should try to respond to what people say to you. Translating into and from one's own language may take much time and will make the speaker more hesitant. If the speaker forgets a word, he/she is expected to do what native speakers do all the time, and say things that fill the conversation. This is better than keeping completely silent. The speaker should always try to keep a convenient pace while speaking. The utterances should not be too slow or too fast. Apart from these, the speaker is also expected to keep oneself relax when speaking. It is said that good speaking is neither mechanical nor artificial; it possesses a quality of naturalness. If one wants to improve the productive skills such as speaking and writing, it becomes necessary to improve receptive skills such as listening and reading. In fact, all these basic skills are interconnected, interdependent and complementary to one another in one way or other. So, the more exposure one gets through listening, reading and writing the better will be spoken skills in English.

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Improving English Communication Skills of Non-Native Users

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Abstract

This study aimed to enhance the oral communication skills of non-native users. The sample of study consisted of non-native users (30 female users and 5 male users) all of them are English Medium School Teachers. The researcher used random sample method. To achieve the objectives of the present study the researcher used semi structured interview as an instrument for data collection. The result of this study is revealed that the English Medium School Teachers face many problems related to speaking skill, such as confusion and embarrassment; users did not learn speaking lessons correctly at school, and face difficulty in pronouncing some words. The result also showed that the most frequent problems were the limited amount of vocabulary among the users, while the least frequent problems were the difficulty in understanding the meaning of sentences and words. This study also presented some of appropriate solutions to overcome the weakness in speaking skills, such as practicing speaking English inside and outside the classroom effectively, using modern social media to communicate in English and to express the students feelings and needs.

Keywords: Speaking skills, Communication skills, Factors influencing speaking skills.

Introduction

Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skill should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers and other members of the integral community. Because of the significant role of speaking in action, Baily (2005) and Goh detailed how to enhance the development of speaking by means of syllabus design, principles of teaching, types of tasks and materials, and speaking assessment.

For the English Medium School teachers it's a must thing to talk fluently and guide to their students in appropriate words in order to secure learning outcomes of students but still there are many issues related to their communication competencies. Basically most of the non-native users-teachers have studied English for approximately 10-12 years before entering in their profession.

Title of the Research

To study problems of non native-speakers in using English.

Objectives

1. To know about the problems of non-native speakers in using English.



2. To know the influential factors related to the users' weakness level at in speaking skills.
3. To study the tasks users use in developing their speaking skills.

Need and Significance of the study

English language is a universal language and one of the simplest and easiest language in the world. It is the official language in a large number of countries. English language is the dominant business language. However, speaking for special communication usually occurs in context where speaking performance is conducted for an audience in different circumstances. Finally speaking English language skill is one of the important of four language skills to be developed as a means of effective communication. This study contributes in understanding teaching and learning English language speaking skill. Therefore this study comes to as a reference in difficulties that faced by non-native users in speaking skills and helps students, teachers, educators and university instructors.

Research Methodology

Research Design

The selected approach for this research project was the qualitative type of study; this type of research is used to help the researcher to understand how people feel and why they feel as they do.

Population and Sampling

Population

The teachers presently teaching in the Rayat Shikshan Sanstha's English Medium Schools under Western Regional Office.

Sample

The researcher has selected sample by probability random sampling method. The sample was 34 teachers appointed for English Medium Schools working under the Western Regional Office of Rayat Shikshan Sanstha, Satara.

Research Method

The researcher has selected the qualitative type of research method for the presented study.

Research Tool

To study the problems of non-native users in English speaking the researcher has used semi structured interview that is interviews mainly. Thus this study provided opportunities for the teachers to talk about their experiences in their simple town words. These interviews were conducted on 74 teachers who are teaching in English medium school.

Data Collection

All interviews were recorded and taped among the study by using mass media such as smart phones provided with recording application. Recordings of one speaking task were analyzed, focusing on speaking content, pronunciation and language use.

Data analysis

The interviews were conducted with all the participants. All interviews conducted in English Language and then depending upon the interviewees' preference, the length of interview ranged from approximately 4 to 7 minutes. Each interviewee was asked to describe their English speaking experience as English medium school teachers. Each interview centered on the difficulties and weaknesses that facing speaking English skill of the participant during the teaching experiences. Common statistic applications computer programs used to analyze the



data. Although following a predetermined structured interview schedule, the interviewer was able to ask probing questions to gain fuller understanding of the issues under discussion method. All the interviews were tape-recorded and transcribed verbatim. In keeping with the tradition in qualitative research, the transcripts of the interviews were read, re-read and annotated with comments and special descriptive phrases.

Results and Findings

The major findings were presented based on the three research objective that is research questions. Other additional qualitative findings were also documented.

1. Thus the study found that there are various problems in English speaking like lack of confidence, pronunciation, poor vocabulary, less opportunities to talk with native users, studied English as third language in their school three research years etc.
2. Influential factors are like users think about the question in their native language and then respond to the question in English, problems of using incorrect grammar, sentence constructions, misunderstanding the questions etc...
3. The tasks user use to develop their English Speaking skills are like practice and listening to English conversations such as news, films and songs, to train the minds to think in English itself, task-based learning style such as group discussion, role play, dialogue etc...

Conclusion and Implications

This action research was qualitatively conducted to investigate the problems in English speaking of non-native users. A confidence level must be developed purposely through regular listening and speaking course and a task based pedagogical design can provide opportunities for the users to develop their vocabulary. After knowing the influential factors related to the users' weakness level at in speaking skills all users must be given a training to convert them into their strengths. The training can be an Expert guidance, exposure to talk with the native speakers etc. like this various tasks users use in developing their speaking skills. Suggestions for speaking improvements of non-native users mainly covered listening skills and frequent practice of speaking.

1. Problem 1 : Pronunciation

Incorrectly learning the pronunciation of English, either by transferring the phonological rules from their mother tongue into their English speech or through implementing strategies similar to those used in primary language acquirement. Create innovative pronunciations for English sounds which cannot be found in the speaker's first language. Example : The Japanese do not have the sound of r in their language. Thus, they have to use an alternative sound which available in their language according to their convenience. As they pronounced the sound r, they pronounce l sound.

How To Overcome It?

E.g : MOE had conducted a Native Speaker Program which Learn how to pronounce the bring in the native English words correctly from the speakers to each schools in native speakers order to teach the non-native English speaker of the school

2. Problem 2 : Accent

Strong accent sometimes Include their first language makes the listeners cannot accent as they speak English understand the words that they are saying E.g : Malay English teachers who use Malay language as Strong accent could diminish their first language have the the



understanding of some possibility to speak English words language with a strong Malay accent.

How To Overcome It?

Result : listeners could understand the English Speak the words slowly in words even though our order to make it sounds clear accent was influenced for the listeners strongly in those English words

3. Problem 3 : Grammar

E.g : Cannot English grammar is In Malay understand on how totally different sentence, we the English from _Malay cannot use the language really grammar' plural verb with works the plural subject.

How To Overcome It?

Ask helps from any native E.g : As the teacher in speakers who could school has become a correct us in case we are native English speaker, we using the wrong grammar could ask help from that as we stated a sentence teacher.

4. Problem 4 : Fluency

: tendency to Lack of make Used to talk confidence to mistakes in native speak that make the language non-native speakers afraid to talk

How To Overcome It?

Non-native speakers E.g.: Practices using could practice very cassettes, or tapes hard as practice and listen to those makes perfect things frequently

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Problems of Non-native Speakers in Using English

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Abstract:

Language plays a vital role in everyone's life .Without language we cannot convey our message to the receiver. We know that English language has its own dominance on the world because it is used throughout the entire world. So English is an international language for business communication in today's business world and plays a major role as the main coordinator in non-native speaker's life. The findings of this paper shows that listening, and writing skills were rated as the most needed language skills for the non-native speakers such as Accent, Fluency, Pronunciation and listening skill was the biggest problem for them due to the accents of the speakers.

Keywords: Non-native Speakers (NNS), Accent, Fluency, Pronunciation, Communication

We are aware about problems of non-native speakers. They have been facing many problems. I would like to quote an example from Indian Mythology, in Mahabharata, Arjuna's son Abhimanyu learns the tricky Chakravayuh fight's Mechanics when he is in womb of his mother. It was because of listening. Children imitate and learn rapidly what they hear and hence they can pick up more than two languages by the time they are toddlers. This is more prominently seen in homes with bilingual background or with families who roams to other states or countries. Their kids pick up the accent and speak like natives.

But as we grow we tend to learn new things slowly and especially languages due to the fear and making mistakes and being laughed at. And this is the main problem of non-native speakers. Firstly love for learning has to be enhanced by inspiring one to learn the language. The learner has to be made attentive of the fact that all languages are really interesting and can be learnt with proper help.

Sometime grammar of the English language becomes the problem to the non-native speaker. It doesn't help and the productive skills of speaking and writing need to be taken care of. A person needs to be attentive and understand what is saying or writing. Hence this task is difficult for non-native speaker, when he has to continually speak or write a paragraph.

Foreign language is major problem in helping a non-native speaker to learn a language. We see that when we asked to watch movie or videos in foreign language, the learners have just walked away & given up. The main reason behind it is that disinterest due to many new words, accent & speed.

Non-native speakers of English (NNS) often have problems with punctuations. Incorrectly learning the punctuations of English, either by transferring the phonological rules from their mother tongue in to their English speech or though implementing strategies similar to



those used in primary language Acquisition. For this we must sounds which cannot be in speaker's first language.

For example:

The Japanese language does not have the sound of r in their language. Thus they have to use an alternative sound which available in their language according to their suitability. As they pronounced the sound r, they pronounced 'i' sound. We should learn how to pronounce the words correctly from the native speakers.

Accent is another important problem faced by the non-native speakers. We know that native speakers include their first language accent as they speak English. Sometimes strong accent makes the learners problems because they cannot understand the words that they are saying.

For example:

Malay English speakers who use Malay language as their first language have the possibility to speak English language with a strong Malay accent.

To avoid this problem speaker should speak the word slowly in order to make it sounds clear to listener. In result listeners could understand the English word even though the accent was influenced strongly in those English words.

Fluency is another problem faced by native speakers because they used to talk in native language & lack of confidence to speak that language.

For Example:

Tendency to mistakes make the non-native speakers afraid to talk.

To overcome it, non-native speakers should practice very hard as practice makes perfect.

For example:

Practice using cassettes or tapes & listen to those things frequently or watch English movies.

Conclusion:

We have seen many problems in Non-native English speakers. To most of these problems we have given solutions to overcome them. These solutions should be finding out & Inculcated. To learn English is not hard but to use it. Tutors should not only teach English but should also teach the students to use it. This cannot be done by the teacher alone but needs the complete cooperation & obedience of the students. When all is said & done the teachers & students must coordinate to create harmonious & Non problematic way of learning Environment.

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Enriching Speaking and Listening Skills

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Abstract:

The present research paper deals with language skills which are essentially communication skills also. Paper deals with mainly enhancing listening as receptive skill and speaking as productive skills in order to develop communication ability of an individual. Along with these both skills, reading and writing skills should be practiced in real life situations. For this, practicing and integrating all four language skills will be more useful.

Keywords: Listening skills, Speaking Skills, Communication

Introduction:

Communication plays a vital role in our daily activity. We are engaged in various communicative activities such as read books and magazines, talk to friends and coordinator, watch television. The workplace is no different. It is observed that 70–80 percent of our working time is spent in some kind of communication. We're reading and writing memos, plans, listening to our coworkers, or having one-tone communication with our supervisors. Communication is the process of transmitting information and understanding from person to person. Communication word is derived from the Latin word, the meaning of communis is common. Communication can be defined as a process of exchanging information, ideas, opinion and fact from one person to another. It can be also known as the sharing of information, Communication take place in at least two people the sender and the receiver. Communication can also defined as in complexities linked to the particular context in which it occurs major impact upon behaviour. Most perfectly, Communication is probably a dynamic, circular process in which elements such as non-verbal behavior and individual styles of interpreting and relationship with meaning to events have significant influence. Strategies should be used such as constructing a clear language, the unambiguous message can also encourage effective conversation, but so too can seeking to understand meanings imposed by the listener.

Communication skills

Progress in careers of any field, the skill that really required or need is the communication skill. Many of us can achieve the success of mountain through only with help of communication skill. The Effectiveness of our work, actions and growing strength can be reached to the path of success at performing these. Such tasks include proficiency is often the initial focus. However, as we continue to progress, it is likely that success will depend more and more upon our interpersonal skills and our ability to develop effective working relationships with others. In certain job play role as a managerial, supervisory or a mentoring can involve problematic relationships with people. Demands are responsible to make the sometimes conflicting and ambiguous situation. As a practice educator's job can involve reconciling and managing these demands.

Effective communication can be understood when both the intended meaning of the sender and to see the meaning of the receiver should be similar. So the level of skill required for



effective communication is the ability to motivate and influence the people to communicate with each other, providing real feedback sensitively, be empathetic and develop relationships, to analyze own behavior, to treat with emotions of self and others and to understand the interpersonal situations. We can say that it is important to learn that emotional intelligence, or the skills of social awareness and communication can be developed and achieved.

Listening skill

The communication skills are Listening, Speaking, Reading & Writing. Listening skill plays a vital role in communication. It means that to listen to others view actively. Listening is an active process which enables us to understand the meaning to all information we receive and help to know our concentration level. The active listening skills can develop such as listening to other it can also involve nonverbal as well as verbal language, paraphrasing, using feedback, and asking appropriate questions it will help to identify possible misinterpretations of the conversation, as well as to know about unintended messages. It requires full attention when somebody communicate with particular intention and it's our ability to develop our thought and thinking by attentive listening. Listening is the most frequent aspect of communication. Through this aspect, we can give a satisfactory response to other. In a certain situation where we sought to half listen to another with the intention of tuning in when something of particular importance was said. These are very common occurrences and it is unlikely that we have not experienced them. In conversations, attention plays a vital role in fact without attention most of the conversation cannot take place or futile.

When we listen to others we interpret and evaluate the meaning from the verbal and non-verbal information that we receive. We also think to reply and rehearse our response in preparing to execute it. While the processes of replying, evaluation, planning and rehearsal occur subconsciously, they can nevertheless interfere with effective listening. To maintain awareness is important to ensure that the processes which mediate between listening and speaking do not actually interfere with the listening process itself. To develop effective listening skill listener should avoid barriers which would not disturb or lose concentration to recognize the meaning. We can also develop listening skill by maintaining attention towards the listener. Effective listening skill can be achieved by dealing with barriers, developing and using listening behaviour, hearing what we want to hear; rehearsing our response and being inattentive, delaying evaluation.

Speaking skill

Speaking is nothing but sharing our ideas with other. Speaking skill is active process. It also defines speaking as a two-way progression involving a real communication of ideas, information or feelings. Speaking consist production of acoustic sound which designed and create differential verbal on listener. It involves two or many persons which communicate with the other through the medium of language. Usually the focus of speaking was on mechanical understanding skills. Speaking is known as an interactive process of assembling meaning that involves producing, receiving and processing information. Its form and meaning are resembled on the context in which it occurs, the participants, and the purposes of speaking. It is operationally as the secondary stage which involves ability to express themselves orally, practically, smoothly and correctly in a given meaningful background to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and assuming



the logical and dissertation rules of the spoken language. Thus communication through speaking has many resources, such as facial languages, signals and even body movements. Speaking also occurs, most of the time, in conditions where participants or interlocutors are present. During conversations, reactions are unintended and accepted the speakers contemplate on their feet, producing language which reflects this.

Speaking skills implicate on emphasize the language which use in situation and reduce consideration from the analysis of interaction between language knowledge and the other knowledge components. Speaking skill help us to conquer on any field. Speaking skill includes verbal or nonverbal expression. To assist development in an interactive speaking situation, learners need to know "information" and "interaction". Speaking skill concern with use of proper language, pronunciation, grammatical competence, vocabulary. Speaking skill include communicative competence which contain grammatical competence, Sociolinguistic competence, Discourse Competence, Strategic Competence. Language competence has textual competence involving cohesion/coherence and conversational analysis. Communicative tasks, demonstrative the indirect approach, can have a positive effect on teaching speaking. Knowing the importance of the speaking skill at the secondary stage, students suffer weaknesses in their speaking performance. This can be credited, in the light of the researcher's experience, to the dominant traditional methods of teaching speaking. Students most of the time are rarely required to say more than a few words in response to some 'display' questions raised by the teacher. Moreover, the methods adopted rarely offer students a clear clarification or instruction of what establishes speaking and how native speakers actually speak. Thus, the speaking skill remains an incredible goal or an ambiguous entity that is assumed to be hard to reach by students like other skills. Eventually, aspects of the speaking skill need to be closely analyzed and put into consideration. These features attitude some challenges and identify some guidelines for understanding this skill and hence plan instructional actions to prepare learners to communicate successfully in real life situations. Furthermost conversations take place face to face which allows speakers to get instant feedback.

Thus, both listening and speaking skills are more useful in developing communication of a person. Along with these two skills, reading and writing should be practiced more. For better result integrating these skills in real life situations will be more useful. It is said and also truly observed that a good listener becomes a good speaker. Ultimately good listening skills lead to good speaking skills.

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Improving Reading Skill of Language

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Introduction:

Language is essentially a skill. It is not a content subject. There are four fundamental skills of language that are Listening, Speaking, Writing and Reading skills. Among these, Speaking and Writing are active, productive or creative skills, while Listening and Reading are passive or receptive skills. Similarly, Listening and Reading are oral skills and Speaking and Writing are written skills.

A good reader is always 'active'. Reading without understanding is a futile or vain exercise. Once Francis Bacon is rightly said, -Reading makes a full man – writing an exactl. Reading is a process of looking at a written or printed symbols and translating it into an appropriate sound. This spoken symbols are further associated with an object for which it stands. Thus, reading consists of three aspects as symbol, sound and sense e.g. a child reads the word 'cat' first he looks at the symbol, later he translates it into a specific sound and then thinks about its meaning.

Hence, the present research paper focuses on the improving Reading as one of the skills of English Language

Aim:

Improving, recognizing and understanding meaning of the letters / alphabets, words and phrases is the main aim of the research paper.

Sub-skills or Micro skills of Reading :

Reading skill has sub-skills or micro skills of Reading. These are mentioned below as:

- a) Identifying the topic and understanding grammatical relationship;
- b) Understanding the role of conjunctions;
- c) Interpreting the diagrams;
- d) To guess the meaning from the context;
- e) Giving proper pauses and maintaining appropriate speed;
- f) To read clearly with maximum level of understanding;
- g) Grasping in the general idea in the passage;
- h) Locating specific piece of information;
- i) Understanding the lexical items & relationship between sentences & grammatical devices;
- j) Using dictionary and paying attention on accent and intonation etc.



Thus, above mentioned sub-skills are useful to improve Reading skill in the process of language learning and teaching.

Types of Reading

Reading is an active or decoding process that the encoder (writer) encodes (writes) the message, while the decoder (reader) decodes (reads) it and understands its meaning. So, reading does not get value if it is not followed by comprehension or understanding. According to the purpose of reader there are many kinds of reading skill as below:

1. Intensive Reading or detail reading 2. Skimming 3. Scanning

1. Intensive Reading

Intentional Reading means reading very prudently with attention to all the details. Speed is comparatively slow in this kind of reading and what is expected is high degree of comprehensive e.g. for studying text as preparation for the examination.

2. Skimming Reading

It means that reading more quickly in order to get a general understanding of the text without giving too much concentration /attention on the details e.g. reading a newspaper or a novel for pleasure only etc.

3. Scanning Reading

It is reading for finding the required information as fast as possible without taking into consideration the whole text e.g. railway time-table, referring examination schedule etc.

In reading skill there is need both loud reading (for others comprehension) and silent reading (for own-self comprehension). Both are mainly concerned with reading comprehension.

Loud Reading

Loud Reading simply means the skill of what is written. In this process a teacher can write a word on black-board or speak a word loud in the class and asks to the students to repeat it. By this way the teacher could do exercise of the students' comprehension. So, Loud Reading is mostly concentrated on others comprehension. Here, there is no scope for others/ readers to add or remove a word, phrase or sentence in the passage.

Silent Reading

Silent Reading means reading a text completely silently, even without moving the lips, it requires full attention for comprehension. It helps developing speed of reading with understanding. The speed of silent reading is more than that of reading aloud. This is because students do not have to attempt to pronunciation. Students should therefore be recommended to read silently as reading aloud retards the speed of reading. It means Silent Reading is a reading for self comprehension.

But, according to the linguistics, in the process of language learning both (Loud and Silent Reading) skills are necessary and important.

Activities / Techniques to improve Reading Skill

The following activities or techniques are helpful to improve Reading skill in the process of language learning. Some activities or techniques are pointed out below as:

1. The passage must be interesting i.e. student must be involve in interesting story, news items
2. etc. and ask the students loudly in the class;
3. Use audio-visual aids, emphasis repetition and practice;
4. Introducing them to the letters of alphabets;



5. Pair work / dialogues etc;
6. Practice for skimming & scanning asking questions to the students;
7. Concentration on isolated sentences & explaining the function of punctuation mark;
8. Practice with stress and intonation;
9. To guess the meaning from the context;
10. Encourage loud reading and silent reading to ask questions on the passage.

Conclusion :

Language can be developed or improved through these basic language skills like Speaking, Writing, Listening and Reading. In other word, with the help of these basic language skills a learner/ student can learn any language. Even though, Reading Skill is a passive skill in the processes of language learning but it is an active process to improve language skill.

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Tricks to Communicate in English

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Abstract:

English is an international language. Also it is known as a link language to the world. India is the multilingual country. In India English is used as a second language. English language speakers are divided into two categories such as native and non-native speakers. Those who use English as mother tongue are known as native speakers. Others who speak English despite being not a mother tongue are recognized as non native speakers. Native speakers habitually speak English as their slate is filled in English; they can be known as formal and informal speakers. Non natives could not speak habitually English as their slate is filled in their mother tongue; they need help of their mother tongue; some form their ideas likely over their own (mother) tongue and translate into English. In this article tricks to communicate in English are discussed briefly. How non-native users look towards English and how they overcome their problems are put forward in the present article.

Kea words: non-native speakers, regional languages, grammar, vocabulary, confidence etc.

Introduction:

In 2006 it is written in "English Worldwide", [a book by Professor David Crystal](#), that there were approximately 400 million native speakers of English. In addition, Crystal stated that there were 400 million speakers of English as a second language.

Moreover, there were around 600 - 700 million English as a foreign language speakers. So, that's clearly over 1 billion people that could communicate in English to some extent. Speakers can add new words to it, modify it accordingly. Even they can articulate sounds in their own way. We can surely say that those numbers of speakers have grown so far.

David Crystal said in his book that,

English is an immensely democratising institute. To have learned a language is immediately to have rights in it. You may add to it, modify it, play with it, create in it, ignore bits of it, as you will. And it is just as likely that the course of the English language is going to be influenced by those who speak it as a second or foreign language as by those who speak it as a mother tongue'. (Crystal, page, 432)

We can observe impact of regional languages on English language. When speakers of Marathi language speak English they mix their own tone, pronunciation into English. They do clear and loud pronunciations. It can be combined as Marathi+English=Minglish, so as Hindi+English=Hinglish. This is happened at global level also. Chinese, Japanese, Arabian countries also insisted their language while they deal with English. Though there is an impact of local language on English, people use it advertently. Other languages are also important at their



places but English is a link language for the whole world. So this is an important language to acquire.

Sharmila Sahu rightly stated in her book:

English is one of the most important languages in the world. It can even be said to be the single most important language. Yes, other languages are important too, but not for the same reasons as English is important. English is important because it is, maybe, the only language that truly links the whole world together. If not for English, the whole world may not be as united as it is today. The other languages may be important for their local values and culture. (Sahu, page 1)

Some important Tricks:

There are some important tricks to have a command over English language. These tricks are to learn grammar, to expand vocabulary and to build up a confidence gradually. I can say, grammar+vocabulary+confidence=English language. This formula is much important to speak English. Firstly, grammar is an important aspect in the learning process of English. There are many aspects come under grammar category. If we concentrate on tense, it will help us to speak English grammatically correct. If we want to just communicate in this language, we can go through tense and filter them accordingly. There are three main tense; past tense, present tense and future tense. Now a days we admit that there are two tense and future is the time. Present tense will help us to communicate in English at minimum level. By using simple present tense speaker can express his ability to do things, present continuous will help speaker to express his ongoing activity, present perfect will help speaker to show that his completed activity and present perfect continuous deals with the activity which is started earlier and going til now. Exam: I write a poem. (SP), I am writing a poem. (PC), I have written a poem. (PP), and I have been writing a poem for an hour.' (PPC) Speaker can use simple present and present continuous to communicate in English. Thus speaker can use present tense to communicate in English.

Secondly, vocabulary does an important role in communication. Of course there is no word limitation for good speaker but we need certain numbers of words to develop conversation in English. Speaker must possess a little bank of words to communicate one way only but if he wants to have a dialogue with others he needs to expand bank of words. This requirement is for speaking and writing in English only. It can't be said an exact numbers of words to speak English but a person needs approximately four-five thousand words to listen and read English. One cannot bind in limitations to be fluent in English. Thirdly, confidence which is not sold in vegetable market but to be self generated within a person. When speaker has known grammar and having adequate vocabulary then he needs only confidence to communicate effectively. Some speakers fail to communicate just because of lacking confidence. One can communicate only when one has enough confidence. Thus grammar, vocabulary and confidence all together can help speaker to communicate in English.

In the beginning one can use simple sentences to communicate in English. Being simple is not simple but to begin simply at initiative level of communication is the need of the speaker. Then gradually one can apply compound and complex sentences. One can use greetings, opening remarks and closing remarks as well as expressions on congratulations, complaints, requests, apologies etc. So here speaker can build confidence and positive attitude with these expressions.



Here are some examples to discuss this issue. Such as good morning, how are you, where do you live?, congratulations, I am sorry, see you, thank you etc.

Here are some more tricks to develop English.

- Read English newspaper
- Read small and interested books, English magazines etc.
- Read translated books and comic books
- Read English children books
- Start own English blog
- Keep a diary in English
- Watch English movies and channels
- Listen English music
- Listen famous speeches
- Have English radio
- Online chat
- Only search in English
- Play English language learning games
- Record your voice and check pronunciations
- Practice in groups
- Speak without fear
- Use a dictionary

G.B. Shaw had given a radio talk on *'Spoken English broken English'* which is recorded in 1927. In his radio talk he said that speakers should speak in their own way. In the first part of his talk he rightly stresses that there is no single model of correct speech in English. Whether he is a foreigner or native, the first thing that he must remember is that there is no such thing as ideally correct English.

When people will think that English is oxygen then improvement will be seen in speakers. Here people should think in English is expected for better result. Generally it is observed that Indian people are feeling awkward and not comfortable with foreign languages. But Indian people have started to speak in English is the good sign for the language development. Lord Macaulay said, *'a class of people Indian in blood and color, but English in opinion, in moral and in intellect.'* At that time, his thought was wholly supported by the Indian intellectuals who believed that through this language only they would be able to enter into the realm of western thought and culture.

Conclusion:

It is said that practice makes man perfect, according to this proverb Indians must read, listen, speak and write in English. If they practice this language then they will taste more knowledge. Many Indian philosophers and linguists insisted that people of Indian must acquire it. Just people of India should not quit trying this language. Thus we can reach towards perfection in English.

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Innovative Ways for Improving English Speaking Skills of Non-native Speakers

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Abstract:

In the present consequence English communication skill teachers have always been concerned about the insufficiency of conventional means of English communication skill teaching in Indian education systems. Change is the law of nature. „There is nothing permanent except change” says Heraclites, the pre Aristotelian Greek philosopher. A fashion is the general tendency or direction towards change. There are number of educational options available before the learners of present generation, the newer trends seem to have appeared in the field of education that have entirely changed the face of traditional system of education. Due to marvelous progress in information and communication technology, the scenario of contemporary teaching techniques is entirely changed. The aim of this paper is to showcase the use of innovative techniques for improving English Speaking skills for non-native speakers.

Key Words : Innovative ways, importance of communication skills, ways of improving English Communication skills

Introduction:

English is the world's common language that people with different native languages can use to communicate. It's only because of English, people with different native languages-may be Hindi, French, Japanese- can sit together and have a conversation with each other. English now extends across almost every country and culture, and the ability to speak it well will open many doors for your career and social life. Communication means the ability to convey information to another effectively and efficiently.

The globalization has demanded the learning of English communication skill in an international viewpoint. Moreover the text materials on the subjects of technical education, science and medicine and other faculties also are available in English. English communication skill learners who are academically capable in their first or native language represent differing levels of academic understandings, abilities and interests in addition to their language proficiency. With the beginning of new millennium, trends have been changed and consequently new tasks have to be addressed with new language teaching which can suitably be used in teaching of English communication skills with the most suitable, reliable and homely examples of real life situations. News is that you can improve English speaking skills without classroom or lessons, which mean you can master speaking a language fluently.

Importance of Communication Skills for Non-native speakers:

English is a language which is used globally and you can find English speaking people in mostly all continents and countries. It is an important language to learn if someone is travelling



to other countries for work, business or even for vacation. According to the SAGE handbook of sociolinguistics, the migrants born in English speaking country were more likely to be employed (88%) than from non-English speaking countries (76%) (Source: Australian Bureau of Statistics). According to a survey in stastica.com English is the most spoken language worldwide with 1500 million English speakers out of which only 375 million are native speakers. (<https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/>). That means English speaking skills opens your gateway to communicate with thee 1500 million people across the world.

Ways to Improve English Communication Skills:

Apart from the three elementary ways of cultivating English which are Reading, Listening and Speaking, one needs to have a look at the other probable ways of cultivating English Speaking Skill. Following are few possible steps to cultivate communication skills:

Speak, Speak, And Speak:

The speaker has to be Confident and speak as often as possible to as many people as he possibly can. It is okay to make mistakes in the first place, don't shy to make mistakes. The more he practices the better and more confident he will become in vocabulary and pronunciation.

Listen to news:

New anchors have got the best skill of bringing out which they want to focus on. So listening to news adds on the beauty of you communication skill.

Read aloud in the front of a mirror:

Mirror is the best companion for speaking skill. Reading our loud in front of the mirror adds on to your confidence, so as proves efficiency in improving English Communication Skill.

Learn new words every day:

One should be very conscious toward leaning new words every day, which helps to increase vocabulary, so as to communication skills. One can learn new words through any social networking sites, newspapers, magazines and many more.

Listen to English Songs:

This is one of effective ways of learning speaking English in an easy way. Listening English songs gives a number of catchy phrases, improves your intonation and accent.

Record your voice:

It is fact that we listen to ourselves regularly but we don't know how we sound like and so recording you voice is important in this situation. Thus record your voice and listen it, you get to know about your flaws and get time to improve yourself.

Participate in Public Events:

The institutes such as universities, theaters and culture societies organize events like open debates, spoken word readings and improvised storytelling gatherings. These are places where one can come and mingle with like-minded people and practice speaking English.

Debate is one of the best ways to get the best output and give out the best input from all. It improves your using as much vocabulary and catchy phrases as you want.

Shadowing:

Watch TV show or movie in the English language. Try to repeat the dialogues of characters loud enough to be heard by you. You should keep focusing on accent they use, the pronunciation and usage of idioms.



Work on your Pronunciation:

Use the web or refer to few good online dictionary sites, or dictionaries which will help to improve your accent as well as the pronunciation. There are English pronunciation tutorials on You Tube or Podcasts like English Pronunciation Pod or American English Pronunciation to teach you many aspects of American English pronunciation.

Learn the Natural Flow of English:

Being able to say separate words correctly is great, but the secret of speaking fluently lies in the stream of sentences. Whenever you read a piece of poetry, listen to a harmonious song or watch a funny sitcom, pay attention to the following:

Linking. Notice how native speakers link words together: joining two sounds, making a sound to disappear or changing a sound for a better flow.

Contractions. Contractions are shortened forms of two words. For example:

I + am = I'm

he + will = he'll

they + have = they've

do + not = don't

Stress. There are stressed syllables in a word and stressed words in a sentence.

Rhythm. The rhythm is the overall result of stress, contractions and linking. It is the ups and downs, the musical feature of English.

Go to the Language Cafes:

If public speaking terrifies you as non-native speaker, you can opt language cafes. Those cafes create a friendly and relaxing atmosphere for people who want to practice communication skill. The Language cafes are available at www.meetup.com.

Using Apps:

Another way is to use an app to talk to native speakers online. Some popular apps are HelloTalk, Tandem, WeSpeke. One may register for an account, self-introduction, native language and hobbies. Then app will find your matches- the people who speak English and to practice the language with you. This will also help to improve speaking skill. Many websites are devoted to create contexts for communication need.

It categorizes the contextual environment. Different from other apps' speaking practice speaking directly, it collects a vocabulary list and sentence patterns might be used in certain context.

Try speaking English at home:

As a non-native speaker, you need to draw a line between your mother tongue and English language. Try communicating in English at home with very small sentences like watching TV, cleaning dishes, listening music, having dinner. It helps in brushing up you speaking skills so that your mind will start thinking in English every time.

Think in English:

If you already think in English it takes less time to respond in everyday conversations. If you keep regular diary record in English and even if you have to be perfect, it is more about getting out thoughts in English with less effort.

Practice, practice and Practice:

Practice makes a man perfect, because nobody is born intelligent. One should keep on practice of communicating in English wherever and whenever possible. Nothing can substitute the art of practicing.



Chat with SIRI:

Siri is a virtual assistant that uses voice queries and natural language user interface to answer questions, make recommendations and perform actions by delegating requests to a set of internet services. It is a speech recognition machine.

One may chat with Siri which is a great way to speak more clearly. As Siri is a machine, you cannot rely on clues and facial gestures to get your ideal across. Your words are the only instrument you have to make yourself understood. Thus it is necessary to speak as clearly as possible. One may also practice speaking with Google Now.

Do interesting Activities in English:

Participate in a cooking course in English or join a book club! Anything you enjoy doing, make sure you do it and converse in English. Using English to talk about things you enjoy will make practicing a positive experience.

Conclusion:

English is a subject that needs frequent practice. Without sufficient practice, one can barely master English well. In the global environment, there is also a great demand for bilingual personnel. To conclude frequently practice to improve your English speaking skills. Practice makes perfect, so do speak English abundantly. Some people think that they do not have the ample opportunity to speak in English because they do not live in the US or another English-speaking country. They might also be depressed because English is not used at their place of work, or they do not know any native speakers. There is some legitimacy in those reasons, but do not let them hinder your learning. Thanks to the growth of globalization and technology, you have more probabilities than ever to practice speaking English.

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Activities for Improving Communication Skills in English

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Abstract

The main objective of the present research paper is to enhance communication skills of undergraduate students studying at rural areas under the jurisdiction of Savitribai Phule Pune University. This study thoroughly examines the main causes of weak communication in English. The study makes an attempt to enhance communication skills in English of the students studying in colleges particularly located in rural area. There are lacks of communication skills among rural students or level of the students is below average therefore the present research is an attempt to through light on the hurdles in the way of improving communication skills of the remote area students or rural students.

Key words: Communication skills, rural area, hurdles, improvement

The prominent aim of the study is to investigate factors that become obstacles for students to communicate in English. Furthermore, few possible solutions to overcome the obstacles are also covered in this study. There are many problems faced by the Indian rural students in English communication. The problems are generally related mostly with rural learners with the demand of mastering English as a global language in the global market; many of the local graduates are faced with the prospects of unemployment as they failed to secure jobs because of their lack of competence in the English language evident particularly during interviews. The big challenges for English teachers especially at graduate level, therefore encourage English language learners to use English in their communication, in order to prepare them for the demands of the job market such as increasing learners communication skills among the English language learners has always been the primary concern of English language teachers. Although –communication skills is included in the syllabus of undergraduate level students they are not competent to communicate in English so, what is the main reason behind it? Or what are the barriers? These students cannot communicate in English a question arises (A) Are not classes satisfactory held? Or (B) Are students themselves passive? Or Are students getting lack of exposure?

According to Wilkins (1972), Communication means that a language learner needs to understand and express his or her ideas rather than describing the core of language through traditional concepts of grammar and vocabulary.

Today the world has become smaller place. We have to come in contact with other region or countries for social political and cultural affairs hence, we must know English or we would be fail to communicate with the people of other countries on the other hand, this is the age of science only English can keep us in the stream scientific knowledge coming from the developing countries. Therefore, to get rid of communication in English means to get rid of the source of knowledge. If we take into account the importance of –communication skills one can reach the



apex of success. Communication skills are so important in life for surviving the respectable life. No doubt, there are many other ways of communications used by peoples for instance: gestures, nods, winks, flags, smiles, sketches maps, acting dancing and so on. But all these way of communication are extremely limited they are not so flexible, Comprehensive, perfect and extensive as verbal communication is.

It is difficult to think of society without communication it gives shape to people's thoughts and guides and controls their entire activities. It is a carrier of civilization and culture as human thoughts and philosophers are conveyed from one generation to the other through communication. As far as the communication skills are concerned, or it is found that rural students are not good in communication skills. It is observed that the majority of students and teachers communication in Marathi, which results in poor learning and teaching English communication and teachers do not create exposure of English communication outside classroom, on the contrary, students do not make effort to speak or communicate in English outside of the class.

It indicates that they have lack of confidence to communicate in English communication between students and teachers in Marathi leads to in competency in English. Communication skills require time management and certain tools such as cassette recorders, audio- visual aids that are available in the colleges. Despite modern facilities students and teachers do not give importance to spoken English. Therefore their communication skill is very poor. Basically, listening and speaking should be given significance over reading writing skills. Though there are modern equipment to learn and enhance communication skills of the students they are not used on a large scale. Moreover, students do not attend classes regularly and do not pay attention to their teachers.

It is impossible to learn communication skills instantly. It requires time management, social awareness, and study of the dictions and practical or field work. Through some activities one can improve communication skills it is stated as follows:

- A) Describe the situation: one can describe the situation as it is in English then in communication response can get in same manner or language due to this activity communication will be fruitful.
- B) Expressing dreams in English: you may express your dreams in English then related questions may be asked from the opposite.

There are many activities deals with communication skills it can be describe in details for further study.

Thus, Communication is a process where thoughts and feelings are unending conveying process. This study is an honest endeavor to bring to light and scrutinize one of the prominent aspects of the problems of enhancing communication skills in general teaching method in particular. There are some implications for the further research which will help to make this work in exhaustive manner this study will motivate students and teachers to promote more creative learning and teaching methods.

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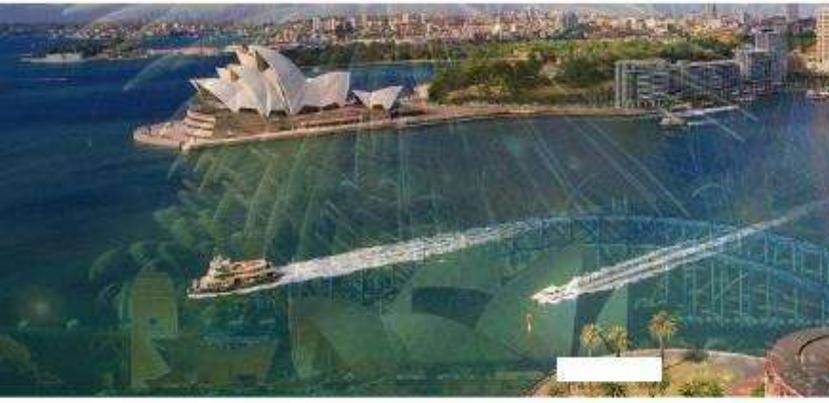
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SYNTHESIS, SPECTRAL AND BIOLOGICAL STUDY OF TRANSITION METAL COMPLEXES

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Abstract: 1-(5-Chloro-2-Hydroxyphenyl)-3-(2,4-Dichlorophenyl) Propane-1,3-Dione and its metal complexes have been synthesized by conventional method. The diketone is offered by employing Baker- Venkatraman rearrangement. The synthesized compounds were confirmed by the spectroscopic analysis such as UV, IR, ¹H-NMR, ¹³C-NMR, mass, elemental analysis, magnetic susceptibility, XRD and evaluated for antibacterial screening.

Keywords: Baker-Venkatraman rearrangement, metal complexes, XRD.

I. INTRODUCTION

Transition metals exhibit different oxidation states and can interact with a number of negatively charged molecules. This benefit of transition metals has started the development of metal-based drugs with promising pharmacological application and may offer unique therapeutic opportunities. β -diketones and their metal complexes are associated with various pharmacological and biological properties such as anti-inflammatory hepatoprotective[1], antiviral[2], anticancer[3] activity. These are also used in treatment of gastrointestinal and respiratory disorders[4]. The Chemistry of 1,3-diketones has attracted the attention of scientists for almost century[5]. Due to the presence of two oxygen donor atoms and facile keto-enol tautomerism[6], they easily coordinate with metal ions after deprotonating the enolic hydrogen atom and provides stable metal complexes.

Experimental Section:

Synthesis of ester (A):

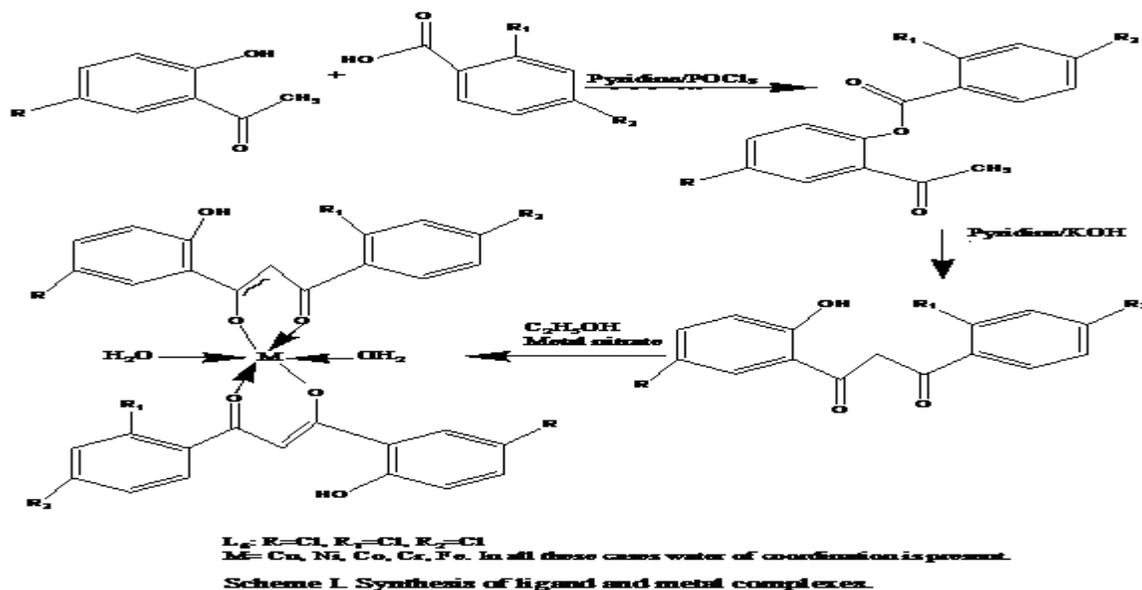
To The mixture of 5-chloro-2-hydroxyacetophenone and 2,4-dichlorobenzoic acid, a dry pyridine and POCl₃ were added dropwise with constant stirring at 0° C. Then the reaction mixture was stirred for about 7-8 hours. After completion of the reaction, the reaction mixture was poured into 100ml 1M HCl containing 50 gm of crushed ice and solid obtained was filtered and washed with 10 ml of water. It was recrystallized from ethanol, filtered and dried. Yield: 80%.

Synthesis of 1,3-dione (B):

Compound (A) was dissolved in dry pyridine. To this powdered KOH was added and the reaction mixture was stirred for about 3-4 hours. After completion of the reaction, the reaction mixture was poured on ice cold water and acidified with conc. HCl. The yellow solid was filtered off and crystallized from absolute ethanol to obtain pure product. Yield: 80%.

Synthesis of transition metal complex:

The mixture of compound B and metal nitrate in ethanol were added and refluxed for about 8-9 hrs. The solid which precipitated was washed with boiling ethanol and recrystallised from ethyl acetate to give crystals of corresponding diketonate complex. Yield:80- 85%.



II. RESULTS AND DISCUSSION:

The ester 2-acetyl-4-chlorophenyl 2,4-dichloro benzoate was prepared by the esterification of 5-chloro, 2-hydroxyacetophenone with 2,4-dichlorobenzoic acid in the presence of POCl₃. 2-acetyl-4-chlorophenyl 2,4-dichlorobenzoate undergoes Baker-Venkatraman transformation to offered pale yellow needle of ligand (B). The structure was further confirmed by spectral analysis.

Table I: Molar conductivity, magnetic and Infrared spectral data of synthesized compounds.

Compound	Meff(BM)	Molar Conductance	IR (cm ⁻¹)				
			v(C=O)	v(C-O)	v(-OH)	v(M-O)	v(OH) Coordinat ed H2O Molecule
Ligand			1680	1480	3001	--	---
Cu(II) complex	2.12	29.40	1657	1501	3016	527	3255
Ni(II) complex	2.73	54.22	1655	1505	3017	505	3258
Co(II) Complex	4.45	35.45	1666	1522	3020	505	3248
Cr(III) Complex	3.82	37.23	1663	1518	3018	520	3244
Fe(III) Complex	6.11	61.65	1656	1523	3015	512	3260

Spectral data: 3001.96 (OH), 1680.26 (C=O), 1480.18 (Ar C=C). 1H-NMR (300 MHz, CDCl₃-d₆); δ=6.8(s, 1H, =CH-), 7.1 (s, 1H, Ar-H), 7.4-7.7 (m, 5H, Ar-H), 11.9 (s, 1H, OH), 15.1 (s, 1H, Enolic-OH), 13C-NMR (300MHz, CDCl₃); δ=187.3 (s, C-1, C=O), 94.1 (s, C-2, -CH=), 185.6 (d, C-3), 115.2 (s, C-1'), 160.4 (s, C-2'), 119.2 (d, C-3'), 129.5 (d, C-4'), 125.5 (s, C-5'), 128.3 (d, C-6'), 135.2 (s, C-1''), 136.5 (d, C-2''), 131.5 (d, C-3''), 141.3 (s, C-4''), 127.2 (s, C-5''), 132.6 (s, C-6''). UV/Vis (DMSO)nm: 370,415. EC-MS: 344.91 (M+1).

The C=O bond in complexes is shifted to lower frequency as compared to that of free ligand which indicates the coordination of metal atom with the carbonyl group of diketone^[7]. All the complexes are insoluble in water but soluble in DMSO and DMF. The complexes are non-electrolytic in nature^[8].

Powder X-ray diffraction analysis: The X-ray diffraction pattern of these complexes with respect to major peaks of relative intensity greater than 10% were indexed using a computer programme^[9]. This indexing method also yields Miller indices (hkl), the unit cell parameters and the unit cell volume. The Ni(II) complex of ligand was selected for x-ray powder diffraction. The diffractogram of Ni complex has 10 reflections between 10-65°. Comparison of experimental and theoretical density values shows good agreement within the limits of experimental error^[10].

Unit cell data and crystal lattice parameter of complex Ni-L₆

parameter	Data	Parameter	Data
a(Å)	4.9168	Volume (Å ³)	130.75
b(Å)	4.9168	Density (obs.)	4.91680
c(Å)	5.4089	Density (calc.)	4.91333
α(degree)	90	Z	11
β (degree)	90	Space group	P _{21/n}
γ(degree)	90	Crystal system	Orthorombic

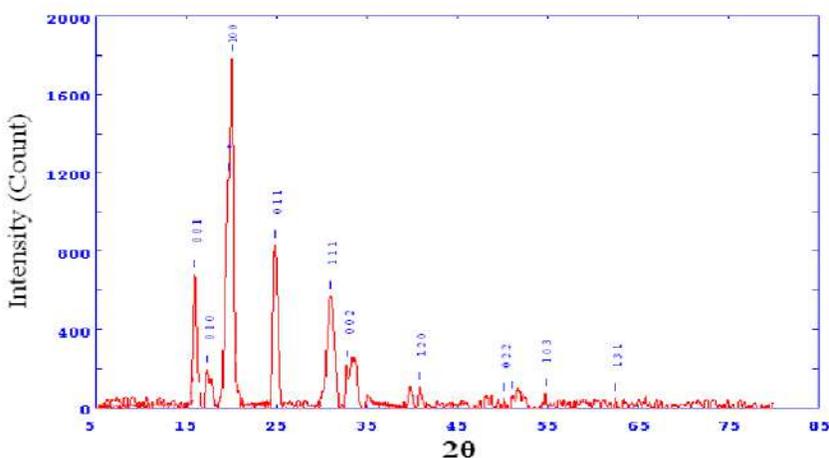


Fig. X-ray diffractogram of Nickel(II) complex

Antimicrobial Screening: Antimicrobial screening^[11] of prepared compounds were tested against bacteria as *Staphylococcus aureus* and *Bacillus subtilis* (Gram +ve); *Escherichia coli* (Gram -ve) and against fungi, *Aspergillus niger* and *Fusarium Oxysporum* by Kirby Baur's disc diffusion technique using dimethyl sulfoxide as a solvent. The streptomycin was used as reference in case of antibacterial and antifungal activity. A uniform suspension of test organism of 24 hrs old cultures was prepared in test tube containing sterile saline solution. A sterile nutrient agar was then added in each of the petri plates. The plates were related to ensure the uniform mixing of the micro organism in the agar medium which was then allowed to solidify. The DMSO was used as a control of the solvent. The streptomycin was used as a standard compound for comparison. After incubation the inhibitory zones around the discs were measured in terms of mm. The observed data of antimicrobial activity is given in table 2.

Table-2: Antimicrobial activity of synthesized compounds

Compound No.	Conc. (ppm)	Antibacterial activity (inhibition in mm)			Antifungal activity	
		Bacillus subtilis	E. coli	Staphylococcus aureus	Aspergillus niger	Fusarium oxyporum
Ligand		12	11	9	9	8
Cu -B	100	16	14	10	17	10
Ni-B	100	13	13	12	18	11
Co-B	100	12	15	14	13	16
Cr-B	100	14	12	10	10	13
Fe-B	100	12	11	11	11	12

III. CONCLUSION

In the present work Ligand and its transition metal complexes were synthesized and their structures elucidated on the basis of spectral analysis. H-NMR and C-NMR spectra revealed that the prepared diketone possess characteristic peaks of particular proton.

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Regional planning and development in India

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Abstract

Provincial improvement has been deciphered as intra-local advancement configuration to take care of the issues of specific districts. The idea has a multidisciplinary approach. The main implication of provincial improvement is monetary in which the distinction in development regarding volume and structure of generation, salary, work is estimated to know contrasts in the levels of advancement. This methodology is utilized both for national and also sub national regions. The idea of territorial advancement may additionally be seen regarding plan, strategies and adjusted improvement. The approaches of provincial advancement are gone for lessening the territorial incongruities existing in a specific to least and to discover the conceivable means for building up the area all in all. Financial organizers have seen local advancement issues from sectoral edges, so territorial improvement has turned out to be synonymous with sectoral making arrangements for a sub national domain with the outcome that all the shortcoming of focal arranging have been presented at the local level keeping in see the absence of enthusiasm for spatial association and advancement.

Keywords: provincial improvement, financial organizers, territorial advancement

Introduction

The thought of improvement with regards to territorial advancement alludes to an esteem constructive idea which goes for upgrading the levels of the living of the general population and general states of human welfare in a locale. It is an esteem positive idea since advancement isn't just a change however a change for better, similarly as plant forms into a tree and a youngster into a grown-up and there is no inversion of the position accomplished. Monetary improvement is reflected through development of yield and national salary. Along these lines an essential pointer of financial development is the expansion in per capita wage. Improvement is neither class nonpartisan nor it is consistently accessible over the locales. The advancement procedure benefits a few classes of the general public more than different classes. It encourages certain areas to achieve larger amounts of advancement than different districts. This offers ascend to social variations and additionally local incongruities. Such a circumstance works on account of the conduct of parameters of advancement.

Provincial improvement has been deciphered as intra-local advancement configuration to take care of the issues of specific districts. The idea has a multidisciplinary approach. The main implication of provincial improvement is monetary in which the distinction in development regarding volume and structure of generation, salary, work is estimated to know contrasts in the levels of advancement. This methodology is utilized both for national and also sub national regions.

The idea of territorial advancement may additionally be seen regarding plan, strategies and adjusted improvement. The approaches of provincial advancement are gone for lessening the territorial incongruities existing in a specific to least and to

discover the conceivable means for building up the area all in all. Financial organizers have seen local advancement issues from sectoral edges, so territorial improvement has turned out to be synonymous with sectoral making arrangements for a sub national domain with the outcome that all the shortcoming of focal arranging have been presented at the local level keeping in see the absence of enthusiasm for spatial association and advancement.

Concept of Regional Development

Adjusted territorial advancement does not mean equivalent improvement all things considered. It basically suggests fullest improvement of the possibilities of a region as per its ability with the goal that the advantages of by and large monetary development are shared by the tenants of the considerable number of areas. Adjusted local improvement does not mean independence in every area. Neither does it mean equivalent level of industrialization nor a uniform financial example for every area. This kind of improvement is for all intents and purposes required for the immature nations like India to limited discharge impacts, to quickly build up the economy easily, to create and moderate assets, to keep up political strength protect the nation, to overcome social shades of malice and to advance and secure bigger work openings. To discover the accomplishment on these focuses adjusted territorial improvement has been a critical strategy objective in India since the start of the arranging period. This thought has been mooted as a remedial procedure to limit the distinctions in the level of monetary and social advancement in the diverse parts of the nation. Such contrasts are show in per capita wage, work design, way of life, house hold consumption, degree of sparing, rate of capital development,

development rate in beneficial division, training and social advancement. At the smaller scale level (towns and advancement obstructs), the point of territorial improvement is for the most part imagined to limit aberrations in the level of improvement as saw in differential access to assets and contrasts in the monetary structure and social transformation. These distinctions are by and large found in the modern structure, access to infrastructural offices and to enhancements. The motivation behind the scientist is to gauge contrasts in the general level of financial improvement to find out contrasts between little territories and to recommend elective conveyance of offices and civilities with the goal that watched contrasts in access to assets are limited. Moreover, the scientist needs to find out contrasts in the pace setting process as advancement of innovation' and modernization with the goal that these procedure are fortified in zones lingering behind. This will encourage the full utilization of possibilities offered by an area. Truly the idea of arranging has had nearer interfaces with organization and governmental issues than with social and monetary elements. Nonetheless, the idea of Territorial arranging has accepted more noteworthy significance in creating nations since it draws out the improvement possibilities of every district, proposes systems for advancement, considers both the human and material assets inside every locale, is extensive in nature and focuses on intersectoral issues and territory thinks about. Accordingly if dealt with legitimately, it can possibly be an efficient instrument to make a superior situation for individuals. Christaller, Philbrick and Dickinson offered significance to both spatial and utilitarian locales particularly as for provincial advancement.

Parameters of Development

Common habitat, innovation and organizations are the three fundamental parameter of financial advancement. Regular habitat demonstrates the heading of financial advancement. It at the same time puts a point of confinement on the degree of improvement (at the given level of innovation). For instance, the major monetary action has been horticulture in waterway valleys, ambling in forested area and angling in the beach front locales. Besides, the degree of generation levels in every one of these exercises are restricted by the level of innovation accessible to the general population in the particular locales. Innovation is the instrument with which the individuals communicate with the indigenous habitat, yet innovation has its own particular attributes. Crude innovation is estimate impartial and is accessible to all independent of their wage levels. Middle person innovation is estimate one-sided and is accessible just to the individuals who have some investable overflow. Refined and vast scale innovation is costly to the point that it must be brought under social control, winds up accessible to all regardless of their size after an ostensible installment. Accordingly, the middle person innovation makes wage incongruities with a social gathering and over the districts. The foundations have been made by individuals for quickening the pace of financial improvement. In any case, when these establishments wind up inflexible, they turn into a reason for assertion as opposed to quickening of the pace of monetary improvement. That is the reason the establishments

are altered or changed with the progression of time. In this way, the level of monetary improvement is the capacity of the agreeable association between regular habitat, innovation and the establishment made in a locale.

Measurement of Regional Development

It has been seen earlier that measurement of levels of development is an essential stage in policy formulation and planning. Measurement is the assignment of numbers to the properties of empirical objects or events in such a way that one to one correspondence is maintained between the relations among the properties measured and the characteristics of the number assigned. Regional development can be, and is conceived of in many ways. Inherent in the very use of the term is some sense of significant variations in the way in which people produce and consume, work, live and play. To record and measure a vast mosaic of variation in the nation as a whole and in its various parts of regions is no simple undertaking and even the most sophisticated statistical tools can hardly do full justice to measure comprehensively all aspects of regional development, as the variables so vast and diverse in nature and some even escape the limit of quantification. However, a useful starting point is to make a distinction between the variations that would be associated with the volume of economic activities and social progress. The most commonly employed measure, really crude indicators of economic and social welfare-of improvement or decline in the average status of families and the individual are the relative levels of per capita income as it is assumed that economic health is invariably followed by social progress.

However recently it has been argued that per capita income or any other measure of economic progress as levels of production and consumption are partial measures of development as these do not necessarily measure variations in the economic structure and least of social health. They touch only tangentially most of the essential elements of development. The analysis of regional development, therefore, poses the problem of measurement. In early seventies there has come up the social indicators approach. This approach points out that development goes beyond some aggregate measure of levels of consumption and production of goods and services. This approach emphasizes those variables indicating social status should also be included when measuring levels of development. As such, there is no single criterion on which levels of development can be assessed. Therefore, an analysis of regional development proceeds with the selection of suitable indicators which measures not only differences in economic structure, and production, but also indicates variation in health, education, housing, leisure, social security and a number of other variables.

Conclusion

Recently there have been many studies of regional development in India and its parts. These are analysis of spatial variations resource endowment and of sharp contrasts in levels of development in different parts of the country. An attempt has been made to review some of these studies. The foremost work is being done by Techno-Economic Surveys.

These surveys examine the state's physical resources in their aggregate by a rapid technical and economic audit of the resources of the state and prepare an overall plan for development of states in a 10-15 years perspective in relation to desired growth rate of the economy of the state. The main drawback of such studies is the lack of integrated planning of resources of national importance since every state has been treated in isolation.

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GIS : Dynamic Nature of Reality in Geography

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Introduction

Making decisions based on geography is basic to human thinking. Where we go, what will it shall be like, and what shall we do when we get there are applied to the simple event of going to the store or to the major event of launching a bathysphere into the ocean's depths. By understanding geography and people's relationship to location, we can make informed decisions about the way we live on our planet. A geographic information system (GIS) is a technological tool for comprehending geography and making intelligent decisions. GIS organizes geographic data so that a person reading a map can select data necessary for a specific project or task. A thematic map has a table of contents that allows the reader to add layers of information to a basemap of real-world locations. For example, a social analyst might use the base map of Eugene, Oregon, and select datasets from the U.S. Census Bureau to add data layers to a map that shows residents' education levels, ages, and employment status. With an ability to combine a variety of datasets in an infinite number of ways, GIS is a useful tool for nearly every field of knowledge from archaeology to zoology. A good GIS program is able to process geographic data from a variety of sources and integrate it into a map project. Many countries have an abundance of geographic data for analysis, and governments often make GIS datasets publicly available. Map file databases often come included with GIS packages; others can be obtained from both commercial vendors and government agencies. Some data is gathered in the field by global positioning units that attach a location coordinate (latitude and longitude) to a feature such as a pump station. GIS maps are interactive. On the computer screen, map users can scan a GIS map in any direction, zoom in or out, and change the nature of the information contained in the map. They can choose whether to see the roads, how many roads to see, and how roads should be depicted. Then they can select what other items they wish to view alongside these roads such as storm drains, gas lines, rare plants, or hospitals. Some GIS programs are designed to perform sophisticated calculations for tracking storms or predicting erosion patterns.

GIS applications can be embedded into common activities such as verifying an address. From routinely performing work-related tasks to scientifically exploring the complexities of our world, GIS gives people the geographic advantage to become more productive, more aware, and more responsive citizens of planet Earth. Reality is dynamic. In fact, dynamics is so essential to reality that a static world is difficult to imagine. Space and time penetrate physical, biological, social, and humanistic inquiries. The accumulative nature of sensing and knowing our world arises through spatiotemporal experiences and interpretations. Some disciplines, such as geography and landscape ecology, emphasize the spatial dimension of world knowledge, and other disciplines, such as history and climatology, take time centric approaches to organize evidences of reality. However, it is the space-time integration that provides the explanatory power to understand and predict reality. In this article, I advocate for the concept of dynamics GIS to fundamentally rethink the role of geographic information science as a means to improve



our understanding of reality and, through that understanding, to develop geographic information systems that enhance our ability to formulate interpretations, make informed decisions, and develop adaptation strategies for this ever-changing world. Before continuing, I would like to clarify my use of dynamics International Journal of Humanities and Social Science Research GIS instead of dynamic GIS. The emphasis refers to the fact that a GIS can represent, analyze, and model geographic dynamics, not that a GIS is dynamic.

From a different angle, Gerald M. Weinberg's book entitled *An Introduction to General Systems Thinking*, published by Wiley in 1975, suggests three types of systems: 21

Small-number simple systems

The behaviors of elementary units can be accounted for individually by mathematical means or qualitative descriptors. Examples are the solar system and a class of students.

Large-number simple systems

Collective characteristics can be considered through statistics. The large number of elementary units in a system ensures that statistical parameters (means, variances, etc.) are representative of general characteristics in the system, due in part to central limit theory. That is, when we collect a large number of independent observations from a population, the means of independent samples from these observations (which are also representative of the population mean) will approach a normal distribution. Examples are the heights of individuals and the property values in a region. In these systems, phenomena are sums of a large number of independent random effects and hence are approximately normally distributed by the central limit theorem.

Middle-number complex systems

The number of members is too small to make statistical measures representative but is too large to account for individuals. Therefore, middle number complex systems require attention to members both individually and collectively.

Embedding Dynamics in a GIS

Now we can consider how dynamics may be embedded in a GIS. In the framework of general system theory and hierarchy theory, we need to consider wholes and parts and apply system concepts to develop GIS data models. We can start with a whole, and then identify its parts. Alternatively, we can start with elementary units to recognize wholes. The concepts of aggregation and disaggregation apply well here. The use of aggregation and disaggregation tools is becoming more and more common in GIS analysis for up scaling and downscaling geospatial data from local to regional (such as spatial interpolation) or from global to regional (such as multivariate spatial allocation). What has not been common is to store the data objects and their associations across spatial and temporal scales in ways that correspond to the proper underlying processes. In addition, we should be attentive to additional properties that emerge through aggregation, not just grouping points, lines, or polygons together. Systems or objects formed by aggregation should be characterized with additional properties appropriately.

Conclusion

In contrast to aggregation and agglomeration, narration produces narratives that play out a story in space and time. A narrative system connects geospatial lifelines via spatial and temporal markers to tell us what has happened, how it happened, and what could have happened.



Constructing narratives from spatial and temporal data is very challenging, but its potential for understanding dynamics cannot be underestimated. Storytelling is said to be one of the most effective ways of learning, sense making, and communication, and some consider humans the only species with the intelligence to construct narratives. Regardless of the validity of these claims, maps-as the most popular communication means of geographic information-can be greatly enriched with narratives (perhaps semiotic forms) to add dynamics that shape reality. When a GIS is able to capture and handle information about geographic dynamics, we are empowered to study the world not just spatially or temporally but holistically from a system's perspective. A dynamics GIS needs to make the connections across multiple themes and scales through spatiotemporal integration and summarize discourses and mechanisms by which dynamics manifest and narratives unfold. Think about a GIS not only to show where things are but how geographies become.

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17. Agro-Eco-Tourism: A New Dimension to Agriculture

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Abstract

Under the right circumstances, ecotourism has proven to be one of the most effective means to finance biodiversity conservation. In most rich biodiversity areas, actual revenue flows for ecotourism are better than non-timber forest products and biopharmacy, and comparable only to agroforestry (European Preparatory Conference 2002). Because the dominating land use in protected areas and buffer zones is agriculture and forestry, ecotourism is an opportunity for the creation of additional income to farmers/foresters and to generate financial means for the management of protected areas, especially where governmental park management agencies have little resources. The symbiotic relationship between tourism and agriculture that can be found in agrotourism (i.e. holidays on farmland) is a key element of an environmentally and socially responsible tourism in rural areas. Rural hospitality offers new employment and income generating opportunities for rural populations, including agrotourism as expression and cultural exchange of agricultural practices, artistic heritage and craftsmanship and culinary traditions. Agrotourism may take several forms: holiday farms, farmhouse bed-and-breakfast, farm camping, mountain resorts, equestrian centres and other forms of rural accommodations. Such facilities are an innovative payment system for environmental services generated on and around agricultural lands.

Keywords:- circumstances, ecotourism, environmental services

Introduction

Several CBD references mention the link between ecotourism and agriculture: "ecotourism provides for full and effective participation and viable income-generating opportunities for indigenous and local communities" (Decision V/25, 4a). "In order to contribute to the sustainable use of diversity through tourism, there is a need to implement flexible mix of instruments such as integrated planning ... ecolabelling ..." (Decision V/25, 4g). "In some areas,

low-input and small-scale agricultural activities that result in both an attractive environment and the maintenance of high levels of biological diversity can offer an opportunity for tourism. Sale of products derived from sustainably harvested natural resources may also provide significant opportunities for income-generation and employment" (Decision V/25, 12 e).

- **Ecotourism:-** Under the right circumstances, ecotourism has proven to be one of the most effective means to finance biodiversity conservation. In most rich biodiversity areas, actual revenue flows for ecotourism are better than non-timber forest products and biopharmacy, and comparable only to agroforestry (European Preparatory Conference 2002). Because the dominating land use in protected areas and buffer zones is agriculture and forestry, ecotourism is an opportunity for the creation of additional income to farmers/foresters and to generate financial means for the management of protected areas, especially where governmental park management agencies have little resources.
- **Agrotourism:-** The symbiotic relationship between tourism and agriculture that can be found in agrotourism (i.e. holidays on farmland) is a key element of an environmentally and socially responsible tourism in rural areas. Rural hospitality offers new employment and income generating opportunities for rural populations, including agrotourism as expression and cultural exchange of agricultural practices, artistic heritage and craftsmanship and culinary traditions. Agrotourism may take several forms: holiday farms, farmhouse bed-and-breakfast, farm camping, mountain resorts, equestrian centres and other forms of rural accommodations. Such facilities are an innovative payment system for environmental services generated on and around agricultural lands.
- **Agro-ecotourism:-** While ecotourism is nature-based and agrotourism is farm-based, agro-ecotourism is a combination of both. The rural landscape, usually a combination of wild and agro-ecosystems, is the most important resource for tourism development. It is obvious that a diversified agricultural landscape, with semi-natural habitats, has a greater aesthetic and recreational potential over uniform, degraded and/or polluted agricultural areas. In Europe, agri-environmental policies often promoted organic agricultural activities as a most effective means for landscape conservation: for example, the European Union Life Environment project run by the French Federation

of Parks and Reserves adopted extensive animal husbandry to prevent the negative impacts of unmanaged forests on some botanical meadow species and to promote a landscape quality attractive to tourists. Examples from the Alpine Region showed that agriculture (e.g. in Carinthia, Austria) maintained an ecological value much more attractive to tourists than areas where agriculture activities were extremely reduced. Tropical countries that harbour extraordinary biodiversity have an untapped potential for generating tourism business around biodiversity-rich farms. For example, shade cacao and coffee farms have a higher biodiversity than forest habitats: families could receive money for visitors access to their land for bird-watching or could be actively involved in the agro-ecotour (see Examples 3 and 4 in Annex). Agro-ecotourism in certain locations provides a strong economic incentive to small farmers to commit to biodiversity-friendly agriculture management.

- **Eco-organic tourism:-** When agro-ecotourism evolves around an organic farm, it is referred to as eco-organic tourism. The valorization of specific elements of the agro-ecosystem landscape offers an additional economic resource for environmental protection. Conversion to organic management in agricultural areas and the development of connected activities such as tourism are increasing. When farms are organically-managed, they increase the motivation for tourists' visits. New tourist expectations have enhanced the quality of the supply such as diversified farm landscape, environmentally-sound farm-house architecture and local/typical gastronomy.

In many industrial countries, protected area landscapes including farmland experience land abandonment. In this context, small-scale agriculture can become economically viable if quality products could be marketed and income is supplemented by tourism activities, especially in areas rich of biodiversity and history (see Example 7 in Annex). While the establishment, by local authorities, of land protection systems was historically opposed by farmers unions, there is a recent growing awareness that a reserve/park increases "green" tourism opportunities and that visitors are increasingly sensitive to quality, both in ecological and gastronomic terms. This trend favors' organic farmers because they can easily meet these new tourists' demands.

Different studies in the European Union demonstrated the ability of organic agriculture to create attractive landscapes. Eco-organic farm practices and activities which benefit the

environment while rewarding farmers include: accommodation in buildings renovated/built according to ecological architecture (natural materials, bioclimatic criteria, landscape planning); on-farm consumption or selling of organic foods and beverages; educational programmes and training (e.g. organic gardening, compost making, wild herbs collection and drying, traditional food and beverage processing), and sensitising guests on rational use of natural resources (e.g. in-house solar energy but also in greenhouses or for processing, wood for heating, water re-use and re-cycling). A 1999 survey in Italy reported that eco-organic holiday farms performed the following activities: 35 percent arrange visits to nearby protected areas; 30 percent plan naturalistic didactical activities; 24 percent set up didactical and demonstrative laboratories on organic agriculture and the environment; and 11 percent offer visitors instruments and equipment for the observation of fauna and flora (AIAB, 2001).

Ecolabels are important marketing instruments for agro-ecotourism in general, because price premiums encourage farmers' commitment to the conservation and maintenance of biodiversity. The most well-known forms of certification include organic farming operations, organic and specialty foods (i.e. geographical denomination of origin) and forest stewardship products. Organic certification of farmhouse structure and facilities is less known but where implemented (e.g. Austria, Italy), it attracts more environmentally-conscious tourists. Requirements for such farms include: organic agriculture production; naturalistic and didactic activities; natural resources tutorship (e.g. at least 5 percent of the farm must be devoted to ecological infrastructure and at least 40 botanical local species must be present in the infrastructure); recreational green areas; ecological buildings (with respect to construction materials and cleaning agents used, energy saving and waste management, and prevention of air pollution); tourist offers (both on-farm and in neighboring natural reserves); gastronomic offers (organic, seasonal and local); and sustainable transportation facilities.

Conclusion

The dependence of organic farmers on neighboring protected areas to attract tourists to their farming enterprise and rural hospitality qualify them as best allies for the sustainable management of protected areas and buffer zones. Furthermore, eco-organic tourism offers opportunities for rural economies and sustainable tourism.

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Severe Pollution in Godavari Due to Kumbhmela At the Nashik

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Introduction:

India is third largest urban area of Maharashtra after Mumbai and Pune Nashik is located in the northwest of Maharashtra. Nashik is located in the western Ghats on the western edge of the Deccan peninsula, on the bank of the Godavari. The city is known for its picturesque surrounding and pleasant climate. It has been referred to as the Wine capital India. Nashik has been on the India. Nashik is one of the words holiest Hindu cities. The Godavari river is sacred to Hindus and has several pilgrimage centers on its banks. Kumbhmela is held here once in 12 yearly Kumbh Mela which is said to attract the largest crowd in the world. The religious faith and social practices also add to pollute the river water adversely affect the water quality.

Tourism is an important socio-economic activity which generating a number of social and economic benefits. But it also adversely affects the environment. Kumbhmela attract the largest crowd in the world also add to pollute the river quality. Mass bathing during Kumbh Mela is another harmful practice. Different pujas responsible for the discharge of flowers and leaves and plastic bags which are very dangerous and further add to pollution load to water become unfit for drinking bathing and irrigation. So proper study should require to solve such problems and growth and development of tourism industry should be environmental friendly.

Study Area:

The area is selected for the present study is Nashik Which located in northern Maharashtra at 600 m (1968 ft) from mean sea level. The entire area falls in Godavari Rivers Basin. It forms the northern boundary of the city. Total land area of the city is about 259.13 km²

Origin Of Research Problem :

The problem is that how we would make best use of water, without either polluting or wasting or overdrawing it during Kumbhmela. By which we can do environmental friendly practices for growth and development of tourist industry. The proposed study is devoted to find the water pollution at Kumbhmela.

Significance Of Study :

Tourism has tremendous potential sources of employment. The outcomes of the proposed study would help for Environmental friendly growth and development of Tourist industry as well as local requirement at Kumbhmela period and employment generation. It standard of living of the people living in the region would be improved after implementation of study. It is also increase efficiency of local economy, administration and Environment.

Objectives :

- 1) To find number of tourist during Kumbhmela.
- 2) To suggest Environmental friendly practices during Kumbhmela.
- 3) To assess the ongoing quality of water at Kumbhmela.



Methodology:

Firstly the basic information would be procured regarding different physical parameters including physiography, soil, water, climate and secondary information analysis from different sources including various govt. records and suppliers.

Kumbhmela And Its Crucial Importance:

Kumbhmela is one of the hallowed festivals of India and organized at a big scale. The fair is celebrated with full passion and keenness in Nashik as one can evidence and about millions of pilgrims come here to wash away their sins in the holy river Godavari. The two bathing ghats, Ramkund and Kusavarta holy reservoir appreciate faith and belief of thousands of sadhus, holy men and millions of pilgrims as they take dips in holy river Godavari on specific date and at specific time. As the administration is aware of the dates they start arranging accommodation facilities for the pilgrims who comes from all walks of life India. Is an agrarian country more than 70% population engage in this sector. There are many causes like soil degradation, erratic rainfall, erosion lack of modern agriculture techniques, agricultural development is recorded very low in India. In the regard above reason many people prefer secondary, tertiary and quaternary sectors for employment. Tourism also one of the tertiary industries by which employment generated Nashik also one of the world's holistic industries. This arrivals of sadhus and pilgrims make major source of employment generation in study area and having crucial importance in the view of local Economy.

Kumbhmela And Godavri Pollution :

Water is the most important elements in the biosphere because it sustains all sorts of life on the plants of earth. The purity quality of water is of basic concern to mankind and it is directly related to human beings. Nature has given us plenty of water and even then we are feeling the shortage of water for drinking irrigation and industrial purpose because we misused and polluted our water resources to a great extent. In recent years demand for water has increased due to increase in pollution, industrialization, urbanization and ritual practices. The quality of water also degraded to a large extent, Water has self-purifying during water cycle, but it get polluted when undesirable substances are added by man to water beyond the tolerance level.

At Nashik religious faith and social practices also add to pollution of Godavari River. Mass bathing during shahisnan Partically burnt bodies are also flung into the river. Carcasses of cattle and other animals are disposed in the river different wastages materials during different Pujas. All this is done as a matter of religious faith and in keeping with ancient rituals. All of above are environmentally harmful practices studies have revealed that The Biological Oxygen Demand (DOB) goes up drastically when thousand of people simultaneously take a Holy Dip. It is now common to see people immersing offering plastic bags for different pujas that are very dangerous and further add to the pollution load of the river.

Effects Of Water Pollution:

Water pollution adversely affects the health and life of the man animals and plants alike. Polluted water is also harmful for agriculture as it adversely affects the crops and the soil fertility. There are following effects of Godavari pollution.



1) Health aspect of water quality:

Consumption of polluted water is a major cause of ill health in Nashik. Polluted water causes some deadly diseases like cholera, dysentery, diarrhea, tuberculosis etc. About 60% of stomach disease in Nashik is caused by polluted water. Water Borne diseases are single most important factor responsible for human mortality.

2) Effects of organic pollution on water quality

Oxygen is a basic requirement of almost all equality life. Equality is adversely affected if sufficient oxygen is not available in the water. Typical sources of organic pollution are sewage from domestic and animal sources.

3) Effects of nutrients on water quality

Water supports aquatic life because of presence of nutrients in it. Here the primary focus is on fertilizing chemical such as nitrate and phosphates. Although these are important for plant growth, too much of nutrients encourage the overabundance of plant life and can result in environmental damages called Eutrophication.

4) Effect of toxic pollutants on water quality

The ability of water body to support aquatic life but some toxic materials have harmful effects on water quality. Plastic bags are main source of toxic pollution.

5) Effect of high dissolved solid (TDS) on water quality

Water is best solvent and can dissolve a large variety of substances which come in its contact. But high amount of dissolved solids may have adverse effect on water quality and make it unfit for drinking, bathing, irrigation.

Conclusion -

Kumbhmela plays a vital role in Nashik's economy. It is religious as well as commercial activity. For economic development Kumbhmela is a main source. An area of study most affected by human activities during the period of Kumbhmela and those activities add pollution to the Godavari and have adverse effects on water quality, aquatic life and human life also. So study of Kumbhmela and pollution created through Kumbhmela will help for proper and eco-friendly practices of human activities, this way it helps soft tourism.

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Critical perspectives of sustainable development research and practice

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Abstract

In spite of the fact that a solitary unique issue can't address the whole cluster of issues relating to advance of supportability related research, they chose papers feature uncommon parts of maintainability investigate either because of their hypothetical commitments or on the grounds that they give an account of profitable observational proof. The primary objective of manageability research ought to be to add to our comprehension of maintainability issues and to create and help to execute answers for fathom them. This can be depicted as the significance of supportability inquires about. A precondition to pick up pertinence is the thoroughness of manageability science: it must be founded on strong logical standards and strategies. Also it must be respected that Sustainable Development is dynamic and that it has both regulating and handy viewpoints. It is inferred that manageability science and practice ought to be founded on these four focal viewpoints: meticulousness, pertinence, standardizing perspectives and dynamic.

Keywords: sustainable development, standardizing perspectives, meticulousness, pertinence

Introduction

Practical advancement has been strongly bantered for over twenty years; however genuine advancement of our social orders to end up more manageable is moderate. Accordingly this unique issue gives a discussion to basic points of view of Sustainable Development Research and Practice. The papers are gathered into three bunches: a. Manageability Science, b. Financial Problems and c. Corporate Contributions to Sustainable Development.

In spite of the fact that a solitary unique issue can't address the whole cluster of issues relating to advance of supportability related research, they chose papers feature uncommon parts of maintainability investigate either because of their hypothetical commitments or on the grounds that they give an account of profitable observational proof. The primary objective of manageability research ought to be to add to our comprehension of maintainability issues and to create and help to execute answers for fathom them. This can be depicted as the significance of supportability inquiries about. A precondition to pick up pertinence is the thoroughness of manageability science: it must be founded on strong logical standards and strategies. Also it must be respected that Sustainable Development is dynamic and that it has both regulating and handy viewpoints. It is inferred that manageability science and practice ought to be founded on these four focal viewpoints: meticulousness, pertinence, standardizing perspectives and dynamic.

Concept of sustainable development-meaning and origin

The idea of practical advancement began with the Report of the World Commission on Environment and Development (WCED), Our Common Future (the Brundtland Report) of 1987 which characterized feasible improvement as "advancement which addresses the issues of the present age

without trading off the capacity of future ages to address their own issues." The idea of manageable improvement was first given unmistakable quality at the United Nations Conference on Environment and Development (UNCED) (the "Earth Summit") in Rio in 1992, after which the thought of supportable improvement quickly increased wide cash and energized a more prominent consciousness of the major natural issues and inconsistencies on the planet. It denoted a conclusive stage by perceiving the presence of difficulties and issues that were normal to the whole planet and all mankind, and by trying to recognize situations where joint obligation could be built up. It in this manner extensively augmented the extent of worldwide issues to incorporate such issues as nature, wellbeing, exchange and destitution. It additionally featured the connections between globalization, expansive dangers and shared obligations that made a requirement for coordinated activity by the worldwide network. Remote exchange is a motor of development and advancement. It has a tendency to enhance the utilization of world assets with each nation having some expertise in the creation of the ware for which it is most appropriate as per normal and human asset blessing. Worldwide exchange prompts an expansion in efficiency and intensity and decrease of expenses and in this way development of countries. In any case, the financial extension in the most recent century and half had disturbing outcomes for the worldwide condition. The new financial strategies and the basic change program frequently foresee natural effect without exactness on account of the mind boggling interchange of different monetary, social, political and biological elements. These are put into impact with an end goal to meet India's extreme adjust of installments emergency (BOP), and to impel its economy into snappier development and worldwide integration. This prompted consumption of ozone layer, air contamination, los

of timberlands and bio-assorted variety, annihilation of creature and plant species, loss of marine life, and soil and water contamination at a disturbing rate. On understanding the significance of the natural varieties, issues made by them and its effect on human settlement the idea of biology obtained unmistakable quality amid the 1980's. Henceforth the idea of maintainable advancement started out of the blue, with the target of taking activities in the present to enhance the human condition and the earth framework in which we live, to be durable and advantage who and what is to come, which prompts Sustainable human improvement.

Objectives of concept of sustainable development

Practical improvement joins the two terms, 'supportability' and 'advancement' to show an example of development which reinforces both the national abilities to administer to their kin in connection to their aggregate association with the assets of earth. It centers upon a connection amongst people and their condition and demonstrates a notice that individual cannot push improvement which is against nature. Economical advancement has some forward looking and expansive based goals which rise above class, standing, dialect and territorial hindrances. These are-to keep up the ways of life of the biggest number of individuals with value and equity, the thought of trans-limit and total effect in basic leadership must be figured it out. to save and shield earth's common assets from abuse and inefficient utilization. To develop new innovation and logical systems which work as one with laws of nature and not restricted to it. to regard assorted variety and include neighborhood and indigenous networks for a more grass roots arranged and pertinent improvement approaches. To design universal foundations which perceive the necessities of poor countries and bolster them to accomplish their development focuses without devastating their common riches and condition to look for quiet conjunction of all countries of the world; this requests respecting of bargains and worldwide understandings. Maintainable improvement is, in this way, a coveted bearing of progress and gives a structure to choose formative activities by country's networks and individuals.³ conceptually; reasonable advancement can be imagined as coordinating three 'columns'; specifically International Environmental Law, International Human Rights Law and International Economic Law. The coordinated structure of reasonable advancement is to such an extent that it requires bolster from every one of the columns. ⁴ In expressing that individuals are at the focal point of worry for manageable improvement and that they are qualified for a sound and profitable life in concordance and nature, Principle 1 of the Rio Declaration utilized dialect of Human Rights Law. The rise of supportable advancement has concurred with a comprehensively expanding accord in International Human Rights. The third mainstay of maintainable advancement is International Economic Law. Ideas of Economic Law have been acquired as ideas of International Environmental Law.

Conclusion

To conclude, although industrialization is seen as a solution to providing economic growth and increasing economic levels, all inevitably produce discharges and wastes that are capable of polluting. Where high population and economic growth

demands resources and discharges in the form of pollutants, not many industries have arrived at suitable suggestions on sustainable measures, thus putting pressure on the environment. The phenomenon of globalization has led governments and individuals to realize the international and trans-boundary dimensions of environmental issues, which later led to recognize the concept of sustainable development. The WTO, which is considered as an apex institution in matters of international trade also aims to protect the environment while encouraging the international trade. The Rio Declaration brought together some concepts like polluters pay principle; inter generational equity, etc., to reserve and preserve the environment for future generation with sustainable growth of the industries. But self-awareness of protection of environment and preserving it for future generation is the need for the hour.

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6. Government of India Economic Survey, Social Sectors, New Delhi, p.1
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Introduction: One of the biggest issues facing us right now is global warming. Its effects on animals and on agriculture are indeed frightening, and the effects on the human population are even scarier. The facts about warming are often debated in politics and the media, but, unfortunately, even if we disagree about the causes, global warming effects are real, global, and measurable. The causes are mainly from us, the human race, and the effects on us will be severe.

• **Global warming effects and causes :**

I Carbon dioxide emissions from fossil fuel burning power Plants : Our ever increasing addiction to electricity from coal burning power plants releases enormous amounts of carbon dioxide into the atmosphere. 40% of U.S. CO₂ emissions come from electricity production, and burning coal accounts for 93% of emissions from the electric utility industry. Every day, more electric gadgets flood the market, and without widespread alternative energy sources, we are highly dependent on burning coal for our personal and commercial electrical supply.

II Carbon dioxide emissions from burning gasoline for transportation: Our modern car culture and appetite for globally sourced goods is responsible for about 33% of emissions in the U.S. With our population growing at an alarming rate, the demand for more cars and consumer goods means that we are increasing the use of fossil fuels for transportation and manufacturing. Our consumption is outpacing our discoveries of ways to mitigate the effects, with no end in sight to our massive consumer culture.

III Methane emissions from animals, agriculture such as rice paddies, and from Arctic seabeds: Methane is another extremely potent greenhouse gas, ranking right behind CO₂. When organic matter is broken down by bacteria under oxygen – starved conditions (anaerobic decomposition) as in rice paddies, methane is produced. The process also takes place in the intestines of herbivorous animals, and with the increase in the amount of concentrated livestock production, the levels of methane released into the atmosphere is increasing. Another source of methane is methane clathrate, a compound containing large amounts of methane trapped in the crystal structure of ice. As methane escapes from the Arctic seabed, the rate of global warming will increase significantly.

IV Deforestation, especially tropical forests for wood, pulp, and farmland: The use of forests for fuel (both wood and for charcoal) is one cause of deforestation, but in the first world, our appetite for wood and paper products, our consumption of livestock grazed on former forest land, and the use of tropical forest lands for commodities like palm oil plantations contributes to the mass deforestation of our world. Forests remove and store carbon dioxide from the atmosphere, and this deforestation releases large amounts of carbon, as well as reducing the amount of carbon capture on the planet.

V Increase in usage of chemical fertilizers on croplands: In the last half of the 20th century, the use of chemical fertilizers (as opposed to the historical use of animal manure) has risen dramatically. The high rate of application of nitrogen – rich fertilizers has effects on the heat storage of nitrogen – rich fertilizers has effects on the heat storage of cropland (nitrogen oxides have 300 times more heat – trapping capacity per unit of volume than carbon dioxide) and the run-per unit of volume than carbon dioxide) and the run-off of excess fertilizers “creates dead-zones in our oceans. In addition to these effects, high nitrate levels in groundwater due to over – fertilization are cause for concern for human health.

• **Global Warming Effect :**

I Rise in sea levels worldwide: Scientists predict an increase in sea levels worldwide due to the melting of two massive ice sheets in Antarctica and Greenland, especially on the East coast of the U.S. However, many nations around the world will experience the effects of rising sea levels, which could displace millions of people. One nation, the Maldives, is already looking for a new home, thanks to rising sea levels.

II More Killer storms: The severity of storms such as hurricanes and cyclones is increasing, and research published in Nature found: "Scientists have come up with the firmest evidence so far that global warming will significantly increase the intensity of the most extreme storms worldwide. The maximum wind speeds of the strongest tropical cyclones have increased significantly since 1981, according to research published in Nature this week. And the upward trend, thought to be driven by rising ocean temperatures, is unlikely to stop at any time soon."

III Massive crop failures: According to recent research, there is a 90% chance that 3 billion people worldwide will have to choose between moving their families to milder climates and going hungry due to climate change within 100 years. "Climate change is expected to have the most severe impact on water supplies. "Shortages in future are likely to threaten food production, reduce sanitation, hinder economic development and damage ecosystems. It causes more violent swings between floods and droughts." – Guardian: Global warming causes 300,000 deaths a year.

IV widespread extinction of species: According to research published in Nature, by 2050, rising temperatures could lead to the extinction of more than a million species, and because we can't exist without a diverse population of species on Earth, this is scary news for humans. This 6th mass extinction is really just a continuation of the Holocene extinction which began at the end of the last ice age and has resulted in the extinction of nearly all of the Earth's mega fauna animals, largely as a result of a result of the human – expansion. "Climate change now represents at least as great a threat to the number of species surviving on Earth as habitat-destruction and modification. Chris Thomas, conservation biologist at the University of Leeds. Widespread species loss and lists of endangered species just keep growing. This is a concerning matter on many fronts.

V Disappearance of coral reefs: A report on coral reefs from WWF says that in a worst case scenario, coral populations will collapse by 2100 due to increased temperatures and ocean acidification. The "bleaching of corals from small but prolonged rises in sea temperature is a severe danger for ocean ecosystems, and many other species in the oceans rely on coral reefs for their survival. "Despite the oceans' immensity-71 percent of the Earth's surface with an average depth of almost 4km (2 ½ m) – there are indications that it is approaching its tipping point. For reefs, warming waters and acidification are closing in like a pair of jaws that threaten to make them the first global ecosystem to disappear." – Times Online: 21st – century Noah's Ark needed to save coral reefs from extinction.

Conclusion : Raising sea Level which could displace million of people, in addition of these effects, high nitrate level in groundwater due to over – fertilization are cause for concern for human health, The bleaching of corals from small but prolonged rise in sea temperature is a severe danger for ocean ecosystem and climatic changes on Global level

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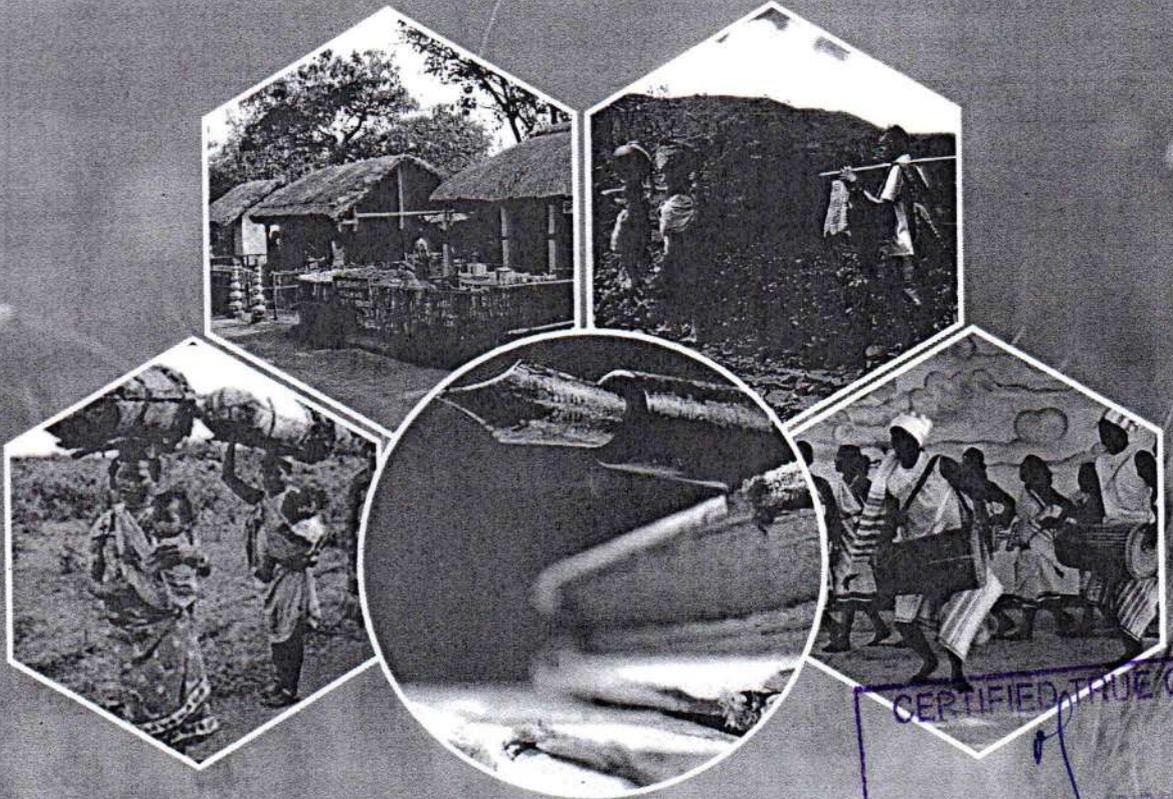
पुणे जिल्हा शिक्षण मंडळ, पुणे संचलित
अण्णासाहेब वाघिरे महाविद्यालय, ओतूर
तहसिल-जुन्नर, जिला-पुणे, दूरभाष : ०२१३२-२६४१३८

नेक नामांकन
(Cycle - IInd Grade-B)

बी. सी. यु. डी.
सावित्रीबाई फुले पुणे विश्वविद्यालय, पुणे
के सहयोग से एवं
मराठी, हिंदी, इंग्रजी विभाग के संयुक्त तत्त्वावधान में आयोजित
द्वि-दिवसीय राज्यस्तरीय संगोष्ठी
दि. २०-२१ जनवरी, २०१७

-: विषय :-

“भारतीय भाषा साहित्य में व्यक्त दलित
एवं आदिवासी विमर्श”



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35.	Marginal's Unheard Voices and Insight of Existence: With reference to select Indian Writers in English	Prof. Diksha BKadam	102
36.	Theme of Marginalization in Adiga's Between The Assassinations	Prof. Ganesh B. Sonawane	106
37.	The White Tiger: Involvement in Poverty and Darkness	Prof. Ghodake Bhasker Damu	110
38.	Prof. Ghodake Bhasker Damu	Prof.P.G.Bhalerao	111
39.	Exploitation of the Dalit as reflected in Indian English Literature with special reference to Mulk Raj Anand's "Untouchable (1935).	Prof. Sudhir K.Joshi,	113
40.	A Feminist Reading of Manju Kapur's the Immigrant	Prof.Ashutosh Thakare,	115
41.	Fandry: A Stone whirled at the caste system	Shrikant Rambhau Susar	118
42.	Disparaged treatment to Women in Indian English Novels.	Dr. Dhanajay Patil	121
अ.न.	शोधनिबंधाचे नाव	लेखकाचे नाव	पान क्र.
43.	आदिवासी साहित्याचे स्वरूप आणि परंपरा	प्रा. डॉ. बागूल एम.एम.	124
44.	आदिवासी ठाकर समाजाची लोकसंस्कृती व समस्या	प्रा. डॉ. सौ. मंगल डोंगरे,	129
45.	दलित साहित्यातील एक वाङ्मय प्रकार : आत्मकथा	प्रा. साबळे नितीन महादेव	132
46.	दलित साहित्याचे स्वरूप	डॉ. क्षिरसागर जी. एस.	135

खणांच्या चिंध्याचे वस्त्र ते चढवूनच पोतराज भिक्षा मागतात. ‘आभरान’ घालून बाप भीक का मागतोय हे जसं कळत नव्हतं तसं त्या भीक मागण्याचं वाईटही वाटत नव्हतं, का वाटावं? भीक मागण्याचा अर्थच कळत नव्हता. ‘आज एम.ए.बी.एड् झाल्यानंतर ‘आभरान’च्या चिंध्यासारखा असलेला हा समाज जेव्हा लेखक पाहतो तेव्हा सर्वांच्याच जगण्याविषयी त्याला चीड वाटू लागते आणि या समाजव्यवस्थेविरुद्ध लढण्यासाठी तो ताकद गोळा करू लागतो. ‘आभरान’ च्या या चिंध्यांची धग सामाजिक परिवर्तनाला कारणीभूत ठरावी ही लेखकाची अपेक्षा आहे. परंतू या महत्त्वाच्या स्वकथनाकडे म्हणावे तेवढे लक्ष वाचक व समीक्षकांचे गेले नाही हे आश्चर्यच म्हणावे लागेल.

तसेच १९८० नंतर दलित स्त्रियांची आत्मकथने मोठयाप्रमाणात प्रकाशित होवू लागली तथापि पुरुष लेखकांच्या आत्मकथनांच्या तुलनेत स्त्रियांची आत्मकथने काहीशी अलक्षित राहिली नाही म्हणायला ‘माझा जल्माची चित्तरकथा’, ‘अंतःस्फोट’ यासारख्या आत्मकथनांची चर्चा अनुषंगाने होत राहिली मात्र केवळ दलित स्त्रियांच्या आत्मकथनांवर लक्ष केंद्रीत करून त्यावर साक्षेपाने विचार झालेला दिसत नाही.

निष्कर्ष:

१. अलिकडील काळात प्रकाशित झालेल्या आत्मकथनातून जगण्याची दिशा आणि प्रेरणा मिळते.
२. भटकें, विभक्त, आदिवासी यांच्याकडून मोठया प्रमाणात लेखन झालेले दिसते. त्यांच्या जीवनानुभवाची दखल घ्यावी असा आग्रही दिसतो.
३. व्यवस्थेला केवळ नकार देवून न थांबता आत्मकथनकरांनी नवी व्यवस्था उभारण्याचा प्रयत्न केलेला दिसतो.
४. जुन्या, रूढी, परंपरा, अंधश्रध्दा, जुनी संस्कृती या सर्व बाबींचा धिक्कार केलेला दिसतो.

संदर्भ ग्रंथ:

१. डोळस वसंत : ‘दलित साहित्य प्रेरणा व स्वरूप’ दिलीपराज प्रकाशन, पुणे.
२. डांगळे अर्जुन : ‘दलित साहित्य एक अभ्यास’
३. फडके भालचंद्र : ‘दलित साहित्य वेदना आणि विद्रोह’
४. मुलाटे वासुदेव : ‘दलिताची आत्मकथने’
५. आरती कुलकर्णी : ‘दलित स्वकथने’
६. जाधव मनोहर : ‘दलित स्त्रियांची आत्मकथने स्वरूप आणि चिकित्सा’

दलित साहित्याचे स्वरूप

डॉ. क्षिरसागर जी. एस.

मराठी विभाग प्रमुख बाळासाहेब जाधव कला,
वाणिज्य विज्ञान महाविद्यालय

प्रास्ताविक

आपल्या जीविताच्या अंतकाळी गौतमबुध्द आपल्या अनुयायांना म्हणाले होते की, “ मित्रहो , तुमचे दीप तुम्हीच व्हा !” त्यांचे म्हणणे खरे होते. आपल्या जीवनाचे शिल्पकार आपणच आहोत. म्हणून तर बाबासाहेबांनी अस्पृश्यांच्या मुक्तिसंग्रामाचे एक उदिष्ट वर्ण –जातिव्यवस्थेची पायमुळे खणून काढणे हे ठेवले होते. त्यांचा दलित मुक्तिसंग्राम हा मानवमुक्ती लढयाचा एक भाग होता. वर्ण-जाती-वर्ग अंतासाठी लढा होता. तो समतेचा लढा होता. या लढयासाठी, सम्यकू परिवर्तनासाठी दलित साहित्याची चळवळ उभी राहिली. डॉ बाबासाहेब आंबेडकरांचे तत्वज्ञान, त्यांची चळवळ ही दलित साहित्याची प्रेरणा होती. हे साहित्य संघर्षातून

जन्मलेले आहे. संघर्ष नव्या मुल्यव्यवस्थेसाठी , मानवी स्वातंत्र्यासाठी सामाजिक, राजकिय , आर्थिक न्यायासाठी होता. ‘जग बदल, घालूनि धाव’ असे अण्णाभाऊंनी म्हटले आहे. या वैचारिक क्रांतीसाठी दलित साहित्य बद्ध आहे. प्रा. वाघमारे म्हणतात, “ डॉ. आंबेडकरांनी उभारलेला मुक्तिलढा आणि दलितांना प्राप्त झालेले शिक्षण या गोष्टींची सांस्कृतिक चळवळ उभी राहू शकत नाही.” आत्मभान प्राप्त झाले की अस्मितेच्या शोधाचा प्रारंभ होतो. त्यासाठी प्रस्थापितांच्या इतिहासाला व संस्कृतीला नकार द्यावा लागतो, त्यावर आक्रमक हल्ले करावे लागतात.

दलित साहित्याचे स्वरूप : आत्मभान

आत्मभान हयाचा अर्थ आपण इतरांसारखे आहोत ही जाणीव, नुसते इतरांसारखे आहोत असे नव्हे; तर इतरांच्या बरोबरीचे आहोत ही जाणीव, वर्णश्रमव्यवस्था, जातिव्यवस्था आणि जन्मजात व्यवसाय हयामुळे दलित माणसाला हे आत्मभानच नव्हेते. महात्मा फुले आणि डॉ. आंबेडकरांच्या विचारांमुळे हे आत्मभान दलित माणसाला लाभले. त्याचे प्रतिबिंब मग साहित्यात दिसून येवू लागले.

उपासपोटी वेठबिगारीचे काम अहोरात्र करता करता बंधुमाधवांचा कथानायक “कपाळी लिवल्याल कंदी पुसल?” अशा शब्दात आपल्या नशीबाला दोष देतो.

पण हया कथानायकाची पत्नी मात्र वेठबिगारी व्यवस्थेवर संतामते. ती नशीबाला बोल लावण्याऐवजी व्यवस्थेला बोल लावते. ज्या अस्पृश्याने गावाच्या रक्षणासाठी बलिदान दिले त्याच्याबद्दलची कृतज्ञता म्हणून गावभंडारा सुरु करतो.पण अस्पृशांना मात्र हया भंडा—यात शेवटच्या पंगतीला बसविले जाते. उरलेसुरलेले अन्न दिले जाते. तेव्हा गावकुसाबाहेरची तरुण पोरं दयायच असेल तर पहिल्या पंगतीत जेवण दया, नाहितर तुमचा भंडारा नको, असं म्हणून तरातरा निघून जातात. आण्णाभाऊ साठे हयांच्या ‘थडगुबुवाची गोष्ट’ हया कथेतील ही तरुण पोरं आपण इतरांच्या बरोबरीचे आहोत हीच जाणीव व्यक्त करतात.

दलित साहित्यात प्रकट होणारे हे आत्मभान दलित साहित्याचे आदिकारण आहे. हयाच आत्मभानामुळे

दलित साहित्यात आत्मशोध सुरु होतो. हया आत्मशोधातुनच नकार आणि विद्रोह अवतरतो.

दलित साहित्यावरील चर्चा जास्तीत जास्त नकार आणि विद्रोह हयाच दोन वैशिष्ट्यांवर केंद्रीत झाल्यामुळे दलित आत्मभानाकडे काहिसे दुर्लक्ष झाले. ज्याचे माणूसपणच पुर्णतः नाकारण्यात आले आहे, त्याचे आत्मभान जागे करणे हे महत्वाचे कार्य आहे.

दलित साहित्याचे स्वरूप : आत्मशोध

परीवर्तनाच्या चळवळीमुळे दलितांना जे आत्मभान प्राप्त झाले त्याचा परीणाम म्हणून दलित लेखक आपल्या सभोवतीचं वास्तव न्याहळू लागला. त्या वास्तवाशी आपला नातेसंबंध शोधू लागला. इतिहासात आपले स्थान योधू लागला. जी संस्कृती आपली आहे असे हजारोवर्षे तो मानत आला, त्या संस्कृतीशी असणारा आपला नातेसंबंध न्याहळू लागला. हा शोध म्हणजे ‘आत्मशोध’. हया आत्मशोधाची विविध पातळीवरील रुपं आपणाला दलित साहित्यात दिसून येतात. दलित साहित्याच्या निर्मितीचे आदिकारण आत्मभान आहे, तर दलित साहित्याच्या अविष्काराला निरनिराळी रुपं देणारा आत्मशोध हा दलित साहित्यातील अत्यंत महत्वाचा घटक आहे. हयाच आत्मशोधातून नकार आणि विद्रोहाची भाषा जन्माला येते. हयाच आत्मशोधातून स्वातंत्र, समता, न्याय आणि बंधूत्व हया मुल्यांचा आग्रह लेखनकृतीत आढळून येतो. हया आत्मशोधाची काही रुपं उदाहरणादाखल सांगता येतील.

सगळ्या गावातील दिवे लावणा—या बापाच्या झोपडीत मात्र अंधार असायचा. हे पाहिल्यावर शरणकुमार लिंबाळे म्हणतात—

‘बा तू त्यांच्या वाटेवर दिवे लावलेस

पण त्यांनी तुझी वाट अंधारीच ठेवली रे!’

तर ‘मीठ है तर पीठ नाही पीठ है तर मीठ नाही’ असं दरीद्री जीवन जगता जगता ज्योती लांजेवार हयांची माय—

‘देऊ केलेल उष्ट अन्न स्वाभीमानानं नाकारताना तू शिकून आंबेडकरावानी होजो बापा’

असा आशावाद प्रकट करते. कुटुंबातलं अठराविश्व दारीद्रय आणि हया दारीद्रयातही स्वतःच्या सामर्थ्यावर आंबेडकरासारखे मोठे व्हावे असे संस्कार करणारी माय, बाप, बंधू-भगिनी आपणाला दलित साहित्यात सर्वत्र पहावयास मिळतात.

पण अलितांच्या सभोवतीचं वास्तव्य मात्र अत्यंत भीषण आहे. परंपरागत गुलामीच्या टाचेखाली दलितांनी दबून रहावे अशी मानसिकता असणारा गावकुसाच्या आतला समाज दलितांच्या असाहयतेचा, त्यांच्या दारीद्रयाचा फायदा घेतो. दलित वस्तीतल्या लेकीबाळींची अंबु लुटतो. शरणकुमार लिंबाळे हिचं वेदना खालील ओळीत प्रकट करतात.

‘तिला तारुण्य दिल ! गल्लीतल्या पोरांनी अजाणपणी

तिला पाळी येण्याअगोदर पाळीत उभं केल जनावरावाणी’

निलकांत चव्हाण हयांनी दोन स्त्रीयांचा नातेसंबंध ‘बळ’ हया कवितेत दाखविला आहे. खरे तर भारतीय संस्कृतीत स्त्रीचा दर्जा शूद्राएवढाच. तरीपण सवर्ण स्त्री कवीच्या आईला बोलावून गंजलेल्या कोनाडयातल्या टमरेलानं चहा देणार आणि अंगणात उभे करुन—

‘ताकाच्या भांडयात, दुरुन ताक ओतायची भांडे जवळ नेले की शिवी हासडायची’

अशा वस्तीतला संवेदनाक्षम मुलगा शाळेत गेला, तर त्याला कुठे बसावे लागते, कसे शिकावे लागते, हयाचे अतीशय भीषण चित्रण शंकरराव खरात यांच्या ‘तराळ—अंतराळ’ हया आत्मकथेत आले आहे. प्र. ई. सोनकांबळे हयांच्या ‘आठवणींचे पक्षी’ हया आत्मकथेत त्यातल्या त्यात गोठयात आसरा देणारी गुरुमाय भेटते. वैजनाथ कळसे हयांच्या ‘आयरणीच्या घणा’ हया आत्मकथेत शिक्षण घेताना जी उपासमार सोसावी लागली, त्याचे विदारक दर्शन घडते. हीच व्यथा माधव कोंडविलकरांनी खालील ओळीत प्रकट केली आहे.

‘तेव्हा झाला एकच कल्लोळ सा—या जिभा वळवळल्या म्हणाल्या, ‘आमची शाळा बाटवली’ आणि शाळेत कोपरा उदारतेनं बहाल केला तेव्हा शिळा तुकडा घशात अडकावा तसा एक काटा खोल कुठे तरी रुतुन बसला.

सवर्ण पोस्टमनसुद्धा दलित वस्तीत पत्र नेवून देण्याची टाळाटाळ करतो. त्यामुळं वाचनाची उपासमार होणारे माधव कोंडविलकर एका लहानश्या आडगावात तळमळत राहतात, हयाचे प्रत्ययकारी दर्शन ‘मुक्कम पोस्ट देवाचे गोठणे’ हया आत्मकथेत येतं.

स्वातंत्र्यानंतर, नवशिक्षणामुळे आत्मभान लाभलेले हे कवीमन आत्मशोध घेवू लागते, म्हणजे गाव आणि आपण हयातलं बोचरं अंतर त्याला तीव्रतेनं जाणवू लागते. ही जीवघेणी वेदना मग शब्दात उतरु लागते.

आमचं गाव हे आमचंच गाव

या गावातल्या गल्या आमच्या बापाच्या नाहीत

या गावची वेस ही आमची सावत्र आई!

‘त्यांच्या’ वराती या वेशीतुन थाटानं जातात

आमची प्रेतंही तिथुन नेता येत नाहीत!

आपण आणि आपल्या सभोवतीचा गाव हयातील हा विसंवाद न्याहळता न्याहळता देशातील घटना पाहील्या की,हा अन्याय देशभर सार्वत्रीक आहे. हे ध्यानात येवू लागते. एरणगाव, बेलछी, अकोले, मीनाक्षीपुरम् अशा कितीतरी गावांची नावं सांगता येतील जीथं स्वातंत्र्यानंतरच्या काळात दलीतांवर सामुहिक हल्ले झाले आहेत. हया सामुहिक हल्यांचे अतिशय जळजळीत चित्रण दलित साहित्यात व्यक्त होते.अशा कठोर वास्तवात सैरभैर झालेल्या कथानायकाचं चित्रण करताना श्री. म. माटे हयांनी ‘बन्सीधर तु कुठे रे जाशील?’ असा आर्त प्रश्न विचारणारी कथा लिहिली. एका गावात नंदीवाले स्थीर झाले. ओघाने मजुरांची संख्या वाढली. परीणामी मजुरीचा अर कमी झाला. तेव्हा त्यांच्या समोरचा प्रश्न ‘आता पुढं कुठं?’ असा प्रश्न आहे. शंकरराव खरातांनी नंदीवाल्यांचंच हे भीषण दुःख? कथेत प्रत्ययकारी केलं आहे. बाबुराव बागुलांच्या ‘विद्रेह’ हया कथेचा नायक

जयचंद राठोड हा जन्माने भंगी आहे. मॅट्रिक पास झाल्यानंतरही भंग्याची पाटी त्याला उचलावी लागते, असा परीस्थीतीचा रेटा निर्माण होतो. हा सर्व कोंडमारा त्या जन्मजातीमुळे निर्माण होतो तिच्यापासून सुटका करून घेण्यासाठी बाबुराव बागुलांचा एक कथानायक जात चोरून राहतो आणि ती उघडकिला आल्यानंतर भरपुर मार खातो. (जेव्हा मी जात चारली होती) म्हणूनच कोंडमारा असहाय्य झालेले नामदेव ढसाळ सवाल विचारतात.

‘स्वातंत्र कुठल्या गाढवीचं नाव आहे?’

रामराज्याच्या कितव्या घरात आपण रहातो’

हया आत्मशोधाची आणखी एक पातळी दलित साहित्याला लाभली आहे. इतिहास, पुराण, धर्मशास्त्र हयात अलितांचे स्थान काय? दलितांच्या जगण्यात गेल्या हजारो वर्षात कुठला बदल झालेला नाही. संतांनी मोक्षाचा मार्ग खुला केला. पण ऐहिक जीवनातील विषमता आहे तशीच राहिली. जो देव हजारो वर्ष स्वतःचा देव म्हणून मानला त्याच्या दर्शनाला मनाई. एवढेच नाही तर त्या भाषेतले शब्द चुकून कानावर पडले तरी दलीतालाच शिक्षा. ज्यांना धर्मबांधव मानले ते दलितांच्या सावलीचाही विटाळ मानणार, दलित साहित्याची चर्चा सुरू झालेली नव्हती अशाही काळात हि संवेदनशिलता चाखेबाच्या अभंगातून प्रकट होते ती अशी—

वेदासी विटाळ शास्त्रास विटाळ । पुराणे अमंगळ ।

विटाळाची जन्मता विटाळ । मरता विटाळ ।

चोखा म्हणे विटाळ । आदिअंती ॥

सारांश

राहते गाव, सभोवतीचे वास्तव, इतिहास आणि धर्म हयांना आपले मानत आपण जगत होतो. हाच मुळी एक फार मोठा भ्रम होता, असा निष्कर्ष हया आत्मशोधातून हाती येतो. त्यामुळे हयाला नकार देणे हाच चळवळीचा पहिला टप्पा ठरतो. बंधुमाधवांच्या शब्दात सांगायचे तर आम्ही बी मानसं हौत हया ठाम निर्धाराने उभा राहिलेला दलित साहित्यिक कोंडमारा असहाय्य होतो आहे हयाची तीव्र जाणीव प्रकट करतो. या अविष्कारानेच एक रूप मग तीव्र स्वरूपाच्या ‘नेकारात’ प्रकट होवू लागते. महात्मा ज्योतीराव फुले यांनी ‘गुलामगोरी’ या ग्रंथात ‘दशावतार’ कथेचे केलेले विश्लेषण किंवा डॉ. बाबासाहेब आंबेडकरांनी शूद्र पुर्वी कोण होते? या ग्रंथात शूद्रांचा घेतलेला ऐतिहासिक मागोवा या आत्मशोधाचीच उदाहरणे होत. जे वैचारीक वाङ्मयात प्रथम प्रकट झालेलेच नंतरच्या काळात मग ललित वाङ्मयात अवतरले आहे.

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13	Evaluation of antagonistic properties of different fungus synthesized silver nanoparticles against Gram positive bacteria <i>Gitanjali Shelar</i>	56-62
14	Bioprospecting of Endophytic Actinomycetes- a review <i>Sangita Kulkarni¹ and Abhijit Kulkarni²</i>	63-64
15	Synthesis and Characterization of Cadmium Sulphide Nanoparticles <i>Supriya Vaidya¹, Shraddha Pokharkar², Ashok Datir¹</i>	65-68
16	Characterization of nanomaterials at ordinary laboratory <i>Diggikar R.S.^{1*}, Thopate T.S.¹</i>	69-70
17	Studies on Effect of Various Culture Media on Growth and Carbohydrates Content in a Cyanobacterium <i>Scytonema Schmidtii</i> Gom. <i>J. N. Nehul</i>	71-74
18	Survey of Dominant Fungal Spores in Grain Storage Godown, Beed. <i>J. J. Kshirsagar, G.L. Pachkore, A.N. Dharasurkar</i>	75-77
19	Gears and Crafts used In Kalamnuri Reservoir, Hingoli District Maharashtra <i>Niture S D</i>	78-81
20	Cladocera species in Tale Pimpalgaon dam <i>Pramod.P.Gaike</i>	82-83
21	Germination Studies in Four Cultivars of Gram under PEG-6000 Induced Water Stress <i>Dr. Ravindra N. Deshmukh</i>	84-88
22	Study of Optical Band Gap of FeVO₄ by using Hydrothermal Process <i>^{1*}Bhise R. B., ¹Dumbare B. P., ²Patil D. R., ³Dhakane S. F.</i>	89-93
23	Allelopathy of <i>Limonia acidissima</i> L on <i>Raphanus sativus</i> L (Hybrid 11) <i>Bharate S R</i>	94-97
24	Mycorrhizal influence on RWC, MSI and Lipid Peroxidation in wheat (<i>Triticum aestivum</i> L.) <i>S. L. Khapke</i>	98-102
25	Effect of Wild Plant Extracts on Yield Per Plant (gm) in Mungbean and Chickpea <i>R. R. Saswade</i>	103-107
26	Studies on Droughts in Beed District of Maharashtra. <i>A.N.Shelke S.M.Talekar</i>	108-116
27	Study of tolerance index and bioaccumulation capacity of <i>alternanthera sessilis</i> l. To different heavy metals <i>Gajbhiye Suraj, Hile Vijay and Deshbhratar Shantaj</i>	117-122

42	Effects of Cr ³⁺ on semiconducting properties of the Lithium ferrites <i>S.B.Patil</i>	190-196
43	DERIVATIZATION FINGER PRINTING ANALYSIS OF THE AMARANTHUS SPINOSUS LEAVES USING HPTLC METHODS. <i>Sable K. V¹, Arsule C. S¹. and Saswade R. R.²</i>	197-200
44	Effect of human hair solution on growth and development of Zea maize as Bio fertilizers <i>Sandip Ingale¹, Pradip J. Unde, Mangesh Doke, Avinash Anpat</i>	201-203
45	Use of ICT in Physical Education & Sports <i>Sanjay M. Gaikwad</i>	204-207
46	Effect of Temperature on Electrical Conductivity of Canada Balsam <i>¹K. Damberi Devi, A. ²Joy Singh, ³Sanjeev Girase</i>	208-213
47	Screening of drought tolerant wheat varieties using different indices <i>Sawant. K.S¹, Dr. Deshmukh. R.N²</i>	214-220
48	ADDITIONS OF CYANOPHYCEAE FROM THE SOILS OF SAI DAM LATUR MAHARASHTRA <i>Yadav S.G. and Awasthi R.S</i>	221-225
49	Studies on some traditional plant medicines by local tribes of kinwat forest <i>S.R. Shinde</i>	226-230
50	Wind Electricity and Rural Development: Case Study Mhekari Village, Ahmednagar <i>*Shoukat Z. Fakir, R.R. Bhalshing</i>	231-233
51	Evaluation of antioxidant potential of halophyte <i>Sesuvium portulacastrum</i> : A nutraceutical perspective. <i>¹. *S.B. Gagare, ²P.S. Jadhav</i>	234-240
52	Study of Behavioral Aspects of Broiler Chicks Reared Under Light Sources in Different Poultry Farming. <i>¹S. T. Naphade, ²S. G. Badhe, ³S. R. Naphade</i>	241-244
53	Causes of formation of Pink Berry in Grapes (<i>Vitis Vinifera</i> L.) using Physical Techniques <i>¹Dhakane S. F. ²Bhise R. B.</i>	245-249
54	Prevalence of acute malnutrition/wasting and its associated factors among pre-school children in Rajshahi City, Bangladesh <i>Kumkum Yeasmin¹ and Tanzima Yeasmin²</i>	250-259
55	Sustainability of Soil Health and Organic Farming <i>¹S.S. Thube, ²S.R. Wagh</i>	260-266
56	Exotic Genus Bauhinia L. (Caesalpiniaceae) from Maharashtra <i>Vinod Raghoji Jogdand</i>	267-270

Causes of formation of Pink Berry in Grapes (*VitisVinefera L.*) using Physical Techniques

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Abstract

*The grapes grower farmers of Maharashtra in the quest of increasing yields apply pesticides, fungicides, growth regulators and antibiotics in an unscientific and heavy manner. These generate newer serious and dangers diseases like pink berry, cracks and rots. Less scientists were reported the defects of this diseases. This study investigated the causes of formation of pink berry in grapes profiles as determined by physical techniques in analysis of in vitro cultured plants of *Vitisvinifera L.* exposed to grape leaf chlorophyll in different varieties such as Sonaka, Tas-A-Ganesh, Jumbo seedless, Thomson white, Thomson seedless, and Sharad seedless generally grow best in all grape leaf parameters. The root cause of formation of pink berry is through the process of photosynthesis and fertilizer use by the farmers. Also we reported the identification and chlorophylls quantifies in grape plants.*

Keywords: Physical techniques, Pink berry, Fertilizer, etc.

Introduction

The major grapes growing states are Maharashtra, Karnataka, Tamil Nadu, Andhra Pradesh, Punjab and Haryana. Among all the grape growing states, Maharashtra occupies the largest area followed by Karnataka [1]. Thompson Seedless belongs to the family vitaceae is perhaps the most widely cultivated fruit crop of the world in varying climatic zones extending from temperate to the tropics. It is one of the most delicious, refreshing and nourishing subtropical fruits [2]. The berries are a good source of minerals and vitamins (B1, B2 and C). The fruits are consumed in fresh forms as a table fruit and in the processed form as wine, raisin and fresh juice [3]. In India the popular grape (*VitisVinifera L.*) varieties are Thompson Seedless and its successor varieties like Sonaka, Tas-a-Ganesh, Sharad Seedless and Thomson white are being cultivated. Grape (*VitisVinifera L.*) is grown from temperate to warm regions. However, hot and dry climate is ideal. Indian grapes come in varied characteristics namely colored, white, seeded, unseeded, large and small berries. Indian grapes are successfully grown at and above 250 mean sea levels [4]. Modern pack house facility with automatic forced air system for pre-cooling is available in all the commercial production areas. Traceability system is maintained for the product tracking. Extensive residue Monitoring plan for monitoring the pesticide residues in grapes is implemented for consumer safety [5]. Pink berry is a one danger disease for Thomson Seedless which is successor varieties in Maharashtra. As the bunch approaches maturity some berries in the bunch develop pink colour at random [6]. The pink color changes to dull red color rendering the bunch unattractive. Incidence of pink berries is low in the early season crop and increases with the rise in temperature late in the season. Indiscriminate use of Ethereal for berry coloration can also cause this disorder. These berries become watery and collapse within a few days after harvest and cannot stand storage and transport [7].

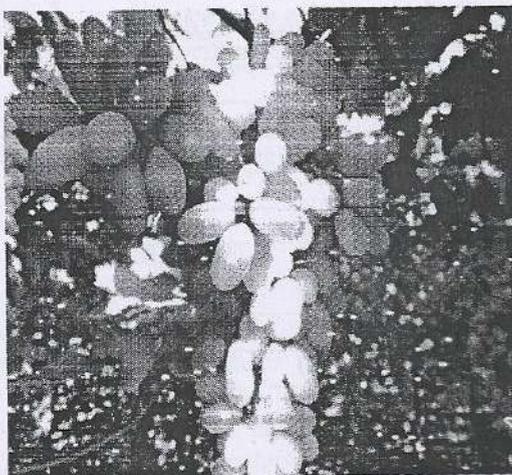
Authors selected Junnartahsil for the study which is situated in north side of Pune District. Junnartahsil place is very well known for Lenadri, Ozar (God ShriGanesh), Shivneri Fort (ChhatrapatiShriShivajiMaharaj), GMRT Khodad (Radio Telescope) and Reda Samadhi (

ShriSantDnyaneshwara) at Ale. Junnartahsil environment is pure and very healthy surroundings. There is less Industrialization, and no pollution from manmade instruments, due to this place is remained pure, healthy and can be considered as the best biological environment. In this area there is plenty water resources available. There are five main Dam as Yedgaon, PimapalgaonJoga, ManikDoha, Chilhewadi and Wadaj in this tahsil. In this tahsil area well know cultivation crops are Tomato, Fruits such as Banana, Grapes, Chiku, Nearly 5000 Hectors of land is under grapes cultivation. Abhinav grapes cultivation and research organization plays an important role for cultivating export quality grapes. In recent years, pink berry disorder is a wide spread problem seen in all most all grape growing regions of the country, Junnar tehsil is also the part of affected regions, the cause of the disorder is unkuown and tried to understand here. It has been understood that it is a serious problem of Thompson Seedless in Maharashtra. The symptoms are 1) as the bunch approaches maturity some berries becomes pink colour at random, 2) the pink colour changes to dull red colour rendering the bunch unattractive, and 3) these berries become watery and collapse within a few days after harvest and cannot stand storage and transport [8].

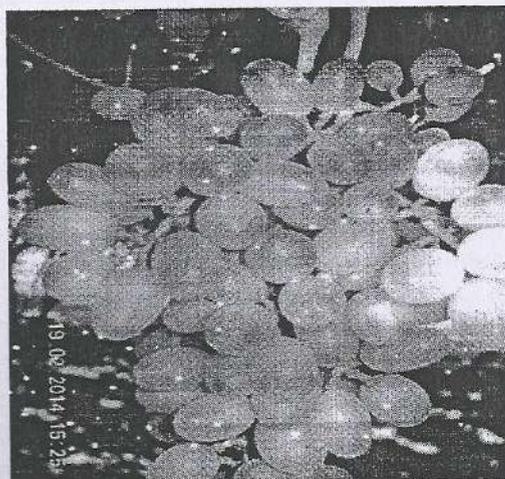
In this paper authors were studies serious problems formation of pink berry on grapes in Junnartehsil area of Maharashtra and study the various parameters which are responsible for the formation of pink berry in grape vineyards.

Materials and Method

Physiological Techniques: Physiological disorders associated with high temperature and low atmospheric humidity in the hot tropical region is dead arm and trunk splitting. Salinity injury is common in Maharashtra and north Karnataka. Other physiological disorders are cane immaturity, water berries, cluster tip wilting, shot berries, uneven ripening and post-harvest berry drop. The eco-physiological disorders are 'coulture', blossom-end rot, pink berry syndrome, berry cracking and rotting [9]. The grape is widely adapted to various soil conditions, but the yield and quality reach to the highest on good fertile soils have pH 6.5 to 8.5, organic carbon above 1.0%, free of lime and having a medium water holding capacity. Early but medium yields with high T.S.S. are harvested on medium type of soils. Other reasons are effect of temperature and effect of humidity. Chlorophylls are the green pigments of plant. They are most active in photosynthetic process.



Normal grapes



Pink

berry affected grapes

Figure-1: Shows Normal and Pink berry affected grapes

Sample collection: The present study was carried out at six villages in Junnartahsil which is situated in North side of Pune (19-120N, 73-740E), 100 Km from Pune district. Grape cultivation in this area is 400 hectare. Six grape grower farmers were selected for studying different six varieties of grape such as Jumbo Seedless, Tas-A-Ganesh, Thomson White, SharadSeedless, Thomson Seedless and Sonaka. Samples like green leaves of grapes of six varieties and soil of six villages were collected in the month of October of year 2016 to 2018. Collect the sample of 45 days mature leaf in the field select the sample take the fresh leaf. Grape leaves (shoot material) were removed from the branches of grape stem plant. Same amount of shoot material (by weight) from all samples was considered for the extraction and crushed in equal volume of 80% acetone and filtered using Whatmann filter paper. The extracted chlorophyll was then stored at 8-10 °C overnight. Absorption spectra of chlorophyll were recorded in three different growth stages of berry development by using Perkin Elmer lamda-950 UV-Visible spectrometer and Perkin Elmer LS-55 Luminescence spectrometer respectively chlorophyll a, chlorophyll b and total chlorophyll contents were calculated by using Arnon's method [10].

Results and Discussion

UV-Visible spectrometer: Percentage of pink berry in grape vineyards was measured by taking the average of bunch in each selected vineyards is as follows. Chlorophyll parameters in mg/lit were measured and shown in table-1 and 2 respectively.

Table-1: Values of percentage of pink berry for varieties of grapes

% Pink Berry				
Obs.No.	Variety	2016	2017	2018
1	Jambo seedless	Color	Color	Color
2	Tas-A-Ganesh	35%	25%	20%
3	Thomson white	30%	27%	25%
4	Sharad seedless	Black	Black	Black
5	Thomson seedless	25%	20%	15%
6	Sonaka	40%	35%	25%

Table-2: Values of Chlorophyll parameters in mg/lit for varieties of grapes

Obs. No.	Name of variety	October Year	Chlorophyll Parameters in mg/lit		
			a	b	Total
1	Jumbo seedless	2016	8.7	1.48	9.2
		2017	3.6	2.4	6
		2018	8.1	2.1	10.2
2	Tas-A-Ganesh	2016	1.12	1.5	2.4
		2017	3.3	2.2	5.6
		2018	5.8	1.4	7.2
3	Thomson white	2016	7.64	2.2	7.3
		2017	3.4	2.9	6.3
		2018	2.6	2	5
4	Sharad seedless	2016	4.2	3.4	6.2
		2017	4.4	3.7	8.1
		2018	4.6	3	7.4

Variety	Chlorophyll Content (µg/g)		
	2016	2017	2018
Thomson seedless	9.54	2.4	9.54
	4.3	1.9	3
	8.2	3	3
Sonaka	9.54	5.6	7
	7.6	2.1	2.5
	6.6	3	3
Jumbo	9.54	6.82	3.6
	7.6	2.1	2.5
	6.6	3	3

The graphical presentation of Chlorophyll parameters is shown in figure-2.

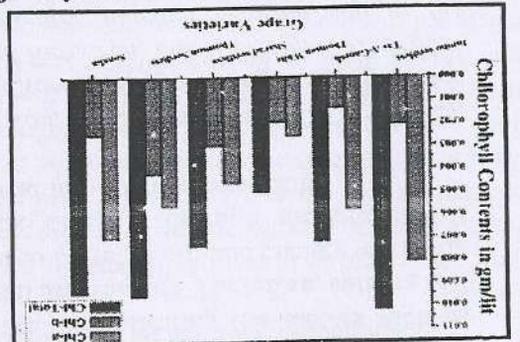


Figure-2: The graphical presentation of Chlorophyll parameters for all varieties. The UV Spectroscopy of grape leaf for all six varieties is shown in figure-3.

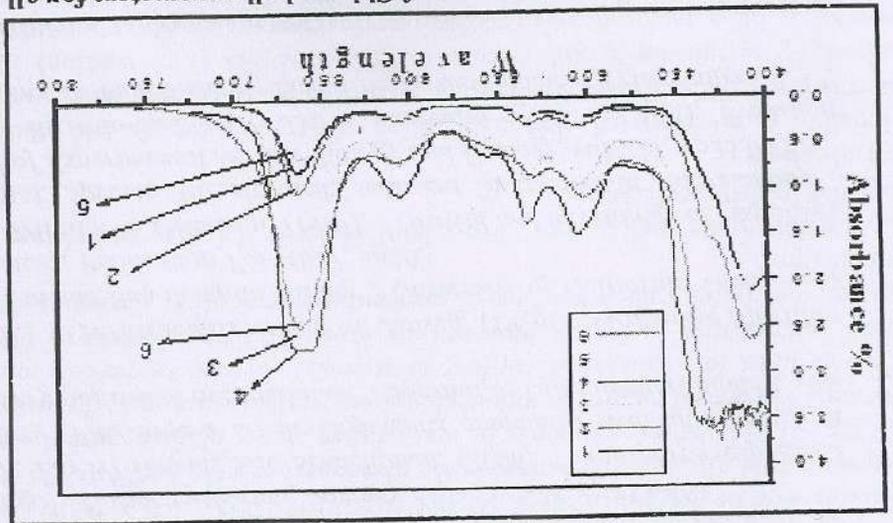


Figure-3: UV-Visible spectroscopy of Chlorophyll parameters for all varieties.

Figure-2 shows an increase in chlorophyll a, chlorophyll b and total chlorophyll content for year 2016. Result showed decrease in chlorophyll a, chlorophyll b and total chlorophyll content for year 2017. Again it increases in year 2018 for all varieties of samples grapes. Chlorophyll a and total chlorophyll was more as compare to Chlorophyll b in all varieties of samples grapes for all three years. Also it is observed that chlorophyll b is increased in year 2017 as compared to year 2016 and 2018. Chlorophyll a, chlorophyll b and total chlorophyll content for all three year was less in Tas-A-Ganesh and Thomson white and more for Jumbo seedless and Sharad seedless. The average value of Chlorophyll a and Total chlorophyll was

0.006 gm/lit and Chlorophyll b was 0.002 gm/lit in all varieties of samples grapes for all three years.

Conclusion

Three years 2016-18 observations shows that the chlorophyll a, chlorophyll b and Total chlorophyll concentration in Tas-A-Ganesh, Sonaka, and Thompson White were observed low as compared to other grape varieties. As the chlorophyll pigments were observed low so they affect the photosynthesis process and the abundance of pink berry is seen more. Studies also indicate that the change in climatic conditions are also affecting the factors such as average temperature, rate of evaporation, reduced rainfall and rain off. Therefore, authors feel that more extensive study should be carried out in order to correlate climate change with pink berry disorder. The root cause of formation of pink berry is through the process of photosynthesis. Deeper studies of this process would yield important information.

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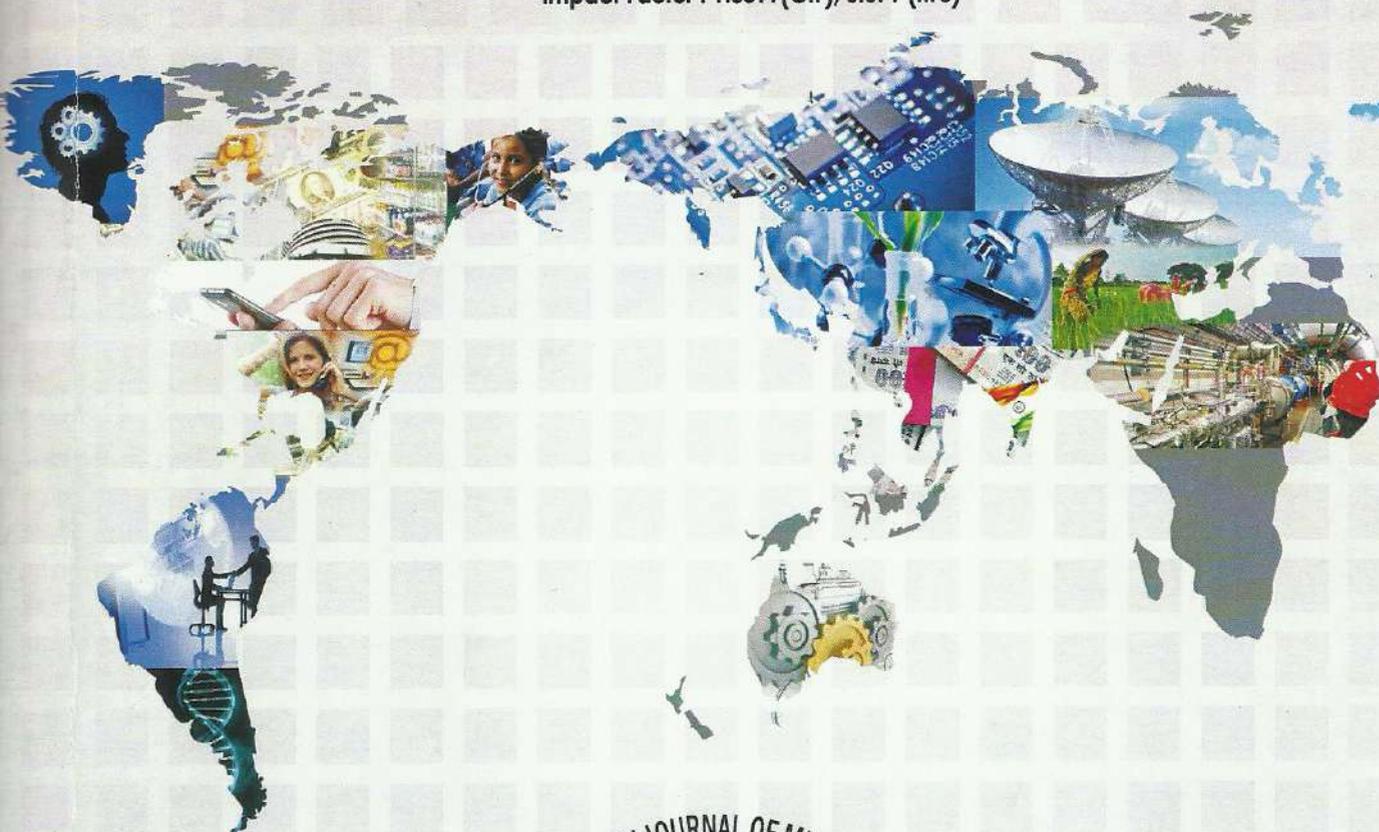
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13	Evaluation of antagonistic properties of different fungus synthesized silver nanoparticles against Gram positive bacteria <i>Gitanjali Shelar</i>	56-62
14	Bioprospecting of Endophytic Actinomycetes- a review <i>Sangita Kulkarni¹ and Abhijit Kulkarni²</i>	63-64
15	Synthesis and Characterization of Cadmium Sulphide Nanoparticles <i>Supriya Vaidya¹, Shraddha Pokharkar², Ashok Datir¹</i>	65-68
16	Characterization of nanomaterials at ordinary laboratory <i>Diggikar R.S.^{1*}, Thopate T.S.¹</i>	69-70
17	Studies on Effect of Various Culture Media on Growth and Carbohydrates Content in a Cyanobacterium <i>Scytonema Schmidtii</i> Gom. <i>J. N. Nehul</i>	71-74
18	Survey of Dominant Fungal Spores in Grain Storage Godown, Beed. <i>J. J. Kshirsagar, G.L. Pachkore, A.N. Dharasurkar</i>	75-77
19	Gears and Crafts used In Kalamnuri Reservoir, Hingoli District Maharashtra <i>Niture S D</i>	78-81
20	Cladocera species in Tale Pimpalgaon dam <i>Pramod.P.Gaike</i>	82-83
21	Germination Studies in Four Cultivars of Gram under PEG-6000 Induced Water Stress <i>Dr. Ravindra N. Deshmukh</i>	84-88
22	Study of Optical Band Gap of FeVO₄ by using Hydrothermal Process <i>^{1*}Bhise R. B., ¹Dumbare B. P., ²Patil D. R., ³Dhakane S. F.</i>	89-93
23	Allelopathy of <i>Limonia acidissima</i> L on <i>Raphanus sativus</i> L (Hybrid 11) <i>Bharate S R</i>	94-97
24	Mycorrhizal influence on RWC, MSI and Lipid Peroxidation in wheat (<i>Triticum aestivum</i> L.) <i>S. L. Khapke</i>	98-102
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Study of Optical Band Gap of FeVO_4 by using Hydrothermal Process^{1*}Bhise R. B., ¹Dumbare B. P., ²Patil D. R., ³Dhakane S. F.¹Department of Physics, BJACS College, Ale, Tal: Junnar, Dist:Pune, MH²Center for Materials for Electronics Technology (C-MET), Pune, MH³Department of Physics, A. W. College, Otur, Tal: Junnar, Dist:Pune, MH

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Abstract

A promising nanostructure FeVO_4 material with fine morphology was synthesized successfully by facile hydrothermal method. To enhance structural and optical properties, synthesized FeVO_4 was doped with 1, 2 and 3% Multi Walled Carbon Nanotubes (MWCNTs). The doping of material was done in situ by direct addition of CNT's to the hydrothermal system. The prepared materials are confirmed by XRD technique which confirms the triclinic FeVO_4 single phase without any impurity peaks. SEM and UV-Visible characterizations were done to study surface morphology and the band gap of the prepared materials. FE-SEM studies reveal formation of non-uniform microstructure with an approximately spherical shape with an average size is 45-75 nm. Due to less content of MWCNTs, no any traces of MWCNTs were found in the FE-SEM images. The prepared FeVO_4 material shows strong visible-light absorption with the absorption onset of 505 nm that indicates the optical band gap of 2.3 eV.

Key words: Photocatalysis, Hydrothermal method, FeVO_4 , MWCNTs, Optical Band Gap, etc.

Introduction

Photocatalysis is the acceleration of a photoreaction in the presence of a catalyst. In photoreaction, light is absorbed by an adsorbed substrate and the photocatalytic activity depends on the ability of the catalyst to create EH pairs. These generate free hydroxyl radicals that able to undergo secondary reactions. There are two types of photocatalysis such as homogeneous and heterogeneous photocatalysis. The reactants and the photocatalysts exist in the same phase in homogeneous photocatalysis while the catalyst in a different phase from the reactants in heterogeneous photocatalysis. The most commonly used homogeneous photocatalysts are ozone and photo-fenton systems and metal deposition, water detoxification, gaseous pollutant removal used heterogeneous photocatalysis. Conversion of water to hydrogen gas by splitting and use of titanium dioxide in self cleaning glass are two applications of Photocatalysis [1]. Vanadates are being promising candidates in consideration to their application in many fields such as photocatalysis, water splitting, supercapacitors, etc. This has been possible due to very good and efficient properties of Vanadates. Synthesizing Nanostructures of these materials further enhances their properties to higher extent. Among many others Iron Vanadium Oxide or Iron Vanadate is being more promising having extra advantages of cost-effectiveness and Environmental friendly nature [2]. FeVO_4 material is a semiconductor material. At present there are many reports about it will discussed the application of FeVO_4 as catalyst [3]. Cowin studied the conductivity and redox stability of FeVO_4 . There are also lots of research works for FeVO_4 on other subject However; reports of its application in lithium-ion batteries are rare [4]. Yang Sim and Poizot have reported the application of FeVO_4 as an anode material for lithium ion batteries in recent years. The FeVO_4 reported by slim displays a high capacity about 1237 mAhg^{-1} . Nevertheless, the preparation method isn't suitable for larger scale production and FeVO_4 material prepared can't be used in power lithium ion battery system [5]. The capacity fading observed in FeVO_4 an issue. Furthermore, it is believed that due to large volume changes have been taken place and internal resistance of electrode is increased clearly during the conversion process. Many methods are adopted to overcome the problem Graphene composite and carbon coating are the most effective method to improve the

... chemical performance of materials, Compared with other carbon materials, graphene ... are widely used because of its good electrical conductivity, large specific surface and so on. Modified composite by graphene can effectively relieve the volume expansion and improve the conductivity of the electrode materials [6]. The size the FeVO_4 and graphene composite. Then target products are obtained by heat treatment. The electrochemical properties of FeVO_4 /graphene composite as an anode material for LIBs are compared with that of pure FeVO_4 . The composite shows the reversible capacity about 1046.5 mAhg^{-1} over 100 cycles which is much better than that of pure FeVO_4 (405.2 mAhg^{-1}) What is more, the composite also behaves better than that of FeVO_4 (432 mAhg^{-1}) reported in other literature [7-8].

Materials and Method

The facile hydrothermal technique was used for the synthesis of materials considering the advantages of cost effectiveness, simplicity of synthesis, environmental compatibility, etc. The word hydro means water and thermal means heat.

Synthesis of FeVO_4 :

Analytical A-grade chemical and double distilled water were used for synthesis. 1 m mole $\text{Fe}(\text{NO}_3)_3 \cdot 9\text{H}_2\text{O}$ was dissolved in 35 of distilled water at room temperature and magnetic stirred for 30 min. Similarly 1 m mole NH_4VO_3 was dissolved in 35 of distilled water at room temperature and magnetic stirred for 30 min. Then NH_4VO_3 solution slowly added into the $\text{Fe}(\text{NO}_3)_3$ solution. By continues magnetic stirring for 30 min the color of solution changes. Measured pH of prepared solution is near about 3. After obtaining homogeneous solution, it was transferred into stainless steel autoclave. This sealed stainless steel autoclave were heated by maintain temperature 180°C for 3 hrs and it was cooled at room temperature. By washing and clean with distilled water and ethanol three times, it was dried at 60°C for 6 hrs in Furness. Then grind powder and sintered at 500°C for 2 hrs at $5^\circ\text{C}/\text{min}$ rate.

Synthesis of nanocomposite:

1 % CNT doping: By taking 10 ml ethanol, add prepared sample of 0.198 gm FeVO_4 with 0.002 gm CNT. The prepared solution were continues magnetic stirring and heated by maintain temperature 74°C until all solution get evaporated and power left. Finally grind powder and sintered at 500°C for 2 hrs at $5^\circ\text{C}/\text{min}$ rate.

2 % CNT doping: By taking 10 ml ethanol, add prepared sample of 0.196 gm FeVO_4 with 0.004 gm CNT. The prepared solution were continues magnetic stirring and heated by maintain temperature 74°C until all solution get evaporated and power left. Finally grind powder and sintered at 500°C for 2 hrs at $5^\circ\text{C}/\text{min}$ rate.

3 % CNT doping: By taking 10 ml ethanol, add prepared sample of 0.194 gm FeVO_4 with 0.006 gm CNT. The prepared solution were continues magnetic stirring and heated by maintain temperature 74°C until all solution get evaporated and power left. Finally grind powder and sintered at 500°C for 2 hrs at $5^\circ\text{C}/\text{min}$ rate.

The prepared samples were characterized with XRD, SEM and UV-visible spectroscopy for analyzing.

Results and Discussion

XRD analysis:

The XRD was performed on diffractometer using $\text{CuK}\alpha$ radiation (Bruker) from 2 to 80 at the scan rate of 5 per min to analyze the phase of prepared samples. Therefore XRD pattern can be used to estimate the average size of very small crystallites, from the measured width of the peaks in the different pattern. The commonly accepted formula for the determination of crystallite size from XRD line broadening is the Scherer's formula:

performance of materials, Compared with other carbon materials, graphene composites are widely used because of its good electrical conductivity, large specific surface and so on. Modified composite by graphene can effectively relieve the volume expansion and improve the conductivity of the electrode materials [6]. The size of the FeVO_4 and graphene composite. Then target products are obtained by heat treatment. The electrochemical properties of FeVO_4 /graphene composite as an anode material for LIBs are compared with that of pure FeVO_4 . The composite shows the reversible capacity about 1046.5 mAhg^{-1} over 100 cycles which is much better than that of pure FeVO_4 (405.2 mAhg^{-1}). What is more, the composite also behaves better than that of FeVO_4 (432 mAhg^{-1}) reported in other literature [7-8].

Materials and Method

The facile hydrothermal technique was used for the synthesis of materials considering the advantages of cost effectiveness, simplicity of synthesis, environmental compatibility, etc. The word hydro means water and thermal means heat.

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The prepared samples were characterized with XRD, SEM and UV-visible spectroscopy for analyzing.

Results and Discussion

XRD analysis:

The XRD was performed on diffractometer using CuK α radiation (Bruker) from 2 to 80 at the scan rate of 5 per min to analyze the phase of prepared samples. Therefore XRD pattern can be used to estimate the average size of very small crystallites, from the measured width of the peaks in the different pattern. The commonly accepted formula for the determination of crystallite size from XRD line broadening is the Scherer's formula:

$$t = \frac{0.9\lambda}{\beta \cos\theta}$$

$$a = d \times \sqrt{h^2 + k^2 + l^2}$$

Where; λ = Wavelength of X-rays, t = Particle size, θ = Bragg angle and β = FWHM of the peak and it is corrected for instrumental broadening.

The XRD pattern of the prepared FeVO₄ nanorods is shown in figure-1.

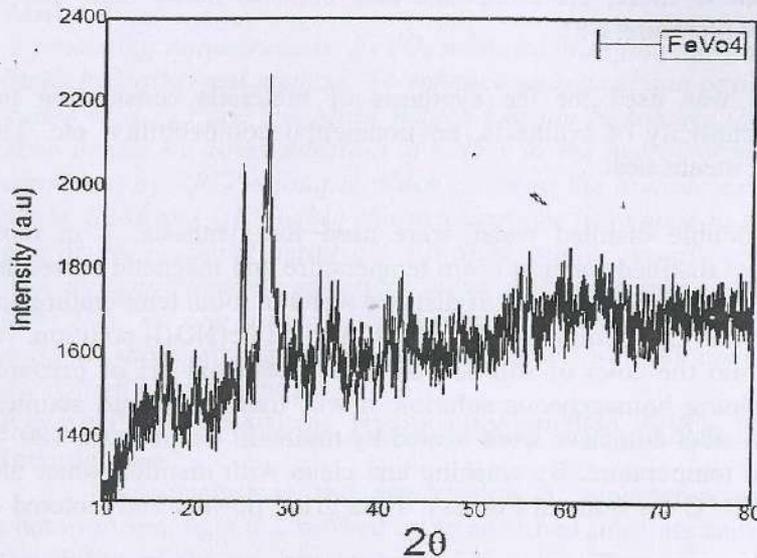


Figure-1: XRD pattern of FeVO₄

Figure-1 shows the XRD pattern of the prepared FeVO₄ nanorods. All of the diffraction peaks can be well-indexed to triclinic FeVO₄ (JCPDS No.71-1592) and they are in good agreement with previous structural report on FeVO₄ nanostructures. The lattice constants were calculated to be $a=0.8065$ nm, $b=0.9293$ nm and $c=0.6762$ nm consistent with that of literature data.

UV-Visible Analysis:

The DRS spectroscopy was usually used to reveal the electronic state of a photocatalyst material, and is very useful for photocatalysis. We investigated the UV-visible DRS spectrum of the prepared FeVO₄, as shown in Figure-2. The prepared FeVO₄ shows strong visible-light absorption with the absorption onset of 505 nm, which indicates the optical band gap of 2.3 eV, in accordance with that of the literature. Therefore, the as-prepared FeVO₄ can be excited by the visible-light. The optical band gap of 2.3 eV is obviously narrower in comparison with that of the commonly used TiO₂ photocatalyst (>3.0 eV). It is expected that the strong visible-light absorption contributes to the efficient photocatalysis under visible-light.

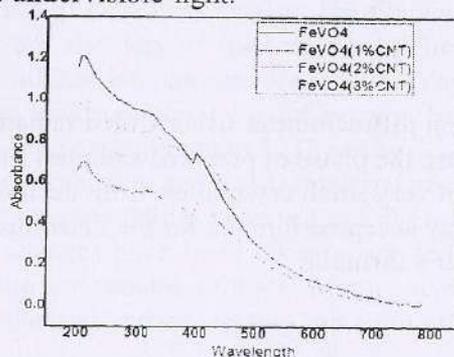


Figure-2: UV-Vis spectra of the prepared nanocrystalline FeVO₄ composites

FESEM Analysis:

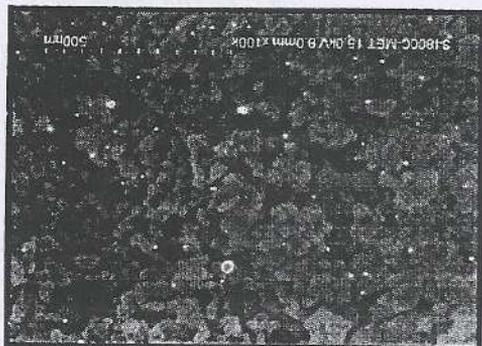


Figure-3(b): FeVO₄ for 1% CNT doping



Figure-3(a): FeVO₄

Figure-3(a,b,c,d) shows the SEM images of FeVO₄ and MWCNT/FeVO₄ nanostructures calcined at 500 °C. All samples exhibit non-uniform microstructure with an approximately spherical shape with an average diameter of 50-80 nm. Moreover, the surface of the grains is smooth and the particles are aggregated with many cavities, which can be beneficial for the super capacitor applications. Compared to the pure sample, the grains of MWCNT/FeVO₄ powders are more regular. We clearly observed that there are no any traces of MWCNTs observed in FeVO₄ samples possibly due to small amounts of MWCNTs as compared to that of FeVO₄.

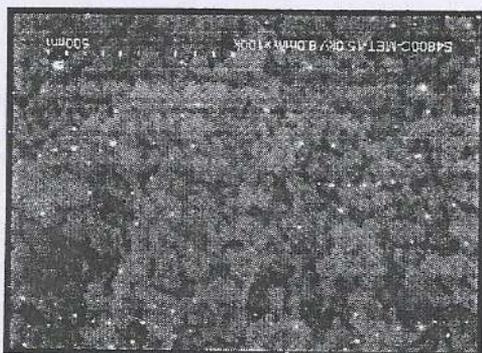


Figure-3(d): FeVO₄ for 3% CNT doping

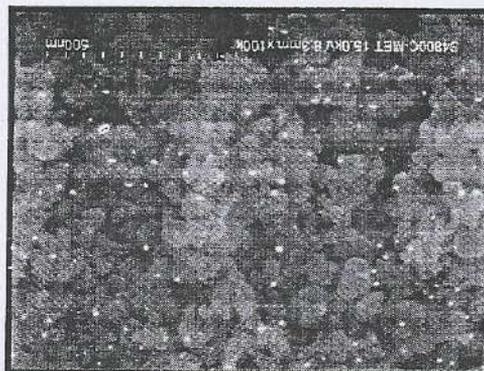


Figure-3(c): FeVO₄ for 2% CNT doping

Figure-3(a,b,c,d): FESEM images of FeVO₄ nanostructures calcined at 500 °C

Conclusion

Nanostructure FeVO₄ was synthesized by using simple cost effective and low temperature hydrothermal technique. The synthesized FeVO₄ nanostructures were further coupled with MWCNTs in a percentage of 1%, 2% and 3%. The materials were characterized by various techniques such as XRD, FE-SEM and UV-Visible Spectroscopy. The formation of the materials is confirmed by XRD technique which confirms the triclinic FeVO₄ single phase without any impurity peaks. Similarly, SEM and UV-Vis spectroscopy characterizations were done to determine the morphology and the band gap of the materials. FE-SEM studies reveal formation of non-uniform microstructure with an approximately spherical shape with an average size is 45-75 nm. No any traces of MWCNTs were found in the FE-SEM images possibly due to less content of MWCNTs. The prepared FeVO₄ sample shows strong visible-light absorption with the absorption onset of 505 nm, which indicates the optical band gap of 2.3 eV.

From the studies, we concluded that nanostructure FeVO_4 was successfully synthesized and characterized, with successful and uniform doping of CNT's to it which would enhance the properties of FeVO_4 and improve its potential for application at various places such as photo catalysis, super capacitors, batteries, etc.

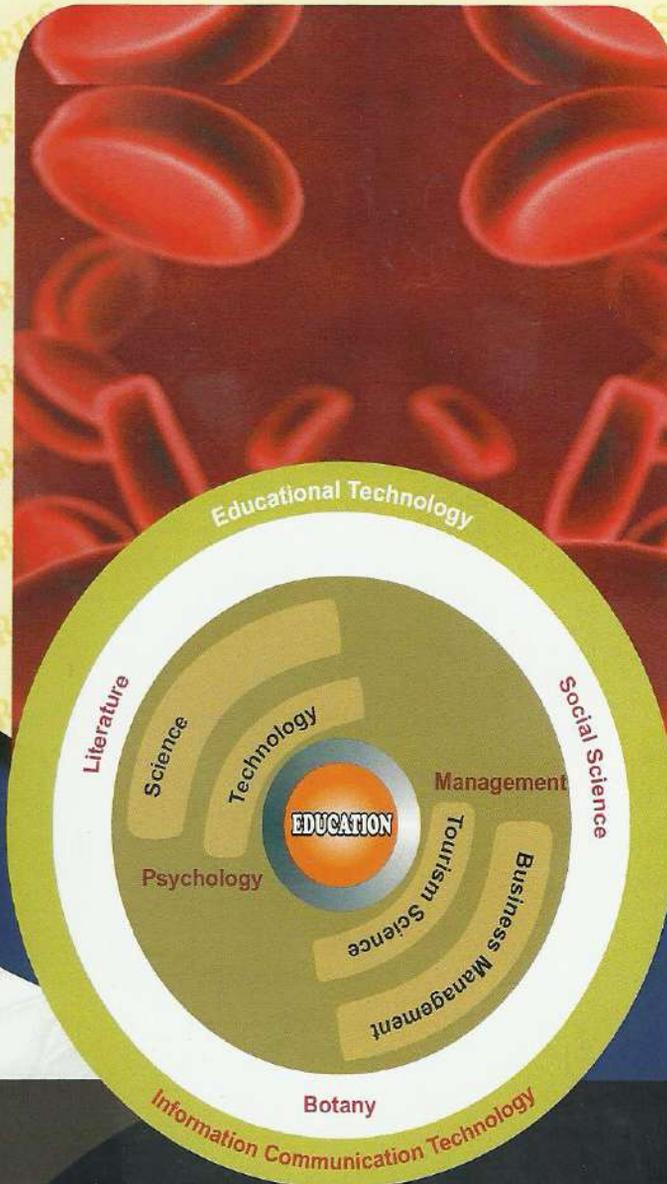
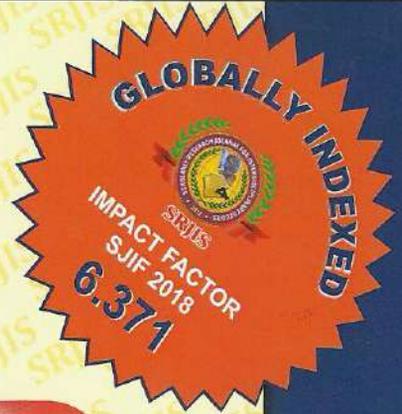
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EDITOR IN CHIEF : YASHPAL D. NETRAGAONKAR, Ph.D.

12	SIMPLE SYNTHESIS OF PHENYL NITRILE BY USING CALCIUM SULPHATE	53-54
	<i>Ghare P. D Shinde S. R, Hande S. Y & Bambale A. R.</i>	
13	TOXICITY OF CARBOFURAN, CARBARYL, DIMETHOATE AND ENDOSULFAN PESTICIDES ON NITROGEN FIXATION OF SOI L BLUE-GREEN ALGA CYLINDROSPERMUM MUSICOLA UNDER LABORATORY CONDITIONS	55-58
	<i>G. S. Shinde</i>	
14	SYNTHESIS OF VARIOUS ANILIDES USING GREEN CHEMISTRY APPROACH	59-61
	<i>Hande S.Y, Shinde S.R, Ghare P.D & Bambale A. R.</i>	
15	STUDIES ON ANODIZED NICKEL COATED ALUMINIUM AS SOLAR ENERGY ABSORBER	62-67
	<i>S. D. Kadlag, S. K. Thorat & Dr. A. P. Zambare</i>	
16	STUDY OF PARABOLIC SOLAR HOT WATER GENERATOR: DESIGN AND FABRICATION	68-71
	<i>Bhise R. B. & Jori P. R.</i>	
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	<i>Bhise R. B., Dighe Sandesh & Gadge Rushikesh</i>	
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	<i>Gaikwad D.N., Manjul R.K., Suryawanshi D.M. & Sangale M. D.</i>	
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	<i>Supriya Vaidya, Shraddha Pokharkar & Ashok Datir</i>	
21	PRELIMINARY STUDIES ON WATER PARAMETERS OF SIDDHESHWAR DAM, HINGOLI DISTRICT	86-89
	<i>P.P. Joshi</i>	
22	EVALUATION OF ANTIFUNGAL EFFICACY OF LANTANA CAMARA L. LEAVES EXTRACT AGAINST FUSARIUM SOLANI CAUSING RHIZOME ROT OF GINGER	90-93
	<i>S. S. Choudhari & P.P. Joshi</i>	
23	SYNTHESIS & CHARACTERIZATION OF FERROUS NANOPARTICLES OF COLOCASIA ESCULENTA	94-97
	<i>Pankaj Naikwadi, Dr. S. B. Takate, S.K.Malunjkar, Dr. N.D. Phatangare, Dr. Shoba Borhade, Dr. V.N. Gite, Rutuja Deshmukh & Rupeshkumar Bhalerao</i>	
24	QUALITATIVE ANALYSIS OF CRUDE ETHANOLIC EXTRACT OF AEGLE MARMELOS	98-104
	<i>Prashanth Digamber Gaikwad, Janakiram Kadam, Umar Khan k Pathan & Umesh Pravin Dhuldhaj</i>	

STUDY OF PARABOLIC SOLAR HOT WATER GENERATOR: DESIGN AND FABRICATION**Bhise R. B. & Jori P. R.***Department of Physics, B. J. A. C. S. College, Ale, Tal: Junnar, Dist: Pune, 412411, MH, India***Abstract**

Solar energy is a renewable energy source. It does not emitted green house gases and other pollutants to the environment. Solar energy is sustainable. The present paper, the potential for a solar thermal system for hot water generation has been studied. A parabolic solar water heater is made of dish which is covered by a cloth on which rectangular mirror strips (1 cm x 1 cm) are pasted. They were designed with principal focus so that the receiver heat loss was minimized. The appropriate materials like Copper, Iron and

Aluminum tank were used as receivers. Maximum 83°C temperature was recorded with in 3 hrs to heat the water. The efficiency of the copper tank is more than the aluminum and iron tank. The minimum efficiency is obtained in iron tank.

Keywords: Solar energy, Heat receivers, Temperature, Parabolic solar water heater, etc.

1. INTRODUCTION: Solar energy is a high temperature, high radiant energy source with tremendous advantages over other alternative energy sources. Solar energy is a reliable, domestic, robust renewable resource with large undeveloped potential. Recently increase in energy demand in supply of energy becomes a priority for the different industry [1]. The design and fabrication of parabolic trough solar water heater for water heating was executed. The procedure employed includes the design, construction and testing stages. The equipment which is made up of the curved mirror, reflector support, absorber pipe and a stand was fabricated using locally sourced materials. This work presents a reproducible parabolic trough solar water heater as a suitable renewable technology for reducing water heating costs and solar water heating systems

[2]. Parabolic trough power plants are the only types of solar thermal power plant technology with existing commercial operating systems. Parabolic trough collectors are frequently employed for solar steam generation. The incident solar-radiation falling on the collector is utilized for pipe heating. Inside the pipe, the thermal fluid flows and its temperature increases due to the incoming radiation. A vacuum was created around the pipe and a thermal insulent was placed at its rear. The developed simulation program calculates the outlet fluid temperature and shows the efficiency of the proposed parabolic trough collector as a function of the outlet temperature, the pipe diameter, the intensity of the incoming solar radiation and the active diameter of the parabolic collector. In spite of efforts to promote and develop renewable sources of energy and other new sources, fossil fuels (coal, oil & natural gas) continue to dominate the energy scene

[3]. While the need for alternative sources of energy is recognized, no set of alternatives has emerged which can take over the role played by fossil fuel. In India the energy problem is very serious. In spite of discoveries of oil and gas off the west coast, the import of crude oil continues to increase and the price paid for it now dominates all other expenditure. One of the promising options is to make more extensive use of renewable sources of energy derived from the sun. Solar energy can be used both directly and indirectly. It can be used directly in a variety of thermal applications like heating water of air, drying, distillation, and cooking. In this experimental study, alternative use of solar energy has been studied and measured the temperature efficiency of appropriate materials like copper, iron and aluminum.

2. MATERIALS AND METHODOLOGY:

Design: Solar-mirror integrated approach is used by experimental study in this work. The design parameter of a parabolic trough collector can be classified as geometric and functional. The geometric parameters are its aperture width and length, rim angle, focal length, diameter of the

receiver diameter of the glass envelope and the concentration ratio. The functional parameters of are optical efficiency, instantaneous and all day thermal efficiency and receiver thermal losses. These parameters are largely influenced by the absorptive of the absorber [4,5]. In solar energy applications, back silvered glass mirrors 1.5 mm thick and 1 x 1 cm size, having evaporated silver coating is selected because its reflectivity is high at all acceptance angles. The composite glass mirror having reflectivity of the order of 92% in the solar spectrum has been used.

Fabrication: To achieve the maximum efficiency, it is necessary that the shape of the dish for concentrator covered with back silvered glass mirrors 1.5 mm thick and 1 x 1 cm size be accurate. The parabola with a focus, generate heat into copper/iron/aluminum tank and transfer hot water (steam) through pipe. The parabola dish was covered with a 1.5 mm thick glass mirror cover. Values of the fabricated parabolic solar concentrator parameters are:

- 1) Focal length = 4.5 cm
- 2) Collector length = 100 cm
- 3) Outer diameter of absorber pipe = 0.5 cm
- 4) Inner diameter of absorber pipe = 0.25 cm

Focal length is calculated using formula

Where,

f =Focal length, D =Diameter of dish and d =depth of dish

The schematic diagram of fabricated parabolic solar concentrator for hot water generation is shown in figure-1.

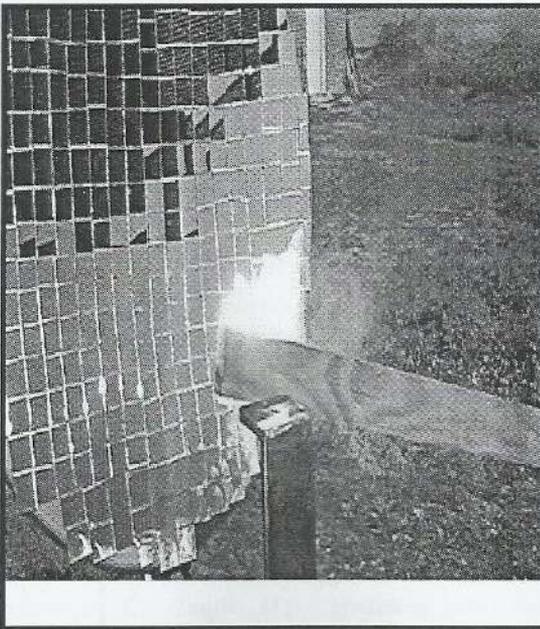


Figure-1(a)

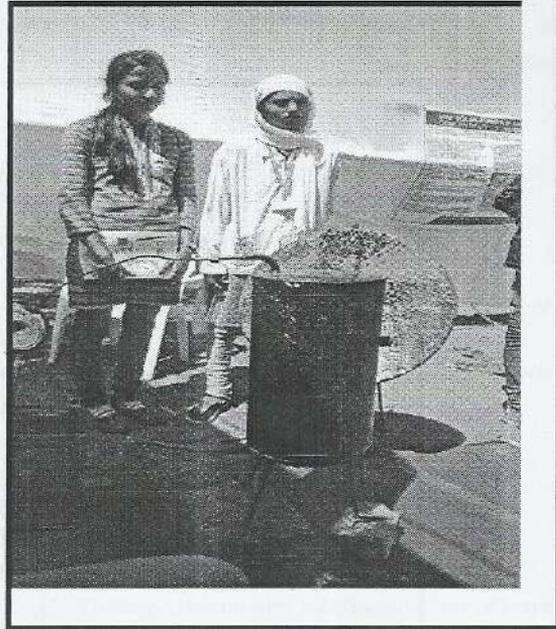


Figure-1(b)

Figure-1(a, b): Fabricated Parabolic Solar Concentrator for Hot Water Generation

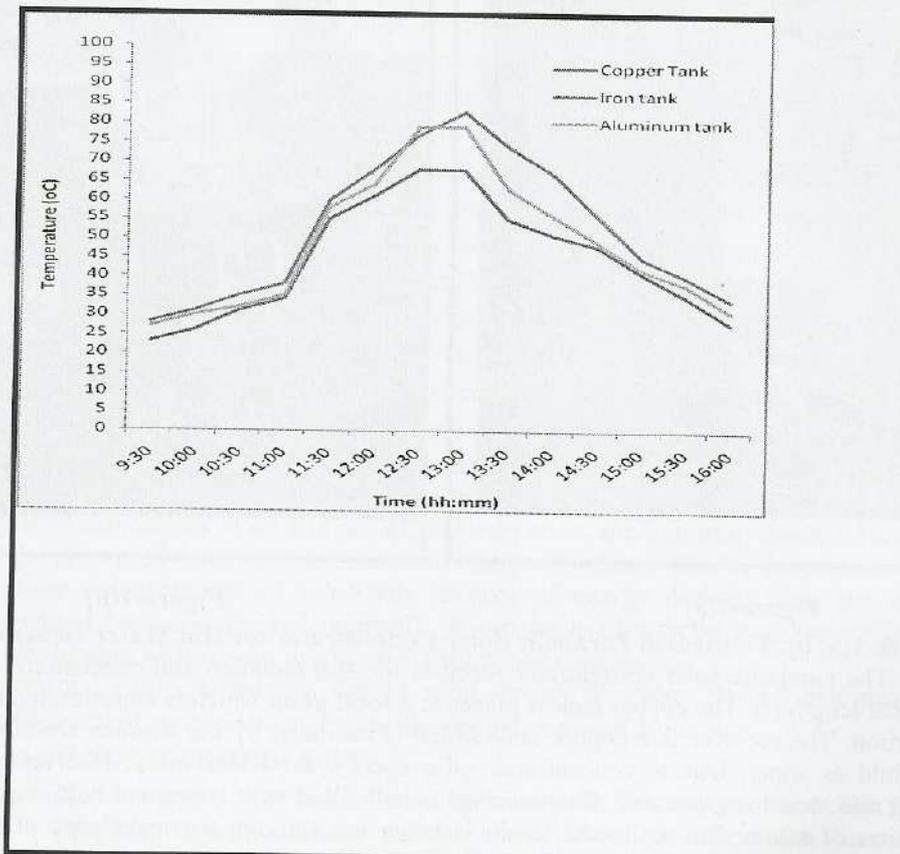
Working: The parabolic solar concentrator receives the sun radiation and concentrates to a focal point at focal length (f). The copper tank is placed at a focal point which is concentrated at received solar radiation. The receiver is a copper tank which is insulated by the wooden waste consists of working fluid as water. Due to concentrated solar energy, the water inside receiver gets started the heating and steam is generated. This receiver is half filled with water and half empty space is for collection of steam. The collected steam is taken out through a copper pipe of very small diameter 0.5cm. The hot steam passing through copper pipe is drop on steam turbine. The steam

turbine start to rotates and generate electricity. Also the steam comes through a copper pipe is surrounded by the condenser to receives the heat from steam. The steam gets cooled and get distilled water. This water can be used as hot water for various purposes.

3. RESULTS AND DISCUSSION: A cylindrical parabolic collector located at Ale in Junnar Tahesil (Pune, Maharashtra) operating in tracking mode is used for heating water. The heat generated in received tank is measured in temperature ($^{\circ}\text{C}$) with respective time (24 time format). Following table-1 shows measured values of heat generated in received tank.

Table-1: Values of heat generated in received tank

Obs. No	Time (hh:mm)	Temperature ($^{\circ}\text{C}$)		
		Copper	Iron	Aluminum
1	9:30	28	23	27
2	10:00	31	26	30
3	10:30	35	31	32
4	11:00	38	34	35
5	11:30	60	55	58
6	12:00	68	61	64
7	12:30	77	68	79
8	13:00	83	68	79
9	13:30	74	55	63
10	14:00	67	51	56
11	14:30	56	48	49
12	15:00	45	41	42
13	15:30	40	35	38
14	16:00	34	28	31



The graphical represented of values of heat generated in received tank is shown in figure-1.

Figure-1: Graphical presentation of heat generated in received tank.

Figure-1 shows that the efficiency increases as time increases till 13:30 hr and after that it decreases till 16:00 hr. There is rapid increase in efficiency between 11:00 to 13:30 hr and after that it rapidly decreases between 13:30 to 15:00 hr. The maximum efficiency is obtained between 11:30 to 14:30 hr. The efficiency of the copper tank is more than the aluminum and iron tank. The system can be heat water up to 83 °C with in 3 hrs. The minimum efficiency is obtained in iron tank.

Advantages:

Following are various the advantages of this system. 1) The working fluid such as water can achieve higher temperature in a concentrator system when compared with a flat-plate system. This means that a higher thermodynamic efficiency can be achieved.

2) It is possible with a concentrator system to achieve a thermodynamic between temperature level and task.

3) The thermal efficiency is greater because of the smaller heat-loss area relative to the receiver area

4. CONCLUSIONS: The present research studies conclude that solar energy used for heat water generation. This was study using of appropriate materials like copper, aluminum and iron etc. The maximum efficiency is obtained between 11:30 to 14:30 hr. The efficiency of the copper tank is more than the aluminum and iron tank. The system can be heat water up to 83 °C with in 3 hrs. The minimum efficiency is obtained in iron tank. Systems can produce hot water is enough for solar thermal conversion power systems. This can be achieved by use automatic tracking system and smoother reflecting surfaces. In this case higher temperatures and higher efficiencies would be realized. On the other hand use of iron receiver, led to low absorptive resulting to low operating efficiency of the concentrating collector.

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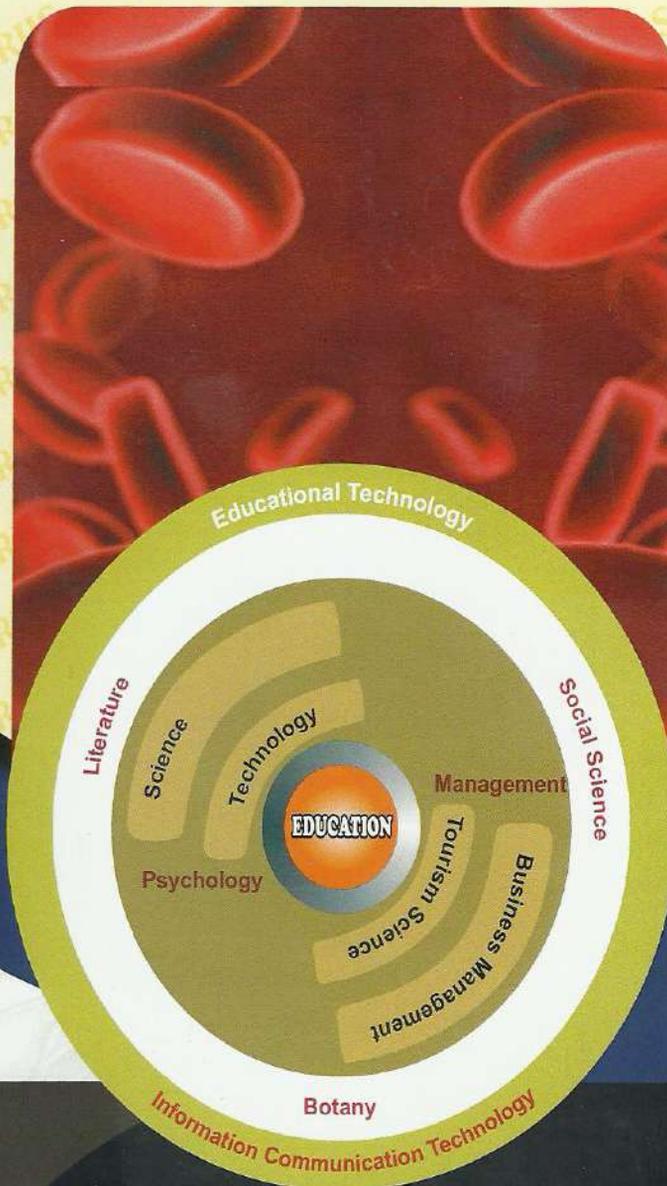
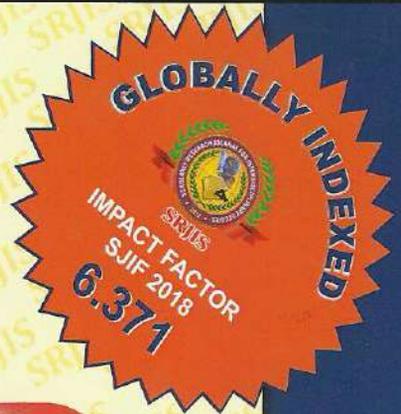
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15	STUDIES ON ANODIZED NICKEL COATED ALUMINIUM AS SOLAR ENERGY ABSORBER	62-67
	<i>S. D. Kadlag, S. K. Thorat & Dr. A. P. Zambare</i>	
16	STUDY OF PARABOLIC SOLAR HOT WATER GENERATOR: DESIGN AND FABRICATION	68-71
	<i>Bhise R. B. & Jori P. R.</i>	
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	<i>Bhise R. B., Dighe Sandesh & Gadge Rushikesh</i>	
18	STUDY OF EFFECT OF TEMPERATURE ON SURFACE TENSION OF LIQUIDS	76-78
	<i>R. B. Bhise, S. Sharma, A. Pathan & A. D. Suryawanshi</i>	
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	<i>Supriya Vaidya, Shraddha Pokharkar & Ashok Datir</i>	
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	<i>P.P. Joshi</i>	
22	EVALUATION OF ANTIFUNGAL EFFICACY OF LANTANA CAMARA L. LEAVES EXTRACT AGAINST FUSARIUM SOLANI CAUSING RHIZOME ROT OF GINGER	90-93
	<i>S. S. Choudhari & P.P. Joshi</i>	
23	SYNTHESIS & CHARACTERIZATION OF FERROUS NANOPARTICLES OF COLOCASIA ESCULENTA	94-97
	<i>Pankaj Naikwadi, Dr. S. B. Takate, S.K.Malunjkar, Dr. N.D. Phatangare, Dr. Shoba Borade, Dr. V.N. Gite, Rutuja Deshmukh & Rupeshkumar Bhalerao</i>	
24	QUALITATIVE ANALYSIS OF CRUDE ETHANOLIC EXTRACT OF AEGLE MARMELUS	98-104
	<i>Prashanth Digamber Gaikwad, Janakiram Kadam, Umar Khan k Pathan & Umesh Pravin Dhuldhaj</i>	

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Abstract

Solar energy is a good example of renewable energy source. It does not emitted pollutants gases or any green house gases in to the environment. Hence solar energy is sustainable. The present paper, the potential for a solar thermal system for hot water generation has been studied. A reflector type solar water heater is made of dish which is covered by a cloth on which aluminum foil is pasted. They were designed with principal focus so that the receiver heat loss was minimized. The appropriate materials like Copper, Iron and Aluminum tank were used as receivers. Maximum 68 °C temperature was recorded to heat the water. The efficiency of the aluminum foil tank is good. It is used for hot water generation as a drinking water, bath water and distilled water.

Keywords: *Solar energy, Heat receivers, Temperature, Reflector solar water heater, etc.*

1. Introduction: Solar energy is a reliable, domestic, robust renewable resource with large undeveloped potential. Recently increase in energy demand in supply of energy becomes a priority for the different industry. Solar energy is a high temperature, high radiant energy source with tremendous advantages over other alternative energy sources [1]. The design and fabrication of parabolic trough solar water heater for water heating was executed. The procedure employed includes the design, construction and testing stages. The equipment which is made up of the curved mirror, reflector support, absorber pipe and a stand was fabricated using locally sourced materials. This work presents a reproducible parabolic trough solar water heater as a suitable renewable technology for reducing water heating costs and solar water heating systems [2]. Parabolic trough power plants are the only types of solar thermal power plant technology with existing commercial operating systems. Parabolic trough collectors are frequently employed for solar steam generation. The incident solar-radiation falling on the collector is utilized for pipe heating. Inside the pipe, the thermal fluid flows and its temperature increases due to the incoming radiation. A vacuum was created around the pipe and a thermal insolent was placed at its rear. The developed simulation program calculates the outlet fluid temperature and shows the efficiency of the proposed parabolic trough collector as a function of the outlet temperature, the pipe diameter, the intensity of the incoming solar radiation and the active diameter of the parabolic collector. In spite of efforts to promote and develop renewable sources of energy and other new sources, fossil fuels (coal, oil & natural gas) continue to dominate the energy scene [3]. While the need for alternative sources of energy is recognized, no set of alternatives has emerged which can take over the role played by fossil fuel. In India the energy problem is very serious. In spite of discoveries of oil and gas off the west coast, the import of crude oil continues to increase and the price paid for it now dominates all other expenditure. One of the promising options is to make more extensive use of renewable sources of energy derived from the sun. Solar energy can be used both directly and indirectly. It can be used directly in a variety of thermal applications like heating water of air, drying, distillation, and cooking. In this experimental study, alternative use of solar energy has been studied and measured the temperature efficiency of appropriate water.

2. Materials and Methodology:

Design: Solar-Aluminum integrated approach is used by experimental study in this work. The design parameter of a reflection trough collector can be classified as geometric and functional. The geometric parameters are its copper pipe width and length, rim angle, and focus point. The functional parameters of are optical efficiency, instantaneous and all day thermal efficiency and receiver thermal losses.

These parameters are largely influenced by the absorptivity of the absorber [4,5]. In solar energy applications, aluminum foil coating is selected because its reflectivity is high and it is easily available. The aluminum foil having reflectivity of the order of 90 % in the solar spectrum has been used.

Fabrication: To achieve the maximum efficiency, it is necessary that the shape of the dish for concentrator covered with aluminum foil be accurate. The parabola with a focus, generate heat into pipe copper pipe and transfer hot water (steam) through pipe.

Values of the fabricated reflector solar concentrator parameters are:

- 1) Copper pipe Collector length = 100 cm
- 2) Outer diameter of absorber copper pipe = 0.5 cm
- 3) Length of dish = 3.5 ft, and
- 4) Depth of dish = 1 ft

The schematic diagram of fabricated reflector solar concentrator for hot water generation is shown in figure-1 (a, b).

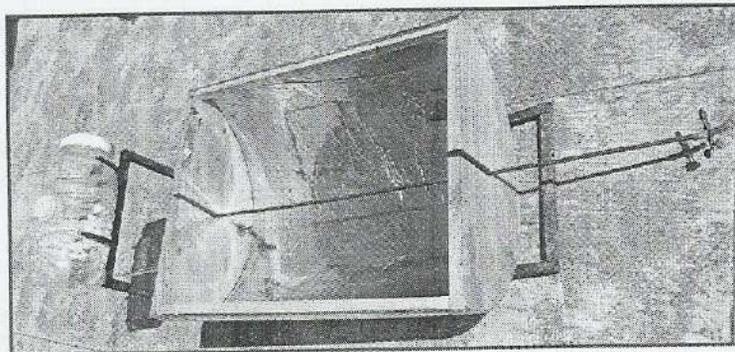


Figure-1(a)



Figure-1(b)

Figure-1(a, b): Fabricated Reflector Solar Concentrator for Hot Water Generation

Working: The reflector solar concentrator receives the sun radiation and concentrates to a focal point at focal length (l). The copper tank is placed at a focal point which is concentrated at received solar radiation. The receiver is a copper pipe which is insulated by the wooden waste consists of working fluid as water. Due to concentrated solar energy, the water inside receiver gets started the heating. The collected hot water is taken out through a copper pipe of very small diameter 0.5cm. The hot steam passing through copper pipe is drop into collected pot. The hot water gets cooled and get distilled

water. This water can be used as hot water for various purposes like drinking water, bath water and or distilled water.

3. Results and Discussion: A half cylindrical reflector solar water heater located at Ale in Junnar Tahesil (Pune, Maharashtra) operating in tracking mode is used for heating water. The heat generated in received tank is measured in temperature (°C) with respective time (24 time format). Following table-1 shows measured values of heat generated in received tank.

Table-1: Values of heat generated in received tank

Obs. No.	Time (hh:mm)	Temperature (°C)		
		I-week	II-week	III-week
1	9:30	22.0	23.0	20.0
2	10:00	27.0	26.0	24.0
3	10:30	31.1	30.4	30.3
4	11:00	33.3	35.2	32.3
5	11:30	38.5	39.3	37.5
6	12:00	43.8	44.6	40.1
7	12:30	47.3	48.2	44.3
8	13:00	55.4	57.1	55.0
9	13:30	60.8	63.2	62.3
10	14:00	61.2	66.3	64.3
11	14:30	65.5	68.0	63.2
12	15:00	56.4	57.2	54.4
13	15:30	47.5	49.2	46.5
14	16:00	39.3	32.1	33.2

The graphical represented of values of heat generated in received tank is shown in figure-1.

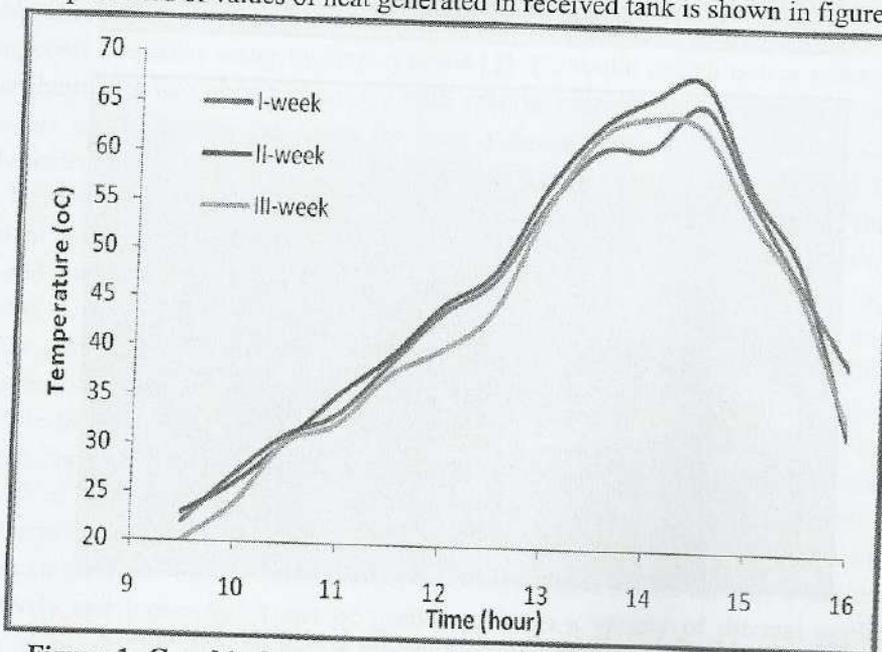


Figure-1: Graphical presentation of heat generated in received tank.

Figure-1 shows that the efficiency increases as time increases till 14:30 hr and after that it decreases. There is rapid increase in efficiency between 13:00 to 14:30 hr and after that it rapidly decreases between 13:30 to 15:00 hr. The maximum efficiency is obtained between 11:30 to 14:30 hr. The system can be heat water up to 68 °C.

Advantages: Following are various the advantages of this system.

1) The working fluid such as water can achieve higher temperature in a concentrator system when compared with a flat-plate system. This means that a higher thermodynamic efficiency can be achieved.

2) It is possible with a concentrator system to achieve a thermodynamic between temperature level and task.

3) The thermal efficiency is greater because of the smaller heat-loss area relative to the receiver area.

4. Conclusions: The present research studies conclude that solar energy used for heat water generation. This was study using of appropriate copper. The maximum efficiency is obtained between 11:30 to 14:30 hr. The system can be heat water up to 68 °C. Systems can produce hot water is enough for solar thermal conversion power systems. This can be achieved by use automatic tracking system and smoother reflecting surfaces. In this case higher temperatures and higher efficiencies would be realized.

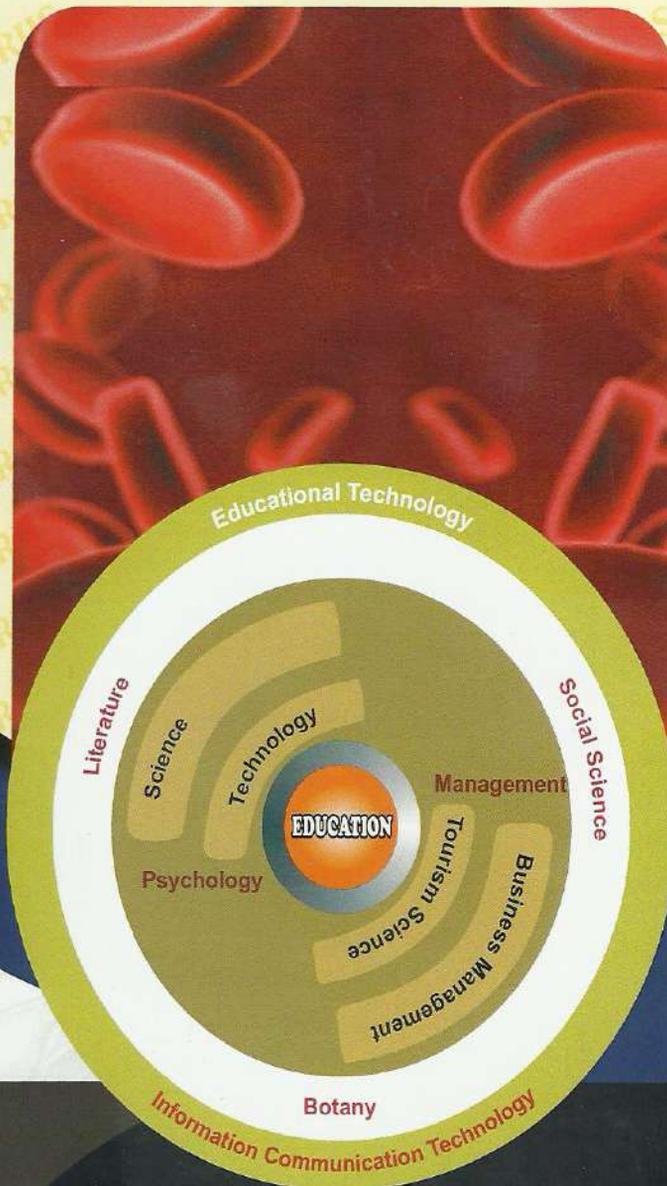
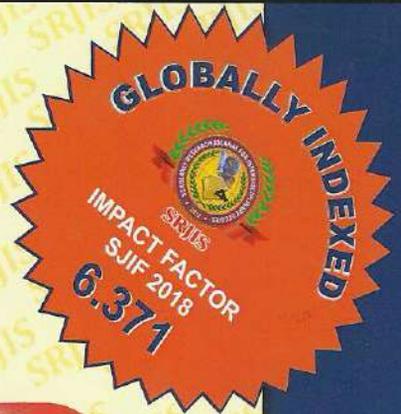
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EDITOR IN CHIEF : YASHPAL D. NETRAGAONKAR, Ph.D.

12	SIMPLE SYNTHESIS OF PHENYL NITRILE BY USING CALCIUM SULPHATE	53-54
	<i>Ghare P. D Shinde S. R, Hande S. Y & Bambale A. R.</i>	
13	TOXICITY OF CARBOFURAN, CARBARYL, DIMETHOATE AND ENDOSULFAN PESTICIDES ON NITROGEN FIXATION OF SOI L BLUE-GREEN ALGA CYLINDROSPERMUM MUSICOLA UNDER LABORATORY CONDITIONS	55-58
	<i>G. S. Shinde</i>	
14	SYNTHESIS OF VARIOUS ANILIDES USING GREEN CHEMISTRY APPROACH	59-61
	<i>Hande S.Y, Shinde S.R, Ghare P.D & Bambale A. R.</i>	
15	STUDIES ON ANODIZED NICKEL COATED ALUMINIUM AS SOLAR ENERGY ABSORBER	62-67
	<i>S. D. Kadlag, S. K. Thorat & Dr. A. P. Zambare</i>	
16	STUDY OF PARABOLIC SOLAR HOT WATER GENERATOR: DESIGN AND FABRICATION	68-71
	<i>Bhise R. B. & Jori P. R.</i>	
17	STUDY OF SOLAR REFLECTOR FOR HOT WATER GENERATOR: DESIGN AND FABRICATION	72-75
	<i>Bhise R. B., Dighe Sandesh & Gadge Rushikesh</i>	
18	STUDY OF EFFECT OF TEMPERATURE ON SURFACE TENSION OF LIQUIDS	76-78
	<i>R. B. Bhise, S. Sharma, A. Pathan & A. D. Suryawanshi</i>	
19	PREPARATION AND ANALYSIS OF SOME SPINEL NICKEL CATALYST PRECURSOR	79-81
	<i>Gaikwad D.N., Manjul R.K., Suryawanshi D.M. & Sangale M. D.</i>	
20	STUDY OF ANNEALING EFFECTS AND CHARACTERIZATION OF CADMIUM SULPHIDE NANOPARTICLES	82-85
	<i>Supriya Vaidya, Shraddha Pokharkar & Ashok Datir</i>	
21	PRELIMINARY STUDIES ON WATER PARAMETERS OF SIDDHESHWAR DAM, HINGOLI DISTRICT	86-89
	<i>P.P. Joshi</i>	
22	EVALUATION OF ANTIFUNGAL EFFICACY OF LANTANA CAMARA L. LEAVES EXTRACT AGAINST FUSARIUM SOLANI CAUSING RHIZOME ROT OF GINGER	90-93
	<i>S. S. Choudhari & P.P. Joshi</i>	
23	SYNTHESIS & CHARACTERIZATION OF FERROUS NANOPARTICLES OF COLOCASIA ESCULENTA	94-97
	<i>Pankaj Naikwadi, Dr. S. B. Takate, S.K.Malunjkar, Dr. N.D. Phatangare, Dr. Shoba Borhade, Dr. V.N. Gite, Rutuja Deshmukh & Rupeshkumar Bhalerao</i>	
24	QUALITATIVE ANALYSIS OF CRUDE ETHANOLIC EXTRACT OF AEGLE MARMELUS	98-104
	<i>Prashanth Digamber Gaikwad, Janakiram Kadam, Umar Khan k Pathan & Umesh Pravin Dhuldhaj</i>	

STUDY OF EFFECT OF TEMPERATURE ON SURFACE TENSION OF LIQUIDS

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Abstract

Surface tension of Methanol, Ethanol, Benzene and distilled water were determined at different temperatures and normal atmospheric pressure by using the Jaeger's method. Surface tension decreases as temperature increase for all liquids. Surface tension of liquids was influenced by the temperature and correlated with temperature. The surface area decreases as the molecules interaction in liquid became weak due to aggregations. Present paper study how the measurement of surface tension of liquids is an easy task by Jaeger's method.

Keywords: Surface tension, Jaeger's method, Temperature, etc.

1. Introduction: The property of liquid is surface tension. In theoretical point of view, analysis of properties is very important [1]. The surface tension of liquid mixtures has been studied by several researches because of its applications in different areas. There are various applications in Engineering science, Industry, Basic sciences, Chemistry, Physics and related areas [2]. Tension caused in surface of liquid by the polarity of liquid. These features have a significant impact on physical and chemical properties of such mixture [3]. Surface tension properties play an important role interfacial heat and mass transfer it also contains information on the structure and energy of the surface region calculating the surface and interfacial tension of liquid is very important [4]. There are various method used to determine surface tension property of liquids and mixtures such as Capillary tube method, Liquid drop method, Jaeger's method, etc. The important advantage of Jaeger's method over capillary tube is that

- The internal radius of capillary tube is to be determining at the aperture at its lower end. Therefore there is no error due to non-uniformity the bore of tube.
- The continues bubbles were form every time therefore the liquid air surface is automatically renewed with greatly reducing possibility of error.
- If T is the surface tension of liquid and r is radius of bubble then the excess pressure inside and air bubble in a liquid is $2T/r$.
- In this method the angle of contact between the liquid-solid surfaces is not required to measure the surface tension of given liquid.
- The small quintiles of liquid are required.
- There is no absolute certainty in radius of bubble because tube has same as radius of aperture at the lower [5].

Present research paper study and determines the surface tension of various liquids using Jaeger's method for different temperature and finds the tendency of molecules.

2. Materials and Method: The surface tension of Methanol, Ethanol, Benzene, and Distilled water was measured by using Jaeger's method. The systematic arrangement of Jaeger's method was done for measuring observations shown in figure-1.

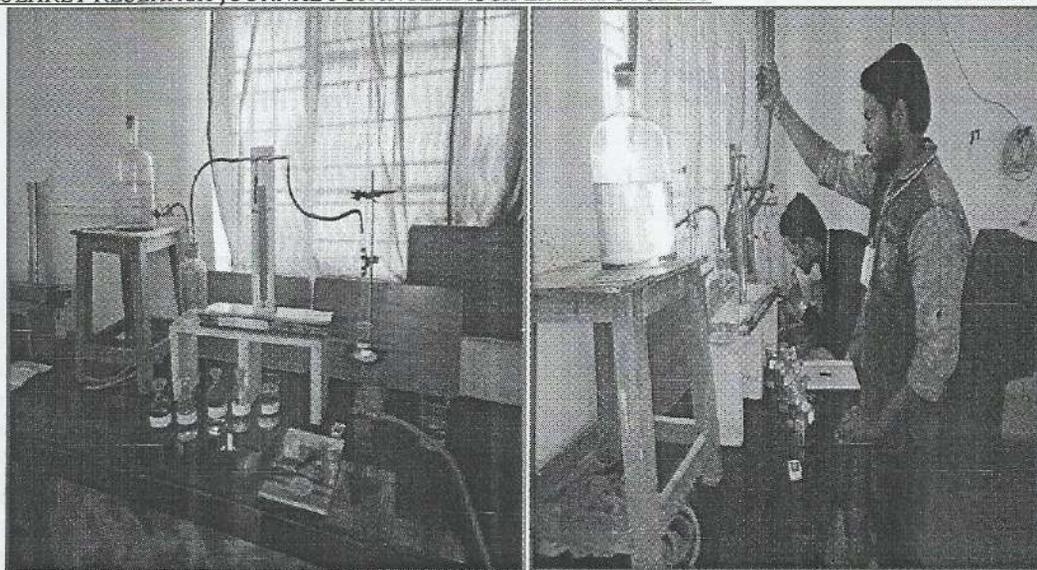


Figure-1: (a) Systematic arrangement of Jaeger's method and (b) experimental work

Standard experimental procedure of Jaeger's method for determination of surface tension of liquid is used. The long capillary tube was used to dip into liquid. Its orifice radius is measured by using travelling microscope and it is 0.056 cm measured. Such capillary tube is dipped into beaker of the experimental liquid for 2 cm. The same liquid is used in manometer tube of Jaeger's apparatus so that difference of level in the two limbs will be large. To vary the temperature of experimental liquid, the temperature liquid bath is used. Thermometer is inserted in experimental liquid to measure the temperature. The difference in limbs of manometer is recorded for different liquids at different temperatures.

3. Result and Discussion: The difference in Manometer level has been determined the surface tension of various liquids and it is measured by using Jaeger's method. The 99.99 % pure AR grade Methanol, Ethanol and Benzene of Merck Company and doubled distilled water were used for experiments. The standard values of density and surface tension at room temperature (30 °C) of used liquids in experiment is noted in table-1. The Measured values of difference in manometer level in centimeter and calculated values of surface tension for different temperature for liquids are tabulated in table-2.

Table-1: Values of Density, Surface Tension of used liquids in experiment

Liquid	Density (d) gm/cc	Surface Tension (T) dyne/cm
Distilled Water	1.0000	72.00
Methanol	0.7866	22.50
Ethanol	0.7893	21.55
Benzene	0.8700	27.56

By using appropriate formula, surface tension is calculated.

Table-2: Determined values of surface tension at different temperature for liquids

Temperature (°C)	Surface Tension (T) dyne/cm				Difference in Manometer level (h) cm			
	Water	Methanol	Ethanol	Benzene	Water	Methanol	Ethanol	Benzene
30	71.34	23.74	21.65	28.64	2.6	1.1	1.0	1.2
40	68.60	21.58	19.49	26.26	2.5	1.0	0.9	1.1
50	65.8	19.42	19.49	26.2	2.4	0.9	0.9	1.1

	5			6				
60	65.8 5	19.42	17.32	23.8 7	2.4	0.9	0.8	1.0
70	63.1 1	17.26	15.16	21.4 8	2.3	0.8	0.7	0.9
80	60.3 6	15.10	12.99	16.7 1	2.2	0.7	0.6	0.7

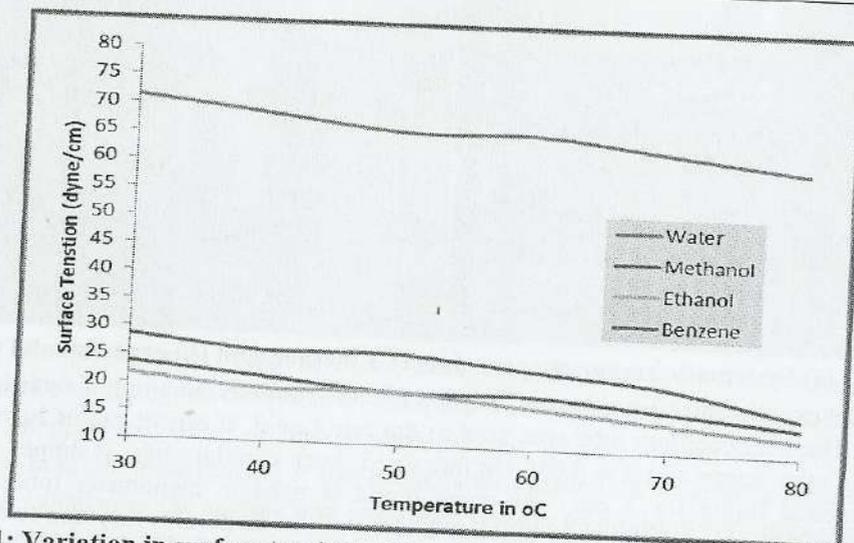


Figure-1: Variation in surface tension with respective to temperature for various liquid

The graphical presentation of variation in surface tension with respective to temperature for various liquid is shown in figure-3. It clearly indicates as temperature of liquid increases surface tension of liquid decreases. These conclude that surface tension is influenced by the temperature due to weak interaction between molecules.

4. Conclusion: Non-linear decreases in surface tension of liquids with temperature show that surface tension of liquids is correlated with the temperature. We concluded that surface tension is influenced by the temperature and surface tension decreases with increase in temperature. Due to increase in temperature, liquid molecules have tendency to move inside liquid and comes to the surface. After formation of monolayer, the solute molecules on the surface in liquid became tightest. The given liquid loses its original nature and decreases surface area. The molecules interaction in liquid became weak due to aggregations. The experimental study and measurement of surface tension of liquids is an easy task by Jaeger’s method than that of other methods.

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PART-II

Contents

1	GROWTH AND CHARACTERIZATION OF CUSE THIN FILMS BY CHEMICAL BATH DEPOSITION TECHNIQUE Harishchandra K. Sadekar ; Arts, Commerce and Science College, Sonai M S, Ramphal Sharma ; Dr. Babasaheb Ambedkar Marathwada University, Aurangabad ,M.S	839-841
2	STRUCTURAL AND OPTICAL PROPERTIES OF ZNO THIN FILMS PREPARED BY ELECTROCHEMICAL METHOD FOR BIOSENSOR APPLICATION Jamil Yaseen and G.M. Dharme ; Dr. Babasaheb Ambedkar Marathwada university Aurangabad , M.S	842-847
3	STUDY OF DEPOSITION POTENTIAL AND THICKNESS FOR SYNTHESIZED CDSE THIN FILM ON SS SUBSTRATE Bhise R. B. ; B. J. College, Ale, Tal-Junnar,Pune, , MH , Dhanwate S. V. ; S. M. College, Yewala, Nashik, MH , Kulkarni V. D. ; H. R. College, Rajgurunagar, Pune, MH , Dhakane S. F. ; A. W. College, Otur,Pune, MH	848-852
4	DETERMINATION OF LAGRANGE MULTIPLIER IN THE VARIATIONAL ITERATION METHOD BY SOME METHODS Kumkar T.K. ; Shri Jagdishprasad Jhabarmal Tibrewala University, Vidyanagari, Jhunjhunu, Rajasthan , Dr. Bhosale B.B. ; K. J. Somaiya College, Kopargaon Ahmednagar, M.S.	853-858
5	SOLITON SOLUTIONS OF KORTEWEG DE-VRIES EQUATION THROUGH SINE-COSINE METHOD Gavhane B.D. ; Shri Jagdish Prasad Jhabarmal Tibrewala University, Vidyanagari, Rajasthan , Dr. Bhosale B.B ; K. J. Somaiya College, Kopargaon Ahmednagar, M.S.	859-863
6	GREEN SYNTHESIS OF IRON NANOPARTICLES USING PONGAMIA PINNATA PLANT LEAVES EXTRACT Sadhana Somvanshi, Pramod Kulkarni ; Hutatma Rajguru Mahavidyalaya,Rajgurunagar Pune, MS , Vasudeo Kulkarni ; Hutatma Rajguru Mahavidyalaya,Rajgurunagar, Pune, MS	864-866
7	STUDY OF MAGNETIC PROPERTIES OF PB²⁺ DOPED IN CO-NANOFERRITE USING SOL-GEL AUTOCOMBUSTION TECHNIQUE Bhise R. B. ; B. J. College, Ale, Tal: Junnar, Pune	867-870

32	<p>Study of Structural, Morphological and Dielectric Properties of Copper doped Ni 0.3 Cu 0.2 Mg 0.3 Zn 0.2 Fe₂O₄ Nanoferrite using Sol-gel Technique</p> <p>V. R. Pande; JJT University, Jhunjhunu, Rajasthan; R. B. Bhise; B. J. College, Ale, Tal: Junnar</p>	989-994
33	<p>A COMPARATIVE DIELECTRIC STUDY OF ETHANOL-WATER AND ETHYLENE GLYCOL-WATER MIXTURES USING TDR</p> <p>Satyajit chavan, Ashok kumbharkhane; Adarsh college, Hingoli, School of Physical Sciences, SRTM University Nanded</p>	995-997
34	<p>THE PHYSICAL PROPERTIES AND DOPING LEVELS OF SNO₂: F THIN FILMS BY SPRAY-DEPOSITED ON OPTICAL GLASS SUBSTRATES</p> <p>Dr.R.N. ARLE; Jijamata College of Science and Arts, Bhende Bk; B.L.KHATIK; JJT University, Rajasthan</p>	998-1003

STUDY OF DEPOSITION POTENTIAL AND THICKNESS FOR SYNTHESIZED CDSE THIN FILM ON SS SUBSTRATE

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Abstract

The elementary depositions of CdSe were carried out using electrodeposition techniques at their respective concentrations and deposition potentials. The effects of the optimization of reaction parameters such as bath temperature and deposition time for CdSe thin film were study. The depositions were carried out on SS substrates. The growth process and characterization of CdSe crystals were studied using various characterization techniques systematically. Effects of bath temperature on thickness of SS substrates were measured. It found that the CdSe thin film deposited has maximum thickness of 4.09 μm for time 35 minute and deposition bath temperature increased as the deposition potential increases. Deposition potential is found to be maximum at bath temperature 40-60°C for SS substrate. This low reaction temperature and acidic bath may be favourable for the formation of high quality CdSe films to explore them in photo electrochemical cells (PEC).

Keywords: Electrodeposition, Thin Films, CdSe, Deposition Potentials, SS substrates, etc.

I. INTRODUCTION

The thin films have a significant function in conversion of solar energy into other forms of energy in several directions. The optical properties of specifically designed thin film structure can be used as reflection or antireflection coatings and as selective absorbers. Electrodeposited semiconductors have found many uses in solar selective coating, solid-state solar cells [1]. Hence semiconductor forms the backbone of all modern microelectronics and opto-electronics devices. Semiconductor characterization is an integral and indispensable component of these technologies. A good description of material characterization considers it as an integral part of process development and manufacturing [2]. For the sake of better understanding, the theoretical background of electrodeposition is given. Basics and mechanism of electrodeposition is discussed in detail. Thus it is essential to learn the fundamentals concerned in the material characterization techniques in order to evaluate the scope for additional development and usefulness [3]. In the modern time, the binary chalcogenide semiconductor CdSe have established substantial awareness because of its direct band gap of 1.04 eV and it is competent of being doped n and

p type in the range of $10^{15} - 10^{17} \text{ cm}^{-3}$. The compound CdSe shows possible material for solar cells application due to its higher absorption coefficient, proper band gap, and simple conversion of n-p carrier type [4].

In the present work the binary compound of CdSe thin film were prepared and characterized to study the above mentioned properties. These films are prepared by electrodeposition and study effects of deposition composition and time.

II. MATERIALS AND METHOD

The electrodeposition setup was used for the preparation of CdSe thin films. It consists of Bakelite holder, Solution container, Counter electrode and Substrates. Commercially available stainless steel strips of a size 4cm^2 covered glass substrates were used as substrates in an electrodeposition bath. The reference electrode employed was saturated calomel electrode (SCE). Electrodeposition process needs electrically conducting substrates for thin film deposition. Usually, metallic substrates like copper (Cu), stainless steel (SS), Titanium (Ti) and FTO coated glasses are useful as substrates. The preparation of smooth, starch free substrate surface is highly essential in electrodeposition because inhomogenities tend to be amplified during the electrodeposition. Polishing is needed for the metallic substrates [5] before using them as cathodes. The constituents utilized to prepare CdSe thin films are Cadmium acetate $(\text{CH}_3\text{COO})_2 \text{Cd} \cdot 2\text{H}_2\text{O}$, Selenium dioxide (SeO_2), Ethylene diamine tetra acetic acid (EDTA) and Tetra sodium salt. All the solutions were prepared in Ethylene glycol $(\text{CH}_2(\text{OH})\text{CH}_2(\text{OH}))$ to get desired concentration of the solution.. CdSe thin films are deposited in the range of potentials -0.93 to -2.56 V with respect to SCE. The current density varies from 0.25 to 2.4 mA/cm^2 depending upon the nature of the Stainless Steel (SS) substrates.

III. RESULT AND DISCUSSION

A. Effect of Bath Temperature on Deposition potential:

The elementary depositions of Cd and Se were separately carried out at their respective concentrations and deposition potentials. The polarization curves for investigating the deposition potentials were plotted for the plot of I Vs V (w.r.t SCE). Similarly electrodepositions of CdSe thin films were done with suitable bath composition. The polarization curves were obtained for Cd-Se thin film at various bath temperatures. The deposition potentials for various bath temperatures are tabulated in Table 1. The deposition potentials were kept fixed for their respective composition of CdSe and deposition was carried out from the unstirred bath. The deposition time was optimized keeping in view the quality of the films in terms of adherence and appearance and it was 40 min. constant for further experiments. From the polarization curves we see that the deposition potentials for $(\text{CH}_3\text{COO})_2 \text{Cd} \cdot 2\text{H}_2\text{O}$ (0.01M) is less as compared to SeO_2 (0.005M) and the deposition potential for $(\text{CH}_3\text{COO})_2 \text{Cd} \cdot 2\text{H}_2\text{O}$ (0.01M, 10ml) + EDTA (0.01M, 5 ml) + $(\text{CH}_3\text{COO})_2 \text{Cd} \cdot 2\text{H}_2\text{O}$ (0.01M) and SeO_2 (0.005M, 10 ml). Table 1 indicates how deposition potentials changes for different bath compositions.

Table 1: Deposition Potentials for various bath compositions

Obs. No.	Bath composition	Bath Temperature	Deposition Potential for SS
1	$(\text{CH}_3\text{COO})_2\text{Cd} \cdot 2\text{H}_2\text{O}$ (0.01M)	30	-0.93
2	SeO_2 (0.005M)	30	-2.56
3	$(\text{CH}_3\text{COO})_2\text{Cd} \cdot 2\text{H}_2\text{O}$ (0.01M, 10ml) + EDTA (0.1M, 1 ml) + SeO_2 (0.005M, 10 ml)	30	-1.78
4	$(\text{CH}_3\text{COO})_2\text{Cd} \cdot 2\text{H}_2\text{O}$ (0.01M, 10ml) + EDTA (0.1M, 1 ml) + SeO_2 (0.005M, 10 ml)	40	-1.86
5	$(\text{CH}_3\text{COO})_2\text{Cd} \cdot 2\text{H}_2\text{O}$ (0.01M, 10ml) + EDTA (0.1M, 1 ml) + SeO_2 (0.005M, 10 ml)	50	-1.2
6	$(\text{CH}_3\text{COO})_2\text{Cd} \cdot 2\text{H}_2\text{O}$ (0.01M, 10ml) + EDTA (0.1M, 1 ml) + SeO_2 (0.005M, 10 ml)	60	-1.17
7	$(\text{CH}_3\text{COO})_2\text{Cd} \cdot 2\text{H}_2\text{O}$ (0.01M, 10ml) + EDTA (0.1M, 1 ml) + SeO_2 (0.005M, 10 ml)	70	-1.15
8	$(\text{CH}_3\text{COO})_2\text{Cd} \cdot 2\text{H}_2\text{O}$ (0.01M, 10ml) + EDTA (0.1M, 1 ml) + SeO_2 (0.005M, 10 ml)	80	-1.1

The polarization curves for Cd, Se and CdSe are shown in Figure 1. From Table 1, it is noted that, when the deposition bath temperature increased, the deposition potential increases. Usually, increase in temperature enlarges the grain size. The rise in grain size is associated with a lowering the polarization potential at high temperature. The rise in the temperature detaches the complex concentrating increase in ions, leading to the release of ions at a low potential [6]. In addition, the increase in temperature of the bath improves the rate of diffusion. It augments the ionic motilities and the conductivity of the bath [5-6].

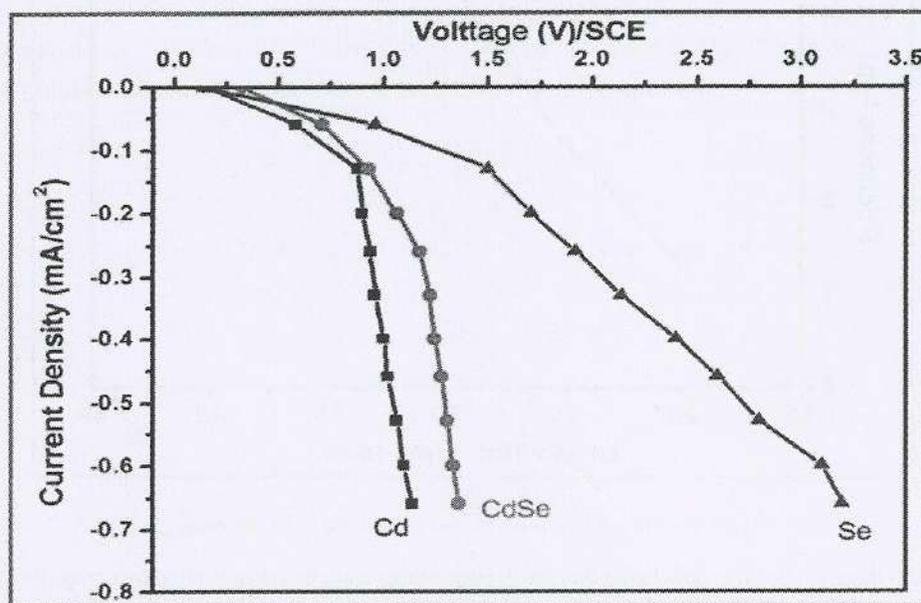


Fig. 1: Current density variation curves for Cd, Se and CdSe on SS substrate

C. Effect of Bath Temperature on Thickness

The films were deposited for different time interval and thickness was calculated. The formula used is,

$$\text{Thickness} = \text{Mass deposited} / (\text{density} \times \text{area})$$

$$t = \Delta M / (\rho \times A)$$

Where, ΔM = mass deposited in gram.

For that, the mass of the film before and after the deposition was noted. Figure 2 shows deviation of thickness with time of deposition on SS substrates coated glass substrates. The graph of thickness Vs time is indicated in the figure 2 and the corresponding data is shown in table 2.

Table 2: Thickness measurement

Obs. No.	Deposition time (Minute)	Thickness on SS (μm)
1	20	1.31
2	25	2.63
3	30	4.41
4	35	5.09
5	40	4.69

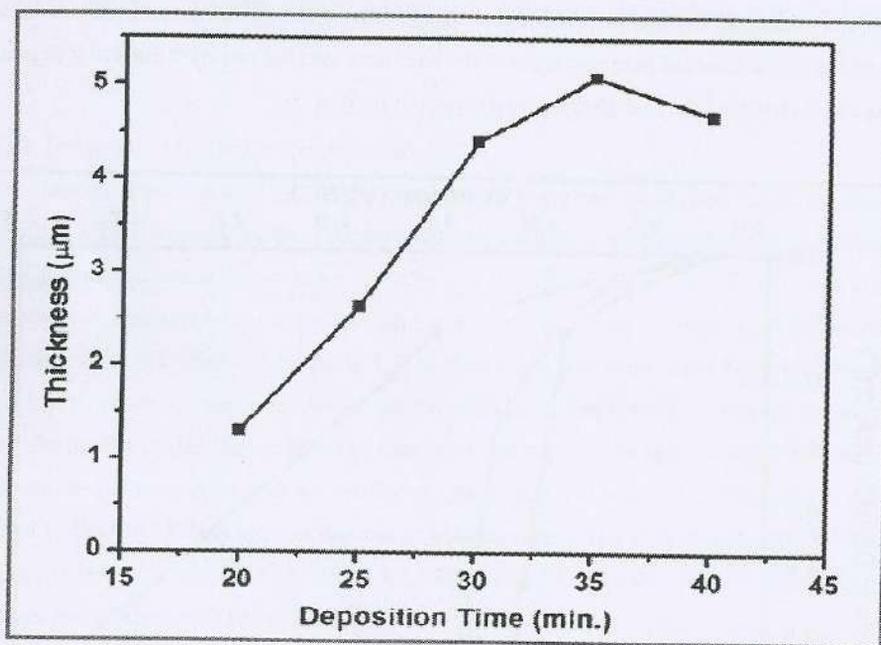


Fig. 2: Deviation of Thickness with time of deposition on SS substrates

From these studies it is concluded that the growth of deposits can be controlled by controlling preparative parameters. The variation of thickness with deposition time is studied and it is noted that the film deposited for time 35 min shows maximum thickness of 4.09 μm on stainless steel substrate.

IV. Conclusion

The depositions of CdSe were carried out on SS substrates using electrodeposition techniques at their respective concentrations and deposition potentials. The effects of the optimization of reaction parameters bath temperature and deposition time for CdSe thin film were studied systematically. Effects of bath temperature on thickness of SS substrates and deposition potential for SS substrate were measured. The CdSe thin film deposited for time 35 min shows maximum thickness of 4.09 μm on stainless steel substrate. Also deposition bath temperature increased as the deposition potential increases. It is found to be maximum at bath temperature 40-60°C for SS substrate. This demonstrates that low reaction temperature and acidic bath are favourable for the formation of high quality CdSe films to explore them in photo electrochemical cells (PEC).

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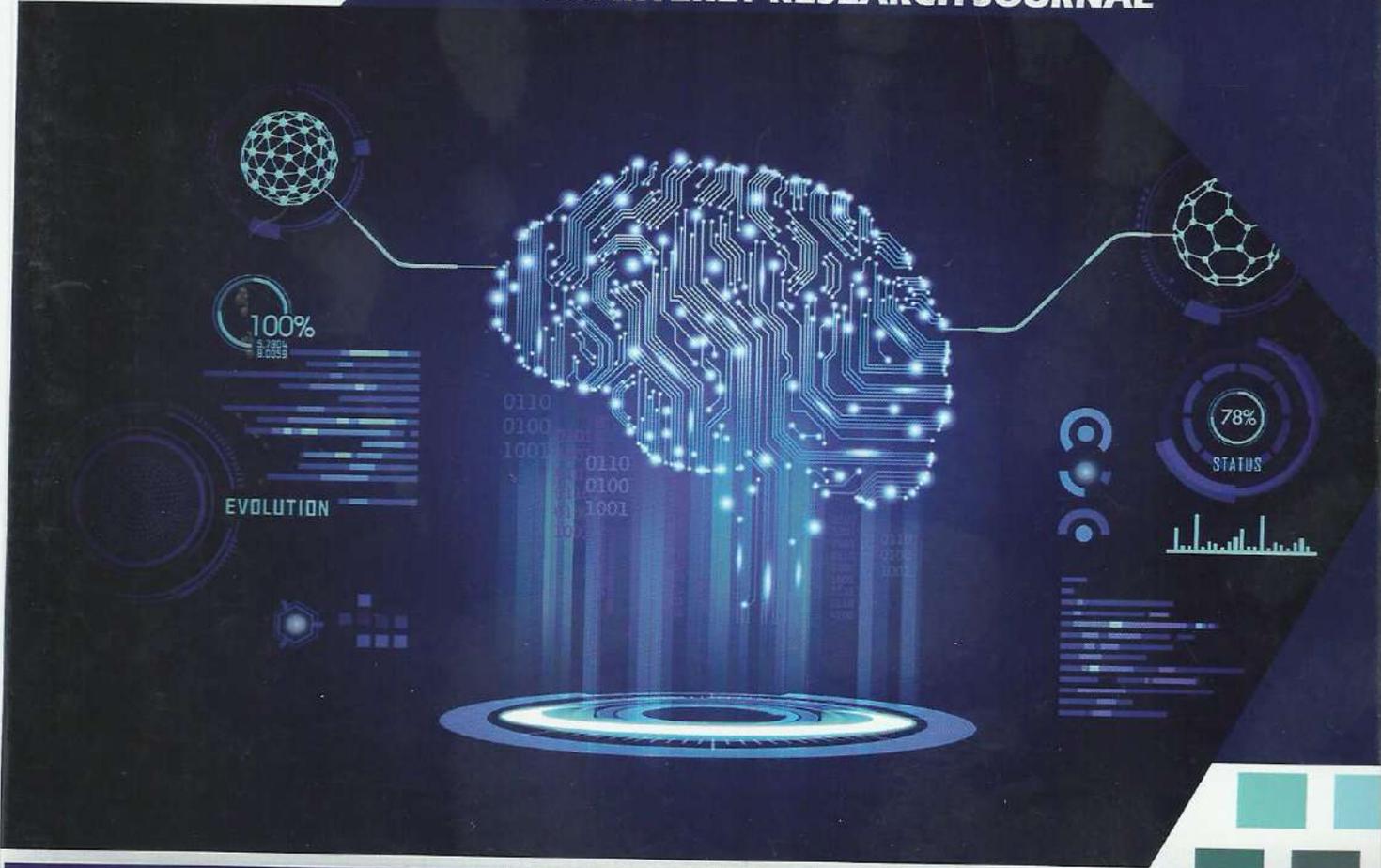


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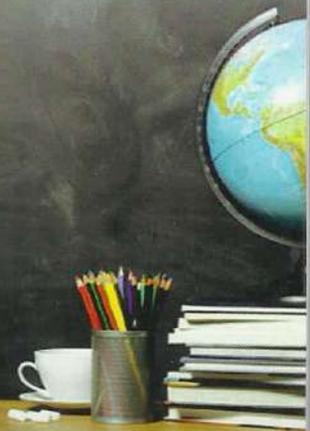
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 **CONTENTS** 

S. No.	Title & Author	Page No.
1	An Investigation on the Performance Behavior of Engine Oils Prashant Thapliyal	1-8
2	Electrical and Structural Characterization of ZnO Thin Films Using Thermal Evaporation Technique M. B. Deore U. D. Lad S.B. Deshmukh A. S. Garde	9-16
3	Study of Photovoltaic Characteristics of Indium Sulfide Thin Films Useful for Solar Cell Applications S. B. Bansode R. S. Gunjal	17-22
4	Eco-Friendly Synthesis and Characterization of Graphene Oxide K. M. Sarode S. G. Bachhav D. R. Patil	23-28
5	Synthesis and Characterization of TiO ₂ Nanoparticles C. R. Yewale A. V. Gajbhiye D. F. Shirude R. P. Shewale	29-37
6	Study of Soil Nutrients: Formation of Pink Berry in Grape Vineyards R. B. Bhise S. F. Dhakane V. D. Kulkarni	38-45
7	Densities and Viscosities of Binary Mixtures of Dimethylsulphoxide with Some Alkanols at 298.15 and 303.15 K J. T. Pawar A. B. Sawant D. B. Thakare	46-54

6. Study of Soil Nutrients: Formation of Pink Berry in Grape Vineyards

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Abstract

Temperature, Fertilizers, Pesticides, and Soils are the major environmental factors responsible to develop the pink berry in grapes. Soil type appeared to be determining wine phenolic composition and related wine testing characteristics. The soil environmental conditions, such as access to water, temperature, fertilizers can also affect the availability of nutrients to the wine. Phosphorous uptake can be severely limited when soil moisture approaches the wilting point. The wine has been linked to grape quality through the effects on pH, colour, and flavour components. In present study, the effects of soil nutrients in Junnar tehsil on grape ripening were studied for the period 2016-2018 using biophysical and biochemical techniques. The work determines and analyzes the soil nutrients such as micro and macro nutrients which may lead to increase the quality of grapes wine.

Keywords: Pink Berry, Micro and Macro nutrients, Biophysical and Biochemical Techniques, etc.

1. Introduction

Soil is a thin layer of earth's crust which serves as a natural medium for the growth of plants. It is the unconsolidated mineral matter that has been subjected to, and influenced by genetic and environmental factors like parent material, climate, organisms and topography acting over a period of time. Soil differs from the parent material in the morphological, physical, chemical and biological properties. Soil also serve in varying degree as a reservoir of nutrients and water for crops. The components of soil are mineral material, organic matter, water and air, the proportions of which vary and which together form a system for plant growth [1]. Several elements take part in the growth and development of plants, and those absorbed from the soil are generally known as plant nutrients. Besides these, the plant takes up carbon, oxygen and

hydrogen, either from the air or from the water absorbed by roots. In all, 16 elements have been identified and are established to be essential for plant growth. There are carbon (C), hydrogen (H), Oxygen (O), nitrogen (N), phosphorus (P), potassium (K), calcium (Ca), magnesium (Mg), iron (Fe), sulphur (S), zinc (Zn), manganese (Mn), copper (Cu), boron (B), molybdenum (Mo), and chlorine (Cl). These elements serve as raw materials for growth and development of plants, and formation of fruits and seeds [2].

In the grape, *Vitis Vinifera* varieties Jumbo Seedless, Tas-A-Ganesh, Thomson White, Sharad Seedless, Thomson Seedless and Sonaka are of commercial significance for wine and table grape production [3]. Pink berry is developing on grape at maturity stage. The grape varieties are extensively cultivated and generally suffered from pink berry problem having various physiological factors [4]. Study of the pink berry problem in the Maharashtra state of India is mainly related to nutrient imbalance of soil [5]. Figure-1 and figure-2 shows photographs unaffected and affected pink berry grapes in Maharashtra respectively.

Hence, it is important to study soil and its testing using biophysical and biochemical techniques. The work determines and analyzes the soils nutrients such as micro and macro nutrients.

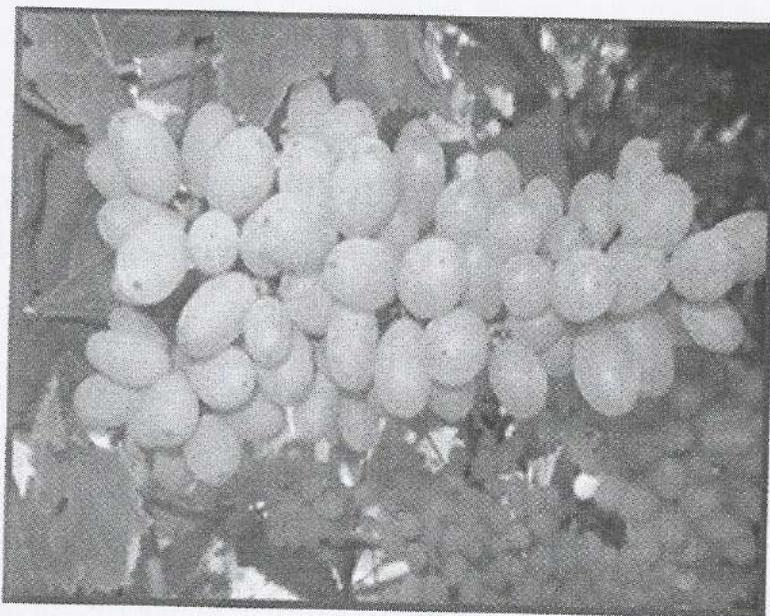


Figure-1: Photograph of Unaffected Pink Berry Grapes



Figure-2: Photograph of Affected Pink Berry Grapes

2. Material and Methods

- a) **Sample Collection:** The present study was carried out at six villages in Junnar tehsil which is situated in North side of Pune (19-12⁰N, 73-74⁰E), 100 Km from Pune district. Grape cultivation in this area is 400 hectare. Six grape growing farmers were selected for studying six different varieties of grapes (*viz.* Jumbo Seedless, Tas-A-Ganesh, Thomson White, Sharad Seedless, Thomson Seedless and Sonaka). Samples like green leaves of grapes of six varieties and soil of six villages were collected in the month of May during the 2016-18 years.
- b) **Method for Nutrient Analysis of Soil:**
 - i) **Macro-nutrients in soil:** Add 20ml extracting solution in weighed 10gm air dried soils and shake well on a reciprocal shaker at 180 cycles/min with opened flask for 15 min. The extract obtained was filtered using Whatman filter paper no. 42 paper. Transferred 1ml of the soil extract to 20 ml test tube then added 3ml copper sulfate working solution, 2ml hydrazine sulfate working solution and 3 ml sodium hydroxide working solution mixed and heated this mixture on a water bath (38 ⁰C) for 20 minutes. After removing from water bath added 3 ml color developing for NO₃: N mix and allowed to stand at room temperature for 20 min. Reading was taken on Spectroinc-20 spectrophotometer at 540 nm of absorbance mode. The standards were developed the same way as described above and a standard calibration curve was plotted using absorbance values.
 - **Nitrogen (N):** Using the Kjeldahl nitrogen procedure involves digestion distillation method mix and allowed to stand at room temperature for 20 mints and measured the titration the distillate to pH 5.0 with a standardized 0.01 N H₂SO₄ using the Auto-titrationmethod.

- **Phosphorus (P):** Spectronice-20 Spectrophotometer at 730 nm of absorbance mode is used to measure contain of phosphorus in soil. The standards are developed the same way as described above and a standard calibration curve is obtained using standard absorbance values.
 - **Potassium (K):** This fraction of soil K is the sum of water soluble and exchangeable K. The method uses a neutral salt solution to replace the present on the soil exchange complex apparatus used for flame photometer model CL361 with accessories, centrifuge machine, capable of 3000 rpm.
 - **Calcium (Ca) and magnesium (Mg):** Weighed 5mg of soil was added in 25ml ammonium acetate (pH is 7.0) and shake well for 30 minutes. Solution is filtered through Whatman filter paper no.1. 1ml filtrate pipette out and diluted up to the mark in 25ml standard volumetric flask using double distilled water.
- ii) **Micro-nutrients in soil:** Micro-nutrients like Fe, Zn, Mn, Cu, etc. are required by plants in smaller amounts than the macro-nutrients like N, P, K, etc. Micronutrients are nevertheless, equally essential for crop growth. The Mechanical reciprocal shaker and Atomic absorption spectrophotometer (Perkin Elmer AAS400) apparatus are used to measure micro-nutrients in the soil. Prepare a series of standard solutions for micronutrients in DTPA extraction solutions like, **Fe:** 0,1,2,3,4,5 ppm **Zn:** 0,0.2,0.4,0.6,0.8,1.0 ppm **Cu:**0,1,2,3,4 ppm **Mn:**0,1.0,1.5,2.0,2.5ppm. Weighed 10gm. air dried soil and added 20ml extraction solution and shake for 2 hours on a reciprocal shaker. Filter the suspension through a Whatman No.42 filter paper. Measured Zn, Fe, Cu and Mn presented in the filtrate by using an Atomic Absorption Spectrophotometer.

3. Results and Discussion

The various nutrients are responsible for the formation of pink berry on grapes in vineyards. They were measured using biophysical and biochemical techniques and analysis has been done. Year wise measured values of soil nutrients in grape vineyards are noted in tabular form. Table-1 shows soil nutrients in grape vineyards for year 2016, Table-2 shows soil nutrients in grape vineyards for year 2017 and Table-3 shows soil nutrients in grape vineyards for year 2018.

Table-1: Measured values of soil nutrients in grape vineyards for the year 2016

Ob. No	Acceptable Value	240	75.5	650	750	375	0.35	3.75	3	3.5
	Variety	N ppm	P ppm	K ppm	Ca ppm	Mg ppm	Cu ppm	Fe ppm	Zn ppm	Mn ppm

1	Jumbo seedless	250	43	200	5381	6850	12.2	2.2	3.1	11.9
2	Tas-A-Ganesh	84	65	350	3406	575	3.9	5.14	0.7	2.1
3	Thomson white	56	20	125	4587	450	1.3	8.2	2.3	0.9
4	Sharad seedless	50	18	675	5518	3056	2.2	72.55	4.2	5.3
5	Thomson seedless	56	94	1600	453	2025	19.7	10.4	6.2	15.4
6	Sonaka	84	24	425	593	1567	15.9	5.6	6.1	3.3

Table-2: Measured values of soil nutrients in grape vineyards for the year 2017

Ob. No.	Acceptable Value	240	75.5	650	750	375	0.35	3.75	3	3.5
	Variety	N ppm	P ppm	K ppm	Ca ppm	Mg ppm	Cu ppm	Fe ppm	Zn ppm	Mn ppm
1	Jumbo seedless	82	27	918	3017	576	9.2	9.3	6.2	12.7
2	Tas-A-Ganesh	88	34	412	365	513	1.7	12.5	4.6	4.7
3	Thomson white	68	16	389	7821	356	4.8	14.7	3.9	6
4	Sharad seedless	46	28	532	6023	438	3.9	6.7	3.6	15.7
5	Thomson seedless	134	37	713	412	452	9.23	3.5	3.7	3.67
6	Sonaka	70	19	160	1352	367	6.3	3.7	4.5	1.34

Table-3: Measured values of soil nutrients in grape vineyards for the year 2018

Ob. No.	Acceptable Value	240	75.5	650	750	375	0.35	3.75	3	3.5
	Variety	N ppm	P ppm	K ppm	Ca ppm	Mg ppm	Cu ppm	Fe ppm	Zn ppm	Mn ppm
1	Jumbo seedless	95	70	450	3298	615	2.7	4.25	1.3	1.8
2	Tas-A-Ganesh	84	15	478	512	567	1.4	14.7	2.3	4.3

3	Thomson white	75	30	378	8134	513	6.3	13.6	4.7	6
4	Sharad seedless	60	31	400	7132	513	3.7	5.9	4.6	15.8
5	Thomson seedless	130	27	790	315	462	22.4	2.3	3.9	1.9
6	Sonaka	40	33	180	1324	413	7.1	2.9	4.2	1.7

Nutrient Analysis of Soil

The responsible various nutrients for the formation of pink berry on grapes in vineyards were graphically presented.

I) Macronutrients in Soil

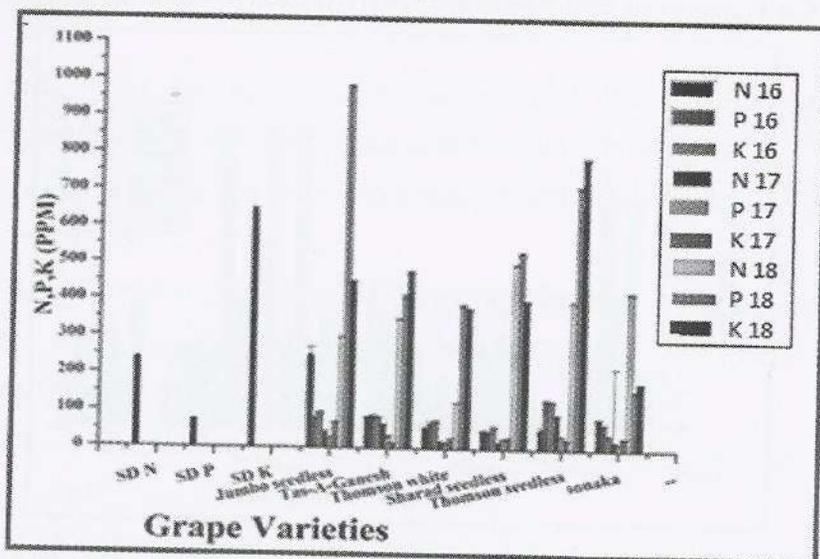


Figure-3: N, P and K Content of Soil Compare with Standard Value in all (Six) Varieties

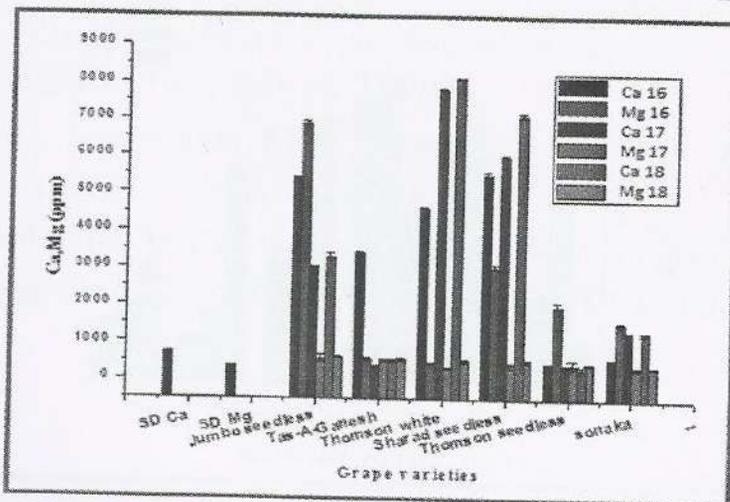


Figure-4: Ca and Mg Content of Soil Compare with Standard Value in all (Six) Varieties

ii) Micro-Nutrients in Soil

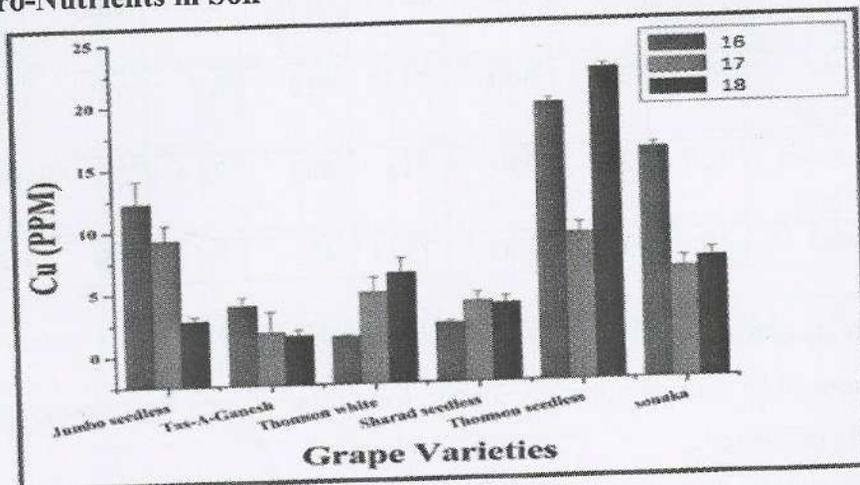


Figure-5: Cu Content of Soil Compare with Standard Value in all (Six) Varieties

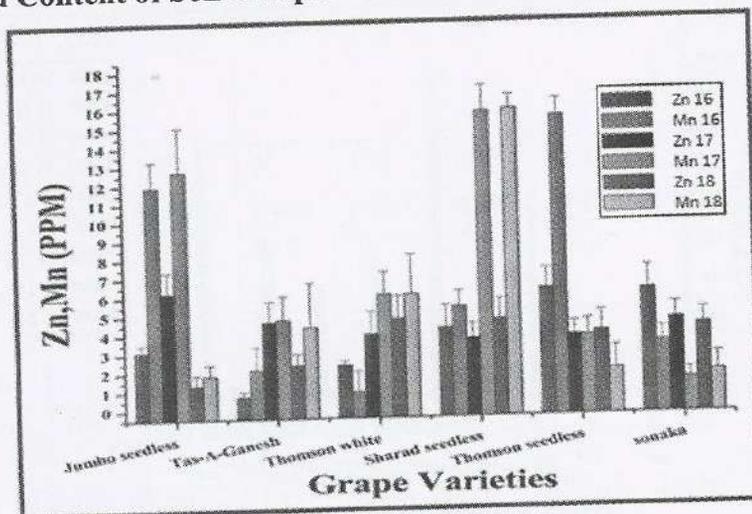


Figure-6: Zn and Mn Content of Soil Compare with Standard Value in all (Six) Varieties

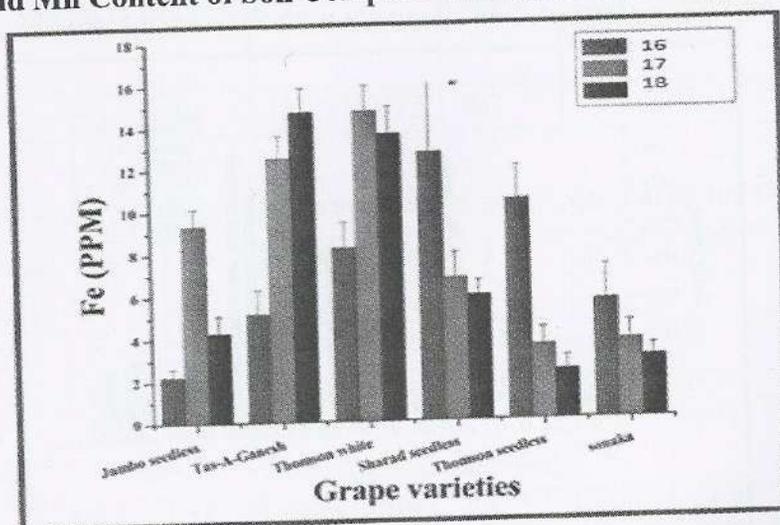


Figure-7: Fe Content of Soil Compare with Standard Value in all (Six) Varieties

From the figures, it was revealed that, the standard values of N, P, K, Ca, Mg, Cu, Fe, Mn and Zn compared in May 2016, May 2017 and May 2018 for all the grape varieties. The Ca, Mg, Cu, Fe, Zn and Mn values are higher than the standard while N, P and K values are lower than the standard value.

4. Conclusion

Pink berry is a serious problem in grape variety but mostly it is observed in Thomson Seedless and its successor's varieties in Maharashtra. The standard value of N, P, K, Ca, Mg, Cu, Fe, Mn and Zn compared in three years 2016, 2017 and 2018 for all six grape varieties. The Ca, Mg, Cu, Fe, Zn and Mn values are higher than the standard while N, P and K values are lower than the standard value. It concludes that the micro-nutrients are responsible for the formation of pink berry disease in grapes.

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संयोजक

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13) डॉ. जयंत नारळीकरांचे मराठी विज्ञान कथेला योगदान डॉ. सुभाष सदाशिव पुलावळे, जि.नंदुरवार	63
14) मराठी विज्ञानसाहित्याचे स्वरूप प्रा.अनिता सोमनाथ सुरकुले, पुणे	66
15) मराठी विज्ञान साहित्याची वाटचाल शुभांगी दामोदर बारवकर, जि.पुणे	70
16) भविष्यकाळाचे भाकित स्नेहल मधुकर पवार, पुणे	72
17) विज्ञान कथेची वाटचाल प्रा. डॉ. ए. बी.उगले, जि. पुणे	74
18) साहित्य आणि विज्ञान प्रा.डॉ.सुधाकर शेलार, अहमदनगर	77
19) 'मुकुंदराव पाटील कृत सुबोध 'श्लोक'मधून व्यक्त झालेली विज्ञाननिष्ठा' प्रा. डॉ. गोविंद काळे, जि. लातूर	83
20) मराठी विज्ञानसाहित्याच्या समस्या प्रा.डॉ. वंदना लढाळे, जि. जळगांव	87
21) विज्ञानकथा : स्वरूप व वाटचाल प्राचार्य डॉ. अविनाश सांगोलेकर, जि. पुणे	90
22) २१ व्या शतकातील मराठी विज्ञानसाहित्याची वाटचाल प्रा. डॉ. बाबासाहेब शेंडगे, जि. अहमदनगर	93
23) मराठी विज्ञानसाहित्य आणि आजचे जीवनवास्तव प्रा. डॉ. समिंदर मधुकर घोक्षे, जि. पुणे	97
24) मराठी विज्ञानसाहित्य आणि डॉ. संजय ढोले यांची कथा प्रा. डॉ. संस्कृती आवलगावकर, पुणे	101
25) निरंजन घाटे ह्यांचे विज्ञानकादंबरी लेखन प्रा. डॉ रवींद्र रामचंद्र शिंदे, पुणे	103

Endnotes:

17

१ डोनाल्ड वोल्हेम, 'द युनिव्हर्स प्रोक्स', सासटेड इन 'द एन्सायक्लोपिडिया ऑफ सायन्स फिक्शन' — पीटर निकोलस अँड अदर्स (एडिटर्स), ग्रॅनाडा पब्लिशिंग लि., ग्रेट ब्रिटन १९७९, पृष्ठ क्र. १६०

२ पगारे म. सु., 'मराठी विज्ञानसाहित्य', प्रशांत पब्लिकेशन, जळगाव, प्रथमावशती — ३० ऑगस्ट २००४, पृष्ठ क्र. ७९

३ पगारे म. सु., 'मराठी विज्ञानसाहित्य', प्रशांत पब्लिकेशन, जळगाव, प्रथमावशती — ३० ऑगस्ट २००४, पृष्ठ क्र. ७८

४ धारप नारायण, 'विज्ञानकथा स्वतःच्या' 'विज्ञानकथायात्रा', शब्दवेध प्रकाशन, पुणे, १९९२, पृष्ठ क्र. ८४



विज्ञान कथेची वाटचाल

प्रा. डॉ. उगले ए. बी.

सहयोगी प्राध्यापक

मा. बी. जे. महाविद्यालय, आळे ता. जुन्नर, जि. पुणे

आजच्या काळात विज्ञान आणि तंत्रज्ञानात अनेक शोध लागलेले आहेत. त्यांचा मानवी जीवनावर प्रभाव पडलेला आहे. विज्ञान किंवा वैज्ञानिक शोधांमुळे मानवी जीवन सुखी आणि समृद्ध झाले आहे. तसेच मानवी जीवनावर परिणाम करणारे अनेक प्रश्नही निर्माण झालेले आहेत. म्हणजेच पर्यावरणचा असमतोल, प्रदूषण समस्या, इंधनाचा अतिवापर व टंचाई, विज्ञान तंत्रज्ञान, विनाशकारी शस्त्रे व अण्वस्त्रे, आधुनिक शेती व प्रगती, अन्नधान्यातील भेसळ व आरोग्याचे प्रश्न इत्यादी अनेक समस्या दिसून येत आहेत. यामुळे मानवी जीवन धोक्यात आलेले आहे. याचा विचार विज्ञान साहित्यामध्ये केला जात आहे.

विज्ञान साहित्यामध्ये विज्ञान कथा व कादंबरी हे दोन साहित्य प्रकार अधिक लोकप्रिय आहेत. विज्ञान कथा किंवा साहित्य म्हणजेच सायन्स फिक्शन ही संज्ञा जॉन कॅबेल या अमेरिकन विज्ञान कथाकाराने प्रथम रुढ केली आहे. विज्ञान साहित्यात कथा, कादंबरी, नाटक, कविता यांचे लेखन झालेले आहे. यामध्ये कथा व कादंबरी हे लोकप्रिय साहित्य प्रकार आहेत. १९२६ मध्ये हयुगो गर्न्सबॅक या अमेरिकन संशोधकाने अर्मेझिंग स्टोरीज या मासिकतून विज्ञानावर आधारित कथा प्रसिद्ध करायला सुरुवात केली व तिला महत्त्व प्राप्त झाले. त्यांच्या मते विज्ञान कथेला वैज्ञानिक सत्याचे अर्धपेक्षांतर हवेच, परंतु विज्ञान कथाकाराला कल्पनेच्या आधारे भविष्यकाळाचा वेधही घेता आला पाहिजे. विज्ञान कथा ही वाचकांच्या मनाची पकड घेणारी बोधप्रत असावी. तसे कथाही रोचक स्वरूपात ज्ञान देत असते असेही गर्न्सबॅक ने म्हटले आहे. तसेच जॉन कॅबेल या अमेरिकन विज्ञान कथाकाराने विज्ञान कथा हे विज्ञानाशीच निकटचे नाते असलेले एक माध्यम आहे असे म्हटले आहे. विज्ञान कथा लेखक डॉ. संजय ढोले यांना हे ग्राह्य वाटत नाही. की विज्ञानाशी संबंधित किंवा संबंध नसणारी व्यक्तीही विज्ञानकथा लिहू शकते.

कथासूत्र कोणते का असेना पण विज्ञान विषय हा भरभक्कम असला पाहिजे असे त्यांनी म्हटलेले आहे.

प्रसिद्ध मराठी विज्ञान कथा लेखक, डॉ. बाळ फोंडके यांनी विज्ञान कथेच्या वाटचालीचे टप्पे सांगितलेले आहेत. १) पहिल्या टप्प्यांतील विज्ञान कथा ही साहसावर भर देणारी आहे, परिकथेचे रूप धारण करणारी होती. २) दुसऱ्या टप्प्यातील विज्ञान कथांवर गन्सबॅक, कॅवेल यांच्या कथा विषयाचा प्रभाव होता. ३) विज्ञानकथेचा तिसरा टप्पा हा दुसऱ्या महायुद्धानंतरचा होता. आणि विज्ञानकथा-विज्ञानाशी नाते सांभाळून, भविष्याचा वेध घेऊन, सामाजिक प्रश्न घेऊन लिहिली जात होती. ४) चौथ्या टप्प्यातील विज्ञानकथा आशयापेक्षा घाट आणि शैली यांना अधिक महत्त्व देऊ लागली होती. असे या वेगवेगळ्या काळातील लेखन, वेगवेगळ्या विज्ञान विषयक अनुभवांना घेऊन पुढे गेलेले आहे. मराठीमध्ये पूर्वीपासून विज्ञान विषयक लेखन विपुल प्रमाणात होत आहे. विज्ञान साहित्य म्हणजे, वैज्ञानिक शोध वा संशोधन याची माहिती व दृष्टीकोण जनसामान्यांपर्यंत पोहचविणारे लेखन होय. आज प्रत्येक व्यक्तीचा जीवनानुभव हा विज्ञान प्रवण परिस्थितीशी जोडलेला आहे. रेडिओ, टी.व्ही., संगणक, इंटरनेट, कृत्रिम उपग्रहांमार्फत संदेशन, नॅनो कल्चर या शिवाय वैज्ञानिक शोध व संशोधन या संदर्भात वेगवेगळे विज्ञान साहित्य प्रसिद्ध होत आहे. विज्ञान युगातील वास्तव केवळ उघड्या डोळ्यांनी दिसणारे नाही तर त्यापलिकडे असणाऱ्या सूक्ष्म गोष्टींचा शोध या साहित्यात घेतला जातो. वैज्ञानिक विषय किंवा कल्पना मुळाशी धरून त्या भोवती एखादी कथा रचली जाते. त्यात वैज्ञानिक परिभाषा वापरून साहित्य, कथा, कादंबरी या रूपाने वाचकांपर्यंत पोहचविले जाते. या साहित्यामध्ये विज्ञान कथा हा लोकप्रिय साहित्यप्रकार आहे. त्याचे स्वरूप पुढीलप्रमाणे मांडण्याचा प्रयत्न केलेला आहे.

विज्ञान कथांचे उद्देश :-

विज्ञान कथांमध्ये ज्या घटना घडतात त्या भविष्यकाळात घडतात. घटना घडल्यानंतर त्याचे मानवी जीवनावर काय परिणाम होतील ? तत्कालीन मानवाची प्रगती कशी झालेली असेल यावर कथेत भाष्य केलेले असते. विज्ञानात वर्तमान काळात लागलेले शोध, झालेले संशोधन याचा आधार घेऊन भविष्यकाळात मानवी जीवनाला त्याचे काय होतील, त्याचे जीवन किती सुखी वनेल किंवा काय समस्या निर्माण होतील, त्यावरही उपाययोजना सुचविलेल्या असतात. विज्ञान कथेतील एखादी बाब जेव्हा खरी ठरते, तेव्हा तिला मोठी प्रसिद्धी मिळते. त्या घटनेतून नवविचारांची प्रेरणा मिळते. त्यामुळे आणखी नवे कथा साहित्य निर्माण व्हायला मदत होते.

विज्ञान कथा साहित्य हे समाजाला विज्ञानातील विविध

शोध व संशोधनाची माहिती, ज्ञान देण्यासाठी लिहिले जाते. ते शक्यतो मातृभाषेतूनच लिहिलेले असते. कथा लेखक कधी-कधी अनेक गोष्टी जवळून न्याहळतो, अनुभवतो, स्वानुभव व वैज्ञानिक दृष्टीकोण यांचा समन्वय साधून विज्ञान साहित्याचे लेखन करतो. विज्ञानातील शोधांची व्याप्ती लक्षात घेऊन साहित्यामध्ये आविष्कार करतो. वैज्ञानिक विषय किंवा कल्पना लक्षात घेऊन वैज्ञानिक परिभाषा वापरून साहित्याची परिमाणे वापरून तो कलाकृती निर्माण करतो, ती कथा किंवा कादंबरी असते. विज्ञान कथा ही अतिशय लोकप्रिय झालेली आहे, कारण कल्पित मनोरंजनावरोबर वैज्ञानिक प्रगतीचा आढावा, विज्ञानाची भविष्यकालीन झेप या कथा साहित्यामध्ये येते.

विज्ञानकथांचे स्वरूप :-

विज्ञानकथा साहित्य इ. स. १९०० च्या सुमारास अनुवादीत स्वरूपात प्रथम प्रकाशित होऊ लागले. केरळ काँकिल या मासिकातून असे अनुवाद छापून आले होते. चंद्रलोकची सफर ही कथा प्रथम छापली गेली. पुढे १९१६ मध्ये वा. म. जोशी-वामलोचना, श्री. बा. रानडे तारेचे हास्य व रेडियम या कथा प्रसिद्ध झाल्या. तसेच अप्रकाश किरणांचा दिव्य प्रकाश ही कथा ज्यूल व्हर्नच्या इन्हिजिबल मॅन या कथेवर आधारीत आहे. त्या काळात रेडियमचा व क्ष किरणांचा शोध लागला होता. क्ष किरण शरीरावर सोडल्यास ते आरपार जातात, हे जगाला माहित झाले होते. या अदृश्य किरणांच्या साहाय्याने काय करता येऊ शकेल, याचे अंदाज बांधले जात होते. पूर्वी पासून विज्ञान कथांचा वापर सामाजिक चालीरिती आणि राजकीय बुवाबाजी यांच्यावर टीका करण्यासाठी झाला. १९१० साली हॅलेचा धुमकेतू शोधला गेला. तेव्हा त्याच्या शोपटीमध्ये सायनाईटचे रेणू असतात हे शास्त्रीय अभ्यासातून जाहीर झाले होते. तो धुमकेतू पृथ्वी प्रवास करणार हे पाश्चात्य देशात भीतीचे वातावरण पसरले होते. लंडन आणि न्यूयॉर्कमध्ये विषारी वायुरोधक मुखवटे विकले जात होते. तेव्हा ती शहरे दाट धुक्यामध्ये झाकली जातात. अशा परिस्थितीत तो नायक जागा होतो, हे सर्व स्वप्न असते.

या सारखीच ना. वा. केंळकर यांची मृत्युकिरण ही कथा सह्याद्री मासिकातील १९३६ ची कथा आहे. ज्यं. र. देवगिरीकर यांची शरद लोकची सफर ही एका अज्ञान युरोपियन जगाची सफर आहे. नवयुग साप्ताहिकामध्ये अखेरचा माणूस ही निनावी कथा १९४४ मध्ये आली. ती बहुधा संपादकांनीच लिहिलेली असावी. द. पा. खांबोटे यांनी चंद्रावरचा खून आणि माझ नाव रमाकांत वालावलकर १९६० ही दोन पुस्तके विज्ञान कथांशी संबंधीत आहेत. त्यांनी म्हटले आहे की, त्यांच्या विज्ञान कथांचे कथाबीज व कल्पना परकिय

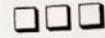
असल्याचे त्यांनी मान्य केले आहे. तसेच मराठी या गंभीर लेखनाला वाचक नाही, तेव्हा वाचकांना ज्यात रस आहे अशा कथा मी निवडतो, आपला वाचक आपण तयार केला पाहिजे, असे ते म्हणतात. यशवंत रांजणकरांच्या नवल नगरी (१९६२) या पुस्तकात नवल नगरी आणि स्वर्गभ्रष्ट देवदूत या दोन साहस कथा आहेत. नवलनगरीत विश्वाला त्रासदायक ठरू शकेल अशा संस्कृतीचा शोध घेऊन त्यासाठी एका परग्रह वासियांचे यान भारत-ब्रह्मदेश सीमेवर दाखविले आहे. दुसऱ्या कथेत एक प्रगत संस्कृतीमधील माणूस मानवी संस्कृतीत नांदतो, त्याचे गुपीत उघड होते. तो सर्कशीत काम करतो. तेथे मालकाच्या आत्म्याची मागणी केल्याने वाद होतो व तो निघून जातो. दि. बा. मोकाशी यांचा बालचंद्र या चार कथांचा संग्रह आहे. त्यामध्ये बालचंद्र, आकाश आणि जमीन, रोबो, तारांगण या चार कथा आहे. यातील बालचंद्र ही कथा वेगळी आहे. पृथ्वीचे हवामान बदलून सर्वत्र सारखे सुखद हवामान निर्माण करण्याचा प्रयत्न या कथेच केलेला आहे. त्यात एक शास्त्रज्ञ जीव गमावतो. आकाश आणि जमीन या कथेत अणुयुद्धात नष्ट झालेल्या संस्कृतीनंतरच्या संस्कृतीचे वेगळेपण दाखविले आहे. रोबो या कथेत यंत्रमानव भस्मासूर बनतो, मानवी जीवनाला तो त्रासदायक ठरतो व नंतर त्याच्या निर्मात्याकडून तो नष्ट केला जातो. तारांगण या कथेत दुसऱ्या संस्कृतीचा शोध घेण्याचा प्रयत्न केलेला आहे.

बाळ फोंडके हे आणखी एक कथा लेखक त्यांचे चिरंजीव व आमामनुष हे दोन कथासंग्रह. फोंडके हे विज्ञानाचे व विज्ञानकथांचे अभ्यासक आहेत. त्यांनी विज्ञान साहित्याचा प्रसार करण्यात मोठे योगदान दिलेले आहे. त्यांच्या कथांमध्ये विज्ञानाचे भविष्यकाळातील मानवी जीवनावरील परिणाम दाखविलेले आहेत. १९७५ पासून जयंत नारळीकर यांचे कथा आणि लेख निवतकालिकामधून दिसू लागले. नारळीकरांसारखा आंतरराष्ट्रीय कीर्तीचा शास्त्रज्ञ विज्ञानकथा लिहितो, यामुळे विज्ञान कथेला प्रतिष्ठा लाभली. पुढे १९७९ मध्ये मौज प्रकाशनाने यक्षाची देणगी हा त्यांचा कथासंग्रह प्रकाशित केला. त्याच्या प्रस्तावनेमध्ये त्यांनी म्हटले आहे की, विज्ञानाची माहिती आणि वैज्ञानिक दृष्टिकोन यांचा प्रचार आवश्यक आहे. तसेच विज्ञानाची गोळी कडू लागत असेल तर त्याला साखरेचे कोटिंग म्हणजे कथेचे रूप देणे योग्य ठरेल, विज्ञानकथा या उद्देशाने लिहितल्या गेल्या पाहिजेत. तसेच सध्या माहित असलेल्या विज्ञानावर स्वतःच्या कल्पनाशक्तीने भर घालून उद्याच्या विज्ञानाचे चित्र रेखाटण्याचा प्रयत्न केला पाहिजे. मराठीतील आतापर्यंतच्या विज्ञानकथा लेखकांमध्ये एक वेगळे कथाकार म्हणजे सुबोध जावडेकर हे होत. त्यांचा पहिला कथासंग्रह गुगली (१९९७) आणि आकाशभाक्ति (२००३) हे विज्ञान कथा संग्रह

प्रसिद्ध झाले आहेत. जावडेकर यांच्या कथांचे वैशिष्ट्य म्हणजे - मानवी स्वभावांचा त्यांचा सखोल अभ्यास, संगीताचा व्यासंग, मराठी साहित्य व चित्रकलेचा अभ्यास यामुळे विज्ञानाची पार्श्वभूमी वापरून ते मानवी मनोवृत्तीची गुंतागुंत समर्थपणे रंगवितात. तसेच त्यांच्या विज्ञानकथा मानवी जीवनातील विविध भावस्थिती आणि व्यक्तींचे आंतरसंबंध दाखवितात. त्यामुळे त्या वैशिष्ट्यपूर्ण झालेल्या आहेत.

संदर्भ ग्रंथ :-

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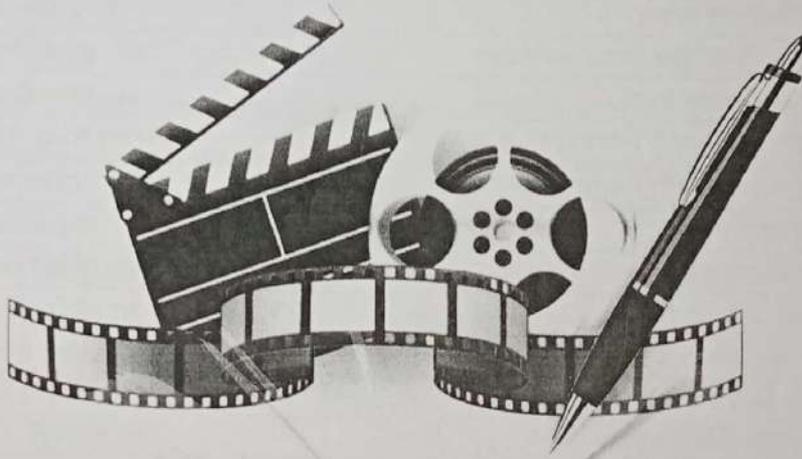
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अनुक्रमणिका

अ.क्र.	लेखाचे शीर्षक	लेखक/लेखिका	पृ.क्र.
1	७२ मैल कथा ते पटकथा एक यशस्वी प्रवास	डॉ. जया कदम	05
2	निशाणी डावा अंगठा- रमेश इंगळे उत्रादकर	डॉ. अजित कांबळे	10
3	भारतीय भाषा चित्रपट आणि लोकमानस	प्रा. चारुदत्त कासार	19
4	पटकथा: एक दृष्टीक्षेप	डॉ. विठ्ठल केदारी	23
5	पटकथा लेखन प्रक्रियेचे स्वरूप	डॉ. वृंदा केळकर	26
6	कथा ते पटकथा : अघटित या कथेचा प्रवास	डॉ. राहुल खरात	29
7	पटकथा लेखन : प्रक्रिया, तंत्र व मंत्र	प्रा. हनुमंत मते	32
8	'बाजीराव मस्तानी' इतिहासातील व सिनेमातील	डॉ. मधुकर मोकाशी	36
9	पटकथा लेखनाचे स्वरूप	प्रा. भास्कर मोरे	40
10	चित्रपट आणि साहित्य : काल आणि आज	प्रा. सुहास निर्मळे	44
11	पटकथा लेखनातील कारकीर्द	प्रा. विक्रम ओतारी	48
12	नटसम्राट : रंगप्रयोग ते चित्रप्रयोग एक प्रवास	अनुराधा जोशी -पत्की	50
13	पटकथा स्वरूप निर्मिती आणि प्रत्यक्ष आकलनातील काही समस्या	प्रा. संतोष पद्माकर पवार	55
14	साहित्य आणि चित्रपट	प्रा. सुलतान पवार	60
15	पटकथा लेखन प्रक्रिया	प्रा. सुनिता रोकडे	63
16	पटकथेची जडणघडण	प्रा. राणी शेंडकर	68
17	मराठी चित्रपटकथा व त्यांचे घटक	डॉ. प्रकाश शेवाळे	72
18	पटकथेचे विविध प्रकार	प्रा. संतोष शिंदे	75
19	पटकथा लेखन प्रक्रियेचे स्वरूप	डॉ. एन. व्ही. शिंदे	80
20	कोंकणी सिनेमांत पटकथेचो विकास (पलतडचो मनीस फिल्माच्या संदर्भातल्यान)	श्री. गोरक शिरसाट	85
21	पटकथा : संकल्पना आणि स्वरूप	डॉ. उमेश सिरसाट	88
22	पटकथा लेखन : संकल्पना आणि स्वरूप	सागर सुरवसे	93
23	पटकथा लेखन प्रक्रिया	डॉ. संदीप तापकीर	95
24	पटकथालेखन आणि आधुनिक तंत्रज्ञान	सिद्धार्थ तायडे	98
25	'थ्यामची आई' साहित्यकृती ते पटकथा	डॉ. राजेंद्र थोरात	104
26	साहित्य प्रकार आणि पटकथा	प्रा. बाळू तिखे	110
27	मराठी चित्रपट आणि पटकथा लेखन तंत्र	डॉ. ए. बी. उगले	114
28	पटकथेचे तंत्र : एक अभ्यास	प्रा. अनिल वळवी	117
29	मराठी चित्रपट गीतांचा स्वरूप शोध	डॉ. आनंद वारके	121
30	संवाद : पटकथा लेखनातील महत्वपूर्ण घटक	जालिंदर येवले	126
31	पटकथा लेखन : संकल्पना व स्वरूप	प्रा. नितीन बटुळे	129
32	लघुपट, माहितीपट आणि चित्रपट	प्रा. नवनाथ गोरे	131
33	पटकथेचे स्वरूप व प्रकार	डॉ. अंजली मस्करेन्हुस	133
34	ख्वाडाच्या पटकथेपासून चित्रपटापर्यंत प्रवास	प्रा. किरण गाढवे	136
35	पटकथा : स्वरूप आणि वैशिष्ट्ये	डॉ. पुरुषोत्तम काळे	138



मराठी चित्रपट आणि पटकथा लेखन तंत्र

डॉ.ए. बी. उगले

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आळे, ता. जुन्नर, जि. पुणे.

मराठीतील काही कथा व कादंबऱ्यांवर लेखकांनी पटकथा लिहून त्यावर चित्रपट निर्मात्यांनी अनेक चित्रपट निर्माण केलेले आहेत. चित्रपट निर्मितीसाठी अनेक व्यक्तींना एकत्र येऊन काम करावे लागते. त्यामध्ये पटकथा लेखक, संवाद लेखक, निर्माता, दिग्दर्शक, गीत लेखक, संगीतकार, कॅमेरामन व कलाकार या सर्वांच्या कौशल्यातून चित्रपटाची निर्मिती होऊन असते. यापेक्षा उत्कृष्ट कथा, दिग्दर्शक व कलाकार यांच्या योगदानातून चांगले चित्रपट निर्मिती होण्यासाठी दीर्घकाळ प्रयत्न आणि परिश्रमाची आवश्यकता असते. या निबन्धात दर्जेदार कथा साहित्यातून उत्कृष्ट चित्रपटाची निर्मिती कशी झाली याचा परामर्श घेण्याचा प्रयत्न केलेला आहे. चित्रपट निर्मितीसाठी पटकथेची आवश्यकता असते. ती साहित्यातून निर्माण होते. म्हणून साहित्य हा पटकथेचा मूल गाभा आहे. साहित्यातील कथा-कादंबरीतून अनेक चित्रपट निर्माण झालेले आहेत.

सारे गुरुजी यांच्या 'श्यामची आई' या आत्मचरित्रात्मक कादंबरी वरून प्र. के. अत्रे यांनी 'श्यामची आई' हा चित्रपट काढला. त्याला राष्ट्रपती पदक मिळाले. पुढे महात्मा फुले यांच्या जीवनावर 'महात्मा फुले' हा चित्रपट त्यांनी काढला. त्यालाही पुरस्कार मिळाला. अण्णाभाऊ साठे यांच्या अनेक कादंबऱ्यांवर चित्रपट निघाले व ते लोकप्रिय झाले आहेत. फकीर, वारणेचा वाघ, वैजयंता, बाग गावचं पाणी, मुरळी मल्हारी रायाची, डोंगरची मैना इत्यादी. व्यंकटेश भाडगूळकर यांनी चित्रपट पटकथा लेखन केले. 'संत नामदेव' हा त्यांचा पहिला चित्रपट होता. त्यानंतर 'सायकल' या कथेवरून 'धाकटी जाऊ' या चित्रपटाची कौटुंबिक पटकथा त्यांनी लिहिली. त्याचा 'सागते ऐका' हा तमाशा वरील चित्रपट खूप गाजला. भाडगूळकरांच्या 'बनगरवाडी' या कादंबरीवर अमोल पालेकर यांनी ग्रामीण चित्रपट काढला. अरुण साधू यांच्या 'सिंहासन' या कादंबरीवर चित्रपट निघाला. त्याची पटकथा विजय तेंडुलकरांनी लिहिली होती. तसेच 'सामना'चीही पटकथा त्यांनी लिहिली. या चित्रपटातून निव्वू फुले व श्रीराम त्यागू यांच्या कसदार अभिनयाने हे चित्रपट लोकप्रिय झाले होते. चि. व्यं. खानोलकर यांच्या 'चानी' या कादंबरीवर व्ही.शांताराम यांनी 'चानी' हा चित्रपट काढला व तो वैशिष्ट्यपूर्ण ठरला होता. गो. नौ. दांडेकर यांच्या 'जैत रे जैत' या कादंबरीवर आधारित जब्बार पटेल यांनी 'जैत रे जैत' हा चित्रपट काढला होता. नौ. ना. धों. महानोर यांच्या गीतांमुळे तो खूप गाजला होता. दिलीप प्रभावळकर यांच्या 'बोक्या सातबड' या कादंबरीवर याच नावाना चित्रपट निघाला होता. त्यामध्ये बालविश्वाचे मनोदर्शन घडविलेले आहे. मराठी चित्रपटामध्ये अतिशय लोकप्रिय झालेला चित्रपट म्हणजे डॉ. आनंद यादव यांच्या कादंबरीवर आधारित 'नटरंग' हा चित्रपट होय. हा चित्रपट रवी जाधव यांनी काढला होता. कादंबरीतील 'गुनाची' व्यक्तिरेखा अतुल कुलकर्णी यांनी अतिशय परिश्रमाने केली होती. या चित्रपटातील उत्कृष्ट गीतांना 'अजय अतुल' यांनी संगीत दिले होते. अशा प्रकारे मराठीतील अनेक कथा-कादंबऱ्यांवर लेखक व निर्मात्यांनी पटकथा लिहून उत्कृष्ट



चित्रपटांची निर्मिती केलेली आहे. चित्रपटांची पटकथा लिहिण्यासाठी लेखकाला वेगवेगळ्या गोष्टींचा विचार करावा लागतो. कथेतील परिस्थिती, वातावरण, नायक-नायिकांच्या भूमिका, त्यांचे कौटुंबिक, सामाजिक जीवन, नावीन्यपूर्ण घटना-प्रसंग, संघर्ष, परिणामकारकता आणि अंतिम संदेश इत्यादी विविध घटकांमधून पटकथांची निर्मिती करावी लागते. या सर्व घटकांचा विचार वरील चित्रपट निर्मिती वेळी केला गेला. म्हणून वरील सर्व चित्रपट लोकप्रिय झालेले आहेत.

मराठी चित्रपटाची पटकथा लेखनासाठी चांगल्या अभ्यासाची आवश्यकता असते. मराठी चित्रपट निर्मितीचे तंत्र माहीत करून घेणे, मराठी साहित्य अभ्यासणे, समाजाभिमुख अशी कोणती कलाकृती आहे ती शोधणे, अशी अनेक कामे त्या लेखकाला करावी लागतात तरच यशस्वी पटकथा त्याला लिहिता येईल. विज्ञान कथा लेखनामध्ये जसे अमेरिकन, इंग्लिश, रशियन लेखक आघाडीवर होते त्या प्रकारे चित्रपट निर्मिती किंवा पटकथा लेखनामध्ये याच देशातील लेखक आघाडीवर आहेत. मराठीमध्ये या दृष्टीने अनेक लेखकांनी प्रयत्न केले आहेत. १९१२ मध्ये दादासाहेब फाळके यांनी 'राजा हरिचंद्र' हा चित्रपट काढून या कलेची मुहूर्तमेढ रोवली. त्यानंतर अनेक चित्रपट निघाले. मराठीतील अनेक लेखकांनी पटकथा लिहिल्या. त्यासाठी अनेक तंत्रे वापरून यशस्वी वाटचाल केलेली आहे. चित्रपटाच्या कथेमध्ये कॅमेऱ्यातून लहान-मोठ्या, जवळच्या लांबच्या अशा सर्व गोष्टी, परिसर याचे चित्रिकरण दाखवावे लागते. याला फारशा मर्यादा नसतात. त्या पटकथेत किती सेट दाखवायचे याचा उल्लेख, अभिनय, गीत, संगीत, संघर्ष यानुसार अनेक घटना प्रसंगासाठी वेगवेगळ्या ठिकाणी चित्रिकरण दाखविता येते. एका ठिकाणापासून अनेक ठिकाणी चित्रिकरण करता येते. त्या कथेनुसार लोकेशन, प्रसंग, परिस्थिती बदलत असते. कथेतील घटना, प्रसंग यानुसार संवाद येतात. ते कथेला पुढे पुढे नेतात व एक घटनाक्रम निर्माण होतो. त्या घटनाक्रमामध्ये प्रेक्षकांना हुलकावणी देणाऱ्या अनेक गोष्टी असतात. प्रेक्षकांना वाटते की, ही घटना पुढे अशी होऊ शकते, परंतु त्यामध्ये त्यांच्या विचारांच्या पुढे ती घटना व तिचे परिणाम दिसून यावे लागतात. म्हणजे त्यावर प्रेक्षक विचार करतो व त्याला तो चित्रपट आवडतो. त्याला प्रसिद्धी मिळते. याप्रकारे पटकथा लेखकाला कथेची निर्मिती करताना काळजी घ्यावी लागते. महाभारतातील एक प्रसंग आहे, तो श्रीकृष्ण, अर्जुन आणि दुर्योधन यांच्यातील आहे. श्रीकृष्ण डोळे बंद करून विश्रुती घेत असताना तेव्हा दुर्योधन युद्धासाठी मदत मागायला येतो व उभा राहतो, त्यानंतर अर्जुन येतो व श्रीकृष्णाच्या पायाच्या बाजूला बसतो, ते उठण्याची वाट पाहतो. श्रीकृष्ण उठल्यानंतर त्यांना प्रथम अर्जुन दिसतो व तो येण्याचे कारण विचारतात तेव्हा तो म्हणतो मी युद्धात आपली मदत मागण्यासाठी आलो आहे. हे ऐकून दुर्योधन म्हणतो की, मी प्रथम आलो आहे व मला प्रथम मदत मिळाली पाहिजे. तेव्हा श्रीकृष्ण म्हणतात, "मी प्रथम अर्जुनाला पाहिले", प्रथम त्याचा प्रश्न सोडवितो" अर्जुनाने युद्धामध्ये मला सहाय्य करण्यासाठी स्वतः श्रीकृष्ण पाहिजेत हे मागितले. तेव्हा दुर्योधनाला आनंद झाला कारण, याला युद्धासाठी श्रीकृष्णाची सेना पाहिजे होती, ती त्याला मिळाली व अर्जुनाला श्रीकृष्णाचे सहाय्य मिळाले. अशी कथा असेल तर त्यामध्ये चित्रिकरण करताना सर्व प्रकारचे हावभाव, योग्य संवाद, सूचकता, गतिमानता, परिणामकारकता येणे आवश्यक असते. याची लेखन करताना काळजी घ्यावी लागते.



चित्रपटाची पटकथा एक सलग गोष्ट असते. परंतु वेगवेगळ्या लोकेशननुसार कथेचे अनेक भाग होतात. पहिले तीन भाग जर पाहिले तर, पहिल्या भागात प्रेक्षकांना व्यक्तिरेखांच्या व कथेच्या विश्वात सामावून घ्यायचे असते. दुसऱ्या भागात कथेतील नायकाला विशिष्ट पद्धतीने रंगवायचे असते. तिसऱ्या भागात कथेतील संघर्ष टोकाला नेऊन समाधानकारक शेवट दाखवायचा असतो. हे तीन महत्त्वाचे असतात. याशिवाय कथा, संघर्ष, वेगवेगळे मीन, परिस्थिती, व्यक्तिरेखा यांनाही महत्त्व प्राप्त होते. चित्रपट सुरु झाल्यापासून विशिष्ट गतीने पुढे गेला पाहिजे. प्रत्येक घटना, प्रसंग, परिणामकारक असले पाहिजे किंवा तो प्रेक्षक चित्रपट पाहताना जागी खिळून राहिला पाहिजे किंवा तो शेवटी एका मोठ्या स्वप्नातून उठून चित्रपटगृहातून बाहेर आल्यासारखा वाटला पाहिजे. तो विचार प्रवृत्त झाला पाहिजे तसेच त्याची परिणामकारकता त्याने इतरांना सांगितली पाहिजे. चित्रपटातील कथा, संवाद, घटना, प्रसंग, विनोद, नायकांचा अभिनय प्रेक्षकांच्या लक्षात राहिला पाहिजे अशी मांडणी पटकथेची असायला हवी. कोणत्याही उत्कृष्ट पटकथेत सिनेमा पाहणाऱ्या प्रेक्षकाला खिळवून ठेवणारी शक्ती असली पाहिजे. किंवा त्यात निर्माण केलेल्या प्रश्नांचा शोध घेणे, प्रेक्षकांची उत्कंठा वाढविणारी घटना प्रसंगाची साखळी असायला पाहिजे. ती साखळी शेवटपर्यंत टिकायला पाहिजे. आणि ती प्रेक्षकांच्या मनात अनेक दिवस टिकून रहायला पाहिजे.

चित्रपट कथेतील इतर घटकांबरोबरच नायक कोण आहे, त्याची परिस्थिती, त्याचे काम, त्याची चपळाई, चतुरपणा व त्याच्यावर येणारी संकटे त्यातून त्याने केलेली सुटका या बाबी प्रेक्षकांना आकर्षित करतात. नायकावरील सकटामुळे त्याची खरी कसोटी लागते. नायकाने काय करावे असा विचार प्रेक्षकांच्या मनात येण्याअघोच तो सकटातून बाहेर पडण्याचा मार्ग शोधतो, तरी नायकावर काही सकट आले तर त्याचे दुःख प्रेक्षकालाही होते. या बारीकसारीक गोष्टींवर प्रकाश टाकलेला असावा. नायकाच्या जीवनात सुख दुःखाचे अनेक प्रसंग येत असतात. त्यामध्ये जागृत सुखाचे, यशाचे, पराक्रमाचे, नाविन्यपूर्ण प्रसंग जास्त असतील तर ती पटकथा दर्जेदार होत असते. एखाद्या माठ्या पटकथेला जोडून सहनायकाची उपकथाही जोडता येते. परंतु त्यामुळे घटना प्रसंगाची सख्या अमर्याद होऊ शकते. जगामध्ये किंवा मानवी जीवनातील नवीन गोष्टी पाहण्यासाठी लोक चित्रपट पाहतात. त्यामुळे काही अद्भुत, अशक्य, रोमहर्षक गोष्टी पटकथेत असायला हरकत नसावी. एखादा नायक दहा ते पंधरा गुंडांबरोबर फायटिंग करतो तेव्हा तो प्रसंग रंगविण्यात आलेले तंत्र अचूक वर्णन केले पाहिजे. तरी कोणत्याही संघर्षातील सूक्ष्मता दाखविण्याची लेखकाची तारेवरची कसरत असते. कथेतील अनुभव व नाविन्य जेवढे मोठे असेल तेवढे ते प्रेक्षकांना भावते, आवडते. नायक, सहनायक व नायिका खलनायक यांच्या जीवनामध्ये बदल असले पाहिजेत, परिवर्तन दिसले पाहिजे या गोष्टी प्रेक्षकांना आवडतात. सिनेमागृहात आलेल्या प्रेक्षकांना काही नवीन मिळाले पाहिजे. तरच तो चित्रपट पाहिले हे लक्षात घ्यावे लागते. या दृष्टीने पटकथेची रचना वैशिष्ट्यपूर्ण असावी लागते.

संदर्भ ग्रंथ :-

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अ.नं.	लेखाचे शीर्षक	लेखक / लेखिका	पृष्ठ क्र.
1	समीक्षा संकल्पना व स्वरूप	डॉ.प्रतिभा घाग	05
2	समीक्षेच्या विविध पध्दती	प्रा. रामदास टेकाळे	07
3	समीक्षेच्या विविध पध्दती	प्रा. कोमल गडाख	14
4	समीक्षेच्या विविध पध्दती	प्रा.अश्विनी दळवी	19
5	समीक्षा आणि समीक्षा पध्दती	डॉ.आनंद वारके	22
6	1920-1945 या कालखंडातील समीक्षा	डॉ.एकनाथ ढोणे	27
7	1945 नंतरची समीक्षा	डॉ.सुनिता वडितके	31
8	स्त्रीवादी समीक्षा : स्वरूप आणि दिशा	डॉ.रंजना कदम	33
9	संशोधन संकल्पना व स्वरूप	डॉ.निलेश खरात	37
10	संशोधन संकल्पना व स्वरूप	सौ.भाग्यश्री गुजर	40
11	संशोधन संकल्पना व स्वरूप	प्रा. सुरेश मेहेर	45
12	संशोधन संकल्पना व स्वरूप	डॉ.मच्छिंद्र गोंटे	48
13	वाङ्मयीन संशोधनाची अभ्यासक्षेत्रे	डॉ. सुनिल घनकुटे	52
14	मराठी कादंबरी सद्यःस्थिती व संशोधन	डॉ.अशोक लिंबेकर	56
15	साहित्यकृतीचे माध्यमांतर : संशोधनाची अभ्यासक्षेत्रे	डॉ. राजेंद्र थोरात	60
16	विज्ञान साहित्याचे संशोधन	डॉ. रावसाहेब ननवरे	66
17	आदिबंधात्मक समीक्षा : स्वरूप आणि दिशा	डॉ.उमेश शिरसाठ	70
18	मराठी साहित्यातील मार्क्सवादी समीक्षा : एक आकलन	डॉ.दत्तात्रय गंधारे	79
19	साहित्याचे इतर ललित क्षेत्रातील संशोधन : एक नवे अभ्यासक्षेत्र	प्रा. मनोज तेलोरे	82
20	आदिवासी साहित्य : समीक्षा व संशोधन	प्रा.अनिता सुरकुले	85
21	अहिराणी साहित्य : समीक्षा आणि संशोधन	डॉ.विजया पाटील	89
22	भटक्या जमातीचे लोकजीवन संस्कृतीविषयक संशोधन	डॉ.अतुल चौरे	94
23	महानुभाव वाङ्मयाचे संशोधन	डॉ.किरण वाघमारे	98
24	भटक्या जमातीचे लोकजीवन : संस्कृतीविषयक संशोधन	प्रा.महेंद्र पाटील	102
25	महानुभवीय कोष वाङ्मय संशोधनाचे वर्तमान स्वरूप	डॉ.अण्णा वैद्य	108
26	दृष्टांतपाठातील बोध स्वरूप व आशय	डॉ.पुरुषोत्तम जुन्ने	113
27	संत साहित्यातील समाज प्रबोधन	डॉ.संतोष कदम	117
28	संत साहित्यातील स्त्री संतांचे योगदान	प्रा.सौ.सुलभा मोहिते	122
29	तुकोबारायांच्या गुरुपरंपरेचे संशोधन : काही दिशा	डॉ.दत्तात्रय हुंबरे	128
30	ज्ञानदेवांची अलौकीक काव्यप्रतिभा : विशेष संदर्भ हरिपाठ	प्रा. अश्विनी महाले	141
31	भटक्या जमातीचे लोकजीवन व लोकसंस्कृती	डॉ. अनिल गर्जे	147
32	संत तुकारामांच्या उपमा दृष्टांतील वैचारिकता	डॉ.मंगल डोंगरे	152
33	मराठी कथेतील मनोविश्लेषणाचे स्वरूप	डॉ. अनिल उगले	158
34	स्वातंत्र्यपूर्वकालीन मराठी साहित्य व राजकीय संसूचन	प्रा.वर्षा काकड	161



मराठी कथेतील मनोविश्लेषणाचे स्वरूप

डॉ. उगले ए. बी.

मराठी विभाग

मा. बाळासाहेब जाधव महाविद्यालय,

आळे, ता. जुन्नर, जि. पुणे.

मराठी कादंबरीप्रमाणे मराठी कथा साहित्यप्रकारांमधूनही संज्ञाप्रभावी लेखन झालेले आहे. म्हणून कथेचे मनोविश्लेषणात्मक विवेचन करण्याचा प्रयत्न या लेखात केला आहे. फ्राईडच्या मनोविश्लेषणशास्त्राच्या शोधानंतर तसेच दुसऱ्या महायुद्धाच्या परिणामातून मराठी कथेत संज्ञाप्रवाही लेखन झालेले आहे. फ्राईडचे असे म्हणणे होते की, "सारी मानवी संस्कृती म्हणजे एक अखंड अहर्निश चाललेल्या मानसिक दमनाचा परिपाक आहे. एखाद्या अर्धसुप्त ज्वालामुखी प्रमाणे सतत धगधगत असलेला मानवाच्या अगदी प्राथमिक अक्राळ विक्राळ प्राणी आणि प्रामुख्याने लैंगिक आवेगांची साकारलेला इड (अबोध) हाच अखेरीस माणसाचे खरे संचित ठरतो आणि त्याचे क्रियमान निश्चित करत असतो."^(१) म्हणून पुढे जाणिवेतील मनापेक्षा नेणिवेतील मनाचा आपल्या वर्तनावर व व्यक्तिमत्त्वावर होणारा परिणाम माणसाच्या लक्षात आला त्यामुळे या अंतःप्रवाहाचा आलेख रेखाटण्यात नवकथेला रस वाटू लागला. मानवी मनातील वृत्तीप्रवृत्ती व नेणिवेतील प्रवाह चित्रित करण्यात कथा लेखकांनी प्रयत्न केले.

अंजली सोमण यांनी म्हटल्याप्रमाणे "विसाव्या शतकात फ्राईड, युंग, प्रभृती मानसशास्त्रज्ञांनी हे सिद्ध केले की, माणूस व्यवहारांच्या कृती करत असतो. त्याची त्यामुळे बऱ्याच अंशी त्याला स्वतःच्या अबोध मनातून मिळत असते. नेणिवेतील व्यापारात संवेदना, भावना, विचार, इच्छा, कल्पना इत्यादीचे पदर एकमेकांत गुंतलेले असतात. त्यामुळे या प्रेरणा क्षेत्रात तर्कसंगतीचा अभाव असतो. माणसाचे वर्तन त्यामुळे विसंगत बनते. नवकथेने फ्राईडच्या मानसशास्त्राचा आधार घेतल्याने पूर्वकालीन कथेतील साचेबंद पात्रचित्रण वाद झाले. प्रत्येक माणसाच्या मनात चांगल्या वाईट हेतूंची प्रकृती-विकृतीची ही गुंतागुंत झालेली असत हे नवकथेचे दाखवून दिले. मानवी मनाचे गूढ, अनाकलनीय आणि भयावह दर्शन नवकथेतील पात्रांच्या माध्यमातून घडू लागले."^(२) पुढे लेखक प्रतीके व प्रतिमांच्या भाषेतून अनुभव व्यक्त करू लागले. प्रतिमा ही नवकथेची परिभाषा बनली. संवेदना, भावना, विचार, सहचर्य, संदर्भ व जाणीव-नेणीव यातून तयार झालेला अनुभव कथेत आला व वास्तवापेक्षा 'मानसिक जाणीव-नेणिवेतील वास्तवाला प्रमुख स्थान निर्माण झाले. मानसशास्त्रीय संशोधकामुळे "आजची लघुकथा अधिक अंतर्मुख बनली आहे. केवळ वरवरच्या भावनांचा अविष्कार करण्यात संतोष न मानता मानवी मनातील दडपलेल्या प्रवृत्तींचे व संज्ञाप्रवाहाचे अधिक सूक्ष्म रीतीने व कलात्मक रीतीने चित्रण करू लागली आहे. त्यामुळे तिच्या संघर्षाचे क्षेत्र आज बदलले आहे. केवळ बाह्य परिस्थितीतील घटकांवर अवलंबून न राहता आजचे लेखक मानवी मनाच्या अंतरंगातील भल्या बुऱ्या भावनांच्या संघर्षाचे स्वरूप दाखविण्यात अधिक कौशल्य प्रकट करू लागले आहेत. हे मनोविश्लेषण अभिनव तर खरेच पण ते अधिक अवघडही आहे. परमन प्रवेशाची सिद्धी व परमानांतील संज्ञाशी व भावनांशी एकरूप होण्याचे सामर्थ्य हे तर त्यासाठी हवेत, पण लेखकाची कल्पना शक्तीही तरल हवी हे दोन्ही गुण नवकथा लेखकांना लाभले आहेत."^(३) त्यामुळे कथा लेखकांनी भाषेचे संज्ञाप्रवाही प्रयोग, स्वप्नचित्रणाची शैली, फ्लॅशबॅक पद्धती, फॅन्टसी, दृष्टांत व रूपक कथेच्या ऐवजी प्रतीकात्मकता इत्यादी रूपके आणि तसेच निवेदन तिचा अपरिहार्य भाग म्हणून आलेले आहे.

१९३० या काळात य. गो. जोशी यांनी आपली कथा लिहिली. 'सखाराम', 'समोर पाहणारी मुलगी', 'राहिलेल्या शब्द', 'दिवाळीची देणगी' ही या कथांत त्यांनी अंतर्मनाचे चित्रण केलेले दिसते. व्यक्तीमनात डोकवून



मनाचे पापुद्रे उग्रडून पाहण्याचा प्रयत्न त्यांनी केला. 'सखाराम' या कथेत तो आपल्या अनेक भावभवना दाबून जीवन जगतो. म्हणून लेखकाने आपल्या मनाची समजूत घालणाऱ्या सखारामच्या मनातील आशा-निराशाची आंदोलने लेखकाने मांडली आहेत. 'दिवाळीची देणगी' या कथेत भाऊ आठवलेंच्या मनोव्यथांचे व स्थित्यंतरांचे चित्रण आहे.

पु. वा. भावे यांच्या कथा विश्वाची व्यापकता, भावनेची उत्कटता व तीव्रता व प्रचंड आवेग, भाषेचा आवेश व प्रवाह ही वैशिष्ट्ये दिसतात. त्यांच्या 'दुःख', 'पारदर्शी', 'पापाण', 'पुतळा' यासारख्या कथांतून त्यांनी एकपदरी स्वभावाची माणसे उभी केली व त्यांच्या मनोवृत्तीचे चित्र त्यांनी या कथांत अतिशय प्रभावी स्वरूपात काढले आहे. त्यांनी एकपदरी स्वभावाची माणसे त्यांचा भावनांचा आवेग कथांमध्ये चित्रित केला आहे.

अरविंद गोखले यांच्या कथांमध्ये पात्रांच्या मनातील वृत्तीची सूक्ष्म आंदोलने टिपली जातात. ते एखाद्या पात्राच्या मनात शिरतात व त्याच्या दृष्टिकोनातून कथेतील घटकांकडे पाहतात. त्या पात्राचे ते जणू आत्मनिवेदन बनते. त्या पात्राला केंद्रस्थानी ठेवून ते कथेतील घटनाक्रमाने सांगत जातात. त्या पात्राच्या मनात ते वावतात, की त्याच्या मनातील कोपरा न कोपरा लेखकाला ठाऊक असतो. त्याच्या मनातील सूक्ष्मातिसूक्ष्म भाव, तरंग, बारीकसारीक छटा यांचे आरेखन ते करतात व त्यातून हळूहळू त्यांच्या अबोध मनाचा पट उलगडू लागतो व कथा उभी राहते. तिला आकार प्राप्त होतो.

गंगाधर गाडगीळ यांनी शहरी जीवनातील माणसांचे चित्रण आपल्या कथांमध्ये केले आहे. दोन खोल्यांच्या बिऱ्हाडातून जगणाऱ्या माणसांचे जीवन 'जळ तडागी सडे', 'बुडबुडे तडतडे', तसेच त्यांची मेलेली, किडलेली माणसे, मने (किडलेली माणसे) 'मृत्यूचे संजीवन' इत्यादी माणसांची चिंता, क्षुद्र हेवेदावे, दुःखाचा गुणाकार ('गुणाकार') चोरट्या व विकृत वासना, दुवळ्या भावनांचे लपंडाव ('चोरी पावले', 'कांगावा') शाळा कॉलेजात जाणाऱ्या तरुणांची रिकामी मने ('नवे आदर्श') इत्यादी अनेक विषय व माणसे त्यांच्या कथांत दिसतात. 'गंगाधर गाडगीळांनी आविष्काराच्या नव्या वाटा दाखविल्या. 'तलावातले चांदणे' 'बिनचेहऱ्याची संध्याकाळ', 'खरं सांगायचं झालं तर' यासारख्या कथांतून मुक्तसंज्ञेची प्रवाही रूपे आणि सूक्ष्म संवेदनांची कल्पने त्यांनी आविष्कृत केली. मुक्तसंज्ञेच्या प्रवाहात माणसाच्या दबलेला इच्छा, आकांक्षा, किती विलक्षण, अनोखी, विकृत, घटीते दाखवतात. याचे खुबीदार चित्रण त्यांनी आपल्या कथांतून केले. गाडगीळांच्या कथांना मनोविश्लेषणाचे मोठे परिमाण आहे. किंबहुना नवकथा म्हणजे मनोविश्लेषण असे प्राथमिक समीकरण मांडले जाते. माणसाच्या बारीकसारीक वर्तनाच्या अंतस्थ प्रेरणा आणि हेतू त्याला देखील स्पष्टपणे उमटलेले असतात असे नाही. त्यांचे निरनिराळ्या संदर्भात इतराशी होणारे वर्तन विचित्र आणि तपासले तर मनोरंजक असू शकते.'⁽⁶⁾ अशा प्रकारे गंगाधर गाडगीळांनी मनोविश्लेषणाच्या अभिनव तंत्राच्या साहाय्याने लहान मुलांच्या अंतर्मनाचा वेध अनेक कथांतून घेतला आहे. 'कबुतरे' मधील उदय आणि विजय, 'घरातला चोर' मधील दिनू व मधू, 'श्यामचे गुपित' मधील शाम इत्यादी लहान मुलांची त्यांनी रंगविलेली चित्रे वैशिष्ट्यपूर्ण आहेत.

विद्याधर पुंडलिक यांची कथा घटनाप्रधान असली तरी मनोविश्लेषण ही कथित येते. ते पात्राच्या मनाचे विविध कथेत उलगडवतात व त्यांची कथा अतिशय प्रभावी बनते. उदा. 'दवणा', 'सावली', 'वाट', 'सती', इत्यादी कथा वैशिष्ट्यपूर्ण आहेत. जी. ए. कुलकर्णी यांच्या कथा लेखनाची एक वेगळी शैली आहे. कथांमध्ये प्रतिमांचा वापर ते करतात. त्यांच्या कथांतील विशिष्ट घटना व व्यक्ती त्यांचे गहन-गूढ मनोव्यापार ते रेखाटतात. 'माणूस नावाचा बेटा', 'प्रदक्षिणा', 'गुंतवळ', 'राधी' इत्यादी कथा वाचकांना चिंतन करायला लावतात, अंतर्मुख करतात.



कमल देसाई यांनी "संज्ञाप्रवाहाला कथेत स्थान देऊन मराठी कथेला एक नवे परिमाण प्राप्त करून दिले. संज्ञाप्रवाहाचा मागोवा घेण्याचा प्रयत्न केल्यामुळे त्यांच्या कथेत भूतकाळ, वर्तमानकाळ व भविष्यकाळ याची सरमिसळ झालेली दिसते. वर्तमान क्षण जगणाऱ्या या व्यक्तीच्या अंतर्मनात अचानक भूतकाळातील काही प्रसंग जागृत झाल्याने काळाचे संदर्भ विस्कटून जातात. संज्ञाप्रवाहाच्या आधारे व्यक्तीमनाचे विविध स्तर उजळून टाकण्याचे कमल देसाई यांचे सामर्थ्य त्यांच्या कथेत विशेषत्वाने प्रत्ययास येते. त्यांच्या 'ध्यास' या कथेत मानसिक संघर्षाचे वेधक चित्र दिसते माणसाच्या मानसिक क्रियाप्रतिक्रिया नेमकेपणाने टिपतात. त्यासाठी दुर्बोधतेच्या पातळीवर जाणारे मनोविश्लेषण किंवा जाणिवनेणीवेतील गुंतागुंत यांचा आधार घेत नाहीत. 'विरत गेलेलं धुकं', 'तिचं स्वप्न', 'दोलाचल', 'श्रणमुक्ता' इत्यादी कथा प्रवाही दृष्टीने वैशिष्ट्यपूर्ण आहेत." वरील सर्व कथालेखक हे नवकथाकार आहेत. यांनी आपली कथा मानवीजीवन व मन केंद्रित केली व मराठी कथेला नाविन्य प्राप्त करून दिले. ना. सी. फडके यांनी भूतकालीन घटनांचा खोल विचार करण्याच्या व्यक्त कथेत उभ्या केल्या आहेत.

'बेबी' या कथेत तारुण्यात प्रवेश करणाऱ्या बेबीच्या मानसिक अवस्थांचा पाठपुरावा ते करतात. शेवटी या कथेला प्रणयकथेचे रूप येते. 'मीरा' या कथेत त्यांनी फर्लेशबॅक पद्धतीचा वापर केला आहे. वळवाच्या पावसात पाण्याला पाहून तिला भूतकाळातील आपले बालपण, मित्रमैत्रिणी आठवतात व त्यावर स्वतः विचार करते. या कथेतील घटना, प्रसंग, पुढे पुढे उत्कंठा वाढवित नेतात. आपल्या कथेत मनोविश्लेषणात्मक लेखन करणारे एक मोठे लेखक म्हणजे जी. ए. कुलकर्णी हे होत. त्यांनी आपल्या कथांमध्ये मानवी जीवनातील अनेक विषय घेऊन व्यक्तीच्या मनाचा शोध घेतलेला आहे. त्यांच्या कथांमध्ये महाराष्ट्र व कर्नाटक सीमेवरील विस्तृत प्रदेशातील मानवी जीवन, व्यक्ती प्रवृत्ती, संघर्ष, तेथील घरे, निसर्ग, सुख-दुःखे यांचा शोध लेखक घेतो. गांजलेली व व्यसनी माणसे त्यांच्या अतृप्त भुका ते शमविण्यासाठी केले जाणारे अघोरी उपाय, त्यांचा भ्रमिष्टपणा, त्यांची सहनशीलता, त्यांच्या मनातील ताणतणाव यांचा परामर्श लेखकाने घेतलेला आहे. आपल्या कथांमध्ये ते प्रतिमांचा योग्य वापर करून अनुभव साकारतात. व्यक्तिचित्रण आणि मनोविश्लेषण यांचा सुयोग्य वापर ते करतात. तसेच व्यक्तींचे गूढ मनोव्यापार ते रेखाटता. त्यांच्या 'माणूस नावाचा वेटा', 'प्रदक्षिणा', 'गिधाडे', 'गुंतवळ', 'राधी' या कथा वैशिष्ट्यपूर्ण आहेत. या कथांमध्ये व्यक्तीच्या मनात खोलवर जाऊन त्यांच्या आंतरिक संवेदनांचे चित्रण ते करतात. त्यांच्या 'माणूस नावाचा वेटा' मधील दत्तू, 'गिधाडे' मधील बापू इत्यादी व्यक्तिरेखांच्या अंतर्मनाचा तळ म्हणजे भावनांचा प्रचंड ज्वालामुखी सारखा आहे. अशी वैशिष्ट्यपूर्ण अंतर्मनाचे चित्रण करणाऱ्या कथा जी. ए. कुलकर्णी यांनी लिहिलेल्या आहेत.

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सरदार वल्लभभाई पटेल यांच्या व्यक्तिमत्त्वाचे विविध पैलू

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भारतीय स्वातंत्र्यसंग्रामाचे अग्रगण्य सेनानी आणि स्वतंत्र भारताचे पहिले गृहमंत्री म्हणून वल्लभभाई पटेल यांची ओळख आहे. तसेच त्यांना 'पोलादीपुरुष' असेही म्हणतात. म. गांधी यांचे विश्वासू व निकटवर्ती सहकारी, चाणक्या समान मुत्सद्दी, उत्तम संघटन कौशल्य, कणखर प्रशासक, शांतपणे ऐकून घेण्याची मनोवृत्ती, मितभाषी असे त्यांच्या व्यक्तिमत्त्वाचे विविध पैलू आहेत.

प्राथमिक शिक्षणपूर्ण केल्यावर पुढे बॅरिस्टर होण्याची तीव्र इच्छा असून ही त्यांनी आर्थिक परिस्थिती गोध्रा, बोरसाड, आनंद या ठिकाणी कायद्याचा अभ्यास केला. वकिलाच्या वारची परीक्षा पास झाल्यावर वयाच्या ३६ व्यावर्षी पुढील शिक्षणासाठी इंग्लंडला प्रयाण आपल्या अनेक वरिष्ठ वकील सहकार्यांकडून संदर्भग्रंथ अक्षरशः मागून घेतले. त्यांचे वाचन करून ३६ महिन्यांचा कोर्स ३० महिन्यांतच पूर्ण केला. इ.स. १९०० पासून त्यांनी गोध्रा येथे वकिलाच्या व्यवसायास प्रारंभ केला. वल्लभभाई प्रामुख्याने फौजदारी खटले चालवीत. हे खटले चालविण्यासाठी कुशाग्र बुद्धी, आणि धोडपणाने बोलण्याची वृत्ती हवी असते. ती सरदार पटेलंजवळ होती. ते प्रत्येक केसचा सूक्ष्मपणे अभ्यास करत. थोड्याच कालावधीत एक अभ्यासू, विश्वासू प्रतिभासंपन्न वकिल म्हणून नावारूपास आले.

इ. स. १९१३ मध्ये सरदार पटेल इंग्लंडहून परत आले. अहमदाबाद येथे वकिली सुरू केली. प्रत्येक केसमध्ये ते सरस असा युक्तिवाद करत. उलट तपासणीच्यावेळी ते कसलेल्या साक्षीदारांचीही बोलती बंद करीत. एखाद्या केसमध्ये विरोधक करी व कोणते मुद्दे मांडू शकतात याचा विचार करून ते आपल्या पक्षाच्या बचावाची योजना तयार ठेवीत. भारतीय राजकारणात सक्रीय प्रवेश करण्यापूर्वी आणि मं. गांधीप्रभावात येण्यापूर्वी त्यांच्या घराण्यास स्वातंत्र्यचळवळीत सहभागी होण्याची परंपरा होती. भारतीय स्वातंत्र्याच्या पहिल्या स्वातंत्र्यसमरामध्ये म्हणजेच १८५६ मध्ये पटेल यांच्या वडिलांनी सक्रीय सहभाग घेतला होता. प्रारंभी पटेल यांच्या जीवनावर जहालमतवादाचा प्रभाव असल्याने ते राष्ट्रीय काँग्रेसच्या जहाल गटात सामील झाले होते. इ.स. १९१७ मध्ये पटेल यांनी अहमदाबाद नगरपालिकेची निवडणूक लढविली. ते नगराध्यक्ष झाले. त्यांचा राजकारणात प्रवेश झाला.

१९१७ मध्ये खेडा जिल्ह्यात प्रचंड पाऊस झाला. त्यामुळे खरिपाचे पीक पूर्णपणे गेले. पुढे उंदरांचा सुळसुळाट तसंच अन्य कीटकांमुळे रबीचेही पीक गेले होते. २५ % पीक उत्पादन कमी येईल, अशी शेतकऱ्यांची मागणी होती. १८ हजार सह्य असलेले एक निवेदन १५ नोव्हेंबर १९१७ रोजी सरकारला देण्यात आले. द्यालाला येथील होमरूल लीगच्या सभासदांनी असेच निवेदन सरकारला दिले, परंतु याचा काही उपयोग झाला नाही. इंग्रज सरकारने शेतकऱ्यांवर जप्तीचे आदेश काढले आणि भांडीकुंडी जप्त करून सारावसुली सुरू केली. काही शेतकऱ्यांनी जमिनीचा काही हिस्सा विकून तर काहींनी व्याजाने रक्कम काढून शेतसारा भरला. या अन्यायात शेतकरी भरडला जाऊ लागला.



महात्मा गांधी यांनी सक्तीच्या शेतकऱ्यांच्या वसुलीविरुधात खेड्या जिल्ह्यातील हजारो शेतकऱ्यांची सत्याग्रहाची चळवळ सुरु केली. या चळवळीचे नेतृत्व यांनी सरदार पटेल यांच्याकडे सोपविले. सरदार पटेल यांनी ५०० गावांतील हजारो सत्याग्रही शेतकऱ्यांचे आंदोलन अत्यंत निर्धाराने चशस्वी केले. यातूनच सरदार पटेल यांचे नेतृत्व भारतीय स्वातंत्र्यचळवळीत उदयास आले आणि महात्मा गांधींच्या सहवासात ते त्यांच्या मनावर पूर्णतः मवाळवादाचा परिणाम होऊन गांधीवादी बनले. अहमदाबाद नगरपालिकेचे अध्यक्ष असताना त्यांनी केलेले कार्य आजही सर्वांना प्रशासकीय दृष्ट्या मार्गदर्शन करणाऱ्या आहेत. तत्कालीन जलव्यवस्था, पाणीपुरवठ्याच्या याजना, वेठविगारी पद्धत बंद करणे या सुधारणा महत्त्वपूर्ण होत्या.

शैक्षणिक कार्य

इ. स. १९२० मध्ये त्यांनी गुजरात विद्यापीठाची स्थापना करण्यासाठी घेतलेला पुढाकार हा गुजरात राज्याच्या शैक्षणिक विकासामध्ये अर्थपूर्ण टप्पा मानावा लागेल. त्यासाठी त्यांनी दहा लाखोंचा निधी संकलित केला. त्यांचा शैक्षणिक व राजकीय कार्याचा गौरव म्हणून नागपूर, प्रयाग व उस्मानिया या विद्यापीठांनी त्यांना सन्माननीय डॉक्टरेट पदवी प्रदान केली.

स्वातंत्र्यलढ्यातील अविस्मरणीय व अर्थपूर्ण योगदान

गुजरात प्रांतिक काँग्रेसचे अध्यक्ष, काँग्रेसच्या अहमदाबाद अधिवेशनाचे स्वागताध्यक्ष, नागपूरचा झंडा सत्याग्रह, वाडोली सत्याग्रह, मिठाच्या सत्याग्रहामध्ये भाषणवंदीचा आदेश झुगारण्याबद्दल झालेला तुरुंगवास, येरवडा तुरुंगातील कारावास, चलेजाव आंदोलनाचा गुजरातमध्ये प्रचार, प्रसार परिणामी अहमदनगरच्या किल्ल्यांमध्ये घडलेला कारावास, व इतर सर्वच टिकावचे त्यांचे कार्य आधुनिक भारताच्या इतिहासामध्ये सुवर्णाक्षरांनी लिहिले आहे.

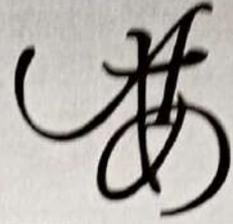
स्वदेशीचे व्रत

स्वातंत्र्यचळवळीमध्ये खादी या घटक्याचा अभ्यास सूक्ष्मपणे करणे आवश्यक आहे. खादी म्हणजे कापड मुळातच भारतातील ब्रिटिश साम्राज्याचा आर्थिक पाया हा कापड उद्योगातून उभारला होता. तो उभेथून टाकण्यासाठी जी खादीची मोठी व व्यापक चळवळ उभी राहिली. त्यामध्ये सरदार पटेल यांचे कार्य महत्त्वपूर्ण आहे. स्वदेशीचा वापर म्हणजे विदेशी कापडाची होळी हा स्वदेशी आंदोलनाचा महत्त्वपूर्ण कार्यक्रम होता. उमरेठ गावी विदेशी कापडाची होळी पेटविली होती. त्या होळीत बल्लभभाईंनी आपल्या हाक्यावरील विदेश टोपी जाळून टाकली. त्यानंतर त्यांनी कधीच टोपी घातली नाही. अखेर पर्यंत ते स्वदेशीव्रतानेच वागले. दि. २६ जून १९३० रोजी तुरुंगातून मुक्त होताच तसेच त्यांनी १ ऑगस्ट रोजी लो. टिळकांच्या पुण्यतिथीच्या दिवशी मुंबईमध्ये खादी भांडाराचे उद्घाटन केले. खाद्यप्रसंगीचे त्यांचे ब्रिटिश अधिकाऱ्यांना न रुचल्याने त्यांच्यावर राजद्रोहाचा खटला दाखल करण्यात आला. नऊ महिन्यांनंतर दि. ४ मार्च १९३१ रोजी त्यांची सुटका करण्यात आली.

स्वातंत्र्यापूर्वी व स्वातंत्र्यांतर काळातील सरदार पटेल यांचे कार्य त्यांना इतिहासात आजरांमर करणारे आहे. भारतीय संस्थानांचे विलीनीकरण, गुजरातमधील जलप्रलायाचे वेळी त्यांनी पुरवठासाठी जी मदत केली. ती गुजरातच्या आपत्ती व्यवस्थापनाच्या इतिहासामध्ये अविस्मरणीय नांद घेणारी आहे. शोमनाथाचे मंदिर सर्व धर्मियांना दर्शनासाठी खुले व्हावे यासाठी त्यांनी केलेली तरतूद जातीवदारीच्या निर्मूलनाराठी पथदर्शक आहेत.



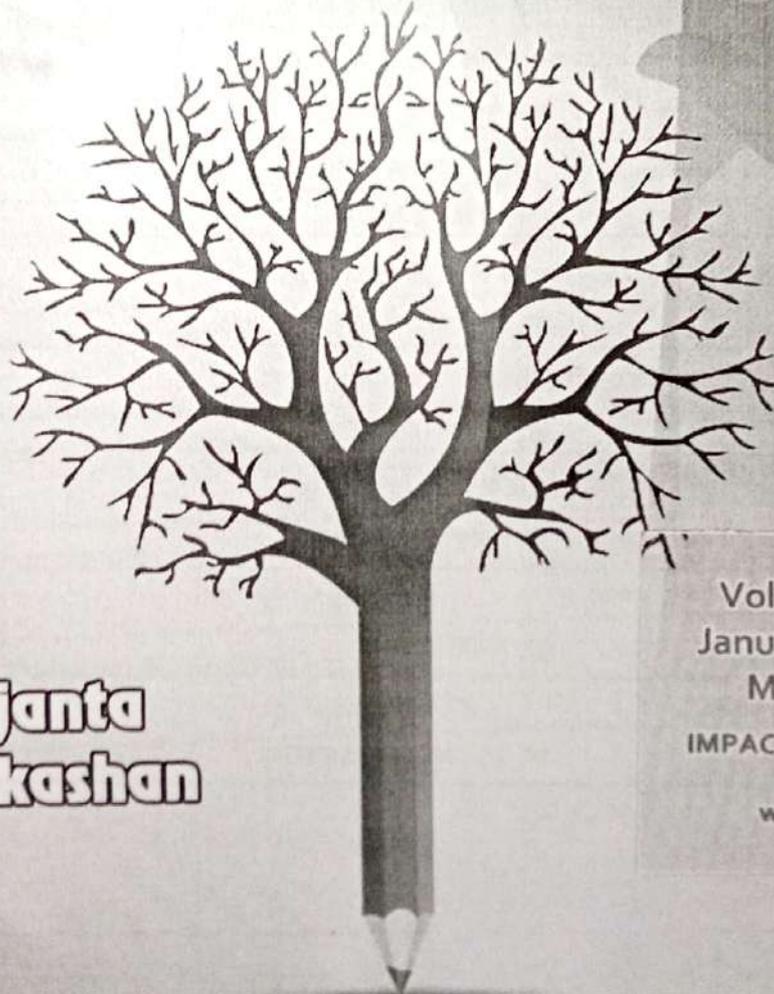
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CONTENTS OF MARATHI PART - IV

अ.क्र.	लेख आणि लेखकाचे नाव	पृष्ठ क्र.
१४	मराठवाड्याची प्रतिनिधिक कविता : काळ्या आईच्या कुशीत डॉ. दिलीप भिसे	६०-६५
१५	मिलिंद कांबळे यांच्या 'भेटलं मांग फिटलं पांग' या कादंबरीतील एक समिक्षण डॉ. दिलीप सावंत	६६-६९
१६	अस्तित्ववादी समीक्षा : विशेष संदर्भ श्याम मनोहर यांची 'हे ईश्वरराव... हे पुरुषोत्तमराव' कादंबरी प्रा. डॉ. ललित अधाने	७०-७५
१७	नैतिकता-मूल्यनिष्ठ समीक्षा विचार (डॉ. किशोर सानप यांचे समीक्षा लेखन) प्रा. डॉ. राजेंद्र मुंडे	७६-८०
१८	दलित साहित्य समीक्षा डॉ. शामराव शेंडगे	८१-८५
१९	आंबेडकरवादी समीक्षा : एक दृष्टीक्षेप प्रा. डॉ. युवराज श्रीराम मानकर	८६-९७
२०	सदानंद देशमुख यांच्या 'तहान' आणि 'बारोमास' च्या निमित्ताने प्रा. डॉ. अरविंद भ. कटरे	९८-११०
२१	कथेची आस्वादक समीक्षा डॉ. उगले अनिल भिकाजी	१११-११५
२२	मराठी आदिवासी साहित्य समीक्षा : एक आकलन प्रा. अनिता कांबळे	११६-१२३
२३	नटसम्राट : माध्यमांतराचा यशस्वी प्रवास...! डॉ. भारत विठ्ठलराव शिंदे	१२४-१२९
२४	स्त्रीवादी साहित्य समीक्षा विषयी माहिती प्रा. डॉ. गिन्हे डी. पी.	१३०-१३२
२५	ग्रामीण साहित्य समीक्षा डॉ. गोवर्धन मुळक	१३३-१४१
२६	आदिबंधात्मक व लोकतत्वीय समीक्षा डॉ. भाऊसाहेब राठोड	१४२-१४५

२१. कथेची आस्वादक समीक्षा

डॉ. उगले अनिल भिकाजी

मा. बी. जे. महाविद्यालय, आळे, ता. जुन्नर, जि. पुणे.

साहित्य म्हणजे काय?

साहित्य म्हणजे ललित साहित्य होय. 'ललित' याचा अर्थ सुंदर असा आहे. ललित म्हणजे सौंदर्य किंवा सुंदरता होय. ललित साहित्य म्हणजे सौंदर्याचा आविष्कार करणारे साहित्य होय. ललित साहित्याचे प्रकार म्हणजे कथा, कादंबरी, नाटक, कविता, लघुनिबंध प्रवासवर्णने इत्यादी होय. मराठी साहित्य किंवा मराठी वाङ्मय म्हणजे मराठी भाषेत लिहिलेले साहित्य किंवा वाङ्मय होय. साहित्य या शब्दापेक्षा वाङ्मय असे शब्दप्रयोग केले जातात. पण साहित्य म्हणजे एखाद्या लेखकाचे साहित्य असाही अर्थ दिसतो.

कथा म्हणजे काय?

कथेची व्याख्या सर्वसाधारणपणे अशी केली जाते. 'कमीत कमी पात्रे, प्रसंग व घटना असलेला व एकाच बैठकीत वाचता येणारा कलात्मक अनुभव असलेला गद्य आकृतिबंध म्हणजे कथा होय.' कथेमध्ये घटना, प्रसंग, व्यक्ती, परिस्थिती यांचा आधार घेऊन लेखक लेखन करतो. एकाच कथेत घटना प्रसंगात लेखक बदलही करू शकतो. नव्या काल्पनिक व्यक्ती व घटना कथेत आणू शकतो. कथेतील विषय मानवी जीवनाविषयी, समाजाविषयी, मानवी मनाविषयी, मानवी वृत्ती-प्रवृत्ती विषयी असतो. कथेमध्ये काही कथानक असते. हे कथानक सलग पद्धतीने अनेक घटना प्रसंगातून पुढे पुढे जात असते. कथेतील पात्रे विशिष्ट परिस्थितीत जगत असतात. त्यांचा विचारविनिमय, प्रेमसंबंध, कौटुंबिक जीवन व संघर्षही असतो. अशी विशिष्ट पद्धतीने कथेची मांडणी करित असतो. जे कथेतून सांगायचे ते प्रभावीपणे व्यक्त व्हावे लागते. त्यासाठी कथानक, घटना, प्रसंग, पात्रे, परिस्थिती, वातावरण व भाषा इत्यादी घटकांच्या माध्यमातून कथा निर्माण होते. कथेचे हे घटक बारकाईने तपासले पाहिजेत.

कथेची आस्वाद प्रक्रिया

कोणतीही कथा अनेक घटकांतून निर्माण होत असते. ती समजावून घेण्यासाठी दोनदा-तीनदा वाचावी लागते. सावधचिंतने एकाग्रतेने ती समजावून घ्यावी लागते. वर्तमानपत्रातील बातम्या जशा वाचल्याबरोबर समजतात तसे वाचन करून कथा समजेलच असे नाही. साहित्याचे वाचन ही जाणकार मनाची प्रक्रिया असते. चिकित्सक बुद्धीने तिचे वाचन केल्याशिवाय तिचे आकलन व मूल्यमापन होणार नाही. कथेचे घटक परस्परांशी संबंधित असतात कथेतील घटना वैशिष्ट्यपूर्ण असतात. त्या घटना घडण्यासाठी काही परिस्थिती कारणीभूत झालेली असते. दोन किंवा अधिक पात्रे काही प्रसंगाने एकत्र येतात, त्यांचा विशिष्ट स्वभाव दिसतो. त्यामुळे संघर्षही घडतो. त्या संघर्षाची कारणे व परिणाम वाचकांना समजावून घ्यावी लागतात. त्याचबरोबर तेथील भाषाशैली ही महत्त्वाची असते. कधी सरळ निवेदन करणारी, कधी विडंबने व विनोदी पद्धतीही वापरलेली

असते. एखादी कथा कौटुंबिक जीवनावर, सामाजिक, राजकीय, ग्रामीण जीवनावर आधारलेली असते. तेथील जीवन समजावून घ्यावे लागते. ते करण्यामागील लेखकाचा हेतू लक्षात घ्यावा लागतो. म्हणून कोणतीही कथा एकाच वाचनात कळत नाही. कथेचे एकाप्रतेने सूक्ष्म वाचन करावे लागते. पहिल्या वाचनात कथेचा विषय, पात्रांची तोंड ओळख, कथेचा आवाका कळतो. दुसऱ्या वाचनात कथेचे घटक तपासता येतात व तिसऱ्या वाचनातून कथेच्या जीवन दर्शनातील मूल्य कळतात व वाचकांवर कथेचा एकच एक परिणाम होतो.

मराठी कथेची वाटचाल

इ. स. १८०६ नंतर मराठी कथेची वाटचाल 'बालबोधमुक्तावली' या ग्रंथापासून झाली. पुढे १८१५ 'पंचतंत्र' १८२४ 'सिंहासनवत्तीसी' हे कथासंग्रह मराठीत आले. स. का. छत्रे यांनी 'वेताळ पंचविशी' या नावाचा ग्रंथ तयार केला. पुढे १८६० नंतर करमणूक मनोरंजन या मासिकांनी कथा घडविली व कथेचा हळूहळू विकास होत गेला. १९२६ नंतर रत्नाकर, यशवंत, किल्लोस्कर, ज्योत्सना इत्यादी मासिकातून कथा प्रसिद्ध होत गेल्या. घटनाप्रधान कथेला व्यक्तिप्रधान बनविण्याचे काम दिवाकर कृष्ण यांनी केले. त्यांच्या 'मृणालिनीचे लावण्य', 'रूपगर्विता' यांना लघुकथेचे रूप आले. पुढे कलात्मक लघुकथा लिहिण्यास यश मिळविले ते ना. सी. फडके व वि. स. खांडेकर यांनी. ना. सी. फडके यांनी 'तुरुंगातून सुटका', 'सात रुपये दहा आणे', 'गुलामांचे राज्य' इत्यादी लघुकथा लिहिल्या. वि. स. खांडेकरांनी 'आंधळ्याची भाऊबीज', 'फुले आणि दगड' इत्यादी लघुकथा लिहिल्या. पुढे य. गो. जोशी यांनी कौटुंबिक नात्यावर आधारित कथा लिहिल्या. पुढे र. वा. दिघे व ग. ल. ढोकळ यांनी ग्रामीण जीवनाचे चित्रण करणाऱ्या कथा लिहिल्या. पुणे १९४४-४५ नंतर मराठी कथेला नवे वळण मिळाले. मानवी जीवनातील सूक्ष्म गोष्टींचे चित्रण तिने केले. गंगाधर गाडगीळ यांनी कथेस नवे वळण दिले. 'किडलेली माणसे', 'बिन चेहऱ्याची संध्याकाळ', 'सुखी माणसे' इत्यादी कथेतून मनाचे सूक्ष्म आविष्कार चित्रित केले. याशिवाय, अरविंद गोखले, वामनराव चोरघडे, कुसुमावती देशपांडे, व्यंकटेश माडगूळकर यांनी नवकथा लिहिल्या. वामनराव चोरघडे यांनी- 'अतिथीदेवो भव', 'अमरवेल', माणूस का रडतो', 'समुद्राचे पाणी' इत्यादी कथा लिहिल्या. व्यंकटेश माडगूळकरांनी- 'झोंबी', 'करणी', 'भतांचा पदर' इत्यादी कथांतून ग्रामीण जीवनाचे चित्र उभे केले. इत्यादी कथाकरांनी मराठी कथेला समृद्ध केले.

१) मृणालिनीचे लावण्य :- दिवाकर कृष्ण यांची ही कथा आहे. या कथेतील प्रमुख पात्र मृणालिनी आहे. ती कथेत सुरुवातीला आपल्या पूर्वीच्या आठवणी सांगते. ती लहान असताना तिला अंधाराची, ढगांच्या गडगडाटात, वीज चमकण्याची खूप भीती वाटत असते. तेव्हा ती अकरा वर्षांची असते. तिचा मामेभाऊ अशोक हा पंधरा वर्षांचा असतो. मृणालिनी भीत्री असल्याने सर्वजण तिला चिडवत असतात. अशा आठवणी तिला येतात. वयाच्या विसाव्या वर्षी ती या आठवणी लिहून ठेवते. मृणालिनी सुंदर असते. सर्व जण तिच्या सौंदर्याची प्रशंसा करीत असतात. अशोकलाही तिच्या सौंदर्याचा हेवा वाटत असतो. अशोकचे वडील शाळेत मास्तर आहेत. मृणालिनीचे वडील आप्पा रेल्वेच्या ऑफिसात कामाला आहेत. मास्तरांना चांगला पगार आहे. आप्पांना कमी पगार आहे. आप्पांनी मॅट्रिक नापास होताच शाळा सोडून दिली. तर मास्तर कॉलेजमध्ये शिकले. घरच्या परिस्थितीमुळे त्यांना बी. ए. होता आले नाही. अशोक हा मास्तरांचा एकुलता एक मुलगा होता. तो

पुढे आपले नाव काढील, चांगले शिक्षण घेईल असे आई वडिलांना वाटत होते. पण पुढे अशोक एकाएकी घर सोडून गेला. फरारी झाला त्याला कारण मृणालिणीच होती. अशोक लहानपणी मृणालिणीच्या घरी येत असे. तिची भावडे व इतर मुले टक्का पाण्याचा खेळ खेळत असत. गप्पागोष्टी करीत असत. मृणालिणी सुंदर असल्याने अशोकच्या मनात तिच्याविषयी प्रेम निर्माण होते. पण ते एकमेकांना सांगत नाहीत. ते दोघेही लहान असल्याने इतरांच्याही लक्षात येत नाही. पण अशोक आपल्या मित्रांजवळ ते व्यक्त करतो. ते मृणालिणीला सांगतात. पुढे तिचे लग्न होते. अशोक लग्नाला हजर असतो. त्याला खूप दुःख होते. पुढे अशोकला नोकरीच्या व शाळेच्या निमित्ताने म्हैसूरला पाठविले जाते. इकडे मृणालिणीला एका मोठ्या घराण्यात दिलेले असते. त्या घराण्यातील तिचे चुलत सासरे डेप्युटी कलेक्टर व सख्खे सासरे सरकारी दवाखान्यात डॉक्टर असतात. मृणालच्या लग्नाला तीन वर्षे होतात तेव्हा तिच्या सासरच्या लोकांचे स्वभाव तिला कळून येतात. तिचे सासर पुण्याला असते. तरीही ही माणसे अडाणीपणाने वागत असतात.

एक दिवस दुपारी ती घरात एकटीच असताना सासऱ्याची वाईट नजर तिच्यावर पडते. तेव्हा ती घाबरून जाते व मोठ्याने ओरडते. सासुबाईकडे जाते व ती घाबरल्याचे सांगते. त्यानंतर तिसऱ्या दिवशी तिचे वडील तिला माहेरी घेऊन येतात. सर्व हकीगत ती आईला सांगते व नंतर ती माहेरीच राहू लागते. घरीच कामात आईला मदत करते. पुन्हा पूर्वीसारख्या गप्पागोष्टी तिच्या भावंडांत घडतात. अशोक तिच्या घरी येत असतो. अशोकच्या मनातील तिच्याविषयीचे प्रेम तसेच असते. अशोकडून काही अनुचित प्रकार घडतो व तो स्वतः दोशी सापडतो. ही गोष्ट घरच्या लोकांच्या लक्षात येते. दुसऱ्या दिवशी अशोक पहाटेच निघून गेला व नंतर फरार झाला. त्याच्या घरी तो गेला नाही. मृणालिणीला वाईट वाटले, दुःख झाले. नंतर काही दिवसांनी ती एकटीच असताना संध्याकाळी एक भिकारी आला. तो अशोक होता. तो म्हणाला मृणाल मी कोणतीही गोष्ट मुद्दाम केली नाही. चुकून माझ्याकडून ती घडली असे म्हणून तो निघून गेला. मृणालला खूप दुःख झाले. तिच्या सौंदर्याने अशोकच्या जीवनाचा नाश झाला. तो एकुलता एक मुलगा आई-वडिलांना पारखा झाला म्हणून तिने स्वतःला दोषी मानले.

२) गारबारा :- ही वि. स. खांडेकरांची कथा आहे. या कथेतील प्रमुख पात्र वसंतराव एका ऑफिसमध्ये नोकरीला असतात. त्यांना खूप काम असते. म्हणून कागदपत्रे घरी आणून ते काम करीत असतात. उन्हाळ्याचे दिवस असल्याने गारबारा नसतो. टेबलावरील तांब्यातही कोमट पाणी असते म्हणून वसंतरावांना पत्नीचा राग येतो. ती त्यांची काळजी करीत नाही. ते म्हणतात बायकांना पुरुषांच्या दुःखाची काळजी नसते. वसंतराव खिडकीकडे जातात. त्यांच्या समोरील घरात खिडकीत दामुअण्णा उभे असतात. ते म्हणतात काय वसंतराव संपली की नाही. ते नाही म्हणतात. पण कामाच्या वेळी वाऱ्याची एक झुळूक येत नाही. त्यांन संप पुकारला की काय? तेवढ्यात पलीकडच्या खोलीत त्यांचा मुलगा दिनूच्या रडण्याचा आवाज येता. वसंतरावांना वाटते की, आपली पत्नी कोणाची काळजी करीत नाही. नंतर रात्री दोन वाजता ते झोपले तेव्हा अनेक चित्रविचित्र स्वप्ने पडली. त्यांच्या घराचे रूपांतर तुरुंगात झाले व त्यांच्या हातात बेड्या आहेत असे दिसले. नंतर सकाळी ते उशिरा उठले ऑफिसला जायच्या अगोदर जेवायला बसले. तर पत्नीने भाकरी

न करता फक्त भातच असतो. तेथे त्यांना राग येतो व पत्नी आपली काळजी करीत नाही असे वाटते. ऑफिसला जात असताना त्यांच्या मनात विचार येतो. लग्न झाल्यानंतर पत्नी आपली खूप काळजी करीत होती. आता नाही. संध्याकाळी त्यांचे मित्र घरी आले असताना त्यांना स्वतःलाच चहा करावा लागला. नंतर बाहेर गेले व उशीरा परत आले. तेव्हा त्यांना वाटले त्यांची पत्नी जेवण करून झोपली असेल. तेव्हा ती वाट पहात असते. तिने उपवासही सोडलेला नसतो. तिने दिनूसाठी पाच मंगळवार धरलेले असतात. दिनू आजारी असताना तिने त्याला दवाखान्यात नेले व औषधे दिली. त्यामुळे वसंतरावांच्या मनातील गैरसमज नाहीसा झाला व ते देखील दिनूला सांभाळू लागले आणि पत्नीला कामात मदत करू लागले.

३) अंतःकरणाचे रत्नदिप :- ही विभावरी शिरूरकर यांची कथा आहे. या कथेतील नायिका यमू आहे. तिला तिच्या भावाने पत्र लिहिले. त्या पत्रातून तिच्या विषयीचा राग व्यक्त केला. की यमू तू आमची कोणी नाही. तुला कोणतीही मदत आम्ही करणार नाही. तू तुझ्या पद्धतीने वागू लागली आहे. तेव्हा तुला बहीण तरी कसे म्हणावे. असे पत्र वाचताच ती विचार करू लागली. तिला वाईट वाटले. तेव्हा ती कॉलेजमध्ये शिकत असते व हॉस्टेलवर रहात असते. तिला तिची मैत्रिण शांता भेटली. शांताने तिला समजावले. यमूने तिला पत्र दाखवले ते वाचून तिला वाईट वाटले. अशी वेळ यमूवर येते याचे कारण तिने दुसऱ्या जातीतल्या माणसाशी लग्न ठरविलेले असते. ही गोष्ट तिच्या घराच्यांना आवडत नाही. नंतर यमू आपल्या दुसऱ्या बहिणीविषयी सांगते. ती दिसायला सुंदर असते. पण स्वभावाने रागीट असते. यमू दिसायला कुरूप, पण स्वभावाने चांगली असते. परंतु सर्वजन तिच्या बहिणीला महत्त्व देत असतात. म्हणून तिला वेळोवेळी दुःख होते आणि हे रूप देवानेच दिले म्हणून मनाची समजूत घालते. तिची बहीण सुंदर असल्याने त्याच अभिमानात राहते व अभ्यासाकडे दुर्लक्ष करते. पण यमूचा अभ्यास कायम चालू असतो. ती अभ्यासात हुशार आहे. तिच्या अभ्यासाचे सर्वजण कौतुकच करतात. पण ती कुरूप असल्याने तिच्या लग्नाची काळजी आई-वडिलांना असते. कुरूप मुलीला लग्नासाठी जास्त हुंडा द्यावा लागतो. सुंदर मुलींना हुंड्याची आवश्यकता पडत नाही. अशी हुंड्याची वाईट प्रथा हिंदू धर्मात आहे. या प्रथेला अनेक जण बळी पडतात. यातून मुलींच्या जीवनाविषयी अनेक प्रश्न निर्माण होतात. शेवटी ती सांगते माझ्याजवळ रूप नसेल पण अंतःकरणाचा पवित्र दिप आहे. माझे अंतःकरण शुद्ध आहे. चांगल्या भावना आहेत. ज्ञान आहे. यावर मी माझ्या जीवनाचा मार्ग ठरवील आणि वाटचाल करील. मी रूपाने जरी गरीब असले तरी मनाने श्रीमंत आहे. असे अनेक विचार यमू ने शांताला सांगितले. शेवटी ती म्हणते मला आई-वडिलांनी, भावाने समजून घेतले नाही. समाजानेही समजून घेतले नाही. माझे प्रश्न कोणी सोडविले नाही. तेव्हा माझा प्रश्न ज्याने सोडविला, ज्याने मला समजावून घेतले त्याच्यासाठीच माझे जीवन असेल त्याच्यासाठी मी त्याग करील.

४) अतिथी देवो भव! :- ही वामनराव चोरघडे यांची कथा. या कथेची नायिका बायजा ही आहे. ती व तिचा पती शेतीचे कामे करीत असतात. त्यांना एक बैलजोडी ही आहे. त्यांच्या मदतीने शेतात खूप कष्ट ते करीत असतात. आठ महिन्यांपूर्वीच त्यांना जमीन मिळाली होती. गावातील पाटलाच्या घरी तिचा पती पैकूने गेली वीस वर्षांपासून शेतीची कामे केली होती. मळेच्या मळे पिकवले होते. उन्हातून, पावसातून कष्ट केले

होते व नंतर पाटलाकडून जमीन मिळाल्यावर जिक्काळ्याने त्यांचे काम सोडले होते व आपल्या शेतात रात्रंदिवस काम करीत होता. त्यामुळे ज्वारीचे पीक चांगले आले होते. उद्या पोळ्याचा सण असल्याने तो साजरा करणे आवश्यक होते. परंतु खर्चासाठी त्यांच्याकडे पैसे नव्हते. तेव्हा पैकूला काळजी वाटत होती. परंतु बायजाने गवत विकून चार पाच रुपये जमविले होते. म्हणून सण साजरा करण्यासाठी तो पहाटेच उठला. आपली बैलजोडी घेऊन तो डोहावर गेला. बैलांना स्वच्छ धुतले, त्यांना गवत खाऊ घातले त्यांची पोटे भरल्यावर ते घराची वाट चालू लागले. घरी येताच त्यांच्या मुलाने गेरुचे भांडे आणले. त्यात हात बुडून हाताचे पंजे बैलांच्या पाठीवर मारले. नंतर शिंगे लाल करून त्यावर बेगडाच्या पट्ट्या चिकटविल्या. शिंगांना फुलमाळा बांधल्या. झुंबरे, पैजने बांधली. गळ्यात घुंगरमाळा बांधल्या. बैलांना पाहून पैकू अगदी खुष झाला. नंतर त्याने पुरण पोळ्यांनी बैलांना जेवू घातले. आणि अतिथी तृप्त झाल्याचा त्याला आनंद झाला. नंतर आपली बैलजोडी घेऊन तो वाळवंटात गेला. तेथे गावातील सर्व लोक बैलांना घेऊन जमले होते. सजवलेले सुंदर बैल घेऊन सर्वजण उभे होते. तो एक प्रकारचा सोहळाच होता. शेवटी पाटलाचेही धष्टपुष्ट बैल तेथे आले. बंदुकीचे बार वाजले. त्या आवाजाने बैल बुजले. ते पळू लागले व सर्वांनी तोरण लुटले. नंतर चौखूर उधळत ते गावाकडे आले. सर्वांनी एकमेकांच्या बैलजोड्यांची पूजा केली. पैकूनेही आपली बैलजोडी गाव भर मिळवून सर्वांना दाखविली व दक्षिणा मिळविली. नंतर घरी येऊन त्याने उपवास सोडला. अशाप्रकारे पोळ्याचा सण आनंदाने साजरा केला व बैलांना देवासमान मानले.

संदर्भ

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SWATIDHAN PUBLICATIONS



31	अनुवाद और तकनीकी भाषा	डॉ.व्ही.डी.सूर्यवंशी	122
32	अनुवाद संकल्पना, स्वरूप तथा रोजगार के अवसर	डॉ.प्रमोद परदेशी	125
33	डॉ.नरेंद्र मोहन कलंदर नाटक का अनुवादपरक तुलनात्मक अध्ययन	प्रा.बाबासाहेब गव्हाणे	129
34	भारतीय साहित्य और अनुवाद	डॉ. नानासाहेब जावळे	133
35	सांस्कृतिक नवजागरण में अनुवाद की उपादेयता	डॉ.भूपेंद्र निकाळजे	136
36	हिंदी साहित्य में अनुवाद का विकास	प्रा. श्रीमती वंदना देशमुख	140
37	हिंदी नवजागरण और अनुवाद	डॉ. मिलिंदराज बुकरे	143
38	हिंदी अनूदित साहित्य समस्याएँ तथा समाधान	डॉ. अनिता वेताळ-अत्रे	146
39	२१ वीं सदी में अनुवाद की आवश्यकता	डॉ.विष्णु राठोड	149
40	अनुवाद साहित्य का स्वरूप, संकल्पना और रोजगार के अवसर	प्रा.अनिता पाटोळे	152
41	अनुवाद समाधान और समस्याएँ	डॉ. ऐनुर एस. शेख	155
42	हिंदी अनूदित नाटक साहित्य-परम्परा	डॉ. जितेंद्र पाटील	158
43	हिंदी अनूदित साहित्य समस्याएँ तथा समाधान	डॉ. मेनका त्रिपाठी	161
44	हिंदी साहित्य और फिल्म रचना	डॉ. एस. बी. दवंगे	165
45	साहित्यिक अनुवाद की समस्याएँ	प्रा. आर. एन. वाकळे	167
46	हिंदी अनुवाद का स्वरूप ओर रोजगार के अवसर	डॉ. शरद कोलते	170
47	हिंदी काव्यानुवाद की समस्याएँ एवं समाधान	डॉ. संजय महेर	173
48	विज्ञापन की भाषा और अनुवाद	प्रा. रविंद्र ठाकरे	175

मराठी विभाग

49	अनुवाद एक ज्ञानग्रहण प्रक्रिया	डॉ. बी.डी.गव्हाणे	179
50	इतर भाषेतून मराठी अनुवादित झालेल्या साहित्यकृती आकलन व आस्वाद (डॉलर व्हू व 'द वॉय इन द स्ट्राईप्ड पायजामाज)	वंदना सोनवले	182
51	अनुवाद स्वरूप, संकल्पना, व्याप्ती	मधुरा मते	186
52	भाषांतर रूपांतर, अनुवाद नाट्यलेखन	डॉ. बाबासाहेब शेंडगे	189
53	भाषांतर संकल्पना	प्रा. ज्ञानेश्वर तिखे	193
54	अनुवाद संकल्पना, स्वरूप व व्याप्ती	संगीता वाकोळे	196
55	अनुवाद संकल्पना, स्वरूप व व्याप्ती	प्रा. भास्कर मोरे	202
56	श्री भगवद्गीता आणि मराठी गीताई : एक अनुबंध	डॉ. मधुकर मोकाशी	206
57	मराठी भाषेतून इतर भाषांमध्ये अनुवादित झालेल्या साहित्यकृती : आकलन आणि आस्वाद	प्रा.सुरेश नजन	212
58	भाषांतराचे प्रकार -भाषांतर, अनुवाद, रूपांतर	प्रा. रावसाहेब दहे	216
59	भाषांतर आणि इतर सामाजिक क्षेत्रे	डॉ. मेघराज औटी	219
60	जी.ए.कुलकर्णी यांनी अनुवादित केलेल्या कथांमधील मानवी वृत्ती-प्रवृत्ति -एक वेध	सुनीता अत्रे	221
61	अनुवाद स्वरूप व संकल्पना	डॉ. संतोष देशमुख	226
62	अनुवाद स्वरूप, संकल्पना व व्याप्ती	भाग्यश्री माताडे व डॉ. गजानन जाधव	230
63	इतर भाषांमधून मराठी अनुवादीत झालेल्या कादंबऱ्या एक आकलन	डॉ. रावसाहेब ननावरे	234
64	पु.ल.देशपांडे यांची भाषांतरित व रूपांतरित नाटके	प्रा. ए. बी. उगले	241
65	इतर साहित्यातून अनुवादित झालेल्या कलाकृतीचे आकलन आणि आस्वाद.	प्रा. श्रीमती रसाळ एस.डी	245
66	इतर भाषांमधून मराठीत अनुवादित झालेल्या साहित्यकृती	वैशाली गायकवाड व डॉ. विजया तेलंग	249



पु. ल. देशपांडे यांची भाषांतरीत व रूपांतरीत नाटके

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पु. ल. देशपांडे हे लोकप्रिय मराठी लेखक, नाटककार, नट, दिग्दर्शक, संगीत दिग्दर्शक होते. त्यांचा जन्म मुंबई येथे ८ नोव्हेंबर १९१९ व मृत्यू १२ जून २००० मध्ये झाला. त्यांना पु.ल. किंवा भाई या नावाने ओळखले जात होते. त्यांनी आपले शालेय शिक्षण पार्ले येथील टिळक विद्यालयात घेतले. त्यानंतर महाविद्यालयीन शिक्षण पुण्याच्या फर्ग्युसन महाविद्यालयात व सांगलीच्या विलिंग्डन महाविद्यालयात घेतले. नंतर मुंबईतील इस्माईल युसुफ महाविद्यालयानून ते एल. एल. बी. झाले. काही दिवस कलेक्टर कचेरीत नोकरी केली. पुण्यात येऊन ओरिएंटल हायस्कूलमध्ये शिक्षक म्हणून नोकरी केली. पुढे आकाशवाणी, चित्रपट, नाटक या विविध कला क्षेत्रात त्यांनी काम केले, त्यामुळे त्यांना मोठा नावलौकिक मिळाला.

मराठीमध्ये सुरुवातीच्या काळात अनेक लेखकांनी संस्कृत आणि इंग्रजीतून मराठीमध्ये नाटके भाषांतरीत व रूपांतरीत केली. त्यामध्ये 'अजब न्याय वर्तुळाचा'— वि. त्र्यं. खानोलकर, 'आई'— माधव मनोहर, 'आंधळ्यांची शाळा'— श्री. वि. वर्तक, 'उसना नवरा'— ना. धो. ताम्हणकर, 'एक होती राणी'— श्रीराम लागू, 'गगनभेदी'— वसंत कानेटकर, 'घरकुल'— अनंत काणेकर, 'जुलूस'— अमोल पालेकर, 'झुंज'— अनंत काणेकर, 'दुर्गा'— गो. ब. देवल, 'दूरचे दिवे'— वि.वा. शिरवाडकर, 'प्रेमध्वज'— कृ.प.खाडिलकर, 'मालती माधव'— कृष्णशास्त्री राजवाडे, 'वासनाचक्र'— विजय तेंडुलकर, 'वैजयंती'— वि. वा. शिरवाडकर, 'संशय कल्लोळ'— गो. ब. देवल, 'साक्षीदार'— विद्याधर गोखले इत्यादी अनेक नाटके भाषांतरित केलेली आहेत.

या निबंधात पु. ल. देशपांडे यांच्या काही भाषांतरित नाटकांचा परामर्श घेतलेला आहे. त्यांनी १९५२ मध्ये 'अंमलदार' हे नाटक लिहिले. या नाटकाच्या पहिल्या आवृत्तीत त्यांनी म्हटले आहे की, माझ्या पहिल्या (तुका म्हणे आता) मीच घेतलेला धसका अजून गेलेला नाही. अशा परिस्थितीत दुसरे नाटक लिहिण्याची आणि त्याहून ते रंगभूमीवर आणण्याचे धाडस माझे ज्येष्ठ स्नेही नाना जोग यांच्यामुळेच मला मिळाले. या नाटकातील वातावरण, विनोद पुरविणारी संस्थानिक मंडळी यापुढे दिसणार नाही. त्यांनी लिहिलेले 'अंमलदार' हे नाटक एका रशियन कथेवर रचलेल्या नाटकाचे रूपांतर आहे. या मूळ नाटकाचे नाव 'गव्हर्नमेंट इन्स्पेक्टर' असे आहे. रशियन लेखक निकोलाय यांनी लिहिलेले हे नाटक आहे. मूळच्या रशियन नाटकांना मराठी पेहराव चढवताना आपल्याकडचे संस्थांनी वातावरण योजिले आहे. पूर्वी भारतातील लहान मोठी संस्थाने विलीन झाली होती. त्यामुळे तो विषय त्यातली माणसे, त्यांचा अनुभव प्रेक्षकांना ज्ञात होता. तसेच नाटकात विनोद असल्याने हे नाटक लोकांना पसंत पडले. पूर्वीच्या सरदार घराण्यातील एक तरुण चैनीखातर सर्व ठिकाणी गावात हिंडत सुरंगवाड संस्थानात येतो. त्याचा पोशाख, राहणीमान पाहून ढेरे साहेब व संस्थानातील इतर अधिकाऱ्यांना वाटते की, हा खरा अंमलदार आहे व तो आपली चौकशी करणार या भीतीने सर्वजण धास्तावलेले असतात. या नाटकाचा पहिला प्रयोग नागपुरात व नंतर पुण्यात झाला. पुण्यातील कलोपासक या संस्थेने या नाटकाचा प्रयोग व्यवस्थित पद्धतीने केला व याला लोकप्रियता मिळाली. आणि पु. ल. देशपांडे यांना या प्रयोगानंतर खऱ्या अर्थाने एक नाटककार म्हणून लोकप्रियता मिळाली.



'अंमलदार' यानंतर त्यांनी 'भाग्यवान' हे नाटक लिहिले. हे नाटक मूळ सॉमरसेट मॉम या लेखकाच्या 'शेपी' या कथेवरून घेतलेले आहे. मूळ कथेतील 'शेपी' ही व्यक्ती ज्या अडचणीत सापडलेला आहे तसा आपल्याकडील 'शिदबा' सापडलेला आहे. यातूनच 'भाग्यवान' हे नाटक उदयास आले आहे. हा 'भाग्यवान' नाटकातला 'शिदबा' पुण्यातील भवानी गंज पेठेत राहणारा, कष्ट, परिश्रम करणारा एक रद्दी विकणारा सामान्य माणूस आहे. त्याला एक कोडे सोडविल्याने तीन हजाराचे बक्षीस मिळते. त्याला आनंद होतो. परंतु त्याला पैशाचा लोभ नाही, आकर्षण नाही म्हणून हा पैसा समाजासाठी, लोककल्याणासाठी वापरावा असे त्याला वाटते. ही गोष्ट त्याच्या आसपासच्या माणसांना माहित होत. ती माणसे स्वार्थी, व्यवहारचतुर, लोभी आहेत. त्यांच्या स्वभावातील वेगवेगळ्या लकबी पुढे येतात व यातून नाटक उभे राहते. नाटकाच्या प्रत्येक पात्राचा चाणाक्षपणा, लोभीपणा, स्वार्थीपणा, त्यांचा जीवनसंघर्ष, सुख-दुःखे या नाटकातून प्रत्ययास येतात.

पु. ल. देशपांडे यांचे दुसरे नाटक म्हणजे 'सुंदर मी होणार' हे रुडॉल्फ बेसिर या लेखकाच्या 'बॅरट्स ऑफ विपेल स्ट्रीट' या नाटकावरून रूपांतरित केलेले आहे. हे नाटक १९५०-६०या दशकातील असल्याने एक संस्थानी वातावरणाची पार्श्वभूमी आहे. तसेच कौटुंबिक जीवन पद्धती आहे. इंग्रजांच्या काळात संस्थाने विलीन झाल्यानंतरही माणसे जुन्या मानसिक परिस्थितीतून बाहेर पडलेली नाहीत. पूर्वीचे स्वाभिमानी जीवनमान, राहणीमान, अभिमानी विचारसरणी, निष्ठा, त्यांच्या परंपरा यातून ते बाहेर पडलेले नाहीत. 'सुंदर मी होणार' या नाटकात हे संस्थानी वातावरण उपहासात्मक व विनोदी पद्धतीने आलेले आहे. तरीही अतिशय गंभीर व भावनिक वलय असणारे वातावरण या नाटकात आहे. या नाटकातील एक संस्थानिक अजूनही जुन्या जीवनमूल्यांना न विसरता आपले जीवन जगत आहे व आपली पूर्वीची अभिमानी ऐट दाखवितो आहे. काळ बदलला, आपली सत्ता गेली तरी त्याचे अहंकारी मन अजून तसेच आहे. या संस्थानी कुटुंबातील तो एक हुकूमशहाच आहे. आपल्या इच्छेप्रमाणे सर्वांनी वागले पाहिजे, आपले आदेश सर्वांनी पाळले पाहिजेत असे या नाटकातील महाराजाला वाटत राहते. आपल्या मुलांनी कसे वागावे, कोणाशी काय बोलावे हे आपणास विचारून करावे असे वाटते. त्यामुळे कुटुंबातील लोकांना वाटते हा राजवाडा नाही तर एक तुरुंगच आहे. असे वेगवेगळे विचार नाटकातील पात्रांमध्ये येतात. विरोधी वातावरणाने असे वाटते की, सर्वत्र निराशा, काळजी पसरलेली आहे. या नाटकात 'दिदीराजे' ही आणखी एक महत्त्वाची व्यक्तीरेखा आहे. ती पायाने पांगळी असून घर सोडून दूर जाऊ शकत नाही. ती कविता करते व त्याच विश्वात जीवन जगते. या नाटकात डॉ. पटवर्धन जुन्या संस्थानी वातावरणातील एक प्रामाणिक डॉक्टरची व्यक्तिरेखा आहे. त्यांच्यावर सर्वांचा विश्वास आहे. त्यांचा सल्ला घेतला जातो व पुढे घरातील व्यक्ती जीवन जगतात, आपल्या विश्वात रहातात. हे नाटक १९५८ साली रंगमंचावर आले. यात महाराज-दाजी भाटवडेकर, दिदीराजे- सुनीता देशपांडे, डॉ. पटवर्धन- आत्माराम भेंडे या सर्व महत्त्वाच्या व्यक्तिरेखा होत्या.

पु. ल. देशपांडे यांचे 'ती फुलराणी' हे नाटक एका परकीय नाटकावर आधारित आहे. 'जॉर्ज बर्नार्ड शॉ' चे 'पिगमॅलियन रोमान्स इन फाईव्ह अॅक्ट' नावाचे १९१२साली लिहिलेले नाटक होते. याचा पु. ल. देशपांडे यांच्यावर प्रभाव पडला. त्यांनी ते लिहिले व या नाटकाचा पहिला प्रयोग १९७५ साली झाला. या नाटकाच्या प्रस्तावनेत देशपांडे स्वतः म्हणतात, "अनेक वर्षांपूर्वी पिगमॅलियन नाटक वाचले व त्यातील पात्रे त्यांना मराठी वाटायला लागली. त्यांची बोलण्याची भाषा, शब्दांचे उच्चार, त्यातले हेलकावे, लकबी यातून येणारी ग्रामीण, नागरी, प्रांतीय वैशिष्ट्ये टिपत रहाणे हा माझा आवडीचा छंद आहे. या छंदाला वाव देणारे पात्रांच्या संवादाची मराठी मला दिसायला लागली. आणि हे नाटक मराठीत आणावे असे वाटले. 'ती फुलराणी'



हे नाटक लिहून काढले. या नाटकाचा थोडक्यात विषय असा आहे की, एका झोपडपट्टीतील रस्त्यावर गजरे विकणाऱ्या मुलीला मंजुळेला मोठ्या समारंभापर्यंत नेण्यापर्यंतचा हा प्रवास आहे. त्याला मराठी संस्कृती व मराठी मातीचा स्पर्श लागलेला आहे. यातील प्रत्येक शब्द, वाक्य भाषेचा वापर आणि नाटकातील व्यक्तिरेखा या मातीतल्या आहेत. त्या व्यक्तिरेखा म्हणजे मंजुळा, तिचा बाप आणि संस्कृती शिकविणारा प्राध्यापक अशोक जहागीरदार सर्व माणसे मराठमोळी वाटतात. नाटकातील संस्कृती दर्शनाच्या अनुभवात आपण गुंतून जातो. तर ही कहाणी फक्त एका मंजुळेची नाही तर मानवी समाजातील अनेकांची आहे. बर्नार्ड शॉ च्या नाटकात नसलेली एक नांदी पु. ल. देशपांडे यांनी या नाटकात वापरलेली आहे. मराठी भाषेतली बाराखडी आदिमानवापासून कशी सुरु होते हे सांगता सांगता माणूस व भाषा यांचे नाते लेखक सांगतो. एक अनाडी मुलगी एखाद्या भाषा पंडिताला भेटली, त्याच्याकडे भाषा समजून घेऊ लागली, उच्चार शिकायला लागली तर काय घडते हे या नाटकात आहे. कथानक जोडण्यासाठी आईसाहेब, सुभानराव, दगडोबा या पात्रांचा वापर करून घेतल्यासारखा वाटतो. त्यामुळे हे नाटक प्रभावी व परिणामकारक झाले होते.

पु. ल. देशपांडे यांनी नंतर 'तीन पैशाचा तमाशा' हे नाटक लिहिले. ते जर्मन नाटककार ब्रेस्टच्या 'श्री पेनी ऑपेरा' या नाटकावरून रूपांतरित केलेले आहे. या नाटकाचे रचनेच्या दृष्टीने मराठी तमाशाशी जवळचे नाते आहे. ब्रेस्टने रंगभूमीला लोकशिक्षणाचे साधन मानले. त्याचबरोबर मनोरंजनही आले. संगीत, नृत्य, विनोद हे घटक रंजकतेत भर घालतात असे वाटते. त्या लेखकाने नाटकाला खेळच मानले. मानवी जीवनातील सत्ता व संपत्ती मिळविण्यासाठी चालणारी अमानुषता त्या लेखनाला प्रवृत्त करित होते. तरी त्यातून निर्माण होणाऱ्या दुःखाविषयी सहानुभूतीही मूळ प्रवृत्ती होती. म्हणून 'श्री पेनी ऑपेरा' विशिष्ट प्रवृत्तीतून उभारलेली नाट्यकृती आहे. समाजातील उपेक्षित, अभागी लोकांची कथा लेखकाने खास शैलीत सांगितलेली आहे. पु. ल. देशपांडे यांनी या मूळ नाटककाराच्या नाटकाबद्दल व त्या प्रवृत्तीबद्दल सांगितले आहे की, या मूळ नाटकाचे विषयसूत्र व नाटकाचा गाभा मराठी नाटकात ठेवण्याचा प्रयत्न केलेला आहे. हा नाटकाचा प्रयोग प्रथम दर्शनी प्रेक्षकांना धरून टेवीन आणि रंजन करता करता लोकशिक्षण देईल. असे झाले तर बरे आहे. या नाटकाचा पहिला प्रयोग १९७८ साली झाला. अशा प्रकारे या नाटकाला चांगले यश मिळाले लेखकाला एखादी नाट्यकृती किंवा त्याची लेखनशैली आवडली की ते त्यांना मराठीत आणावेसे वाटत राही.

प्रसिद्ध ग्रीक नाटककार सोफोक्लीज याचे 'इंडीपस रेक्स' हे नाटक त्यांनी 'राजा ओयोदिपौस' या नावाने मराठीत आणले. नाटकाची व त्याच्या इंग्रजी भाषांतराची कल्पना त्यांना होती, पण त्यांनी यापैकी एकाही नाट्यकृतीचा आधार घेतला नाही. त्यांनी बंगाली दिग्दर्शक, अभिनेते शंभू मित्र यांनी बंगालीत केलेल्या रंगावृत्तीला मराठीत आणले. त्यांनी त्यातील पात्रांच्या स्थळांचा, नावाचा उच्चार पूर्वीप्रमाणेच मराठीत आणला व त्याचे 'ओयोदिपौस' हे कायम ठेवले. आधी सदानंद रेगे यांचे भाषांतर इंडिपस या नावाने मराठीत आणले होते. परंतु पु. ल. नी केलेला हा प्रयत्न फारसा फलदायी ठरला नाही. 'एक झुंज वान्याशी' हे त्यांचे आणखी एक नाटक. एका रशियन कथेवरून त्यांनी घेतले होते. या कथेचे मूळ शीर्षक होते 'द लास्ट अपॉइंटमेंट'. हे नाटक पु. ल. नी रूपांतरित केले म्हटल्यावर त्यात विनोद हा असतोच असे अनेकांना वाटत होते. परंतु त्याला या नाटकाने छेद दिला. एक सर्वसामान्य माणूस आपल्या हक्कासाठी सत्ताधऱ्यांशी मोठ्या पोटतिडकीने संघर्ष करतो, भांडतो आहे, आपले गाऱ्हाणे मांडतो आहे, न्यायासाठी झटतो आहे. हे या नाटकाचे मध्यवर्ती सूत्र आहे. एका सामान्य माणसाचे असे झगडणे, संघर्ष करणे, त्याचे किती मोल असते याचा आपण विचार करू शकत नाही. त्या संघर्षातून त्याला यश येईलच हेही सांगता येत नाही. या नाटकातील पात्रांच्या भाषेतील सहजता,



परिणामकारकता वाचकांना वेळोवेळी जाणवत राहते. कारण त्या भाषेला वास्तवतेचा स्पर्श आहे. या नाटकात दिलीप प्रभावळकर यांनी उभा केलेला सामान्य माणूस हा वैशिष्ट्यपूर्ण होता.

अशाप्रकारे पु. ल. देशपांडे यांनी रूपांतरित किंवा भाषांतरित ही नाटके लिहिलेली आहेत. पाशात्य भाषेतील कलाकृती स्वभाषेत आणण्याचे शिवधनुष्य इतर नाटककारांप्रमाणेच पु.ल. नी मोठ्या कुशलतेने पेललेले दिसून येते.

संदर्भग्रंथ :-

१. मराठी वाङ्मयाचा इतिहास, खंड सातवा, महाराष्ट्र साहित्य परिषद, पुणे.
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CONTENTS OF PART - III



Sr. No.	Name & Author Name	Page No.
1	Study of Decadal Changes in Economic Profile of Workforce in India Dr. Sagar Thakkar	1-9
2	73rd Constitutional Amendment and its Impact on Women's Empowerment Ms. Priyamvada Tokekar	10-16
3	Business Organization and Environment Dr. P. N. Somalkar R. S. Dongare	17-20
4	Laws Regulating Smoking in Public Place in India: Some Insights Mr. Pranand Prakash Chougule	21-30
5	Campus Violence: Law Mr. Prajwal V. Bhalsing Dr. Janardan Pawar Mr. Shivendu Bhushan	31-35
6	To Study the Production Policy of Co-Operative Sugar Factories Inahmednagar District (From 2004-05 to 2014-2015) Megha Balasaheb Bagade Dr. Subhash J. Wadekar	36-39
7	Challenges of Food Security in India, with Special Reference to Anna Bhagya Yojana in Karnataka State Rajeeyabegam A. Tegginamani	40-48
8	Decoding the Philosophy of Quality Circle for Sustainable Profitability Dr. Purushottam Wadje	49-58
9	Analytical Study on Impact of Google AdWords in Enhancing Business Opportunities for Small & Medium Scale Business Enterprises (SMEs) in India Dr. Sanjaykumar Gaikwad	59-66

6. To Study the Production Policy of Co-Operative Sugar Factories Inahmednagar District (From 2004-05 to 2014-2015)

Megha Balasaheb Bagade

Author, Research Scholar, J.J.T University, Rajasthan

Dr. Subhash J. Wadekar

Principal, Shri B.J College.

Abstract-

Sugar factory is one of the important agro based industries in India and is highly responsible for creating significant impact on rural economy in particularly and country's economy in general. The growth of the sugar factory largely depends upon the price of the input and output. This can neither be manipulated nor controlled as it is fully influenced by the government policy however factors like installed capacity, capacity utilization, manufacturing cost and recovery can easily be manipulated to the best advantage of the factory.

Keywords- capacity utilization, production policy.

Introduction-

History Of Sugar Factories-

It is universally acknowledged that India is the homeland of sugarcane and sugar .there are references of sugar cane cultivation, its crushing and preparation of gur in atharvaveda as well as kautaliyaArthsashastra.The scribes of alexander the great, who came to India in 327 BC recorded that inhabitants chewed a marvelous reed which produced a kind of honey without the help of bees. The Indian religious offering contain five amrit (elixirs) like milk, curd, ghee (clarified butter), honey and sugar –which indicates how important sugar is not only as an item of consumption but as an item which influences the Indian way of life .it is understood that sugar was initially made in India during fourth and sixth centuries by cutting sugarcane into pieces, crushing the pieces by weight to extract the juice and then boiling it to crystalize These crystals were called 'sarkara' meaning gravel in Sanskrit .the word sugar is a derivative of ' sarkara'.

Indian Sugar Factories Scenario-

India is the world's largest producer of sugar cane and second largest producer of sugar after Cuba .but India becomes the largest produce r if gur and khandsari also included .this industry involved a total capital investment of Rs 1,250 crore and provides employment to 2.86 lakh workers in addition ,2.50corre sugarcane growers also get benefit from this industry .

Maharashtra Sugar Factories-

Maharashtra sugar industry is the one of most notable and large –scale sugar manufacturing sectors in the country .the ace of growth of sugar manufacturing has been massive over the Past few years. The sugar industry in Maharashtra is highly popular in co-operative sector.at present there are 173 cooperative sugar factories in that employing 165,000 people almost 800,000 are engaged in the harvesting and transportation of sugarcane to factories from the fields. The industry provides annual revenue of over Rs.22 billion to the government due to sugar industry allied businesses including milk cooperation, fertilizer supply and irrigation system have flourished. The presence of this industry has led to development of rural places, from which the sugarcane is drawn to factories, including and improved road network, transportation facilities, medical facilities, education facilities and banking

NUMBER OF FACTORIES UNDER CRUSING IN MAHARASHTRA			
YEAR	CO-OPERATIVE	PRIVATE	TOTAL
2001-2002	122	13	135
2002-2003	144	15	159
2003-2004	120	16	136
2004-2005	83	18	101
2005-2006	120	22	142
2006-2007	141	22	163
2007-2008	145	26	171
2008-2009	116	28	144
2009-2010	111	30	141
2010-2011	123	41	164
2011-2012	119	51	170
2012-2013	108	62	170
2013-2014	96	61	157
2014-2015	94	58	152

Ahmednagar Sugar Factories-

Sugar production is the primary business among farmers of the western Maharashtra region. In Nagar district there are 15 sugar industries out of total 12 sugar factories are in co-operative sector and 2 private sectors and one industry is close.

The first co-operative sugar factory was formed in Asia's late Padmashree Dr. Vittalrao Vikhepatil inspired and supported by late Vaikunta Mehta and Prof. Bhagwan Gadgil in 1950 at Pravaranagar Ahmednagar district of Maharashtra.

Research Title –“To Study The Production Policy Of Co-Operative Sugar Factories In Ahmednagar District (From 2004-05 To 2014-2015)

Scope of the study-

- 1) To study the production process of sugar factory.
- 2) To know the importance of co-operative movements rural development in Nagar district.

Objectives of the study -

- 1) To study the production policy in sugar factories.
- 2) To understand the progress of cooperative sugar factory in Ahmednagar district.

Research methodology

To attain the objectives and forgetting firsthand information knowledge of representative co-operative sugar factory preliminary discussion were held with the workers/employee office and administrative department, accountant, finance executives in Ahmednagar co-operative sugar industry. The study is based on primary data and secondary data.

Data Collection-

Primary Data-

- 1) Primary data collected from questionnaire
- 2) Data collected from face to face interview with finance department/officials and non-officials and other experts in the field.

Secondary Data-

- 1) Financial report of sugar factories.
- 2) Financial data published in sugar federation council and Investopedia.
- 3) Various newspapers like local national and international.
- 4) Various websites related to the topic.

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Conclusion-

The location of the factory especially sugar factory should be carefully considered. Their success largely depends on regular availability of adequate quantity of sugarcane throughout the season. The inadequate availability of raw material result underutilization of production capacity and this in turn affects the financial viability of the mills hence careful selection of site assumes greater significance.

Suggestions-

1. While studying the Ahmendnagar all cooperative sugar factories it is observed that there is no proper annual planning before starting its work of the next crushing season.
2. The factory should try to plan financial transaction carefully so as to enable them to reduce the expenses on short margins problems.

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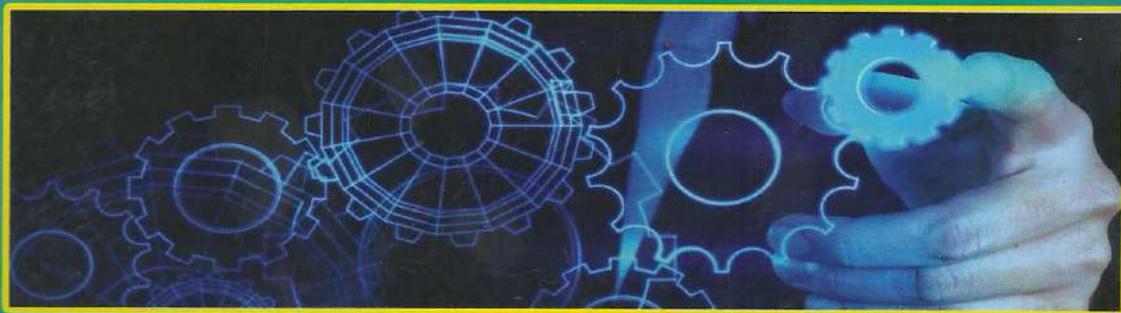
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Volume VI Issue I January, 2019

PART-II

Contents

1	GROWTH AND CHARACTERIZATION OF CUSE THIN FILMS BY CHEMICAL BATH DEPOSITION TECHNIQUE Harishchandra K. Sadekar ; Arts, Commerce and Science College, Sonai M S, Ramphal Sharma ; Dr. Babasaheb Ambedkar Marathwada University, Aurangabad ,M.S	839-841
2	STRUCTURAL AND OPTICAL PROPERTIES OF ZNO THIN FILMS PREPARED BY ELECTROCHEMICAL METHOD FOR BIOSENSOR APPLICATION Jamil Yaseen and G.M. Dharme ; Dr. Babasaheb Ambedkar Marathwada university Aurangabad , M.S	842-847
3	STUDY OF DEPOSITION POTENTIAL AND THICKNESS FOR SYNTHESIZED CDSE THIN FILM ON SS SUBSTRATE Bhise R. B. ; B. J. College, Ale, Tal-Junnar,Pune, , MH , Dhanwate S. V. ; S. M. College, Yewala, Nashik, MH , Kulkarni V. D. ; H. R. College, Rajgurunagar, Pune, MH , Dhakane S. F. ; A. W. College, Otur,Pune, MH	848-852
4	DETERMINATION OF LAGRANGE MULTIPLIER IN THE VARIATIONAL ITERATION METHOD BY SOME METHODS Kumkar T.K. ; Shri Jagdishprasad Jhabarmal Tibrewala University, Vidyanagari, Jhunjhunu, Rajasthan , Dr. Bhosale B.B. ; K. J. Somaiya College, Kopargaon Ahmednagar, M.S.	853-858
5	SOLITON SOLUTIONS OF KORTEWEG DE-VRIES EQUATION THROUGH SINE-COSINE METHOD Gavhane B.D. ; Shri Jagdish Prasad Jhabarmal Tibrewala University, Vidyanagari, Rajasthan , Dr. Bhosale B.B ; K. J. Somaiya College, Kopargaon Ahmednagar, M.S.	859-863
6	GREEN SYNTHESIS OF IRON NANOPARTICLES USING PONGAMIA PINNATA PLANT LEAVES EXTRACT Sadhana Somvanshi, Pramod Kulkarni ; Hutatma Rajguru Mahavidyalaya,Rajgurunagar Pune, MS , Vasudeo Kulkarni ; Hutatma Rajguru Mahavidyalaya,Rajgurunagar, Pune, MS	864-866
7	STUDY OF MAGNETIC PROPERTIES OF PB²⁺ DOPED IN CO-NANOFERRITE USING SOL-GEL AUTOCOMBUSTION TECHNIQUE Bhise R. B. ; B. J. College, Ale, Tal: Junnar, Pune	867-870

32	Study of Structural, Morphological and Dielectric Properties of Copper doped Ni 0.3 Cu 0.2 Mg 0.3 Zn 0.2 Fe₂O₄ Nanoferrite using Sol-gel Technique V. R. Pande; JJT University, Jhunjhunu, Rajasthan; R. B. Bhise; B. J. College, Ale, Tal: Junnar	989-994
33	A COMPARATIVE DIELECTRIC STUDY OF ETHANOL-WATER AND ETHYLENE GLYCOL-WATER MIXTURES USING TDR Satyajit chavan, Ashok kumbharkhane; Adarsh college, Hingoli, School of Physical Sciences, SRTM University Nanded	995-997
34	THE PHYSICAL PROPERTIES AND DOPING LEVELS OF SNO₂: F THIN FILMS BY SPRAY-DEPOSITED ON OPTICAL GLASS SUBSTRATES Dr.R.N. ARLE; Jijamata College of Science and Arts, Bhende Bk; B.L.KHATIK; JJT University, Rajasthan	998-1003

STUDY OF MAGNETIC PROPERTIES OF Pb^{2+} DOPED IN CO-NANOFERRITE USING SOL-GEL AUTOCOMBUSTION TECHNIQUE

Bhise R. B.

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Abstract

Lead (Pb^{2+}) doped in Cobalt (Co) nanoferrite as $Co_{1-x}Pb_xFe_2O_4$ (where $x = 0.1, 0.2, 0.3, 0.4, 0.5$) were synthesized using sol-gel autocombustion method. The Magnetic properties were studied using VSM of 10 kOe at sintered 600 °C temperature. The magnetization of the prepared nanoparticles was investigated. The saturation magnetization (M_s), remanence (M_r), and coercivity (H_c) were measured from the hysteresis loops. The results revealed that as the (Pb^{2+}) Lead doped in (Co) cobalt nanoferrite increases the magnetic properties remanence (M_r) and coercivity (H_c) goes on decreasing, the saturation magnetization (M_s), first it is increases upto $x = 0.3$ and then decreases for higher Pb^{2+} substitution. The changes in magnetic properties may be due to the exchange interaction between the tetrahedral and the octahedral sites of cobalt particles. From this study, it is clear that the prepared material is soft ferrite.

Keywords: Sol-gel, Co-nanoferrite, Magnetization (M_s), Remanence (M_r), Coercivity (H_c)

I. Introduction

Nanocrystalline ferrites are currently the subject of interest because of its wide application in industrial as well as research areas. They are attractive because of their importance in ferrofluids, magnetic drug delivery, hyperthermia for cancer treatment, etc. [1]. An interesting ex-ample is that of $CoFe_2O_4$ which is a familiar hard magnetic material with high saturation magnetization (M_s), high coercivity (H_c) among all the ferrite family [2]. These properties along with its great physical and chemical stabilities make Co-ferrite nanoparticles be suitable for many technical applications [3]. Their applications include high frequency devices, memory cores, high density information storage and also in biomedical field [4].

It is well known that several chemical techniques, such as hydrothermal, co-precipitation and sol-gel synthesis have been used to prepare ultrafine ferrite powders. Among these techniques, sol-gel method offers high degree of compositional homogeneity content in a relatively short processing time at a very low temperature. An understanding of the magnetic properties is essential in order to design new magnetic materials. The present work deals with the synthesis of nanoparticles of lead substituted cobalt ferrite ($Co_{1-x}Pb_xFe_2O_4$ where $x = 0.1, 0.2, 0.3, 0.4, 0.5$) using sol-gel method. Magnetic measurements are done with the help of VSM. This work is an attempt to investigate the magnetic properties of lead substituted cobalt ferrites.

II. Materials and Method

Pb substituted in Co-ferrite powders were synthesized by sol-gel auto combustion method at low temperature for different compositions $Co_{1-x}Pb_xFe_2O_4$ (where $x = 0.1, 0.2, 0.3, 0.4, 0.5$) raw material are used in experiments are AR grade nitrate $Co(NO_3)_2 \cdot 6H_2O$, $Pb(NO_3)_2$, $Fe_2(NO_3)_2$ and $C_6H_8O_7$ is used as fuel in the ratio 1:3. Using stoichiometric ratio and dissolved in distilled water .the mixture of the raw material was stirred at low temperature on hot plate magneto stirrer .after maintaining the PH at 7 solution temperature raise up to 800 °C, it was continuously stirred to obtain uniform gel. After 3-4 hours it converts from gel to ash form, which was sintered at 600 °C. From VSM the magnetic properties of the samples show remarkable changes with change of lead percentage.

III. Results and Discussion

Typical hysteresis loops of $\text{CoPbFe}_2\text{O}_4$ as obtained and after sintering of sample at 600°C . Typical hysteresis loops for the samples $\text{Co}_{0.9}\text{Pb}_{0.1}\text{Fe}_2\text{O}_4$, $\text{Co}_{0.8}\text{Pb}_{0.2}\text{Fe}_2\text{O}_4$, $\text{Co}_{0.7}\text{Pb}_{0.3}\text{Fe}_2\text{O}_4$, $\text{Co}_{0.6}\text{Pb}_{0.4}\text{Fe}_2\text{O}_4$, $\text{Co}_{0.5}\text{Pb}_{0.5}\text{Fe}_2\text{O}_4$ are shown in Figure 1. In a cubic system of ferromagnetic spinels, the magnetic order is mainly due to a super exchange interaction mechanism occurring between the metal ion in the A and B sub lattices. The substitution of nonmagnetic ion such as lead, which has preferentially A-site occupancy results in the reduction of the exchange interaction between A and B sites. Hence, by varying the amount of lead substitution, it should possible to vary magnetic properties of the samples. The saturation magnetization for all the ferrites after sintering is listed in Table 1. It is clear that for the samples $\text{Co}_{0.9}\text{Pb}_{0.1}\text{Fe}_2\text{O}_4$, $\text{Co}_{0.8}\text{Pb}_{0.2}\text{Fe}_2\text{O}_4$, $\text{Co}_{0.7}\text{Pb}_{0.3}\text{Fe}_2\text{O}_4$ the saturation magnetization increases from 33.15 to 50.96 emu/gm. This could be due to Pb^{2+} (with zero magnetic moment) replace ion on the tetrahedral A-sites, causing the decrease of magnetic moment in the sub lattice M_A , resulting in the increase magnetic moment which increases saturation magnetization. On further increase of lead substitution in $\text{Co}_{0.6}\text{Pb}_{0.4}\text{Fe}_2\text{O}_4$ and $\text{Co}_{0.5}\text{Pb}_{0.5}\text{Fe}_2\text{O}_4$ the saturation magnetization decreases. This could be due to further increase in the concentration of Pb^{2+} (more than 0.4), the exchange interaction between A and B sites gets lowered resulting in strengthening of B-B interaction and weakening of A-B interaction, which leads to decrease of saturation magnetization.

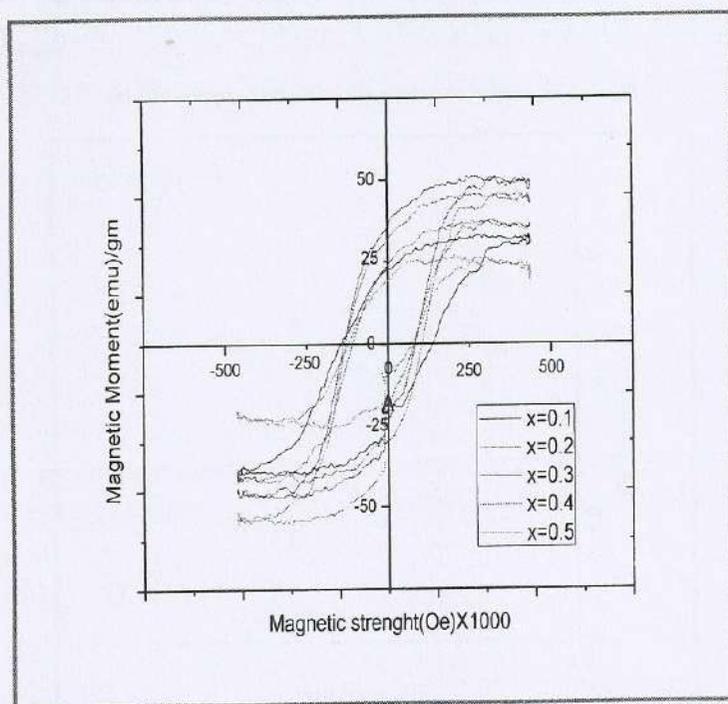


Fig.-1: Hysteresis curve of $\text{Co}_{1-x}\text{Pb}_x\text{Fe}_2\text{O}_4$ where $x = 0.1, 0.2, 0.3, 0.4, 0.5$ after sintering at 600°C

From the hysteresis loop taken of different sample of $\text{CoPbFe}_2\text{O}_4$ it is found that with increasing concentration of Pb^{2+} coercivity (H_c) goes on decreasing these can be utilized to change magnetic properties of cobalt ferrite and hard magnetic material can be converted to soft magnetic material.

Table-1: Measurement of Coercivity (H_c), Remanence (M_r) and Saturation Magnetization (M_s) for composition $\text{Co}_{0.5}\text{Pb}_{0.1}\text{Fe}_2\text{O}_4$

Obs No.	H_c (Oe)	M_r (emu/gm)	M_s (emu/gm)
1	121.16	21.76	32.25
2	113.70	31.10	44.08
3	103.21	33.40	51.86
4	089.85	21.12	36.38
5	085.33	14.35	21.31

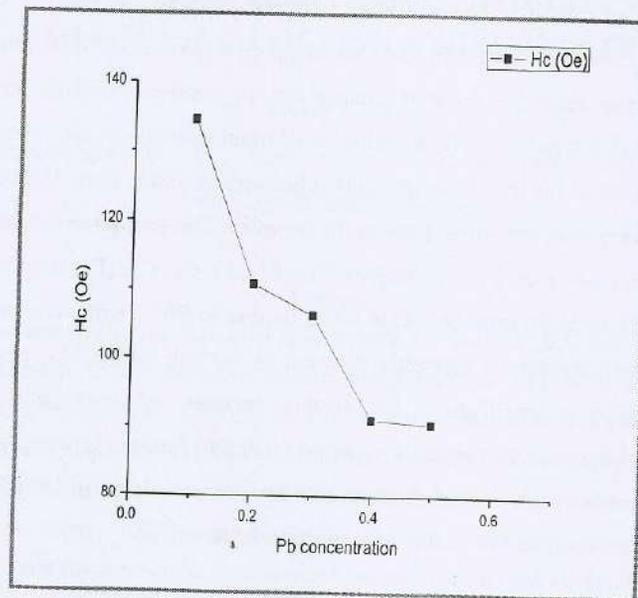


Fig.-2: Variation of coercivity (H_c) with Pb concentration (x).

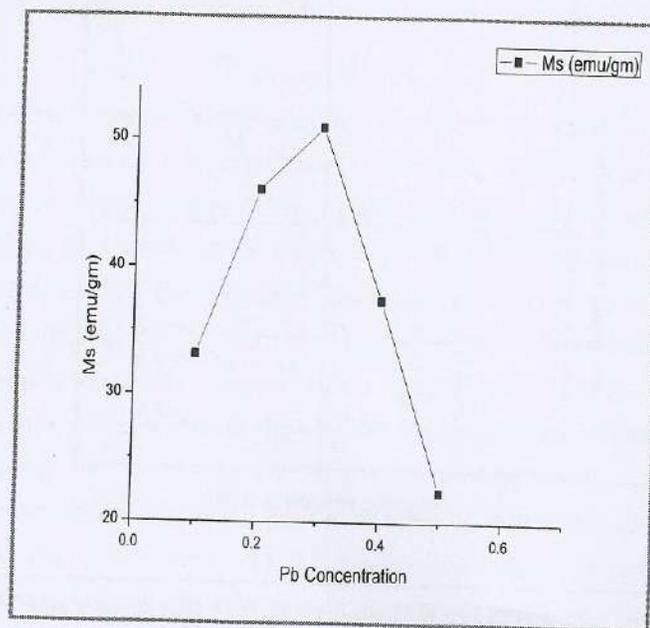


Fig.-3: Variation of saturation magnetization (M_s) with Pb concentration (x)

IV. Conclusion

Lead substituted cobalt ferrite nanoparticles ($Co_{1-x}Pb_xFe_2O_4$ with $x = 0.1, 0.2, 0.3, 0.4,$ and 0.5) were prepared via sol-gel auto combustion route. From VSM it is clear that for the samples $Co_{0.9}Pb_{0.1}Fe_2O_4, Co_{0.8}Pb_{0.2}Fe_2O_4, Co_{0.7}Pb_{0.3}Fe_2O_4$ the saturation magnetization increases from 33.15 to 50.96 emu/gm. On further increase of lead substitution in $Co_{0.6}Pb_{0.4}Fe_2O_4$ and $Co_{0.5}Pb_{0.5}Fe_2O_4$ the saturation magnetization decreases.

It was found that with increasing concentration of Pb^{2+} , coercivity (H_c) goes on decreasing these can be utilized hard magnetic cobalt ferrite can be converted to soft magnetic material. DC electrical resistivity study of the samples was found to be increases with increasing Pb^{2+} from $x = 0.1$ to $x = 0.5$. This means the conductivity decreases with increasing concentration of lead but it increase with increasing voltage.

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PART-II

Contents

1	GROWTH AND CHARACTERIZATION OF CUSE THIN FILMS BY CHEMICAL BATH DEPOSITION TECHNIQUE Harishchandra K. Sadekar ; Arts, Commerce and Science College, Sonai M S, Ramphal Sharma ; Dr. Babasaheb Ambedkar Marathwada University, Aurangabad ,M.S	839-841
2	STRUCTURAL AND OPTICAL PROPERTIES OF ZNO THIN FILMS PREPARED BY ELECTROCHEMICAL METHOD FOR BIOSENSOR APPLICATION Jamil Yaseen and G.M. Dharme ; Dr. Babasaheb Ambedkar Marathwada university Aurangabad , M.S	842-847
3	STUDY OF DEPOSITION POTENTIAL AND THICKNESS FOR SYNTHESIZED CDSE THIN FILM ON SS SUBSTRATE Bhise R. B. ; B. J. College, Ale, Tal-Junnar,Pune, , MH , Dhanwate S. V. ; S. M. College, Yewala, Nashik, MH , Kulkarni V. D. ; H. R. College, Rajgurunagar, Pune, MH , Dhakane S. F. ; A. W. College, Otur,Pune, MH	848-852
4	DETERMINATION OF LAGRANGE MULTIPLIER IN THE VARIATIONAL ITERATION METHOD BY SOME METHODS Kumkar T.K. ; Shri Jagdishprasad Jhabarmal Tibrewala University, Vidyanagari, Jhunjhunu, Rajasthan , Dr. Bhosale B.B. ; K. J. Somaiya College, Kopargaon Ahmednagar, M.S.	853-858
5	SOLITON SOLUTIONS OF KORTEWEG DE-VRIES EQUATION THROUGH SINE-COSINE METHOD Gavhane B.D. ; Shri Jagdish Prasad Jhabarmal Tibrewala University, Vidyanagari, Rajasthan , Dr. Bhosale B.B ; K. J. Somaiya College, Kopargaon Ahmednagar, M.S.	859-863
6	GREEN SYNTHESIS OF IRON NANOPARTICLES USING PONGAMIA PINNATA PLANT LEAVES EXTRACT Sadhana Somvanshi, Pramod Kulkarni ; Hutatma Rajguru Mahavidyalaya,Rajgurunagar Pune, MS , Vasudeo Kulkarni ; Hutatma Rajguru Mahavidyalaya,Rajgurunagar, Pune, MS	864-866
7	STUDY OF MAGNETIC PROPERTIES OF PB²⁺ DOPED IN CO-NANOFERRITE USING SOL-GEL AUTOCOMBUSTION TECHNIQUE Bhise R. B. ; B. J. College, Ale, Tal: Junnar, Pune	867-870

32	<p>Study of Structural, Morphological and Dielectric Properties of Copper doped Ni 0.3 Cu 0.2 Mg 0.3 Zn 0.2 Fe₂O₄ Nanoferrite using Sol-gel Technique</p> <p>V. R. Pande; JJT University, Jhunjhunu, Rajasthan; R. B. Bhise; B. J. College, Ale, Tal: Junnar</p>	989-994
33	<p>A COMPARATIVE DIELECTRIC STUDY OF ETHANOL-WATER AND ETHYLENE GLYCOL-WATER MIXTURES USING TDR</p> <p>Satyajit chavan, Ashok kumbharkhane; Adarsh college, Hingoli, School of Physical Sciences, SRTM University Nanded</p>	995-997
34	<p>THE PHYSICAL PROPERTIES AND DOPING LEVELS OF SNO₂: F THIN FILMS BY SPRAY-DEPOSITED ON OPTICAL GLASS SUBSTRATES</p> <p>Dr.R.N. ARLE; Jijamata College of Science and Arts, Bhende Bk; B.L.KHATIK; JJT University, Rajasthan</p>	998-1003

Study of Structural, Morphological and Dielectric Properties of Copper doped Ni_{0.3} Cu_{0.2} Mg_{0.3} Zn_{0.2} Fe₂O₄ Nanoferrite using Sol-gel Technique

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Abstract:

Nanoferrite Ni_{0.3} Cu_{0.2} Mg_{0.3} Zn_{0.2} Fe₂O₄ is synthesized by using sol-gel technique. The prepared sample was characterized and structural properties study using X-ray diffraction and morphological study using Scanning electron microscopy (SEM). The XRD analysis of the samples sintered at 400^o C for 4h shows the cubic spinal structure for ferrites with size distribution from 28 to 36 nm. The energy dispersive scattering pattern obtained for the samples. The spinal ferrites are studied by measuring dielectric constant and dielectric loss at room temperature in the frequency range 100 Hz-5MHz using LCR-Q meter. The dielectric constant and loss tangent decrease with increase in frequency of the applied field. The dielectric constant and loss tangent decreases rapidly with increasing frequency and then reaches to constant value which shows normal ferromagnetic behaviour.

Keywords: XRD, Dielectric constant, Dielectric loss, Electrical resistivity, etc.

I. INTRODUCTION

The polycrystalline Ni, Mg, Cu and Zn soft ferrites are suitable for core materials in micro inductor applications. The most popular applications of ferrite are in optics, electronics, mechanics and other technical fields. Nanoferrites with copper substitution synthesized using sol-gel method are studied in the present work. The sol-gel technique of preparing nanoferrite has many significant advantages such as good stoichiometric control and for the production of ultrafine particle with nanosize distribution in relatively short processing time at lower temperature. The properties of nanoparticles varied from its morphology, size and microstructure and it is important to analyze obtaining conditions and method of synthesis of nanoparticles as well as synthesis of new metal oxides with new properties. Specially we characterize structural properties of doped samples at room temp and sintered at 400^o C. The various techniques are employed X-ray diffraction (XRD), field emission scanning electron microscope (FE-SEM), Fourier transform Infra-Red (FTIR) spectroscopy, Transmission Electron Microscope (TEM). The aim of this research was to obtain Ni Cu Mg Zn ferrite nanoparticles. In this work we analyzed the morphological properties of Ni_{0.3} Cu_{0.2} Mg_{0.3} Zn_{0.2} Fe₂O₄ powder synthesized by sol-gel technique.

II. MATERIALS AND METHOD

Ni_{0.3} Cu_{0.2} Mg_{0.3} Zn_{0.2} Fe₂O₄ nanoferrites were prepared by sol-gel method. In this method each sample was prepared by taking desired proportion of precursor nitrates. The precursor solution was prepared using AR grade metal nitrates Ni(NO₃)₂, Cu(NO₃)₂, Mg(NO₃)₂, Zn(NO₃)₂ and Fe(NO₃)₂. The nitrates were initially dissolved separately in minimum amount of water. The precursor solution was prepared by adding all above solutions and continuously stirred for 30 minutes at 100^o C. An aqueous solution of citric acid mixed with metal nitrate solution. A required amount of ammonia was slowly added into solution in order to adjust the pH value to about 7 since bare catalysts are employed in order to speed up the reaction. The mixed solution was kept on to a hot plate with continuous stirring at 100^o C. After 3 to 4 hrs all water molecules were removed from the mixture. The viscous gel has formed. The gel automatically ignited and burns with glowing flints. The auto combustion was completed within a minute. The result was the brown colored ashes termed as precursor. The prepared powders were sintered at 400^o C for four hours to get the final powders for characterization.

III. RESULTS AND DISCUSSION:

Powder x-ray diffraction (X-RD) pattern was carried out on X-ray diffractometer (model Bruker D8) with Cu α irradiation ($\lambda=1.5405\text{\AA}$). The lattice parameters, crystalline (grain) size of samples were calculated from XRD data. The scanning electron microscope (FEG-SEM) JSM-7600F and transmission electron microscope PHILIPS (model CM200) was used to study the morphology and estimate grain size. The infrared spectra of all samples were recorded in the range 1200-200cm in FTIR instrument (JASCO MODEL V 670). The dielectric constant (ϵ'), dielectric loss (ϵ'') and dielectric loss tangent ($\tan\delta$) of all the samples were obtained by using LCR-Q meter (model HP 4284A) as a function of frequency. The frequency was varied from 100 Hz to 5MHz.

3.1 Structural Characterization:- Structural characterization was carried out using diffractometer Bruker with advanced system with a diffracted beam monochromatic Cu α radiation ($\lambda=1.5405\text{\AA}$) source between the Bragg Angles 20° to 80° in steps of $0.04^\circ/\text{sec}$. The 2θ Vs intensity data obtained from this experiment and plotted graph as shown in fig.1. All Bragg reflections have been indexed which confirm the formation of cubic spinal structure in single phase. The strongest reflection comes from the (311) planes, which denote the spinal phase. The peaks indexed to (220) (311) (400) (422) (333) and (440) planes of cubic unit cell. All planes are allowed planes which indicate the formation of cubic spinal structure in single phase.

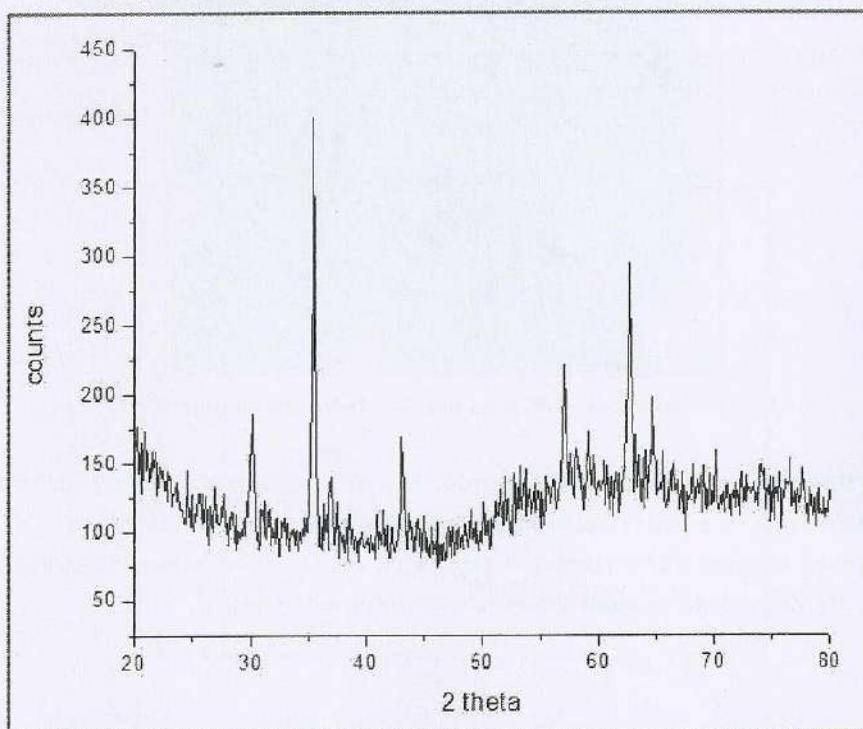


Fig.1: XRD pattern of the samples sintered at 400°C of $\text{Ni}_{0.3}\text{Cu}_{0.2}\text{Mg}_{0.3}\text{Zn}_{0.2}\text{Fe}_2\text{O}_4$

The particle size (d) was calculated for all the compositions using the high intensity 311 peak and using Scherer formula.

$$d = \frac{0.91\lambda}{\beta \cos\theta}$$

Where, λ the wavelength of x-ray radiation, β is Full Width Half Maxima (FWHM) corresponding to maximum peak, θ angle at peak position.

Table-1: Composition(x), Particle size(d), Lattice constant(a), Volume(V), X-ray density(d_x) and specific surface area (S) of spinal ferrite system

x	d nm	a Å ⁰	V (Å ⁰) ³	d_x gm/cm ³	S m ² /gm
0.1	35.62	8.3724	586.8773	5.112	32.95

Parameter (a) for all the composition of Ni_{0.3} Cu_{0.2} Mg_{0.3} Zn_{0.2} Fe₂O₄ nanoferrites have been calculated from the values of d-spacing's and are given in table-1. The lattice parameter (a) of individual composition was calculated by using a formula.

$$a = d_{hkl} \sqrt{h^2 + k^2 + l^2}$$

Where a= Lattice constant, (hkl) are the miller indices of crystallographic plane, and d= inter planner spacing.

3.2 SEM Analysis: -

The prepared sample is performing scanning electron microscope (SEM) with model-JSM-7600F microscope. We analyzed the structure of Ni_{0.3} Cu_{0.2} Mg_{0.3} Zn_{0.2} Fe₂O₄ powder and show typical micrographs in figure-2.

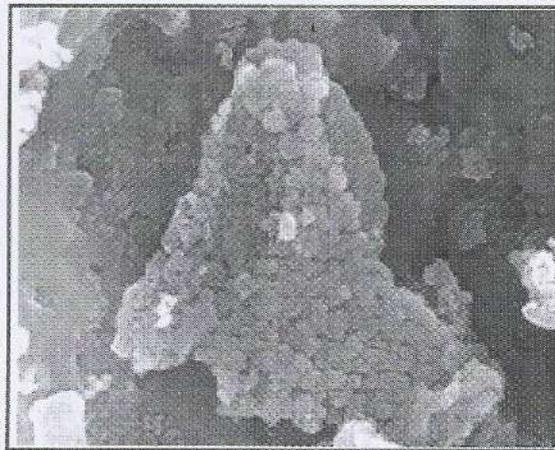


Fig.2: SEM micrographs of Ni_{0.3} Cu_{0.2} Mg_{0.3} Zn_{0.2} Fe₂O₄ ferrite sintered at 400 °C

It can be seen from SEM micrographs various compositions that the morphology of particles is very similar. They indicate that particle size of sample lies in the nanometer range having a spherical shape and narrow size distribution.

The energy dispersive scattering (EDAX) pattern obtained for the samples. It may be seen that besides the characteristics peaks of Fe, Ni, Cu, Mg, Zn peaks arising out of the substrate are Carbon and Oxygen.

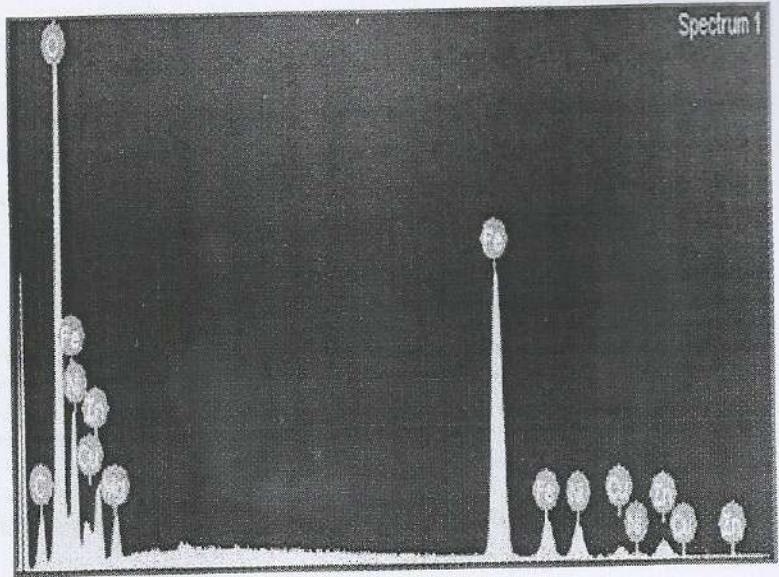


Fig-3: EDAX image of $Ni_{0.3} Cu_{0.2} Mg_{0.3} Zn_{0.2} Fe_2 O_4$

3.3 Dielectric properties :-

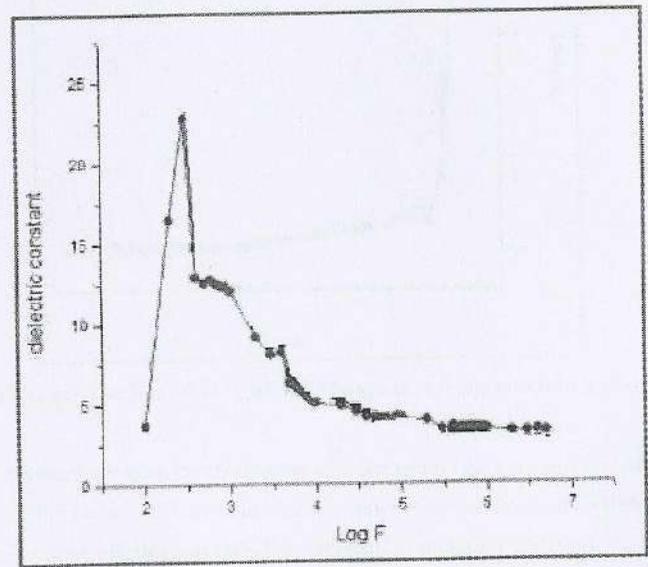


Fig-4 (a): Variation of dielectric constant with $\log f$ of $Ni_{0.3} Cu_{0.2} Mg_{0.3} Zn_{0.2} Fe_2 O_4$

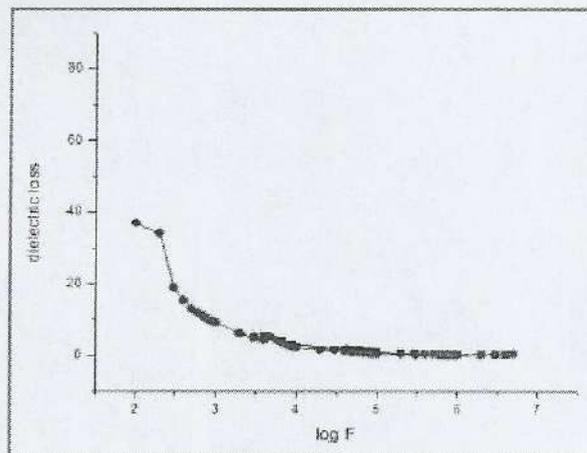


Fig-4 (b): Variation of dielectric loss with $\log f$ of $\text{Ni}_{0.3}\text{Cu}_{0.2}\text{Mg}_{0.3}\text{Zn}_{0.2}\text{Fe}_2\text{O}_4$

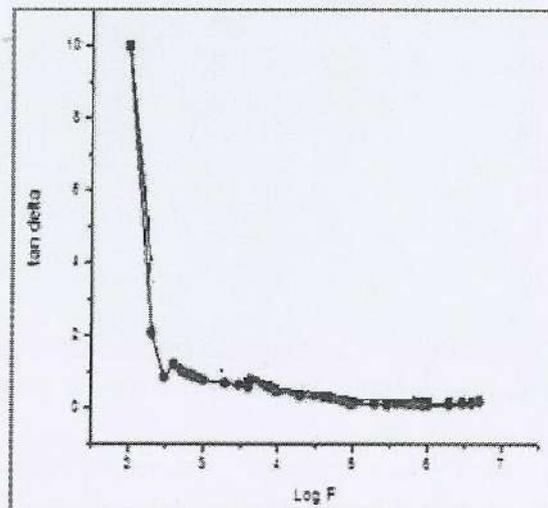


Fig-4 (c): Variation of dielectric loss tangent with $\log f$ of $\text{Ni}_{0.3}\text{Cu}_{0.2}\text{Mg}_{0.3}\text{Zn}_{0.2}\text{Fe}_2\text{O}_4$

The dielectric constant (ϵ'), dielectric loss (ϵ'') and dielectric loss tangent ($\tan\delta$) were measured by using LCR-Q meter in the frequency range of 100 Hz to 5MHz. The measurements were carried out on a disc shaped pellets using two probe methods at the room temperature. Fig-4 (a,b,c) shows the variation of dielectric constant (ϵ') with frequency for the sample. From Figure, it can be seen that the dielectric constant (ϵ') decreases with increase in frequency. The behavior of frequency dependence of (ϵ') is in very good agreement with the well-known spinel ferrites. The decrease of polarization with increase of frequency may be due to the fact that beyond a certain frequency of dielectric constant decreases with increasing frequency.

The variation of dielectric loss (ϵ'') with $\log f$ shows that decreases with increase in frequency. From figure, it can be seen that sample show a normal dielectric behaviour with frequency. The parameter $\tan\delta$ decreases exponentially with increase in frequency. The decrease in $\tan\delta$ with increase in frequency is attributed to the fact that the hopping frequency of the charge carrier cannot follow changes of the polarity of the external field beyond a certain frequency. According to the Iwauchi there is a strong co-relation between the conduction mechanism and the dielectric behaviour of ferrites.

IV. CONCLUSION

The sol-gel technique is convenient for the synthesis of nanosize $\text{Ni}_{0.3}\text{Cu}_{0.2}\text{Mg}_{0.3}\text{Zn}_{0.2}\text{Fe}_2\text{O}_4$ ferrite. X ray diffraction pattern confirm that the synthesis of fully crystalline Ni-Mg-Cu-Zn ferrite nanoparticles at high temperatures. The particle sizes of the nanoparticle samples were found to be about 28 to 36 nm on sintering at 400 °C. The dielectric constant (ϵ'), dielectric loss (ϵ'') and dielectric loss tangent ($\tan\delta$) decreases as frequency increases.

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