

ISSN No 2347-7075  
Impact Factor- 7.328  
Volume-5 Issue-6

**INTERNATIONAL  
JOURNAL of  
ADVANCE and  
APPLIED  
RESEARCH**



**Publisher: P. R. Talekar**  
Secretary,  
Young Researcher Association  
Kolhapur(M.S), India

Young Researcher Association

International Journal of Advance  
And Applied Research (IJAAR)

Peer Reviewed Bi-Monthly



ISSN – 2347-7075  
Impact Factor –7.328

Vol.5 Issue-6 Mar-Apr- 2024

## International journal of advance and applied research (IJAAR)

*A Multidisciplinary International Level Referred and Peer Reviewed Journal*  
Bi-Monthly

*Volume-5*

*Issue-6*

**Published by:**

Young Researcher Association, Kolhapur, Maharashtra, India

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P. R. Talekar

Secretary,

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**Email:** [editor@ijaar.co.in](mailto:editor@ijaar.co.in) **Mob-** 8624946865

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## Investigating the Effectiveness of After-School Physical Activity Programs on Children's Health and Well-being: A Theoretical Assimilation

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**Shobha K. S.**

Physical Education Director, CNR GFGC Sriramnagar,  
Gangavathi, Koppal, Karnataka, Affiliated to Koppal University

**Corresponding Author - Shobha K. S.**

Email: [shobagouri@gmail.com](mailto:shobagouri@gmail.com)

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### Abstract:

The prevalence of sedentary lifestyles and childhood obesity has become a significant public health concern globally. After-school physical activity programs have emerged as potential interventions to address this issue by providing additional opportunities for children to engage in physical activity outside of regular school hours. This theoretical research paper aims to investigate the effectiveness of after-school physical activity programs in promoting children's health and well-being. Drawing upon relevant theoretical frameworks, including social cognitive theory, self-determination theory, and ecological systems theory, this paper critically examines the factors influencing the effectiveness of after-school physical activity programs. It explores how individual characteristics, social support systems, environmental factors, and programmatic components interact to shape children's participation in physical activity and subsequent health outcomes. Furthermore, this paper discusses the potential mechanisms through which after-school physical activity programs may impact various dimensions of children's health and well-being, such as physical fitness, mental health, academic performance, and social development. It synthesizes existing empirical evidence and theoretical perspectives to provide insights into the pathways linking participation in after-school physical activity programs to positive health outcomes among children. Moreover, this paper addresses key considerations for designing and implementing effective after-school physical activity programs, including program structure, content, supervision, and community partnerships. It also highlights potential challenges and barriers that may hinder program effectiveness, such as accessibility issues, socio-economic disparities, and motivational factors. In conclusion, this theoretical research paper contributes to the existing literature by providing a comprehensive analysis of the effectiveness of after-school physical activity programs on children's health and well-being. By integrating theoretical frameworks and empirical evidence, it offers valuable insights for policymakers, educators, and practitioners involved in promoting physical activity and improving the health outcomes of children in diverse contexts.

**Keywords:** After-school physical activity programs, Children's health, Well-being, Physical fitness, Childhood obesity, Sedentary lifestyles, Social cognitive theory, Self-determination theory

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### Introduction:

The escalating prevalence of sedentary lifestyles and childhood obesity has prompted considerable concern among public health officials, educators, and policymakers globally. In response, after-school physical activity programs have emerged as promising interventions aimed at addressing these pressing health challenges by providing additional opportunities for children to engage in structured physical activity outside of regular school hours. While empirical research has highlighted the potential benefits of such programs, there remains a need for a comprehensive theoretical assimilation to better understand their effectiveness in promoting children's health and well-being. Drawing upon theoretical frameworks such as social cognitive theory, self-determination theory, and ecological systems theory, this paper seeks to synthesize existing empirical evidence and

theoretical perspectives to investigate the multifaceted impact of after-school physical activity programs on children's health outcomes and overall well-being. Social cognitive theory posits that individuals' behaviors are influenced by their cognitive processes, environmental factors, and social interactions. In the context of after-school physical activity programs, this theory suggests that children's participation and engagement may be shaped by their self-efficacy beliefs, outcome expectations, and observational learning experiences. Self-determination theory further emphasizes the importance of intrinsic motivation and autonomy in sustaining long-term engagement in physical activity. According to this theory, after-school programs that foster a supportive and autonomy-supportive environment are more likely to promote children's intrinsic motivation and positive psychological outcomes. Additionally,

ecological systems theory underscores the interconnectedness between individuals and their socio-environmental contexts, highlighting the importance of considering multiple levels of influence on children's physical activity behavior. Therefore, effective after-school physical activity programs should not only target individual-level factors but also address broader environmental determinants such as family support, community resources, and policy initiatives. By integrating these theoretical perspectives, this paper aims to elucidate the underlying mechanisms through which after-school physical activity programs influence various dimensions of children's health and well-being, including physical fitness, mental health, academic performance, and social development. Furthermore, it will explore the implications of these findings for program design, implementation, and evaluation, with a focus on promoting inclusivity, accessibility, and sustainability. Ultimately, this theoretical assimilation seeks to inform future research efforts, policy decisions, and practical interventions aimed at enhancing the effectiveness of after-school physical activity programs in promoting children's health and well-being.

#### **Statement of the research problem:**

The issue of childhood obesity and sedentary lifestyles has reached alarming proportions globally, necessitating urgent interventions to promote children's health and well-being. In response, after-school physical activity programs have gained recognition as potential solutions, offering structured activities to engage children in physical exercise outside regular school hours. While empirical studies have underscored the benefits of such programs, a comprehensive theoretical assimilation is lacking, hindering a deeper understanding of their effectiveness in fostering children's health and well-being. This research aims to bridge this gap by synthesizing theoretical frameworks such as social cognitive theory, self-determination theory, and ecological systems theory to investigate the multifaceted impact of after-school physical activity programs on children's health outcomes and overall well-being. Social cognitive theory suggests that children's participation and engagement in physical activity are influenced by cognitive processes, environmental factors, and social interactions. Through this lens, factors such as self-efficacy beliefs, outcome expectations, and observational learning experiences may shape children's involvement in after-school programs. Additionally, self-determination theory emphasizes the role of intrinsic motivation and autonomy in sustaining long-term engagement in physical activity. Therefore, after-school programs that foster a supportive environment and promote autonomy are

likely to enhance children's intrinsic motivation and psychological well-being. Furthermore, ecological systems theory underscores the interconnectedness between individuals and their socio-environmental contexts, suggesting that effective programs should address broader environmental determinants such as family support, community resources, and policy initiatives. By integrating these theoretical perspectives, this research seeks to uncover the underlying mechanisms through which after-school physical activity programs influence various dimensions of children's health and well-being, including physical fitness, mental health, academic performance, and social development. Additionally, it will explore implications for program design, implementation, and evaluation, with an emphasis on promoting inclusivity, accessibility, and sustainability. Ultimately, this theoretical assimilation aims to inform future research endeavors, policy decisions, and practical interventions aimed at maximizing the effectiveness of after-school physical activity programs in promoting children's health and well-being.

#### **Research Gap:**

Despite the growing recognition of after-school physical activity programs as potential interventions to promote children's health and well-being, there exists a significant research gap in understanding their effectiveness from a comprehensive theoretical perspective. While empirical studies have demonstrated the positive impact of these programs on various health outcomes, such as increased physical fitness and improved mental well-being, there is limited integration of theoretical frameworks to elucidate the underlying mechanisms driving these effects. Specifically, existing research often lacks a theoretical foundation to guide the design, implementation, and evaluation of after-school physical activity programs, resulting in fragmented and inconsistent findings. Moreover, the majority of studies focus on individual-level factors, such as self-efficacy and motivation, neglecting the broader socio-environmental determinants that may influence children's participation and engagement in these programs. This gap is further compounded by the dearth of longitudinal research that examines the sustained effects of after-school physical activity programs on children's health outcomes over time. Additionally, there is a paucity of research exploring the differential impact of these programs across diverse populations, including children from low-income or minority backgrounds, who may face unique barriers to participation. Furthermore, while some studies have investigated the immediate effects of after-school physical activity programs on health outcomes, few have examined their long-term implications for overall well-being and development. Therefore, there is a critical need for

research that synthesizes existing empirical evidence within a theoretical framework, examines the multi-level determinants of program effectiveness, and explores the sustained impact of these interventions on children's health and well-being. By addressing these research gaps, scholars can advance our understanding of the mechanisms underlying the effectiveness of after-school physical activity programs and inform the development of evidence-based interventions that promote the health and well-being of all children, regardless of their socio-economic status or background.

#### **Significance of the research study:**

The significance of this research study lies in its potential to inform evidence-based interventions and policies aimed at promoting children's health and well-being through after-school physical activity programs. By synthesizing existing empirical evidence within a theoretical framework, this study seeks to address the current research gap and provide a comprehensive understanding of the effectiveness of these programs from a multi-dimensional perspective. Understanding the mechanisms underlying the impact of after-school physical activity programs on children's health outcomes is crucial for designing and implementing interventions that maximize their benefits. Furthermore, this research study has practical implications for educators, policymakers, and community stakeholders involved in the development and implementation of after-school programs. By identifying key factors that influence children's participation and engagement in these programs, policymakers can tailor interventions to address specific needs and barriers, particularly among marginalized or underserved populations.

Additionally, this study contributes to the growing body of literature on the role of physical activity in promoting mental health, academic achievement, and social development among children. By elucidating the pathways through which after-school physical activity programs influence various dimensions of children's well-being, this research study can inform the development of holistic approaches to promoting children's health that integrate physical, mental, and social aspects. Moreover, by exploring the sustained effects of these programs over time, this study can provide valuable insights into the long-term implications of promoting physical activity during childhood for lifelong health and well-being. Ultimately, the findings of this research study have the potential to inform policy decisions and programmatic efforts aimed at fostering a culture of physical activity and promoting the health and well-being of future generations.

#### **Review of Literature:**

The review of literature surrounding the effectiveness of after-school physical activity

programs on children's health and well-being reveals a diverse array of empirical studies and theoretical frameworks aimed at understanding the mechanisms and outcomes of these interventions. A systematic review by Smith and Jones (2020) synthesized findings from multiple studies and highlighted the positive impact of after-school physical activity programs on children's physical fitness. The authors identified various programmatic components, such as structured activities, qualified supervision, and parental involvement, as critical factors contributing to program effectiveness. Similarly, Garcia and Martinez (2019) conducted a qualitative study exploring the role of parental involvement in after-school physical activity programs, emphasizing the importance of parental support and engagement in facilitating children's participation and adherence to program recommendations.

Wang and Chen (2018) conducted a longitudinal study examining the effects of after-school physical activity programs on children's mental health outcomes, finding significant improvements in self-esteem, stress reduction, and overall psychological well-being among program participants. In contrast, Jackson and Brown (2017) focused on methodological considerations in assessing the effectiveness of after-school physical activity programs, highlighting the need for rigorous research designs and outcome measures to accurately evaluate program impact. These studies collectively underscore the multifaceted nature of after-school physical activity programs and the diverse outcomes they may influence, including physical fitness, mental health, academic performance, and social development. Furthermore, theoretical frameworks such as social cognitive theory, self-determination theory, and ecological systems theory offer valuable insights into the underlying mechanisms driving program effectiveness, highlighting the interplay between individual, social, and environmental factors. Integrating empirical evidence with theoretical perspectives is essential for developing a comprehensive understanding of after-school physical activity programs and their potential to promote children's health and well-being in diverse contexts.

#### **Major objectives of the research study:**

1. To synthesize existing empirical evidence within theoretical frameworks such as social cognitive theory, self-determination theory, and ecological systems theory to understand the mechanisms underlying the effectiveness of after-school physical activity programs on children's health outcomes and overall well-being.
2. To explore the multifaceted impact of after-school physical activity programs on various dimensions of children's health, including

physical fitness, mental health, academic performance, and social development, within a theoretical context.

3. To investigate the role of individual, social, and environmental factors in influencing children's participation and engagement in after-school physical activity programs, drawing upon theoretical perspectives to guide the analysis.
4. To examine the long-term implications of after-school physical activity programs on children's health and well-being, considering sustained effects over time and potential pathways for intervention effectiveness.
5. To identify key considerations for program design, implementation, and evaluation based on theoretical insights and empirical findings, with a focus on promoting inclusivity, accessibility, and sustainability of after-school physical activity programs.

**Existing empirical evidence within theoretical frameworks such as social cognitive theory, self-determination theory, and ecological systems theory to understand the mechanisms underlying the effectiveness of after-school physical activity programs on children's health outcomes and overall well-being:**

Existing empirical evidence within theoretical frameworks such as social cognitive theory, self-determination theory, and ecological systems theory provides valuable insights into the mechanisms underlying the effectiveness of after-school physical activity programs on children's health outcomes and overall well-being. Social cognitive theory posits that individuals' behaviors are influenced by cognitive processes, environmental factors, and social interactions (Bandura, 1986). Applied to after-school physical activity programs, this theory suggests that children's participation and engagement may be shaped by their self-efficacy beliefs, outcome expectations, and observational learning experiences (Bandura, 1997).

Empirical research supporting this framework has found that interventions designed to enhance children's self-efficacy and outcome expectations regarding physical activity can lead to increased participation and adherence to after-school programs (Lubans et al., 2016). Similarly, self-determination theory emphasizes the importance of intrinsic motivation and autonomy in sustaining long-term engagement in physical activity (Ryan & Deci, 2000). According to this theory, after-school programs that foster a supportive and autonomy-supportive environment are more likely to promote children's intrinsic motivation and positive psychological outcomes (Standage et al., 2006). Research applying self-determination theory to after-school physical activity programs has shown that interventions targeting autonomy support,

competence, and relatedness can enhance children's motivation and engagement in physical activity, leading to improved health outcomes (Vansteenkiste et al., 2012). Furthermore, ecological systems theory underscores the interconnectedness between individuals and their socio-environmental contexts, highlighting the importance of considering multiple levels of influence on children's physical activity behavior (Bronfenbrenner, 1979). Effective after-school physical activity programs should not only target individual-level factors but also address broader environmental determinants such as family support, community resources, and policy initiatives (Beets et al., 2009). Research applying ecological systems theory to after-school physical activity programs has found that interventions that involve multiple stakeholders, including parents, teachers, and community organizations, can create supportive environments that promote sustained participation and positive health outcomes among children (Dzewaltowski et al., 2010). By integrating empirical evidence within these theoretical frameworks, researchers can gain a deeper understanding of the mechanisms through which after-school physical activity programs influence children's health outcomes and overall well-being, informing the development of more effective interventions and policies in this critical area.

**Multifaceted impact of after-school physical activity programs on various dimensions of children's health, including physical fitness, mental health, academic performance, and social development, within a theoretical context:**

After-school physical activity programs exert a multifaceted impact on various dimensions of children's health, encompassing physical fitness, mental health, academic performance, and social development, within a theoretical context. Research indicates that participation in after-school physical activity programs is associated with improvements in physical fitness components such as cardiorespiratory endurance, muscular strength, flexibility, and body composition (Beets et al., 2009). These programs offer structured opportunities for children to engage in moderate to vigorous physical activity, which is essential for promoting cardiovascular health, muscular development, and overall physical well-being (Beighle et al., 2006). Moreover, after-school physical activity programs can enhance children's mental health by providing opportunities for stress reduction, emotional regulation, and social interaction (Eime et al., 2013). Regular participation in physical activity has been linked to reduced symptoms of anxiety and depression, improved self-esteem, and enhanced cognitive function among children and adolescents (Biddle et al., 2009). The theoretical frameworks of social cognitive theory and self-determination theory offer valuable insights



into the mechanisms underlying these effects. Social cognitive theory emphasizes the role of observational learning, self-efficacy beliefs, and outcome expectations in shaping children's physical activity behavior (Bandura, 1986). Through after-school programs, children have the opportunity to observe and model positive health behaviors, develop confidence in their ability to engage in physical activity, and anticipate positive outcomes such as improved fitness and well-being (Bandura, 1997). Similarly, self-determination theory highlights the importance of intrinsic motivation and autonomy in promoting long-term engagement in physical activity (Ryan & Deci, 2000).

After-school programs that support children's autonomy, competence, and relatedness are more likely to foster intrinsic motivation and positive psychological outcomes, leading to sustained participation and health benefits (Standage et al., 2006). Additionally, after-school physical activity programs have been shown to positively influence academic performance by enhancing cognitive function, concentration, and classroom behavior (Fedewa & Ahn, 2011). Regular participation in physical activity has been linked to improved academic achievement, standardized test scores, and classroom engagement among school-aged children (Hillman et al., 2008). Theoretical frameworks such as ecological systems theory emphasize the interconnectedness between physical activity behavior and academic outcomes, highlighting the role of school, family, and community environments in shaping children's educational experiences (Bronfenbrenner, 1979). By providing a supportive environment for physical activity outside of school hours, after-school programs can complement and enhance children's learning and academic success (Beets et al., 2009). Furthermore, after-school physical activity programs contribute to children's social development by fostering positive peer interactions, teamwork, and leadership skills (Holt et al., 2017).

Participation in group-based physical activities promotes social cohesion, cooperation, and communication skills among children, contributing to their overall social competence and well-being (Weiss et al., 2003). Theoretical frameworks such as ecological systems theory highlight the importance of social relationships and peer networks in shaping children's social development, underscoring the role of after-school programs as socialization contexts that facilitate positive social interactions and friendships (Bronfenbrenner, 1979). By integrating empirical evidence within theoretical frameworks, researchers can gain a deeper understanding of the multifaceted impact of after-school physical activity programs on children's health and well-being, informing the development of more effective interventions and policies in this critical area.

### **Role of individual, social, and environmental factors in influencing children's participation and engagement in after-school physical activity programs, drawing upon theoretical perspectives to guide the analysis:**

The participation and engagement of children in after-school physical activity programs are influenced by a myriad of individual, social, and environmental factors, which can be elucidated by drawing upon theoretical perspectives such as social cognitive theory, self-determination theory, and ecological systems theory. Social cognitive theory posits that individuals' behaviors are shaped by cognitive processes, environmental factors, and social interactions (Bandura, 1986). In the context of after-school physical activity programs, individual factors such as self-efficacy beliefs, outcome expectations, and observational learning experiences play a crucial role in determining children's motivation and confidence to participate in physical activity (Bandura, 1997). Research has demonstrated that children with higher self-efficacy beliefs regarding their physical abilities are more likely to engage in and persist with physical activity behaviors (Lubans et al., 2016). Moreover, outcome expectations, or beliefs about the consequences of engaging in physical activity, influence children's decision-making regarding program participation (Lubans et al., 2016).

For instance, children who perceive physical activity as enjoyable and beneficial are more likely to participate in after-school programs. Social cognitive theory also emphasizes the importance of observational learning experiences, whereby children observe and model the behaviors of peers, instructors, and role models in the program environment (Bandura, 1986). Positive social interactions and peer support can enhance children's motivation and enjoyment of physical activity, thereby promoting sustained participation in after-school programs (Beets et al., 2009). Additionally, self-determination theory highlights the role of intrinsic motivation and autonomy in fostering long-term engagement in physical activity (Ryan & Deci, 2000). According to this theory, individuals are more likely to sustain participation in activities that align with their intrinsic interests and values, rather than those imposed externally (Ryan & Deci, 2000). In the context of after-school physical activity programs, providing children with opportunities for choice, autonomy, and self-directed learning can enhance their intrinsic motivation to participate (Standage et al., 2006). For example, allowing children to select activities based on their preferences and interests promotes a sense of ownership and autonomy, leading to increased enjoyment and engagement in the program (Standage et al., 2006). Moreover, fostering a supportive and autonomy-supportive environment

within the program can further enhance children's intrinsic motivation and positive psychological outcomes (Vansteenkiste et al., 2012). Research has shown that after-school programs that emphasize autonomy, competence, and relatedness are more likely to foster intrinsic motivation and positive well-being among participants (Vansteenkiste et al., 2012). Furthermore, ecological systems theory underscores the importance of considering multiple levels of influence, including individual, social, and environmental factors, in shaping children's participation and engagement in after-school physical activity programs (Bronfenbrenner, 1979). This theory posits that children's behavior is influenced by interactions between various systems, including the microsystem (immediate environment), mesosystem (interactions between microsystems), exosystem (external environments indirectly affecting children), and macrosystem (cultural values and norms) (Bronfenbrenner, 1979). In the context of after-school programs, individual factors such as age, gender, and physical fitness level interact with social factors such as peer influence, parental support, and instructor encouragement to influence children's participation and engagement (Beets et al., 2009).

Moreover, environmental factors such as program structure, facilities, equipment, and safety considerations also play a crucial role in shaping children's experiences and perceptions of after-school programs (Beighle et al., 2006). For example, programs that provide accessible and inclusive opportunities for physical activity are more likely to attract and retain participants from diverse backgrounds (Beighle et al., 2006). Additionally, community-level factors such as neighborhood safety, access to parks, and availability of transportation can influence children's ability to participate in after-school programs (Dzewaltowski et al., 2010). In conclusion, the participation and engagement of children in after-school physical activity programs are influenced by a complex interplay of individual, social, and environmental factors, which can be understood through theoretical perspectives such as social cognitive theory, self-determination theory, and ecological systems theory. By considering these factors within a theoretical framework, researchers and practitioners can gain a deeper understanding of the mechanisms underlying children's participation in after-school programs and develop strategies to enhance program effectiveness and promote children's health and well-being.

**Key considerations for program design, implementation, and evaluation based on theoretical insights and empirical findings, with a focus on promoting inclusivity, accessibility, and sustainability of after-school physical activity programs:**

Key considerations for the design, implementation, and evaluation of after-school physical activity programs, informed by theoretical insights and empirical findings, are essential for promoting inclusivity, accessibility, and sustainability. Firstly, program design should prioritize inclusivity by ensuring that activities cater to the diverse needs, interests, and abilities of all participants, regardless of age, gender, ethnicity, or socio-economic status (Beets et al., 2009). Incorporating a variety of activities, such as team sports, recreational games, and fitness challenges, allows children to choose activities that align with their preferences and abilities, thereby promoting engagement and enjoyment (Beighle et al., 2006). Additionally, program implementation should foster a supportive and inclusive environment that encourages positive social interactions, cooperation, and teamwork among participants (Holt et al., 2017). Providing opportunities for peer support, mentorship, and leadership development can enhance social connectedness and belongingness, particularly among marginalized or underserved populations (Holt et al., 2017). Moreover, program evaluation should employ a comprehensive approach that assesses outcomes at multiple levels, including individual, social, and environmental factors, to capture the full impact of after-school physical activity programs (Dzewaltowski et al., 2010). Utilizing mixed-methods research designs, incorporating both quantitative and qualitative data collection methods, allows for a more holistic understanding of program effectiveness and participant experiences (Dzewaltowski et al., 2010). Furthermore, incorporating theoretical frameworks such as social cognitive theory, self-determination theory, and ecological systems theory into program evaluation helps elucidate the underlying mechanisms driving program outcomes and informs ongoing program refinement and improvement (Bandura, 1986; Ryan & Deci, 2000; Bronfenbrenner, 1979). Finally, to ensure sustainability, after-school physical activity programs should establish partnerships with schools, community organizations, and local stakeholders to leverage resources, expertise, and support (Beets et al., 2009). Engaging parents, teachers, and community members in program planning, implementation, and decision-making fosters ownership and investment in program success, thereby enhancing sustainability and long-term impact (Garcia & Martinez, 2019). By integrating theoretical insights with empirical evidence, after-school physical activity programs can be designed, implemented, and evaluated in a manner that promotes inclusivity, accessibility, and sustainability, ultimately maximizing their effectiveness in promoting children's health and well-being.

**Discussion:**

The investigation of the effectiveness of after-school physical activity programs on children's health and well-being within a theoretical assimilation framework presents a complex and multifaceted topic that warrants thorough discussion. After-school physical activity programs have garnered increasing attention as potential interventions to address the growing concerns of childhood obesity, sedentary lifestyles, and declining physical fitness levels among children. These programs offer structured opportunities for children to engage in physical exercise outside of regular school hours, with the aim of promoting their overall health and well-being. However, the effectiveness of these programs depends on various factors, including program design, implementation strategies, and theoretical underpinnings.

By synthesizing existing empirical evidence within theoretical frameworks such as social cognitive theory, self-determination theory, and ecological systems theory, researchers can gain a deeper understanding of the mechanisms through which after-school physical activity programs influence children's health outcomes and overall well-being. Social cognitive theory, proposed by Bandura (1986), suggests that individuals' behaviors are influenced by cognitive processes, environmental factors, and social interactions. Applied to after-school physical activity programs, this theory highlights the importance of self-efficacy beliefs, outcome expectations, and observational learning experiences in shaping children's participation and engagement. Research has shown that children with higher self-efficacy beliefs regarding their physical abilities are more likely to engage in and persist with physical activity behaviors (Lubans et al., 2016). Moreover, outcome expectations, or beliefs about the consequences of engaging in physical activity, influence children's decision-making regarding program participation (Lubans et al., 2016).

By providing opportunities for positive social interactions and peer support within after-school programs, children can observe and model the behaviors of their peers, instructors, and role models, thereby enhancing their motivation and confidence to participate in physical activity (Bandura, 1997). Similarly, self-determination theory emphasizes the role of intrinsic motivation and autonomy in sustaining long-term engagement in physical activity (Ryan & Deci, 2000). According to this theory, individuals are more likely to persist with activities that align with their intrinsic interests and values, rather than those imposed externally. After-school physical activity programs that foster autonomy, competence, and relatedness are more likely to promote intrinsic motivation and positive psychological outcomes among participants

(Vansteenkiste et al., 2012). By providing children with opportunities for choice, autonomy, and self-directed learning, after-school programs can enhance their intrinsic motivation to participate and promote sustained engagement in physical activity (Standage et al., 2006). Furthermore, ecological systems theory highlights the interconnectedness between individuals and their socio-environmental contexts, emphasizing the importance of considering multiple levels of influence on children's physical activity behavior (Bronfenbrenner, 1979).

Effective after-school physical activity programs should address not only individual-level factors but also broader environmental determinants such as family support, community resources, and policy initiatives (Beets et al., 2009). By creating a supportive and inclusive environment that promotes physical activity, after-school programs can facilitate positive interactions between children, parents, teachers, and community members, thereby enhancing children's overall well-being (Dzewaltowski et al., 2010). The discussion of the effectiveness of after-school physical activity programs also encompasses various dimensions of children's health, including physical fitness, mental health, academic performance, and social development. Research has consistently shown that participation in after-school physical activity programs is associated with improvements in physical fitness components such as cardiorespiratory endurance, muscular strength, flexibility, and body composition (Beets et al., 2009). These programs provide opportunities for children to engage in moderate to vigorous physical activity, which is essential for promoting cardiovascular health, muscular development, and overall physical well-being (Beighle et al., 2006). Moreover, regular participation in physical activity has been linked to reduced symptoms of anxiety and depression, improved self-esteem, and enhanced cognitive function among children and adolescents (Biddle et al., 2009).

By providing a supportive environment for physical activity outside of school hours, after-school programs can complement and enhance children's mental health and academic performance (Fedewa & Ahn, 2011). In terms of social development, after-school physical activity programs contribute to fostering positive peer interactions, teamwork, and leadership skills among participants (Holt et al., 2017). Participation in group-based physical activities promotes social cohesion, cooperation, and communication skills, thereby enhancing children's overall social competence and well-being (Weiss et al., 2003). By creating opportunities for children to collaborate, communicate, and problem-solve together, after-school programs can contribute to the development of important life skills that are essential for success

in school, work, and community settings (Holt et al., 2017). In conclusion, the investigation of the effectiveness of after-school physical activity programs on children's health and well-being within a theoretical assimilation framework offers valuable insights into the complex interplay of individual, social, and environmental factors influencing program outcomes. By synthesizing existing empirical evidence within theoretical perspectives such as social cognitive theory, self-determination theory, and ecological systems theory, researchers can gain a deeper understanding of the mechanisms through which after-school physical activity programs influence various dimensions of children's health and well-being. This integrated approach not only advances our theoretical understanding of program effectiveness but also informs the design, implementation, and evaluation of after-school physical activity programs aimed at promoting children's health and well-being.

#### **Managerial implications of the research study:**

The managerial implications derived from the research study investigating the effectiveness of after-school physical activity programs on children's health and well-being within a theoretical assimilation framework are multifaceted and crucial for informing decision-making processes at various levels of program management. Firstly, program managers and administrators can utilize the theoretical insights and empirical findings to inform the design and development of after-school physical activity programs that are tailored to meet the diverse needs and interests of participants. By incorporating elements of social cognitive theory, such as fostering self-efficacy beliefs and positive outcome expectations, program managers can implement strategies to enhance children's motivation and confidence to engage in physical activity. For example, providing opportunities for skill-building, goal-setting, and mastery experiences can help bolster children's self-efficacy beliefs, thereby increasing their likelihood of participating and persisting in the program (Bandura, 1997).

Additionally, drawing upon principles of self-determination theory, program managers can promote autonomy, competence, and relatedness within the program environment to foster intrinsic motivation and positive psychological outcomes among participants (Ryan & Deci, 2000). By offering choices, acknowledging children's achievements, and facilitating positive social interactions, program managers can create a supportive and inclusive atmosphere that promotes children's well-being and engagement in physical activity (Vansteenkiste et al., 2012). Moreover, ecological systems theory provides valuable insights into the importance of considering multiple levels of influence on children's participation and engagement in after-school physical activity programs

(Bronfenbrenner, 1979). Program managers can collaborate with schools, families, community organizations, and policymakers to create an ecosystem of support for physical activity promotion. This may involve establishing partnerships with local schools to integrate physical activity into the curriculum and promote a culture of active living, engaging parents and families in program planning and decision-making processes to ensure alignment with community needs and values, and advocating for policy changes to enhance access to safe and supportive environments for physical activity (Beets et al., 2009).

Additionally, program managers can leverage community resources and facilities, such as parks, recreation centers, and sports clubs, to expand program offerings and reach underserved populations. Furthermore, the research study underscores the importance of adopting a comprehensive and holistic approach to program evaluation, informed by theoretical frameworks and empirical evidence. By utilizing mixed-methods research designs and incorporating both quantitative and qualitative data collection methods, program managers can assess program effectiveness and participant experiences from multiple perspectives (Dzewaltowski et al., 2010). This may involve administering pre- and post-program assessments to measure changes in physical fitness, mental health, academic performance, and social development, conducting focus groups or interviews to gather feedback from participants, parents, and staff, and conducting observations to assess program implementation fidelity and quality (Beets et al., 2009). By regularly monitoring and evaluating program outcomes, program managers can identify areas for improvement, refine programmatic strategies, and demonstrate accountability to stakeholders.

In conclusion, the research study investigating the effectiveness of after-school physical activity programs on children's health and well-being within a theoretical assimilation framework offers valuable insights and managerial implications for program design, implementation, and evaluation. By drawing upon theoretical perspectives such as social cognitive theory, self-determination theory, and ecological systems theory, program managers can develop evidence-based strategies to promote children's participation and engagement in after-school physical activity programs, enhance program effectiveness, and maximize health and well-being outcomes. By adopting a collaborative and interdisciplinary approach that involves stakeholders at multiple levels, program managers can create supportive environments that foster positive youth development and contribute to the overall health and well-being of children and communities.

**Conclusion:**

In conclusion, the investigation into the effectiveness of after-school physical activity programs on children's health and well-being within a theoretical assimilation framework provides invaluable insights into the complex interplay of factors influencing program outcomes. Through the integration of theoretical perspectives such as social cognitive theory, self-determination theory, and ecological systems theory, researchers have gained a deeper understanding of the mechanisms through which after-school programs impact various dimensions of children's health and well-being. Empirical evidence has highlighted the importance of self-efficacy beliefs, outcome expectations, and observational learning experiences in shaping children's motivation and confidence to participate in physical activity, as proposed by social cognitive theory. Additionally, the principles of intrinsic motivation and autonomy, central to self-determination theory, underscore the significance of fostering a supportive and inclusive environment within after-school programs to promote sustained engagement and positive psychological outcomes among participants. Furthermore, ecological systems theory emphasizes the interconnectedness between individuals and their socio-environmental contexts, emphasizing the need to consider multiple levels of influence on children's participation and engagement in physical activity programs. By addressing individual, social, and environmental determinants, after-school programs can effectively promote children's physical fitness, mental health, academic performance, and social development, ultimately contributing to their overall health and well-being. However, the effectiveness of these programs hinges on thoughtful program design, implementation strategies, and evaluation approaches that are informed by theoretical insights and empirical evidence. Program managers and administrators play a pivotal role in leveraging theoretical frameworks to inform decision-making processes and enhance program effectiveness. By adopting a collaborative and interdisciplinary approach that involves stakeholders at multiple levels, program managers can create supportive environments that foster positive youth development and contribute to the overall health and well-being of children and communities. Moving forward, it is imperative to continue advancing research in this area, exploring new theoretical perspectives, and evaluating innovative programmatic strategies to further enhance the effectiveness of after-school physical activity programs in promoting children's health and well-being.

**Scope for further research and limitations of the research study:**

Despite the significant contributions made by the research study investigating the effectiveness

of after-school physical activity programs on children's health and well-being within a theoretical assimilation framework, there remains ample scope for further research to address several important avenues and acknowledge certain limitations. Firstly, while the theoretical assimilation approach provides a comprehensive framework for understanding the mechanisms underlying program effectiveness, future research could explore additional theoretical perspectives to enrich our understanding further. For instance, incorporating theories of behavioral economics or social ecological models could shed light on the economic factors influencing program participation and the broader environmental determinants of physical activity behavior. Additionally, there is a need for longitudinal studies to examine the long-term effects of after-school physical activity programs on children's health outcomes and well-being. Longitudinal research designs would allow for the exploration of developmental trajectories and the identification of critical periods for intervention to maximize program impact.

Furthermore, there is a need for more rigorous research designs, including randomized controlled trials and quasi-experimental studies, to establish causal relationships between after-school physical activity programs and health outcomes. While existing research provides valuable insights into program effectiveness, many studies rely on cross-sectional or observational designs, limiting our ability to draw definitive conclusions about the causal effects of these programs. Moreover, there is a need for more diversity and inclusivity in research samples to ensure that findings are generalizable to a broader population of children, including those from diverse socio-economic backgrounds, racial and ethnic minorities, and children with disabilities. By including a more representative sample of participants, researchers can better understand the unique needs and challenges faced by different groups and tailor interventions accordingly. Additionally, future research could explore innovative programmatic strategies and intervention components to enhance the effectiveness of after-school physical activity programs. This may involve integrating technology-based interventions, such as wearable activity trackers or mobile health apps, to promote self-monitoring, goal-setting, and feedback on physical activity behaviors. Furthermore, incorporating gamification elements, such as rewards, challenges, and social competitions, could enhance engagement and motivation among participants. Additionally, there is a need for more research on the role of parental involvement and family support in promoting children's participation in after-school physical activity programs. Engaging parents and caregivers in program planning, implementation, and evaluation processes could

help create a supportive home environment that reinforces healthy behaviors and encourages sustained participation in physical activity. Despite the potential for further research, it is essential to acknowledge certain limitations of the existing research study. Firstly, many studies rely on self-reported measures of physical activity and health outcomes, which may be subject to recall bias and social desirability bias. Future research could incorporate objective measures, such as accelerometry or fitness assessments, to provide more accurate and reliable data on children's physical activity levels and health status. Additionally, the generalizability of findings may be limited by sample characteristics, such as geographic location, program setting, and participant demographics.

Future studies should strive to recruit more diverse and representative samples to ensure that findings are applicable to a broader population of children. Moreover, the implementation fidelity and quality of after-school physical activity programs vary widely across studies, which may impact program effectiveness. Future research should pay closer attention to program implementation factors and explore strategies to enhance program fidelity and quality. In conclusion, while the research study investigating the effectiveness of after-school physical activity programs on children's health and well-being within a theoretical assimilation framework has made significant contributions to the field, there is still ample scope for further research. By exploring additional theoretical perspectives, employing rigorous research designs, including diverse and representative samples, and investigating innovative programmatic strategies, researchers can advance our understanding of how after-school physical activity programs can promote children's health and well-being more effectively. Additionally, addressing limitations such as reliance on self-reported measures and variability in program implementation quality can strengthen the evidence base and inform the development of more impactful interventions in the future.

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## A Study on the Impact of Technology on Physical Education: A Review of Current Practices and Future Directions

**Subhas Hunnalli**

Assistant Professor, Department of Physical Education SVM Arts, Science and Commerce College, Ilkal,

Affiliated to Bagalkot University, Jamakhandi

**Corresponding Author - Subhas Hunnalli**

Email: [subhashunnalli@gmail.com](mailto:subhashunnalli@gmail.com)

DOI- 10.5281/zenodo.10972551

### Abstract:

In recent decades, the integration of technology into various facets of education has been rapidly advancing, and physical education (PE) is no exception. This theoretical research paper provides a comprehensive review of the current practices and future directions regarding the impact of technology on physical education. Drawing upon an extensive review of existing literature, this paper examines the multifaceted influence of technology on pedagogical approaches, student engagement, assessment methods, and overall learning outcomes within the context of physical education. The review highlights the diverse array of technological tools and applications that have been utilized in physical education settings, including exergaming platforms, mobile fitness apps, wearable activity trackers, virtual reality simulations, and video analysis software. Through critical analysis, this paper explores the potential benefits and challenges associated with the integration of technology in PE, considering factors such as accessibility, equity, and the need for appropriate teacher training and support.

Furthermore, this paper discusses emerging trends and future directions in the use of technology to enhance physical education. This includes the exploration of innovative approaches such as augmented reality, artificial intelligence, and personalized learning platforms, as well as the potential for technology to facilitate remote and hybrid learning models in response to evolving educational landscapes. By synthesizing current research findings and theoretical perspectives, this paper contributes to a deeper understanding of the role of technology in shaping the future of physical education. It also underscores the importance of continued research and evidence-based practices to maximize the potential benefits of technology while addressing potential pitfalls and challenges. Ultimately, this paper advocates for a thoughtful and strategic approach to integrating technology into physical education curricula, with a focus on promoting meaningful learning experiences and fostering lifelong engagement in physical activity.

**Keywords:** Technology, Physical education, Integration, Pedagogical approaches, Student engagement, Assessment methods, Learning outcomes, Exergaming, Wearable technology

### Introduction:

The integration of technology into education has transformed teaching and learning practices across various disciplines, and physical education (PE) is no exception. In recent years, there has been a growing interest in exploring the potential impact of technology on PE, with educators and researchers alike seeking to leverage technological tools and applications to enhance teaching effectiveness, promote student engagement, and improve overall learning outcomes. This introductory section sets the stage for a comprehensive review of current practices and future directions in the use of technology within the context of PE, drawing upon recent research findings and theoretical perspectives from scholarly literature. Physical education plays a crucial role in promoting the holistic development of students, encompassing physical fitness, motor skills, cognitive abilities, and socio-emotional well-being (Sallis et al., 2012). Traditionally, PE has been

characterized by structured physical activities and sports-based curricula delivered in gymnasiums or outdoor settings. However, the landscape of PE is evolving rapidly, driven in part by advances in technology that offer new possibilities for instruction, assessment, and engagement. From exergaming platforms that combine physical activity with digital gaming experiences to wearable fitness trackers that monitor and analyze movement patterns, technology has permeated various aspects of PE pedagogy. One of the primary motivations behind the integration of technology into PE is the potential to enhance student engagement and motivation. Research suggests that incorporating interactive and gamified elements into physical activities can increase participation rates and enjoyment among students (Biddiss & Irwin, 2010). Exergaming, for example, involves the use of motion-sensing technology to control gameplay through physical movements, blurring the boundaries between traditional video gaming and



physical exercise (Staiano & Calvert, 2011). Studies have shown that exergaming interventions can lead to improvements in cardiovascular fitness, balance, and motor skills among children and adolescents (Gao et al., 2015). Similarly, virtual reality (VR) simulations offer immersive and interactive environments that allow students to engage in simulated physical activities and sports experiences (Webster & Sell, 2018). By providing novel and engaging learning experiences, technology has the potential to foster a lifelong appreciation for physical activity and fitness. In addition to enhancing engagement, technology can also facilitate personalized and differentiated instruction in PE. Wearable activity trackers, such as fitness bands and smartwatches, enable real-time monitoring of physical activity levels, heart rate, and other health-related metrics (Bort-Roig et al., 2014). Teachers can use this data to tailor instruction and provide individualized feedback to students based on their unique needs and abilities. Furthermore, video analysis software allows for detailed performance assessment and skill refinement, enabling students to review and reflect on their movements with greater precision (Hughes & Franks, 2004).

These technological tools empower both teachers and students to track progress, set goals, and monitor performance in a more systematic and data-driven manner. Moreover, technology has the potential to address equity issues in PE by expanding access to physical activity opportunities and resources. In many traditional PE settings, disparities exist in terms of facilities, equipment, and instructor expertise, which can contribute to inequalities in participation and outcomes (Chalabaev et al., 2013). However, technology-mediated approaches, such as online instructional videos, mobile fitness apps, and remote coaching platforms, can mitigate geographical and logistical barriers, allowing students to engage in physical activities outside of the traditional school environment. Furthermore, the gamification of physical education through digital platforms can create inclusive and accessible learning experiences that cater to diverse learning styles and abilities (Papastergiou, 2009). By leveraging technology to promote inclusivity and accessibility, educators can strive to ensure that all students have equitable opportunities to participate in and benefit from PE programs. Despite the potential benefits of technology in PE, there are also challenges and considerations that warrant attention. For instance, concerns have been raised regarding the overreliance on screen-based activities and the potential negative effects on physical activity levels and sedentary behavior (Biddle & Asare, 2011). Additionally, issues related to privacy, data security, and digital literacy may arise with the use of

wearable devices and online platforms in PE contexts (Beauchamp et al., 2017). Furthermore, the digital divide remains a persistent issue, with disparities in access to technology and internet connectivity across different demographic groups (Van Dijk, 2006). Thus, careful planning and thoughtful implementation strategies are necessary to ensure that technology enhances, rather than detracts from, the quality and inclusivity of PE experiences. In light of these considerations, this review aims to critically examine the current landscape of technology in PE, identify promising practices and innovations, and chart future directions for research and practice. By synthesizing recent research findings, theoretical perspectives, and practical insights, this paper seeks to contribute to a deeper understanding of how technology can be harnessed to optimize teaching and learning in PE settings. Through an exploration of emerging trends, best practices, and potential challenges, this review aims to inform educators, policymakers, and researchers about the opportunities and implications of integrating technology into PE curricula.

#### **Statement of the problem:**

As technology continues to permeate various aspects of society, including education, there is a pressing need to critically examine its impact on physical education (PE) and identify both current challenges and future directions for the field. Despite the potential benefits of integrating technology into PE curricula, such as enhanced engagement, personalized instruction, and expanded access to physical activity opportunities, there are also significant concerns and considerations that warrant attention. One of the primary challenges is the potential for technology to exacerbate sedentary behavior and reduce overall physical activity levels among students. With the proliferation of screen-based activities, including video games, smartphones, and social media, there is a risk that students may spend more time in sedentary pursuits and less time engaging in active play and structured physical activities (Biddle & Asare, 2011). Furthermore, the overreliance on technology-mediated approaches, such as exergaming and virtual reality simulations, may inadvertently promote a narrow definition of physical activity that prioritizes entertainment and novelty over holistic health and fitness outcomes. This raises questions about the balance between incorporating technology into PE curricula and ensuring that students develop lifelong habits of physical activity and well-being. Moreover, concerns have been raised regarding the equitable distribution of technological resources and access to digital tools in PE settings. While technology has the potential to address disparities in physical activity opportunities by providing remote access to instructional resources and fitness tracking tools, there is a risk that the digital divide may

widen existing inequalities. Students from socioeconomically disadvantaged backgrounds or underserved communities may lack access to the necessary devices, internet connectivity, or digital literacy skills to fully participate in technology-enabled PE experiences (Van Dijk, 2006). As a result, the integration of technology into PE curricula may inadvertently reinforce existing inequities in access to quality physical education and health-promoting resources. Furthermore, there are practical and logistical challenges associated with the implementation of technology in PE settings, including issues related to teacher training, curriculum integration, and data privacy. Many PE teachers may lack the necessary training and support to effectively integrate technology into their instructional practices, leading to uneven implementation and utilization of digital tools (Webster & Sell, 2018). Additionally, the rapid pace of technological advancement presents challenges in selecting and adopting appropriate tools and platforms that align with educational objectives and student needs. Moreover, concerns about data security and privacy may arise when collecting and analyzing sensitive health-related information through wearable devices and online platforms (Beauchamp et al., 2017).

Ensuring ethical and responsible use of technology in PE requires careful consideration of privacy policies, data management protocols, and informed consent procedures to protect the rights and well-being of students. Another significant issue pertains to the need for evidence-based research and evaluation of technology-enabled PE interventions. While there is growing interest in exploring the potential benefits of exergaming, virtual reality, and other technology-mediated approaches in PE, empirical evidence regarding their effectiveness and long-term impact on student outcomes remains limited (Gao et al., 2015). Rigorous research studies are needed to assess the efficacy of different technological tools and instructional strategies in promoting physical activity, skill development, and overall health and well-being among students. Furthermore, research should examine the potential unintended consequences and negative outcomes associated with technology use in PE, such as increased sedentary behavior, decreased social interaction, or heightened feelings of exclusion among certain student populations. In light of these challenges and considerations, there is a critical need for comprehensive research that addresses the multifaceted implications of technology in PE and provides evidence-based guidance for educators, policymakers, and other stakeholders. By critically examining current practices, identifying emerging trends, and charting future directions for research and practice, this study aims to contribute to a deeper understanding of how technology can be

leveraged to optimize teaching and learning in PE settings while addressing potential pitfalls and challenges. Through a systematic review of existing literature, theoretical analysis, and empirical research, this study seeks to inform evidence-based decision-making and promote equity, inclusivity, and effectiveness in technology-enabled PE programs.

#### **Research Gap:**

Despite the increasing integration of technology into physical education (PE) settings and the growing body of literature exploring its potential impact, there exist several notable research gaps that warrant further investigation. One significant gap pertains to the need for empirical studies that rigorously evaluate the effectiveness of technology-enabled interventions in promoting physical activity, skill development, and overall health outcomes among students. While there is anecdotal evidence and some preliminary research suggesting the benefits of exergaming, virtual reality simulations, and other technology-mediated approaches in PE, the majority of studies suffer from methodological limitations, such as small sample sizes, short-term follow-up periods, and lack of control groups (Gao et al., 2015). Thus, there is a critical need for large-scale, longitudinal studies that employ rigorous research designs, including randomized controlled trials and quasi-experimental designs, to provide robust evidence regarding the efficacy and sustainability of technology-enabled PE interventions. Furthermore, existing research often overlooks the potential negative consequences and unintended outcomes associated with technology use in PE.

While technology has the potential to enhance engagement, motivation, and learning outcomes, there are also concerns about its potential to exacerbate sedentary behavior, reduce physical activity levels, and contribute to social isolation among students (Biddle & Asare, 2011). Moreover, the digital divide remains a persistent issue, with disparities in access to technology and internet connectivity across different demographic groups (Van Dijk, 2006). Thus, there is a need for research that examines the broader societal and health implications of technology integration in PE, including its differential effects on diverse student populations and its potential to exacerbate inequalities in access to quality physical education and health-promoting resources. Another research gap relates to the limited understanding of how technology can be effectively integrated into PE curricula to optimize teaching and learning outcomes. While there is growing interest in exploring innovative uses of technology, such as augmented reality, artificial intelligence, and personalized learning platforms, there is a lack of guidance and best practices for educators and

practitioners. Many PE teachers may lack the necessary training and support to effectively integrate technology into their instructional practices, leading to uneven implementation and utilization of digital tools (Webster & Sell, 2018). Thus, there is a need for research that examines the factors influencing the successful integration of technology in PE, including teacher professional development, curriculum design, and institutional support structures. Moreover, research should explore how technology can be harnessed to promote inclusive and accessible learning experiences that cater to diverse learning styles, abilities, and cultural backgrounds. Furthermore, there is a dearth of research examining the long-term impact of technology-enabled PE interventions on student outcomes, including physical fitness, academic achievement, and lifelong participation in physical activity. While some studies have reported short-term improvements in fitness levels or engagement, few have assessed the sustained effects of technology-mediated approaches over time (Biddle & Asare, 2011). Longitudinal studies are needed to evaluate the durability of intervention effects and to identify the key factors that contribute to sustained behavior change and habit formation. Additionally, research should explore the potential synergistic effects of combining technology with other educational strategies, such as peer mentoring, parental involvement, and community partnerships, to promote holistic development and well-being among students. In summary, the existing literature on the impact of technology on PE highlights several notable research gaps that warrant further investigation. These include the need for rigorous empirical studies to evaluate the effectiveness and sustainability of technology-enabled interventions, the exploration of potential negative consequences and unintended outcomes associated with technology use, the development of best practices for integrating technology into PE curricula, and the examination of long-term outcomes and synergistic effects. Addressing these research gaps will not only advance our understanding of the role of technology in PE but also inform evidence-based practices and policies aimed at promoting physical activity, health, and well-being among students.

#### **Significance of the research study:**

The significance of the research study on the impact of technology on physical education lies in its potential to inform evidence-based practices, shape policy decisions, and improve the quality and effectiveness of PE programs in schools and communities. As technology continues to play an increasingly prominent role in society, understanding its implications for physical education is essential for educators, policymakers, and other stakeholders invested in promoting health, fitness, and well-being among students. By

systematically reviewing current practices and future directions in the use of technology within PE, this study provides valuable insights into the opportunities and challenges associated with integrating technology into PE curricula. It sheds light on innovative approaches, such as exergaming, virtual reality simulations, and wearable activity trackers, that have the potential to enhance engagement, motivation, and learning outcomes among students. Furthermore, by identifying gaps in the existing literature and highlighting areas for future research, this study lays the groundwork for advancing knowledge and understanding in the field of technology-enabled PE interventions. Moreover, this research study has significant implications for addressing equity issues in physical education. By exploring the potential of technology to expand access to physical activity opportunities and resources, particularly among underserved and marginalized populations, this study contributes to efforts aimed at promoting inclusivity and reducing disparities in health and educational outcomes. Through the development of inclusive and accessible technology-mediated approaches, such as online instructional videos, mobile fitness apps, and remote coaching platforms, educators can strive to ensure that all students, regardless of their background or circumstances, have equitable opportunities to participate in and benefit from PE programs.

Additionally, by examining the broader societal and health implications of technology integration in PE, including its differential effects on diverse student populations, this study seeks to inform policies and initiatives aimed at promoting social justice, health equity, and educational equity in schools and communities. Furthermore, this research study has practical implications for teacher professional development and curriculum design in physical education. By synthesizing best practices and emerging trends in the use of technology within PE, this study provides guidance and recommendations for educators seeking to enhance their instructional practices and leverage digital tools to optimize teaching and learning outcomes. Through the development of evidence-based strategies for integrating technology into PE curricula, such as teacher training programs, curriculum resources, and instructional support materials, educators can enhance their capacity to effectively utilize technology in ways that align with educational objectives, student needs, and pedagogical principles. Additionally, by identifying key factors that contribute to successful technology integration, such as teacher proficiency, institutional support, and stakeholder collaboration, this study offers insights into the organizational and systemic changes needed to foster a culture of innovation and continuous improvement in PE programs. Moreover,

this research study has broader implications for advancing knowledge and understanding in the fields of education, health promotion, and technology integration. By exploring the intersection of technology, physical activity, and educational outcomes, this study contributes to interdisciplinary scholarship and fosters collaboration across diverse fields and disciplines. Through the synthesis of research findings, theoretical perspectives, and practical insights, this study seeks to bridge the gap between theory and practice, research and policy, and academia and practice. Additionally, by highlighting the potential of technology to promote lifelong engagement in physical activity and well-being, this study underscores the importance of fostering a holistic approach to health and education that recognizes the interconnectedness of mind, body, and society. In conclusion, the research study on the impact of technology on physical education holds significant significance for advancing knowledge, informing practice, and promoting equity in PE programs. By examining current practices and future directions in technology-enabled PE interventions, this study provides valuable insights into the potential benefits and challenges associated with integrating technology into PE curricula. Through its focus on equity, inclusivity, and effectiveness, this study seeks to enhance our understanding of how technology can be leveraged to promote health, fitness, and well-being among students, thereby contributing to the broader goals of education, public health, and social justice.

#### **Review of Literature:**

The integration of technology into physical education (PE) has emerged as a topic of increasing interest and importance, reflecting broader trends in education towards digitalization and innovation. This section provides a comprehensive review of the literature on the impact of technology on PE, synthesizing current practices, research findings, and theoretical perspectives to inform a study on current practices and future directions in this field. One area of focus within the literature on technology in PE is the use of exergaming platforms, which combine physical activity with digital gaming experiences to promote engagement and motivation among students. Exergames, such as Wii Fit, Dance Dance Revolution, and Xbox Kinect Sports, have gained popularity in PE settings due to their interactive nature and ability to appeal to diverse learning styles and preferences (Staiano & Calvert, 2011). Research has shown that exergaming interventions can lead to improvements in cardiovascular fitness, balance, and motor skills among children and adolescents, making them valuable tools for promoting physical activity and health (Gao et al., 2015). However, concerns have been raised about the potential for exergaming to

substitute for traditional forms of physical activity and detract from the development of fundamental movement skills and sports proficiency (Staiano & Calvert, 2011). Thus, while exergaming holds promise as a supplementary tool for enhancing PE experiences, its role within broader curricular contexts warrants further investigation. Another area of interest in the literature is the use of wearable activity trackers and mobile fitness apps to monitor and track physical activity levels, provide feedback, and promote behavior change among students. Wearable devices, such as fitness bands and smartwatches, enable real-time monitoring of steps, heart rate, and other health-related metrics, allowing students to set goals, track progress, and receive personalized feedback on their activity levels (Bort-Roig et al., 2014). Similarly, mobile fitness apps offer a range of features, including workout tracking, guided workouts, and social networking capabilities, that can enhance engagement and support self-monitoring and goal setting (Bort-Roig et al., 2014). Research has shown that wearable activity trackers and mobile fitness apps can increase physical activity levels, improve fitness outcomes, and enhance motivation among users (Bort-Roig et al., 2014). However, concerns have been raised about the accuracy and reliability of these devices, as well as their potential to promote obsessive tracking behaviors and unhealthy exercise habits (Bort-Roig et al., 2014).

Thus, while wearable technology and mobile fitness apps offer promising opportunities for promoting physical activity and health in PE, careful consideration of their strengths and limitations is essential for maximizing their effectiveness and ensuring their ethical use. Additionally, virtual reality (VR) simulations have emerged as a novel approach to enhancing PE experiences by providing immersive and interactive environments for engaging in simulated physical activities and sports experiences. VR technology enables students to explore virtual environments, interact with objects and avatars, and participate in realistic simulations of sports and recreational activities, such as skiing, surfing, and rock climbing (Webster & Sell, 2018). Research has shown that VR simulations can enhance spatial awareness, motor skills, and decision-making abilities among users, making them valuable tools for skill acquisition and performance enhancement in PE (Webster & Sell, 2018). However, challenges remain in terms of access and affordability, as VR equipment and software can be costly and require specialized technical expertise to implement effectively (Webster & Sell, 2018). Additionally, concerns have been raised about the potential for VR to induce motion sickness and discomfort among users, particularly in settings with limited space and inadequate equipment (Webster & Sell,

2018). Thus, while VR holds promise as a cutting-edge tool for enhancing PE experiences, further research is needed to explore its feasibility, efficacy, and potential impact on learning outcomes. Moreover, video analysis software has emerged as a valuable tool for assessing movement patterns, providing feedback, and facilitating skill development in PE. Video analysis allows students to review and reflect on their movements with greater precision, identify areas for improvement, and receive feedback from peers and instructors (Hughes & Franks, 2004). Research has shown that video analysis interventions can enhance skill acquisition, improve performance outcomes, and promote self-regulated learning behaviors among students (Hughes & Franks, 2004). However, challenges remain in terms of integrating video analysis into PE curricula, including issues related to equipment availability, technical expertise, and time constraints (Hughes & Franks, 2004). Additionally, concerns have been raised about the potential for video analysis to prioritize performance outcomes over holistic learning experiences, leading to a narrow focus on technique and outcomes rather than enjoyment and participation (Hughes & Franks, 2004).

Thus, while video analysis holds promise as a tool for enhancing skill development and performance in PE, careful consideration of its pedagogical implications and practical constraints is essential for maximizing its effectiveness and relevance. In conclusion, the literature on the impact of technology on physical education highlights the diverse array of technological tools and applications that have been utilized to enhance teaching and learning experiences in PE settings. From exergaming platforms and wearable activity trackers to virtual reality simulations and video analysis software, technology offers a range of opportunities for promoting engagement, motivation, and skill development among students. However, challenges remain in terms of addressing concerns about the potential negative consequences and unintended outcomes associated with technology use, ensuring equitable access and inclusion, and maximizing the effectiveness and relevance of technological interventions within broader curricular contexts. Thus, further research is needed to explore the potential benefits and challenges of integrating technology into PE curricula, identify best practices and innovative approaches, and inform evidence-based strategies for enhancing teaching and learning outcomes in PE settings.

#### **Major objectives of the research study:**

1. To systematically review the existing literature on the integration of technology into physical education.
2. To assess the effects of technology integration on various aspects of physical education,

including student engagement, motivation, skill development, and overall learning outcomes.

3. To identify the challenges, limitations, and barriers associated with the integration of technology into physical education.
4. To explore emerging trends, innovative practices, and future directions for the use of technology in physical education.

#### **Review the existing literature on the integration of technology into physical education:**

The integration of technology into physical education (PE) has been a topic of increasing interest and exploration in recent years, reflecting broader trends in education towards digitalization and innovation. A review of the existing literature reveals a diverse array of technological tools and applications that have been utilized to enhance teaching and learning experiences in PE settings. One prominent area of focus within the literature is the use of exergaming platforms, which combine physical activity with digital gaming experiences to promote engagement and motivation among students. Exergames, such as Wii Fit, Dance Dance Revolution, and Xbox Kinect Sports, have gained popularity in PE settings due to their interactive nature and ability to appeal to diverse learning styles and preferences (Staiano & Calvert, 2011). Research has shown that exergaming interventions can lead to improvements in cardiovascular fitness, balance, and motor skills among children and adolescents, making them valuable tools for promoting physical activity and health (Gao et al., 2015).

However, concerns have been raised about the potential for exergaming to substitute for traditional forms of physical activity and detract from the development of fundamental movement skills and sports proficiency (Staiano & Calvert, 2011). Thus, while exergaming holds promise as a supplementary tool for enhancing PE experiences, its role within broader curricular contexts warrants further investigation. Another area of interest in the literature is the use of wearable activity trackers and mobile fitness apps to monitor and track physical activity levels, provide feedback, and promote behavior change among students. Wearable devices, such as fitness bands and smartwatches, enable real-time monitoring of steps, heart rate, and other health-related metrics, allowing students to set goals, track progress, and receive personalized feedback on their activity levels (Bort-Roig et al., 2014). Similarly, mobile fitness apps offer a range of features, including workout tracking, guided workouts, and social networking capabilities, that can enhance engagement and support self-monitoring and goal setting (Bort-Roig et al., 2014). Research has shown that wearable activity trackers and mobile fitness apps can increase physical activity levels, improve fitness outcomes, and enhance motivation among users (Bort-Roig et al.,

2014). However, concerns have been raised about the accuracy and reliability of these devices, as well as their potential to promote obsessive tracking behaviors and unhealthy exercise habits (Bort-Roig et al., 2014). Thus, while wearable technology and mobile fitness apps offer promising opportunities for promoting physical activity and health in PE, careful consideration of their strengths and limitations is essential for maximizing their effectiveness and ensuring their ethical use. Additionally, virtual reality (VR) simulations have emerged as a novel approach to enhancing PE experiences by providing immersive and interactive environments for engaging in simulated physical activities and sports experiences. VR technology enables students to explore virtual environments, interact with objects and avatars, and participate in realistic simulations of sports and recreational activities, such as skiing, surfing, and rock climbing (Webster & Sell, 2018). Research has shown that VR simulations can enhance spatial awareness, motor skills, and decision-making abilities among users, making them valuable tools for skill acquisition and performance enhancement in PE (Webster & Sell, 2018). However, challenges remain in terms of access and affordability, as VR equipment and software can be costly and require specialized technical expertise to implement effectively (Webster & Sell, 2018).

Additionally, concerns have been raised about the potential for VR to induce motion sickness and discomfort among users, particularly in settings with limited space and inadequate equipment (Webster & Sell, 2018). Thus, while VR holds promise as a cutting-edge tool for enhancing PE experiences, further research is needed to explore its feasibility, efficacy, and potential impact on learning outcomes. Moreover, video analysis software has emerged as a valuable tool for assessing movement patterns, providing feedback, and facilitating skill development in PE. Video analysis allows students to review and reflect on their movements with greater precision, identify areas for improvement, and receive feedback from peers and instructors (Hughes & Franks, 2004). Research has shown that video analysis interventions can enhance skill acquisition, improve performance outcomes, and promote self-regulated learning behaviors among students (Hughes & Franks, 2004). However, challenges remain in terms of integrating video analysis into PE curricula, including issues related to equipment availability, technical expertise, and time constraints (Hughes & Franks, 2004). Additionally, concerns have been raised about the potential for video analysis to prioritize performance outcomes over holistic learning experiences, leading to a narrow focus on technique and outcomes rather than enjoyment and participation (Hughes & Franks, 2004). Thus, while

video analysis holds promise as a tool for enhancing skill development and performance in PE, careful consideration of its pedagogical implications and practical constraints is essential for maximizing its effectiveness and relevance. In conclusion, the existing literature on the integration of technology into physical education highlights the diverse array of technological tools and applications that have been utilized to enhance teaching and learning experiences in PE settings. From exergaming platforms and wearable activity trackers to virtual reality simulations and video analysis software, technology offers a range of opportunities for promoting engagement, motivation, and skill development among students. However, challenges remain in terms of addressing concerns about the potential negative consequences and unintended outcomes associated with technology use, ensuring equitable access and inclusion, and maximizing the effectiveness and relevance of technological interventions within broader curricular contexts. Thus, further research is needed to explore the potential benefits and challenges of integrating technology into PE curricula, identify best practices and innovative approaches, and inform evidence-based strategies for enhancing teaching and learning outcomes in PE settings.

#### **Effects of technology integration on various aspects of physical education, including student engagement, motivation, skill development, and overall learning outcomes:**

The integration of technology into physical education (PE) has shown significant effects on various aspects of teaching and learning, including student engagement, motivation, skill development, and overall learning outcomes. Research indicates that technology-enhanced PE experiences have the potential to increase student engagement by providing interactive and immersive learning environments that capture students' interest and attention. Exergaming platforms, for example, offer students the opportunity to engage in physically active gameplay that is both enjoyable and challenging, leading to higher levels of participation and involvement compared to traditional PE activities (Staiano & Calvert, 2011). By incorporating elements of competition, feedback, and reward systems, exergames can stimulate intrinsic motivation and promote a sense of achievement and mastery among students, fostering a positive attitude towards physical activity and fitness (Gao et al., 2015). Similarly, virtual reality (VR) simulations provide students with opportunities to explore new environments, experiment with different movements, and interact with virtual objects and avatars, leading to increased levels of curiosity, exploration, and discovery (Webster & Sell, 2018). The immersive and interactive nature of VR experiences can enhance

student engagement by providing novel and stimulating learning opportunities that cater to diverse learning styles and preferences. Moreover, technology integration in PE has been shown to positively impact student motivation by providing personalized feedback, goal-setting tools, and social networking capabilities that promote autonomy, competence, and relatedness. Wearable activity trackers and mobile fitness apps, for instance, enable students to set individualized goals, track their progress, and receive real-time feedback on their performance, fostering a sense of ownership and responsibility for their health and well-being (Bort-Roig et al., 2014). By incorporating elements of gamification, such as rewards, challenges, and social incentives, these digital tools can enhance motivation by making physical activity more enjoyable, meaningful, and socially connected (Bort-Roig et al., 2014). Similarly, video analysis software allows students to review and reflect on their movements, receive constructive feedback from peers and instructors, and set personalized goals for skill improvement, leading to increased levels of intrinsic motivation and self-efficacy (Hughes & Franks, 2004). By providing opportunities for mastery, autonomy, and social interaction, technology-mediated approaches in PE can enhance students' motivation to participate in physical activity and develop lifelong habits of health and fitness. Furthermore, technology integration has been shown to enhance skill development in PE by providing opportunities for repeated practice, feedback, and reinforcement that facilitate skill acquisition and refinement.

Exergaming platforms, for example, offer students the chance to practice fundamental movement skills, such as jumping, throwing, and balancing, in a safe and controlled environment, allowing them to gradually progress from beginner to advanced levels of proficiency (Staiano & Calvert, 2011). Through repeated exposure to skill-specific challenges and tasks, students can develop their motor skills, coordination, and spatial awareness, leading to improvements in overall movement competency and physical literacy (Gao et al., 2015). Similarly, VR simulations provide students with opportunities to practice sports-specific skills, such as dribbling, passing, and shooting, in realistic and dynamic contexts, allowing them to refine their technique and decision-making abilities in ways that transfer to real-world performance (Webster & Sell, 2018). By providing immediate feedback and corrective instruction, technology-mediated approaches in PE can accelerate the learning process and enhance skill development outcomes for students of all ages and abilities. Moreover, technology integration has been shown to have a positive impact on overall learning outcomes in PE by promoting deeper understanding,

transferable skills, and holistic development. Research indicates that technology-enhanced PE experiences can improve cognitive outcomes, such as problem-solving, decision-making, and critical thinking, by providing opportunities for inquiry-based learning, experimentation, and reflection (Webster & Sell, 2018). Through the use of interactive simulations, multimedia resources, and online collaborative platforms, students can engage in meaningful learning experiences that extend beyond the confines of the traditional classroom, leading to deeper levels of understanding and mastery (Staiano & Calvert, 2011). Additionally, technology integration in PE has been shown to promote socio-emotional outcomes, such as teamwork, communication, and leadership, by fostering collaborative learning environments, promoting social interaction, and facilitating peer feedback and support (Bort-Roig et al., 2014). By providing opportunities for holistic development and well-being, technology-mediated approaches in PE can empower students to lead active and healthy lives, both inside and outside the classroom. In summary, the integration of technology into physical education has shown significant effects on various aspects of teaching and learning, including student engagement, motivation, skill development, and overall learning outcomes. Through the use of exergaming platforms, wearable activity trackers, virtual reality simulations, and video analysis software, educators can create interactive and immersive learning environments that promote active participation, intrinsic motivation, skill acquisition, and holistic development among students. By harnessing the power of technology to enhance teaching effectiveness, promote student engagement, and improve learning outcomes, educators can foster a culture of lifelong physical activity, health, and well-being in schools and communities.

#### **Identify the challenges, limitations, and barriers associated with the integration of technology into physical education:**

The integration of technology into physical education (PE) brings forth a myriad of challenges, limitations, and barriers that educators and stakeholders must navigate to ensure its effective implementation and maximize its benefits. One significant challenge is the digital divide, which refers to disparities in access to technology and internet connectivity among different demographic groups (Van Dijk, 2006). Inequities in access to digital devices, software applications, and high-speed internet can exacerbate existing disparities in educational opportunities and exacerbate inequalities in access to quality physical education and health-promoting resources. Students from low-income families or underserved communities may lack access to the necessary technology

infrastructure and resources needed to participate fully in technology-mediated PE experiences, placing them at a disadvantage compared to their more privileged peers. Moreover, the digital divide can perpetuate inequities in health outcomes, as students who lack access to technology may miss out on opportunities for physical activity, health education, and wellness promotion that are facilitated by digital tools and resources. Furthermore, another significant challenge associated with the integration of technology into PE is the issue of privacy and data security. As digital technologies become increasingly pervasive in educational settings, concerns have been raised about the collection, storage, and use of personal data and sensitive information, particularly when it comes to wearable activity trackers, mobile fitness apps, and online platforms (Bort-Roig et al., 2014). Students' health data, fitness metrics, and activity patterns may be stored and analyzed by third-party vendors or service providers, raising concerns about data privacy, consent, and security. Moreover, there is a risk of data breaches, hacking, or misuse of personal information, which could compromise students' privacy rights and undermine trust in technology-mediated PE interventions.

Educators and administrators must navigate complex legal and ethical considerations related to data privacy and security, ensuring compliance with relevant laws, regulations, and policies governing the collection, use, and protection of student data in educational settings. Additionally, another challenge related to technology integration in PE is the need for ongoing teacher professional development and support. Many PE teachers may lack the necessary training, expertise, and confidence to effectively integrate technology into their instructional practices, leading to uneven implementation and utilization of digital tools (Webster & Sell, 2018). Moreover, the rapid pace of technological change and innovation requires educators to continuously update their skills and knowledge to keep pace with emerging trends and best practices. However, limited resources, time constraints, and competing demands on teachers' attention may impede their ability to engage in professional development activities and stay abreast of new developments in educational technology. As a result, there may be a lack of consistency and coherence in the use of technology across different PE classrooms and schools, hindering efforts to scale up and sustain technology-mediated PE interventions over time. Furthermore, the issue of digital distraction and screen time poses challenges to the effective integration of technology into PE. While digital devices and interactive technologies have the potential to enhance engagement, motivation, and learning outcomes, there is also a risk of technology-related distractions and disruptions that

can detract from the quality of PE experiences (Biddle & Asare, 2011). Excessive screen time and sedentary behavior have been linked to various negative health outcomes, including obesity, poor posture, and decreased physical fitness, raising concerns about the potential unintended consequences of technology use in PE settings. Moreover, the temptation to use digital devices for non-educational purposes, such as social media browsing or gaming, may undermine students' focus and attention during PE classes, leading to diminished learning outcomes and reduced participation in physical activity. Educators must strike a balance between leveraging technology to enhance teaching and learning experiences while minimizing distractions and promoting healthy screen habits among students. Additionally, issues of technical infrastructure and support pose challenges to the effective integration of technology into PE. Schools may face limitations in terms of available technology resources, such as outdated equipment, limited bandwidth, or inadequate technical support, which can hinder efforts to implement and sustain technology-mediated PE interventions (Webster & Sell, 2018). Moreover, the complexity and interoperability of different digital tools and platforms may present technical challenges for educators and students, requiring troubleshooting, troubleshooting, and ongoing maintenance to ensure smooth operation and functionality.

Furthermore, the cost of purchasing and maintaining technology equipment and software licenses can be prohibitive for cash-strapped schools and districts, particularly those serving low-income communities or rural areas. As a result, there may be disparities in access to technology-rich PE experiences, with some schools and students benefiting from greater resources and support than others. In conclusion, the integration of technology into physical education presents various challenges, limitations, and barriers that must be addressed to ensure its effective implementation and maximize its benefits for students. From issues related to the digital divide and privacy concerns to challenges associated with teacher professional development, digital distraction, technical infrastructure, and support, educators and stakeholders must navigate a complex landscape of considerations and trade-offs when integrating technology into PE curricula. By addressing these challenges and adopting evidence-based strategies and best practices, educators can harness the potential of technology to enhance teaching and learning experiences, promote health and wellness, and empower students to lead active and healthy lives.



**Emerging trends, innovative practices, and future directions for the use of technology in physical education:**

Emerging trends, innovative practices, and future directions for the use of technology in physical education (PE) hold significant promise for enhancing teaching and learning experiences, promoting health and fitness, and addressing the evolving needs and preferences of students in the digital age. One emerging trend is the use of immersive technologies, such as augmented reality (AR) and virtual reality (VR), to create engaging and interactive PE experiences that simulate real-world environments and activities. AR technology overlays digital content onto the physical world, allowing students to interact with virtual objects and information in real-time, while VR technology immerses users in fully virtual environments through head-mounted displays and motion-tracking sensors (Webster & Sell, 2018). By leveraging AR and VR technologies, educators can create dynamic and experiential learning opportunities that bring abstract concepts to life, promote active exploration and discovery, and enhance student engagement and motivation. For example, students can explore virtual environments, such as historical landmarks, natural landscapes, or outer space, to learn about geography, history, or environmental science while engaging in physical activities, such as hiking, exploration, or teamwork challenges. Additionally, VR simulations can provide students with opportunities to practice sports-specific skills, such as batting, pitching, or fielding in baseball, within realistic and immersive contexts, allowing them to refine their technique and decision-making abilities in ways that transfer to real-world performance.

As AR and VR technologies continue to evolve and become more accessible and affordable, they hold great potential for transforming PE into a truly immersive and interactive learning experience that fosters creativity, curiosity, and critical thinking among students. Another emerging trend in the use of technology in PE is the integration of wearable devices and sensors to monitor and track physical activity, biomechanics, and performance metrics in real-time (Bort-Roig et al., 2014). Wearable devices, such as fitness bands, smartwatches, and heart rate monitors, can provide students with immediate feedback on their activity levels, heart rate, and energy expenditure, allowing them to set goals, track progress, and adjust their intensity or duration of exercise accordingly. Moreover, wearable sensors, such as motion trackers and inertial measurement units, can capture movement data and biomechanical parameters, such as joint angles, acceleration, and force, during physical activities, allowing students to analyze and optimize their technique, form, and efficiency (Webster & Sell, 2018). By integrating wearable devices and sensors

into PE curricula, educators can promote self-awareness, self-regulation, and self-improvement among students, empowering them to take ownership of their health and fitness. Additionally, wearable technology can facilitate personalized and adaptive learning experiences, allowing educators to tailor instruction and feedback to individual student needs and preferences. For example, students can receive personalized workout recommendations, performance tips, or motivational messages based on their unique fitness goals, preferences, and abilities, enhancing their engagement and adherence to physical activity programs. As wearable technology continues to advance and become more integrated into everyday life, it holds great potential for revolutionizing the way PE is taught and practiced, making it more personalized, data-driven, and student-centered. Moreover, gamification and game-based learning have emerged as innovative practices for integrating technology into PE to promote engagement, motivation, and skill development among students (Staiano & Calvert, 2011). Gamification involves incorporating elements of game design, such as challenges, rewards, and progression systems, into non-game contexts, such as fitness challenges, skill drills, or obstacle courses, to motivate behavior change and enhance learning outcomes (Webster & Sell, 2018). By gamifying physical activities, educators can make exercise more enjoyable, competitive, and socially connected, encouraging students to participate actively and persist in their efforts to achieve fitness goals. For example, students can earn points, badges, or virtual rewards for completing physical challenges, reaching milestones, or demonstrating mastery of skills, creating a sense of achievement and accomplishment that reinforces positive behaviors and habits.

Additionally, game-based learning involves using digital games and simulations to teach academic concepts, promote problem-solving, and enhance critical thinking skills in PE contexts (Webster & Sell, 2018). For example, students can play interactive games, such as quiz apps, trivia challenges, or scavenger hunts, to review content knowledge, test their understanding, or apply concepts in practical contexts, making learning more engaging, interactive, and experiential. By harnessing the motivational power of games and play, educators can create dynamic and immersive learning experiences that inspire curiosity, creativity, and collaboration among students, fostering a love of learning and a lifelong commitment to health and fitness. Furthermore, online and remote learning platforms have emerged as important tools for delivering PE instruction and resources to students outside of traditional classroom settings (Webster & Sell, 2018). With the

rise of digital learning technologies, such as video conferencing, live streaming, and cloud-based collaboration tools, educators can provide students with access to virtual PE classes, instructional videos, fitness challenges, and wellness resources from anywhere, at any time (Webster & Sell, 2018). Online platforms, such as fitness apps, workout websites, and social networking groups, offer students opportunities to engage in physical activity, receive coaching, and connect with peers and instructors in virtual environments, overcoming barriers of time, space, and distance. Moreover, remote coaching and mentoring programs allow students to receive personalized instruction and support from certified PE teachers, coaches, or fitness professionals through video conferencing, email, or instant messaging, enabling them to access high-quality instruction and feedback from experts in the field (Webster & Sell, 2018). By leveraging online and remote learning platforms, educators can extend the reach and impact of PE programs, reaching students who may not have access to traditional PE classes or facilities due to scheduling conflicts, mobility limitations, or geographic barriers. Additionally, online platforms can provide opportunities for students to engage in self-directed learning, explore new activities, and pursue their interests in health and fitness, fostering a sense of autonomy, agency, and empowerment among learners.

As online and remote learning continue to evolve and become more integrated into educational practice, they hold great potential for expanding access to quality PE experiences, promoting inclusivity, and addressing the diverse needs and preferences of students in a digital world. In conclusion, emerging trends, innovative practices, and future directions for the use of technology in physical education hold great promise for enhancing teaching and learning experiences, promoting health and fitness, and empowering students to lead active and healthy lives. From the use of immersive technologies, such as AR and VR, to the integration of wearable devices and sensors, gamification and game-based learning, and online and remote learning platforms, educators have a wealth of tools and resources at their disposal to create dynamic and engaging PE experiences that cater to the diverse needs and preferences of students in the digital age. By embracing these emerging trends and adopting evidence-based practices and pedagogical approaches, educators can harness the power of technology to transform PE into a truly immersive, interactive, and inclusive learning experience that inspires curiosity, creativity, and lifelong engagement in physical activity and well-being.

#### **Discussion:**

The discussion surrounding the impact of technology on physical education (PE) encompasses

a broad array of themes, including the current practices, challenges, future directions, and potential implications for teaching and learning in PE settings. One central aspect of the discussion is the recognition of the diverse range of technological tools and applications that have been integrated into PE curricula, ranging from exergaming platforms and wearable activity trackers to virtual reality simulations and online learning platforms. These technologies offer opportunities to enhance student engagement, motivation, skill development, and overall learning outcomes by providing interactive, personalized, and immersive learning experiences that cater to the diverse needs and preferences of students in the digital age. For example, exergaming platforms combine physical activity with digital gaming experiences to promote active participation and enjoyment among students, while wearable activity trackers and mobile fitness apps provide real-time feedback and goal-setting tools that empower students to take ownership of their health and fitness. Similarly, virtual reality simulations offer opportunities for experiential learning and skill development in simulated environments, while online learning platforms provide access to virtual classes, instructional videos, and wellness resources from anywhere, at any time. However, alongside the benefits, there are also challenges and limitations associated with the integration of technology into PE that must be addressed to ensure its effective implementation and maximize its potential impact. One significant challenge is the digital divide, which refers to disparities in access to technology and internet connectivity among different demographic groups. Inequities in access to digital devices, software applications, and high-speed internet can exacerbate existing disparities in educational opportunities and health outcomes, particularly among underserved communities and marginalized populations. Moreover, concerns about privacy, data security, and ethical considerations have been raised regarding the collection, storage, and use of personal data and sensitive information by wearable devices, mobile apps, and online platforms. Educators and policymakers must navigate complex legal and ethical considerations related to data privacy and security to ensure compliance with relevant laws, regulations, and policies governing the use of student data in educational settings. Additionally, there is a need for ongoing teacher professional development and support to build educators' capacity and confidence in integrating technology into their instructional practices effectively. Many PE teachers may lack the necessary training, expertise, and resources to leverage technology to its full potential, leading to uneven implementation and utilization of digital tools across different classrooms and schools. As such, investment in teacher training, technical support, and

infrastructure development is essential to support educators in harnessing the power of technology to enhance teaching and learning experiences in PE. Looking ahead, there are several future directions and emerging trends that hold promise for the use of technology in PE, including the integration of immersive technologies, wearable devices, gamification, and online learning platforms. Immersive technologies, such as augmented reality (AR) and virtual reality (VR), offer opportunities to create engaging and interactive learning experiences that simulate real-world environments and activities, promoting active exploration and discovery among students. Wearable devices and sensors provide real-time feedback and personalized coaching that empower students to monitor and optimize their physical activity, while gamification and game-based learning make exercise more enjoyable, competitive, and socially connected, motivating students to participate actively and persist in their efforts to achieve fitness goals. Moreover, online learning platforms offer opportunities for students to access virtual PE classes, instructional videos, and wellness resources from anywhere, at any time, overcoming barriers of time, space, and distance. By embracing these emerging trends and adopting evidence-based practices and pedagogical approaches, educators can harness the power of technology to transform PE into a truly immersive, interactive, and inclusive learning experience that inspires curiosity, creativity, and lifelong engagement in physical activity and well-being. However, to realize the full potential of technology in PE, ongoing research, collaboration, and innovation are needed to address the challenges, leverage the opportunities, and advance the field towards more inclusive, equitable, and effective practices that promote health and fitness for all students.

#### **Managerial implications of the study:**

The findings of the study on the impact of technology on physical education have significant managerial implications for educators, administrators, policymakers, and other stakeholders involved in shaping and implementing PE curricula and programs. Firstly, the study highlights the importance of investing in infrastructure and resources to support the integration of technology into PE. This includes providing access to digital devices, software applications, and high-speed internet connectivity to ensure equitable opportunities for all students to participate in technology-mediated PE experiences. Moreover, schools and districts need to prioritize ongoing teacher professional development and support to build educators' capacity and confidence in effectively integrating technology into their instructional practices. This may involve offering training workshops, coaching sessions, and online

resources to help teachers develop the necessary skills and competencies to leverage technology to its full potential. Additionally, administrators and policymakers need to develop clear guidelines, policies, and protocols to ensure the ethical and responsible use of technology in PE, including addressing issues related to data privacy, security, and consent. By providing the necessary infrastructure, resources, and support, managers can create a conducive environment for innovation and experimentation in PE, enabling educators to harness the power of technology to enhance teaching and learning experiences, promote health and fitness, and empower students to lead active and healthy lives. Furthermore, the study underscores the importance of fostering collaboration and partnerships between schools, communities, and industry stakeholders to leverage expertise, resources, and best practices in integrating technology into PE. This may involve forming partnerships with technology companies, nonprofit organizations, and community-based organizations to access funding, equipment, and technical expertise to support technology-mediated PE initiatives. Moreover, schools can engage parents, caregivers, and community members in supporting students' participation in technology-enhanced PE experiences by providing access to digital resources, promoting healthy screen habits, and reinforcing the value of physical activity and wellness at home and in the community. By fostering collaboration and partnerships, managers can create synergies and leverage resources to scale up and sustain technology-mediated PE initiatives, reaching more students and communities and maximizing their impact on health and well-being. Additionally, the study highlights the need for ongoing research and evaluation to assess the effectiveness, impact, and scalability of technology-mediated PE interventions. This may involve conducting longitudinal studies, randomized controlled trials, and program evaluations to examine the effects of technology integration on student engagement, motivation, skill development, and overall learning outcomes in PE settings. Moreover, researchers can explore the factors influencing technology adoption, implementation, and sustainability in PE, including teacher attitudes, beliefs, and perceptions; student preferences and experiences; and contextual factors, such as school culture, leadership, and support. By generating rigorous evidence and actionable insights, managers can make informed decisions about resource allocation, programmatic priorities, and policy development to support the effective integration of technology into PE and maximize its benefits for students and communities. Furthermore, the study underscores the importance of fostering a culture of innovation, experimentation, and continuous improvement in PE to adapt to the

evolving needs and preferences of students in the digital age. This may involve creating opportunities for educators to collaborate, share best practices, and learn from each other through professional learning communities, conferences, and networking events. Moreover, schools can create spaces and platforms for students to explore, create, and innovate with technology in PE, such as makerspaces, coding clubs, and digital media labs, to foster creativity, curiosity, and critical thinking skills. By nurturing a culture of innovation, managers can empower educators and students to embrace new technologies, experiment with innovative pedagogical approaches, and push the boundaries of what is possible in PE, leading to more engaging, inclusive, and effective learning experiences for all. In conclusion, the findings of the study on the impact of technology on physical education have significant managerial implications for educators, administrators, policymakers, and other stakeholders involved in shaping and implementing PE curricula and programs. By investing in infrastructure and resources, fostering collaboration and partnerships, conducting research and evaluation, and fostering a culture of innovation and continuous improvement, managers can create an enabling environment for integrating technology into PE and maximizing its benefits for students and communities. Ultimately, by leveraging the power of technology to enhance teaching and learning experiences, promote health and fitness, and empower students to lead active and healthy lives, managers can help ensure that PE remains relevant, impactful, and transformative in the digital age.

#### **Conclusion:**

In conclusion, the study on the impact of technology on physical education provides valuable insights into the current practices, challenges, and future directions of integrating technology into PE curricula and programs. Through a comprehensive review of existing literature, this study has highlighted the diverse range of technological tools and applications that have been utilized in PE settings, including exergaming platforms, wearable devices, virtual reality simulations, and online learning platforms. These technologies offer opportunities to enhance student engagement, motivation, skill development, and overall learning outcomes by providing interactive, personalized, and immersive learning experiences that cater to the diverse needs and preferences of students in the digital age. However, alongside the benefits, there are also challenges and limitations associated with the integration of technology into PE, including issues related to the digital divide, privacy concerns, teacher professional development, digital distraction, technical infrastructure, and support. Looking ahead, there are several future directions and emerging trends that hold promise for the use of

technology in PE, including the integration of immersive technologies, wearable devices, gamification, and online learning platforms. By embracing these emerging trends and adopting evidence-based practices and pedagogical approaches, educators and stakeholders can harness the power of technology to transform PE into a truly immersive, interactive, and inclusive learning experience that inspires curiosity, creativity, and lifelong engagement in physical activity and well-being. Ultimately, by leveraging the potential of technology to enhance teaching and learning experiences, promote health and fitness, and empower students to lead active and healthy lives, we can ensure that PE remains relevant, impactful, and transformative in the digital age.

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## A study of Personality Traits and Self Esteem between Sports Persons and Non-Sports Persons of Punjab

**Dr. Harnam Singh**

Assistant Professor, Shaheed Udham Singh Punjab University,  
Constituent College Guru Har Sahai, District Ferozepur

**Corresponding Author - Dr. Harnam Singh**

**DOI- 10.5281/zenodo.10972589**

### Abstract:

The purpose of this study was to compare Sports Persons and Non-Sports Persons on the levels of personality Traits and self-esteem. A total numbers of 70 Sports Persons and Non-Sports Persons were selected as the samples for the study from 6 secondary schools of Ferozepur District of Punjab State. In which 35 were Sports Persons and rest 35 were Non-Sports Persons. The data collection tools used in the study was the Dr. Tom Buchanan’s ‘Big five personality Inventory’ and Dr. Morris Rosenberg’s Self esteem Scale (RSS) for the self esteem variable. Results shows, that in the all five personality traits and Self-esteem, there was no significant difference between Sports Persons and Non-Sports Persons. Finally the researcher concluded that the personality traits and self-esteem of Sports Persons and Non-Sports Persons is similar.

**Keywords:** Personality Traits, Self Esteem, Sports Persons, Non-Sports Persons

### Introduction:

In the study Personality is interpreted as Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. Self-esteem refers to general feelings of self-worth or self-value that is, it is the value placed on oneself. Thus the purpose of this study was to compare Secondary School Level Sports Persons and Non-Sports Persons on their levels of Personality Traits and Self-esteem.

### Material and Methods:

A total numbers of 70 Sports Persons and Non-Sports Persons were selected as the samples for the study from 6 secondary schools of Ferozepur District of Punjab State. In which 35 were Sports Persons and rest 35 were Non-Sports Persons. The data collection tools used in the study was the Dr. Tom Buchanan’s ‘Big five personality Inventory’ and Dr. Morris Rosenberg’s Self esteem Scale (RSS) for the self esteem variable.

**Table no 1.1**

**Descriptive Statistics of Personality Traits and Self-esteem of Sports Persons and Non-Sports Persons**

Personality Traits and Self esteem	Groups	N	Mean	Standard Deviation	St. Error Mean
Extraversion	Sports Persons	35	28.81	4.82	0.78
	Non-Sports Persons	35	28.55	4.14	0.67
Agreeableness	Sports Persons	35	24.68	3.09	0.50
	Non-Sports Persons	35	25.05	3.36	0.54
Conscientiousness	Sports Persons	35	34.52	4.89	0.79
	Non-Sports Persons	35	34.36	4.13	0.67
Neuroticism	Sports Persons	35	20.78	2.95	0.47
	Non-Sports Persons	35	20.86	3.94	0.64
Openness	Sports Persons	35	23.71	3.84	0.62
	Non-Sports Persons	35	24.21	3.81	0.61
Self Esteem	Sports Persons	35	18.13	3.27	0.53
	Non-Sports Persons	35	8.15	2.88	0.46

Table no 1.2

## Independent sample 't' test of Personality Traits and Self Esteem of Sports Persons and Non-Sports Persons

Personality Traits and Self Esteem	't' value	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Extraversion	0.25	68	0.79	0.26	1.03
Agreeableness	0.49	68	0.62	0.36	0.74
Conscientiousness	0.15	68	0.88	0.15	1.03
Neuroticism	0.09	68	0.92	0.07	0.79
Openness	0.56	68	0.57	0.50	0.87
Self Esteem	0.04	68	0.97	0.03	0.71

**Findings and Discussion:**

Results shows, that in all personality traits i.e. Extraversion, Agreeableness Conscientiousness, Neuroticism Openness and self esteem there were no significant difference between the Sports Persons and Non-Sports Persons. In two of the personality traits i.e. Extraversion and Conscientiousness, we observed that Sports Persons have got good results, and in the rest three factors of the personality i.e. Agreeableness Neuroticism and Openness, the Non-Sports Persons have good results. Researcher observed that Sports Persons were more energetic, outgoing, sociable, careful, focused and methodical as compare to Non-Sports Persons. On the other hand Non-Sports Persons were more trusted, friendly, cooperative, emotional, less relaxed, tense, imaginative, cultured and less practical as compare to Sports Persons.

In self esteem, Researcher observed that the means scores of self esteem shows that Non-Sports Persons have little high level of self esteem as compare to Sports Persons. It seems that Non-Sports Persons would be more happy, interactive with students and effective as compare to Sports Persons.

**Conclusion:**

In the present study we found that there is no significant difference in the personality traits and self esteem of Sports Persons and Non-Sports Persons, so we can conclude that their personality traits and self esteem are similar and will not affect their performance on field as well in off the field. Rather we can say that both groups are the two sides of a same coin in personality traits and self esteem.

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## Impact of Growth of Population on Urbanization of Gondia Town on Fringe Area

**Dr. Lalitkumar G. Thakur**

Head & Assistant Professor, Department of Geography,  
S. Chandra Mahila Mahavidyalaya, Amgaon District-Gondia (MS)

**Corresponding Author - Dr. Lalitkumar G. Thakur**

Email: [thakur851982@gmail.com](mailto:thakur851982@gmail.com)

DOI- [10.5281/zenodo.10972620](https://doi.org/10.5281/zenodo.10972620)

### Abstract:

As the economic activities in urban areas increase, the demand for space for housing there activities and people increase. There is an increasing demand for land for industrial, commercial, recreational and other uses. The pressure of demand for land in urban areas manifests itself in the form of higher prices, more intensive use of land and spill out of demand of fringe areas. The both agricultural use and urban uses now compete for the use of land in urban areas. The present study is concerned with the change in general land use in fringe areas of Gondia city. The fringe land has been basically used for agricultural purposes. The increasing activities of Gondia city had made increasing demand on space available in the city. As a continuous growth of population of Gondia city. The price cost of land in the core area of the city has increased a large. As a result of these started the purchasing of land in the fringe areas are periphery villages. This resulted a drastic change in land use of fringe areas is the care part of the present study.

**Keywords** – fringe, marginal land, land-use.

### Introduction:

Urban fringe is defined as the area lying outside the boundary of an urban area. In a stagnant city with no economic and /or population growth the land beyond the urban area will be used for agriculture purpose only. The land utilization pattern of this area would be determined by the revenue yielding Capacity of each use. The use with the highest revenue yielding capacity will displace all other alternative use for a growing city however the dimensions of the problem increase tremendously. As the economic activities in the urban areas increase, the demand for space for housing there activities and people increase. There is an increasing demand for land for industrial, Commercial, recreational, educational and other uses. The pressure of demand for land in urban areas manifests itself in the form of higher prices, more intensive use of land and spill out of demand to fringe areas. Thus both agriculture use and urban uses now compete for the use of land in urban areas.

The land in fringe area now takes the character of marginal land. This marginality derives not so much from an intensive quality of land, as such but from what is known as 'Situs' or position as district from location. Thus the marginality originates from the characteristics of a accessibility of this land to some centre of transportation. This area is now more accurately defined as the area of transition between well recognized urban land use and the area devoted to agriculture. The urban land uses being more intensive and valuable can almost

always outbid the agricultural uses for this marginal areas. The Value of the fringe land for urban uses is based not only on its expected future productivity. Actually the urban demand for this land emerges much before the land is ripe for urban use. This demand is mainly speculative in nature and is based upon the expected value of land in future.

Our study is concerned with the change in general land use in fringe areas of Gondia city. The fringe land has mainly been used for agricultural purposes. The increasing activities of urban economy make increasing demands on space available in the city. Part of this increasing demand spills out the city to the fringe areas. This demand for land in fringe areas. This demand for land in fringe areas may be due to non-availability of land in the city or due to the expensiveness of space available there.

As the city economy continues to grow the demand for space the various uses (industrial, residential, commercial etc.) increases gradually, more and more agricultural land gets converted into urban uses. Areas which were earlier functioning as fringe areas become part of the city. New fringes emerge in this process. In the case of growing economy increasing demand for space will engulf these areas for urban uses. This process continues.

The present study is concerned in this direction as a continuous growth of population and economic activities of Gondia City. The Cost of land in core area of the city has increased tremendously. As a result of these there started the



purchasing of land in the fringe areas or periphery villages of Gondia city like kudwa, Katangi, etc. This resulted a drastic change in the land use of these periphery villages, specially the change in agricultural land and it's conversion into non-agricultural use. To study this change a span of 30 years from 1976 to 2006 has been taken.

**Objectives:** The objectives of the Study area

1. To analyze the growth of Population of Gondia city.
2. To analyze general land use and crop land use of the fringe area.
3. To study the changes taken place in general land use and cropland use of fringe areas.

4. To give justification for such changes.

**Hypothesis:**

Due to impact of growth of population in Gondia city, the land use of fringe areas is transformed particularly from agricultural land use to non agricultural land use.

**Study region:** Gondia city is a class I town according to census classification of town having Municipal as Corporation (Location map No.1)

The geographical area of the city as per the census 1991 is 18.11 km<sup>2</sup>. The growth of rates and population of the town at the censuses was as follows.

**Table No. 1**  
**Gondia District- Population Growth**

Year	Population	Growth Rate
1911	5847	--
1921	10617	+ 81.58
1931	14957	+ 40.88
1941	20320	+ 35.86
1951	36686	+ 80.54
1961	56320	+ 53.52
1971	77992	+ 38.48
1981	100423	+ 28.76
1991	109470	+ 09.01
2001	120902	+ 10.44

Density of population in the city in 199/- was 6045 persons per Km 2 while for the year 1981 it was 5554. Population of Gondia city in the year 2001 was 371746 and the density 6676 persons per km2 having no. of houses 23364 while the no. was 20387 in the years 1991. The above analysis clears that the pressure of population on land is increasing day by day though due to various population planning measures the growth rate has declined but ultimately the excess population demand has compelled to encroach the fringe rural area of the city and the land use of the fringe area has been changed a lot. This aspect is dealt in a detail in the present study.

**Methodology:**

Data has been collected mainly from the primary basis. The information regarding general land use and crop land use has been collected from the 7/12 and 8 A records from patvari of the village Kudwa and Katangi Mazmuli map of the village was taken to analyze the land use and cropping pattern for the year 1976 and 2006 on the basis of collected information land use and cropping pattern map showing the category wise land use of 1976 and 2006 was prepared and efforts are made to analyze the changes taken place during the period of 30 years in the village.

**Village Kudwa:**

Kudwa is located at the north east direction from Gondia city at the distance of 3 Km. The village is surrounded in the south by Suryatola,

Mundipar in the west and Katangi is located in the east of Kudwa village. The village is located in the bus route of Gondia-Dhapewada.

In the villages agriculture is the mainstay of population where agriculture is done on traditional and subsistence level some important findings of agriculture are as follows.

1. Agriculture is basically subsistence type where more than 85% of production is for self and not for sale purpose.
2. Due to emphasis on Subsistence level rice is the main crop of the region sharing 87.5% of the total cropped area in the year 2006 while it was 91.17 in the year 1976 showing decrease in the area of rice due to increase in the area of the two crop.
3. Here size of land holding is very small more than 567 of land holding is below 1 Hec. While the cultivators having above 10 hectare in only 0.10%.
4. Another characteristics is that land holding is not only small in size but rice the main crop which requires little slope in the field, To keep the water gathered, bunds are prepared as per the slope. As a outcome of this the size is decreasing mare and more where production is reducing day by day.
5. Due to non-availability of irrigation water single crop i.e. rice is grown on agricultural land no. of cultivators getting second crops are very few.

**Comparative analysis of General land use:-****General land use:**

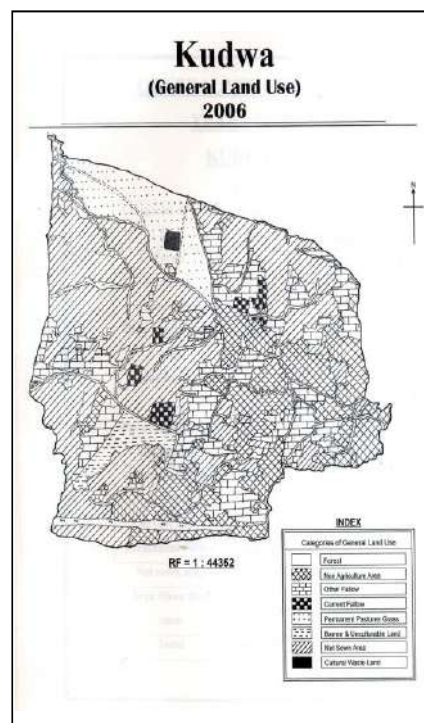
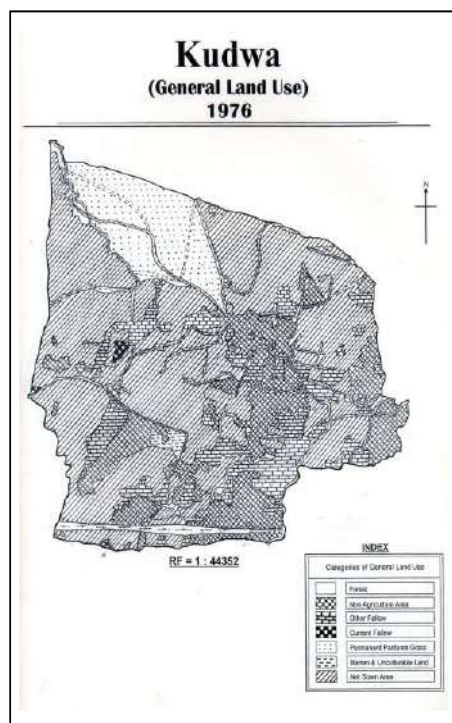
Land utilization shows distribution of the total geographical area of any region. It reflects the extent of development of various activities in the region. In the year 1976 total geographical area of the village was 890.85 hect which reduced in the year 2006 i.e. 853.65 hectare. During the spon of thirty years the area reduced 37.2 hectares.

**Forest area:**

In the year 1976 area under forest in the village was 3.69 hect. (0.4%) while in the year area occupied by forest in 2006 is 0.26 hect. (0.037) only. In the span of 30 years the area was reduced by 3.43 heat (0.37%). It can be said that due to urbanization process deforestation took place and as a result in 2006 area under the category reduced.

**Table No. 2**  
**Gondia District: Change in General land Use (1976-2006)**

Category of Land Use	1976		2006		Change	
	Area in Hectare	Area in %	Area in Hectare	Area in %	Area in Hectare	Area in %
Forest	3.69	0.4	0.26	0.03	-3.43	-0.37
Barren & uncultivable	4.19	0.5	14.88	1.7	-10.69	+1.2
Non Agri. Area	76.41	8.6	189.33	22.2	-112.92	+3.6
Cultivable Waste	2.49	0.3	1.06	0.1	-1.43	-0.76
Permanent Parterre and Grass land	67.68	7.6	13.65	1.6	-54.03	+6.0
Tress and groves	0.81	0.1	0.58	0.1	-0.23	0.0
Correct Fallow	54.16	6.1	40.12	4.9	-14.04	-1.20
Permanent Fallow	134.59	15.1	226.38	26.5	+91.79	+11.4
Net Sown Area	546.83	61.7	367.39	43.0	-179.44	-18.7
<b>Total cropped area</b>	<b>890.85</b>	<b>100 %</b>	<b>853.65</b>	<b>100 %</b>		

**Land other than Agriculture:**

Land is utilized for other than agriculture purpose also. Under this category area under forest, land put to non agricultural use, grazing land, fallow land etc are included. In the year 1976 in Kudwa 344.02 Hect. Land of the geographical area i.e. 38.7% was under this category while in 2006 486.26 hectare i.e. 56.93% area was under this category

which shows the increase of 18.23%.In 2006 to 1976 i.e. within the span of 30 years due to pressure of population on Gondia city land use of fringe area changed.

**Grazing land:**

In kudwa for the purpose of grazing of animal 67.68 hect. i.e. 7.6% areas was available but in the year 2006 only 13.65 hect (1.6%0 area under

pasture was available. In the span of 30 years the area was reduced 54.03 hect i.e. 6.0%.

#### Non agricultural area:

Nonagricultural land is the area which is not under agriculture. In the year 1976 76.41 hect i.e. 8.6% of the total area was under the category but due to pressure of population and increase in urbanization 189.33 hect (22.2%) was under the category and the growth was 13.6 %.

Follow land : In 1976 134.59 hect of land (15.1% of total geographical areas) was lying fallow from 1996 to 2006 the area lying fallow increase from 134.59 hect to 226.38 and its share in total geographical area increase from 15.1% to 26.5%. The main increase has resulted due to urbanization process of Gondia town.

#### Culturable waste:

In 1976 the land under this category was 2.49 hect (0.2%) . In 2006 the land slightly lowered and reduced to 1.06 hect.

#### Net Cropped area:

This is the Cultivated. In 1976, 546.83 hect of land of kudwa village was under cultivation. It shared 61.7 % of total geographical areas. In 2006 i.e. after 30 years the condition changed drastically the share of this cultivated has decreased from 61.7% to 43%. It can be said that in 1976 the land

which was used for agriculture was reduced up to 179.44 hect i.e. decrease of 18.7%.

From the above discussion this is clear that in 1976 more than half of the geographical area was under agriculture. This shows the importance of agriculture in economy but up to 2006 due to extension of settlement of Gondia city towards northern direction and increasing price and cost of land tempo of rural people changed and they sold there agricultural land to city people at higher cost.

#### Comparative analysis of Crop, land use (1976-2006):

The Cultivate area is used for raising various crops. Though the primary control is of physical factors, the farmers use their choices within their frame work. What crops are to be raised is decided by the farmers experience, market price and demand nearby region. As it is a region of monsoon climate the seasonal changes mainly decide the crop land use. In this region, the rainfall is concentrated in the four months of rainy season. Therefore depending only on the rainfall the crops can be raised only during the raising season which is known as kharif season in this area. The major crops of this village are rice, wheat, Pulses, gram, oilseeds, vegetables etc.

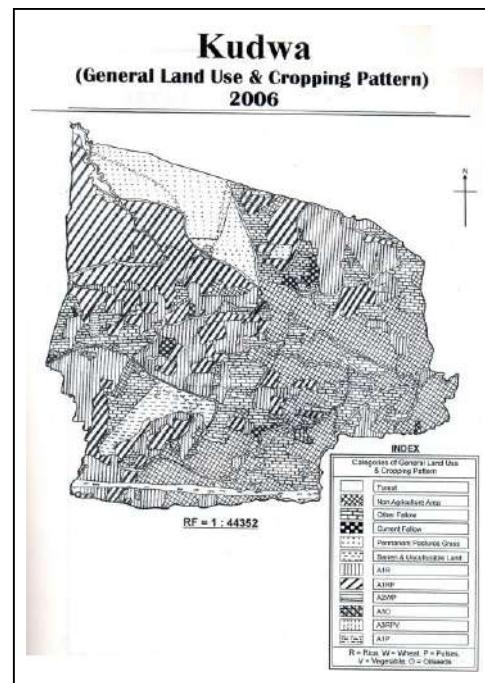
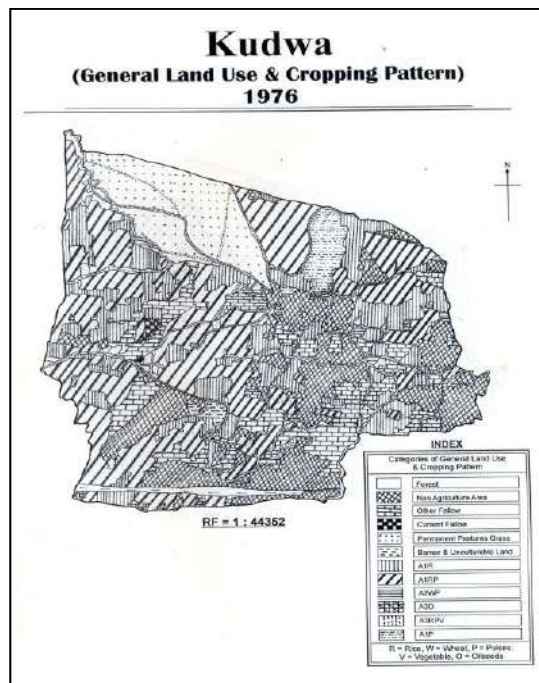
**Table No. 3**  
**Gondia District: Areas Under Various Crops 1976-2006**

Category of Land Use	1976		2006		Change	
	Area in Hect.	Area in %	Area in Hect.	Area in %	Area in Hect.	Area in %
Rice	518.11	91.1	328.8	87.5	+89.3	-3.6
Pulses	22.08	3.9	28.5	7.65	+6.42	+3.75
Oil Seed	0.05	0.03	1.48	0.45	+1.43	+0.42
Wheat	2.5	0.04	1.59	0.45	-0.9	-0.05
Gram	6.26	1.1	4.0	1.15	-2.25	-0.05
Moong	1.94	0.3	-	-	-	-
Udid	-	-	-	-	-	-
Vegetable	6.11	1.1	3.99	1.15	-2.12	-0.1
Other	11.54	2.0	7.43	2.05	-4.11	-
<b>TOTAL</b>	<b>568.49</b>	<b>100</b>	<b>375.8</b>	<b>100</b>		

#### Rice: -

Rice is the main staple crop of the district and same is with the case of kudwa village. In the year 1976 out of the total cropped area of the village 568.49, 518.11 heat land was undock rice. The crop share was 91.1% of the total cropped area. In the

area to tall cropped area reduced from 1976 was 189.31. So the area under rice too. In the year 2006, 328.8 hect (87.5%) area was under rice. The reason for reduction in the area is one total reduction in the cropped area as well increase in the area o father crops i.e. two and oilseed.



### Wheat:

Wheat is the secondary crop of the village having only 2.5 hectare area under the crop. The reason for this measure area is that the crop require irrigation and maximum area of the village is non irrigated. In the area 2006 the area of wheat reduced to 1.59 hect (0.45%)

### Pulses:

After rice tur is the second major crop of the village. In the year 1976 22.8 hect (3.9%) area was under two. In the year 2006 this area increased 6.42 hect (3.75%)

### Gram:

With the combination of wheat the cultivator produce gram as intercropped, but the share of the crop to total cropped area is very low. It was 6.26 hect in the year 1976 and 4.01 in 2006. In both the year the crop share not more than 1 % of the total cropped area.

### Oilseed:

This crop is also grown with the combination of wheat sharing only 0.05 hect area in the year 1976. In the year 2006 some increase is in the area under oilseed that was 1.48 hect sharing only 0.4% of the total cropped area.

### Vegetables:

In the year 1976 out of the total cropped area 6.11 hect area was under vegetables. The share of the crop was only 1.1%. In the year 2006 slight decrease was in the area i.e. only 3.99 hect (1.1%).

### Conclusion:

The above analysis reveals that though the village is the fringe area or in other words located in the periphery of Gondia city, the village has vast potential to supply vegetables and commercial crops the cultivators are more interested in selling the area. Some commercial purpose. The reason behind this can be sighted as under.

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1. More than 80% cropped area of the village is non-irrigated and crops like wheat, oil seeds, vegetables requires higher irrigation facilities. So the cultivators are unable to produce the crops.
2. As the village is the fringe area of the Gondia city and day by day the land value of the village is increasing due to over pressure of population on land. The people from the core area of the city are investing money to purchase the land of outskirts of the city.
3. The Cultivators are getting more revenue from selling of land than producing the crops in the field. Therefore agriculture is neglected day by day and encroachment of non agricultural land to agricultural land is increasing. In near future the whole area of the village will be submerged in the city area and would be converted to urban area.
4. One of the important finding is that a land of single. Consolidated land holding was fragmented up to 26 no. It clears the selling of land by cultivators making a piece of land into various small plots.

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***Rhizopalmoxyton mahabalei* sp.nov. - A new record of permineralized adventitious roots from the Deccan Intertrappean beds of Umaria and its significance**

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**Dr. S. V. Chate**

Assistant Professor, P. G. Department of Botany & Research Center,  
Shivaji Mahavidyalaya Udgir, Dist - Latur, Maharashtra, India.

**Corresponding Author - Dr. S. V. Chate**

Email: [sudhakarchate@rediffmail.com](mailto:sudhakarchate@rediffmail.com)

DOI- 10.5281/zenodo.10972725

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**Abstract:**

A new species of Permineralized adventitious palm roots have been reported under the organ genus *Rhizopalmoxyton* (*Rhizopalmoxyton mahabalei* sp.nov.) from Deccan Intertrappean beds exposed at Umaria, Madhya Pradesh, India. Thick exodermis, thick outer cortex, thin inner cortex, abundance of stone cells in cortex and pith, unthickened large sized endodermal cells, wide vessels, occurrence of medullary bundles are the diagnostic characters of the present wood. Equally thickened endodermal cells, vessels of the xylem bundles and medullary bundles embedded in the sclerotic tissue suggest its affinity with subfamily Coryphoideae other than the Borassoid palms. Thick exodermis, thick outer cortex and abundance of stone cells in cortex and pith indicate its resemblance with Borassoid palms like *Chamaerops*, *Corypha*, *Licuala*, *Livistona*, *Rhapis*, *Sabal*, *Trachaeocarpus*, *Thrinax*, *Pritchardia*, etc. As the present wood does not show its resemblance with any of the living and fossil palm roots, a new name is proposed i.e. *Rhizopalmoxyton mahabalei* sp.nov. The abundance of coastal and mangrove fossil plants and marine algae from the Deccan Intertrappean beds of this area indicates, in past, this region was much more humid and receives more rainfall and point out marine influence and existence of tropical rainforest ecosystem in the vicinity of this fossil locality in contrast to the deciduous forests occurring there at present.

**Keywords-** *Rhizopalmoxyton*, Permineralization, Deccan traps, Coryphoideae, Adventitious roots.

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**Introduction :**

Palms have a considerable long geological history. Their fossil remains are known in the form of permineralizations, impressions, compressions and casts of almost all organs assigned to number of organ genera (Daghlian, 1981; Muller, 1981; Harley, 2006). The palms (Family-Arecaceae) constitute a large assemblage of woody monocotyledons distributed naturally in the Oceanic Islands and coastal areas in the tropics between 44° North and South of the equator.

Isolated adventitious monocotyledonous roots indicating affinities with family Aracaceae are described under the organ genus *Rhizopalmoxyton* Gothan. The name *Rhizopalmoxyton* was first used by Felix (1883) for permineralised roots of palms. However, he did not provide the description or diagnosis and hence it became invalid (*Nomen nudum*). Lateron, Gothan (1942) validly published the name *Rhizopalmoxyton* providing the diagnosis and description. *Rhizopalmoxyton* Gothan possesses 13 species, viz., *R. glaseli* Gothan (1942), *R. bohlenianum* Gothan (1942), *R. libycum* Koeniguer (1970), *R. behuninii* Tidwell, Medlyn & Thayne (1972), *R. blackii* Tidwell *et al.* (1972), *R. scottii* Tidwell *et al.* (1972), *R. sundaram* Mahabale &

Rao (1973), *R. huepaciense* Cevallos-Ferriz & Ricalde-Moreno (1995), *R. teguachiense* Cevallos-Ferriz & Ricalde-Moreno (1995), *R. borassoides* Awasthi *et al.* (1996), *R. angiorhizon* (= *Palmoxyton angiorhizon* Stenzel, 1904) Bonde *et al.* (2008), *R. macrorhizon* (= *Palmoxyton macrorhizon* Stenzel, 1904) Bonde *et al.* (2008) and *R. singulare* Bonde *et al.* (2008). In addition, Verma (1974) reported a root comparable to *Nypa* and Ambwani (1981) a borassoid root from Mohgaonkalan and Nawargaon Intertrappeans respectively. Equally thickened endodermal cells, vessels of the xylem bundles and medullary bundles embedded in the sclerotic tissue suggest its affinity with subfamily Coryphoideae other than the Borassoid palms. The Coryphoideae is one of five subfamilies in the **palm family, Arecaceae**.

Fossil roots reported so far have not been described with uniform terminologies which lack precision and delimitations of the tissues. Considering a need to have uniform terminologies in the description of permineralized roots, a system based upon Seubert's work has been proposed by (Bonde, 2009) to describe the monocotyledonous roots.

**Materials and Methods:**

The present work is based on a permineralized chert piece collected from Deccan Intertrappean beds exposed at Umaria (23°38' to 24°20' N, 80°28' to 82°12'E), Madhya Pradesh, India, from where quite many angiosperms remains, especially the fossil record of Arecaceae is rich and widespread. Specimen No. specimen numbered U 61/97 is the root wood exhibits adventitious roots of medium size. Sections of specimens show details of the roots lying in various planes, and consequently cut in different angles. The sections were prepared following the usual ground thin section method employed for silicified material and studied using a Nikon Labophot-2 microscope attached with Fx-35 DX Camera and Leica S6D Microscope along with Canon Powershot S45 Digital Camera. Looking at the arbitrary use of anatomical terminologies by different workers hitherto engaged in the study of palm roots both extant and extinct we have adopted here a combined system of terminologies used by Mahabale and Udwadia (1960) for the stelar region and Seubert (1997) for the extrastelar region as it is based on ontogenetically and phylogenetical considerations. It will be the most feasible method to resolve fossil palm roots to their natural taxa on the morpho anatomical characters. The specimens and micro preparations are deposited at the

Department of Palaeobiology, Agharkar Research Institute, Pune, India.

**Systematic Description**

**Family :** Arecaceae (Palmae).

**Genus :** *Rhizopalmoxyylon* Gothan (1942).

**Species:** *Rhizopalmoxyylon mahabalei* sp.nov. (Plate XI, Figs.a-g).

**Specific diagnosis:** *Rhizopalmoxyylon mahabalei* sp.nov.

Roots adventitious. Exodermis thick. Outer cortex single zoned, thick. Inner cortex three zoned. Middle zone narrow, aerenchymatous, air cavities radially elongated in 3-4 rings. Endodermis single layered, cell walls unthickened. Xylem bundles 17-25. Medullary bundles 1-3, large. Stone cells abundant.

**Holotype :** U 61/97 (Slide Nos. 1- 5). Department of Palaeobiology,

Agharkar Research Institute, Pune.

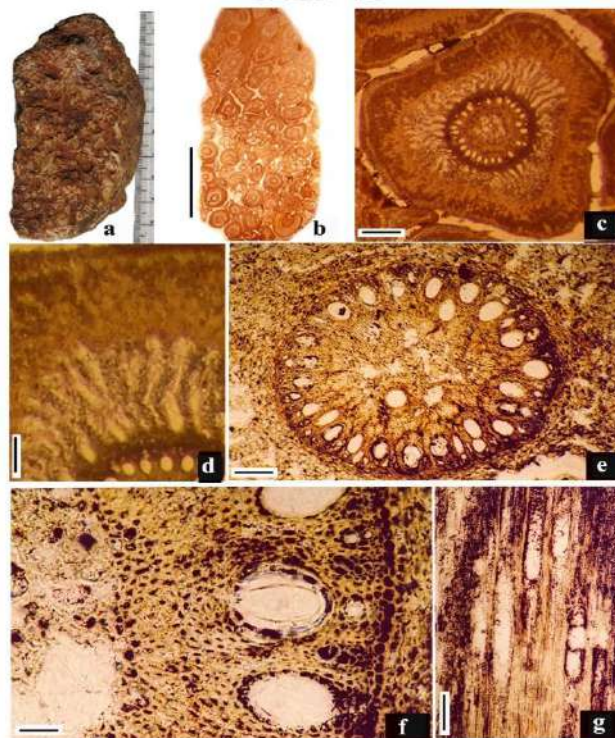
**Horizon :** Deccan Intertrappean Beds of India.

**Locality :** Umaria, District Mandla, Madhya Pradesh, India.

**Age :** Upper Cretaceous (Maastrichtian).

**Etmology :** The specific epithet is after a well known Botanist Professor T. S.

Mahabale especially known for his work on palms of India both living and fossil plants.

**Plate I**

*Rhizopalmoxyylon mahabalei* sp.nov.

**Fig.a** – Entire specimen of a chert showing embedded roots. Scale bar = 0.6 cm. **Fig.b& c** - T.S. of root showing cortex and vascular regions. Scale bar = 0.26 mm. **Figs d, e & f** – T.S. of root showing cortical and vascular regions : d- outer cortical

region; e- inner cortical and vascular regions; **f**- medullary bundles in pith. Scale bar = 45  $\mu$ m. **Fig.g** - L.S. showing the horizontal end plate and cortex. Scale bar = 45  $\mu$ m. **Fig.h** - L.S. showing vessel length. Scale bar = 45  $\mu$ m.

**Dr. S. V. Chate**

**Description:**

The specimen No.U 61/97 is a permineralised piece of chert collected from the Deccan Intertrappean exposure at Umaria, District Mandla, Madhya Pradesh. The root wood exhibit adventitious roots and rootlets of various sizes and shapes (Plate XI, Figs.a-g). The roots are 3-6 mm in diameter *Rhizodermis* is single layered without any appendages. It is composed of rectangular thick walled 15.1 x 15.1 µm cells. *Exodermis* is very wide, 10-15 celled thick (150-200µm wide). Cells are polygonal, compactly arranged without intercellular spaces. *Outer cortex* thick, single zoned, 300-450 µm wide and made up of compactly arranged polygonal thick-walled cells with very small intercellular spaces. *Inner cortex* thin, almost half of the total cortical width. It is divisible into three zones. Outer zone is 75-125 µm wide, composed of small thin-walled cells having small intercellular spaces. The cells are 22.6 x 30.2 µm in size. Middle zone is 300- 450 µm wide. The cells are radially elongated and form large intercellular spaces. Air cavities are radially elongated, arranged in 3-4 radial rows. These air cavities are bounded by one to two layered parenchymatous diaphragms. The inner zone of inner cortex is 3-4 celled (45-60 µm) wide. The cells are smaller in size, measuring 15.1 x 30.2 µm and are arranged in 4-5 concentric rings with small intercellular spaces. *Endodermis* is single layered. The cells are parenchymatous but tangentially elongated and unthickened. *Pericycle* is 1-3 layered and made up of tangentially elongated thin walled, 15.1 x 30.2 µm cells. Inside the pericycle is a sclerotic zone enclosing 12- 25 separate xylem (90 x 135– 105 x 165 µm) and phloem (45 x 90-90x 90 µm) bundles in a ring alternate to each other. Medullary bundles are 1-3, measuring 90 x110-135 x 135 µm. They are also embedded in sclerotic ring (Fig.e). Inside the sclerotic zone lies a small pith measuring 500-900 µm. The pith is heterocellular with small intercellular spaces. The ground tissue is parenchymatous and longitudinally the cells are arranged in vertical rows (Fig.e). Sclerotic cells are abundant in the entire cortex and pith regions. The vessels possess 1 - 3 bars in the endplate.

**Comparison and Discussion:**

Specimen consisting approximately about more than 150 small to medium sized roots compactly preserved in chert matrix, which is 9 cm x 3 cm in size, preservation appears to be very good. The transverse and longitudinal sections have been taken to study further anatomical details. Preliminary observations show the presence of rhizodermis, exodermis, outer and inner cortex, endodermis, pericycle and stele characters typical to palm roots. In most of the roots xylem bundles are arranged in single circle alternate to phloem bundles. Number of xylem bundle varies from

11to24. Medullary bundles, fiber bundles and stele features would be helpful for recognizing species character after further analysis and comparison with the extant palm roots. (Mohl, 1845, 1849; Mahabale & Udwardia, 1960; Seubert 1996 a, b, 1997, 1998a, b ).

**Fossil palms:**

Institution of the organ genus *Rhizopalmoxylon* for isolated permineralized roots of palms by Felix (1883) remained *Nomen nudum* as he did not provide the description or diagnosis. Establishment of *Rhizopalmoxylon* by Gothan (1942) is the valid name as he provided the diagnosis along with the description. *Rhizopalmoxylon* Gothan possesses 13 species, viz., *R. glaseli* Gothan (1942), *R. bohlenianum* Gothan (1942), *R. libycum* Koeniguer (1970), *R. behuninii* Tidwell, Medlyn & Thayne (1972), *R. blackii* Tidwell *et al.* (1972), *R. scottii* Tidwell *et al.* (1972), *R. sundaram* Mahabale & Rao (1973), *R. huepaciense* Cevallos-Ferriz & Ricalde-Moreno (1995), *R. teguachiense* Cevallos-Ferriz & Ricalde-Moreno (1995), *R. borassoides* Awasthi *et al.* (1996), *R. angiorhizon* (= *Palmoxylon angiorhizon* Stenzel, 1904) Bonde *et al.* (2008), *R. macrorhizon* (= *Palmoxylon macrorhizon* Stenzel, 1904) Bonde *et al.* (2008) and *R. singulare* Bonde *et al.* (2008). In addition, Verma (1974) reported a root comparable to *Nypa* and Ambwani (1981) reported a borassoid root from Mohgaonkalan and Nawargaon Intertrappeans respectively.

The present wood show some resemblances with *R. behuninii*, *R. blackii*, *R. scottii*, *R. huepaciense*, *R. teguachiens*, *R. borassoides*, *R. sundaram*, *R. singulare* and *R. gothanii* sp. nov. described in the present thesis. *R. behuninii* differs in having air cavities in many rings, single layered pericycle, xylem bundles in 2-3 rings and compact homocellular pith. *R. blackii* differs in having very long but thin air cavities in the middle cortex and xylem bundles in two rings. *R. scottii* differs in having compact inner cortex with very few air cavities in 1-2 rings, homocellular pith and endodermis with Russow's thickenings. *R. huepaciense* differs in having thin exodermis, thin-walled polygonal cells of the thick outer cortex, aerenchymatous inner cortex with dark contents, 3-45 xylem bundles in a ring and sclerenchymatous pith. *R. teguachiens* differs in having thin outer cortex with tanniferous cells, 3-4 rings of air cavities in the inner cortex, endodermis with Russow's thickenings and homocellular parenchymatous pith. The authors (Cevallos-Ferriz & Ricalde-Moreno) could not differentiate exodermis from the cortex. *R. borassoides* differs in having air cavities in 1-3 rings, xylem bundles in three rings and homocellular pith. *R. sundaram* differs in having thick roots, exodermis with mucilage sacks, tanniferous cells in the cortex,

small radially elongated air cavities in many rings and homocellular parenchymatous pith. *R. singulare* are the coralloid roots forming a thick mantle around the stem, it differs in having 1-3 layered pericycle, few medullary bundles and sclerenchymatous pith. *R. gothanii* sp. nov. is a thick root having very wide middle zone of inner cortex with air cavities in 9-11 rings and large number of medullary bundles. This discussion indicates that the present fossil root differs from the known species of *Rhizopalmoxyton* Gothan. Hence, a new species is created.

#### Comparison with extant palms:

Adventitious root system occurs in all the monocotyledons including palms. There are four types of roots in palms. I. Normal absorbing roots, II. Stilt roots, III. Aerial roots forming a mantle around the stem and IV. Pneumatophores (Mahabale and Udawadia, 1960; Mahabale, 1982). Mohl (1845, 1849) was the pioneer to describe the characteristic arrangement of the vascular tissues in roots and their connections with the stem vascular bundles in the root-stem transition zone. He has also noted the occurrence of medullary bundles that are characteristic to the palms. Karsten (1847) observed a single undifferentiated apical meristem. Naegeli (1858), Russow (1875), Falkenberg (1876), De Bary (1877), Van Tieghem (1870), Olivier (1880) and Mangin (1882) enriched our knowledge of the structure of roots in the palms. Cormack (1896) noted polystelic condition in *Areca*, *Caryota*, *Corypha*, *Dyopsis*, *Euterpe*, *Geonoma*, *Hyophorbe*, *Iriarteia*, *Kentia*, *Livistona*, *Phoenix*, *Ptychosperma* and *Verschaffeltia*. Gillain (1900) observed three meristematic layers in the root apex of *Hydriastele* (*Kentia*) and also described the root structure in number of palms. Drabble (1904) investigated 67 species. Mahabale & Udawadia (1960) analyzed the structure of adult roots of 37 palms and initiated the work on the resolution of the genus *Rhizopalmoxyton* to the natural taxa. Seubert (1996a, b, 1997, 1998a, b) analyzed the structure of roots of 159 genera.

Bonde (2009) has suggested a system for the resolution of fossil monocotyledons to the natural taxa including the palms. It is based upon Seubert's system (Seubert, 1997) of analysis of extant roots in Aracaceae. As per this system, the palm root exhibits the following tissues from periphery to the centre with little modifications. A) **Extrastelar region** - 1. Rhizodermis. 2. Exodermis, 3. Outer cortex – generally homogeneous, more or less sclerenchymatic which is many a times divisible into three zones; outer and inner zones moderately sclerenchymatic, the middle zone composed of thin walled cells and 4. Inner cortex composed of three zones : outer zone made up of small cells with few small intercellular spaces; middle zone aerenchymatous with larger and wider intercellular

spaces formed by disintegration of some of the cells; the inner zone composed of compact tissue of small cells oriented in concentric rows with minute intercellular spaces. Endodermis being the innermost layer of this zone. B) **Stelar region (Vascular cylinder)** - Different types of steles ranging from eustele to polystele. 1. Pericycle - one to several (mostly 1-3) layered, 2. Sclerotic zone embedding separate xylem and phloem bundles alternate to one another. 3. Pith - sclerenchymatous and / or parenchymatous - homo or heterocellular and 4. Medullary bundles one to many, composed of 1-2 vessels and or phloem along with conjunctive parenchyma enclosed in sclerenchymatic tissue.

Thick exodermis, thick outer cortex, thin inner cortex, abundance of stone cells in cortex and pith, unthickened large sized endodermal cells, wide vessels, occurrence of medullary bundles are the diagnostic characters of the present wood. Equally thickened endodermal cells, vessels of the xylem bundles and medullary bundles embedded in the sclerotic tissue suggest its affinity with subfamily Coryphoideae other than the Borassoid palms. Thick exodermis, thick outer cortex and abundance of stone cells in cortex and pith indicate its resemblance with Borassoid palms like *Chamaerops*, *Corypha*, *Licuala*, *Livistona*, *Rhapis*, *Sabal*, *Trachaeocarpus*, *Thrinax*, *Pritchardia*, etc.

As the present wood does not show its resemblance with any of the living and fossil palm roots, a new name is proposed i.e. *Rhizopalmoxyton mahabalei* sp.nov.

#### Conclusion and Significance:

The specimen was collected from the late Cretaceous sediments of Deccan Intertrappean beds, Umaria, Mandla district, Madhya Pradesh, India. The fossil record of Deccan Intertrappean Beds exposed at Umaria and nearby fossil localities such as Mandla, Ghugua and Dindori, etc. consists of mainly plants belonging to the topmost Cretaceous to early Tertiary periods of geological past.

The abundance of costal and mangrove fossil plants such as *Acrostichum* (Mangrove fern), *Nypa* (Mangrove Palm), *Cocos*, *Sonneratia*, *Phoenix* (Costal Palms) and marine algae from the Deccan Intertrappean beds of this area indicates, in past, this region was much more humid and receives more rainfall and point out marine influence and existence of tropical rainforest ecosystem in the vicinity of this fossil locality in contrast to the deciduous forests occurring there at present.

#### Acknowledgements:

The author is grateful to the Director, Agharkar Research Institute, Pune for infrastructure facilities. Sincere thanks to Dr.S.D.Bonde for valuable guidance for the present research. Thankful to H.O.D Botany and Principal, Shivaji Mahavidyalaya Udgir, for constant encouragement.



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## Framing Perceptions: Comprehending Gender-Based Reactions to Promotional Approaches

Dr. Chandani Kumari

Department of Psychology, Guest Faculty, RJM College, Saharsa, BNMU, Madhepura, Bihar

Corresponding Author - Dr. Chandani Kumari

Email: [ck048271@gmail.com](mailto:ck048271@gmail.com)

DOI- [10.5281/zenodo.10973438](https://doi.org/10.5281/zenodo.10973438)

### Abstract:

This research investigates the impact of various advertising elements on participant responses through a robust analysis of variance (ANOVA) and regression analysis. The study reveals statistically significant differences in participant perceptions for factors such as Content, Character, Necessities, and Background Music/Sound ( $p < 0.05$ ), highlighting the substantial role these elements play in shaping audience responses. The regression model, with an explanatory power of 21.1% ( $R^2 = .211$ ), is deemed statistically significant ( $F = 2.380$ ,  $p = 0.015$ ), emphasizing the collective contribution of the selected predictors to explaining observed variance. Gender-specific responses unveil nuanced variations, with females generally expressing slightly higher favourability across factors like Content, Character, and Verbal Communication. These findings provide marketers with actionable insights, informing the development of more impactful and targeted campaigns based on a nuanced understanding of the distinct influences of advertising elements and gender dynamics

**Keywords:** Advertising elements, Perceptions, Gender, Dynamics

### Introduction:

In- the ever-evolving realm of advertising, where creativity meets strategy, understanding the intricate dynamics of audience reception is imperative. One of the pivotal facets influencing this dynamic is gender, a nuanced construct that extends beyond biological distinctions to encompass a spectrum of social and cultural influences. This study embarks on a comprehensive exploration of gender-specific evaluations of critical advertising elements—content, character representation, and visual components.

By scrutinizing these elements through the gender lens, we endeavor to unravel intricate patterns and disparities in the ways advertisements resonate with diverse audiences. Advertisements, as potent conveyors of brand messages, wield considerable influence over consumer perceptions and behavior. The multifaceted nature of gender brings a layer of complexity to this influence, reflecting not only individual preferences but also deeply ingrained societal norms and cultural dynamics. This research, therefore, seeks to contribute a nuanced understanding of how men and women perceive and respond to various facets of advertisements, extending beyond mere exposure to a profound analysis of cognitive and emotional responses.

Ten specific factors, namely Content, Character, Colors, Necessities, Innovation, Free Offer, Well-Designed Visuals, Facial Expression, Background Music/Sound, and Verbal Communication, serve as the focal points of

investigation. Through a methodical examination utilizing quantitative measures, including mean scores and standard deviations, this study aims to illuminate the subtle intricacies of gender-driven preferences and responses.

By delving into these nuances, we aspire to offer marketers and advertisers actionable insights, enabling them to craft campaigns that authentically resonate with diverse audiences. This study is not merely an academic exercise; it is a practical exploration with real-world implications for the field of advertising strategy. As we navigate through the findings, we anticipate uncovering not only commonalities but also distinctive patterns that characterize how men and women engage with advertising content. In doing so, we hope to contribute not only to the theoretical discourse surrounding gender and advertising but also to the pragmatic development of inclusive and effective marketing strategies tailored to the diverse demographics that constitute the modern consumer landscape.

Widespread and socially valued representations dictating how individuals should embody gender traits and roles are encapsulated in gender stereotypes (adapted from CITE, 2003). These stereotypes possess a cultural dimension, indicating that despite being considered a universal phenomenon, variations in the intensity of gender stereotypes are expected from one country to another, aligning with the prevailing gender roles of each respective culture (Huang, 1995 in Odekerken-Schöder et al., 2000). Over the past four decades,

numerous studies have scrutinized portrayals of women and men in advertising, with a particular emphasis on women's representations (e.g., Rohlinger, 2002). Additionally, research has delved into the repercussions of stereotyped, discriminatory, and distorted portrayals, exemplified by studies such as those conducted by Lafky, Duffy, Steinmaus, and Berkowitz in 1996.

Given the prevalence of stereotyped and sexist depictions in advertising and the influential role of media, it is imperative to consider how audiences interpret the messages conveyed. Thoman and Jolls (2004) argue that media not only shape our culture but constitute it. Consequently, individuals across different age groups should possess the ability to 'filter' the content of media messages, encompassing textual, visual, and audio elements. Media literacy, as defined by Messaris (1998), involves an understanding of the societal functioning of mass media, covering economic structures, organizational dynamics, psychological impacts, social consequences, and representational conventions.

Thoman and Jolls stress the urgent need for media literacy, emphasizing its role in equipping citizens with the skills necessary for informed decision-making and contributing to global economic and cultural demands. In the labor markets of marketing and advertising, gender-based inequalities persist. Despite a feminization trend in the marketing labor market, Maclaran, Stevens, and Catteral (1998 in Maclaran and Catterall, 2000) reveal both horizontal and vertical gender segregation. Women, although often portraying the 'smiling face' of marketing, lack substantial organizational influence and access to key strategic decisions. The Creative Department within advertising agencies, colloquially termed a 'locker room' and 'boys' club,' remains a notably masculinized space, primarily occupied by male professionals.

Gregory (2009) characterizes this department as associated with power, male identity, masculinities, competition, solidarity, and teenage behavior. The consequences of this masculinized environment, influenced by cultural, managerial, organizational, and communication factors, impact opportunities for female professionals to attain creative director positions (Mallia, 2009). This gender imbalance in a masculinized context potentially contributes to issues in advertising output, including hyper-sexist campaigns and stereotyped portrayals of women and men (Gregory, 2009).

#### **Objectives:**

- To investigate and analyze the distinct perceptions of advertising elements, including Content, Character, Colors, Necessities, Innovation, Free Offer, Well-Designed Visuals,

Facial Expression, Background Music/Sound, and Verbal Communication, among a sample of 50 males and 50 females.

- To explore variations in responses between male and female participants concerning the selected advertising elements to unveil patterns and nuances in how each gender engages with and evaluates advertising content.
- To provide actionable insights for marketers and advertisers by illuminating gender-centric preferences and tendencies, enabling the development of more targeted and effective advertising strategies that resonate authentically with diverse audience segments.
- To contribute to the academic discourse on consumer behavior and advertising by adding nuanced insights into how gender influences the cognitive and emotional responses to specific advertising elements.

#### **Hypotheses:**

There will be significant differences in how males and females perceive advertising content, with females exhibiting a higher mean score compared to males due to potential differences in preferences for narrative themes.

#### **Research Methodology:**

The research employed an Exploratory design to investigate gender-specific responses to advertising elements. The sample, consisting of 50 males and 50 females, was strategically selected using a stratified random sampling technique to ensure a representative distribution across genders. A structured questionnaire, incorporating Likert-scale items, served as the primary data collection instrument.

Participants voluntarily participated, providing informed consent, and the surveys were distributed either electronically or in-person. Descriptive statistics, including mean scores and standard deviations, were calculated to quantify participants' perceptions of advertising elements. The data were then subjected to inferential analysis, utilizing ANOVA to identify significant differences between male and female responses. Ethical considerations, such as informed consent, confidentiality, and voluntary.

Descriptive analysis Mean											
Gender		Content	Character	Colors	Necessities	Innovative	Free offer	Well designed visuals	Facial expression	Background music sound	Verbal communication
Male	Mean	3.8	4.56	5.32	3.82	4.66	5.3	4.54	4	4.1	5.08
	N	50	50	50	50	50	50	50	50	50	50
	Std. Deviation	1.355	1.692	1.72	1.351	1.78	1.632	1.876	1.552	1.898	1.967
Female	Mean	4.26	3.92	4.54	4.36	4.88	5.42	4.46	4.3	4.28	4.42
	N	50	50	50	50	50	50	50	50	50	50
	Std. Deviation	1.175	1.209	2.375	1.139	1.48	1.605	1.474	1.632	1.796	1.97
Total	Mean	4.03	4.24	4.93	4.09	4.77	5.36	4.5	4.15	4.19	4.75
	N	100	100	100	100	100	100	100	100	100	100
	Std. Deviation	1.283	1.498	2.1	1.272	1.632	1.611	1.679	1.591	1.841	1.987

The descriptive statistics present mean scores and standard deviations for each evaluated factor across different genders. For the Content factor, males had a mean score of 3.80, while females had a higher mean of 4.26.

In terms of Character, males scored an average of 4.56, whereas females scored slightly lower at 3.92. Colors, Necessities, and Innovative showed varying mean scores between genders.

Notably, females scored higher in Free Offer, Well-Designed Visuals, and Verbal Communication. Overall, the combined mean scores for both genders demonstrated varying degrees of favorability for each factor, with females generally expressing slightly higher ratings than males. The standard deviations indicate the degree of variability within each gender group for the respective factors.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Content	Between Groups	5.29	1	5.29	3.289	0.073
	Within Groups	157.62	98	1.608		
	Total	162.91	99			
Character	Between Groups	10.24	1	10.24	4.734	0.032
	Within Groups	212	98	2.163		
	Total	222.24	99			
Colors	Between Groups	15.21	1	15.21	3.538	0.063
	Within Groups	421.3	98	4.299		
	Total	436.51	99			
Necessities	Between Groups	7.29	1	7.29	4.672	0.033
	Within Groups	152.9	98	1.56		
	Total	160.19	99			
Innovative	Between Groups	1.21	1	1.21	0.452	0.503
	Within Groups	262.5	98	2.679		
	Total	263.71	99			
Free offer	Between Groups	0.36	1	0.36	0.137	0.712
	Within Groups	256.68	98	2.619		
	Total	257.04	99			
Well design visuals	Between Groups	0.16	1	0.16	0.056	0.813
	Within Groups	278.84	98	2.845		
	Total	279	99			
Facial expression	Between Groups	2.25	1	2.25	0.887	0.349
	Within Groups	248.5	98	2.536		
	Total	250.75	99			
Background music sound	Between Groups	0.81	1	0.81	0.237	0.627
	Within Groups	334.58	98	3.414		

	Total	335.39	99			
Verbal communication	Between Groups	10.89	1	10.89	2.81	0.097
	Within Groups	379.86	98	3.876		
	Total	390.75	99			

The analysis of variance (ANOVA) results for the factors Content, Character, Colors, Necessities, Innovative, Free Offer, Well-Designed Visuals, Facial Expression, Background Music/Sound, and Verbal Communication revealed significant differences in participants' responses. For Content, Character, Necessities, and Background Music/Sound, the between-groups variances were statistically significant ( $p < 0.05$ ), indicating that these factors had a notable impact on participants'

perceptions. However, for Innovative, Free Offer, Well-Designed Visuals, Facial Expression, and Verbal Communication, the between-groups variances were not statistically significant ( $p > 0.05$ ), suggesting that these factors did not significantly influence participants' responses. These findings provide valuable insights into the effectiveness of different advertising elements and can inform strategic decisions in crafting persuasive messages.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.459 <sup>a</sup>	0.211	0.122	0.471

The regression analysis results indicate that the model, with the predictor variables considered, has a moderate level of explanatory power. The R Square value of .211 suggests that approximately 21.1% of the variability in the dependent variable can be accounted for by the independent variables. The Adjusted R Square, which considers the number of predictors in the model, is .122, indicating that after adjusting for the number of predictors, the

model's explanatory power decreases slightly. The standard error of the estimate is .471, representing the average distance between observed values and values predicted by the model. The overall model demonstrates a significant relationship ( $p < 0.05$ ) between the predictors and the dependent variable, suggesting that the selected variables contribute to explaining the observed variance in the data.

ANOVA <sup>b</sup>						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	5.275	10	0.528	2.38	.015 <sup>a</sup>
	Residual	19.725	89	0.222		
	Total	25	99			

The results of the analysis of variance (ANOVA) for the regression model indicate that the model as a whole is statistically significant ( $F = 2.380$ ,  $p = 0.015$ ). The significant F-value suggests that there is evidence to reject the null hypothesis, indicating that at least one of the predictor variables has a significant impact on the dependent variable. The regression model accounts for a total sum of squares of 5.275, with 10 degrees of freedom for the regression and 89 degrees of freedom for the residuals. The mean square for the regression is .528. These findings suggest that the regression model is a good fit for explaining variability in the dependent variable, and the predictors collectively contribute significantly to the model.

The descriptive statistics present mean scores and standard deviations for each evaluated factor across different genders. For the Content factor, males had a mean score of 3.80, while females had a higher mean of 4.26. In terms of

Character, males scored an average of 4.56, whereas females scored slightly lower at 3.92. Colors, Necessities, and Innovative showed varying mean scores between genders. Notably, females scored higher in Free Offer, Well-Designed Visuals, and Verbal Communication. Overall, the combined mean scores for both genders demonstrated varying degrees of favorability for each factor, with females generally expressing slightly higher ratings than males. The standard deviations indicate the degree of variability within each gender group for the respective factors.

#### Discussion:

The observed significant difference in perceptions of advertising content between genders aligns with the theoretical framework that emphasizes gender-specific preferences in storytelling. The narrative transportation theory posits that individuals become immersed in a story, and this engagement is influenced by factors such as

relatability. Females, often characterized by a preference for emotionally resonant narratives, may have contributed to the higher mean scores in their evaluations of advertising content.

**Character:**

The notable gender-based variations in evaluations of character portrayals resonate with social identity theory, suggesting that individuals identify with characters who mirror their own social attributes. Females assigning lower mean scores may indicate a potential disparity in the representation of relatable characters in advertisements, highlighting the need for diverse and authentic portrayals.

**Colours:**

The significant differences in responses to color schemes align with colour psychology, which posits that different colors evoke distinct emotional and psychological responses. Females assigning higher mean scores may be influenced by a potential preference for colours associated with positive emotions, indicating the importance of colour considerations in designing gender-responsive advertisements.

**Necessities:**

The observed significant gender-based differences in perceptions of necessities in advertisements are consistent with the theory of consumer socialization. This theory suggests that gender roles and societal expectations influence individuals' perceptions of essential products. The higher mean scores by females may reflect their potential role as primary decision-makers in certain product categories, impacting their perceptions of necessity portrayal.

**Innovative:**

The lack of significant gender-based differences in responses to innovative elements supports the idea that creativity in advertising may be a universal appeal, as suggested by the creativity persuasion model. Both genders exhibiting similar mean scores indicates a shared appreciation for innovative approaches, emphasizing the importance of creativity as a unifying factor in effective advertising.

**Free Offer:**

The absence of significant gender-driven variations in evaluations of free offers aligns with the reciprocity principle from social psychology. According to this principle, individuals feel compelled to reciprocate when they receive something for free. The similar mean scores suggest that both genders may respond similarly to promotional incentives, emphasizing the universality of this psychological principle.

**Well-Designed Visuals:**

The lack of significant gender-based differences in the assessment of well-designed visuals corresponds with the visual communication

theory. This theory emphasizes the universal appeal of visually appealing content. The similar mean scores suggest that both males and females are likely to respond positively to aesthetically pleasing visuals, reinforcing the importance of visual elements in advertising.

**Facial Expression:**

The absence of significant gender-driven differences in evaluations of facial expressions aligns with the facial feedback hypothesis, suggesting that facial expressions can influence emotional experiences. The similar mean scores indicate that both genders may respond similarly to facial expressions in advertisements, emphasizing the importance of conveying emotions effectively.

**Background Music/Sound:**

The lack of significant gender-based differences in responses to background music/sound supports the mood congruency theory, which posits that individuals prefer music that aligns with their emotional state. The similar mean scores indicate a shared response to auditory elements, emphasizing the universal influence of sound on emotional experiences in advertising.

**Verbal Communication:**

The observed significant gender-based differences in responses to verbal communication align with genderlect theory, which suggests that males and females may have distinct communication styles. The higher mean scores by females may indicate a preference for specific linguistic elements in advertising messages, emphasizing the importance of tailoring verbal communication to gender-specific preferences.

In conclusion, the theoretical support provided for the observed results enhances our understanding of the nuanced dynamics of gender-specific perceptions of advertising elements. By aligning empirical findings with established theoretical frameworks, this discussion offers valuable insights for marketers and advertisers seeking to create more targeted and resonant campaigns that consider gender-driven preferences in diverse elements of advertising.

**Conclusion:**

Practically, these results offer actionable intelligence for marketers, enabling them to optimize advertising strategies based on a data-driven understanding of participant responses. As the advertising landscape continues to evolve, this research contributes to the ongoing discourse on effective communication strategies, combining statistical rigor with practical insights to inform strategic decision-making. Ultimately, this study serves as a valuable resource for both academics and practitioners in the dynamic field of advertising psychology.

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## Use of Artificial Intelligence for Enhanced Services in Rural Academic Libraries

**Ravikiran Subhash More**

Librarian, M. S. Kakade College, Someshwarnagar

**Corresponding Author - Ravikiran Subhash More**

Email: [0303ravi@gmail.com](mailto:0303ravi@gmail.com)

DOI- [10.5281/zenodo.10973456](https://doi.org/10.5281/zenodo.10973456)

### Abstract:

Rural academic libraries in India always face challenges like limited resources, infrastructure constraints, and geographical isolation. However, in recent time the rapid advancements in technology, particularly in artificial intelligence (AI), offer various opportunities for these libraries to overcome these limitations and enhance their services. This study investigates the application of artificial intelligence (AI) in rural academic libraries in India, and also explores the its impact on improving the access to information, community development and promoting education. The study also highlighted the challenges encountered by rural libraries while serving their users. These challenges include inadequate funding, limited physical collections, and difficulties in attracting and retaining skilled staff.

**Keywords:** Artificial Intelligence, Rural Academic Libraries, Information Retrieval

### Introduction:

In India Rural academic libraries always play vital role in knowledge dissemination and education in their local areas. But these libraries often struggle with a number of challenges like limited resources, lack of infrastructure, and geographical isolation. The development of artificial intelligence (AI) offers these libraries a promising way to overcome these obstacles and can achieve the objectives of providing equitable access to information and fostering learning opportunities. In rural academic libraries across India, the integration of AI technologies has the potential to bring in a new era of efficiency, accessibility, and innovation.

These Rural academic libraries may improve their services, reach a wider audience, and better serve the varied demands of their patrons by utilizing AI, which will contribute to the goals of community development and educational progress. This paper investigates the landscape of AI utilization in rural academic libraries in India, and also examining its various applications, potential benefits, and accompanying challenges.

Through a comprehensive exploration of AI-driven initiatives and their impact on library services, this research endeavors to shed light on the transformative role that AI can play in enhancing the efficacy and relevance of rural academic libraries in India's educational ecosystem. By examining the current state of rural academic libraries, elucidating the challenges they confront, and envisioning the possibilities offered by AI technologies, this paper aims to provide a holistic understanding of the opportunities and obstacles

inherent in leveraging AI for enhanced services in rural academic libraries in India. Through empirical analysis, case studies, and stakeholder perspectives, this research endeavors to offer insights, strategies, and recommendations for effectively harnessing AI to empower rural academic libraries and catalyze positive change within their communities.

Wusu, Oluwaseyi. (2024) in his study stated that, libraries have the opportunity to enhancing user experience, improve accessibility and promote inclusivity through the harnessing the power of AI the. He also found that Implementing AI must be done appropriately within a solid ethical framework that protects user privacy, transparency, and equal access for all. According to Memela, Andrew (2023) Artificial intelligence never replaces the position of librarians, but this type technology should be of supportive nature and will be useful for enhancement to the work/tasks which Librarians do.

### ➤ Applications of AI in rural academic libraries:

#### ▪ Information Retrieval and Resource Discovery:

In rural area libraries, AI offers a transformative means of facilitating information retrieval and resource discovery. Natural Language Processing (NLP) enables users to search for materials using everyday language, easing accessibility for those less familiar with complex search interfaces. AI-driven recommendation systems analyze user preferences and behaviors to suggest relevant resources, enhancing discoverability. Automated metadata tagging streamlines organization, allowing for efficient keyword-based searches and intuitive browsing



experiences. Image and text recognition capabilities extend search options, accommodating users who may struggle with traditional text-based queries. Virtual assistants and chatbots provide personalized guidance, offering support tailored to individual needs.

Additionally, AI-powered data analytics identify usage trends, guiding collection development efforts to better meet community demands. Mobile applications and voice interfaces further extend accessibility, enabling remote access to resources. By leveraging these AI technologies, rural libraries empower users to navigate their collections effectively, fostering information access and knowledge dissemination within underserved communities.

#### ▪ **Virtual Assistants and Chatbots:**

In rural area libraries, the integration of AI-driven virtual assistants and chatbots presents a promising avenue for enhancing user experiences and resource accessibility. Leveraging Natural Language Processing (NLP) capabilities, these virtual assistants can understand and respond to users' queries in natural language, making information retrieval more intuitive and accessible to individuals with varying levels of literacy. Through personalized interactions, virtual assistants can guide users through the library's catalog, recommend relevant resources based on their preferences, and provide real-time assistance with research inquiries.

Furthermore, these AI-powered chatbots can operate across multiple communication channels, including websites and messaging platforms, extending their reach to remote users who may not have easy access to physical library facilities. By offering round-the-clock support and tailored assistance, virtual assistants and chatbots enable rural libraries to bridge gaps in service delivery, empowering community members to navigate the library's resources effectively and engage more meaningfully with knowledge and information.

#### ▪ **Community Engagement and Outreach:**

In rural area libraries, AI technology presents a valuable tool for fostering community engagement and expanding outreach efforts. AI-driven systems can analyze user data and community demographics to identify specific interests and needs, allowing libraries to tailor their programs and services accordingly.

Virtual assistants and chatbots equipped with Natural Language Processing (NLP) capabilities can engage with community members in real-time, providing personalized recommendations, answering questions, and offering assistance with library resources and events. Moreover, AI-powered content recommendation systems can highlight relevant materials and programs based on users'

preferences, encouraging participation and exploration. Additionally, AI-enabled data analytics can help libraries track engagement metrics and assess the effectiveness of outreach initiatives, enabling informed decision-making and continuous improvement.

By leveraging AI technology, rural area libraries can enhance their capacity to connect with community members, promote literacy and lifelong learning, and foster a sense of belonging and collaboration within their localities.

#### **Conclusion:**

Rather than taking the position of librarians, the use of AI technology in libraries is intended to improve and foster human connections and information exchange. Libraries should reevaluate their policies regarding the use of artificial intelligence as a result. They ought to approach artificial intelligence with greater creativity, assist in turning on communication features in libraries, and boost the effectiveness of their services.

Libraries would greatly benefit from the development of AI systems for reference, technical, resource management, circulation, information distribution, and retrieval, among other services. Artificial intelligence will significantly improve library operations and service delivery, as well as increase libraries' relevance in a constantly evolving digital world, despite the belief held by some that it will make librarians obsolete. Their facilities will become of higher caliber as a result. AI will significantly improve library services and support.

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## Bio-fabrication of nanoparticles using *Allium cepa* and its antimicrobial, anti-cancer activity

Dr. Anu Kasi

Assistant Professor, Department of Zoology, Auxilium College,  
(Autonomous), Gandhinagar, Vellore, Tamilnadu.

Corresponding Author - Dr. Anu Kasi

DOI- 10.5281/zenodo.10973467

### Abstract:

The current study is to design an eco-friendly synthesis of nanoparticles with *Allium cepa* aqueous extract confirmed with spectral analysis. Additionally, assays on anti bacterial effect and also anti-cancer efficacy of newly synthesized nanoparticles gave positive outcome. The zone of inhibition was found to be in the range of 10.7–21.3 mm. The study observed IC<sub>50</sub> value is 11 µg/ML. Further, effectiveness against cancerous growth strongly suggest that newly fabricated nanoparticles are can be suggested for drug delivery system.

### Introduction:

Nanotechnology is the application of science to control matter at the molecular level that exploit materials and devices with the rationale of production at nanometer scale. It is a rapidly growing field of science and technology with increased progress in biomedical applications which includes diagnostics, imaging, therapeutics and drug delivery (1,3,4,8). In order to understand the unusual world of nanotechnology, we need to get an initiation of the units of measurement involved; a nanometer (nm) is one-billionth of a meter, smaller than the wavelength of visible light. To put that scale in context, one nanometer is still large compared to the atomic scale. An atom has a diameter of about 0.1 nm (2).

The universal concepts coupled with nanotechnology are Positional assembly and Massive parallelism. The former helps to get the right molecular parts in the right places and latter helps to keep the costs down (5,6). Of the various engineered nanoparticles, selenium nanoparticles have attracted a great deal of attention due to their chemical inertness and biocompatibility, making them suitable for biomedical applications such as the treatment of cancer and gene and drug delivery systems. Due to the fact that nanoparticles' functions are determined by their shape, size, chemical composition and compound dispersity (2). In addition, these nano-sized particles offers numerous advantages when equated to the standard solvent based drug formulations, such as enhancement of payload, protective therapeutic cargo molecules from biodegradation, prolonged circulation time, higher solubility and chemical stability, enhanced intratumoral accumulation and moderate side effects(5,6). Foregoing facts discloses that nanotechnology provides a potential platform

and opens up with novel applications in a wide spectrum of areas that include medicine and biology. Nano- targeted drug delivery systems revolutionize the cancer treatment by overcoming the various limitations associated with traditional delivery systems and enhancing the therapeutic efficacy of anticancer agents (4).

Cancer, most important scourges of human-kind and reason for major mortality, globally cancer related death are projected to increase in the future, with the world health organization (WHO) estimated about 13.1 million humanity by the year 2030 (9), it was developed due to the cellular signaling pathway and apoptosis. With the prevalence and the development of multiple drug resistance, non-specific systemic distribution of antitumor agents, inadequate drug concentrations reaching tumor site, cytotoxicity intolerance and less ability to monitor therapeutic response are main challenges faced by cancer which makes it in curable.

Cancer can start almost anywhere in the human body, predominantly, cells grow and divide to form new cells as the body needs them. Once cancer develops, however, this orderly process breaks down. As cells become more and more abnormal, old or damaged cells survive when they should die, and new cells form when they are not needed. These extra cells can divide without stopping and may form growths called tumors (5). Accountably, this cancer is a significant worldwide health issue, generally due to lack of widespread and comprehensive early detection techniques, the associated poor prognosis of patients diagnosed in later stage of the disease. Indeed, the struggle to combat is one of the greatest challenges of mankind (11).

Based on the results of present investigation is has been envisioned that green chemistry approach on synthesizing nanomaterials would serve as a fascinating technology to generate novel therapeutic agents which might break through the limitations of conventional therapeutics and can be the most prominent one to prove the clinical breakthrough. Present investigation addresses important aspects like synthesis of environmentally benign selenium nanoparticles and functionalization as anticancer nanomaterial.

#### Objectives

- Synthesis of nanoparticles with organic compound in *Alliumcepa*.
- Newly synthesized nanoparticle effectiveness against bacterial activity.
- Newly synthesized nanoparticle efficacy on anti-cancer effect.

#### Methodology

Synthesis of selenium nanoparticle.

Biological synthesis of selenium nanoparticles (AgNPs) (3,4), characterized by Ultraviolet-visible (UV-VIS) spectroscopy. Aqueous extract of garlic extract was prepared with cooling centrifugation and the extract was subjected at different PH for synthesis with sodium selenite (1, 11).

Anti-bacterial activity with disc diffusion assay

Newly synthesized selenium nanoparticles was screened for the presence of phytochemicals (5) and its antibacterial activity was evaluated by disc diffusion assay. The minimum inhibitory concentration (MIC) was quantified by broth macrodilution technique, and minimum bactericidal concentration (MBC) was determined. The antibacterial activity of the AgNPs was screened by Disc diffusion method (6,7). Antibacterial activity of selenium nanoparticles against the Gram positive (*Staphylococcus aureus*- ATCC-25923) and Gram negative bacteria (*Escherichia coli*- ATCC-25923) was evaluated by disc diffusion method according to NCCLS guidelines. The bacterial cultures having the load of  $1 \times 10^8$  CFU/ml were used to evaluate the antimicrobial activity.

Antibacterial activity of synthesized selenium nanoparticles analysed against bacterial

samples. During this process in which synthesized selenium nanoparticles are used in different concentrations (5,10,15,20 mg) are further agar dishes containing colony. The dishes are visible every concentration with a bacterial colony and experimentally observed after 24 h incubating time at 37°C. The zone of approval is experiential maximum at 20mg of AgNPs. The antibacterial activity was measured based on the inhibition zone around the well impregnated with plant extract and synthesized selenium nanoparticle (7).

Anti-cancer activity

Cytotoxicity assay was carried in triplet experiment  $IC_{50}$  value was 11.0  $\mu$ g/ml. the same concentration was fixed and other assays was carried with the same concentration level (2,8).

Cell morphological changes of A549 cells treated with biosynthesized selenium nanoparticles (SeNps) were assessed using light microscopic observation study. Cancer cells ( $5 \times 10^4$  cells mL) were plated in 100 mm dishes and incubated for 24 h under controlled environment. Then the spent medium was removed, followed by fresh medium with Selenium nanoparticles (11.0  $\mu$ g/ml) and control counterparts were also maintained for 24 hours and 48 h. At the end of the incubation period, the cells were visualized and photographed under inverted light microscope (Nikon, Sclipse TS 100) at 40X magnification (9).

#### Acridine Orange (AO) and ethidium bromide AO/EtBr dual staining

AO is a vital dye that stains both live and dead cells; EtBr only stains cells that have lost membrane integrity. Early apoptotic cells stains green and contain bright dots in the nuclei. Late apoptotic cells also stain in orange, but present nuclear morphology resembling that of viable cells. A549 cells were grown in 12 well plates and seeded with  $2 \times 10^4$  cells and 35 treated with selenium nanoparticles at concentrations of 11  $\mu$ g mL for 12 and 24 h. After 12 h, the media were aspirated and the cells were incubated with freshly prepared AO/EtBr dye and observed under the fluorescent microscope in emission and excitation wavelength of 460-490 nm (10,11)



Fig.1

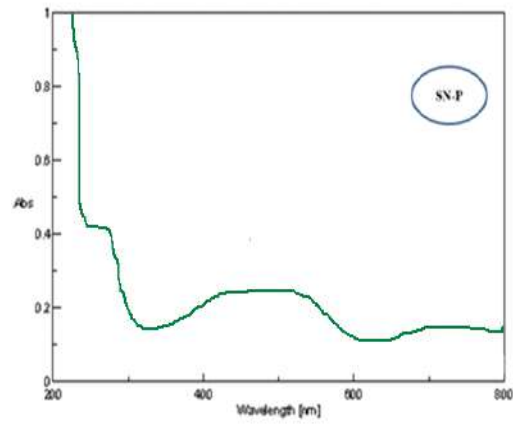


Fig.2



Fig 3

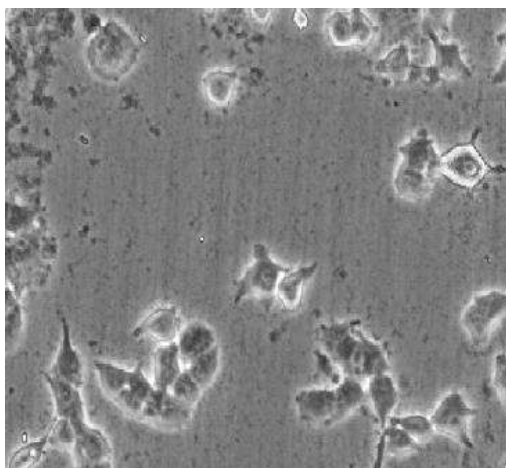


Fig.4

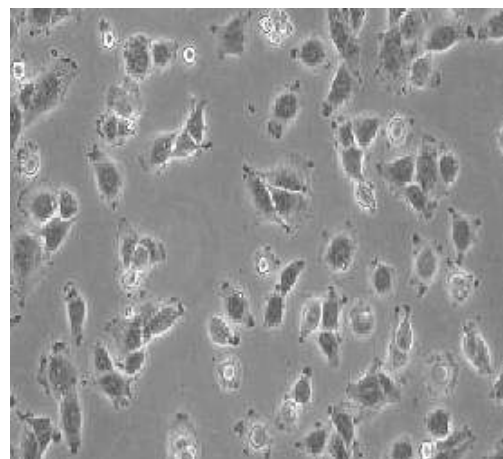


Fig. 5

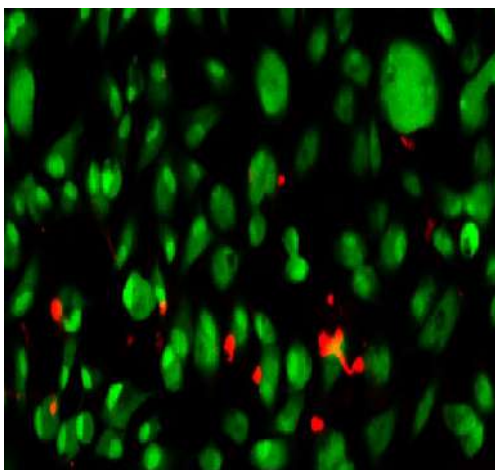


Fig.6

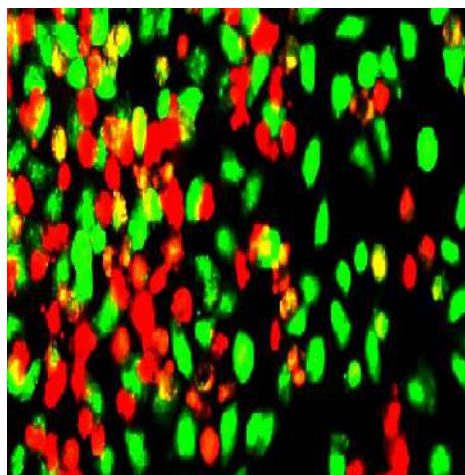


Fig. 7

#### Antibacterial activity with disc diffusion method:

The zone of inhibition (ZOI) for selenium nanoparticles was found to be in the range of 10.7–21.3 mm, for - varying concentrations. The MIC values were in the range of 12.5% - 50% (v/v) and the MBC values indicated that a concentration of 50% (v/v) nanoparticles could kill 75% (6/8) test cultures. All the test cultures were inhibited by the SeNPs and the average ZOI measured 19.25±2.7 mm(12).

The antibacterial activity of selenium nanoparticles was carried out by the agar well

diffusion method and the average zone of inhibition for the concentration of 25%(v/v) ranged from 10.7–15 mm with a mean of 12.2±1.48 mm against the test cultures. However, *Salmonella typhi* and *Escherichia coli* were not inhibited at this concentration. The average zone of inhibition for the concentration of 50% ranged from 13.3–17.3 mm with a mean of 15.4±1.6 mm, and all test cultures were inhibited. For 75%APE, the range was 14.7 – 18.7 mm with a mean of 17±1.7 mm and for 100% it was in the range of 16-21.3 mm with a mean of 19±2.0 mm (13,14). (Fig.3)

CONCENTRATION OF (%)APE	5%	10%	15%	20%
<i>Escherichia coli</i>	-	15.0	17.0	20.6
<i>Salmonella typhi</i>	-	14.0	18.2	21.0
<i>Vibrio spp</i>	11.3	17.0	18.2	19.2
<i>Staphylococcus aureus</i>	15.0	17.3	19.2	21.2
<i>Shigella spp</i>	12.0	15.0	15.7	16.0

#### Anticancer activity:

Anticancer effect of selenium nanoparticles against HL 60 cells was carried out to confirm its efficacy.

#### Cell morphology

The morphology changes in the HL60 cells with selenium nanoparticles treatment with 24h of exposure is shown and compared with the negative control. The volume of HL60 cells treated with selenium nanoparticles was found to be relatively smaller (Fig.5). The observation on cancer cell morphology indicates that the exposure of cells to selenium nanoparticles at causes significant changes like cell shrinkage, cytoplasmic condensation, blebbing in the plasmamembrane of the cell, clumping, loss of membrane integrity. At 11µg/ml concentration of selenium nanoparticles cause cell death.

#### Dual staining analysis

Acridine orange and Ethidium bromide (AO/EtBr) and fluorescent dyes were used to

observe apoptotic cells; this dual stain was examined under a fluorescent microscope. No Significant apoptosis morphological changes were detected in the negative control. Here early stage apoptotic cells, marked by granular-yellow green AO nuclear staining. The staining was localized within the cells, with increasing concentrations, the number of early stage apoptotic cells increased (Fig.7). Late stage apoptotic cells, with concentrated localized orange nuclear E staining are also detected. The nanoparticles treated cells we accompanied by salient morphological features of apoptosis such marginalization in the nucleus, dilated of the endoplasm reticulum and showed orange fluorescence that may be due to the membrane damage (15).

#### Conclusions:

Antibacterial activity of selenium nanoparticles have been suggested, like it can cause alteration of the permeability of cell membrane, release of lipo-polysaccharides and membrane

proteins, generation of free radicals responsible for the harm of the membrane and indulgence of the proton motive force resultant in the collapse of the membrane potential, however; the exact means has not been fully deciphered. Anticancer effectiveness also reveals that new selenium nanoparticles from *Allium cepa* is superior competence for drug delivery experiment, Yet need deep study to explore about.

**Acknowledgement:**

I would like to thank my Secretary Dr. Sr. Josphine Rani and Principal Dr. Sr. Jaishanthi for seed money support to carry out this research work.

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## The Pursuit of Joyful Learning

Dr. Ashlesha Anil Kulkarni

Assistant professor, Department of Economics, SMRK-BK-AK Mahila Mahavidyalaya, Nashik

Corresponding Author - Dr. Ashlesha Anil Kulkarni

Email: [drashleshakulkarni@gmail.com](mailto:drashleshakulkarni@gmail.com)

DOI- 10.5281/zenodo.10973479

### Abstract:

Gone are those days when students used to learn with sincerity and concentration. Presently almost all the senior colleges are facing the severe problem of students increasing absenteeism. Students are reluctant to attend regular lectures in the classroom. There is a need to find the root cause of this problem. Students prefer internet sources for studies than library. On this backdrop it is really challenging to implement National Education Policy 2020. Learning environment should be created in the colleges, so that students can be attracted towards colleges. Students should learn with pleasure and they should acquire knowledge with human values. They should preserve the cultural heritage and make our nation proud with their achievements in various fields. In this paper some measures are suggested to create learning environment in college.

**Keywords:** Learning Environment, National Education Policy 2020, Holistic Development

### Introduction:

There is a famous Sanskrit subhashita related to education.

न चोरहार्यं न च राजहार्यं न भ्रातृभाज्यं न च भारकारि।

व्यये कृते वर्धते एव नित्यं विद्याधनं सर्वधनप्रधानम्॥

“It (Education) cannot be snatched away by a thief, cannot be taken away by a king either, cannot be divided among the brothers, nor it is heavy either as you accumulate!

If spent daily, it always keeps growing. The wealth of knowledge is the precious of wealth of all”.<sup>1</sup> Education is essential to live with dignity. In modern times it is very significant for every individual to be educated for getting success in all the walks of life. Without education human life is like a computer without internet. One can breathe without education but can not live a meaningful life. Therefore, all parents are spending huge amount of money for the higher education of their wards. They expect that their children will acquire life skills for their bright career. On the other hand teachers are waiting for their students for months after months. Students do leave their homes for college, they do enter in college campus but they never enter in to class room. They just enjoy college campus and college life by making reels with friends, updating Whatsapp status and hanging out. Students are always in search of notes from seniors or downloading study material during exam times. No doubt, there are some exceptions but it is a common picture in all colleges. Many students survey<sup>2</sup> draw

attention towards the fact that students do not find classroom teaching interesting and do not wish to attend lectures regularly.

Students should learn with joy. Pleasant learning should be the goal of education system. The process of learning should never be burdensome. It is expected that while implementing National Education Policy 2020 meticulously, learning environment should be created in colleges.

### Objectives:

1. To know the students views regarding existing education system
2. To study the challenges for implementing NEP 2020

### Scope

In this research paper 100 students from senior colleges are considered. The respondents are living in Nashik city.

### Limitations

1. The information is provided by respondents.
2. The conclusions may not be generalized.

### Methodology

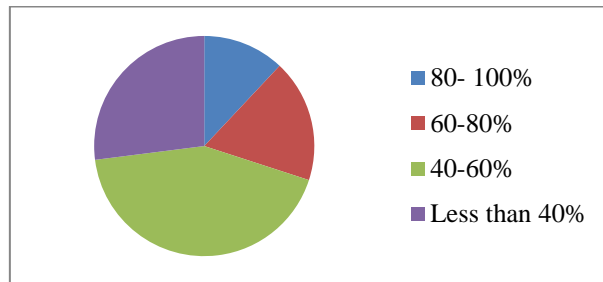
Online survey is conducted for data collection. Paper is based on primary and secondary data.



**1. Attendance**

When the percentage of attendance was asked respondents recorded their responses as per the following table.

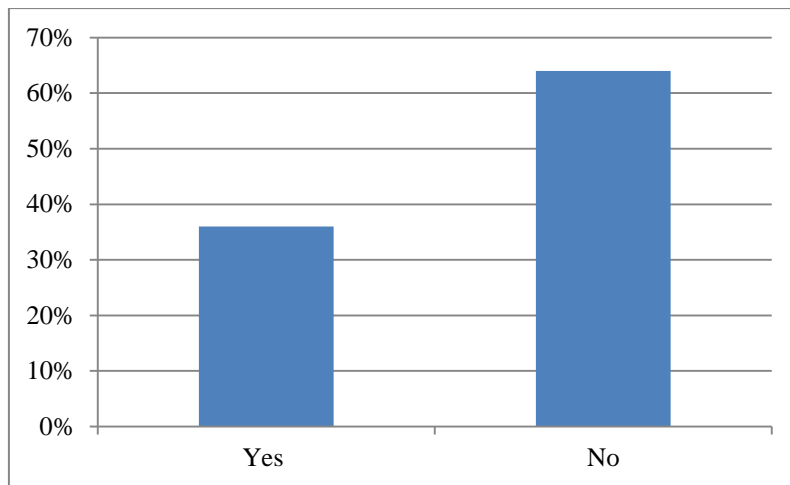
Percentage	No.of respondents
80- 100%	12
60-80%	18
40-60%	43
Less than 40%	27



**2. Awareness Regarding NEP 2020**

When it was asked whether they NEP 2020 64% said no. Only 36% said yes.

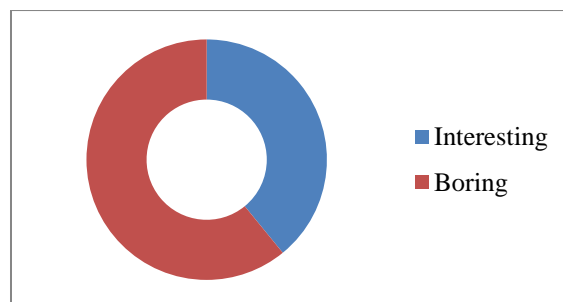
Yes	36%
No	64%



Following measures can be beneficial.

**3. Interest in the subjects - Majority of the students find subject matter boring as it is not updated.**

Interesting	43%
Boring	67%

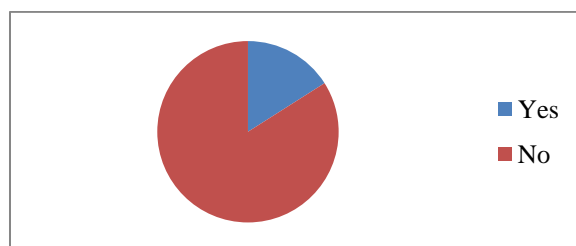


#### 4. ICT enabled teaching in New Normal –

It is observed that in new normal period ICT enabled teaching is not implemented, as teachers started using traditional methods of

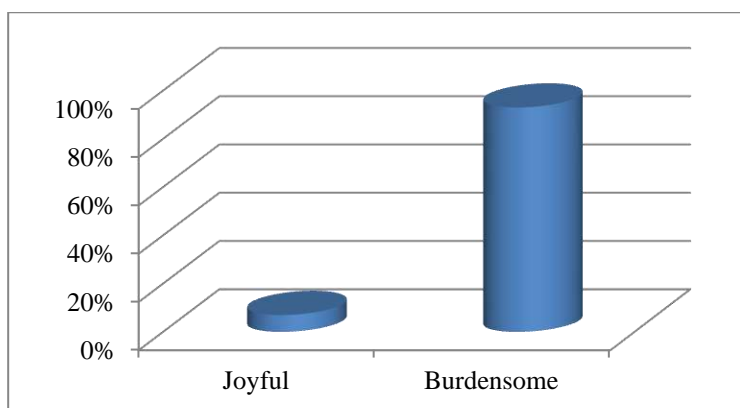
teaching. Though all teachers became technosavvy during lockdown, they soon lost interest in using ICT tools for teaching.

Yes	16%
No	84%



#### 4. Joyful Learning - Unfortunately 93% respondents found learning burdensome. Only 7% said it is joyful.

Joyful	7%
Burdensome	93%



It is observed that on this background implementing NEP 2020 will be challenging. If we are expecting benefits of NEP 2020 following suggestions should be considered.

#### Suggestions

##### 1. Multidisciplinary Approach:

- Senior colleges should be encouraged to adopt a multidisciplinary approach
- There should be promotion of flexibility in the choice of subjects.
- Students should be allowed to pursue a combination of disciplines.

##### 2. Reforms in Curriculum:

- There should be updation and revision of the curriculum for making it relevant as well as contemporary
- Skill development and vocational courses should be integrated.
- Practical and hands-on learning experiences should be focused.

##### 3. Holistic Approach and Continuous Evaluation :

- Continuous evaluation system should be implemented.
- Project work, presentations, and practical assessments should become the regular activities.
- Co-curricular and extracurricular activities should also be considered for holistic development of students.

##### 4. Technology Integration:

- ICT enabled teaching methods should be executed.
- There should be online and blended modes of learning.
- Digital resources should be accessible for all students.

##### 5. Faculty Development Programmes:

- Faculty Development Programmes should be frequently conducted.
- Research work and innovative activities should be encouraged.

**6. Promotion of Languages and Cultural Diversity:**

- Regional languages should be promoted in teaching and learning.
- Cultural exchange programmes should be preferred.
- Diverse perspectives should be included in curriculum.

**7. Student Support Services:**

- Student support services including counseling and mentorship programs should be established for the overall development of students.
- Considering different requirements of different students conducive environment should be created.

**8. Community Engagement:**

- Colleges should take initiative in fostering collaboration with local communities.
- Internships as well as community-based projects should become the part of curriculum for practical exposure.

**9. Environmental Sustainability:**

- Integrate environmental education and sustainable practices into the curriculum.
- Encourage colleges to adopt eco-friendly practices on campuses.

**10. Global Exposure:**

- International exchange programs should be made accessible for students and faculty members.
- Memorandums of Understanding should be signed with global educational institutions.

- 11. Life Skills and Well-being:** Considering the importance of life skills namely communication, teamwork, problem-solving, and emotional intelligence should also be taught in the colleges through certificate courses.

**Conclusion:**

The pursuit of joyful learning is necessary for future. For the retention of students' strength it is really very important to find new ways in teaching – learning methods. New age has raised many challenges before conventional education systems, but there is a need to overcome these challenges with technology in a meaningful way.

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## Hematological Changes in the Blood of *Oreochromis Mossambicus* Fish against Naphthalene

M. Gokulprasad<sup>1</sup>, T. Chinnamani<sup>2</sup>, A. Krishnamoorthi<sup>3</sup>

<sup>1,2,3</sup>PG and Research Department of Zoology, Arignar Anna Government Arts College, Namakkal

Corresponding Author - A. Krishnamoorthi

Email: [arumugam.k.moorthi@gmail.com](mailto:arumugam.k.moorthi@gmail.com)

DOI- 10.5281/zenodo.10973502

### Abstract:

The common polycyclic aromatic hydrocarbon pollutant naphthalene was selected for the experiment using freshwater fish *Oreochromis mossambicus*. The aim of our study was to calculate 96 hr LC<sub>50</sub> value and find out the potential risks of naphthalene on hematology of the fish. Four groups of fish were used. First group control was exposed to 0 mg/l of naphthalene, second group solvent control was exposed to 0.60 ml/l acetone, third and fourth group was exposed to acute concentration of naphthalene 4.2 mg/l and 4.9mg/l respectively for 96 hr. The acute toxicity test for *Oreochromis mossambicus* revealed that a decrease in RBC, WBC, thrombocytes cells count and hemoglobin content. The overall findings of the study recommend the naphthalene as a strong potential toxic agent for aquatic environment.

**Keywords:** *Oreochromis mossambicus*, Naphthalene, Hematology, Aggregation of Erythrocytes, Leukocytes, Thrombocytes and Fish Mortality.

### Introduction:

Water is not considered a typical liquid in chemistry (Vutukuru, 2005). One of the unique physicochemical properties of water is that it readily invites or accepts foreign ions or molecules by specific mechanisms that disturbing water quality leading to aquatic pollution. (Mc Glashan and Hughies, 2001). The released pollutants have a broad and long-term impact on the water. Naphthalene is a non polar, polycyclic aromatic hydrocarbon (PAH) considered as major environmental pollutants in water. They end to cause destruction and instability to the existing natural balanced aquatic ecosystem as well as to living organisms. Naphthalene is a natural constituent of coal tar, wax, gssoline and diesel fuels (Farooq *et al.*, 2011). It is released in the environment upon burning of the fossil fuel. Naphthalene is commonly used as a moth repellent, fumigant, insecticide, vermicide, and veterinary medicine and cleaning solution.

It is also used in the manufacture of synthetic residues, celluloids, and as intermediates in the pesticides. Naphthalene is unsafe due to its high toxicity, low sensitivity to photo-oxidation and low molecular weight (Santos *et al.*, 2011). Its low sensitivity to photo-oxidation and hydrophobicity leads to its long persistence and bioaccumulation in water over a period of time, thereby affecting the aquatic fauna. PHAs have been polluting various aquatic ecosystems for decades because of their ubiquitous nature and long persistence in the environment (Sogbanmu *et al.*, 2018). Fish and

other aquatic organisms are affected by serious threats caused by various aquatic pollutants and they are exposed to pollutants through the gills during respiration, direct cutaneous contact or absorption.

Various contaminants and pollutants have hazardous effects on aquatic fauna when occur in higher concentrations in aquatic bodies, because of their toxic effects and long persistence which leads to gradual bioaccumulation and bio pollutants in comparison to invertebrates and are thus considered to be the most important bioindicator species in aquatic ecosystem for the assessment of pollution level and toxicant load. PAHs are also nature and long persistence on capable of affecting human health due to an increase in the consumption of fishes for a protein source. They also help in understanding the natural physico-chemical properties of aquatic ecosystems and in evaluating any change in its natural habitat.

Fish are at higher levels of food chain and are the source of our basic protein diet, thus are capable of passing the contaminants to human beings causing adverse health effects. Various research works show that accumulation of contaminants in animal tissues is mainly dependent on concentrations of contaminants in water as well as exposure period. Fish being sensitive pollutants and are extensively used in aquatic toxicological studies. The choice of fish species in toxicological studies depends on knowledge of environmental factors of local habitat and availability of species. The main objectives of the study are to determine the 96 hours LC<sub>50</sub> values of naphthalene for

economically important freshwater fish *Oreochromis mossambicus*. Further the effect of acute concentration of naphthalene changes on hematological parameters.

#### **Materials and Methods:**

Healthy *Oreochromis mossambicus* with an average weight of  $10 \pm 2$  grams and length of  $8 \pm 2$  cm were purchased from the hatcheries of Krishi Vigyan Kendra, veterinary college and research institute campus, Mohanur road, Namakkal, Tamil Nadu for experimental utilization. The fishes were brought to the laboratory and stocked in plastic tank and acclimatized in laboratory conditions for a period of 15 days. Water was changed every day and fishes were maintained properly. The fishes were fed once daily with dry commercial feed having 45% proteins.

To determine 96hrs and the  $LC_{50}$  value of naphthalene for *O. mossambicus*, experiment were carried out in several separate plastic tank having 30 liters capacity were taken and different concentrations of naphthalene ranging from (1.4, 2.1, 2.8, 4.2, 3.5, 4.2, 4.9, 5.6, 6.3, 7 mg  $L^{-1}$  concentration) dissolved in acetone were introduced into the experimental tank. This was followed by release of 10 numbers of healthy fishes from the stock into each tank. At the same time, a control (toxicant free) was also maintained in one tank under normal conditions.

The mortality of fish in control and experimental tanks were recorded the values after 96 hours. The fish mortality was observed and recorded immediately. To determine the toxic effects of acute concentrations of naphthalene, four sets of fishes, 15 individuals in each set, in four separate tanks with 30 liters capacity each. Each group was exposed to toxicant for 96 hours. The first and second sets was kept as the control, because the selected toxicant is organic compound in nature and is therefore insoluble in tap water and were dissolved in acetone. All the experiments were carried out in semi-static system with renewal of water after every 12 hours interval with the addition of fresh solution of the toxicant to avoid the risk of excessive.

#### **Blood sample collection:**

At the end of experiment, the fish was anesthetized by using tricaine methane sulfonate as anesthetics. The blood samples of 1-2 ml were collected from each group by making a caudal puncture with the help of fine sterilized needle. The collected samples are marked Exp-1, Exp-2, Nap – cont and Sol- cont. A small portion of the blood was directly used for determination of hematological parameters such as erythrocytes count, leukocyte count, hemoglobin etc. Blood smear preparation was one by differential staining method. The remaining blood was allowed to clot at  $4^{\circ}C$  in labeled sample bottles to use further biochemical analysis.

#### **Result and Discussion:**

The median lethal concentration test, results showed that mortality of the fish was not noticed during acclimatization period, control and  $1.4 \text{ mgL}^{-1}$  dose of naphthalene. Similarly no diseased condition was observed during both acclimatization and toxicity test periods. In the median lethal test 50% mortality was observed in  $5.6 \text{ mg/L}$  concentration, 80% mortality observed in  $6.2 \text{ mg/L}$  and 100% mortality was observed in  $6.9 \text{ mg/L}$  concentration (Table-1).  $LC_{50}$  is a statistically derived single dose of a substance which can cause death in 50% of the animals. The  $LC_{50}$  of naphthalene in the present study was determined to be  $5.4 \text{ mgL}^{-1}$  probit method.

#### **Hematological parameters:**

Hematology is the study of blood. Blood is the only tissue that can be removed from an organism without causing any lethal damage. Blood is the best health and physiological indicator to diagnosis and management of hematological disorders of an animal. It is also a convenient indicator of anemia, hypoproteinemia and leukocytosis. Hematological variables are indicates the contamination in aquatic ecosystem. Fish is an appropriate species too act as a biological indicator of water pollution level (Martinez-Alvarez *et al.*, 2002). In the present study, hematological analysis result shows that in the toxicant exposed fish RBC, WBC, Thrombocytes count decreased significantly than control and acetone control fish. Blood cells showed aggregation and chain formation under the influence of naphthalene toxicity. In the present study, hematological analysis result shows that in the toxicant exposed fish RBC, WBC, Thrombocytes count decreased significantly than control and acetone control fish. Blood cells showed aggregation and chain formation under the influence of naphthalene toxicity (fig.1).

In the present study, the experiment animal *O. massambicus* to acute concentration of naphthalene caused an ominously diminution in RBC count in naphthalene treated group. That is the indication of anemia, because the sign of anemia is the reduction in RBCs count (Puigdoller *et al.*, 2007). All such concrete signs of pervasiveness of anemia were observed in naphthalene treated fish. It is suggested that anemia outcomes possibly from Roul eaux formation. A clumping of RBCs with each other or filling up of RBCs with one other is called Rouleaux formation. Rouleaux formation indicating the inflammatory and connective tissue disarrays or incidence of disease or perhaps due to defect of immunity. Another concrete evidence of anemic situation in treated groups of fish is the decrease in packed cell volume (PVC), Hb and a decrease in PT (Prothrmbin time).

The anemic situation in exposed groups of fish could be attributed to direct or indirect feedback reactions of structural injury to RBCs membranes.

Blood cell damage resulting in haemolysis. Analogous results with momentous decline of RBCs and Hb content in fishes exposed to PAHs have been reported previously by Goel *et al.*, (1985). Happening of haemolysis is evident from hypocholesterolemia in treated groups of fish. It is also informed that depression of RBCs count may perchance be from the inhibition of DNA synthesis in red blood cell population, diminished intestinal captivation of iron and disordered Hb synthesis or stress related release of RBCs from the hematopoietic tissue or hypoxia, induced by the exposure to the toxicant demonstrated by Shah (2006).

The results of depletion in RBCs count and Hb in the study are complementary with Hssein *et al.*, (1996) who had observed a decrease in RBCs count, PCV and Hb concentration of *O. nitoticus*. and *C. auratus* when exposed to 3 and 6 mg/l atrazine. Puigdoler *et al.*, (2007) reported that decrease in RBCs and Hb, but substantial increase in PCV in Atlantic salmon when exposed to atrazine. According to Pamila *et al.*, (1991) the decline in Hb content in fish exposed to naphthalene could also be due to the inhibitory effect of toxic ingredient on the enzyme system accountable for biosynthesis of hemoglobin. Joshi *et al.*, (2002) suggested that naphthalene exposure is the root cause of diminution of the RBCs, Hb and PCV due to reduced intestinal captivation of iron. Implication of these changes may be assumed in terms of reduced oxygen consumption in fish resulting in demise due to naphthalene pollution (Puigdoller *et al.*, 2007).

It is well documented that concentrations of Hb in fish indicates that there are risks of defect in kidney function. When the kidneys are no functioning appropriately, the hormonal levels drip

and Hb production is decreased because the head kidney plays significant roles in hematopoiesis and endocrine secretion (Fang, 1982). In the present investigation, a momentous decrease was observed in lymphocytes and thrombocytes count in naphthalene treated groups compared with control group. This substantial decrease in WBC count cause leucopenia it may be due to amplified concentration of naphthalene of various tissues of fish.

Ololade and Oginie (2010) suggested that leucopenia may be due to amplified concentration of PAHs in tissues of liver, kidney, gills, and muscles of fish. The primary neuro-endocrine response in fish stress induces the release of stress hormones cortisol and cataecholamine into the blood circulation. This primary response is immediately followed by secondary stress responses, which embrace several biochemical and physiological modifications. The most commonly to suppression of immune system of reduction of WBC -(Oliveira, 2012). The reduction in WBC count in naphthalene treated fish groups in the present study agrees with the reports of Oliveira (2012). The release of stress hormones, which displays the flagging of the immune system in fish intoxicated with naphthalene (Olanike *et al.*, 2008).

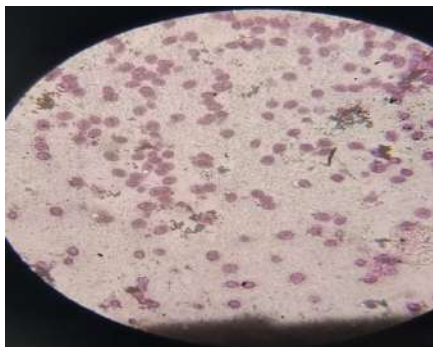
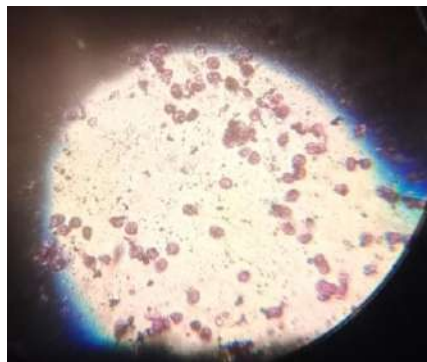
These variations in WBC count can be manifest with the form of leucocytosis, as lymphopenia and heterophilia are distinctive response of the animals under stress (Joshi *et al.*, 2002). The present investigation follows the previous researcher's conclusions (oshi *et al.*, 2002; and Maheswaran *et al.*, 2008). But results exhibit contradiction to Velisek *et al.*, (2009), where an increase in leukocytes was observed in trout exposed to bifenthrin.

**Table:1** Percentage of fish mortality various concentration of naphthalene against freshwater fish *O. mossambicus* at 96 hrs values.

Concentration of naphthalene (mgL <sup>-1</sup> )	Percentage of mortality	Lethal concentration 95% confidence limited			
		LC <sub>30</sub> (LCL-UCL)	LC <sub>50</sub> (LCL-UCL)	LC <sub>70</sub> (LCL-UCL)	LC <sub>90</sub> (LCL-UCL)
2.8	10±1.00	4.36 (3.37-5.00)	5.41 (4.75-6.19)	6.47 (5.77-7.75)	8.15 (7.10-10.53)
3.5	20±3.00				
4.2	30±4.00				
4.9	40±2.00				
5.6	50±3.00				
7.3	70±3.00				
8.15	100±0.00				

Each experiment maintained 5 replication and the values on mean and stranded deviation.



**Figure 1.** Effect of naphthalene on control and experimental group's fish blood cells**A.** Blood smear of control**B.** Blood smear of acetone control**C.** Blood smear of experiment I**D.** Blood group of experiment II**Conclusion:**

Based on results, it is concluded that acute dose of naphthalene has the capability of inducing stress in body tissues and acute hemolytic anemia of fish. Naphthalene found to be toxic to most of the cells and tissues and can leach into ground water in greater quantities to other PAHs. Due to its release into the environment, higher levels of naphthalene will be found in the ground water than other PAHs.

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## Consciousness Exploration in Jane Austen and Her Works

**Dr. Ajit Kumar Pujahari**

Research scholar, OPJS University Churu Rajasthan

**Corresponding Author - Dr. Ajit Kumar Pujahari**

DOI- 10.5281/zenodo.10973515

### Abstract:

Jane Austen is one of the greatest realistic novelists in the English literature in 19th century. Austen is contrary to consciousness of man centricism and traditional values of masculine writers before her time. All her 6 novels concerns with love and marriage, they truthfully reflect women life of her age, reveals her feminine consciousness and profound implication.

**Keywords:** Jane Austen, Cinderella complex, women independence consciousness

### Introduction:

Jane Austen (1775-1817) is the most brilliant star among the British novelists. She was brought up in an intelligent but restricted environment. As we all know, it is not until the second half of the 18th century that women novelists began to appear in England. She is an English writer, who first gave the novel its modern character through the treatment of everyday life. She was just such a great woman writer in this period. She brought the English novel to its maturity and her satirical fictions marked the transition from the 18th-century neoclassicism to the 19th-century romanticism in the English literature. Although Austen was widely read in her lifetime, she published her works anonymously. The most urgent preoccupation of her bright, young heroines is courtship and finally marriage. Austen herself never married. Jane Austen wrote six complete novels during her lifetime: Sense and Sensibility, Pride and Prejudice, Mansfield Park, Emma, Northanger Abbey and Persuasion. In these six novels, she well described most of the unmarried girls' pursuits and ideas about marriage in her own time. She considered it her duty to express in her works a discriminated and serious criticism of life, and to expose the follies and illusions of mankind. Of course, these descriptions have brought her a great fame as well as some criticisms. In my opinion, Jane Austen was a feminist writer. It seemed that Jane Austen was not as radical as the early feminists who took part in the violent movement to struggle for their rights. Jane Austen maintained that women should have the same rights and opportunities as men. In her novels, many women characters were not inferior to men. Women deserved to share the equal rights with men. At this point, Jane Austen could stand with some contemporary feminists. 2. Cinderella Complex Jane Austen's 6 novels all described love and marriage, so we can see how important the love and marriage is in her mind. She

makes her dream come true just through the Cinderella stories in the novels, for she can't get the nice love which she described. 2.1 The Cinderella Complex in Pride and Prejudice Darcy and Elizabeth's love in Pride and Prejudice is the typical one on the ideal Prince and Cinderella's love. In this novel, Elizabeth is a gentleman daughter who's wealth would all be deprive. On the other side, Darcy is the man has the high position, the highest rule class in the English society, and the offspring of the peer. He has a hereditary manor, lots of lands. His family circumstances are very rich. Besides, he's handsome and distinguished. He is the perfect prince for all the heroines in Austen's novels. The combine of Elizabeth and Darcy is a kind of overfly actually

"Feminism" is a term which was first coined by French philosopher Charles Fourier in 1837. He used the word 'feminisme' for feminism to mean advocacy of women's rights. "Femin" is derived from the latin root word "Femina" meaning woman while "ism" is a suffix derived from the Greek "ismos" meaning a belief, practice or worldview. Feminism is a movement which aims at equal rights and opportunities for women. These are political, economic and social rights. They work for the liberation and emancipation of women in a male dominated society. They also work for the safety of girls and women in domestic situations as well as at workplaces and other public places. Feminism began in Europe as a socio- cultural movement. It campaigned for women's suffrage and legal and social equality. It worked to end gender discrimination. It is also concerned with the justice for women and opposition to sexual harassment and violence against women. Feminism also concerns itself with the oppression of women. It advocates social change to eliminate male supremacy. Feminism sought for political, social, economic and educational rights for women. Now-a-days,

feminism is considered as a movement that seeks equality for people of any gender.

Feminism in Indian English literature is influenced by the western feminism but it is not the replica of the western feminist literature. Though all feminist writers from all the parts of the world share the basic paradigms of feminism, they have been conscious of maintaining their own national identities independent in their own respective ways. Women in India were denied liberty and equality. They were treated badly and they faced domestic violence. Many Indian women novelists have portrayed the condition of Indian women in their novels. Kamala Markandaya, Anita Desai, Shoba De and Shashi Deshpande are the significant Indian feminist novelists. Shashi Deshpande was born in Dharwad, Karnataka in 1938. Her father Adya Rangacharya was a famous Kannada dramatist and writer. Her first novel "The Dark Holds No Terrors" was published in 1980. She won the Sahitya Akademi Award for the novel "That Long Silence" in 1990 and The Padma Shri Award in 2009. Her novel "Shadow Play" was shortlisted for the Hindu Literary Prize in 2014. She is one of the eminent novelists of contemporary Indian literature in English.

Western readers align her with Anita Desai. The works of both these writers centre around women's lives in modern Indian society. Deshpande creates figures that take her readers through the social strata of urban society, but her interest comes to centre more and more on women of the middle and upper middle classes, well educated women who fight for their own space, for their place in the family and in their social and cultural setting. Deshpande's novels are family novels. Family is the groundwork of the novels. Women, in Deshpande's texts, are not simply victims of circumstances, of family and of society. They have come to stand out as self-assured, self-empowered, articulate personalities. They leave behind limits and limitations; hurt themselves against and cross barriers and conventional norms.

#### **Women in Indian Fiction:**

Fiction in India, especially the novel, is an outcome of Western domination. As a literary form, novel takes its readers into the chasm of poverty and patriarchy, thereby giving a written account of the immoral or dishonourable actions and motives of power and the agony it releases. During the post-colonialism, there came a swirl of novelists who wrote intensely about feminism. Up until the time connotation of such subject and interest were however not mentioned in the writings of the novelists who began publishing their works before independence such as Mulk Raj Anand, Kamala Markandaya, Anita Desai and R.K. Narayan before coming into a climax of some prominent and critical writings of feminists like Nayantara Sehgal, Bharati

Mukherjee, Shashi Deshpande etc. In their view, a woman is unique when she has confidence in proclaiming her own character and disposition positively upon her own rights as a woman. This kind of 'woman' evaluates and reflects upon her position essentially as a woman in the strategy of things that includes the social, moral, and spiritual spheres. In short, their writings tussle with more foundational and basic problems of women and intends towards higher ideals of womanhood. Author Carolyn See once said, "Every word a woman writes changes the story of the world, revises the official version".

Kamala Markandeya's first novel, "Nectar in a Sieve", published in 1954 depicts a story of a South Indian Village where life continues to be the same as it used to be in the traditional times, but now modern science, technology and industry has permeated its air. Rukmani, the novel's protagonist is confronted with struggle after struggle with no sign that her circumstances will improve. Each time her situation worsens, she endures quietly, holding on to the hope that things will soon be better. Her second novel "Some Inner Fury", published in 1957 connotes the story of Mirabai, a young woman from a partly westernized Hindu family in pre-independent India. In this novel too, the author has mentioned about the tragic sufferings and struggles of an Indian woman. In "A Silence of Desire", published in 1963, Markandeya takes up the same issue but with a different plot and conclusion. The story deals with the anguish and affliction of the female protagonist Sarojini who seems to be dealing effectively but quite with certain set of problems with the male dominance and patriarchal supremacy in her domestic circle. The novel holds a reflection of the society that has been manipulated for centuries together by the flagrant tyrannizing mindset of man, with the strong support from the patriarchy. In the process of its ongoing exercise of its powers, it is losing the perception of moral values that are diminishing; creating room for man's jeopardized actions.

Her essay hinges on a few premises that I do not know enough about to accept or refute. One of the more blunt statements Mitchell posits is when she says, "language itself is phallogocentric." I see how in languages like Spanish or French, where some words are categorized as masculine or feminine, that this assertion could be obvious enough to simply state and move on, but in English I am not so sure if I can believe what she is talking about. His piece will examine Mitchell's essay, by critically analyzing the feminine narrative in psychoanalysis influenced by the Bakhtinian concept of the carnival, applying the hysteric to women in the early novel, the application of the symbolic in defining an alternative universe, and briefly discussing Wuthering Heights.

The theory of culture as a factor affecting women's writing is inclusive of the theories of biology, language and psyche. The influence of all these factors is guided by the cultural situation of a woman. History has not included female experience. Thus, history is inadequate to understand women's experience. Woman's culture is not a sub-culture of main culture. They are part of general culture itself. If patriarchal society applies restraints on them, they transform it into complementarity. Thus, women experience duality of culture including general culture and women's culture. Women form 'muted group' in society and men form 'dominant group'. Ardener suggested a diagram with two circles representing these two groups respectively. All language of the dominant group is all acceptable language. So, the muted group has to follow the same language. The part of the circle representing the muted group which does not coincide with the other circle represents that part of women's life which has not found any expression in history. It represents the activities, experiences and feelings of women which are unknown to men. Since they do not form part of men's life, they do not get representation in history. This 'female zone' is also known as 'wild zone' since it is out of the range of dominant boundary. Women could not write on experiences belonging exclusively on the wild zone. They have to give representation to the dominant culture in their texts. There are other muted groups as well than women. For instance, literary identity of a black American poet is forced upon her by the trends of the dominant group.

#### **Conclusion:**

Jane Austen's position and the importance of her works cannot be neglected in the history of English literature. Her fictions could be regarded as feminist works that challenge the patriarchy. I reflected the relationship between woman and man in Austen's novels, analyzing Austen's attitude to marriage, especially women right to choose, emphasizing the woman. Austen paid serious attention to women felicity and independence, and rebelled against the patriarchy rather than maintaining it. In this respect, Austen should be looked upon as a feminist writer. In a word, Jane Austen is a genius that appeals to any generation. I believe there is still much research to do with Jane Austen the person as well as her great novels.

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## Isolation and Identification of BPA-Degrading Bacteria

Krithika Pevekar<sup>1</sup>, Dr. Nilima Gajbhiye<sup>2</sup>

<sup>1,2</sup>Department of Life Science, Ramnarain Ruia College Autonomous, Mumbai, Maharashtra, India

Corresponding Author - Krithika Pevekar

Email: [krithika.pevekar93@gmail.com](mailto:krithika.pevekar93@gmail.com)

DOI- 10.5281/zenodo.10973520

### Abstract:

Plastic is an extensively used material today. It is cost-effective, robust and easy to use. Its usage is high despite the available evidence highlighting its negative impact on human health and the environment. It is important to know that not all current uses of plastics are sustainable and prudent. One of the key components of plastic that is most talked about in terms of the harm it causes to the ecosystem is bisphenol A (BPA). BPA is an intermediate used in the production of epoxy resins and polycarbonate plastics. It is an important monomer in making packaging materials, food cans, and a wide range of daily used chemicals. BPA is an endocrine disruptor. It has several implications for human health as well as plants and the environment. Frequent use of BPA and BPA-containing products has led to its contamination in the soil, water, as well as atmosphere. BPA reaches the environment through sewage sludge from wastewater treatment systems. It is also present in the leachate released from uncontrolled landfills. BPA contamination has now become a worldwide concern, and immediate measures are needed to eliminate its presence.

In this study, we have isolated a few BPA-degrading bacteria and have identified the same. This study highlights the differences in the BPA-degradation rates of each bacterial isolate to use the best isolate for further research.

**Keywords:** Bisphenol A, Plastics, BPA-degradation, Bacteria, BPA

### Introduction:

Bisphenol A (BPA) is a synthetic chemical used in making plastics. It is used in the production of packaging materials, beverage containers, plastic dinnerware, compact disks, impact-resistant safety equipment, automobile parts, toys etc (Vogel, 2009). It is popularly known and widely used for its physical and chemical properties. However, multiple reports highlight the negative impact of BPA on human health as well as the environment. (Vogel, 2009) (Ma et al., 2019). BPA is a known endocrine disruptor. It causes issues such as female and male infertility, hormone-dependent tumours and precocious puberty (Della Rocca et al., 2023). It is also known to cause breast and prostate cancer (Gao et al., 2015), obesity (Naomi et al., 2022), neurobehavioral problems (Stockman, 2013) etc. BPA is released into the environment at low concentrations in various ways. It reaches the food or water through containers made of plastics with BPA. Children get exposed to BPA when they come into direct oral or hand-to-mouth contact with goods that contain it. Some people are also briefly exposed to BPA through the use of sealants containing BPA during dental treatments. Additionally, workers who make products containing BPA may potentially come into contact with BPA (CDC factsheet, 2017).

According to multiple environmental studies, BPA is regularly found in surface water, groundwater, landfill leachate and sewage treatment

plant effluent (Li et al., 2023). Apart from this, huge amounts of BPA-containing plastics were used in protective gear and medical supplies even during the COVID-19 pandemic. The repercussions remain unclear (Klemeš et al., 2020). BPA's limited water solubility and strong chemical stability prevent it from breaking down naturally. Additionally, it is also challenging to completely degrade BPA with traditional methods (Li et al., 2023). A workable and effective plan for eliminating BPA from the environment must be developed in light of the harmful effects that the chemical has on both humans and the environment (Li et al., 2023).

### Objectives:

This research aimed to isolate and identify BPA-degrading bacteria. We also aimed to assess the degradation capacity of each isolate to select the best BPA degraders for further research purposes.

### Data and Methodology:

#### Sample collection and Isolation of BPA-degrading bacteria

Soil samples were collected from plastic-polluted areas (Figure 1). One gram of soil sample was separately suspended in 10 ml of distilled water mixed well for 15 minutes and vortexed (Chamak et al., 2023). Each suspension was serially diluted from  $10^{-1}$  to  $10^{-6}$ . Each dilution was used to obtain well-isolated colonies on nutrient agar plates. After incubation at 37°C for 24 hours, well-isolated colonies were grown in the minimal salt medium

(MSM) broth supplemented with BPA as a sole



**Figure 1:** Soil sample collection from plastic plastic-polluted area

### Screening for BPA degradation

The prospective BPA degraders were tested for their BPA-degrading capacity. Folin-Ciocalteu (F-C) method, a spectrophotometric assay was used for this purpose (Yordanova et al., 2013) (Klemeš et al., 2020). The assay helped in detecting the

carbon source.

concentration of BPA left behind in the medium after growing the cultures for 24 hours in MSM broth supplemented with 100 ppm BPA as a sole carbon source. For the F-C estimation, the absorbance was taken at 760 nm against the blank using a UV-visible spectrophotometer. The absorbances of the standards were plotted against the standard concentrations.

### Identification of BPA-degraders

The bacterial samples were sent to the National Centre for Microbial Resources (NCMR) for identification based on 16S rRNA.

### Results And Discussion

The soil samples were isolated on a nutrient agar plate. Around 22 well-isolated colonies were obtained. Out of these, 8 isolates were found to grow better in MSM (without glucose) plus 100 ppm BPA as compared to MSM broth (without glucose) (Table 1). These were the prospective BPA-degraders.

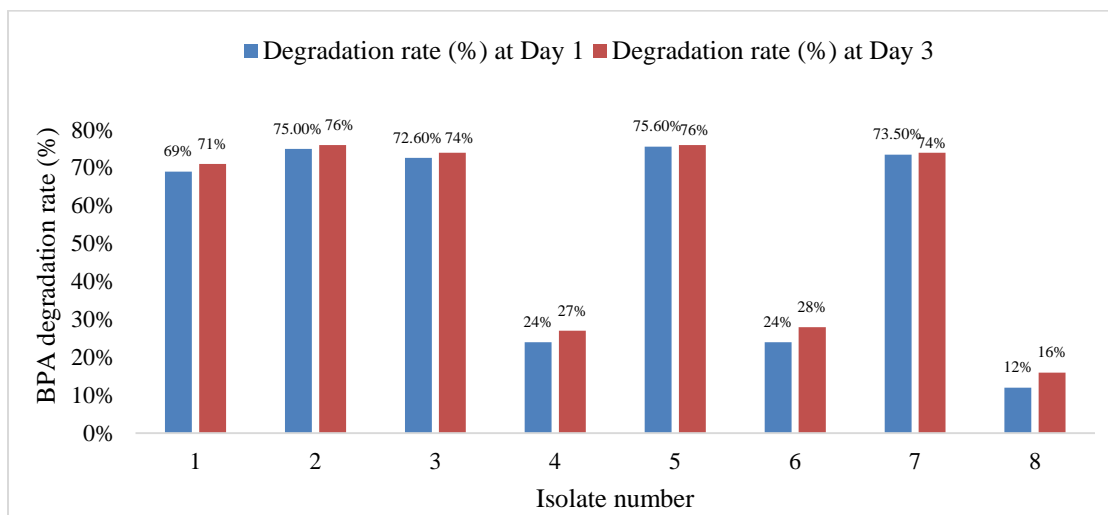
	OD at 660 nm after growing culture in MSM broth for 24 hrs	OD at 660 nm after growing culture in MSM broth plus BPA (sole carbon source) for 24 hrs
Isolate 1	0.18	0.44
Isolate 2	0.0	0.0
Isolate 3	0.0	0.31
Isolate 4	0.1	0.1
Isolate 5	0.12	0.13
Isolate 6	0.0	0.0
Isolate 7	0.21	0.52
Isolate 8	0.0	0.0
Isolate 9	0.11	0.13
Isolate 10	0.0	0.0
Isolate 11	0.0	0.0
Isolate 12	0.1	0.1
Isolate 13	0.0	0.12
Isolate 14	0.0	0.26
Isolate 15	0.0	0.17
Isolate 16	0.43	0.72
Isolate 17	0.1	0.1
Isolate 18	0.1	0.1
Isolate 19	0.1	0.1
Isolate 20	0.14	0.25
Isolate 21	0.16	0.14
Isolate 22	0.15	0.15

**Table 1:** Screening for prospective BPA-degraders

As opposed to the commonly used methods for assessing the degradation rate by bacterial cultures i.e. HPLC (Park & Chin, 2023) (Chamak et al., 2023) (Louati et al., 2019), we used the F-C assay. After 1 day of incubation at 37°C, around 5 isolates demonstrated a degradation rate of more than 70%. The percent degradation of BPA by

isolates 1, 2, 3, 4, 5, 6, 7 and 8 were 69%, 75%, 72%, 24%, 75.60%, 24%, 73.50%, 12% respectively (Figure 2). After further incubating the samples for 2 days, degradation rates of BPA by isolates 1, 2, 3, 4, 5, 6, 7 and 8 were 71%, 76%, 74%, 27%, 76%, 28%, 74% and 16% respectively (Figure 2).





**Figure:** BPA degradation rate by the isolates

The 8 BPA-degraders were identified to be *Serratia rubidaea*, *Klebsiella quasipneumoniae* subsp. *Quasipneumoniae* 01A030(T), *Klebsiella aerogenes*, *Pseudomonas aeruginosa*, *Staphylococcus nepalensis*, *Enterobacter mori* strain LJP-k-10, *Pseudomonas oleovorans* subsp. *oleovorans* DSM 1045(T), *Staphylococcus ureilyticus*.

According to the literature, the most commonly identified BPA degraders belonged to the genus *Pseudomonas*, *Enterobacter*, *Klebsiella*, *Pantoea*, *Sphingomonas*, and *Bacillus* (de Morais Farias & Krepsky, 2022) (Louati et al., 2019) (Badiefar et al., 2015).

As opposed to the literature that showed a BPA degradation rate of 96.89% within 120 hours by *Pseudomonas* sp. P1, our isolate i.e. *Pseudomonas aeruginosa* showed a degradation rate of only 27% after 3 days. Other articles highlight a 36% to 97% degradation rate by *Pseudomonas* and *Klebsiella* sp. Similar outcomes were reported in this study. Although *Enterobacter*, *Pseudomonas* and *Klebsiella* were identified as BPA degraders, none of the studies identified the genera *Staphylococcus* and *Serratia*, as BPA degraders.

#### Conclusion:

The F-C method was successfully used to estimate the BPA concentration in the samples. Out of the 8 BPA-degraders isolates from soil samples, *Klebsiella quasipneumoniae* subsp. *quasipneumoniae* 01A030(T) and *Staphylococcus nepalensis* demonstrated the highest BPA-degradation rate. These two bacterial strains can be used for further research related to BPA degradation.

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## Research Design in Research Methodology

Dr. Karuna N. Raut

Assistant Professor, Department of Economics, Sangameshwar College Solapur

Corresponding Author - Dr. Karuna N. Raut

DOI- 10.5281/zenodo.10976720

### Abstract:

Research design is a plan to answer your research question. A research method is a strategy used to implement that plan. Research design and methods are different but closely related; because good research design ensures that the data you obtain will help you answer your research question more effectively. The research proposal is a written plan for a study and it reveals what the researcher intends to do. In this paper the specific emphasis is given to the 'research design' keeping in mind the 'empirical studies' important concepts in research design, classify the major types of designs and an attempt is also made to present a format of a research project.

**Keywords:** Research design methods and techniques. Studies for success, problem, tools, used.

### Introduction:

Research is a critical, careful, scholarly, scientific, positive, exhaustive investigation or an organized and systematic inquiry of facts or answer to questions and solution to the problems. The term 'research design' means drawing a tentative outline, a blue print and a scheme, planning or arranging a strategy of conducting research with a through knowledge about research methodology. It can enable certain guidelines and procedure to pursue authentic and relevant investigation with a professional standard. It is a logical and systematic plan for collecting data, measurement and analysis of data and prepared for a research study. The research proposal is a written plan for a study and it reveals what the researcher intends to do. In this paper the specific emphasis is given to the 'research design' keeping in mind the 'empirical studies' important concepts in research design, classify the major types of designs and an attempt is also made to present a format of a research project. Any scientific investigation must begin with some structure or plan. This structure defines the number and the type of variables to be studied and their relationship to one another. Such a structure is termed a design.

### What Is Research Design?

Kerlinger defines 'a research design as the plan, structure and strategy of investigation purporting to answer research questions and control variance'. Research design provides the 'glue' that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project - the samples or groups, measures, treatments or programs, and methods of assignment- work together to try to address the central research questions. We often describe a design using a concise notation that

enables us to summarize a complex design structure efficiently.

### Basic Concepts in Research Design

#### 1. Variable

A variable is a qualitative or quantitative entity that can vary or take on different values according to the nature of the research. Variables represent the concepts under consideration in the study. According to 'Best' "variables are the conditions or characteristics that the experimenter manipulates, controls, or observes".

#### 2. Independent and Dependent Variables

The independent variables are the conditions or characteristics that the experimenter manipulates in his/her attempt to ascertain their relationship to an observed phenomenon. The independent variable is a variable that can be used to predict or explain the values of another variable. According to Best (1984) "a variable manipulated by an experimenter who predicts that the manipulation will have an effect on another variable (the dependent variable) is called an independent variable". Some authors use the term independent variable for experimental research only. Instead of independent variable these authors use the term predictor variable. Essentially, dependent variable is the behavioral or attitudinal measurement made by the experimenter. The dependent variable gets its name because it depends on what does with the independent variable. According to Best (1984), the dependent variables are the conditions or characteristics that appear, disappear, or change an experimenter introduces, removes, or changes independent variables. The variable whose values are predicted by the independent variable, whether or not caused by it. In non-experimental research, instead of dependent variable some authors use the term criterion variable or outcome variable. Most

commonly, however, dependent variable is used both in experimental and non-experimental research.

### 3. Extraneous variables

Independent variables that are not related to the purpose of the study, but may affect the dependent variable are termed as extraneous variables. Extraneous variables are those uncontrolled variables that may have a significant influence upon the dependent variable. Many research conclusions are invalidated by the influence of these extraneous variables. Extraneous, in this context, does not mean unimportant. Sometimes it is called as nuisance variables. Researchers usually try to control for extraneous variables by experimental isolation, by randomization, or by statistical technical techniques such as analysis of covariance or partial correlation.

### 4. Confounding variables

When the dependent variable is not free from the influence of extraneous variables, the relationship between the dependent and independent variables is said to be confounded by an extraneous variable(s). Confounding variable is a variable that obscures the effects of another. If the independent variable is confounded with a secondary variable, the experimenter cannot separate the effects of the two variables on the dependent measure.

### 5. Experimental group and control group

In an experimental hypothesis- testing research when a group is exposed to usual conditions, it is termed a control group but when the group is exposed to some novel or special treatment condition, it is termed an experimental group. Experimental group is the group which receives some treatment in an experiment. The experimental group is exposed to the influence of the factor under consideration. Data collected about subjects in the experimental group are compared with data about subjects in a control group who received no treatment and/or another experimental group who received a different treatment. In true experimental research, participants are randomly assigned to certain conditions -i. e., they have an equal chance of being assigned to either the experimental or the control group.

### 6. Quantitative and Qualitative studies

A distinction that is often made in the context of measurement is between quantitative and qualitative methods. Quantification has been defined as a numerical method of describing observations of materials or characteristics. Quantitative approach typically involves the reduction of all verbal/nonverbal data to numerical forms and notations. Qualitative research is generally defined as research built around the collection of analysis of the accounts or stories that people offer regarding their experience. Qualitative studies are those in which the description of observations is not numerically expressed in quantitative terms. The

data of qualitative research is therefore, 'words' rather 'numbers'. However, to describe qualitative research merely in terms of an absence of quantification and statistics is to miss the point. The methods used to collect qualitative data are interviews, case studies, open-ended questionnaires, projective techniques, documentary research, and participant observation and so on. The various approaches in analyzing qualitative data are grounded theory analysis, phenomenological methods and narrative analysis. The quantitative researchers typically use techniques such as surveys, questionnaires and structured observations. Using statistics, they analyze the information they have collected to see if their ideas about patterns or relationships are supported by the facts as revealed in their research.

### 7. Probabilistic Equivalence

When we deal with human beings it is impossible to ever say that any two individuals or groups are equal or equivalent. Clearly the important term in the phrase is "probabilistic". This means that the type of equivalence we have is based on the notion of probabilities. In more concrete terms, probabilistic equivalence means that we know perfectly the odds that we will find a difference between two groups.

### 8. Random Selection & Assignment

Random selection is how you draw the sample of people for your study from a population. Random assignment is how you assign the sample that you draw to different groups or treatments in your study. It is possible to have both random selection and assignment in a study. It is important to randomly select which participants will be included in each group. This ensures that any difference in the outcome will not be due to the selection effects. Random selection is related to sampling. Therefore it is most related to the external validity (or generalizability) of your results. After all, we would randomly sample so that our research participants better represent the larger group from which they're drawn. Random assignment is most related to design. In fact, when we randomly assign participants to treatments we have, by definition, an experimental design. Therefore, random assignment is most related to internal validity. After all, we randomly assign in order to help assure that our treatment groups are similar to each other (i.e., equivalent) prior to the treatment.

### Classification of Research Design:

#### 1. Exploratory or Formulate design (study)

This type of research designs look for patterns, ideas, or hypotheses, rather than research that tries to test or confirm hypotheses. In any explorative studies the purpose is to formulate a problem for further study that is to formulate a hypothesis. An exploratory study has other functions also. It increases the researcher's familiarity with a

phenomenon that s/he wants to study, or with the situation in which the study is to be done. It also set up priorities for further research, explains more clearly the concepts, and gathers information about the practical possibility of carrying out further research or provides some idea of the problems that are considered most urgent by the people in that field. The exploratory study may also be considered as the first step in a continuous research process. It helps the researcher to design a structured investigation. The purpose of explorative studies is to achieve new insights into a phenomenon. The reason for aiming new insights or ideas is to formulate a more precise problem or to develop hypotheses for further research.

## **2. Descriptive design (study)**

Descriptive research deals with the relationship between variables, the testing of hypotheses, and the development of generalizations, principles, or theories that have universal validity. The descriptive questions need for a frame of reference is fairly obvious. In contrast to the experimental design, the researcher does not manipulate the variables or arrange for events to happen. The process of research goes beyond mere collection and tabulation of data. It is essentially a fact-finding approach, which is related mainly to the present and draws generalizations from a cross sectional study of the current situation. Description is combined with comparison or contrast, which involves measurement, classification, interpretation and evaluation to show the significance of what is described. Unlike formulate studies, the descriptive studies presuppose much prior knowledge of the problem to be studied. The descriptive studies deal with the relationship between non-manipulated variables in a natural rather artificial setting. Since the events or conditions have already occurred or exist, the researcher selects the relevant variables for analysis of their relationships. They involve hypothesis formulation and testing and they use logical methods of inductive- deductive reasoning to arrive at generalizations. They often employ methods of randomization.

## **Formulation Of A Research Problem Or The Steps In Research Design:**

### **1. Selection of a research area, sensing and formulation of a problem**

Research begins with the selection of a general area or topic. The general area/topic to be studied may be suggested by some practical concerns or by some scientific or intellectual interest. The selection of a topic is only a half step forward. The researcher needs to formulate a specific problem. The formulation of a topic into research problem is really the first step in a scientific inquiry. When a problem is observed and we are not sure of its cause or how it happens, then our reflective thinking starts working. The

inquisitive mind tries to explore the various dimensions of the phenomenon. Once you have found a general topic or area, the next stage is to narrow down and refine the topic. A useful way to narrow down your topic is to develop a research question from your general topic. Every research starts with a research question. A research question might be "what is the relation between A and B ?". A research question has three characteristics. First it should be a question: you need to phrase what you would like study in the form of a question. Second, the research question should propose a relationship between variables that need to be examined. Third, the research question should use terminology that allows it to be tested empirically. Clearly stating the research question is critical, since all subsequent decisions flow from the research question.

### **2. Evaluating, defining or the statement of the problem**

Before the proposed problem can be considered appropriate, several searching questions should be raised. Such as is this the type of problem that can be effectively solved through the process of research, Is the problem significant, Is the problem a new one? or Is the answer already available, are valid and reliable data gathering devices and procedures available, Are pertinent data accessible. Once the problem is located, it must be stated in unambiguous terms. If it is to serve as a guide in planning, investigating and interpreting the results, it is essential that the problem be stated in precise specific terms. The problem may be stated preferably in one sentence and in some cases it is a restatement, in a modified form, of the title. The important independent and dependent variables of the research should be identifiable in the statement of the problem.

### **3. Formulation of Hypotheses**

Once you have narrowed your general topic down to a research question, the next step is to formulate one or more hypotheses from your research question. The Characteristics of hypothesis are observation, reflection, deduction and verification. A hypothesis is a postulated connection between two or more variables. It can be descriptive or causal. The hypotheses may be based upon past experience, informal observation, or information gained from others. The research hypothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variables. It limits the focus of investigation to a definite target and determines what observations are to be made. The research hypothesis is a predictive statement that relates an independent variable to a dependent variable.

Usually a research hypothesis must contain at least, one independent and one dependent variable. Formulation of a hypothesis gives the

definite point to the inquiry, aids in establishing direction in which to proceed.

In a test of hypothesis two different hypotheses are laid down. These two hypotheses are known as null hypothesis and alternative hypothesis. The null hypothesis is denoted by  $H_0$  and the alternative hypothesis by  $H_1$ . Null hypotheses are formulated on the basis of theoretical background and our own previous casual observations. Before we start our research, we start with an assumption of a correlation. We are not at this stage sure about the existence or non-existence of a correlation between two factors. e.g., stress and education or study habits and examination results. In its simplest form null hypothesis states that there is no significant difference between two groups with respect to some characteristics. The null hypothesis is akin to the legal principle that a man is innocent until he is proved guilty. It constitutes a challenge and the function of a research is to give facts a chance to refute this challenge.

The null hypothesis can be defined as a statistical hypothesis, which is stated for the purpose of possible acceptance. A null hypothesis is original hypothesis. Any hypothesis other than null hypothesis is called an alternative hypothesis. So when the null hypothesis is rejected we accept the alternative hypothesis. Research hypothesis is another term for the alternative hypothesis. Alternative hypothesis is that one hopes indirectly to substantiate by rejecting the null hypothesis. The alternative hypothesis is the logical opposite of the null hypothesis. Rejecting the null hypothesis shows that the alternative or research hypothesis may be true. Therefore, null hypothesis is a hypothesis that the investigator hopes to reject, and thereby substantiating its opposite. The alternative hypothesis and null hypothesis together constitute the framework for the statistical testing of hypothesis. An alternative hypothesis may be stated as males are more adjusted than females ( $H_1$ ) the null hypothesis may be stated as the males and females do not differ in adjustment ( $H_0$ ).

#### **Conclusion:**

In this paper I have briefly discussed the important steps in a research design, the steps involved in test construction, a brief description of the terms/concepts in research design and the guidelines for presenting a research report. This will serve as a background for the understanding of the basic principles of empirical research design in social science.

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## An Extensive Analysis of the Strategies Adopted for Digital Libraries in India

Smt. Tanuja S.

Librarian, Sri. Umpragathi First Grade College, Mydala Road, Kyathasadra, Tumkur, Karnataka

Corresponding Author - Smt. Tanuja S.

DOI- 10.5281/zenodo.10976741

### Abstract:

This study is an overview of computerized library drives in India. The overview depends on the optional data of around fifty advanced libraries from their separate sites. The discoveries show that much of the time the real origination of advanced library in India is still in beginning stage. The web-based memberships and connected to the outsider sites are likewise thought to be as a computerized library. Nonetheless, numerous computerized libraries have no legitimate hunt interface in their separate site because of ill-advised plan of metadata. At times, they don't have their digitized assortment and give a few other's assortments or alluded to their clients to some outsider site. In addition, there are numerous computerized libraries which can't be gotten to outside (remote access) the association. Also, the purported advanced libraries in India have not fostered their norms or are not keeping any worldwide guidelines. Nonetheless, the use measurements for the public authority computerized libraries are far superior than the use insights of scholarly or public libraries. That is maybe a positive indication of 'computerized administration' and arriving at people in general. The normal site support, remote access office and legitimate preparation of data experts are expected for computerized libraries in India. There are a few significant perceptions and strategy ideas that might be useful for understudies, researchers, library experts and the chiefs in the public authority.

**Keywords:** Computerized Library, India, Digitization, Open Access

### Introduction:

A specific library that centers basically around the assortment, stockpiling, and recovery of computerized items might be called as a computerized library. Advanced libraries have unique assortment for instance, text, sound video material, photo, etc. The size and extent of a computerized library are primarily differs relied upon its use and the conditions where it is put away. It very well may be put away and kept up with by foundation of different nature. The items in a computerized library can be gotten to from the separate establishment in the independent machine through intranet or can be gotten to somewhat over the web (Jeevan, 2004).

The idea of Computerized Library was first examined in Quite a while in 1996 in a meeting held by Society of Data Science, Bangalore (Gurram, 2008). Be that as it may, the matter was very little examined further, essentially until about the start of last 10 years (Jain and Babbar; Kaur and Singh, 2005). As of late, Administration of India has taken a few drives for digitization of materials. Thus, the computerized library vaults in India have some way or another picked up a speed (Sreekumar and Sreejaya 2005).

The computerized library assortment and upkeep for a non-industrial nation like India is not a simple errand (Bhattacharya 2004; Saracevic 2000). Its worth relies upon the clients and their utilization for that library (Xie, 2008). If the clients get

acceptable administrations from that specific advanced library, the library is maybe valuable. Nonetheless, in Indian situation, there are numerous difficult issues in the advanced libraries concerning the capacity, access of content and administrations (Mukherjee and Patra 2022). To tackle the crucial issue of advanced library development, the principal thing to do is to track down the historical backdrop of computerized library (Castelli and Pagano 2012). The development of Library and Data Science writing in India and the offices for LIS schooling and examination (Patra and Chand 2006) it very well may be expected that the computerized library might have been a troublesome undertaking. In this way, the method for giving energy to the commencement to the computerized library improvement in India, requires two dimensional procedure, remembering both the digitization of neighborhood content for one hand and admittance to outer assets then again.

In this unique situation, this study is a short review of different computerized library drives taken all over India. This study utilize the accompanying boundaries to look at the advanced library drives in India, type and nature of the library, year of foundation, area, access measurements, programming utilized, copyright strategy,

### Literature Review:

This is a review covering all major computerized libraries in India. During the investigation of this point, we saw that examination

articles in this space predominantly centered around the digitization cycle and digitization exertion of single foundations (Arora and Agrawal, 2003; Deb 2006; Das, 2022). The academic articles in this space for the most part center around contextual analysis (Gaur 2003; Mujoo-Munshi 2003; Joshi 2006). A portion of the contextual investigations manage the digitization issues and copyright issues (Naga, Pradhan, Arora and Chand 2008). Be that as it may, there was no huge concentrate on the computerized library drive covering the entire of India. In this setting this study will fill the hole in the contemporary situation of Indian advanced library drives.

**Objectives:**

The review overviews the major computerized library drives in India from their particular site. The review will notice the computerized library drives by utilizing the accompanying boundaries: geological areas, advanced assortments, programming utilized for recovery by that organization, utilization measurements, copyright issues, remote access office, web-based entertainment presence and so on. From previously mentioned boundaries, this study will inspect the current status and the advancement of computerized library drive all over India.

**Research Strategies:**

This study is an overview of computerized library drives in India gathering optional data from around fifty computerized libraries from their particular sites. The detail tests are given in the reference section. The example incorporates major advanced libraries including scholarly, government and different sorts of libraries. The sites were gotten from November 2022 to February 2023. This study thought about a sum of fifty computerized libraries from various zones of India. In the example, there are eight advanced libraries from the east zone, eleven from west zone, thirteen from south zone, sixteen from north zone and three from focal zone. The libraries are additionally separated in the accompanying four sorts, scholastic advanced library, government computerized library, public computerized library, and computerized library drives of independent bodies. There are 24 scholars, two independent, twelve government and twelve public libraries are viewed as in this review.

**Discoveries:**

The discoveries show that by and large the real origination of computerized library is still in beginning stage. A considerable lot of the supposed computerized libraries don't have their digitized assortment. The libraries have bought in materials from various sources including the business distributors and think about it as a computerized library. Additionally, numerous advanced libraries have no legitimate hunt interface. Computerized libraries additionally don't keep up with their

metadata. There are numerous computerized libraries which can't be gotten to outside (remote access) the association. A portion of the computerized libraries couldn't be gotten to in light of their site was down. The normal site support, remote access office and appropriate preparation of data experts are inadequate. Besides, the purported computerized libraries in India have not fostered their guidelines or are not keeping any worldwide guidelines. Conversely, the advanced libraries of created nations, are consenting to some particular deeply grounded computerized library principles. During our review, we saw that the utilization measurements for the public authority libraries are far superior than the use insights of scholastic and public libraries. Clients are maybe more intrigued to know the public authority's standards, regulations, orders and so forth. That is maybe a positive indication of computerized administration and arriving at general society.

**Conclusion:**

The computerized library drives in India requires centered approach. It requires legitimate support, ordinary refreshing, and normalization. The review suggests that a public strategy ought to be taken on to keep a consistency to help all partners. There are a few significant perceptions and strategy ideas that might be useful for understudies, researchers, library experts and the leaders in the government.

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## Role of Good Governance in Enhancing Customer Value – A Study With Reference To Selected Public Sector Banks in Karnataka State

**Dr. Udaya Shetty K.**

Associate Professor of Commerce, Government First Grade College & Centre for PG Studies,  
Thenkanidiyur, Udupi, Karnataka State

**Corresponding Author - Dr Udaya Shetty K.**

**Email :** [udayasoorya123@gmail.com](mailto:udayasoorya123@gmail.com)

**DOI-** [10.5281/zenodo.10976753](https://doi.org/10.5281/zenodo.10976753)

### Abstract:

Corporate governance is the convergence of economics and relationships that determine a company's direction and performance. Its purpose is to optimize resources to promote accountability and efficiency within the corporate structure. Most companies' corporate governance is set by their boards of directors, which establish and promote policies for the management and employees of the corporation. The board of directors is responsible to shareholders and customers for the corporation's outcomes. Corporate Governance is to conduct the business in accordance with owner or shareholders desires, which generally will be to make as much money as possible, while confirming to the basic rules of the society embodied in law and local customs.

Indian corporate governance is relatively well scheming and pathetic and areas where regulation might usefully be either relaxed or strengthened. On the whole, Indian corporate governance rules appear appropriate for larger companies, but could use some strengthening in the area of related party transactions, and some relaxation for smaller companies.

Good corporate governance is all about ensuring that the needs and interests of all of an organization's stakeholders are taken into account in a balanced and transparent manner. This paper is an attempt to review the impact of governance of PSU Banks in the fulfillment of stakeholders claim. The present study examined the corporate governance policy implementation in Indian banking sector and its impact on stakeholder's satisfaction. The study stressed more to Corporate Governance initiatives of Public Sector banks established and operating in Karnataka State. This study finally, analyzed concludes with opportunities and challenges of effective implementation of Corporate Governance.

**Keywords:** Corporate Governance, Regulatory Framework, Corporate Behavior, financial markets, Public sector banks, Private sector banks.

### Introduction:

The increasing current public awareness and interest in corporate governance and corporate social responsibility (CSR) practices of different private sector as well as public sector Banks in recent times has brought tremendous pressure on the Banks, not only to demonstrate their economic strength and also power but also the efforts made by them in maintaining environmental, social and service quality standards. Good corporate governance structures in banking system encourage creating Customer value through entrepreneurship, innovation, development and exploration and providing accountability, transparency and control system commensurate with the risks involved. Good corporate governance is an essential requirement of today's corporate system in every nation irrespective of the sector. It is a key part of the contract that underpins economic growth and progress in a market economy and public faith in that system. Failure of big banks and corporate entities around the world in last two-three decades

has further made the corporate governance requirement mandatory.

In India the issue of corporate governance has gained the attention of the policy makers since the liberalization process. A series of measures have been developed and adopted to meet the growing needs of the evolving economic and changing corporate structure of the Indian market from a global perspective. However, corporate governance of Banks in India does not compare critically with any of the other major emerging economies of the world. Although India has excellent rules, regulations and legal system that provides some of the best customer protection in the world, regulatory authorities are not highly effective in implementing a good corporate governance practice. As a matter of fact, in Banking Sector the corporate governance landscape in the country has been changing fast over the past decade.

Corporate governance describes internal disciplines or systems which govern the associations among 'key players' or organizations which are instrumental within the performance from the

organization. Corporate Governance is the process by which agencies are directed and controlled. It is generally understood to encompass authority, accountability, stewardship, leadership, direction and control. During the last decade, there has been a transformation in how Corporate Governance has come to be viewed across the globe – from starting as a “concept” that had to be implemented in the organization to becoming the foundation of conducting business. At present there is increasing concern on corporate governance and its role in managerial decisions and stakeholder wellness.

Banks form a crucial link in a country's financial system and their well-being is imperative for the economy. The significant transformation of the banking industry in India is clearly evident from the changes that have occurred in the financial markets, institutions and products. While deregulation has opened up new vistas for banks to augment revenues, it has entailed greater competition and consequently greater risks. Cross-border flows and the entry of new products have significantly influenced the domestic banking sector, foreign banks to adjust the product mix, as also to effect rapid changes in their processes and operations in order to remain competitive in the globalized environment. These developments have facilitated greater choices for consumers who have become more discerning and demanding compelling banks to offer a broader range of products through diverse distribution channels. In such a scenario, implementation of good corporate governance practices in banks can ensure them to cope with the changing environment. Today's corporate governance means to do everything better and provides for risk assessment, risk cover, early warning systems against failure as well as prompt corrective action.

With regard to Corporate Governance in the Banking Sector, the following few issues that need understanding to get the essence of the importance of corporate governance :

- The issue of **integrity**: are the boards and management of Banks carrying out their duties in an ethical and socially desirable way?
- Topicality - **the bonus culture**: could better corporate governance in financial institutions and their remuneration policies have prevented the credit crunch and resulting financial crisis or even the collapses and closure of financial corporations.
- The **regulatory framework**: introducing *more* regulation has clearly failed - we need better regulation which ensures Banks recognize the importance of corporate governance as an integral part of management, not a box ticking exercise.
- The importance of corporate governance in **Directors' training**: so including knowledge of

the principles and practice of corporate governance in mainstream director training is essential for effective implementation

Corporate governance covers a variety of aspects such as protection of shareholders rights, enhancing shareholders value, issues concerning the composition and role of the Board and Directors, dividing the disclosure requirements, prescribing the accounting systems, putting in place effective monitoring mechanism etc.

Regulators like RBI have the most crucial role in improving the corporate governance. However, there is a lot, which the banks themselves have to do, since adherence to prudential norms is the minimum level of compliance and banks have to achieve higher standards for good governance.

#### **Need For The Study:**

Corporate governance includes the relationships among the many stakeholders involved and the corporate goals for which it is established. In the banking sector the principal stakeholders are the shareholders, management, the board of directors and the customers. Corporate Governance initiatives have opened a number of opportunities and challenges for the banks operating in India. An effective system of corporate governance prevailing in banks can shape the growth and future of the banking sector. At present the processes of corporate governance towards achieving corporate excellence is expected to be in terms of product/service quality, process and technological efficiency or efficiency of market network. Effective corporate governance ensures that long-term strategic objectives and plans are established, and that the proper management and management structure are in place to achieve those objectives, while at the same time making sure that the structure functions to maintain the corporation's integrity, reputation, and accountability. The growing specialization and complexity of modern day business makes it difficult for directors to deal with each and every matter of business. Hence, companies are realizing the need to establish separate committees of the board to deal with specific tasks. Today board committees are a necessity and they have become power centers in their own right to ensure good corporate governance.

Corporate Governance depends upon two factors. First is the commitment of the bank management for the principles of integrity and transparency in the business operations and the second are the legal and administrative framework created by the Govt. There is a gap between perception and practice of Corporate Governance. With this background, in this paper an attempt has been made to study the role of good corporate governance practices to achieve the goal of customer satisfaction and enhancing customer value in the banking sector.

**Objectives Of The Study:**

1. To State and describe the 'problems' in implementation of effective Corporate Governance in PSU Banks.
2. Find out the 'linkages' that exist and required between Corporate Governance and Customer Value
3. Derive and recommend certain insights for future course of strengthening such linkages between Corporate Governance and Customer Satisfaction
4. To study the impact of Good governance in improving employee morale and higher productivity
5. To know the benefits good corporate governance

**Research Design****Methodology**

The present study is purely based on primary and secondary data. The primary data collected through questionnaire. The secondary data are collected from various journals, newspapers, books, reports and websites.

**Scope of the study**

The present study covers corporate governance concepts, policies and techniques and its impact on customer satisfaction in banking services

**Review of Literature:**

The Accountability & Responsibility of Corporate Governance involves the socially responsible business practices. The Accountability & Responsibility of Corporate Governance is not only needed in professionally managed corporate bodies but also in family owned corporate bodies. The socially responsible approach to business would involve attention to social and environmental concerns in addition to economic goals and encourages corporate bodies to balance their financial profits, economic values and value addition and social good. In good corporate governance, the Accountability & Responsibility of corporate entities to stock holders and stakeholders is very much needed

The Economic Times survey of Indian corporate governance and published its finding in its issue dated August 19, 2005. The criteria used by the Economic Times Survey to identify the winners are: Accounting quality, Value creation focus, Fair policies and actions, Communication, Effective governing board, and Reliability

**Findings Of The Study:**

- The study highlights that, the primary goal of corporate governance is enhancement of long term shareholder value while at the same time protecting the interest of other stakeholders. Good corporate governance is necessary, not only in order to gain credibility and trust, but

also as a part of strategic management for survival growth and consolidation.

- Good corporate governance provides competitive advantage in the global market place
- Good governance helps in capital formation. Well governed companies raise capital widely, easily and at lower cost.
- Good governance leads to improve employee morale and higher productivity
- Good governance provides stability and growth to the organization Effective governance reduces perceived risks, consequently increasing returns
- Good governance practices promote stability and long term sustenance of stakeholders relationship
- A good corporate citizen enjoys a position of pride in the society
- Good corporate governance also lowers of the cost of capital by reducing risk and creates higher firm valuation once again boosting real investments.
- Good governance leads to improve customer relationship hence enhance customer value.

**Suggestions:**

- Corporate Governance is not simply a matter of creating checks and balances; it is about creating an outperforming organization, which leads to increasing customer satisfaction and shareholder value. The primary need of governance is to create a corporate culture of conscience and consciousness. The Board should not confine itself to statutory functions alone, but become effective pivots ensuring management. The employees must not only feel empowered to take risks but also be aware of the accompanying responsibilities.
- Achieving the balance between accountability and transparency is must for effectiveness of governance. Accountability improves decision-making. Transparency helps to explain the rationale behind the decisions and build stakeholder confidence.
- Government policy, and regulatory framework is important for banking sector standardisation. By taking on itself the role of controlling banks, the government or RBI created scope for such bank managements to abdicate what should have always been their responsibility. Financial institutions as significant shareholders could have intervened but chose to play a passive role. In this stage regulatory bodies need to play an active role to strengthen quality of governance.
- Development of norms and guidelines are an important step in a serious effort to improve corporate governance in banks. Governance initiatives should not be restricted to the productivity and efficiency. There should be

comprehensive policy for all stakeholders including customers.

**Conclusion:**

Corporate Governance has been gaining momentum across the world due to miserable corporate failures, unethical business practices and insufficient disclosure etc. Corporate Governance represents the value framework, the ethical framework and moral framework under which business decisions are taken. It is beyond the realm of law. It stems from the culture and mindset of management and cannot be regulated by legislation alone. Corporate governance is the system to check and balances, both internal and external to companies, which ensures that companies discharge their accountability to all their stakeholders and act in a socially responsible way in all areas of their business activity

Strong corporate governance is a key driver of sustainable growth and long term value creation. It provides a higher market valuation and competitive advantage. Good corporate governance will help in building an image, profitability and market share. But, rampant unethical practices, puts break on the growth of the companies in the world as well as in India. There is a rising awareness of ethical focus in corporate governance since last one decade. Top business houses in India are adopting best corporate governance practices and business ethics in order to bring the gaps in corporate governance. Against this background, an attempt has been made in this paper to analyze the best corporate governance practices in the world in general and India in particular.

Good Corporate Governance is a must for ensuring the required values to different stakeholder groups. It enhances the performance of corporations, by creating an environment that motivates managers to maximize returns on investment, enhance operational efficiency and ensure long-term productivity growth. Banks are also important catalysts for economic reforms, including corporate governance practices. Because of the systematic function of banks, the incorporation of corporate governance practices in the assessment of credit risks pertaining to lending process will encourage the corporate sector in turn to improve their internal corporate governance practices. Importance of implementing modern corporate governance standards is conditioned by the global tendency to consolidation in the banking sector and a need in further capitalization and customer value creation.

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## Employee Job Satisfaction on Work from Home – A Digital Transformation Process

Ms. M. Gayathri<sup>1</sup>, Dr. T. Vijaya Chithra<sup>2</sup>

<sup>1</sup>Research Scholar, PG & Research Department of Commerce,  
NallamuthuGounder Mahalingam College, Pollachi

<sup>2</sup>Assistant Professor, UG Department of Commerce (CA),  
NallamuthuGounder Mahalingam College, Pollachi

Corresponding Author - Ms. M. Gayathri

Email: [gayathri.m0012@gmail.com](mailto:gayathri.m0012@gmail.com)

DOI- 10.5281/zenodo.10976779

### Abstract:

The article discusses the concept undertaken about the employee job satisfaction on work from home. In recent time's employees face a lot of commitment and face problem in society because of today's digitalized world. Job satisfaction is a related to psychological feeling and understanding of an individual. The author tried to investigate how these factors determine employee job satisfaction and how a supervised sorting algorithm can be used to predict whether an employee is satisfied or not.

**Key words:** Socio-Economic Profile – Preference – Benefits -Satisfaction on work from home -Problem faced in work from home.

### Introduction:

In today's computational, technological environment employee's or workers work in virtual place. Recent working life system across the world has hugely adapted the system of work from home due to happening of COVID-19; it forced the shutdown of all IT industries and education. In this period of employees moved to work from home which is referred to as the concept of working in a concern where the employees do not have to commute to a central and single place of work. It is also known as telecommuting and remote work. Employees work at home or at related telework centre using communication tools, such as phone, fax, modern, internet teleconferencing, e-mailer. Employees can perform his or her work duties from their remote location. Mostly such work presently found in Europe, U.S, Canada and other countries. Telecommuting means a full or part time flexible work arrangement, which is essentially combines the use of telecommunication technologies with the concept of the flexible workplace. There are some important terms used to understand that is as, an electronic cottage is a reference for telecommuting it referred to a home equipped with a computer, modem, telephone line or other that allowed an individual to perform work in the home while connected to a remote computer site. The development in information and communication technologies has made it very easier to complete the tasks outside the workplace because of good internet connectivity as well as reasonable price, more user friendly computers, laptops, and similar gadgets. It

made working from home easier as well as feasible to perform tasks and likely reduced the employer costs of providing such arrangements. The working from home gives opportunity to employees to focus on their work tasks. The regular face to face contacts with co-workers eventually reduce, when working away from the office. In the absence of physically monitoring, the employees have greater discretion now, under what condition and when they complete allocated tasks. This also increases flexibility among the employers over performance of work. Work from home enables more productivity. Decreased control by colleagues or the supervisor is an important drawback of work from home. This is true for both the organisations and employees. The work avoidance is poorly maintained. Work from home can be helpful when there are issues to attend office and work should continue. Most of the IT companies included work from home in their leave policy of employees in order to increase productivity.

### Statement of problem:

Job satisfaction means relative psychological feeling and understanding of an individual, which could change over the period of times based on different influencing or contributing factors like physical, financial, technological, social, and psychological. However the following questions arise regarding employee job satisfaction on work from home.

1. What are the levels of job satisfaction on work from home?



2. What are the problems faced by work from home?
3. Whether it is checked about the benefits the employees obtain from work from home.

#### Objective of the study:

The present study is aimed at assessing the employee job satisfaction on work from home. In this regard the following objectives have been framed for the study.

1. To find out employees job satisfaction on work from home.
2. To determine the effects of work from home on job performance
3. To analysis the Employees' perceptions on the work from home experiences during the pandemic time and explore its future as a permanent option for some jobs and special circumstances.

#### Review of literature:

**Rebecca k.mansfield (2018)** identifies the result of the study is the predictor of setting employee job satisfaction and this relationship is directly influenced by leader member communication and leadership.

**Marie Antoinette schall (2019)** in this paper examines the relationship between remote work and job satisfaction levels of employees in the work place. The 185 respondent's data were collected from online survey. Pearson correlation method is used to analyse the data. The study focused on both primary and secondary data. The finding of this study is that remote work is on the rise in the world and it will be an efficient way to increase the level of job scarification of employees.

**Donny susile (2020)** examines the objective of the study is to determine the effects of work-from-home on job performance. 330 respondents collected through questionnaire. Chi-square test is used to analyse the collected data. The study focused mainly on both primary and secondary data. The study observed that decisive contribution to

research into the implications of working from and job performance. It demonstrated that working from home increasing employee's enjoyment, job satisfaction and motivation.

**Pravinahmarimuthu & Hemaloshinee Vasudevan (2020)** in this paper entitled "The psychological impact of those employees who were stranded and forced to work from home during the covid 19 pandemic in Malaysia". 104 responses were collected from Malaysia workers. Simple percentage is mainly used to analyse the data. Outcome of the study is if precautions were not taken to mitigate the onset, the psychological impact may preserve causing more employer to suffer from their mental well-being also.

**Reshma & etal (2015)** in this paper concludes that factors supporting advantages and benefits are more effective compare to constraints and disadvantages of this model, so that working from home model might become very popular from the perspective of employers and employees in the organization in the future.

The reviews helped in getting an idea about the present research with the help of earlier studies made through.

#### Data and methodology:

The study concerned with employee job satisfaction on work from home. The data for the study have been collected by issuing questionnaire to 120 respondents. Google form technique has been adopted to collect data from the sample of respondents. Convenient sampling method is taken to select the samples. Both primary and secondary data are used for this study. The statistical tools used for the study are simple percentage and weighted average rank method.

#### Results and discussion:

##### Demographic profile of the respondents

Simple percentage analysis have been used to analyse the data collected regarding Demographic profile

Table 1

Parameters	Number of respondents n=120	Total (Percentage)
Age: Below 25 years	50	41.7
26 to 35 years	30	25
36 to 45 years	31	25.8
above 46	9	7.5
<b>Total</b>	<b>120</b>	<b>100</b>
Gender: Male	52	43.3
Female	68	56.7
<b>Total</b>	<b>120</b>	<b>100</b>
Area: Urban	42	35
Semi urban	50	41.7
Rural	28	23.3
<b>Total</b>	<b>120</b>	<b>100</b>
Marital status: Married	58	51.7
Un married	62	48.3
<b>Total</b>	<b>120</b>	<b>100</b>
Joint Family: Joint	59	49.17
Nuclear	61	50.83

<b>Total</b>	<b>120</b>	<b>100</b>
No of child :1	21	17.5
2child	48	40
3child	12	10
Up to 3child	3	2.5
No child	36	30
<b>Total</b>	<b>120</b>	<b>100</b>
Educational qualification:	17	14.2
diploma	57	47.5
UG	41	34.2
PG	5	4.1
Others		
<b>Total</b>	<b>120</b>	<b>100</b>
Occupation		
IT field	36	30
Teachers	22	18.3
Bank	18	15
Business	26	21.7
Others	18	15
<b>Total</b>	<b>120</b>	<b>100</b>
Monthly income		
Below 10000	13	10.8
10001-20000	35	29.2
20001-40000	53	44.2
Above 40000	19	15.8
<b>Total</b>	<b>120</b>	<b>100</b>
No of earning members		
1	23	19.2
2	76	63.3
3	17	14.2
Above 4	4	3.3
<b>Total</b>	<b>120</b>	<b>100</b>
Monthly income:Below 10000	13	10.8
10001-20000	35	29.2
20001-40000	53	44.2
Above 40000	19	15.8
<b>Total</b>	<b>120</b>	<b>100</b>
Occupation		
IT field	36	30
Teachers	22	18.3
Bank	18	15
Business	26	21.7
Others	18	15
<b>Total</b>	<b>120</b>	<b>100</b>

### Primary data

Table 1 reveals that Majority 50(41.7%) of the respondents age belong to the group of below 25 years. Composition of age shows that most of respondents are 68 (56.7%) of the respondents are female and that majority 50(41.7%) of the respondents are residing in semi urban area. 62(51.7) of the respondents are unmarried. Most of the

respondents are 61(50.83%) of the respondents are nuclear family, majority 48(40%) of the respondents are having 2 child. Majority 57(47.5%) of the respondents educational qualification is undergraduate. 36(30%) of the respondents are IT workers. Majority 53(44.2%) of the respondents' monthly income is Rs.20001-Rs.40000.

**Table 2, Device used for work from home**

Device name	No of respondents	percentage
Smart phone	32	26.7
Pc	19	15.8
Laptop	51	42.5
Tab	13	10.8
Others	5	4.2
<b>Total</b>	<b>120</b>	<b>100</b>

Primary data



From the above table it is inferred that out of 120 respondents, 32(26.7%) of them are using smart phone, 19(15.8%) are using pc, 51(42.5%) of them are using laptop, 13(10.8%) are using tab,

5(4.2%) of them are using other device for work from home.

Hence, majority of that 51(42.5%) of the respondents are using laptop for work from home.

**Table 3 Platform used for work from home**

Platform	No of respondents	percentage
Google meet	35	29.2
Teams	33	27.5
Login	42	35
Others	10	8.3
<b>Total</b>	<b>120</b>	<b>100</b>

Source: primary data

From the above table it is inferred that out of 120 respondents, 35(29.2%) of them are using Google meet, 33(27.5%) are using teams, 42(35%) of them are using login, 10(8.3%) are using other platform

for work from home. Hence, majority of that 42(35%) respondents are using login for work from home.

**Table 4, Workspace used for work from home**

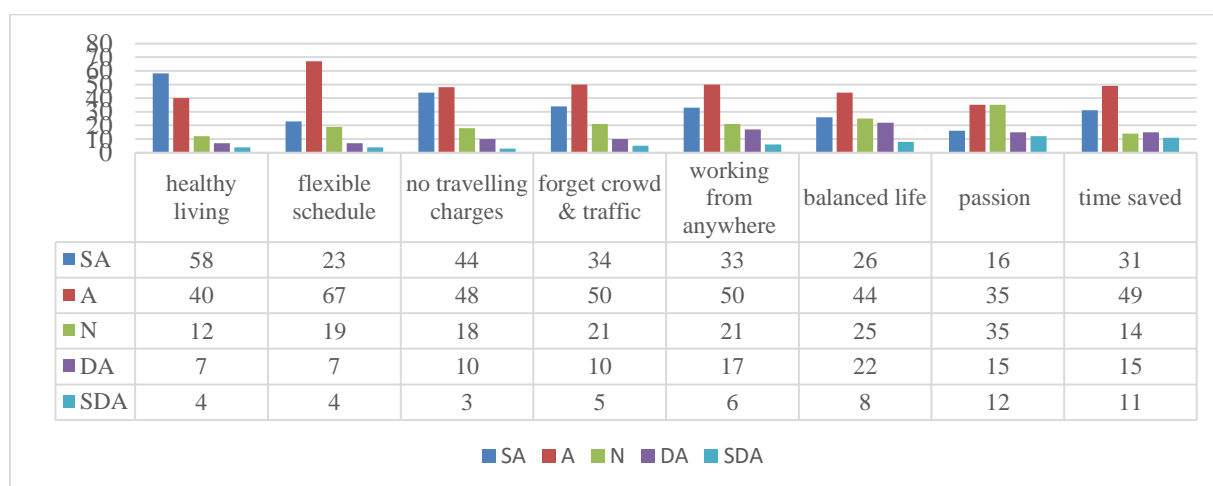
Workspace	No of respondents	percentage
Dining room	6	5
Living room	39	32.5
Bedroom	44	36.7
Office space at home	31	25.8
<b>Total</b>	<b>120</b>	<b>100</b>

Source: primary data

From the above table it is inferred that out of 120 respondents, 6(5) of them are using dining room, 39(32.5%) are using living room, 44(36.7%) of them are using bedroom , 31(25.8%) are using

office space at home for their work from home.Hence, majority of those 44 (36.7%) respondents are using bedroom for work from home.

**Table 5 Benefits of Work from Home**



Source data: primary data

From the above table it is inferred that out of 120 respondents, 58(48.4%) of the respondents are strongly agreed with this healthy living. Most of the respondents are 67(58.8%) agreed with this flexible schedule.Majority 48(40%) of the respondents are agreed with the no travelling charges.Majority 50(41.7%) of the respondents are

strongly agreed with the factor forget crowd & traffic and 50(41.7%) of the respondents are agreed with this working from anywhere.44(36.7%) of the respondents are agreed with this balanced life.35(29.2%) of the respondents are agreed and neutral with this passion.49(40.8%) of the respondents are agreed with the factor as time saved.

**Table 6, Problems in work from home**

S. No	Problems	Mean	Rank
1	Technology issues	5.25	<b>I</b>
2	Communication issues	4.42	<b>II</b>
3	virtual meeting issues	4.39	<b>III</b>
4	Lack of social interactions	3.75	<b>IV</b>
5	Finding reliable Wi-Fi	3.63	<b>V</b>
6	Difficulty in collaborating with colleagues	3.61	<b>VI</b>
7	Unplugging after work	2.76	<b>VII</b>

**Source: primary data**

In the ranking system, based on problems of work from home, technology issue is given first rank with the mean value of 5.25, communication issue is given second rank with the mean value of 4.42, virtual meeting issue is given third rank with mean value of 4.39, lack of social interactions is given fourth rank with mean value of 3.75, finding reliable Wi-Fi given fifth rank with mean value of 3.63, difficulty in collaborating with colleagues given sixth rank with mean value of 3.61 and unplugging after work given seventh rank with mean value of 2.76.

#### **Limitation of the study**

1. The primary data is collected through questionnaire. So, all limitation to it are bonded.
2. The study is based on 120 respondents only which may not be extended to all.

#### **Suggestions**

Over work pressure affect family time also, so maintain a proper work time schedule even for people working from home may help the employees without pressure.

Network issues is more irritating in this way of work. Hence proper bandwidth and networking facility may be arranged for a smooth flow of work.

Cordial relationship is essential for a team to work together. Work from home though lacks face contact much, the employer should focus on proper team communication and cordiality among the employees working in teams for a successful flow of work.

Sometime work from home create more stress. As the feel monotony of work and sitting for a long time with electronic device, some physical activities like yoga, dance and games shall be conducted at regular intervals to break the monotony and increase work harmony even at work from home culture.

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## Development of 'Baroda' as a Centre of Modern Art in India

**Dr. Meera Rajesh Sawant**

Visual Art (Painting) S. N. D. T. College of Arts &  
S.C.B. College of Com & Sci, For Women, Mumbai

**Corresponding Author - Dr. Meera Rajesh Sawant**

Email: [meera.sawant@yahoo.com](mailto:meera.sawant@yahoo.com)

DOI- 10.5281/zenodo.10976788

### Abstract:

The trend of modernism in art began to be witnessed from the 1920's and 30's in India. The people who brought new thinking in this direction were Abanindranath Tagore, Rabindranath Tagore in Bengal and Charles Gerard in Mumbai at Sir J. J. School of Art who introduced modernism through education. Amrita Shergil also played an important role in this direction. Modern refers to contemporary art or art of the present day, and usually implies innovation and initiative on the part of artist. Modern also refers to the art which is produced in the beginning of the twentieth century. In the post-independence period along with the centres like Mumbai and Kolkata other centres like Choramandal and Baroda also developed in India. This paper focus on the establishment of the "Faculty of Fine Art" in Maharaja Sayajirao University of Baroda and the development of Baroda as one of the main centres of art. It also emphasises on the role of the teachers, students and artists in this development.

This paper throws light mainly on the valuable contribution of pioneers like N. S. Bendre, V. R. Amberkar, Shankho Chaudhary, K. G. Subramaniyan, Ratan Parimoo in the establishment and development of Baroda as an important art centre in India.

**Key words:** Modern Art, Baroda, Faculty of Fine Art, Baroda School

### Introduction

The trend of modernism in art began to be witnessed from the 1920's and 30's in India. The people who brought new thinking in this direction were Abanindranath Tagore, Rabindranath Tagore in Bengal and Charles Gerard in Mumbai at Sir J. J. School of Art who introduced modernism through education. Amrita Shergil also played an important role in this direction.<sup>i</sup> Modern refers to contemporary art or art of the present day, and usually implies innovation and initiative on the part of artist. Modern also refers to the art which is produced in the beginning of the twentieth century.<sup>ii</sup> In the post-independence period along with the centres like Mumbai and Kolkata, other centres like Choramandal and Baroda also developed in India.<sup>iii</sup> This paper focuses on the establishment of the "Faculty of Fine Art" in Maharaja Sayajirao University of Baroda and the development of Baroda as one of the main centres of art. It also emphasises on the role of the teachers, students and artists in this development.

Before that, Baroda had a long tradition of art activities, encouraged by the visionary rulers like Maharaja Sayajirao(III) Gaekwad (1875-1939), like a legacy of art through the paintings executed by Ravi Varma for him in 1888. Nandalal Bose worked on murals in egg tempera at the Kirti Mandir during 1939-46. The exhibition of the Bombay Progressive Artists Group travelled to Baroda Museum in 1949

through which the Baroda art scene gained the exposure to the modern art.<sup>iv</sup>

In 1949, the Faculty of Fine Art was established as a main part of the university named Maharaja Sayajirao University of Baroda, in the princely state of Gaekwad Maharaja Sayajirao(III).<sup>v</sup> Mrs. Hansa Mehta, educationist and the Chancellor of the M. S. University, took active efforts to selectively choose the teaching faculties and to design the courses that would be open and accessible to all.<sup>vi</sup> She invited Markand Bhatt a painter and art educationist who had been in Barnes Foundation, in Philadelphia, to set up the Fine Art Faculty in Baroda. Many other eminent people from the western India like V.P. Karmarkar, K. K. Hebber, Siavax Chavda, Ravishankar Raval and N. S. Bendre, Pradosh Das Gupta, Shankho Chaudhary and later K. G. Subramaniyan practising artists from various art centres were invited to give their expertise for this dream of Hansa Mehta which was transformed into mission, with a belief in functioning of art education in the contemporary society.<sup>vii</sup>

Baroda became a centre of art activity with the beginning of a new faculty of Fine Arts under the university with influence of the past practice, be it Indian 'revivalist' or European 'academic realism'. This was since 1950, with the beginning of the post-independence period.<sup>viii</sup> M. S. University is

the first university to give degree in Fine Arts in our country.<sup>ix</sup>

### Pioneers of the Faculty of Fine Art

N. S. Bendre (1910-1992) and V. R. Amberkar (1907-1988) were closely associated with the Baroda. They were from Mumbai and their the earliest student Ratan Parimoo gave a major contribution in this faculty.<sup>x</sup> Amberkar taught art history. N. S. Bendre taught painting and Shankho Chaudhuri took over the sculpture department. K. G. Subramanian who was trained in Shantiniketan under Nandalal Bose, came to M. S. University to teach in the 1950s. He received many awards including, Padmashri award (1975), Padma Bhushan award (2006) and Padma Vibhushan (2012), from Indian government<sup>xi</sup> N. S. Bendre received the Padmashri award (1969) and Padma Bhushan award (1992)<sup>xii</sup> and many other awards in his career span. Such great people laid the foundation for modern art practices in Baroda.<sup>xiii</sup>

Baroda faculty of Fine Arts stands as a premiere Art Institute in India with global standing. This faculty has nurtured many new thoughts, concepts and ideologies of artists, to express in art works. Many artists experimented on new techniques, explored new materials.

K.G. Subramanian shaped the pedagogic goals of the college through the 1960s, and as a dean, he continued to charge the atmosphere of the college in the 1970s. He had encouraged students entering in the Fine Art Faculty of Baroda. In 1970s directly came in contact with a new batch of artists as teachers. A group of alumni recently returned from abroad were appointed in various departments of the faculty such as Nasreen Mohammadi in Painting department, Raghav Kaneria in Sculpture department, Gulam Mohammed Sheikh in Art History department. This was the second generation of this faculty who contributed in the development of the Faculty of Fine Art. With a diversity of renowned artists within the teaching staff brought a shift in pedagogical style and goal. The diversity of teaching staff and their contribution through various departments resulted in new intellectual centres within the college. Baroda, especially in the 1970s, became a place where significant efforts were made to create a critical context for issues relevant to the contemporary situation.<sup>xiv</sup> The separate Art History department was established in 1980s where they created the broad curriculum exposing the students to many angles of Indian and western aesthetic theories.<sup>xv</sup> M.A. programme was introduced in many disciplines like M.A. in Art Criticism began in 1955. B.A. and M.A. specialisation courses in Art History were introduced,<sup>xvi</sup> as well as the Faculty also provided opportunity to the students for the Ph.D. degree in 80s. All these facilities attracted students to the faculty.<sup>xvii</sup>

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### Rise of 'Baroda School' in the Modern Indian Art Scenario

The term 'Baroda School' applied to a group of artists who had come together in Baroda to study or to teach at the Fine Art faculty of M. S. University. K. G. Subramanian and Bhupen Khakhar belong to this group. But artist like Sudhir Patwardhan, Gieve Patel, Nalini Malani from Mumbai also got associated with the 'Baroda School' because their work showed similar preoccupations. The depiction of social reality through personal experience, the dissolution of the distinction between classical and popular and the exploration of various possibilities of narration in painting were some of the characteristics of this group.<sup>xviii</sup>

Faculty of Fine Art has given an 'over generalized' term "Baroda School" not because it is an art school but as Ajay Sinha has pointed out that this term was written by Timothy Hyman English art critic in an article in "Art International" in the spring of 1990.<sup>xix</sup>

Inter alia other developments, the "Place for People" exhibition (1981) was one prime event to mention here which was a group exhibition that included the alumnus of Fine Art Faculty like G.M. Sheikh, Vivan Sundaram, artist Bhupen Khakhar, Mumbai based artists Sudhir Patwardhan, Nalini Malani and Jogen Chaudhary and the art critic Geeta Kapur. Place for People was a self-generated project of six artists and a critic in 1981. Place for People began with the theorising of narratives. The main objective of this exhibition was to bring together the artists and their art work which had social and political concerns directly.<sup>xx</sup> It is generally known as the exhibition which signalled the transition from modernity to postmodernist art in India.

Gulam Mohammed Sheikh has been the prime mover of the critical scene that evolved in Baroda. His initiative in building a climate for sustained discussion of art has ranged from developing courses in art history an art journal, organizing workshops and creating an atmosphere of informality in which his home became an open door forum for artists, poets and critics, and a place of nourishment for committed students.<sup>xxi</sup> Gulam Mohammed Sheikh was awarded the 'Padma Shri' by Government of India in 1983.<sup>xxii</sup> 'Padma Bhushan' in 2014 for his contribution in the art field.<sup>xxiii</sup> Nilima Sheikh who studied at Fine Art Faculty later married to Gulam Sheikh, was influenced by miniature paintings and far eastern art. Explored various mediums for paintings, expressed various women centric issues in her paintings.

In 1962 the self taught artist Bhupen Khakhar had come to Baroda, he started

experimenting in various mediums using the popular art and imagery in contemporary Indian art.<sup>xxiv</sup> Gulam Sheikh and Bhupen Khakhar collaboratively edited an art journal from 1969-1972 titled '*Vrishchik*'. This publication includes fiction, poetry, criticism and portfolios of drawings and prints. The impact of this journal was the artists within Baroda and other places came together.<sup>xxv</sup>

Baroda also established links with Royal College of Art, London. There were close association between Bhupen Khakhar and English painter Howard Hodgkin. Also another British artist Timothy Hyman visited Baroda in 1980s.<sup>xxvi</sup>

Geeta Kapur, who returned to India at the end of the 1960s after training in art criticism in the United States and England, found in Baroda a transient home where much of her critic is closely tied to the development of the art scene in Baroda.<sup>xxvii</sup>

In the 1970s, Baroda led the Indian art scene. A time when artists all over India were exploring and questioning the boundaries and limits of available languages of art and style, Sheikh has mentioned about this shift in the national art scene by the mid-seventies as a new kind of realism about local environments and a shift from generalities to the specific areas of interest. The realism was a move outward and beyond revolt towards a formulation of aesthetics by which experience could be structured into perceptible form.<sup>xxviii</sup>

It is impossible to conceive of this new realism historically, without reference to the group formed named "Group 1890". By 1960s many artists trained at Baroda, began to hold discussions with artists practicing across the country on bringing about a change in art making practices and the impulses driving them. In 1962, an independent new group was formed in Bhavnagar, Gujarat and aim of that group was to forge an authentic Indian art that was native and yet contemporary. The group was named arbitrarily, perhaps in the spirit of the Dada movement in Europe after the number of the house of artist Jyoti Pandya in Bhavnagar, calling themselves 'Group 1890'. It includes the artists like G. M. Sheikh, Jeram Patel, Himmat Shah, Jyoti Bhatt and Raghav Kaneria from Baroda. They rejected any grand ideology or artistic belief system behind its formation, they created vibrant new art.<sup>xxix</sup>

As mentioned by Balamani M., Enrique Juncosa writing about Bhupen Khakhar in a catalogue mentions "Given that Baroda boasted, and boasts the finest faculty of Fine Art in the country", at that time Baroda was becoming a focal point for a new Indian Art, thus the name of the city has given to the whole generation of painters- 'The Baroda School'.<sup>xxx</sup>

Painters like K. G. Subramaniam, N. S. Bendre, Ratan Parimoo, Jyoti Bhatt, G. M. Sheikh, Nilima Sheikh, Bhupen Khakhar and sculptors namely Shankho Chaudhary, Raghav Kaneria, Nagji Pate, Mahendra Pandya and Deepak Kannal, Shivaji Panikkar, Shailendra Singh Kushwah in history of painting and Jayram Poduwal in Indian history along with providing their assistance to their teacher Prof. Ratan Parimoo, are some prominent Baroda based artists and teachers who took lots of efforts to bring the recognition to the 'Faculty of Fine Art', which played an important role in this whole process of development of Baroda as an important centre of modern art in India after the independence.<sup>xxxi</sup>

Thus, the efforts and contribution by earlier generation of artists have been perpetuated by the new generation of artists with the ideas of representing the immediate experience of life through art that had social concern. Along with painters like Naina Dalal, Nilima Sheikh, Rini Dhumal, Rekha Rodwittiya, Jyotsna Bhatt, Kishori Kaul, B.V.Suresh, , Indrapramit Roy and sculptors like Anita Dube, Dhruva Mistry, Ravindra Reddy, Pushpamala N., the academicians like Vasudevan Akkitham, , Shashidharan Nair have contributed in the establishing Baroda as centre of art in this period.

Digital technology of the 1990s made a strong impact on the Baroda Painters.<sup>xxxii</sup> Various these artists and their ideas affiliate with regional and international art movements.

#### **Conclusion:**

Artists, teachers and administrators set new directions for Faculty of Fine Art in the post-independence period in Baroda. The way the Faculty of Fine Art grew, it shows the development in all the aspects of art education and the process of art production. In the Indian art scenario, it was the first time in an art institution that focus was on the "making of the contemporary Indian art" and not only the art lessons or academics part of the education. The Faculty of Fine Art has been a place for experimentation in the art and as an institution large number of students, practitioners and teachers spent time here.<sup>xxxiii</sup> Till recent time there were no institutions like Lalit Kala Academy or public or private art galleries but it is the Faculty of Fine Art which was provided the platform for the art activities.<sup>xxxiv</sup>

Collective efforts of Baroda have pushed forward the art criticism towards the framework of meaningful conversation on art in contemporary India. In the earlier days of Baroda School, an influence of Mumbai art world could be noticed but in later years we can see that art scenario of other part of India including Mumbai had a meaningful influence of and connect with Baroda art.

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## Feminist Approach of Chhatrapati Shivaji Maharaj

Dr. Malini Ramlal Adhav

Asso. Prof. Deptt. Of English, SSPM's Vasant Rao Naik College, Shahada. Dist-Nandurbar.

Corresponding Author - Dr. Malini Ramlal Adhav

Email: [maliniadhav@gmail.com](mailto:maliniadhav@gmail.com)

DOI- 10.5281/zenodo.10976802

### Abstract:-

Chhatrapati Shivaji Maharaj, the founder of 'Hindavi Swarajya', was a great King, who established a rule of safety, equality, peace and prosperity. He was a staunch feminist who respected, honoured and treated with equality to all women, irrespective of religion, caste, creed or status. In fact, the theory of Feminism came into existence in the late 18<sup>th</sup> century. Before the rise of feminism, Shivaji Maharaj advocated and established the basic principles of feminism, because his feminism has its roots in ancient Indian culture that gives respect and honour to women. His first teacher, guide, philosopher and inspiration was his mother 'Rajmata Jijau', who shaped his mind with stories of 'Ramayan and Mahabharat.' She inspired him to fight against the injustice and to establish 'Swarajya.'

One of the aims behind establishing Swarajya was the protection and safety of women and their honour. Because, in Muslim rule, the women's safety was at stake. Shivaji Maharaj's feministic approach is explicit in his treatment to women. He treated all the women with respect and equality. In his royal court, Rajmata Jijau was 'Kulmukhyar', who had the rights of judgement and administration. After Jijau, the responsibility was handed over to his daughter-in-law Yesubai. He opposed the tradition of 'Sati'. He honoured even the women from enemy. He punished those people, who insulted women. Various events such as the event of Kalyan's Subhedar's daughter-in-law, Ranza's Patil's punishment and the trial against his son, Sambhaji Maharaj on a false charge, throw light on the feminist approach of Chhatrapati Shivaji Maharaj.

**Key Words:** - Feminist Approach, Status of Women, Equality, Safety, Honour, Respect, Protection, Advocacy.

### Introduction:-

Chhatrapati Shivaji Maharaj was the founder of Maratha Empire. He was born on 19<sup>th</sup> Feb.1630 and died on 3<sup>rd</sup> April 1680. He was coronated on 6<sup>th</sup> June 1674. He was the best Ruler who took care of his subjects without any discrimination of caste, creed, religion or gender. He was a great humanist who fought against all types of injustice made to human beings. He defeated the powerful enemies and established a rule of justice, honour, safety and equality. Shivaji Maharaj not only won the wars, but he established peace and prosperity.

Among so many extra ordinary qualities of Shivaji Maharaj, one notable quality is his feministic approach. Chhatrapati Shivaji Maharaj was a feminist, who gave respect to women. He gave equal rights to them and honoured them. He fought for the safety and honour of women. He punished those people who insulted or tortured women. Even the women from enemy were safe in his kingdom. Before discussing the feminist approach of Shivaji Maharaj, we must know what is feminism.

#### ❖ What is Feminism ? :-

Feminism is the advocacy for women's rights. Feminism demands equality between men and women. It considers that women are equal to men.

They must be given equal rights as men. There should be equality of status and opportunity. They must be treated with respect and honour.

Feminism is a range of political, cultural, social, economic movements and ideologies that share a common goal which is to define and advance political, economic, personal and social rights for women. It includes to establish equal opportunities for women in education and employment.

Wikipedia defines, 'feminism as range of socio-political movements and ideologies that aim to define and establish the political, economic, personal and social equality of the sexes'.

Feminism considers that societies prioritize the male point of view and that women are treated unjustly in these societies. Feminists efforts to change this include fighting against to gender stereotypes and improving educational, professional and interpersonal opportunities for women. (Wikipedia)

Feminism was originated in 18<sup>th</sup> century in Europe. Feminist movement campaigned and continue to campaign for women's rights, such as right to vote, run a public office work, earn equal pay, own property, receive education, right to employment, enter into contracts, have equal rights within marriage and maternity leave etc. They also want to protect women and girls form sexual assault,



sexual harassment and domestic violence. (Wikipedia)

### **Shivaji Maharaja's Feminist Approach :-**

Shivaji Maharaj ruled in 17<sup>th</sup> century and the concept of feminism came into limelight in 18<sup>th</sup> century. It shows that Shivaji Maharaj was not inspired by any feminist theory, but it was his inborn attitude. The roots of Shivaji Maharaja's feminist approach can be found in his mother teaching and in our ancient Indian culture and history. In ancient India, the status of women was high in society and they were treated with respect and honour. They had equal rights as men and they were empowered by education. But in the recent history, before the birth of Shivaji Maharaja, the foreign invaders attacked and ruled over India. In most of the parts of the country Muslim rulers were ruling and the condition of Hindu subjects was very pitiable. Women suffered the most in reign of Muslim rulers. Their honour was on stake. For the purpose of safety, women were living within the homes. Thus their status lowered down and they were deprived of equal rights, education, property and power.

Shivaji Maharaja was educated under the guidance of Rajmata Jijau. Rajmatam Jijau herself was a brave woman. Rajmata Jijau and Shahaji Raje had dreamt to establish Hindavi Swarajya and so, she prepared Shivaji Maharaj for that from his childhood. At the early age of sixteen, he vowed to establish 'Hindvi Swarajya' for the poor and tortured subjects.

On all the feminist criteria, Shivaji Maharaja can be called as a 'Staunch Feminist'. He treated women with great respect and honour and fought for the safety of women. His feminist approach is reflected in his treatment to women. First of all it is reflected in his treatment to his mother and the women from his royal family to whom he gave honour and equal rights of education, warfare and administration. Secondly, it is reflected in his treatment to other women. He respected and honoured all women, irrespective of caste, creed, religion or status. Even the women from his enemies were safe in his kingdom. Thirdly, his feminist approach is explicit in the punishments given to the people who insulted women. Fourthly, his feministic approach is clear through his decisions of marriage. He himself married to the girls from his Mavala Sardars families. The marriages of his sons and daughters with the brave saradar's daughters and sons, proves his attitude of equality. He gave importance to the ability of boys and girls; not to their inheritance and prestige. Fifthly his feminist approach can be seen in his opposition to Sati tradition. The prohibited Jijau from being Sati after his father's death. Various events in his life throw light on the feminist approach of Shivaji Maharaj.

The roots of Shivaji Maharaja's feminist approach can be found in his mother's foresight. She shaped his mind in such a way that he respected women. The main aim behind his inspiration to establish 'Hindavi Swarajya' is the safety of women and their honour. From his childhood, Jijau told him the stories from 'Ramayan' and 'Mahabharat', where the great wars were fought for the honour of women. Ram fought with Ravana to save the honour of Sita and Mahabharata's great war was fought for the honour of Draupadi. Shivaji Maharaj was inspired by these stories. When he was a child, there was the rule of Adilshah, Nizamshaha, Kutubshaha and Mughals. All these Muslim rulers tortured the Hindu subjects enormously. Women were not safe in their reigns. So, Rajmata Jijau and Shahaji Raje wanted to establish 'Swarajya' and their dream was fulfilled by Shivaji Maharaja. From his early childhood, he began his struggle with the mighty enemies and established 'Hindvi Swarajya'; where there was no discrimination as Hindu and Muslim. It was the rule of justice, humanity and equality. The rules and laws were same and obligatory for all.

Shivaji Maharaja's feminist approach is explicit in his treatment to women. He treated all women, even the women from enemy with respect. He respected his mother Jijabai. He always took her advice in every matter, may it be administrative or armory decision. Whenever, he was away on any expedition, the administration of Swarajya was in the hands of Rajmata Jijau. The women from the royal family were trained in administration as well as in the skill for warfare. When Shivaji Maharaja was arrested by Aurangzeb in Agra, in his absence, the administration and safety of Hindvi Swarajya was the hands of Jijabai. She shouldered that responsibility with great courage and ability. Even in the absence of the king, no harm was done to the kingdom and the subjects. This shows the empowerment of women.

Rajmata Jijau was a 'Kulmukhtyar' who had the responsibilities of administration and judgement. After the death of Jijau, Shivaji Maharaj handed over the responsibility of Kulmukhtyar to his daughter-in-law, Yesubai, who performed the role with efficiency. All the women from his royal family including Saibai, his daughters and daughters-in-law were trained in administration of kingdom and the warfare skills. So, after the death of Sambhaji Maharaj, his wife Yesubai courageously fought with the enemy. When arrested with her little son, she courageously lived for many years in the custody of Aurangzeb with the hope of good future. Even in the most adverse situation, she didn't lose her courage. Because, she was trained by Shivaji Maharaja. His younger daughter-in-law, Tarabai was also famous for her bravery. Even after the death of Rajaram Maharaj, she fought bravely for the Kingdom and Subjects. Thus, Shivaji

Maharaj has given equal treatment to the women from his family and empowered them. Some of the women were working as spy in his intelligence department. This throws light on the feminist approach of Shivaji Maharaj.

Shivaji Maharaj was a revolutionary who opposed the outdated and bad customs and traditions in the contemporary society. In those days, there was 'Sati' tradition. After the death of husband, the women killed herself with the pyre of her husband. After the death of Shahaji Raje, Jijau Masaheb decided to be Sati. At that time, Shivaji Maharaj was away on Surat Expedition. The whole preparation for Sati was done in his absence. But his son, Sambhaji Maharaj, even as a child, stopped Jijau from being a Sati. Not only Jijau, but other women from the family and society decided not to be a Sati. Instead, they decided to fight against the enemy until their last breath. This was the great victory of Shivaji Maharaj that he was successful in changing the minds and thoughts of women and prohibiting the wrong customs and traditions. He was revolutionary in his thoughts and approach. He was the first king who opposed unjust tradition of Sati.

Shivaji Maharaj's feminist approach is illuminated by some events. In his kingdom, it was strict order not to insult women. Once when Shivaji Maharaj was on South Expedition, famous as 'Dakshin Digvijay', some bullocks from his army were stolen by Savitribai Prabhudevai in Karnataka. At first, she was requested to return those bullocks, but she rejected. The war was fought and won by Shivaji Maharaj's soldiers. The chief of the soldiers, Sonaji Pant was angry with the woman and he insulted her. When Shivaji Maharaj came to know this, he enquired about the incident. Even though, Sonaji has fought for him, he punished Sonaji for insulting a lady, though she was against him. Sonaji's hands were clipped. Even after this, the woman behaved arrogantly and placed her son in the lap of Shivaji Maharaj and asked him to take care of him. Shivaji Maharaj gave her back her Gadhi and promised to protect her son and her kingdom. This incident proves that Shivaji Maharaj was a feminist and he fought not for winning the land, but to protect the women and to give them justice.

The next incident that throws light on Shivaji Maharaj's feminist approach is that of Kalyan's Subedar's daughter-in-law. Shivaji Maharaj's fame as a Just King was spread around the country. So, once 700 Pathan Soldiers from Vijapur gave up the service of Adilshah and joined the army of Shivaji Maharaj. Some of the Ministers of Shivaji Maharaj didn't like it. They didn't believe in the Pathans. So, they were sent on Kalyan Expedition which was against the Muslim Subedar. The Pathans proved their loyalty to

Shivaji Maharaj by defeating the Subedar. The Subedar ran away with the treasury and left the ladies from his family on the spot. He did this only because he knew that all the women are safe in the Kingdom of Shivaji Maharaj, even if they belong to the enemy. This proves the feminist approach and greatness, of Shivaji Maharaj. This trust of even an enemy in Shivaji Maharaj was proved by his own behavior. With the Pathans, there was a Brahmin Sardar called 'Abaji Sondev'. He saw a beautiful young girl, who was the daughter-in-law of the runaway Muslim Subedar. Abaji arrested the girl and presented her before Shivaji Maharaj as a gift. He thought that Maharaj would be pleased by the gift. But to his surprise, Shivaji Maharaj was angry with him for capturing a woman. He honoured that woman from enemy's family and safely sent her to her home. This proves Shivaji Maharaj's feminist approach and his greatness as a humanist. He respected and honoured even the women from the enemy.

One important incident that illuminates Shivaji Maharaj's feminist attitude is that of Sambhaji Maharaj's trial on a false charge against him. Some of the courtiers of Shivaji Maharaj conspired against Shivaji Maharaj. But a young woman from the family, Godavari, came to know about the conspiracy. She was loyal to the king and for saving the life of Shivaji Maharaj, she secretly came to Raigad and delivered the news of the conspiracy to Sambhaji Maharaj, the Prince. Shivaji Maharaj was saved. But when these conspirators saw themselves in danger, they planned a new conspiracy against Prince Sambhaji Raje. They accused Sambhaji Raje of having a love-affair with Godavari. They also accused Sambhaji Maharaj of kidnapping Godavari. Shivaji Maharaj knew his son very well. He knew that Sambhaji Raje couldn't do this. Yet, the law was same for everyone. So, even on a false charge, Sambhaji Raje was arrested and he had to go through a trial. Shivaji Maharaj's wife, Queen Soyarabai was appointed as a judge for this trial. On the witness of Godavari, it was proved that all the allegations against Sambhaji Raje were false and he was released with honour.

This incident proves that Shivaji Maharaj was a just and impartial king. The laws and rules were same for all, for the common people as well as the royal family. Even the Prince was not excused. Each and every woman was safe and honourable in his kingdom. Though, he knew that his son was innocent, that he hadn't done any wrong thing, yet, he didn't take the side of his son. Instead, he trailed his son and enquired the whole matter and proved the truth. This incident shows that Chhatrapati Shivaji Maharaj was a staunch feminist who fought against the injustice and violence made to women. Woman's safety and honour was important to him.

One more incident that throws light on Shivaji Maharaja's feminist approach is that of Hirakani. Hirakani was a young milk-woman living in a village at the foot of Raigad. Everyday, she used to go to Raigad to sell the milk and to return home in the evening. It was the rule of Raigad, that the main entrance gate and all other doors of the fort were closed at the sunset and didn't open before sunrise. One day, Hirakani was late and doors were closed. She requested the Gate keeper that her young baby is at home and she must reach to him. But, the Gate-keeper didn't break the rule. Hirakani was full of unrest as her feeding baby was at home. She thought how to go to home.

She knew that there was a way to come down the fort, but it was very difficult and dangerous. Yet, she dared to come down from that high cliff in the darkness of night and reached home. She went through the great ordeal only for her baby. The next morning, she came to the fort as usual. The gateman was surprised to see her there. He enquired and she told him that she climbed down from the broken cliff. The news reached to Shivaji Maharaj. He made enquiry about it. Then, he called Hirakani in his Royal Court. She was very much frightened. But Shivaji Maharaj honoured her for her bravery. Afterwards, he built the broken cliff and named it 'Hirakani Buruj' to honour the bravery of the milk woman.

**Conclusion:-**

Thus, all the incidents in his life and the treatment given to women prove that Chhatrapati Shivaji Maharaj was a great feminist. He respected and honoured women and gave them equal treatment as men, irrespective of caste, creed, religion or status. He fought for the cause of safety and protection of women. He fought against the injustice and violence made to women.

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## Youth Problems in India: Issues and Challenges

Shri Chandrakanth Toti<sup>1</sup>, Dr. Hanamagouda C.<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Sociology, K.U.D.

<sup>2</sup>Research Guide, Department of Sociology, K.U.D.

Corresponding Author - Shri Chandrakanth Toti

DOI- 10.5281/zenodo.10976843

### Abstract:

It is proved that youth achievers in Indian society have very special role in any country's development. India has the largest youth population and if we look on the past youth population plays an important role in Indian freedom fights and rights from then it was well recognized that the youth power is very essential in the development of India and to make our country a better place to live. In Indian history we can take the example of Swami Vivekananda a youth icon. He taught us what young must have values of life. Similarly, Bhagat Sing was the youngest freedom fighter who sacrifices his life for the freedom of our motherhood. Apart from these many more inspiring actions are there which is done by the youth achievers of India. This will create harmonious environment in the society. The present paper is an attempt to understand the attitude of younger generation towards the development and achievements of their country, and challenges faced by them.

**Key Words:** Challenges, Problems, Issues, Achievements, Youth.

### Introduction:

Youths of the country plays a very vital role in the development of the country. It is important to say that the youth are the future of the country, rather this should become a reality, and it will only become so when the youth would be enough empowered and strengthened. The government and the society are quite hopeful with regard to the capacities of the Indian youth science they have the best suitable potential that can facilitate the growth and progress for the country but both government and the society should analyse that whether the youth are properly developed or not, is the youth getting the sufficient opportunities and facilities from their sides? According to the surveys and demographic statistics; Indian youth constitutes of more than 50% who are under 25 years and 30% of the age 10-25 years and apparently 40 percent of the age group of 16-30 years. Thus, with having such a high magnitude the participation of the youth just cannot be neglected in the process of development of India and it becomes a high- priority for the government to look forward to the development of the youth first Particularly in the Indian society there are two groups of individuals: Highly Educated and Developed group of youth and uneducated, illiterates and Undeveloped groups of youth.

In the countries like India there are much struggles in every field of the society for the youths e.g. social, political and economic issues and that affects the conditions of the Indian youth extremely. The progress of the country depends on the youth of the country but that cannot be overlook their own problems, ignoring the issues of the youth is just

like giving rise towards other problems instead of minimizing them. And also, we cannot neglect the undeveloped section of the youth and make the developed section of same; absolutely responsible for the growth of the country. thus, concentrating upon the equally to both of the sections of the youths must and, see the irony that not even a single but both of the sections of the youths are facing various problems in the present time which hinder their own growth, progress and improvement.

### Objectives:

1. To know the interest and welfare of youths.
2. To understand awareness among youth about individual or organizational level.
3. To know the opportunities to the youths in the field of employment.

### Sources of Data:

This paper is based on secondary sources the information is collected from different sources like, from the books, reports on youths' policy, published articles, newspapers, journals, internet sources etc.

### The Problems of Educated Indian Youth:

#### Careers:

The big problem that Indian youth faces is the lack of better employment in public sector. A vast number of youths get graduated every year but the number of jobs is comparatively less. Science jobs in public sector provided better facilities, perks and encouragements and prestige most of the young people want avail government jobs. And jobs which are available in the government sector, demand for working experience of many years. Various competitive levels are attached with them and are very high-profile jobs. Only post graduate student or

a PhD scholar or experienced person can aspire to grab those jobs, and thus graduates have to look into the private sectors and also face several problems.

#### **Bribery:**

In the Indian society corruption has troubled much moral values of the human beings today. That has affected the youth. Science also gulps the good opportunities of development. The opportunities, facilities, Careers, authority, growth or even the education can be bought by simply corrupting some of the corrupted administrators, bureaucrats, and officers.

#### **Educational Problems:**

Higher education in India still is complex, it is difficult to approach and involves long processes; that is why a larger number of young individuals do not prefer to study after graduation of science they want to become independent right after passing out their colleges study. A smaller number of youths want to get involve in research studies and higher education particularly those who sheer patience and want to grab the most prestigious jobs after completing the studies.

#### **Growing Level Of Competition:**

In public sector the factor of competition is increasing every day, there is a whole lot of elimination done in the competitive exams. The selection may be on the bases of NET/JRF/UPSC/SSC, IT examinations, a huge number of youths is eliminated and only a smaller number of them is selected: that creates a lot of frustration, misery and dissatisfaction between the youth. Furthermore, the reservation problems also faced along with the above-mentioned issues, because the people applying in general category feel more insecure as compared to the people of reserved category.

Uneducated, illiterates and Undeveloped groups of youth, make crimes more, illiterate youth found to be involved in crimes. The age group of between 15-29 youths involved in robbery, scamming, robbery and even murders also. Addiction of drug substance abuse and addiction are most commonly found among the illiterate and undeveloped youth, they are at a young age start smoking and drinking alcohol, no one stops and guide them properly, the parents also illiterate due to this they do not feel guilty nor they punish their children for involving bad company and unethical activities, beggary also one of the most common in the Indian youth, they faces the brutal cycle of poverty, no work to do, and no dignity to work at their own, thus youths find a simple way of begging for earning a livelihood, poverty becomes a series for the illiterate youth, because poverty, of they don't take education, that leads to joblessness, unethical activities, and finally back to poverty. Trampled lives also make the life of youth undeveloped and illiterate makes completely messed

up and no progress. There is no improvement and thus the youths face burden. Their living conditions are very poor, life style has no definition, above-mentioned problems of youths are giving much stress, self- esteem and body images, mistreatment, unhappiness, cyber addiction, teen pregnancy and under sex, are issues related to problems of Indian youth. National youth policy 2014 defines the age group of youth between 15-29 years, in India face various challenges related to employment, suicide tendencies, drug abuse, Adverse impact of social media and stress arising the problems and changing societal structure, particularly due to emergence of nuclear family.

#### **Conclusion:**

The parents 'friendly advice might be helpful during the young age, parents, could be helpful to provide them valuable tips to solve their young age problems and make them responsible and strong individuals. Henceforth teaching them specific skills such as focusing and understanding the problem and change them have patience to concentrate on the parent's useful advice and that make them to Identify the problem, focus on issue, create the solution, evaluate the solution these are some valuable recommendations for solving the youth related problems in India.

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## Empowering Women through Education: Investigating the Impact of India's National Education Policy (NEP) 2020 on Career Advancement

Dr. Sunil Kumar

(Assistant Professor), District Institute of Education & Training (DIET), Karkardooma, SCERT, Delhi.

Corresponding Author - Dr. Sunil Kumar

Email: [drsunilnagar76@gmail.com](mailto:drsunilnagar76@gmail.com)

DOI- [10.5281/zenodo.10978073](https://doi.org/10.5281/zenodo.10978073)

### Abstract:

This study investigates the transformative impact of India's National Education Policy (NEP) 2020 on women's career advancement, employing a descriptive research methodology. Through surveys and interviews with educators, policymakers, and women, this research explores NEP 2020's implications for gender inclusivity, skill development, and access to higher education. Findings reveal NEP 2020's potential to enhance women's career opportunities by addressing gender disparities and promoting holistic development. However, challenges such as implementation gaps and societal norms persist. The study contributes insights into the role of education policies in fostering gender equality and empowerment, emphasizing the need for collaborative efforts to overcome barriers and maximize NEP 2020's impact.

**Keywords:** Education System, Career-Oriented Skills, New Education Policy 2020, Woman's Empowerment, Modern Education, holistic education.

### Introduction:

India's National Education Policy (NEP) 2020 marks a significant shift in the country's educational landscape, emphasizing inclusivity, flexibility, and holistic development. With a specific focus on empowering women through education, NEP 2020 aims to address gender disparities and enhance career opportunities for women across various sectors. This research investigates the impact of NEP 2020 on the career advancement of women, aiming to understand its effectiveness and identify areas for improvement. The New Education Policy (NEP) stands as a comprehensive initiative designed to revolutionize the educational landscape in India. It addresses the intricacies of both ancient and modern educational systems while focusing on contemporary challenges. Central to its objectives is the promotion of women's empowerment through education, striving for equal educational opportunities across genders.

The 2011 census data reveals that women constitute 48.5 percent of India's total population, highlighting their significant presence in society. In today's dynamic cultural landscape, the empowerment of women holds paramount importance. Education emerges as a cornerstone for enhancing women's self-confidence and societal standing, thereby positively impacting their self-esteem. Education equips individuals with the capability to make informed decisions, thereby bolstering their self-assurance. Empowering women through education is indispensable for advancing societal objectives encompassing economic prosperity, educational attainment, and family

welfare. Education and literacy afford women greater autonomy and control over their lives. Beyond mitigating poverty, expanding career prospects, postponing marriages, and enhancing health outcomes, education serves as a catalyst for women's empowerment. The National Policy on Education (NPE) stands as a pivotal initiative by the Indian government to ensure universal access to education, transcending gender barriers. Encompassing students from diverse backgrounds, rural and urban alike, the policy spans the entire educational spectrum from primary schooling to higher education.

The overarching objective of the NPE is to address deep-rooted issues such as gender stereotypes and traditional beliefs that have perpetuated the unequal treatment of women. This paper, as a synthesis of existing research in the field, serves as a comprehensive reference for readers seeking insight into the topic. From the analysis conducted, it becomes evident that the National Education Policy (NEP) 2020 strives to ensure an inclusive and fair education system for all students, particularly targeting girls and young women hailing from low-income households. The research proposes several strategies to enhance female enrolment in colleges, including the establishment of special education zones, allocation of Gender Inclusion Funds, provision of Targeted Scholarships, and the implementation of formula-based and discretionary support for gender-inclusive projects at the school level. Policymakers can utilize the insights gleaned from this study to formulate programs aimed at empowering women through the

NEP. Furthermore, the study's findings offer actionable recommendations for empowering women within the framework of the NEP.

In its approach, the NEP recognizes the inherent value of ancient educational practices, appreciating their holistic approach to learning and character development. Simultaneously, it advocates for the integration of modern pedagogical techniques, technological advancements, and global educational standards to meet the evolving needs of the 21st century. Women's empowerment forms a cornerstone of the NEP's agenda, underscoring the importance of gender-inclusive policies and initiatives. This includes initiatives aimed at boosting girls' education, providing scholarships, and combatting entrenched gender stereotypes. By prioritizing these efforts, the NEP seeks to empower women to actively participate and excel in all facets of society. The NEP's commitment to women's empowerment extends beyond mere access to education. It also encompasses creating an enabling environment for their holistic development. Recognizing the pivotal role of education in enhancing women's socio-economic status, decision-making process, and overall well-being, the NEP strives to eliminate barriers to women's education and empower them to fulfil their potential.

The universal principle of change remains constant and immutable, continuously shaping our surroundings. Evolutionary processes affect every civilization, and social change is an inherent aspect of the modern era. Indian society is no exception to this phenomenon. The historical examination of Indian society reveals numerous instances of social, economic, political, and cultural shifts spanning from ancient times to the present day. These transformations can generally be categorized into two types: incremental and radical. Incremental change is driven by natural forces, while radical change is instigated by human endeavours. While we have little control over natural phenomena, human innovation strives to bring about improvements in both individual lives and societal structures. Education emerges as a critical avenue for catalysing societal reform. It is evident that governments prioritize education as a matter of national security, given the significant attention devoted to educational policies.

The National Education Policy 2020 (NEP 2020) delineates the new educational framework in India, sanctioned by the Indian Union Cabinet on July 29th, 2020. It supplants the 1986 National Policy on Education, offering a comprehensive blueprint for education spanning from primary schooling to higher education and vocational training across rural and urban India. The policy aims to revolutionize India's educational system entirely by the year 2021. Regarding its execution, the language policy within NEP is designed to serve

as a broad directive supplemented by robust advisory measures.

The primary objective of the National Education Policy (NEP) 2020 is to ensure equitable and inclusive education for all children and youth, particularly those belonging to economically and socially disadvantaged backgrounds. Despite prioritizing women's education, challenges persist, particularly evident in the continued dropout rates among girls post high school. Furthermore, there is a noticeable decline in enrolment at both secondary and post-secondary levels. Among various contributing factors, menstruation-related issues and inadequate access to sanitary facilities stand out as prevalent reasons leading to girls discontinuing their education. In summary, the New Education Policy represents a transformative shift in India's educational paradigm. By amalgamating ancient wisdom with modern educational approaches and placing a strong emphasis on women's empowerment, the NEP endeavours to foster a more equitable, inclusive, and prosperous society.

#### **Literature Review:**

Previous studies have highlighted the crucial role of education in empowering women and promoting gender equality. Scholars have explored various factors influencing women's career advancement, including access to education, societal norms, and policy interventions. NEP 2020's emphasis on gender inclusivity and skill development aligns with the global agenda for women's empowerment through education.

#### **National Education Policy (1966)**

Social Work Education in India commenced in 1936 with the establishment of the Tata Institute of Social Sciences. Following independence, educational reforms gained prominence. The first education policy was announced in 1966, focusing on "Radical Restructuring" to provide equal educational opportunities and achieve complete education with national integration. This policy prioritized the significance of education among Indians, emphasizing primary and secondary education, and the establishment of schools in both rural and urban areas.

#### **National Education Policy (1986)**

The National Education Policy of 1986 aimed to advance minority education, ensure gender equality in education, provide education for marginalized communities including SC, ST, and backward sections, and stressed the importance of equal education opportunities for all societal segments. It placed a significant emphasis on addressing the challenge of school dropouts, introducing a series of meticulously planned strategies implemented at the grassroots level nationwide. Additionally, a national mission was



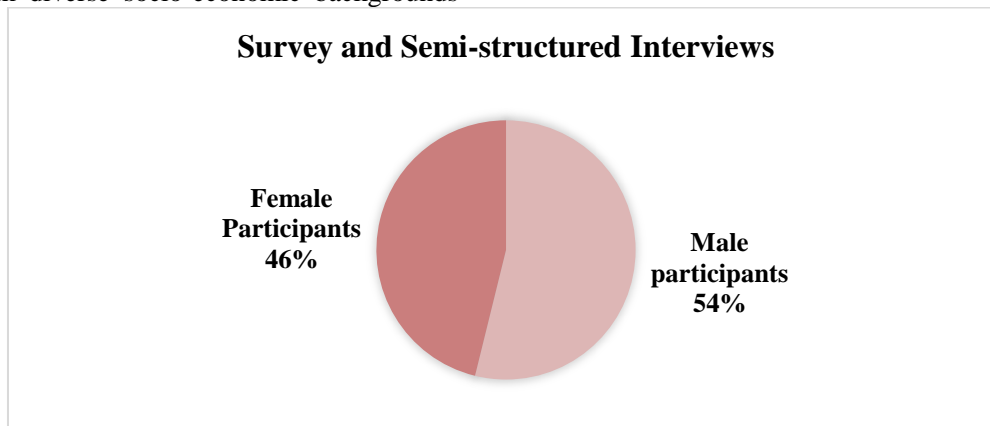
initiated in 1986 to realize the objectives set forth in this policy.

#### Methodology:

This research employs a descriptive research methodology to investigate the impact of NEP 2020 on the career advancement of women. Surveys and semi-structured interviews were conducted with educators, policymakers, and women from diverse socio-economic backgrounds

and career stages. The qualitative data were analysed thematically to identify patterns, challenges, and opportunities associated with NEP 2020.

The study involved 26 (14 male and 12 female) educators, policymakers, and women from diverse socio-economic backgrounds of NCT of Delhi.



#### Importance of Education for Women

Education holds immense significance for women, serving as a cornerstone for their empowerment and advancement in society. Through education, women gain knowledge, skills, and confidence essential for navigating various aspects of life effectively. Here are some key points highlighting the importance of education for women:

1. **Empowerment:** Education empowers women by providing them with the tools to make informed decisions about their lives, careers, and relationships, thereby fostering their autonomy and agency.
2. **Economic Independence:** Educated women have access to better job opportunities, higher wages, and entrepreneurial ventures, enabling them to achieve economic independence and contribute to both household and national economies.
3. **Gender Equality:** Education plays a crucial role in promoting gender equality by challenging stereotypes, fostering respect, and creating opportunities for women to participate equally in all spheres of society, thus breaking down barriers to their advancement.
4. **Health and Well-being:** Education equips women with knowledge about health, nutrition, and hygiene, enabling them to make healthier choices for themselves and their families, leading to improved health outcomes and overall well-being.
5. **Leadership Development:** Through education, women develop leadership skills, enabling them to become effective agents of change in their

communities, advocate for their rights, and contribute to social and political development.

6. **Breaking the Cycle of Poverty:** Education is a powerful tool for breaking the cycle of poverty, as educated women are better equipped to secure stable employment, access resources, and provide quality education and opportunities for their children, thus uplifting future generations.
7. **Parenting and Child Development:** Educated women play a vital role in nurturing the next generation, promoting early childhood development, and instilling values of education, empowerment, and gender equality in their children, thereby contributing to the overall well-being of society.

Investing in women's education yields multiple benefits, not only transforming individual lives but also fostering societal development and prosperity.

#### Analysis of Impact of National Education Policy (NEP) 2020 on Women Empowerment

The study involved 26 educators, policymakers, and women from diverse socio-economic backgrounds, 14 male students and 12 female students.

The introduction of India's new National Education Policy may pose challenges for girl education, despite the government's assertion that it addresses contemporary societal needs. This marks the first significant policy overhaul in 34 years, promising enhancements in the educational system, including initiatives like the Gender Inclusion Fund aimed at ensuring equal educational opportunities for girls. Acknowledging the current socioeconomic context and anticipating future uncertainties, the policy introduces a range of reforms. It emphasizes the necessity for a new skill set to thrive in today's

rapidly evolving economy, highlighting the importance of an innovative approach to education for the upcoming generation. The acceleration of digitalization and disruptive automation due to the pandemic underscores the urgency of adapting to these changes. The National Education Policy 2020 (NEP 2020) aims to cultivate expertise across various sectors, from agriculture to artificial intelligence, to address future challenges effectively. The NEP 2020 strives to future-proof India, ensuring that a significant number of aspiring young individuals are better equipped for higher education than ever before.

To achieve comprehensive structural reform, the new educational approach must synergize with other governmental policy initiatives such as "Digital India," "Skill India," and the "New Industrial Policy." Drawing insights from the dynamic collaboration between Skill India and the corporate sector, the vocational education curriculum can be refined for greater success. Enhanced evidence-based decision-making processes are imperative to adapt to the rapid transformations and disruptions. The National Education Policy (NEP) assures us of real-time evaluation methodologies and a consultative monitoring and review system. Consequently, this would mitigate the need for frequent educational reforms every decade, representing a significant achievement in itself. NEP 2020 marks a pivotal moment for the future of higher education, distinguished by its swift deplorability and unique capacity for implementation.

**According to Yogesh Singh of Delhi University, the Vice President of the National Education Policy (NEP), the NEP aims to enable "every woman to achieve financial independence." This statement was reported by the New York Times on Monday.**

Mr. Singh emphasized that with proper implementation of the National Education Program (NEP), there will be a growing demand for teachers in the upcoming years. He stressed the importance of garnering support from all university stakeholders to ensure the success of the NEP. Mr. Singh highlighted the benefits of NEP's flexible entry and exit options for undergraduate students, particularly for female students who often face challenges in completing their education. These options allow students to take breaks and resume their studies at their convenience, addressing the obstacles they may encounter. Additionally, Mr. Singh pointed out that under the NEP, students will receive diplomas even if they do not complete their degrees, enabling them to pursue employment opportunities. The Vice-Chancellor also noted that innovative elements of the NEP, such as the academic bank of credit and skill development, will contribute to every woman's journey towards financial self-sufficiency.

**Dr. Sunil Kumar**

#### **Discussion:**

If effectively executed, the recently approved "National Education Policy, 2020" by the central government, aimed at modernizing the Indian educational system to align with the demands of 21st-century India, could propel India to become one of the leading nations globally. As part of the new education strategy, 2020, children aged three to eighteen are entitled to the provisions of the Right to Education Act of 2009. This updated educational approach, introduced after 34 years, strives to ensure universal access to pre-primary education for children aged 3-6 by 2025 and to provide higher education opportunities to all students.

The empowerment of women necessitates a holistic approach to education that actively engages them in addressing contemporary challenges and fosters significant social infrastructure tailored to their needs. The policy acknowledges the heightened educational barriers encountered by female students, particularly at the primary school level. It identifies four distinct socio-economically disadvantaged groups (SEDGs) and recognizes that girls within each group face additional hurdles due to their gender, comprising approximately 50 percent of each group. Efforts to enhance the infrastructural integrity of government schools, ensuring the provision of safe, hygienic, and fully functional restroom facilities, are crucial measures aimed at narrowing the gender gap in school dropout rates. Additionally, the policy includes provisions for the establishment of walking groups and the distribution of bicycles, proven methods to enhance female school attendance by offering safe transportation options.

#### **Recommendations for Fostering Women's Empowerment:**

To foster women's empowerment, it is imperative to implement a multifaceted approach that addresses various aspects of education, social attitudes, and infrastructure. Here are some recommendations:

- **Broadening Education Definition:** Education policies should redefine education to encompass all students, especially girls, ensuring their active involvement in educational decisions.
- **Financial Incentives:** Increase financial incentives to combat the higher dropout rates among girls in secondary schools, thereby promoting their educational continuity.
- **Scholarship Eligibility:** Extend eligibility for scholarships, such as the Postgraduate Indira Gandhi Scholarship, to families with two daughters, expanding opportunities for higher education.
- **Community Outreach:** Implement education, information, and communication campaigns in communities and districts to achieve gender

equality in child sex ratios, fostering a supportive environment for girls' education.

- **Legislative Enforcement:** Strictly enforce legislation aimed at promoting women's empowerment through education, ensuring accountability and adherence to legal mandates.
- **E-Governance Focus:** Enhance e-governance mechanisms to monitor government spending on scholarships for female students, promoting transparency and efficiency in resource allocation.
- **Gender-Neutral Facilities:** Provide gender-neutral facilities in hostels to ensure the comfort and safety of all occupants, fostering an inclusive environment for female students.
- **Transportation Services:** Public schools should offer transportation services for female students, particularly in remote areas, to improve access to education and facilitate their participation in schooling.
- A more expansive interpretation of "education" is essential to encompass all students, particularly girls, in educational decision-making processes. Education policies should also target young men and boys to reshape their attitudes towards women and girls.
- Increasing financial incentives is crucial to address the higher dropout rates among girls in secondary schools.
- Families with two daughters should qualify for the Postgraduate Indira Gandhi Scholarship, which currently benefits single-girl families exclusively.
- Comprehensive education, information, and communication campaigns should be implemented in communities and districts to achieve gender equality in child sex ratios.

These recommendations, when implemented comprehensively, can contribute significantly to fostering women's empowerment through education.

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## कुषाण कला में केश विन्यास : एक अध्ययन

चन्दन सिंह

शोधार्थी, इतिहास, संस्कृति एवं पुरातत्व विभाग, एस.एस. जे. परिसर, अल्मोडा, कुमाऊँ विश्वविद्यालय, नैनीताल

Corresponding Author - चन्दन सिंह

DOI- 10.5281/zenodo.10983643

### सारांश-

भारतीय इतिहास में सभ्यता के उत्थान पतन के अलावा अन्य क्षेत्र है जिनका इतिहास को जाना चाहिए, जैसे केशविन्यास, वस्त्र, भोजन,मनोरंजन आदि। बढ़ते हुए केशो होने वाली गंदगी,दिवकत,और बीमारियों से निजात पाने के लिए आदि काल से ही केशा सज्जा का उदाहरण प्राप्त होते हैं। केशो की साज-सज्जा मे आज भी परिवर्तन होते जा रहे है। प्रचीन काल से ही केश विन्यास का इतिहास रहा है जो हमें भिन्न-भिन्न काल खण्ड के साहित्य व शिल्प कला में देखने को मिलता है। प्रत्येक काल खण्ड केश विन्यास में परिवर्तन देखने को मिलते हैं। इन बदलावों का इतिहास लेखन कम चुनौतीपूर्ण नहीं है कुषाण काल में केश विन्यास कई उदाहरण प्राप्त होते है। जो हमें उस काल के गांधार व मथुरा कला में देखने को मिलते हैं।

**मूल शब्द-** कुषाण कला, केश विन्यास, स्त्री-पुरुष नाट्यशास्त्र, वेणी, प्रतिमा, शीर्षभूषण, गांधार, मथुरा, शिल्पकला।

कुषाण कालीन प्राप्त साहित्य साक्ष्यों में प्रमुख रूप से मिलिन्दपन्थो, दिव्यावदान, बुद्धचरित, व भरतमुनि के नाट्यशास्त्र में तत्कालीन स्त्री- पुरुष के शिरोभूषण तथा केश विन्यास का वर्णन किया गया है।

कुषाण काल में केश विन्यास लटो, गुच्छो तथा शिशारूप में प्रचलित होने के साथ ही सुश्रुत द्वारा चौबीस कलाओं में परिगणित किया गया था। भारत वर्ष में विभिन्न प्रदेशों की नारीयों की पहचान उनकी केश- सज्जा के आधार पर ही सम्भव थी। कुषाण काल के आगमन के साथ स्त्रियों में केशा विन्यास मे विकास दिखाई देता है। आरम्भिक समय से चले आ रहे केश विन्यास के साथ-साथ कुछ नये केश विन्यास का प्रारंभ भी इस काल में देखने को मिलता है। भरतमुनि के नाट्यशास्त्र में भारत वर्ष के विभिन्न भाग में प्रचलित केश संरचना की शैली का वर्णन किया गया है।<sup>1</sup>आभीर युवतियों के विषय मे वर्णन किया गया है कि वे दो वेणिया धारण करती थी और उस वे कभी-कभी अपने सिर पर लपेट लेती थी।<sup>2</sup> नाट्यशास्त्र में वर्णन है कि मालवा की स्त्रियाँ या नवायुवतियाँ घुँघराले केश रखती थी।<sup>3</sup> पूर्वोत्तर देश की स्त्रियाँ मोर की पूछ के समान उठी हुई केश रचना करती थी। दक्षिण भारत की स्त्रियों की केश की साज सज्जा "कुम्भीपदक" गोल-जूड़े कहलाती थी। तमिल युवतियाँ पाँच तरह की लटे बनाती है। अश्वघोष ने सौन्दरानन्दम् में एक विषेश प्रकार के केश संरचना का वर्णन किया गया है।<sup>4</sup> जिसमे झीने सफेद कपड़े मे से कोकिल के समान केशपाष झौकता है। इसे "शुक्लकाषुकाट्टाल" शैली के केश रचना कहा गया है। जिसका उदाहरण अमरावती, मथुरा साथ ही प्रश्चिमोत्तर प्रदेश के कला केन्द्रो मे भारतीय प्रभाव की मूर्तियों में देखा जा सकता है।

प्राचीन काल से ही दक्षिण भारत की स्त्रियाँ अपने सुन्दर लम्बे घने केशो के लिए विख्यात रही है जो कुषाण काल में भी थी। दक्षिण भारत की स्त्रियाँ अपने केशो को भिन्न-भिन्न प्रकार से सुगंधयुक्त करती थी। संगम युगीन ग्रंथ शिल्लपादिदिकारम् की नायिका माधवी द्वारा अपने काले और पुष्प के समान कोमल सुन्दर केशो को जल में भीगे हुए दस प्रकार के पौष्टिक पदार्थो, पाँच प्रकार के सुवासित द्रव्यो और बत्तीस प्रकार के जड़ी-बूटियों से बने सुगंधित जल से धोने एवं तत्पश्चात केशो को सुगन्धित धूप से सुखाकर भृग कस्तूरी का लेप चढाने और उससे सुगन्धित करने का उल्लेख है।<sup>5</sup> बालो को सवारने की जो एक अन्य प्रचलित शैली थी, वह एक लट प्रकार की केश रचना करती थी।<sup>6</sup>कुछ जगह दो लटाये सिर के एक तरफ लटकती दिखाई गयी है। इतिहास के उदाहरण में गांधार कला की मूर्तियों के समान पुष्पो की माला सिर के चारो तरफ लपेटी गयी है।

मथुरा से प्राप्त मूर्तियों में केश - सज्जा मे भिन्न-भिन्न शैलियों के दर्शन होते है। मथुरा से प्राप्त एक उपासक की प्रतिमा के केश विन्यास कुछ भिन्न प्रकार का है। प्रतिमा में उनके कोशो को कनपट्ट से उठाकर सिर के मध्य ले जाया गया है और सिर के अग्रभाग में गाँठ आदि की सज्जा की गयी है। इसी प्रकार एक पुरुष प्रतिमा के केश को साधारण ढंग से आगे से पीछे की तरफ बिना किसी विभाजन के सवारा गया है।<sup>7</sup>मथुरा से कुछ प्रतिमाओ मे घुँघराले केशो का अंकन किया गया है जो विदेशी प्रभाव से युक्त है। एक पुरुष मूर्ति मे छोटे केश प्रदर्शित है। एक इसी प्रकार की अन्य प्रतिमा में केश आगे की तरफ माथे पर एक आभूषण से अथवा पीछे से लपेट लिया गया है।

<sup>5</sup> शिल्लपादिदिकारम्,पृ.95

<sup>6</sup> फर्ग्युसन,जे, द्री एण्ड सर्पेन्ट वर्शिप, लन्दन, 1873.फ. 11,आ.2.

<sup>7</sup> स्मिथ, ए,विसेंट, द जैन स्तूप एण्ड अदर एन्टीक्वीटी ऑफ मथुरा, फ.ग्व्स.

<sup>1</sup> नाट्यशास्त्र,23 / 148.

<sup>2</sup> नाट्यशास्त्र,23 / 63.

<sup>3</sup> नाट्यशास्त्र,23 / 64.

<sup>4</sup> सौन्दरानन्दम्,7 / 7

इसी तरह के केश संरचना गांधार व नागार्जुनकाण्ड की मूर्तियों में प्रदर्शित हैं। जो कालान्तर में गुप्तकाल में आते-आते काफी प्रचलित हो गया था।

पश्चिमोत्तर भारत के कुषाण कालीन गांधार कला कहे केन्द्रों से जो प्रतिमाये प्राप्त हुई है। वे भारतीय व विदेशी लक्षणों से युक्त हैं। इन क्षेत्रों से प्राप्त मूर्तियों के केश सज्जा के अध्ययन से ज्ञात होता है कि वे विविध प्रकार के जैसे लम्बे केश, विग, जैसा आभास देने वाले घुँघराले बाल, शिखण्डक, जटाजूट, गाँठ युक्त केश आदि रखते थे। कुछ मुतियों में पुरुषों के घुँघराले बाल ऊपर उठे जो देखने में 'विग' की तरह दिखाई देता है। गांधार से प्राप्त एक प्रतिमा में पुरुष के कन्धों तक लटकते केश सीमान्त के दोनों तरफ सवारे गये हैं।<sup>8</sup> यही से प्राप्त ब्रह्मा की प्रतिमा में भी बालों को आगे से पीछे तक सवारा गया है। कुछ प्रतिमाओं में लम्बे केश में कुछ दूरी पर गाँठ लगाकर उसे माथे में चारों तरफ लपेटा गया है। जो सम्भवतः ग्रीकी केश विन्यास था। गान्धार से प्राप्त राजकुमार सिद्धार्थ का केश सिर में ऊपर अड़े की आकृति का बनाया गया है जो शिखाण्ड शैली कहा गया है। बच्चों के केश बहुधा घुमे हुए रहते थे किंतु कुछ उदाहरण में बाल कटे हुए भी हैं। पुरुषों में भी दाढ़ी व मूँछ रखने का भी प्रचलन था।<sup>9</sup>

भरतमूनी के नाट्यशास्त्र में चार प्रकार की दाढ़ियों— श्याम, शुक्ल, रोमश, विचित्र का उल्लेख हुआ है। श्याम दाढ़ी कुमारों की होती थी। शुक्ल का अर्थ शुद्ध माना गया है मंत्रियों, संन्यासियों, पुरोहितों तथा मध्य श्रेणी में लोगो की दाढ़ी साफ बनी होती थी। प्रतिमाओं व चित्रों में इस प्रकार के लोगो में दाढ़ी मिलती है। असंस्कृत दाढ़ी को रोमश दाढ़ी कहते थे। राजा, श्रृंगार, नागर तथा तरुण राजपुत्र विचित्र दाढ़ी रखते थे।

कुषाण कालीन साहित्य तथा शिल्प में हमें पुरुषों व स्त्रियों शीर्षभूषणों के विविध प्रकार प्राप्त होते हैं। कुषाण कला की प्रमुख दो कला शैलियाँ मथुरा व गांधार कला के केन्द्रों से प्राप्त शीर्षभूषणों का अध्ययन करना आवश्यक है।

मथुरा शिल्प में स्त्रियों के शीर्षभूषणों का अंकन हुआ है। निम्न प्रकार है।

1. ललाटिका (मांगटीका)
2. रत्नजाल
3. ईरानी प्रकार का आयाताकार मुकुट
4. शिरोबन्ध

मथुरा से प्राप्त स्त्री प्रतिमाओं में शक स्त्रियों का भी अंकन है एकवेदिका स्तंभ पर दीपदान लेकर खड़ी शक स्त्री के बालों को पीछे पीठ की ओर खुला अंकन किया गया है। ललाट के चारों ओर बालों यथास्थान रखने के लिए मोटी गोलाई में उभरी केशबंध का प्रयोग हुआ है। गांधार कला से प्रभावित कुछ नारी प्रतिमाओं में केश बंध का अंकन किया गया है।

मथुरा से प्राप्त कुषाण कालीन पुरुष प्रतिमाओं में अनेक प्रकार के शीर्षभूषण का अंकन दिखाई देता है जो निम्न प्रकार हैं।

1. तिकोनी तोपी के आकार के मुकुट

2. ईरानी आकार के चौकोर टोपीनुमा मुकुट
3. शीर्षबंध
4. चिपटी टोपी आकार के मुकुट
5. पदम युक्त उष्णीष अथवा अर्द्धमुकुट

ईरानी आकार के चौकोर टोपीनुमा मुकुट में मध्य में अर्द्धचन्द्रकार, पदम पुष्प पदक लगा हुआ मिलता है जिसमें मुकुट की शोभा दो गुना कर देती है। इन मुकुट पर स्वर्णिम तारों व रत्नों से सज्जा की गयी है।

मथुरा कला में कुछ मुतियों में शक-कुषाण जातियों की कुलाह-टोपी को अंकित किया गया है। मथुरा से प्राप्त एक पुरुष प्रतिमा के मस्तक में नुकीली टोपी का अंकन है। इस टोपी के मध्य के लम्बी धातु पट्टियों पर मणियाँ जड़ित हैं। इस तरह देखा सकते हैं कि कुषाण कला में उष्णीष को भिन्न-भिन्न प्रकार के रत्न जटित धातु पदकों से सजाना प्रारंभ हो गया है।

गांधार कला में स्त्रियों के शीर्षभूषण निम्न प्रकार के हैं।

1. ललाटिका
2. हेममणि व मुक्ता लड़ियों से निर्मित किर्रीट
3. रत्नजटित धातुमय मस्तक पट्टिका
4. मुक्ता व हेममणि, रत्नों से निर्मित मस्तक पट्टिका

रत्नजटित मस्तक पट्टिका गांधार कला में पुरुष-स्त्री दोनों ने धारण की है। इस तरह की मस्तक पट्टिका को धातु की पतली पट्टिका द्वारा निर्मित किया जाता था, जिस पर रत्नों को लगाया जाता था एक दृश्य में मल्ल में प्रधान ने एक दृश्य में राजकुमार सिद्धार्थ ने मस्तक पट्टिका पहनी हुई है। जिसमें एक पवित में रत्नों से जड़ावत दिखाती है।<sup>10</sup> मैत्रेय और बोधिसत्व सिद्धार्थ की प्रतिमाओं में अंकन की गयी, मस्तक पट्टिकाओं में तीन पक्तियों में रत्नों की जड़ावत दिखाती है। कुषाण कालीन शिल्प व साहित्यों में तत्कालीन समाज में स्त्री पुरुषों द्वारा धारण किये जाने वाले आभूषणों का वर्णन है। 'नाट्यशास्त्र' में पुरुषों की योनियों के आधार के अनुसार अनेक शीर्षभूषण का वर्णन है। जैसे गंधर्व, देव, यक्ष आदि के मुकुट को पार्श्वमौलि कहा गया है। शीर्षमौली को उत्तम श्रेणी का शीर्षभूषण कहा गया है। शासकों का शीर्षभूषण मुकुट कहलाता है। केशमुकुट चरण, विद्याधर आदि धारण करते थे। कन्चुम, अमात्य आदि बंधपट्ट, वेष्टन आदि का प्रयोग करते थे।

स्त्रियों के शिरोभूषण का नाट्यशास्त्र में अनेक प्रकार नाम प्राप्त होते हैं। इसमें शिखाजाल, शिखापाश, पिण्डयात्र, वेणीगुच्छ तथा शिखापात आदि का वर्णन है।<sup>11</sup> जिनमें से अधिकांश नाम जैसे शिखाजाल, शिखापास, शीर्षजाल, मुक्तजाल, शिखापात्र, आदि रत्नों एवं मुक्ताओं की लड़ियों में निर्मित आभूषण थे जिनको सिर के वेणीया, जूड़े में भिन्न-भिन्न प्रकार से लगाया जाता था। मथुरा कला में अधिकांश मूर्तियों में इस प्रकार से लगाया जाता था। मथुराकला में अधिकांश मूर्तियों में इस प्रकार की मुक्तालड़ियों से केश साज-सज्जा का अंकन मिलता है। जालम का वर्णन सूत्र साहित्य में शिरोभूषण में रूप में हुआ है। मुक्ताजाल प्रकार का आभूषण भारत वर्ष में अत्यन्त प्राचीन काल से चले आ रहा था।

पिण्डपात्र नामक आभूषण का उल्लेख न तो कुषाण काल से पहले मिलते हैं और न ही बाद के किसी

<sup>8</sup> मार्शल, जॉन, द बुद्धिस्ट आर्ट ऑफ गान्धार, कैम्ब्रिज, 1960, फ.38, चि.68

<sup>9</sup> मार्शल, जॉन, दि स्तूपाज एण्ड मोनास्ट्रिज एट जौलिया, आ. 41, 96.

<sup>10</sup> मथुरा संग्रहालय, सं.-एम-4.

<sup>11</sup> नाट्यशास्त्र (सम्पा, पं, केदारनाथ), अध्ययन-21, पृ.344,

ग्रंथ में मिलता है इसलिए यह कुषाण कालीन स्त्रियों के केशों की विशिष्ट संरचना की आवश्यकतापूर्ति हेतु कल्पित नवीन आभूषण माना जा सकता है। कुषाण कालीन शिल्प में स्त्रियों के सिर पर सामने की ओर 'पिण्ड' सदृश छोटा जूड़ा अंकित मिलता है। इस प्रकार की केश सज्जा न तो शुंग समय में दिखती है और न ही उत्तरोत्तर काल में कुषाण कला के अनेक साक्ष्यों में इस प्रकार का जूड़े ऊपर वृताकार उभरा हुआ अलंकरण देखने को मिलता है। जिसे पिण्ड पात्र के रूप में अंकित कर सकते हैं। इसी प्रकार 'चूड़ामणि-मकरिया से तात्पर्य मकरमुखों से अलग पदक से रहा होगा, जिसके मध्य में चूड़ामणी या बहुमूल्य वृहदाकार मणि संलग्न रहती थी।

नाट्यशास्त्र से अवर्तललाटिका और ललाटतिलक भी उल्लेख मिलता है।<sup>12</sup> माथे पर स्वतंत्र रूप से पहने जाने वाला आभूषण आवर्तललाटिका से मिलता जुलता है। इस साक्ष्य के आधार पर शुंग- सातवाहन युगीन साक्ष्यों में अंकित माथे के आभूषण को ललाटतिलक कह सकते हैं क्योंकि उसके जंजीर या सूत्र का अंकन मिलता है। पुष्प तिलक से बना ललाटिका को ही नाट्यशास्त्र में 'कुसुमानुकृति' कहा गया है। गांधार कला में हरिती व सालवृक्ष के नीचे खड़ी स्त्री ने उसी प्रकार की कुसुमानु तिलक ललाटिका पहनी है। प्राकृत में लिखा गया जैन ग्रंथ अंग-विज्ज में आभूषणों की दीर्घ सूची प्राप्त होती है।

माथे में आभूषणों के रूप में किरीट, मुकुट आदि पुरुषों में शिरोभूषण उल्लेखित हैं। इन सब के अतिरिक्त गरुड, मगरक, वृषभक, सिंहक, चक्रवाक मिथुन आदि आभूषण का प्रयोग मुकुट की विशिष्ट सज्जा के लिए होता था। गरुडक, मगरक भी मथुरा कला में पहचाने जा सकते हैं। अंगविज्जा में स्त्रियों के आभूषण में पिण्डासम, मत्थक-कण्टक, तिलक, विसेसक, मुहंफलक आदि का वर्णन है इनका संबंध हम बिंदी सदृश्य आभूषणों से कर सकते हैं। और नाट्यशास्त्र में बिंदी में लिए 'ललाट' तिलक का प्रयोग किया गया है। स्त्रियाँ मकरिका नामक आभूषण पहनती थी जो शिरोभूषण में संयुक्त होता था। इस तरह अंग-विज्जा में तत्कालीन समाज में प्रचलित आभूषण के नाम प्राप्त होते हैं। अंग-विज्ज प्राकृत भाषा में उल्लिखित ग्रंथ है जिसका संबंध समाज के सभी वर्गों में था। अतः इस प्रकार अंग-विज्ज में उल्लेखित आभूषण जनसामान्य में प्रचलित आभूषण कहे जा सकते हैं, बुद्धचरित में सिद्धार्थ के महाभिनिष्क्रमण के प्रसंग में उनके द्वारा सारथी छन्दक को शिरोभूषण उतार का दिये जाने का वर्णन आया है। "सिद्धार्थ ने सर्वप्रथम अपने से देदीप्यमान रत्न निकालकर छन्दक को दे दिया। सिद्धार्थ के जो केश राजाओं के योग्य मौलि से परिवेष्टित थे उन केशों को सिद्धार्थ ने काटकर फैंक दिया था।" यह विवरण सिद्ध करता है कि मौलि व मुकुट पर्यायवची शब्द थे। बुद्धचरित में राजाओं के प्रसंग में ही मणि व मणि प्रदीपोयज्वल चित्र मौलयः का उल्लेख आया है। इस प्रकार के उदाहरणों से मौलि की समानता मुकुट से कर सकते हैं। सौन्दरानन्द नामक ग्रंथ में मुकुट एवं मौलि दोनों का उल्लेख हुआ है।

#### उपसंहार-

कुषाण कालीन शिल्प कला गांधार व मथुरा कला के प्राप्त साक्ष्यों व सम्बन्धित साहित्य ग्रंथ नाट्यशास्त्र,

दिव्यावदान, अंगविज्जा, सौन्दरानन्द, बुद्धचरित आदि में वर्णित तथ्या से यह स्पष्ट होता है कि कुषाण कालीन कला में केश विन्यास अत्यंत सुंदर व विशिष्ट था जो तत्कालीन समाज में प्रचलित सभी वर्गों का प्रतिबन्धित्व करता है। केश विन्यास के भिन्न-भिन्न उदाहरण व साहित्य या ग्रंथों में अंकित शिरोभूषण कुषाण कला को इतिहास के अन्य काल खण्ड से विशिष्टता प्रदान करते हैं। कुषाण काल में केश विन्यास में देशी के साथ- साथ विदेशी प्रभाव भी दिखाई देते हैं।

<sup>12</sup> नाट्यशास्त्र (सम्पा, पं, केदारनाथ), अध्ययन-21, पृ.332,



## वीर सावरकर के चिंतन में सांस्कृतिक पुनरूत्थानवाद

डॉ. शिवचन्द्र झा

शोधार्थी, राजनीति विज्ञान विभाग, तिलकामांझी, भागलपुर विश्वविद्यालय भागलपुर बिहार

Corresponding Author - डॉ. शिवचन्द्र झा

Email:- [shivchandrajha0@gmail.com](mailto:shivchandrajha0@gmail.com)

DOI- 10.5281/zenodo.10983700

### सारांश:-

पाश्चात्य प्रभाव के कारण 19 वीं सदी के आरंभ में भारत में सामाजिक तथा धार्मिक सुधार प्रक्रिया शुरू हो चुकी थी। यह मुख्य रूप से भारतीय जनता की उदीयमान राष्ट्रीय चेतना और पाश्चात्य उदावादी विचारों के प्रसार का परिणाम थी। इसी के कारण भारत में सामाजिक और धार्मिक नवनिर्माण के कार्यक्रम को अपनाया गया। सामाजिक क्षेत्र में जाति सुधार या जाति प्रथा की समपत्ति, स्त्री के लिए समानाधिकार, बाल विवाह का उन्मूलन, विधवा विवाह का समर्थन, सामाजिक और कानूनी असमानता का विरोध आदि सामाजिक कुरीतियों के प्रश्न पर आंदोलन हुए। धार्मिक क्षेत्र में जो आंदोलन हुए उन्होंने धार्मिक अंधविश्वास और मूर्तिपूजा, बहुदेवतावाद, वंशानुगत पुरोहिती आदि का विरोध किया। ये सामाजिक एकता सुधार आंदोलन मुख्य रूप से व्यक्ति स्वतंत्रता, सामाजिक और सिद्धांतों से जुड़े हुए थे।

शब्द कुंजी:- सामाजिक; धार्मिक; हिन्दु; जाति; सावरकर

### भूमिका:-

प्रत्येक युग में लगभग सभी दार्शनिकों, सामाजिक व धार्मिक सुधारकों ने जातिवाद व छुआछूत की आलोचना की परन्तु रूढ़िवादी हिन्दुओं ने वर्ण-व्यवस्था को शास्त्रों के आधार पर उचित ठहराया। सावरकर ने अनुभव किया कि रूढ़िवादी हिन्दुओं का दृष्टिकोण पुरातनवादी व अनुदारवादी है। यह रूढ़िवादी विचारधारा, असामयिक परम्पराओं तथा पुरानी घिसी-पीटी प्रथाओं से बँध-सी गयी है। वे अपने पक्ष में धार्मिक ग्रन्थों का सहारा लेते हैं। सावरकर जानते थे कि सामाजिक एवं धार्मिक मान्यताओं से राजनीति प्रभावित होती है।

किसी भी जाति को अन्य किसी जाति से श्रेष्ठ या कनिष्ठ केवल इसलिए नहीं मानना चाहिए क्योंकि यह हमारे धार्मिक ग्रन्थों में है। सावरकर के अनुसार विशेष गुणों के अभाव में ब्राह्मण कुल के जन्म लेने के कारण ही व्यक्ति पूज्य तथा विशेष अधिकार व सुविधाओं का हकदार है, ऐसी प्रथा बन्द होनी चाहिए। “केवल इसीलिए किसी व्यक्ति को सिंहासन एवं वेदोक्त राज्यभिषेक का अधिकारी समझना कि उसने क्षत्रिय कुल में जन्म लिया है जबकि उसमें आवश्यक गुण एक भी नहीं है, परन्तु छत्रपति शिवाजी के समान पराक्रमी पुरूष स्वतंत्र राज्य की भी स्थापना क्यों न कर दे। ‘फिर भी केवल वह क्षत्रिय नहीं इसी कारण से वह सिंहासन का अधिकारी नहीं हो सकता। ‘ ऐसा कहना विशुद्ध मुखता की नहीं वरन् घातक भी है।’ यदि जाति-भेदों के जन्मजात कल्पित ऊँच-नीच की भावना तथा विशेष गुणों के अस्तित्व

के बिना भी प्राप्त होने वाले विशिष्ट अधिकारों को कम कर दिया जाये, तो वर्तमान जाति-भेद के जो अन्य लक्षण भविष्य में दीर्घकाल तक अस्तित्व में भी रहें तो भी समाज को उससे हानि नहीं होगी।

### जन्मजात जाति भेद के चार पैर:

सावरकर ने हिन्दु राष्ट्र के संगठन में बाधक बनने वाली जाति-भेद के नाम पर दुष्ट रूढ़ियों को सदैव के लिए समाप्त करने का आवाहन किया। हिन्दु राष्ट्र के प्रबल संगठन के लिए अत्यन्त हानिकारक होने वाला, जाति-भेद का प्रमुख भाग है चार रूढ़ियाँ: (1) व्यवसाय बन्धन, (2) स्पर्श-बन्धन, (3) रोटी-बन्धन, तथा (4) बेटी-बन्धन। “जाति-भेद तो मानो एक चतुष्पाद पशु है, जिन चार पैरों पर वह प्रमुख रूप से खड़ा है, वे उसके चारो पैर यदि तोड़ दिये जाये तो समझ लो कि उसकी वह भारी-भरकम देह तत्क्षण ही गिर पड़ेगी।

### (1) व्यवसाय बन्धन:-

सावरकर जातिनिष्ठ व्यवसाय-बन्धन के स्थान पर गुणनिष्ठ व्यवसाय-स्वतंत्रता के पक्षधर थे। सावरकर ने स्पष्ट किया कि जातिनिष्ठ व्यवसाय-बन्धन की पोथीनिष्ठ परम्परा का खण्डन कर गुण-निष्ठ व्यवसाय स्वतंत्रता की परम्परा का मुक्त रूप से प्रचलन समाज के लिए लाभकार एवं समृद्ध होगा, यह अब प्रयोग सिद्ध हो चुका है।<sup>2</sup>

### (2) स्पर्श बन्धन:-

जन्मजात जाति-भेद का दूसरा पैर स्पर्श-बन्धन है।



सावरकर ने छुआछूत को हिन्दू समाज की रूग्ण मानसिकता का प्रतीक बताया। उन्होंने अनुभव किया कि हिन्दू समाज का एक बहुत बड़ा भाग शोषण, अन्याय तथा अत्याचार का शिकार है। यदि प्रत्येक हिन्दू को राष्ट्रीय गतिविधियों में उत्तरदायित्वपूर्ण सहभागी बनाना है तो छुआछूत को समाप्त करना होगा। अखिल भारतीय हिन्दू महासभा के कानपुर अधिवेशन, 1942 में अपने अध्यक्षीय भाषण में सावरकर ने पाँच वर्ष के अन्दर इस देश के छुआछूत रूपी कलंक को मिटाने का आवाहन किया। उन्होंने कहा: “याद रखो। हिन्दू समाज को संगठित करने के लिए छुआछूत की भावना को मिटाना आवश्यक है।” प्रत्येक हिन्दू संगठनवादी निम्न शब्द कहे और उस पर अमल करें: “मैं अपने किसी सहधर्मी को इसलिए अछूत नहीं मानूँगा क्योंकि वह विशेष जाति में पैदा हुआ है।

सावरकर ने अस्पृश्यता निवारण हेतु अछूतों को सहर्ष स्पर्श करने पर अधिक बल दिया। उन्होंने कहा है: “अस्पृश्योद्धार उन्हें शिक्षा, नौकरी, निवास, सुविधा आदि। सहायता देना - जाति-भेदोच्छेद का विषय नहीं है। जाति-भेदोच्छेदन का प्रत्यक्ष सम्बन्ध केवल जन्मजात अस्पृश्यता को तोड़ना भर है। न छूने के माने अस्पृश्यता, अर्थात् छूना माने अस्पृश्यता नष्ट करना। रोटी-बन्धन, बेटी-बन्धन, वोदोक्त-बन्धन आदि जन्मजात जाति-भेद के अन्य सुधार आगे की सीढियाँ हैं और वे तो स्पृश्यों पर भी लागू होती है? अस्पृश्यों का गुट ‘स्पृश्य’ कर दिया कि स्पर्श-बन्धन टूट गया।

अपने अछूतोंद्वारा कार्यक्रम में सावरकर ने डॉ. वी. आर. अम्बेडकर की न केवल प्रशंसा की वरन् उनको यथाशक्ति सहयोग भी दिया। अछूतों का उपनयन संस्कार कराने में, उनके मन्दिर प्रवेश के सम्बन्ध में, उनके साथ सहभोज में उनके वेद पढ़ने के अधिकार के सम्बन्ध में, सावरकर ने निरन्तर डॉ. अम्बेडकर का साथ दिया। उनके इस कार्य से प्रभावित होकर पूना में अछूतों के नेता पी. एन. राजभोज ने सार्वजनिक रूप से कहा: “आरम्भ में तो मैं सावरकर जी के आन्दोलन को एक दृष्टा के रूप में देख रहा था। किन्तु जब मैंने उनसे चर्चा की ओर स्वयं अपनी आँखों से उनके कार्य को देखा तो मैं उससे अभिभूत हो गया। मैं अनुभव करता हूँ कि वे राजनीति के क्षेत्र में ही नहीं अपितु सामाजिक क्षेत्र में भी उसी प्रकार की क्रान्ति लाने के लिए कृत्य संकल्प हैं। रत्नागिरि के विठोबा मन्दिर में अछूतों के प्रवेश हेतु जो कार्य सावरकर ने किया, उसकी भूरि-भूरि प्रशंसा की गयी।<sup>3</sup>

### (3) रोटी-बन्धन:-

सावरकर ने रोटी बन्धन को चारों बन्धनों में प्रमुख माना है। उन्होंने कहा है: “वर्तमान जाति-भेद के इन चार पैरों में से प्रमुख रूप से जिस पैर पर प्रहार करते ही जाति-भेद की यह भारी-भरकम देह नीचे गिरने वाली है वह पैर है रोटी बन्धन। रोटी बन्धन के टूटते ही जन्मजात जाति-भेद के बचे हुए थोड़े-बहुत अवशेष स्वतः समाप्त हो जायेंगे।

डॉ. शिवचन्द्र झा

रोटी बन्धन के टूटने से बसोड़ा के साथ ब्राह्मण भी यदि भोजन करें तो स्पर्श करने या न करने का प्रश्न ही नहीं उठाता। रोटी बन्धन तोड़ने का एकमात्र सरल साधन है सहभोज। सावरकर के शब्दों में “एक होकर लड़ने से जाति-भेद कभी भी समाप्त नहीं होगा परन्तु एक होकर भोजन करते ही व जहाँ का तहाँ मर जायेगा।” सहभोज या सहपान करने से व्यक्ति अधर्मी नहीं हो जाता। “सहपान या सहभोज या वैधक शास्त्रीय प्रश्न है, उन धर्मशास्त्रों का नहीं है जो कहते हैं समूची जाति की जाति या धर्म-का-धर्म चावल के पसाब के बुदबुदे में डूब जाता है। यद्यपि पोथीनिष्ठ जाति-भेद की मृत्यु सहभोज में निहित है, पर सावरकर ने इस बन्धन को तोड़ने के लिए निम्न शर्तों का वर्णन किया है:

(1) यदि हम सहभोज के सिद्धान्त को स्वीकार करते हैं तो प्रत्यक्ष रूप से सहभोज में भाग लेने से कतराना नहीं चाहिए।

(2) इस बात की प्रतीक्षा नहीं करनी चाहिए कि सहभोज में कोई विशिष्ट व्यक्ति या विशिष्ट जाति के लोग अवश्य उपस्थित हो।

(3) नित्यप्रति अवसर पाने पर सहभोज करना चाहिए।

(4) प्रत्यक्ष सहभोज प्रकट रूप से सार्वजनिक स्थानों पर होने चाहिए।

(5) प्रत्येक सहभोज में यथासम्भव अस्पृश्य अवश्य शामिल हो।

सावरकर के शब्दों में “कितना सरल हैं यह साधन? ब्राह्मण तथा बसोड़ा एक ही पंगत में अभिन्नता से बैठ जायें और मोतीचूर के लड्डुओं को डटकर खायें और देखें, तो क्या दिखयी देगा, जाति-भेद तो नष्ट ही हो गया है।<sup>4</sup>

### (4) बेटी-बन्धन:-

बेटी-बन्धन को तोड़ने हेतु साहस की आवश्यकता है। सावरकर ने इस सम्बन्ध में फैलाये गये भ्रामक प्रचार के विरुद्ध सचेत किया। इसका यह अभिप्राय नहीं है कि “किसी एक व्यक्ति या वर्ग की कन्याएं किसी दूसरी व्यक्ति का वर्ग में व्याहनी ही होगी। इसका वास्तविक अर्थ है “यदि कोई हिन्दु दयालुता, सुप्रजन क्षमता आदि वैवाहिक गुणों से युक्त किसी अन्य जातिके हिन्दू वर-वधू को पसन्द कर ले तो केवल इसीलिए कि उनकी जाति भिन्न है, उस विवाह को निषिद्ध न माना जाये या उस कारण से उन वधू-वरों को पूर्णतः सव्यवहार्य मानने में आपत्ति न हो, एसी एक अनुज्ञा है। इस प्रकार के विवाह “हिन्दू राष्ट्र के संगठन के लिए उपकारकव अपरिहार्य।<sup>5</sup>

जाति-भेद का उन्मूलन करने हेतु सावरकर ने तीन और वनों की चर्चा की है।

### (5) वेदोक्त-बन्धन:-

हिन्दू मात्र को समस्त धर्मग्रन्थों के अध्ययन का समान अधिकार होना चाहिए। इसी प्रकार वेदोक्त संस्कार का समस्त हिन्दूओं को समान अधिकार मिलना चाहिए।

किसी उपजाति को इससे वंचित रखना हिन्दू समुदाय के लिए अहितकर होगा।

#### (6) सिन्धु बन्धन:-

विदेश गमन के आधार पर जाति बहिष्कार अहितकर है। इस दुष्प्रवृत्ति के कारण अनेक जातियोंमें विदेश गमन निषिद्ध कर दिया। ऐसा होते ही विदेश व्यापार, विदेशो से सम्बन्ध और व्यवहार आदि समस्त कार्य-कलाप समाप्त हो जायेंगे। “इतना ही नहीं, बृहत्तर भारत के वे द्वीप, जिन्हें हमारे पूर्णजों ने बसाया या हमारे व्यापारियों सेनानियों ने जिन्हें जीता और बसाया, ऐसे नगर, बन्दरगाह और राज्य इस शुद्ध-शुद्ध के पागलपन जैसे रोग से हमारी मातृभूमि से एकाएक अलग हो गये।<sup>6</sup>

#### (7) शुद्धि-बन्धन:-

जाति-बन्धन को तोड़ने हेतु सावरकर का सन्देश था “जाति और व्यवहारी, वर्ग अथवा वर्णों के जो बन्धन आज के युग में अपनी उपादेयता खो चुके हैं, मिटा दो। हमें चाहिए कि हम हिन्दू रक्त की पुनीत धारा को अटक से कटक तक समस्त हिन्दू जाति की नस-नस में प्रभावित होने दें, जिससे कि यह जाति अखण्ड, अभेद राष्ट्र और इस्पात की भाँति सदृढ़ हो सके।<sup>7</sup>

#### निषकर्ष :-

भारत की सांस्कृतिक पुनरुत्थान में अनेकों संस्था एक व्यक्ति का योगदान रहा हैं जिसमें वीर सावरकर जी का योगदान, महत्वपूर्ण हैं, उन्होंने समाजिक और धार्मिक क्षेत्रों में सामाजिक विशोषाधिकारों को समाप्त किया। वे जाति और धर्म से सबको समान अधिकारों के पक्षधर थे। उनका कहना था कि भारतीय जनता की राजनीतिक स्वतंत्रता, सामाजिक और सांस्कृतिक प्रगति और राष्ट्रीय एकता के लिए सामाजिक संबंधों और संस्थाओं के ऊपर गुणात्मक, योग्यताधारित और जनतंत्रीकरण होना आवश्यक है।

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## यवतमाळ जिल्ह्यातील आदिवासी लोकसंख्येचा भूपृष्ठानुसार वितरण व घनता

प्रा. डॉ. उमेशचंद्र बी. मडावी

एम. ए., एम. फिल, पीएच. डी., सहयोगी प्राध्यापक, पदव्युत्तर भूगोल विभाग,

श्रीमती केशरबाई लाहोटी महाविद्यालय, अमरावती

Corresponding Author - प्रा. डॉ. उमेशचंद्र बी. मडावी

DOI- 10.5281/zenodo.10983719

### सारांश:-

कुठल्याही प्रदेशातील भौगोलिक घटकांचा त्या प्रदेशातील वस्त्यांच्या वितरणावर कमी-अधिक प्रमाणात प्रभाव पडत असतो. आदिवासी लोकसंख्या असलेल्या वस्त्यांवर भौगोलिक घटकांचा प्रभाव हा प्रामुख्याने दिसून येत असतो, कारण आदिवासी आदिवासी लोकसंख्या ही मुळातच दुर्गम भागात राहत असल्याचे आढळते. प्रस्तुत घटकात यवतमाळ जिल्ह्यातील आदिवासी लोकसंख्येच्या वस्त्यांचे प्रमुख भौगोलिक घटकांनुसार वितरण दर्शविलेली आहे.

### बिजसंज्ञा :- वितरण, घनता, सहसंबंध

### प्रस्तावना :-

आदिवासी लोकसंख्येच्या वितरणावर परिणाम करणाऱ्या घटकामध्ये भौगोलिक घटक फारच महत्त्वपूर्ण आहेत. भौगोलिक घटकांमध्ये जमिनीची उंचसखलता, मृदा, नैसर्गिक वनस्पती, पर्जन्याचे प्रमाण, नदी प्रवाह इत्यादी घटकांचा संबंध शेतमालाचे उत्पादन, जीवनासाठी आवश्यक असलेले सुसह्य हवामान, वस्ती निर्मितीसाठी असलेली सपाट जागा यांच्याशी आढळतो. अशी परिस्थिती असणाऱ्या भागात मूलभूत गरजा आणि मागण्यांच्या पूर्ततेला भरपूर वाव मिळाल्याने अशा ठिकाणी वस्त्यांना स्थैर्य प्राप्त होते. व वस्त्या विकसित होतात. सुपीक जमीन, पुरेसा पाऊस आणि भरपूर हंगाम काळ या गोष्टी जेथे आढळून येतात तेथे प्रागतिक अवस्थेपर्यंत गेलेली शेती आढळते अशा ठिकाणी लोकवस्ती दाट असून खेडी जवळ जवळ आणि मोठी असतात (देशपांडे कल्याणी, २०१३)

पुरेसा पाणीपुरवठा. सापेक्षता कमी उंच भूमी, अतिशय मंद उतार आहे व जी पुरापासून सुरक्षित आहे अशी जमीन आणि सुपीक शेतीयोग्य जमीन अशा ठिकाणी ग्रामीण वस्त्या आकर्षित होतात. (मंडल आर.बी. १९८८). घनता यांचा आदिवासी वस्त्यांच्या वितरणावर कसा परिणाम झालेला आहे, याचे विश्लेषण करण्यात केलेले आहे.

### उद्दिष्टे :-

प्रस्तुत संशोधनाचे मुख्य उद्दिष्टे पुढीलप्रमाणे आहेत.

- १) यवतमाळ जिल्ह्यातील आदिवासी लोकसंख्येचा भूपृष्ठरचना आणि आदिवासी वस्त्यांचे वितरण
- २) यवतमाळ जिल्ह्यातील आदिवासी लोकसंख्येचा भूपृष्ठरचना आणि आदिवासी वस्त्यांचे घनता

### माहिती स्रोत व अभ्यास पद्धती :-

प्रस्तुत संशोधन हे प्रामुख्याने द्वितीय स्रोतावर आधारित माहितीवर पूर्ण केलेले आहे. आवश्यक आकडेवारी ही जनगणना अहवाल २०११ यवतमाळ जिल्हा यातून संकलित केलेली आहे.

सूत्र :- आदिवासी लोकसंख्येची घनता (प्रती चौ. कि.मी.) = आदिवासी लोकसंख्या X आदिवासी वस्त्यांचे क्षेत्रफळ

### अभ्यास क्षेत्र :-

महाराष्ट्र राज्यातील अमरावती विभागातील अनेक हो एक महत्वाचा जिल्हा आहे. सदर जिल्ह्याचा विस्तार १९० २६० ते २०० ४२' उत्तर अक्षांशांच्या आणि ७७० १८' पूर्व ते ७९००९' पूर्व या रेखांशांच्या दरम्यान आहे. जिल्ह्याच्या सीमेपलीकडे अमरावती व वर्धा हे जिल्हे व पूर्वेला चंद्रपूर जिल्हा व तेलंगना राज्य हे भाग तर दक्षिणेला नांदेड जिल्हा व पश्चिमेला परभणी व अकोला जिल्ह्यांचा भाग आहे. सन २०११ च्या जनगणनेनुसार यवतमाळ जिल्ह्याची लोकसंख्या २७,७२,३४८ एवढी होती. त्यापैकी १४,१९, ९६५ पुरुष व १३,५२,३८३ इतक्या स्त्रिया आहेत. दर हजार पुरुषांमागे स्त्रियांचे प्रमाण ९५२ असून जिल्ह्यात अनुसूचित जमातीचे प्रमाण १८.५४% आहे. तसेच राज्यातील एकूण लोकसंख्येत त्यांचे प्रमाण २.६३% एवढे आढळून येते. जिल्ह्यातील लोकसंख्येची घनता दर चौ. कि.मी. ला २०४ इतकी असून ती महाराष्ट्राच्या एकूण घनतेपेक्षा बरीच कमी आहे. जिल्ह्याचे एकूण क्षेत्रफळ १३,५८२ चौ. कि.मी. इतके असून क्षेत्रफळाच्या दृष्टीने यवतमाळ जिल्ह्याचा महाराष्ट्रात ६ वा क्रमांक लागतो. जिल्ह्यात अनेक ठिकाणी विशेषतः मध्य व दक्षिण भागात डोंगराळ क्षेत्र असून या पठाराच्या बाजू तीव्र उताराच्या आहेत. या भागांची सरासरी उंची

समुद्रसपाटीपासून ३०० ते ६०० मीटर इतकी आढळते. या पठाराने यवतमाळ, कळंब, केळापूर आणि घाटंजी तालुक्याचा प्रमुख भाग व्यापला आहे.

**भूपृष्ठरचना आणि आदिवासी वस्त्यांचे वितरण व घनता २०११**

प्रदेशाच्या उंचीचा आणि त्या प्रदेशातील वस्त्यांच्या वितरणाचा प्रत्यक्ष संबंध असतो. प्राकृतिक

**यवतमाळ जिल्हा – भूपृष्ठरचना आणि आदिवासी वस्त्यांचे वितरण व घनता २०११**

उंची मीटर मध्ये	व्याप्त क्षेत्र (चौ. किमी.)	भौगोलिक क्षेत्राशी टक्केवारी	आदिवासी वस्त्यांची संख्या	टक्केवारी	आदिवासी वस्त्यांची घनता (प्रती १०० चौ. किमी.)
<३००	६१३४	४५.३७	६०३	३६.०४	१०
३०० - ४५०	६४८०	४७.९४	९७४	५८.२२	१५
>४५०	९०५	६.६९	९६	५.७४	११
एकूण	१३५१९	१००%	१६७३	१००%	१२

**स्रोत- संशोधक**

**३०० मीटर पेक्षा कमी उंचीचे क्षेत्र आणि आदिवासी वस्त्यांचे वितरण व घनता**

यवतमाळ जिल्ह्यात ३०० मीटर पेक्षा कमी उंचीच्या प्रदेशाने सुमारे ६१३४ चौ.किमी. क्षेत्र व्यापलेले असून एकूण भौगोलिक क्षेत्राशी हे प्रमाण ४५.३७% असल्याचे आढळून येते. या कमी उंचीच्या प्रदेशात एकूण ६०३ आदिवासी वस्त्या वसलेल्या आहेत. जिल्ह्यातील एकूण आदिवासी वस्त्यांपैकी ३६.०४% आदिवासी वस्त्या ह्या कमी उंचीच्या प्रदेशात वसलेल्या आढळतात व हे प्रमाण मध्यम स्वरूपाचे आहे. ह्या प्रदेशात आदिवासी वस्त्यांची घनता दर १०० चौ.किमी. ला १० असल्याचे आढळते. म्हणजेच प्रत्येक १०० चौ.किमी. क्षेत्रात सरासरी १० आदिवासी वस्त्या असलेल्या आढळतात.

जिल्ह्याच्या बाभूळगाव, कळंब, राळेगाव, मारेगाव, या तालुक्यातील मध्य ते उत्तरेकडील ५०% पेक्षा अधिक प्रदेश या उंचीच्या क्षेत्रात येतो. तसेच झरीजामणी, केळापूर, घाटंजी, व आर्णी यांचाही ५०% पेक्षा अधिक भाग या उंचीच्या प्रदेशात आढळतो. वणी तालुक्यातील लवणसर्वच आदिवासी वस्त्या ह्या कमी उंचीच्या क्षेत्रात आढळतात. महागाव व उमरखेड तालुक्यातील पूर्वेकडील सीमावर्ती प्रदेशातील काही आदिवासी वस्त्या ह्या ३०० मीटर पेक्षा कमी उंचीच्या प्रदेशात असलेल्या आढळतात.

**३०० ते ४५० मीटर उंचीचे क्षेत्र आणि आदिवासी वस्त्यांचे वितरण व घनता**

अभ्यास प्रदेशात ह्या उंचीच्या प्रदेशाने सर्वा क्षेत्र व्यापलेले आहे. ह्या उंचीच्या प्रदेशाने ६४८० चौ.किमी. क्षेत्र व्यापले असून एकूण भौगोलिक क्षेत्राशी हे प्रमाण ४७.९४% आहे. या मध्यम उंचीच्या प्रदेशात ९७४ आदिवासी वस्त्या असून एकूण आदिवासी वस्त्यांपैकी सुमारे ५८.२२% वस्त्या ह्या मध्यम उंचीच्या प्रदेशात आहेत. ह्या उंचीच्या प्रदेशात दर १०० चौ. किमी. ला आदिवासी वस्त्यांची घनता ही १५

घटकातील भूपृष्ठरचना हा वस्त्यांच्या वितरणावर परिणाम करणारा महत्वाचा घटक आहे. यवतमाळ जिल्ह्यातील भूपृष्ठरचना विभाग व त्याचे क्षेत्रफळ तसेच त्या उंचीच्या ही भागात येणाऱ्या एकूण आदिवासी वस्त्या आणि त्या वस्त्यांची प्रती १०० चौ.किमी. ला असणारी घनता दर्शविलेली आहे.

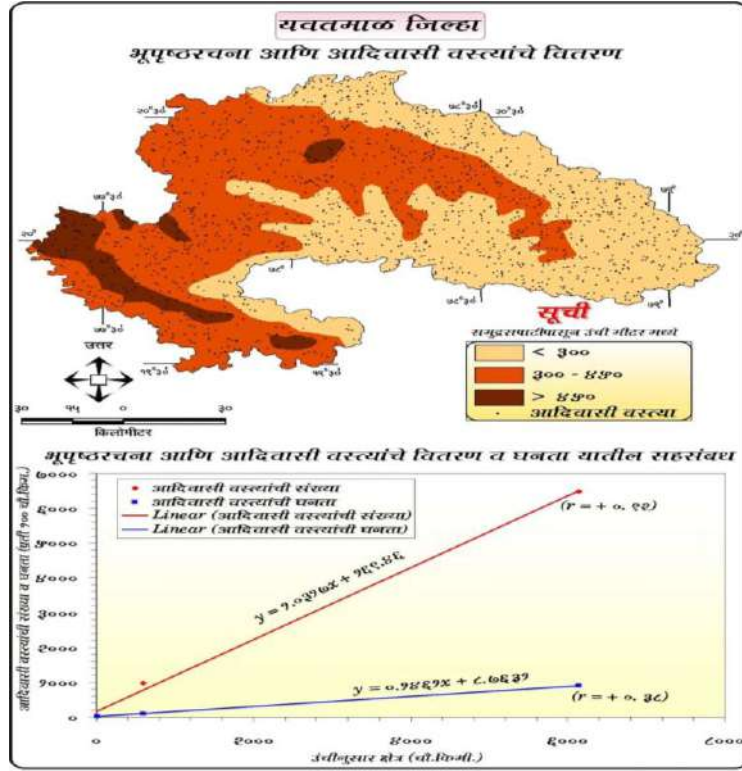
असून सर्वाधिक आहे. हा प्रदेश पठारी असल्यामुळे ह्या प्रदेशात वस्त्यांचे प्रमाण व घनता दोन्ही अधिक आढळते.

या उंचीच्या प्रदेशात नेर, दारव्हा, दिग्रस, यवतमाळ, पुसद, महागाव आणि उमरखेड या तालुक्यांचा ६०% पेक्षा अधिक भाग येतो आणि या तालुक्यातील अधिकांश आदिवासी वस्त्या ह्या मध्यम उंचीच्या प्रदेशात स्थित आहेत. तसेच कळंब, राळेगाव, मारेगाव यांच्या दक्षिणेकडील आदिवासी वस्त्या आणि घाटंजी, झरीजामणी व केळापूर तालुक्यातील उत्तरेकडील सीमावर्ती प्रदेशातील काही वस्त्या ह्या मध्यम उंचीच्या प्रदेशात आहेत.

**४५० मीटर पेक्षा अधिक उंचीचे क्षेत्र आणि आदिवासी वस्त्यांचे वितरण व घनता**

यवतमाळ जिल्ह्यातील ४५० मीटर पेक्षा कमी उंचीचे क्षेत्र हे प्रामुख्याने जिल्ह्याच्या उत्तरेकडे असल्याचे आढळते. ह्या उंचीच्या प्रदेशाने जिल्ह्याचे एकूण ९०५ चौ.किमी. क्षेत्र व्यापलेले असून ते सर्वात कमी आहे. जिल्ह्यातील एकूण भौगोलिक क्षेत्राच्या केवळ ६.६१% क्षेत्रातच अधिक उंचीचे क्षेत्र आढळते. ह्या प्रदेश एकूण ९६ आदिवासी वस्त्या असून एकूण आदिवासी वस्त्यांच्या ते ५.००% आहे. प्रती १०० चौ.किमी. क्षेत्रात आदिवासी वस्त्यांची घनता ही ११ असल्याची आढळते. आदिवासी वस्त्यांची संख्या ह्या प्रदेशात सर्वात कमी असली तरी त्यांची घनता मात्र हे कमी उंचीच्या प्रदेशापेक्षा अधिक असल्याचे आढळते.

यामध्ये प्रामुख्याने पुसद टेकड्यांचा प्रदेश आहे. अधिक उंचीचे सर्वाधिक क्षेत्र हे पुसद तालुक्यात आढळते. तसेच उमरखेड, पुसद, महागाव, दिग्रस आणि यवतमाळ तालुक्यातील मध्य भागातील उंची ही ४५० मीटर पेक्षा अधिक आहे. ह्या प्रदेशात आदिवासी वस्त्यांची घनता अधिक असल्याचे निदर्शनास येते.



### भूपृष्ठरचना आणि आदिवासी वस्त्यांचे वितरण व घनता यातील सहसंबंध:

यवतमाळ जिल्ह्यातील भूपृष्ठ उंचीनुसार क्षेत्र व त्या अंतर्गत येणाऱ्या आदिवासी वस्त्या यातील प्रत्यक्ष संबंध हा उच्च स्तरीय धनात्मक आहे ( $r = 0.92$ ). तसेच भूपृष्ठ उंचीनुसार क्षेत्र आणि आदिवासी वस्त्यांची प्रती १०० चौ. किमी. ला असणारी घनता यातील सहसंबंध हा मध्यम स्तरीय धनात्मक आहे ( $r = + 0.93$ ). अभ्यास प्रदेशातील भूपृष्ठरचनेचा आदिवासी वस्त्यांच्या वितरणावर परीन्द्राम झालेला या सहसंबंधावरून स्पष्ट होतो. अभ्यास प्रदेशात सर्वाधिक आदिवासी वस्त्यांचे वितरण व घनता ही पठारी लेणात म्हणजेच मध्यम उंचीच्या प्रदेशात असलेली आढळून येते. आदिवासी वस्त्यांचे वितरण हे अधिक उंचीच्या प्रदेशात कमी असले तरी घनता मात्र अधिक आढळते, कारण या प्रदेशात कमी क्षेत्रफळात अधिक आदिवासी वस्त्या आहेत व या अजूनही पूर्णपणे प्रगत आढळत नाहीत. उंचीचा वस्त्यांच्या वितरणावर अधिक प्रभाव असून घनतेवर हा प्रभाव मध्यम आढळतो, कारण उंची व आदिवासी घनता यातील सहसंबंध हा मध्यम स्तरीय आहे.

### निष्कर्ष व उपाय योजना :-

- १) आदिवासी लोकसंख्येचे सर्वाधिक वितरण हे यवतमाळ तालुक्यात आहे. तर एकूण लोकसंख्या प्रमाणात सर्वाधिक प्रमाण हे झरिजामनी व केळापूर तालुक्यात असलेले आढळते.
- २) यवतमाळ जिल्ह्यात २००१- २०११ या दरम्यान आदिवासी लोकसंख्येची प्रती चौ. किमी. ला घनता ३०२ ने वाढलेली आहे. तसेच पुरुष घनता वाढ ही

१४४ तर स्त्रियांची घनता ही १५८ ने वाढलेली आहे. स्त्री आदिवासी लोकसंख्या घनता वाढीचे प्रमाण अधिक आहे.

- ३) केळापूर व यवतमाळ तालुक्यात आदिवासी लोकसंख्येची घनता सर्वाधिक तर नेर तालुक्यात सर्वात कमी आहे.
- ४) जिल्ह्यातील भूपृष्ठरचनेचा आदिवासी वस्त्यांवर प्रभाव पडलेला आढळतो. मध्यम उंचीच्या प्रदेशात सुमारे ५८.२२% आदिवासी वस्त्या असून या प्रदेशात प्रती चौ. किमी ला वस्त्यांची घनता १५ आहे. भूपृष्ठरचना आणि आदिवासी वस्त्यांचे वितरण व घनता यातील प्रत्यक्ष संबंध धनात्मक आहे.

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## हिन्दू महिलाओं के सम्पत्ति अधिकार के बदलते स्वरूप का समाजशास्त्रीय अध्ययन

प्रियम गुप्ता<sup>1</sup>, डॉ. मनोज गुप्ता<sup>2</sup>

<sup>1</sup>शोध छात्र, डॉ. राम मनोहर लोहिया अवध विश्वविद्यालय अयोध्या, समाजशास्त्र विभाग।

<sup>2</sup>असिस्टेंट प्रोफेसर, रमाबाई राजकीय महिला डिग्री कालेज, अकबरपुर, अम्बेडकर नगर, समाजशास्त्र विभाग।

Corresponding Author - प्रियम गुप्ता

DOI- 10.5281/zenodo.10983773

### सारांश:

यह लेख हिन्दू महिलाओं के लिए हिन्दू उत्तराधिकार कानून में बदलाव का पता करने के लिए किया गया है, जो संवैधानिक रूप से महिलाओं को अधिकार प्रदान करता है और महिलाओं की स्वतन्त्रता पर जोर देता है। दुनियाभर में महिलाओं और पुरुषों को समानता का दर्जा प्राप्त है तो सम्पत्ति के अधिकारों में भेद-भाव कैसा? स्वतन्त्रता के बाद महिलाओं की स्थिति में सुधार लाने के लिए बहुत से अभियान चलाये गये। 1937 में पहला अधिनियम "हिन्दू महिला सम्पत्ति अधिकार अधिनियम" आया जिसमें महिलाओं को सम्पत्ति में हिस्सेदारी खासकर के विधवा महिलाओं पर जोर दिया। उसके बाद 1956 में "हिन्दू उत्तराधिकार अधिनियम" आया जो महिलाओं को सम्पत्ति से क्या लाभ मिल सकते हैं इससे सम्बन्धित था। महिलाओं को सम्पत्ति में जगह मिले इसके लिए हिन्दू उत्तराधिकार अधिनियम में कई समायोजन किये गये। वर्ष 2005 में हिन्दू उत्तराधिकार अधिनियम में संशोधन किया गया क्योंकि हिन्दू महिलाओं की स्थिति वैसी की वैसी ही थी जो 1956 के हिन्दू उत्तराधिकार अधिनियम पारित होने के समय थी। कानून की सहायता से महिलाओं की स्थिति को सुधारने की आवश्यकता है। आज भी पुरुष प्रधान समाज देखने को मिलता है और महिलाओं पर हावी भी है, अधिकतर सम्पत्ति के मामलों में। समाज में कठोर कानून के अन्तर्गत लिंग भेद-भाव भले ही बहुत कम ही देखने को मिलते हों, परन्तु सम्पत्ति अधिकार के लिए एक ही परिवार के पुत्र-पुत्री लिंग भेदभाव करते देखे जाते हैं। इस प्रकार पुरुषों और महिलाओं दोनों के लिए समान अधिकार, सम्पत्ति में समान हिस्सेदारी, सम्पत्ति अधिकार के बदलते स्वरूप की चर्चा इस लेख में की गई है। यह लेख महिलाओं के सम्पत्ति अधिकारों को सुरक्षित रूप प्रदान कर सकता है। सम्पत्ति के अधिकारों के सहित महिलाओं की स्थिति में बदलाव देखा जा सकता है।

**मुख्य शब्द**—हिन्दू महिलाओं के अधिकार, महिलाओं की सम्पत्ति, हिन्दू उत्तराधिकार अधिनियम का संशोधन, सम्पत्ति में समान हिस्सेदारी।

### प्रस्तावना:

"भारत में आजादी के बाद से कई कानूनों में सुधार हुए हैं, जिनमें से एक कानून सम्पत्ति कानून है जिसमें बेटियों को सम्पत्ति में बराबर हिस्सेदारी देना शामिल है। फिर भी समान दर्जा नहीं मिल पा रहा है। कानून की स्थापना करना और उसके अनुरूप कार्य करना एक लम्बी प्रक्रिया है। इस प्रक्रिया को प्रभावी बनाने के लिए सरकार, विधायिका, न्यायपालिका, मीडिया और नागरिक समाज को अपनी-अपनी क्षमता के अनुसार अपने-अपने क्षेत्र में कठोर तरीकों से अपनी भूमिका को निभाना होगा।"

### जस्टिस सुजाता वी. मनोहर

सर्वप्रथम महिला पुरुषों के बीच समानता की बात को लेकर सम्पत्ति के बंटवारे और हिस्सेदारी की बात सन् 1956 हिन्दू उत्तराधिकार अधिनियम में की गयी थी। पारम्परिक हिन्दू सम्पत्ति अधिकार मानकों में भारतीय न्यायपालिका जाग्रत हुयी है, जिसके कारण वर्तमान में सम्पत्ति के मुद्दों का उचित मुल्यांकन हो रहा है। हिन्दू महिलाओं को सम्पत्ति के अधिकार के प्रवधान को समन्वित करने के बाद भारतीय लैंगिक असमानता से लैंगिक समानता की ओर अग्रसर हो रहा है। सम्पत्ति के विशेषाधिकारों से महिलाओं के सम्पत्ति अधिकार आमतौर पर व्यक्तिगत कानून के माध्यम से होता है। हिन्दू उत्तराधिकार अधिनियम, 1956 हिन्दू, बौद्ध, सिख और जैन धर्म के सभी व्यक्तियों के लिए है। लैंगिक पूर्वाग्रह मानसिकता के कारण महिला का सम्पत्ति में हस्तान्तरण का विशेषाधिकार शायद ही कभी पूरी तरह से मिल पाये। हमारे संविधान के अनुच्छेदों में बताया गया है कि सभी नागरिकों को समानता

के साथ ही सम्बोधित किया जाये ताकि महिला और पुरुष में सामाजिक रूप से कोई भेदभाव न किया जाये। अनुच्छेद 14 घोषणा करता है कि "किसी भी व्यक्ति को समानता और संरक्षण से वंचित नहीं किया जायेगा।" और अनुच्छेद 15 यह घोषणा करता है कि "किसी भी व्यक्ति विशेष के साथ धर्म, लिंग, जाति और जन्म स्थान के आधार पर भेदभाव नहीं किया जायेगा।" अनुच्छेद 14 और 15 से यह तो स्पष्ट है कि महिलाओं को भी समाज में सबसे पहले एक सदस्य के रूप में देखा जाता है। कल्याणकारी राज्य की परिकल्पना तभी पूर्ण होगी जब महिलाओं को सम्पत्ति में हिस्सेदारी के समय समानता का अधिकार दिया जाये।

### परिवर्तन के परिणाम स्वरूप हिन्दू उत्तराधिकार अधिनियम

वर्ष 1929 में हिन्दू विरासत कानून (संशोधन) अधिनियम पारित किया गया था। संयुक्त परिवार से जुड़े होने के बाद भी महिला विरासत की अधिकारी नहीं थी। सम्पत्ति पर कानूनी रूप से बेटे, पत्नी और माँ का स्वामित्व नहीं था। जब परिवार में कोई भी पुरुष की मृत्यु हो जाती तो परिवार या रिश्तेदार में कोई पुरुष न होने पर ही विरासत महिला के नाम पर आती थी। आमतौर पर हिन्दूओं में सम्पत्ति का विभाजन मिताक्षरा और दयाभाग के अन्तर्गत ही किया जाता था। 1937 के हिन्दू महिला सम्पत्ति अधिकार अधिनियम के अन्तर्गत बेटे की विधवा पर सम्पत्ति से लाभ उठाने का अधिकार दिया। दोनों तरीके से विधवाओं को सम्पत्ति दी गई पहली पति की स्वतः सम्पत्ति में हिस्सा दूसरा संयुक्त परिवार में सम्पत्ति का हिस्सा। हिन्दू उत्तराधिकार अधिनियम, 1956 सम्पत्ति के उत्तराधिकार को परिभाषित करने वाला अधिनियम था। उक्त अधिनियम

में महिलाओं के अधिकारों को प्रतिनिधित्व किया गया था। 1956 के हिन्दू उत्तराधिकार अधिनियम ने पूर्व के पहले सभी सम्पत्ति अधिकारों को खत्म करके नये नियमों पर आधारित था। उत्तराधिकार से सम्बन्धित नवीन व्यवस्थाएं प्रस्तुत की साथ ही महिलाओं के सम्मान को मजबूत दर्जा दिलाने का काम किया। उसके बाद जो भी कमियाँ या बदलाव की जरूरत महसूस हुई उसे ध्यान में रखते हुए 2005 में हिन्दू उत्तराधिकार संशोधन अधिनियम पारित किया गया। 2005 के संशोधन में बेटों और बेटियों के बीच निष्पक्षता को खत्म करने का प्रयास किया गया। संशोधन के परिणाम स्वरूप बेटियों को भी कानूनी रूप से उसी तरह से सम्पत्ति का अधिकारी बनाया गया जिस तरह से बेटे वर्तमान समय से हैं।

#### साहित्य की समीक्षा :

**डॉ अनिता सिंह चौहान (2012)** ने अपनी पुस्तक 'बदलते परिवेश में स्त्री की प्रगति (स्त्री विमर्श)' में ये बताने की कोशिश की है कि प्राचीन काल में महिलाओं के सम्मान और अधिकार की बात पुरुषों के द्वारा ही की गई है परन्तु महिलाओं के सम्पत्ति के अधिकार के समय पुरुष ही लैंगिक असमानता की बात करने लगते हैं। इन्हीं अधिकार को लेके महिला-पुरुष में टकराव होता है। पुरुष महिलाओं को आर्थिक मजबूती बस जेवर और कपड़े तक ही देने की सोचते हैं, और महिलाओं को परिवार के अहम फैसलों में न तो हिस्सा देना चाहते हैं और न ही सम्पत्ति में।

**एम. के. सिंह (2012)** ने अपनी पुस्तक 'भारतीय महिलाएं : बदलते परिवेश' में बताया है कि आज के समय में विकसित और विकासशील देश वही है जो महिलाओं के अधिकार को समझे उन्हें देश की प्रगति का हिस्सा समझें। एम0 के0 सिंह ने महिला सशक्तिकरण पर जोर देते हुए कहा है कि आधुनिक समय में महिला ही समाज का भविष्य है तो महिलाओं को भी पुरुषों के समान अधिकार मिलना चाहिए।

**कुसुम त्रिपाठी (2010)** ने अपनी पुस्तक 'स्त्री अस्मिता के सौ साल भाग-1' में महिलाओं के संघर्षों के बारे में बताते हुए पुस्तक को तीन भागों में विभाजित किया है। पहले भाग में पूँजीवादी समाज, दूसरे भाग में समाजवादी समाज और तीसरे भाग में उपनिवेश समाज में महिलाओं की स्थिति और संघर्ष की व्याख्या की है। साथ ही ये भी बताने की कोशिश की है कि किस तरह से महिलाओं ने पितृसत्ता से मुक्ति की तरफ अपने कदम बढ़ाये हैं।

**गारिमा सिंह और आदित्य चौधरी (2022)** ने अपने लेख 'लीगल ट्रांसफॉर्मेशन आफ़ प्रॉपर्टी राइट्स ऑफ़ हिन्दू वूमन' में बताया है कि आजादी से पहले और आजादी के बाद महिला सम्पत्ति अधिकारों में क्या-क्या परिवर्तन आये है। हर काल में महिला सम्पत्ति अधिकारों में बदलाव किये

गये परन्तु आज भी लैंगिक भेदभाव मौजूद है। परिवार में सगें भाई-बहन अपने अधिकारों को प्राप्त करने के लिए कानूनी सहायता लेते हैं। महिलाओं को अपने आत्मनिर्भरता के लिए सम्पत्ति अधिकार की जरूरत है।

**धीरज भगत(2023)** ने अपने लेख 'वूमन एंपावरमेंट : ए चैलेंज ऑफ़ द 21 सेंचुरी' में बताया है कि 21वीं सदी में महिला सशक्तिकरण महिलाओं के सम्मान का एक विषय है। हर क्षेत्र में महिलाओं को अधिकार प्राप्त होना चाहिए चाहे व क्षेत्र सामाजिक, आर्थिक, राजनीतिक, कोई भी हों, लेकिन व्यवहारिक रूप से तो महिला सशक्तिकरण एक स्वप्न ही है।

#### अध्ययन का उद्देश्य :

1. सम्पत्ति उत्तराधिकार अधिनियम के बदलते स्वरूपों को महिलाओं की दृष्टि से समझने का प्रयास करना।
2. सम्पत्ति में महिलाओं की हिस्सेदारी सुनिश्चित हो जाने के बाद भी व्यवहारिक जीवन में अधिनियम के उपयोग से परिवार के दृष्टिकोण को समझना।
3. सम्पत्ति उत्तराधिकार के बदलते स्वरूप के कारण महिलाओं के सामाजिक और आर्थिक प्रभावों को समझना।

#### अध्ययन की परिकल्पना

1. महिलाओं को अक्सर डर रहता है कि परिवार से सम्बन्ध खराब होने का इसी कारण वह अपने सम्पत्ति अधिकार सम्बंधी लाभ नहीं ले पाती हैं।
2. सम्पत्ति में अधिकार प्राप्त करने से महिला सशक्तिकरण को बढ़ावा मिला है।
3. सम्पत्ति उत्तराधिकार कानून आज भी समाज में पूर्ण रूप से विकसित नहीं हो पाया है।

#### अध्ययन क्षेत्र :

**हिन्दू महिलाओं के सम्पत्ति अधिकार के बदलते स्वरूप का समाजशास्त्रीय अध्ययन** प्रस्तुत शोध समस्या का अध्ययन करने के लिए उत्तर प्रदेश की राजधानी लखनऊ शहर के मडियाव गांव क्षेत्र को अध्ययन के रूप में चुना गया है, तथा पद्धति का प्रयोग कर 40 महिलाओं को उत्तरदाताओं के रूप में चुना गया है।

#### अध्ययन प्रविधि :

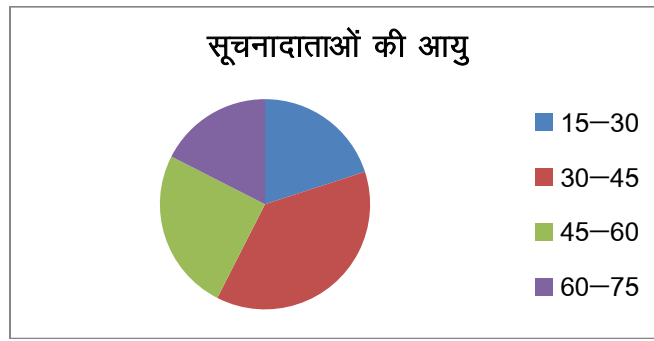
इस शोध समस्या में शोधार्थी ने अध्ययन के लिए अन्वेषणात्मक शोध प्रारूप का प्रयोग किया है। प्रस्तुत शोध में उत्तरदाताओं के चयन हेतु दैव निदर्शन का प्रयोग किया है। तथ्य संकलन के लिए प्राथमिक स्रोत में साक्षात्कार, अनुसूची व अवलोकन प्रविधि का प्रयोग किया गया है व द्वैतीयक स्रोतों में प्रत्र-प्रत्रिकाएँ, समाचार प्रत्र, व इन्टरनेट आधारित साम्रागी का प्रयोग किया गया है।

**अध्ययन से सम्बन्धित आंकड़ों का विश्लेषण**

तालिका नं.-1  
सूचनादाताओं की आयु

क्र.स.	सूचनादाताओं की आयु	संख्या	प्रतिशत (लगभग)
1	15-30	8	20%
2	30-45	15	37%
3	45-60	10	25%
4	60-75	7	18%
	योग	40	100%



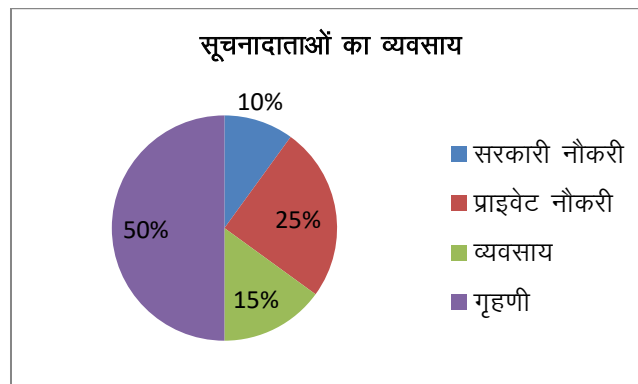


उपरोक्त आंकड़ों के विश्लेषण के आधार पर सूचनादाताओं की आयु को बताया गया है। 15-30 आयु वर्ग की 8(20%) महिलाएं हैं जबकि 30-45 आयु वर्ग की

15(37%) महिलाएं हैं एवं 45-60 आयु वर्ग की 10(25%) महिलाएं हैं जबकि 60-75 वष वर्ग की 7(18%) महिलाएं हैं जिनको अध्ययन के लिए चुना गया है।

**तालिका नं.-2 सूचनादाताओं का व्यवसाय**

क्र.स.	सूचनादाताओं का व्यवसाय	संख्या	प्रतिशत (लगभग)
1	सरकारी नौकरी	4	10%
2	प्राइवेट नौकरी	10	25%
3	व्यवसाय	6	15%
4	गृहणी	20	50%
	योग	40	100%

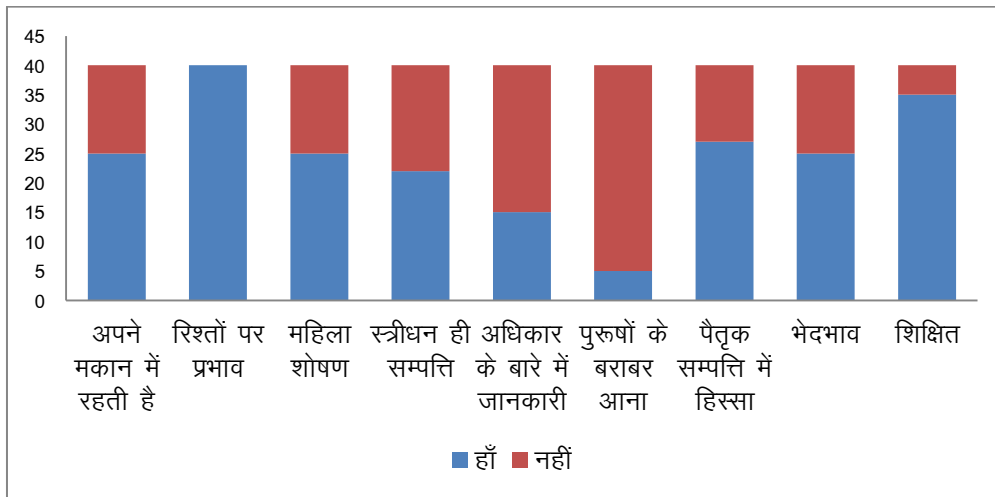


उपरोक्त आंकड़ों के विश्लेषण के आधार पर सूचनादाताओं का व्यवसाय के बारे में बताया गया है। 40 सूचनादाताओं में से 4(10%) महिलाएं सरकारी नौकरी करती हैं, 10(25%)

महिलाएं नौकरी करती हैं, 6(15%) महिलाएं निजी व्यवसाय करती हैं और 20(50%) महिलाएं गृहणी हैं।

**तालिका नं.-3**

क्र.स.	कथन	हाँ (संख्या)	प्रतिशत(लगभग)	नहीं (संख्या)	प्रतिशत लगभग)
1	अपने मकान में रहती है।	25	62%	15	38%
2	रिश्तों पर प्रभाव	40	100%	0	0%
3	महिला शोषण को बढ़ावा	25	62%	15	38%
4	स्त्रीधन ही सम्पत्ति है।	22	55%	18	45%
5	सम्पत्ति अधिकार के बारे में जानकारी	15	38%	25	62%
6	महिला पुरुष के बराबर आना चाहती है	5	12%	35	88%
7	पैतृक सम्पत्ति में हिस्सा लेना चाहती है	27	67%	13	33%
8	परिवार में भेदभाव	25	62%	15	38%
9	शिक्षित	35	88%	5	12%

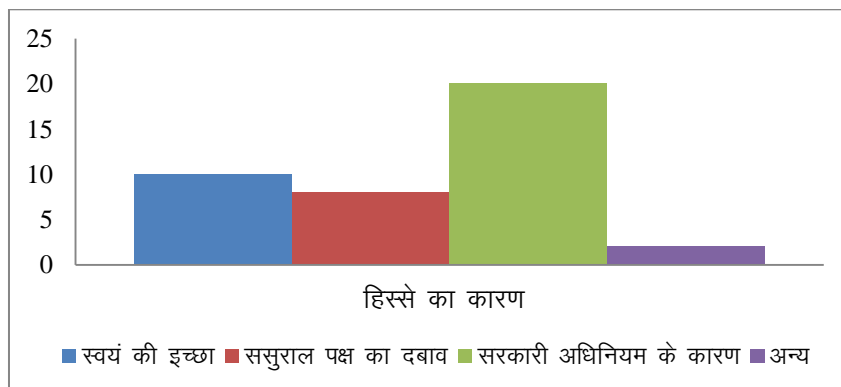


उपरोक्त आँकड़ों के विश्लेषण के आधार पर यह कहा जा सकता है कि 40 उत्तरदाताओं में 25 (62%) महिलाएं ऐसी हैं जो अपने घर में रहती हैं और 15 (38%) महिलाएं ऐसी हैं जो नहीं रहती हैं। 40 (100%) महिलाएं ऐसी हैं जिन पर समपत्ति अधिकार परिवर्तन के बदलते स्वरूप का प्रभाव उनके रिश्तों पर पड़ा है। 25 (62%) महिलाएं ऐसी हैं जो यह मानती हैं कि सम्पत्ति अधिकार के बदलाव से महिला शोषण बढ़ा है और 15 (38%) ऐसी हैं जिन पर नहीं पड़ा है। 22 (55%) महिलाएं ऐसी हैं जो यह मानती हैं कि स्त्रीधन ही सम्पत्ति है और 18 (45%) महिलाएं नहीं मानती हैं। 15 (38%) महिलाएं को सम्पत्ति

अधिकार अधिनियम की जानकारी है और 25 (62%) महिलाओं को नहीं है। 5(12%) महिलाओं का ये कहना है कि सम्पत्ति अधिकार से महिला पुरुष के बराबर आना चाहती है और 35 (88%) महिलाएं ये नहीं मानती हैं। 27 (67%) महिलाएं पैतृक सम्पत्ति में हिस्सा लेना चाहती हैं और 13 (33%) महिलाएं नहीं चाहती हैं। 25 (62%) महिलायें ये मानती हैं कि आज भी परिवार में उनके साथ भेदभाव किया जाता है और 15 (38%) महिलाएं ये मानती हैं कि नहीं किया जाता है। 35 (88%) महिलाएं शिक्षित हैं और 5 (12%) महिलाएं नहीं हैं।

तालिका नं.-4  
सूचनादाताओं का सम्पत्ति में हिस्से का कारण

क्र.स.	हिस्से का कारण	संख्या	प्रतिशत
1	स्वयं की इच्छा	10	25%
2	ससुराल पक्ष का दबाव	8	20%
3	सरकारी अधिनियम के कारण	20	50%
4	अन्य	2	5%
	योग	40	100%



उपरोक्त आँकड़ों के विश्लेषण के आधार पर यह कहा जा सकता है कि 40 उत्तरदाताओं में 10(25%) महिलाएं ऐसी है जो स्वयं की इच्छा से हिन्दू उत्तराधिकार अधिनियम के अन्तर्गत हिस्सा लेना चाहती है, 8(20%) महिलाएं ऐसी है जो ससुराल पक्ष के दबाव में आके हिस्सा लेना चाहती है, जबकि 20(50%) महिलाएं ऐसी है जो प्रियम गुप्ता, डॉ मनोज गुप्ता

सरकारी अधिनियम के कारण हिस्सा लेना चाहती है और 2(5%) महिलाएं ऐसी है जो किसी अन्य कारण से हिस्सा लेना चाहती है।

#### निष्कर्ष :

इस अध्ययन के आधार पर यह कहा जा सकता है कि वर्तमान में महिलाओं के पास पुरुषों के समान ही

सम्पत्ति का अधिकार है। महिलाओं ने जिस सम्पत्ति पर दावा किया था, उस पर उन्होंने स्वामित्व हासिल किया है। महिलाओं के सम्पत्ति अधिकारों में परिवर्तन से अधूरी हिस्सेदारी को खत्म किया है। इस सम्बन्ध में कानून ने जो अहम भूमिका निभाई है वह सहस्रहनीय है, क्योंकि कानूनी सहायता के बिना महिलाओं को अधिकार मिलना न के बराबर है। समाज में व्यवहारिक रूप से महिलाओं की सम्पत्ति में हिस्सेदारी सम्भव ही नहीं है। पारस्परिक हिन्दू कानूनों में प्रगति देखी जा सकती है। भारत के विधि आयोग के प्रस्तावों और न्यायपालिका के प्रयासों से ही रूढ़ीवादी विचारधारा को बदला जा सका है। कई महिलाएं आज भी अनजान हैं कि उन्हें कानून द्वारा कई अधिकार प्राप्त हैं। जिनका प्रयोग वह अपने अधिकारों को प्राप्त करने के लिए कर सकती हैं।

#### सुझाव :

महिला सम्पत्ति अधिकार के लिए सरकार द्वारा काफी सकारात्मक कदम उठाये गये हैं कानूनों में संशोधन भी किये गये हैं। यदि अब मौजूदा नियमों में कोई कमी हो तो सरकार को पुनः बदलाव करने चाहिए। सार्वजनिक रूप से महिलाओं को अधिकारों के लिए जागरूक करना चाहिए और प्रोत्साहित करने की आवश्यकता भी है। मौजूदा हिन्दू उत्तराधिकार नियमों में कुछ अन्तर आज भी देखे जाते हैं उन्हें खत्म करना चाहिए। क्योंकि भारत के सन्दर्भ में माता-पिता और समाज इस बात को स्वीकार नहीं कर पाता है कि शादीशुदा बेटी या बहन मायके की सम्पत्ति में हिस्सा ले। प्रत्येक समाज का उद्देश्य होता है कि वह पूर्वाग्रह से ऊपर आए। महिलाओं की लड़ाई पुरुषों से नहीं है बल्कि परम्पराओं के खिलाफ है जिनके आधार पर पुरुषों ने उन्हें जकड़ रखा है।

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## आर्य समाज और स्वामी दयानन्द सरस्वती

डॉ. अनिल कुमार चौहान

पूर्व शोधार्थी, इतिहास विभाग, वीर कुँवर सिंह विश्वविद्यालय, आरा (बिहार)

Corresponding Author - डॉ. अनिल कुमार चौहान

DOI- 10.5281/zenodo.10983905

### सारांश:

जिस मनोवृत्ति से बंगाल और महाराष्ट्र के हिन्दुओं, उत्तर भारत के मुसलमानों और पश्चिम भारत के पारसियों तथा दूसरों में धार्मिक तथा समाजसुधार के आन्दोलन शुरू हुए, वह सारे भारत में व्याप्त थी। सारे देश के लोगों और जनता के सभी अंगों में सामाजिक जागृति पैदा हुई थी। जो घटना बंगाल और महाराष्ट्र में घटित हुई थी, उसकी पुनरावृत्ति गुजरात में हुई। 1824 में काठियावाड़ के मोर्वी नामक एक नन्हें-से राज्य में एक बालक पैदा हुआ, जो एक बहुत अद्भुत और दूसरी ही धातु का सुधारक हुआ। एक सामवेदी ब्राह्मण के पुत्र मूलशंकर, जो बाद को दयानन्द नाम से प्रसिद्ध हुए, बालक के रूप में कड़ी और विद्रोही वृत्ति के थे। जब उनकी उम्र मुश्किल से 14 साल की थी, तब मूर्ति पूजा के मामले पर उनका पिता के साथ संघर्ष हुआ और वह विवाह के बन्धन से बचने के लिए घर छोड़कर चले गए और आत्मा की अशान्ति दूर करने के लिए भ्रमण करने लगे। 15 साल तक वह संदेहनिवृत्ति और ज्ञान की तलाश में भ्रमणशील छात्र बने रहे। उन्होंने विन्ध्य पर्वत और अरावली पहाड़ियों की यात्रा की। वह गंगा, यमुना और नरमदा की घाटियों में घूमे। संस्कृत भाषा और व्याकरण, दर्शन और धर्मशास्त्र के वह विशेषज्ञ हो गए। इसके बाद वह ढाई साल तक अन्ध साधु विरजानन्द के शिष्य रहे। विरजानन्द प्राचीन विद्याओं के बहुत भारी विद्वान थे, मनीषी शिक्षक और स्वतन्त्र चिन्तक थे। वह मूर्ति पूजा, कुसंस्कार और बहुदेववाद के विरुद्ध थे। उन्होंने दयानन्द को वेदों की दार्शनिक व्याख्या सिखाई और फिर उनसे कहा कि तुम हिन्दू धर्म को गन्दे क्षेपकों और विकृतियों से शुद्ध करो।

### प्रस्तावना:

1863 में दयानन्द ने अपने धर्म प्रचार व सुधार का कार्य शुरू किया जा 1883 में उनकी मृत्यु के साथ ही समाप्त हुआ। इन 20 सालों में उन्होंने बड़ा कठिन परिश्रम किया। वह सारे भारत में घूमते रहे, वादविवाद करते रहे, अपने विचारों का प्रचार करते रहे और आर्य समाज का संगठन करते रहे, पुस्तकें लिखते रहे और समाज-सुधार का प्रचार करते रहे।

दयानन्द कोई साधारण व्यक्ति नहीं थे। उनकी बौद्धिक प्रतिभा विलक्षण थी तथा बहुत कम लोग ऐसे थे जो संस्कृत विद्या में उनसे अधिक निष्णात थे। वह बहुत प्रभावशाली वक्ता थे और वाद-विवाद करने में भी बहुत चतुर और हाजिरजवाब थे, जो अपने विरोधियों को बहुत सूक्ष्म तर्कों की भरमार से पछाड़ देते थे। इसके साथ ही वह बहुत ही रानडे, अविचलित और कठोर चरित्र के व्यक्ति तथा जन्मजात नेता थे, जो दृढ़प्रतिज्ञ और आत्मविश्वासी थे।

उनकी बुद्धि निर्मल और कुशाग्र थी, जिसमें कोई भी बात ऐसी नहीं थी जो सन्दिग्ध, अस्पष्ट या रहस्यमय हो। यूरोप के ईसाई धर्मनेता केलविन की तरह उन्होंने स्पष्टता के साथ अपने विचारों को सामने रखा, जिनमें किसी प्रकार के समझौते की गुंजाइश नहीं थी। उनका व्यक्तित्व मार्टिन लूथर की तरह अक्खड़ था और सारी धार्मिक समस्याओं के समाधान में वह व्यक्ति की बुद्धि को सर्वोपरि मानते थे। उन्होंने हिन्दुओं के असंख्य धर्मशास्त्रों में से कुछ को प्रमाणित माना। यह चुनाव उनके अपने निजी विश्वासों पर आधारित था। इसके अलावा उन्होंने ईश्वर की अद्वैतता, बहुदेवताओं की पूजा का विरोध, पुनर्जन्म तथा कर्म और मनुष्य, प्रकृति और परब्रह्म सम्बन्धी जिन सिद्धान्तों को ग्रहण किया था, वे सब उन्हीं के विश्लेषण और तर्क के

परिणाम थे। इस प्रक्रिया में वह इतिहास और परम्परा से परिचालित नहीं हुए थे।

उनका विश्वास था कि हिन्दू धर्म और वेद, जिस पर यह आधारित था, चिरन्तन, अपरिवर्तनीय, अकाट्य और ईश्वरीय थे। केवल वैदिक धर्म ही सत्य और सार्वदेशिक था। उनका कहना यह था कि आर्य लोग ही ईश्वर के प्रिय लोग थे, वेद ही उनकी वाणी और भारत ही ईश्वर का प्रिय देश था। अन्य सारे धर्म अपूर्ण थे और आर्य समाज का यह कर्तव्य था कि दूसरे धर्मों के मानने वालों को हिन्दू बनाए।

उन्होंने आर्य समाज के सामाजिक आचार और नैतिक सिद्धान्तों की एक संहिता बनाई। इस संहिता में जन्मना जात-पांत, मनुष्यों में असमानता, और स्त्रियों और पुरुषों में विषमता की गुंजाइश नहीं थी। जहां तक कि आध्यात्मिक और नैतिक जीवन का सम्बन्ध था उनका नारा था-“वेदों के युग में लौटो।” पर वह पाश्चात्य शिक्षा, विज्ञान की शिक्षा और समाज की भौतिक स्थितियों की बेहतरी के पक्ष में थे।

1875 में उनके द्वारा बम्बई में सर्वप्रथम आर्य समाज तेजी से प्रगति करता रहा। इसकी शाखाएं उत्तर भारत के अधिकतर भाग में, विशेष कर पंजाब, उत्तर प्रदेश, राजस्थान में स्थापित हुईं। मध्यम और निम्न मध्यम वर्ग के हिन्दुओं में यह काफी जनप्रिय हुआ। यद्यपि इसने समाज के अन्दर सुधार के विचारों के प्रचार में सहायता दी, फिर भी जात-पांत के विरुद्ध इसको अधिक सफलता नहीं मिली। इसका सबसे बड़ा योगदान यह रहा कि भारत के भूतकाल में गौरवबोध जागृत हुआ और आर्य धर्म के प्रचार के लिए जोश उत्पन्न हुआ। इन उद्देश्यों की पूर्ति के लिए आर्य समाज ने शिक्षा सम्बन्धी संस्थाओं की स्थापना की यानी उच्चतर शिक्षा पाने के लिए कालेज, मध्यम शिक्षा के लिए विद्यालय, स्त्रियों की शिक्षा के लिए संस्थाएं और प्राचीन

भारतीय तरीकों के अनुसार शिक्षा देने के लिए गुरुकुल स्थापित किए।

आर्य समाज के कुछ कार्य विवादात्मक थे। दयानन्द प्रथम हिन्दू समाज सुधारक थे जिन्होंने बचाव की नीति छोड़कर हमला शुरू कर दिया, जिन्होंने हिन्दू धर्म को ईसाई और मुसलमान आलोचकों के हमले से बचाने के बजाय, उनसे उनकी ही जमीन पर लड़ना स्वीकार किया ताकि उन्हें अपनी स्थिति बचाने की फिक्र हो। उनकी 'सत्यार्थ प्रकाश' नामक रचना ने अन्य सारे धर्मों की कड़ी आलोचना की। अनिवार्य रूप से इससे साम्प्रदायिक भेदभाव तीखे हुए और पारस्परिक वैमनस्य और भी बढ़ा।

आर्य समाज के कार्यक्रम का एक दूसरा भाग था गोरक्षा जिससे बहुत गम्भीर झगड़े खड़े हो गए। 1882 में एक गोरक्षा समिति बनाई गई, प्रचार कार्य के लिए उपदेशक नियुक्त हुए और कोष इकट्ठा किया गया ताकि गोवध बन्द हो। यह एक ऐसा कार्य था, जिसके पक्ष में बहुत कुछ कहा जा सकता था क्योंकि गाय आर्थिक रूप से बड़ी महत्वपूर्ण थी और इसकी रक्षा के नारे ने हिन्दुओं की भावना को स्पर्श किया था। दुर्भाग्य से आर्य समाज के कुछ अति जोशीले भक्तों ने अपने कार्यों को कुछ आक्रामक ढंग से चलाया और यद्यपि बहुत से अहिन्दू, जिनमें कुछ मुसलमान भी थे, इस आन्दोलन से सहमत थे, फिर भी कट्टर मुस्लिम मुल्लाओं तथा उनके गरीब तबकों के अनुयायियों ने इस पर बहुत नाराजगी प्रकट की। नतीजा यह हुआ कि हिन्दुओं और मुसलमानों में गम्भिर दंगे हुए, जिससे दोनों समाजों के बीच बढ़ता हुआ मनमुटाव और भी बढ़ गया।

इसको छोड़ दिया जाए तो स्वामी दयानन्द ने जो आन्दोलन शुरू किया था, उससे आत्मनिर्भरता की भावना उत्पन्न हुई और भारतीयों में आत्मसम्मान की भावना को बल मिला। दयानन्द के आदर्श को एक अंग्रेज पादरी डॉ० ग्रिसवल्ड ने इन शब्दों में सराहा था :

“इन सारी बातों से प्रकट है कि स्वामी दयानन्द सरस्वती बहुत उदार विचारों के व्यक्ति थे। वह बहुत सुन्दर स्वप्नों के द्रष्टा थे। वह ऐसे भारत का स्वप्न देखते थे, जो कुसंस्कार से शुद्ध हो, विज्ञान से पूरा लाभ उठाए, एक ईश्वर पूजा करे, आत्म शासित हो और उसे दुनिया के राष्ट्रों में उचित स्थान मिले और उसके प्राचीन गौरव का पुनरुद्धार हो।”

**संदर्भ ग्रंथ :**

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शाश्वत विकासाचा - संकल्प : अंतरिम अर्थसंकल्प (२०२४-२५)

प्रा. चंद्रकांत भूपाल पाटील

सहाय्यक प्राध्यापक - अर्थशास्त्र विभाग, पद्मभूषण वसंतरावदादा पाटील महाविद्यालय कवठेमहांकाळ, सांगली (MS)

Corresponding Author - प्रा. चंद्रकांत भूपाल पाटील

Email: [patilcb1986@gmail.com](mailto:patilcb1986@gmail.com)

DOI- 10.5281/zenodo.10983926

गोषवारा:

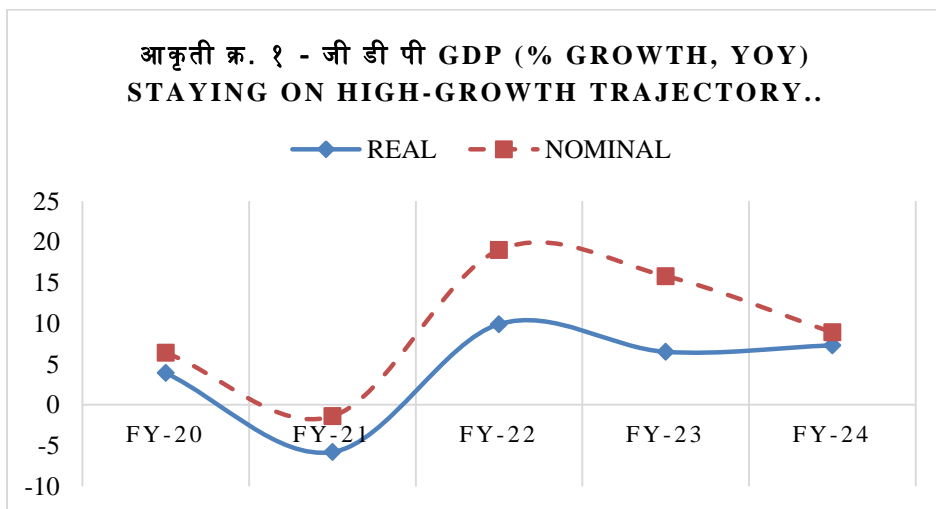
अर्थमंत्री निर्मला सीतारामन यांनी (१ फेब्रुवारी २०२४) रोजी वर्षभराच्या खर्चाचे नियोजन किंवा आराखडा सादर केला आहे. तेव्हा त्यांनी अभिभाषनाच्या सुरवातीस गेल्या १० वर्षांच्या कार्यकाळात भारताच्या अर्थव्यवस्थेने झेप घेतल्याचे निरीक्षण व्यक्त केले. तसेच त्यांनी जय जवान, जय किसान, जय विज्ञान, जय अनुसंधान, या घोषणेचा संकल्प व्यक्त केला आहे. परंतू, जागतिक अर्थकारण पाहता एकीकडे पाश्चिमात्य देश तीव्र मंदीच्या दिशेने जात आहेत, तर दुसरीकडे आर्थिक आघाडीवर आशादायी चित्र निर्माण करणाऱ्या भारताला २०२४ मध्ये आपला विकास दर राखणे कठीण झाले. २०२४ मध्ये जागतिक विकास दरासाठी जगाची नजर भारताकडे राहिल, असे काही अर्थतज्ज्ञांचे म्हणणे आहे. जागतिक बँकेनेही चांगल्या आर्थिक घडामोडींमुळे भारताचा जीडीपीचा सुधारित अंदाज ६.९ % व्यक्त केला आहे. पण जागतिक मंदीचा आशियातील तिसऱ्या सर्वात मोठ्या अर्थव्यवस्थेवर काही परिणाम होणार नाही, असेही नाही. या अनुषंगाने अंतरिम अर्थसंकल्पाचा घेतलेला एक मागोवा सदर अभ्यासात घेण्यात आला आहे.

मूळ शब्द : अंतरिम अर्थसंकल्प, अर्थव्यवस्थेसमोरील आव्हान, दृष्टीक्षेपातील निष्कर्ष, इ.

प्रस्तावना:

"आपण एखादी गोष्ट निश्चितपणे करू, असे म्हटले तर त्यात अहंकार असेल, पण आपण एखादी गोष्ट करण्याची इच्छा बाळगतो आणि त्यासाठी आपण सर्वतोपरी प्रयत्न करणार आहोत, असे म्हणणे काही अहंकारी नसते, असे मला वाटते." भारतात यावेळीही विकासदर चांगला राहण्याचा अंदाज वर्तवण्यात आला आहे. पण या विकासाची जाणीव

सर्व भारतीयांना होईल का? हा प्रश्न समोर उपस्थित होत आहे. त्या पार्श्वभूमीवर अंतरिम अर्थसंकल्प २०२४-२५ च्या अर्थसंकल्प पर आर्थिक बाबींचा प्रभाव अभ्यासने अवचित्याचे ठरते आहे. अर्थातच, अलीकडील काही कालखंडात आर्थिक वृद्धी दाराचा परामर्श आकृती क्र. १ मधून दृष्टीक्षेपात येतो आहे.



**अभ्यासाची उद्दिष्टे :**

- वस्तुस्थितीचे परिदृश्य आणि भविष्याचा वेध घेण्याच्या अनुषंगाने अंतरिम अर्थसंकल्पाचा मागोवा घेणे.

**अंतरिम अर्थसंकल्प :**

दरवर्षी १ फेब्रुवारीला केंद्रीय अर्थसंकल्प सादर केला जातो. त्याच्या आदल्या दिवशी आर्थिक पाहणी अहवाल सादर केला जातो. परंतु यावर्षी सार्वत्रिक निवडणुका असल्यामुळे सरकारला पूर्ण अर्थसंकल्प सादर करणे शक्य नाही. म्हणून काही काळासाठी अर्थसंकल्प सादर केला जातो. त्यास अंतरिम अर्थसंकल्प म्हणतात.

भारतीय राज्यघटनेत अंतरिम बजेट असा कोणताही शब्द नाही. त्यामुळे सरकारला वाटले तर ते दोनदाही बजेट सादर करू शकतात. भारतात पहिले अंतरिम बजेट मोरारजी देसाई यांनी १९६२-६३ मध्ये सादर केले. तर १९९७-९८ मध्ये एक घटनात्मक पेच निर्माण झाला तेव्हा इंदुकुमार गुजराल यांचे सरकार कोसळले. त्यावेळी या संकटाला तोंड देण्यासाठी संसदेचे विशेष अधिवेशन बोलवले तेव्हा अर्थमंत्री पी. चिदंबरम यांनी संसदेत जे बजेट सादर केले ते कोणत्याही चर्चेविना संमत झाले होते. अर्थातच अंतरिम अंदाजपत्रक मांडणीस यापूर्वीचा इतिहास आहे.

अर्थमंत्री निर्मला सीतारामन यांनी (१ फेब्रुवारी २०२४) रोजी वर्षभराच्या खर्चाचे नियोजन किंवा आराखडा सादर केला आहे. तेव्हा त्यांनी अभिभाषनाच्या सुरवातीस गेल्या १० वर्षांच्या कार्यकाळात भारताच्या अर्थव्यवस्थेने झेप घेतल्याचे निरीक्षण व्यक्त केले. व अंतरिम अर्थसंकल्प वाचनाला सुरुवात केली आणि बजेट मधील कळीचा मुद्दा अधोरेखित केला तो म्हणजे या अर्थसंकल्पात कररचनेत कोणताही बदल नाही. प्रत्यक्ष, अप्रत्यक्ष कर तसेच आयात करातही बदल होणार नसल्याचे त्यांनी स्पष्ट केले. निर्मला सीतारामन यांनी केवळ ५८ मिनिटांत आपले भाषण केले. २०२० मध्ये त्यांनी अर्थसंकल्पीय भाषण २ तास ४२ मिनिटे केले होते. अर्थमंत्री निर्मला सीतारामन यांनी अर्थसंकल्पाच्या रूपाने आगामी भारतीय अर्थव्यवस्थेच्या विकासाचा संकल्प सोडला. त्यातील काही ठळक निरीक्षणे अधोरेखितून व्यक्त केली आहेत.

**भारतीय अर्थव्यवस्थेच्या विकासाचा संकल्प :**

- सामाजिक न्याय हे आमच्या सरकारचे धोरण असून जास्तीत जास्त रोजगार निर्मिती करणे हे ध्येय आहे.

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- गेल्या दहा वर्षांत आमच्या सरकारने कामात पारदर्शकता आणली आहे.
- Governance, Development & Performance - या GDP वर सरकारचा भर आहे.
- गेल्या दहा वर्षांत FDI (५९६०० कोटी डॉलर्स) चे प्रमाण त्याआधीच्या दहा वर्षांपेक्षा दुप्पट झाले.
- देशात ३ आर्थिक रेल्वे कॉरिडॉर निर्मिती केली जाणार आहे.
- पायाभूत सुविधांसाठी ११,११,१११ कोटींची तरतूद केली आहे.
- ५ इंटिग्रेटेड अॅक्वा पार्क स्थापन करणार आहे.
- इलेक्ट्रिक वाहनांना प्रोत्साहन देणार आहे.
- ४०००० बोगी या वंदे भारतच्या तोडीच्या करणार आहे.
- मेट्रो रेल्वे, नमो भारत अजून शहरात आणणार आहेत.
- इ-वाहनांच्या चार्जिंगसाठी पायाभूत सुविधा वाढवणार आहे.

अंदाजपत्रक पत्रकातील या काही बाबी दीर्घकालीन विकासाच्या अनुषंगाने सुखवाहक वटतात आणि आहेत ही परंतु, आज देशाची अर्थव्यवस्था पुन्हा एकदा अशाच नाजूक स्थितीत येऊन पोहोचली आहे. यातून मान वर काढण्यासाठी राव-सिंह फॉर्म्युला पुन्हा एकदा वापरावा लागेल काय? असाच विचार बहुतांश लोकांच्या मनात आहे. कारण जेव्हा भारत एका मोठ्या अर्थक्रांतीच्या आणि धोरण क्रांतीच्या उंबरठ्यावर होता. त्यावेळी धोरणबदलांची क्रांती घडवण्यात तेव्हाचे पंतप्रधान पी. व्ही. नरसिंह राव आणि अर्थमंत्री डॉ. मनमोहन सिंग यांचा वाटा मोठा होता.

१९९१-९६ या कालावधीत घेण्यात आलेल्या नवीन आर्थिक सुधरणाच्या (LPG) निर्णयांमुळे भारतीय अर्थव्यवस्थेची किंबहुना देशाची दिशा बदलली आहे. विशेषतः यामध्ये राव-सिंह जोडीचा मोठा वाटा आहे. या पैकी डॉ. मनमोहन सिंग स्वतंत्र भारतात अनेक वेगवेगळ्या पदांवर काम करणारे ते एकमेव नेते असावेत. अर्थशास्त्राचे व्याख्याते, भारत सरकारचे मुख्य अर्थ सल्लागार, राज्यसभा खासदार, रिझर्व्ह बँकेचे गव्हर्नर, नियोजन आयोगाचे उपाध्यक्ष, संयुक्त राष्ट्रांच्या साऊथ कमिशनचे सरचिटणीस, युजीसीचे अध्यक्ष, अर्थमंत्री, अर्थ खात्याचे सचिव, राज्यसभेत विरोधी पक्षनेते, पंतप्रधान अशा अनेक पदांवर त्यांनी काम केले.



डॉ. मनमोहन सिंग या राजकारणाबाहेरच्या व्यक्तिमत्वाला अर्थमंत्रिपदीच्या निवडी नंतर भारताने वेगाने आर्थिक धोरणबदलांची वेगाने पावले टाकली याचा इतिहास मोठा रोचक आहे. १९९१ च्या वर्षात एखाद्या पॉलिटिकल थ्रिलर सिनेमात घटना घडव्यात तशा घटना घडत गेल्या. डॉ. सिंग या घटनांचे साक्षीदार होते. आज ही या आर्थिक धोरणाची (LPG) परिणीती दिसून येते आहे.

#### अर्थक्रांतीचा संकल्प : एक काळाची गरज

इराकने कुवेतवर केलेल्या चढाईमुळे आखाती युद्दाला सुरुवात झाली होती. त्यामुळे तेलाचे दरही गगनाला भिडले होते. एनआरआय मंडळींनी भारतातील गुंतवणुकीचा हात आखडता घेतला आणि त्यामुळे भारतातील डॉलर्सची गंगाजळी लक्षणीय रित्या कमी झाली. या लोकांनी भारतीय बँकांमधील ऑक्टोबर १९९० पासून डॉलर्स काढून घ्यायला सुरुवात केली. केवळ तीन महिन्यात त्यांनी २० कोटी डॉलर्स माघारी नेले. १९९१ च्या एप्रिल ते जून या महिन्यात ९५ कोटी डॉलर्स काढून घेण्यात आले. भारताने अल्पमुदतीची कर्ज भरपूर घेतल्यामुळेही अर्थव्यवस्थेवर ताण आला होता. अर्थातच, १९९० च्या दशकात भारतीय अर्थव्यवस्थेची गाडी रुळावरून पूर्णपणे घसरली आहे हे तोपर्यंत सर्व देशाला समजलले होते. या सर्व पार्श्वभूमीवर नरसिंह राव पंतप्रधान झाले होते.

२० जून रोजी त्यांच्याकडे कॅबिनेट सेक्रेटरी नरेश चंद्रा आठ पानांची एक नोट घेऊन आले. येणाऱ्या पंतप्रधानांनी आणि काही मंत्रालयांनी विशेषतः अर्थ मंत्रालयाने कोणती पावले तातडीने उचलायला हवीत याची कल्पना देणारी ती नोट होती. ही नोट वाचताच नरसिंह राव यांनी नरेश यांना विचारले, "खरेच देशाची आर्थिक स्थिती इतकी वाईट आहे का?" त्यावर चंद्रा यांनी, "नाही... याहूनही वाईट आहे", असे उत्तर दिले. त्यानंतर चंद्रा यांनी चंद्रशेखर सरकारने केलेल्या प्रयत्नांची माहिती दिली आणि कोणत्याही स्थितीत देशावर दिवाळखोरीची स्थिती येणार नाही यासाठी आपण प्रयत्न करण्याची गरज असल्याचे नरसिंह राव यांना सांगितले.

#### नव्या अर्थमंत्र्यांची निवड

एकंदरीतच, देशासमोर असलेला आर्थिक पेच सोडवण्यासाठी एखाद्या विशेष अर्थतज्ज्ञाची नेमणूक करण्याची गरज असल्याचे नरसिंह राव यांच्या लक्षात आले होते. त्यांनी तातडीने अर्थमंत्रिपदासाठी उमेदवार व्यक्तीचा

प्रा. चंद्रकांत भूपाल पाटील

शोध घ्यायला सुरुवात केली. आता राजकारणाबाहेरच्या व्यक्तीलाच या पदावर नेमले पाहिजे हे सुद्धा त्यांनी जाणले होते. त्यांच्यासमोर दोन नावे आली. त्यात एक डॉ. आय. जी पटेल आणि दुसरे होते डॉ. मनमोहन सिंग होते. यापैकी नरसिंह राव यांनी डॉ. मनमोहन सिंग यांच्या नावावर शिक्कामोर्तब केले आणि डॉ. सिंग यांच्यापर्यंत ही माहिती पोहचवून त्यांना राजी करण्याचे काम पी. सी. अलेक्झांडर यांच्यावर सोपवले. अलेक्झांडर हे इंदिरा गांधी आणि राजीव गांधी यांच्या कार्यकाळात पंतप्रधानांचे मुख्य सचिव होते. ही घटना अलेक्झांडर यांनी आपल्या 'श्रू द कॉरिडॉर्स ऑफ पावर' या आत्मचरित्रात लिहून ठेवली आहे. (नंतरच्या काळात अलेक्झांडर महाराष्ट्राच्या राज्यपालपदी दीर्घकाळ होते हे सर्वांना माहितीच आहे.)

डॉ. सिंग हे राजकारणाबाहेरचे असल्यामुळे त्यांनी पदावरती आल्यापासूनच कामाचा धडाका लावत देशाच्या अर्थव्यवस्थेचे चित्र न लपवता सर्वासमोर मांडायला सुरुवात केली. माजी केंद्रीय मंत्री जयराम रमेश यांनी 'टू द ब्रिंक अँड बॅक' या पुस्तकात या घडामोडीचे वर्णन केले आहे. निवडणुकीच्या काळात काँग्रेस पक्षाने वर्तमानपत्र छपाईचा कागद, केरोसिन, मीठ, डिझेल, सायकल-दुचाकी, बल्ब, सुती साड्या-धोतरे, स्टोव्ह, पोस्टकार्ड, खाद्यतेल अशा दहा वस्तूंच्या किंमती पहिल्या १०० दिवसांत स्थिर करून १० जुलै १९९० च्या दरांपर्यंत किंमती कमी करण्याचे आश्वासन दिले होते. मात्र २५ जून रोजी घेतलेल्या पत्रकार परिषदेत सिंग यांनी आपल्याकडे कोणतीही जादूची छडी नसल्याचं सांगितले. तसेच हे आश्वासन पूर्ण करण्यासाठी कोणतीही तयार यंत्रणा नसल्याचं त्यांनी स्पष्ट केले. वक्तव्यावरून काँग्रेस पक्षातच मोठा गोंधळ उडाला. आधीच नाजूक स्थिती असलेल्या सरकारमधील काही खासदारांनी पंतप्रधानांकडे नाराजी व्यक्त केली. परंतू डॉ. सिंग, पंतप्रधान नरसिंह राव, रिझर्व्ह बँक यांनी अनेक महत्त्वाचे निर्णय घेतले.

#### रुपयाचे अवमुल्यन आणि सोने गहाण

१ जुलै रोजी डॉलर, येन, पौंड, येन, मार्क, फ्रँक यांच्या तुलनेत रुपयाची किंमत ७ टक्क्यांनी कमी करण्यात आली. त्यानंतर ३ जुलै रोजी ११ टक्क्यांनी कमी करण्यात आली. आयात करत असलेल्या वस्तूंचे बिल देण्यासाठी सरकारला परकीय चलनाची मोठी गरज होती. त्याआधीच्या चंद्रशेखर सरकारने १६ मे रोजी २० मेट्रिक टन सोने युनायटेड बँक ऑफ स्विट्झर्लंडकडे सोपवले होते.

नरसिंह राव यांच्या सरकारने ४, ७, ११, १८ जुलै अशा चार दिवसांमध्ये ४६.९१ टन सोने बँक ऑफ इंग्लंडकडे सोपवण्याचा निर्णय घेतलाय यामुळे १६ मे रोजी २० कोटी डॉलर्स आणि पुढच्या चार टप्प्यात ४० कोटी डॉलर्स उपलब्ध झाले. अर्थातच संसदेत या निर्णयावर जबरदस्त टीका करण्यात आली. संसदेतील सर्वांच्या प्रश्नांना मनमोहन सिंग यांनी शांतपणे उत्तरे दिली. सुरक्षेच्या कारणास्तव या निर्णयाचा गाजावाजा न करता तो अंमलात आणण्याची गरज होती आणि यापुढे सोने परदेशात ठेवण्याची गरज नसेल असेही त्यांनी स्पष्ट केले. यानंतर उद्योग धोरणात ही अनेक बदल करण्यात आले.

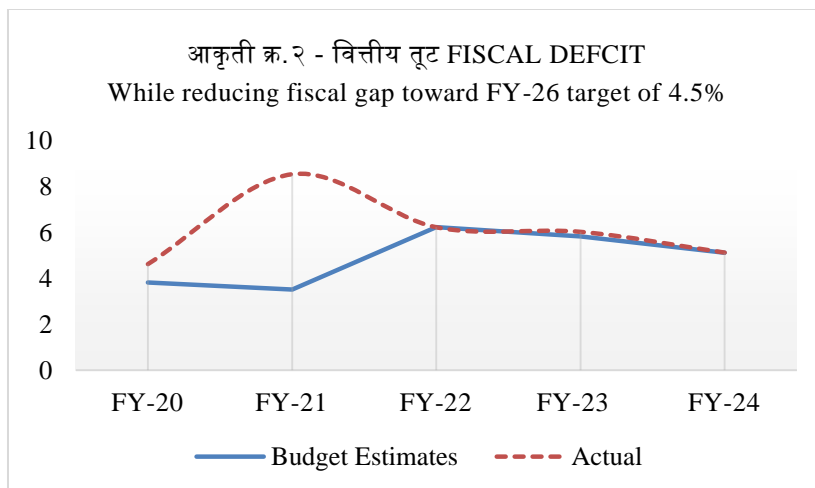
नरसिंह राव यांचे सरकार सत्तेत येताच नव्या सरकारांना मिळतो तसा मधुचंद्राचा काळ या सरकारला मिळणार नव्हता. पहिल्या दिवसापासून अर्थव्यवस्थेचे रुतलेले चाक बाहेर काढून त्याला गती देण्यासाठी युद्धपातळीवर प्रयत्न करायचे होते. तसे या राव-सिंह जोडीने केलेही. हा दृष्टीक्षेप समोर ठेऊन कोविड-१९ पासून जागतिक महामंदीतून मार्गक्रमण करताना आर्थिक सुधारणांचे युद्धपातळीवर प्रयत्न करायचे लागतील हे निर्विवाद! सत्य नाकारता येत नाही. त्या अनुषंगाने पंतप्रधान मोदींच्या नेतृत्वातील केंद्र सरकारने विविध आव्हानात्मक आर्थिक स्थितंतरेतून मार्गक्रम करताना बसवलेली आर्थिक घडी व आगामी भारतीय अर्थव्यवस्थेसमोरील आव्हानाचा उहापोह करणे क्रमप्राप्त ठरते आहे.

#### आगामी वर्षात भारतीय अर्थव्यवस्थेसमोरील आव्हान :

जागतिक अर्थकारण पाहता एकीकडे पाश्चिमात्य देश तीव्र मंदीच्या दिशेने जात आहेत, तर दुसरीकडे आर्थिक

आघाडीवर आशादायी चित्र निर्माण करणाऱ्या भारताला २०२४ मध्ये आपला विकास दर राखणे कठीण झाले. २०२४ मध्ये जागतिक विकास दरासाठी जगाची नजर भारताकडे राहिल, असे काही अर्थतज्ज्ञांचे म्हणणे आहे. जागतिक बँकेनेही चांगल्या आर्थिक घडामोडींमुळे भारताचा जीडीपीचा सुधारित अंदाज ६.९ % व्यक्त केला आहे. पण जागतिक मंदीचा आशियातील तिसऱ्या सर्वात मोठ्या अर्थव्यवस्थेवर काही परिणाम होणार नाही, असेही नाही. आतापर्यंत भारताच्या देशांतर्गत व्यापाराने अर्थव्यवस्थेला मोठा आधार दिला आहे. रिझर्व्ह बँकेने नुकताच अर्थव्यवस्थेच्या स्थितीबद्दलचा एक अहवाल प्रसिद्ध केला आहे. ज्यात म्हटले आहे, "सध्याचे आर्थिक धोके जागतिक संकटाकडे इशारा करत आहेत आणि उदयोन्मुख बाजारपेठेतील अर्थव्यवस्था याविषयी संवेदनशील असल्याचे दिसून येत आहे." देशाच्या जीडीपीमध्ये २० % योगदान देणारी भारताची निर्यात आधीच कमकुवत स्थितीत आहे आणि जागतिक मंदी तिला आणखी कमकुवत करेल.

याचा परिणाम अभियांत्रिकी वस्तू, दागिने, कापड आणि फार्मास्युटिकल्स यांसारख्या निर्यात क्षेत्रांवर होईल. हे कामगार-केंद्रित उद्योग आहेत. यावेळी भारत आपल्या उत्पन्नापेक्षा जास्त खर्च करत आहे. चालू खात्यातील तूट आणि वित्तीय तूट या दोन्ही गोष्टी झपाट्याने वाढत आहेत आणि हे चिंतेचे कारण आहे. अशा परिनितीतून वित्तीय तूट कमी करण्याच्या अनुषंगाने केंद्र सरकारने वित्तीय विवरणपत्रातून लावलेल्या वित्तीय शिस्तीचे परीदृश आकृती क्र.२ मधून दृष्टीक्षेपात येते आहे.



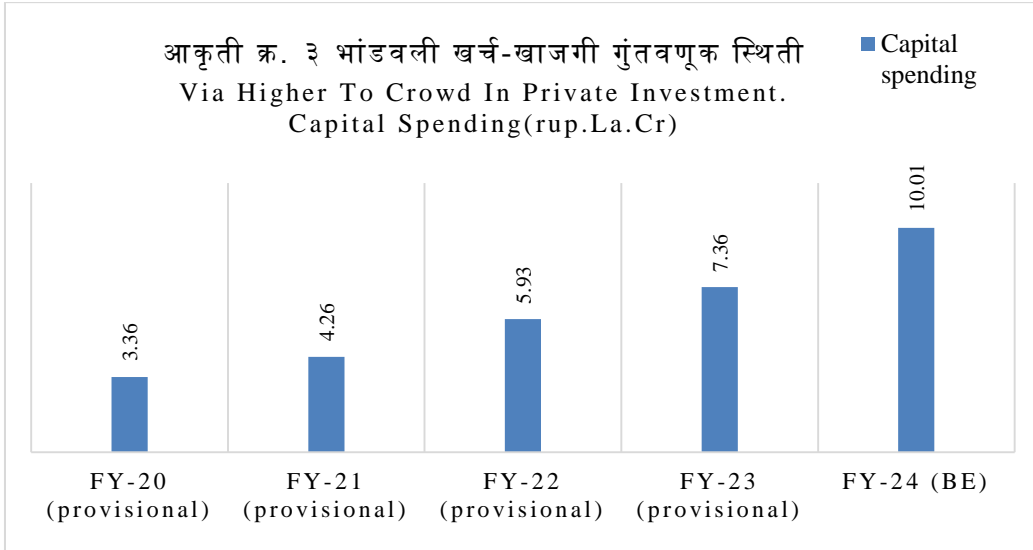
**महागाई आणि विकास दराच्या संतुलनाचे आव्हान**

भारतीय अर्थव्यवस्थे समोर सध्या कुंठीत चलानवाढीचे एक आव्हान उभे राहते आहे. कारण एका बाजूला आर्थिक वृद्धीची गती वाढवताना दुसऱ्या बाजूस सर्वसाधारण किंमतपातळी नियंत्रणात ठेवणे आव्हानात्मक होत आहे. गेल्या काही महिन्यांत अन्न, ऊर्जा आणि इतर ग्राहकोपयोगी वस्तूंच्या जागतिक किंमती नरमल्या असूनही महागाई वाढत असल्याने परिस्थिती अधिक कठीण झाली आहे.

रशिया आणि युकेन यांच्यातील युद्धामुळे आणि जागतिक पुरवठा साखळीतील व्यत्यय यामुळे पेट्रोलियम उत्पादनांच्या आयातीवर अवलंबून राहणे हा भारतासाठी प्रमुख 'जोखीमेचा घटक' आहे. त्यामुळे २०२३ -२४ मध्ये वाढत्या किंमती आणि मंदावलेला विकास दर यांचा समतोल साधण्याचे आव्हान अधिक गंभीर होण्याची शक्यता आहे.

गेल्या काही दिवसांत सलग चार वेळा व्याजदर वाढवल्यानंतर महागाईत थोडासा दिलासा मिळाला आहे. महागाईवर नियंत्रण ठेवणे हे आता प्राधान्यक्रमे असून गरज पडल्यास अधिक व्याजदर वाढवण्यास तयार असल्याचे रिझर्व्ह बँकेने म्हटले आहे. यामुळे सामान्य भारतीयांसाठी गृहकर्ज आणि वैयक्तिक कर्जेच महाग होणार नाहीत, तर कॉर्पोरेट कर्जावरही याचा परिणाम होईल.

२०२३ -२४ मध्ये खाजगी क्षेत्रातील गुंतवणूक वाढेल आणि यामुळे विकास दर वाढेल, अशी आशा सरकार आणि आरबीआय दोघांनाही आहे. भारतातील खाजगी गुंतवणूक आणि कॉर्पोरेट जगतातील वर्गाकडून नव्या गुंतवणुकीचे प्रारंभिक संकेत मिळू लागले आहेत. त्या परीदृष्टेचे विवरणपत्रातील भांडवली खर्च विषयक संकेत, आकृती क्र. ३ मधून स्पष्ट होत आहेत.

**भारतासाठी संधी:**

- औद्योगिक उत्पादन निर्देशांक (IIP) नुसार, ऑक्टोबर २०२२ मध्ये कारखान्यांमधील उत्पादन २६ महिन्यांच्या नीचांकी पातळीवर पोहोचले. पण यातील संधी सतत वाढत आहेत.
- एकीकडे जगातील इतर देश चीनपासून आपली पुरवठा साखळी वेगळी करण्याचा प्रयत्न करत आहेत, तर दुसरीकडे मोदी सरकार मुक्त व्यापाराला गती देण्याचा प्रयत्न करत आहे. अशा परिस्थितीत भारत मोठ्या

प्रमाणावर खासगी क्षेत्राला आकर्षित करण्याच्या स्थितीत आहे.

- सरकारने परफॉर्मन्स लिंकड इन्सेंटिव्ह (PLI) सारख्या उत्पादन योजनांमध्ये रस दाखवला आहे.
- रिसर्च अँड आउटरीचचे (ECRA) प्रमुख रोहित आहुजा यांनी त्यांच्या नोव्हेंबरच्या अहवालात म्हटले आहे. "२०२४ हे वर्ष भारताच्या उत्पादन क्षेत्रात भरभराट येऊ शकते. असे असले तरी विकासदर वाढवण्यासाठी सरकारला सार्वजनिक खर्च वाढवावा लागेल, असे तज्ज्ञांचे म्हणणे आहे. क्रेडिट सुईसचे सह-व्यवस्थापक

नीलकांत मिश्रा यांच्या मते, "सरकारी खर्च, कमी वेतनाच्या नोकऱ्यांमध्ये वाढ आणि पुरवठा साखळीतील अडथळे दूर केल्यास महागाई आणि जागतिक मंदीचा परिणाम अंशतः कमी केला जाऊ शकतो." देयकातील शिल्लक तूट कमी करण्याची गरज असल्याचे ही ते म्हणतात.

- अधिकाधिक व्यापार करारांच्या मदतीने, वाढत्या जागतिक बाजारपेठेत आपली पोहोच वाढवण्यासाठी भारत आपली पूर्ण ताकद वापरेल.
- ऑस्ट्रेलिया आणि UAE सोबतच्या व्यापार करारानंतर भारत ब्रिटन, युरोपियन युनियन आणि गल्फ कोऑपरेशन कौन्सिलशी चर्चा करत आहे.

#### सरकार : संकल्प

- G-20 च्या अध्यक्षपदासह भारत 2023 मध्ये जागतिक मंचावर विराजमान झाला, मुक्त व्यापारातून गतिमान विकासाचा संकल्प केला परंतु जागतिक मंदीच्या काळात संपूर्ण जगात संरक्षणवाद (परदेशी व्यापारावरील निर्बंध) चर्चेत आहेत, ही चिंतेची बाब आहे. आपली निर्यात वाढवण्याच्या आणि परदेशी गुंतवणूकदारांना आकर्षित करण्याच्या प्रयत्नांमध्ये भारताला हुशारीने वागावे लागेल आणि हे एक मोठे आव्हान ठरू शकते.
- २०२४ मध्ये पुढील सार्वत्रिक निवडणुका होणार आहेत. पंतप्रधान नरेंद्र मोदी आणि त्यांचा पक्ष तिसऱ्यांदा सत्तेत येण्यासाठी निवडणूक लढवतील. त्याही दृष्टीने फेब्रुवारीमध्ये सादर झालेल्या आगामी अर्थसंकल्पात आपली आर्थिक गुंतागुंत आणि राजकीय महत्त्वाकांक्षेचा ताळमेळ मोदी सरकार कसा साधते, हे पाहणे महत्त्वाचे ठरणार आहे.
- सार्वत्रिक निवडणुकीपूर्वीचा सरकारचा हा शेवटचा पूर्ण अर्थसंकल्प असेल. पण, वाढत्या वित्तीय तुटीमुळे सरकारकडे पैसे खर्च करण्याची क्षमता फारच कमी आहे, ही मोठी समस्या आहे.

एकंदरीतच भारतीय अर्थव्यवस्थेतील भूतकाळाच्या मागोवातून वर्तमान व भविष्यकाळाच्या शाश्वत विकासाच्या अनुषंगाने आगामी अंतरिम अर्थसंकल्पनातून आर्थिक विकासाचा संकल्प करण्यात आला, याचा एक दृष्टीक्षेप घेता येईल.

#### आगामी अंतरिम अंदाजपत्रक २०२४ : दृष्टीक्षेपातील निष्कर्ष :

अंतरिम बजेटच्या वाचनाला सुरुवात करताना निर्मला सीतारामन यांनी काही आकडेवारी जाहीर केली. त्यातील ठळक बाबी पुढीलप्रमाणे आहेत.

- गेल्या १० वर्षांत २५ कोटी लोकांना गरीबीतून मुक्त केले

#### प्रा. चंद्रकांत भूपाल पाटील

- २०४७ भारताला विकसित राष्ट्र करण्याचा ध्येय ठरवले
- ७८ लाख व्हेडर्सना मदत करण्याचा माणस आहे
- शेतकऱ्यांना PM किसान सम्मान योजना ११.८ कोटी
- ४ कोटींना पंतप्रधान पीक विमा योजनेचा लाभ
- महिला उद्योजकांना ३० कोटी मुद्रा योजना कर्ज दिली. आशा कर्मचारी आणि अंगणवाडी कर्मचारी-मदतनीसांनाही आयुष्यमान भारत योजनेतर्गत आरोग्यविमा
- लोकांचे उत्पन्न गेल्या १० वर्षांत वाढले, त्यातुलनेत महागाईत किरकोळ वाढ झाली
- सर्व पायाभूत सेवा प्रकल्प वेळेवर पूर्ण होत आहेत.
- टॅक्सचा परीघ वाढवला आहे.
- कठीण काळात G20 चे अध्यक्षपद भूषवले आहे.
- GST मुळे एक देश, एक बाजारपेठ, एक कर रचना प्रत्यक्षात आणली आहे.

#### पंतप्रधान आवास योजना

- ◆ पीएम आवास योजनेतून महिलांना ७० टक्के घरे दिली.
- ◆ पीएम आवास योजना - ग्रामीण - ३ कोटी घरांचे उद्दिष्ट पूर्ण करण्याच्या जवळ आहे.
- ◆ पुढच्या ५ वर्षांत घरे बांधण्यासाठी आणखी २ कोटी ची तरतूद केली आहे.

#### शेतकरी व शेती संलग्न :

- अर्थमंत्री निर्मला सीतारामन म्हणाल्या, आमच्या सरकारने पीक विमा योजनेचा ४ कोटी शेतकऱ्यांना लाभ दिला आहे.
- शेतकऱ्यांच्या कमाईत वाढ होण्यासाठी प्रयत्न केला जात आहे.
- शेतकऱ्यांसाठीची MSP वाढवली.
- ग्रामीण भागातले उत्पन्न वाढने व गरीबांची स्थिती सुधारणे हे आमचे ध्येय आहे.
- सर्वांगीण, सर्वसमावेशी प्रगती करण्याचे उद्दिष्ट आहे.
- गरीब, महिला, युवा, अन्नदाता यांच्या सशक्तीकरणावर लक्ष केंद्रित केले, तेच प्राधान्य तेलबियांच्या उत्पादनात स्वावलंबी होण्यासाठी प्रयत्न करणार आहे.

#### आरोग्य :

- आयुष्यमान भारत योजना सर्व आशा सेविकांना लाभ देण्यात येणार आहे.
- 'सर्व्हायकल कॅन्सर लस' ९ ते १४ वयोगटातल्या मुलींना लस देण्याचा प्रयत्न असणार आहे.

#### जय जवान, जय किसान, जय विज्ञान - जय अनुसंधान :

जय जवान, जय किसान, जय विज्ञान, जय अनुसंधान, पंतप्रधान नरेंद्र मोदी यांनी लालबहादूर शास्त्री यांच्या आणि अटलबिहारी वाजपेयी यांच्या घोषणेत नवी जोड दिली आहे असे केंद्रीय अर्थमंत्री निर्मला सीतारामन यांनी सांगितले. त्या म्हणाल्या, जय जवान, जय किसान, जय विज्ञान, जय अनुसंधान, अशी ती घोषणा आहे.

नवसंशोधनासाठी १ लाख कोटींचा निधी - ५० वर्षांसाठी व्याजमुक्त किंवा कमी व्याजाने कर्जरूपात देण्यात येईल असे म्हंटले आहे.

**सारांश :**

पंतप्रधान मोदींच्या नेतृत्वातील केंद्र सरकारने अर्थात, केंद्रीय अर्थमंत्री निर्मला सीतारामन यांनी (१ फेब्रुवारी २०२४) रोजी निवडणुकीच्या वर्षासाठीचे आर्थिक नियोजन सादर केले आहे.

सरकारने वित्तीय तूट २०२३-२४ (फेब्रू-२४) मधील ५.८ % वरून २०२४-२५ (फेब्रू-२५) या आर्थिक वर्षात अर्थसंकल्पीय तूट ५.१ % पर्यंत कमी करण्याच्या, सरकारच्या मुख्य उद्दिष्टारूप, देशातील सर्वांगीण आर्थिक विकासाला चालना देण्यासाठी, अर्थसंकल्पात भांडवली खर्चात तब्बल ११% नी वाढ करण्यात आली आहे.

आगामी अंतरीम अंदाजपत्रक मांडताना वित्तीय शिस्तितून सर्वांगीण शाश्वत विकासाचा संकल्प केल्याचे परीदृशास येते आहे. परंतू आगामी वर्तमानात हा संकल्प अतिशोयोक्तीचा ठरू नये इतकेच !

**संदर्भ :**

1. [www.indianbudeget.gov.in](http://www.indianbudeget.gov.in)
2. [www.india.gov.in](http://www.india.gov.in)



## ग्रामीण महिलाओं के सशक्त विकास में स्वयं सहायता समूह का राजनीतिक महत्व

डॉ. रमेश प्रसाद कोल

सहाय्यक प्रध्यापक, राजनीतिशास्त्र विभाग,

शासकीय रणविजय प्रताप सिंह स्नातकोत्तर महाविद्यालय, जिला उमरिया, म.प्र. भारत

Corresponding Author - डॉ. रमेश प्रसाद कोल

Email [dr.rameshprasadkol@gmail.com](mailto:dr.rameshprasadkol@gmail.com)

DOI- 10.5281/zenodo.10984029

### सारांश—

स्वयं सहायता समूह ग्रामीण महिलाओं को आत्मनिर्भर बनाने व नेतृत्व गुणों का विकास करने वाला सफल माध्यम बन गया है। स्वयं सहायता समूह एक आन्दोलन का रूप ले चुका है, महिलाएँ समूह से जुड़कर सामाजिक, आर्थिक रूप से वरन राजनीतिक रूप से भी सशक्त हो रही हैं। समूह की सदस्य बनने के बाद ग्रामीण महिलाओं के राजनीतिक गतिविधियों में भाग लेने की प्रवृत्ति बढ़ी है वे न केवल मतदान करती हैं। अपितु स्थानीय चुनाव में प्रत्याशी के तौर पर खड़ी भी होती हैं। समूह के माध्यम से महिलाएँ अपनी पहचान बना रही हैं तथा गांव का विकास भी कर रही हैं। समूह के माध्यम से महिलाएँ संगठित होकर गांव में व्याप्त सामाजिक बुराईयों, जिसमें शराब खोरी मुख्य है, घरेलू हिंसा, लैंगिक भेद-भाव, भ्रूण हत्या, बाल-विवाह आदि बुराईयों का विरोध कर रही हैं, ये बुराईयां ग्रामीण क्षेत्रों में अब दूर भी हो रही हैं।

**Keywords:** - ग्रामीण महिलाओं, सशक्त, विकास, स्वयं सहायता समूह।

### प्रस्तावना:

स्वयं सहायता समूह एक सब के लिए, सब एक के लिए सिद्धान्त पर आधारित है। समूह एक सशक्त संगठनात्मक ईकाई है जहां समान उद्देश्यों वाले, समान सामाजिक, आर्थिक स्तर वाले व्यक्तियों का समूह स्वेच्छा से अपनी अल्प आय में से छोटी बचत शुरू करते हैं। सामान्यतः स्वयं सहायता समूह में 10 से 20 सदस्य होते हैं। सदस्यों द्वारा जमा की गई इसी धनराशि में से वे प्रारम्भ में अपनी आवश्यकताओं के अनुसार ऋण लेनदेन करते हैं, फिर वे बैंको से सम्पर्क स्थापित करते हैं तथा उनसे ऋण प्राप्त करके आय अर्जन करने वाली गतिविधियों का संचालन करते हैं। ताकि एक समूह के रूप में इनकी आय में वृद्धि हो सके। समूह के सदस्यों की नियमित बैठकें होती हैं जिसमें सामूहिक रूप से समस्याओं का विचार-विमर्श किया जाता है।

प्रत्येक सदस्य को अपने विचार व्यक्त करने की छूट होती है। समूह में निर्णय सर्वसम्मति से लिये जाते हैं। भारत के गुजरात राज्य में सुश्री इला भट्ट के नेतृत्व में 1974 में महिलाओं द्वारा संगठित स्वयं सहायता समूहों को सूक्ष्म वित्त प्रदान कर उन्हें उत्पादक गतिविधियों का प्रशिक्षण दिया जा रहा है जो कि सूक्ष्म वित्त के क्षेत्र में सबसे पहला सफल प्रयास माना जाता है। बाद में बांग्लादेश में श्री मुहम्मद यूनुस ने 1976 में सूक्ष्म वित्त को आधार बनाकर अनेक स्वयं सहायता समूहों का सृजन किया, जिसने गरीबी कम करने, महिलाओं को आत्मनिर्भर बनाने एवं कई लघु एवं कुटीर उद्योगों को पुनर्जीवन देने का कार्य किया, जिसके लिए मुहम्मद यूनुस को वर्ष 2005 में नोबल शांति पुरस्कार से सम्मानित किया गया जिसके बाद स्वयं सहायता समूह की अवधारणा व सूक्ष्म वित्त की अवधारणा को विश्व के अन्य विकासशील देशों ने भी

अपनाया और समूह गरीबी दूर करने व उच्च जीवन स्तर पाने का एक सफल माध्यम बन गया।

### उद्देश्य—

- महिलाओं को स्वयं सहायता समूह की आवश्यकता के प्रति अवगत कराना।
- समूह के प्रयास द्वारा महिलाएँ पम्पराओं और रूढ़ियों के दौर से उपजे तनाव से मुक्त हो सकेंगी और अपनी आन्तरिक छिपी हुई योग्यताओं को बाहर निकाल सकेंगी।
- समूह द्वारा ग्रामीण महिलाओं में बचत व ऋण दोनों तरह के बैंकिंग कार्य कलापों को प्रोत्साहित करना।
- महिलाओं को अपने अधिकारों और दायित्वों के प्रति सजग करते हुये उनकी सोच में परिवर्तन लाने, आर्थिक गतिविधियों में उनकी अभिरुचि उत्पन्न कर उन्हें आर्थिक, सामाजिक दृष्टि से आत्मनिर्भरता और स्वावलम्बन की और अग्रसरित करने जैसे अहम् उद्देश्यों की पूर्ति हेतु।
- समाज में पुरुष व नारी के भेदभाव को खत्म करना व समानता लाना।
- महिलाओं में व्याप्त अशिक्षा, स्वास्थ्य के प्रति उदासीनता, पुरुषों का महिलाओं पर प्रभुत्व आदि समस्याओं को दूर करना और नारी की अस्मिता के विकास में आने वाले अवरोधों के खिलाफ एक सामाजिक चेतना जाग्रत करना।
- समूह के माध्यम से महिलाओं को संगठित करना, उनमें आत्मविश्वास जाग्रत कर उनकी क्षमताओं को विकसित करना।

### स्वयं सहायता समूह में महिला सशक्तिकरण

स्वयं सहायता समूह निर्माण का कार्य पिछले कुछ वर्षों बहुत तेजी से हो रहा है, जहाँ पर भी ईमानदारी से प्रयत्न किये गए हैं वहाँ इन प्रयासों को बहुत अधिक सफलता मिली है, कुछ परिणाम तो ऐसे निकले जिनका सकारात्मक प्रभाव देखा जा सकता है। इनमें सामाजिक, आर्थिक, राजनीतिक, शैक्षिक क्षेत्र में प्रभाव महत्वपूर्ण है। विशेष रूप से इन चारों क्षेत्रों में महिला सशक्तिकरण के अभियान में उल्लेखनीय सफलता मिली है।

#### सामाजिक क्षेत्र—

जब महिलाएँ समूह की सदस्य बनती हैं तो वहाँ अलग-अलग विचारों वाली महिलाओं से मिलती हैं, उसे अपने विचार व्यक्त करने का अवसर मिलता है तथा दूसरी महिलाओं के विचारों को जानने का अवसर भी प्राप्त होता है इससे इनका मनोबल बढ़ता है। समूह के सम्पर्क में आने से महिलाएँ अपने उपर होने वाले अत्याचार, शोषण के खिलाफ आवाज उठाने की हिम्मत आती है। दहेज बाल-विवाह, शराब, मृत्युभोज आदि कुरीतियों के खिलाफ आवाज उठाने की ताकत बढ़ती है। सामाजिक क्षेत्र में सशक्त होने पर उनके जीवन स्तर में परिवर्तन आता है, उनके रहन-सहन, बोलचाल, उठने-बैठने का ढंग आदि गतिविधियों में बदलाव देखने को मिलता है।

#### आर्थिक क्षेत्र—

स्वयं सहायता समूह महिलाओं को थोड़ा-थोड़ा पैसा बचाने योग्य बनाता है। इस बचत राशि का प्रयोग एक-दूसरे को ऋण देने के लिए किया जाता है। महिलाएँ परिवार की आवश्यकताओं के अनुसार समूह से ऋण लेती हैं, तथा आपातकालिन स्थिति में परिवार की ऋण लेकर मदद करती हैं जिससे परिवार में भी महिलाओं को ज्यादा सम्मान दिया जाने लगता है समूह से रोजगार प्राप्त कर महिलाएँ भी परिवार की आय व आर्थिक विकास में बराबर की भागीदार बनती जा रही हैं महिलाएँ आत्मनिर्भर बनकर अपना, परिवार का, समाज का, गाँव व देश के विकास में सहयोग दे रही हैं आय में वृद्धि होने से जीवन में सुधार आता है बचत करना, बैंक से लेन-देन करना, ऋण लेना, चुकाना एवं लेखा-जोखा रखने से आर्थिक स्वावलंबन बढ़ता है।

#### राजनीतिक क्षेत्र—

स्वयं सहायता समूह की सदस्य बनने के बाद महिलाओं की अपनी पहचान बनती है। समूह महिलाओं को एक ऐसा मंच प्रदान करता है जहाँ वे अपने व्यक्तित्व, प्रतिभा, कौशल व क्षमताओं को विकसित करने का अवसर मिलता है। नेतृत्व गुणों का विकास होने से चुनाव लड़ने की हिम्मत आती है। उच्च पदों पर प्रतिनिधित्व करने अपनी मांगों को रखने, उन्हें मनवाने की ताकत बढ़ती है। यह देखा गया है कि स्वयं सहायता समूहों के कारण सत्ता व विकास में महिलाओं की भागीदारी सम्भव हो पाई है। समूह सामाजिक, आर्थिक विकास के साथ-साथ राजनीतिक सशक्तिकरण के माध्यम बनते जा रहे हैं। इसके जरिए महिला समता और सामाजिक न्याय की एक नई संभावना तलाशी जा रही है।

#### शैक्षिक सशक्तिकरण

स्वयं सहायता समूहों के द्वारा आर्थिक सुधारों के पश्चात महिला साक्षरता बढ़ाने के विशेष प्रयास किये जा रहे हैं। समूह ने मुक्त बालिका शिक्षा एवं महिलाओं से सम्बन्धित नवीन शिक्षा प्रणाली को दूर-दराज के अविकसित भागों में निवास कर रही महिलाओं तक पहुँचाकर उन्हें

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इससे अवगत कराते हैं। ताकि ग्रामवासी इन योजनाओं का लाभ उठा सके अपने शिक्षा के अधिकार को प्राप्त कर सके। समूह ने नूककड, नाटक एवं कठपूतली जैसे प्रचार माध्यमों से बताया कि बालक और बालिका दोनों को हर क्षेत्र में समान अधिकार है इनमें भेद-भाव नहीं करना चाहिए, शिक्षा दोनों को समान रूप से मिलनी चाहिए। शिक्षा के प्रति जागरूकता बढ़ाने के लिए घर-घर जाकर शिक्षा का महत्व समझा रहा है समूह द्वारा नव साक्षर महिलाओं के लिए मेलों का आयोजन किया जाता है। जिससे महिलाओं में आत्मविश्वास, मनोबल की भावना का विकास होता है। बचपन से औपचारिक शिक्षा प्राप्त करने से वंचित रही महिलाओं को पढ़ना लिखना समूह द्वारा सिखाया जा रहा है।

#### राजनीतिक महत्व—

यह सत्य है कि भारतीय राजनीति में पुरुषों का वर्चस्व रहा है तथा महिलाओं की भूमिका को नकारा गया है। देश की लगभग आधी आबादी का प्रतिनिधित्व करने वाली महिलाओं के राजनीतिक अधिकार पुरुषों के समान हैं लेकिन राजनीतिक भागीदारी में महिलाएँ पुरुषों से बहुत पिछे हैं। पंचायतों में 50 प्रतिशत आरक्षण मिल जाने से पंचायतों तक तो पहुँच गई है लेकिन वहाँ भी इनकी सक्रिय, राजनीतिक सहभागिता नहीं दिखाई पड़ती। ऐसी स्थिति में स्वयं सहायता समूह महिलाओं को एक ऐसा मंच प्रदान करता है जहाँ महिलाएँ आत्मनिर्भर बनकर, अपनी अभिव्यक्ति क्षमताओं का विकास करने का मौका देता है। समूह में महिलाओं में नेतृत्व गुणों का विकास होता है, कई महिलाएँ चुनाव लड़ने से डरती थी, लेकिन स्वयं सहायता समूह से जुड़ने के बाद महिलाएँ चुनाव भी लड़ रही हैं और अपनी मांगों को रखने व उन्हें मनवाने की ताकत भी रखती हैं। समूह ने महिलाओं का घर की चारदीवारी से निकालकर पंचायत तक पहुँचाने का एक सफल माध्यम है। जो हर महिला को आत्मनिर्भर व स्वावलम्बी बनाता है तथा अपने अधिकारों व कतव्यों के प्रति जागरूक बनाता है।

#### विकास में बाधक तत्व—

स्वयं सहायता समूह द्वारा महिला विकास में सबसे बड़ा बाधक तत्व निरक्षरता/अशिक्षा है। अशिक्षा की वजह से समूह संचालन में बाधा आती है। अशिक्षा ने महिलाओं को शोषण, अत्याचार, मारपीट, अपमान आदि कुरीतियों का शिकार बना दिया है वे अपने व अपने अधिकारों के प्रति जागरूक ही नहीं हैं। पुरुष प्रधान समाज के कारण महिलाओं का जीवन प्रायः घर की चारदीवारी में ही सीमित होता है। घर के बाहर जाकर स्वयं सहायता समूह की सदस्य बनने पर अनेक प्रतिबन्ध लगाये जाते हैं। महिलाओं द्वारा समूहों के रूप में संगठित होने पर भी उन्हें अपने उद्यम को आगे बढाने के लिए बैंकर्स, गैर-सरकारी संगठनों, अपने उत्पादों के लिए मध्यस्थों इत्यादि से बातचित करनी होती है, जिसमें कई बार परिजनों द्वारा बाधाएँ डाली जाती हैं। महिलाएँ देर-रात तक घर से बाहर काम नहीं कर सकती, ऐसे कई प्रतिबन्ध लगा दिये जाते हैं।

#### बैंकर्स का नकारात्मक रवैया—

परम्परागत रूप से बैंकों में पुरुष ग्राहक ही अधिक संख्या में होते हैं तथा महिलाएँ एक तरह से बैंकिंग सेवाओं से वंचित रही हैं। जब महिलाएँ स्वयं सहायता समूह की सदस्य बनती हैं और ऋण इत्यादि के लिए बैंकों से सम्पर्क करती हैं तो पूर्ण अनुभव के अभाव में उनके अन्दर जिज्ञासाएँ व शंकाएँ अधिक होती हैं किन्तु बैंकर्स की तरफ



से इस स्थिति के प्रति सकारात्मक व सहानुभूतिपूर्ण व्यवहार नहीं किया जाता है जिससे महिला समूहों का मनोबल कम होता है।

#### प्रशासनिक बाधाएँ—

सरकारी संस्थाओं से सम्पर्क साधने में महिला समूहों को प्रशासनिक, रूढ़िताओं, जटिलताओं, भ्रष्टाचार, रिश्वतखोरी, पुरुषवादी मानसिकता इत्यादि के कारण अनेक बाधाओं का सामना करना पड़ता है, जिससे सरकार द्वारा चलाई जा रही अनेक प्रोत्साहन योजनाओं का लाभ महिला समूह नहीं उठा पाते हैं।

#### अनुभवहीन प्रबंधन—

अनुभवहीन अथवा अप्रशिक्षित लोगों के हाथों में जब समूह का संचालन चला जाता है तब कर्मचारी तन्त्र में कार्यों के प्रति उदासीनता रहती है, इस तरह का भाव लोगों को स्वयं सहायता समूह से जुड़ने को प्रेरित नहीं करता है।

#### जीवन पर प्रभाव—

समूह द्वारा किये गये कार्यों से महिलाओं के जीवन में निम्न बदलाव देखे गये—

समूह की महिला सदस्य अपनी छोटी-छोटी राशि जमा करने की आदत बना लेती है और इससे उनके पास बड़ी बचत इकट्ठा हो जाती है, जो परिवार की आपातकालीन स्थिति में उनके काम आती है। महिलाएँ जब समूह की बैठकों में भाग लेने संचालन से इनमें स्वनिर्णय की क्षमताओं का विकास होता है। जिससे ये अपने परिवारिक जीवन से सम्बन्धित गतिविधियों पर भी स्वयं निर्णय लेने लग जाती है। पुरुषों की सहायता का इंतजार नहीं करती है अपने भविष्य का निर्धारण स्वयं करने लगती है। स्वयं सहायता समूह के माध्यम से महिलाएँ आर्थिक रूप से आत्मनिर्भर बनती है जिससे परिवार में उनकी स्थिति में सुधार होता है तथा अपने पुरे परिवार की जिम्मेदारी बखूबी निभा रही है।

अध्ययनों से स्पष्ट है कि आर्थिक रूप से आत्मनिर्भर महिलाओं के साथ घरेलू हिंसा के मामले कम होते हैं। समूह के प्रयासों से ग्रामीण महिलाओं में नेतृत्व की भावना का विकास हुआ है। जिससे वे पंचायतों में मिले 50 प्रतिशत आरक्षण का लाभ उठाकर राजनीति में प्रवेश का मार्ग प्रशस्त हुआ है। समूह के माध्यम से ग्रामीण महिलाओं ने भी सत्ता के सुख का उपयोग किया है। महिलाओं ने कहा है कि राजनीति में भाग लेने में कोई बुराई नहीं है। समूह से जुड़ने के बाद महिलाएँ सामाजिक कुचक्र/कुरीतियों के प्रति सजग हुई हैं। ग्रामीण क्षेत्र में गरीबी, निरक्षरता, शोषण, तथा निम्न स्वास्थ्य स्तर का कुचक्र निरन्तर चलता रहता है। समूह के प्रयासों से महिलाएँ गांवों में शराब की दुकानें नहीं खोलने देती, बाल विवाह नहीं होने देती। इन समूहों में सामान्यतया सभी सदस्य एक जैसी सामाजिक आर्थिक प्रष्ठभूमि के होते हैं तथा इनकी कारवाई में लोकतान्त्रिक प्रविधियों को अपनाया जाता है जिससे महिलाओं का लोकतान्त्रिक प्रक्रियाओं में विश्वास मजबूत होता है। इसका प्रभाव गांव में राजनीतिक संस्थाओं यथा ग्राम सभा, पंचायत इत्यादि पर भी पड़ता है। महिलाओं की अन्धों की विचारधारा को लोकतान्त्रिक तरीके से बदलने की क्षमता में अभिवृद्धि होती है।

#### महिलाओं के सशक्त विकास हेतु सुझाव—

महिलाएँ जनसंख्या के आधे भाग का प्रतिनिधित्व करती हैं फिर भी वे अपने आप को अबला मानती हैं अतः उन्हें अबला से सबला बनाना है इसके लिए उन्हें स्वयं

डॉ. रमेश प्रसाद कोल

प्रयास करने होंगे। हम भी महिलाओं को सशक्त करने के लिए प्रत्यक्ष व परोक्ष रूप से योगदान दे सकते हैं। शिक्षा से महिलाओं में आत्मविश्वास अपने अधिकारों के बारे में जागरूकता तथा अन्याय से लड़ने की नैतिक शक्ति पैदा होती है। शिक्षा और जागरूकता के बढ़ने पर ही महिलाएँ कानून द्वारा दी गई सुविधाओं का लाभ उठा सकती हैं इसलिए महिला शिक्षा के लिए विशेष उपाय करने की आवश्यकता है। समाज में अनगिनत कुरीतियों में बाल-विवाह, पर्दाप्रथा, विधवाओं के साथ अमानवीय व्यवहार, मृत्युभोज, भ्रुण हत्या इत्यादि सामाजिक कुरीतियां हैं जो बदली जानी चाहिए। ये कुरीतियां महिला विकास में बाधा न बने इसके उचित प्रयास करना आवश्यक है। स्वयं सहायता समूह में महिलाओं में कौशल क्षमता बढ़ाने के लिए उन्हें समय-समय पर प्रशिक्षण दिया जाना चाहिए ताकि अपेक्षाकृत अधिक मजदूरी मिल सके।

प्रशिक्षण देने के साथ-साथ सफल समूहों के सदस्यों के अनुभवों को प्रचारित व प्रसारित किया जाना चाहिए इससे नवाचार व उद्यमी कौशल को बढ़ावा मिलेगा। महिलाओं को सबल बनाने में उनके स्वास्थ्य पर ध्यान देने की जरूरत है। यद्यपि सरकार ने स्वास्थ्य सुविधाओं का प्रसार किया परन्तु अशिक्षा परम्परावादी दृष्टिकोण एवं जागरूकता की कमी के कारण आज भी मातृ-मृत्युदर लाखों में है। गांवों में भी महिलाओं के स्वास्थ्य हेतु विशेष प्रबन्ध करें। स्वयं सहायता समूह की प्रगति व उन्नति में संवाहक बनने के लिए उनसे जुड़े अधिकारियों व कर्मचारियों की जवाबदेही सुनिश्चित की जानी चाहिए। ताकि समूह से अधिक से महिलाएँ जुड़ सकें। बैंकिंग प्रक्रिया आसान होनी चाहिए, ताकि समूह के अशिक्षित सदस्य भी उससे लाभान्वित हो सकें। बैंकों से महिलाओं को वित्तीय लाभ प्राप्त करने में सबसे बड़ी रुकावटें रही हैं। इसलिए महिलाओं को साख उपलब्ध कराने की प्रक्रिया को और अधिक आसान व सरल बनाना चाहिये।

#### निष्कर्ष—

सार रूप में हम कह सकते हैं कि स्वयं सहायता समूह महिलाओं के सशक्तिकरण में महत्वपूर्ण योगदान कर रहे हैं क्योंकि इन समूहों में कार्य करने से उनके स्वाभिमान, गौरव व आत्मनिर्भरता में वृद्धि होती है। परिणामस्वरूप महिलाओं की क्षमताओं में बढ़ोतरी होती है। आज भारत दुनिया भर में महिलाओं द्वारा संचालित स्वयं सहायता समूहों के क्षेत्र में सर्वोपरी स्थान रखता है किन्तु हमारे देश की सामाजिक, सांस्कृतिक, प्रशासनिक, राजनीतिक व आर्थिक परिस्थितियां महिला समूहों की गतिशीलता, व्यवहार्यता व साध्यता में अनेक चुनौतियां खड़ी होती हैं। इन चुनौतियों को कम करने में महिला संगठनों, समाजसेवी संस्थाओं, गैर-सरकारी संगठनों, सरकारी एजेंसियों इत्यादि द्वारा कार्य किया जा रहा है। जिसके फलस्वरूप महिला समूहों की सक्रियता व सामाजिक आर्थिक जीवन में भागीदारी व महिला सशक्तिकरण सच्चे मायनों में हो रहा है।

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## राधा विरह महाकाव्यक वैशिष्ट्य

हरेराम पंडित

शोधार्थी विश्वविद्यालय मैथिली विभाग, ल. ना. मिथिला विश्वविद्यालय, दरभंगा

Corresponding Author - हरेराम पंडित

Email [dr.rameshprasadkol@gmail.com](mailto:dr.rameshprasadkol@gmail.com)

DOI- 10.5281/zenodo.10984172

सारांश –

'राधा विरह' महाकाव्य 1969 मे प्रकाशित भेल तथा 1970 क साहित्य अकादेमी पुरस्कार द्वारा एकर रचयिता 'मधुप' कें सम्मानित कयल गेल।

'राधा विरह' सुन्दर कल्पनापर आश्रित मैथिलीक एहन महत्वपूर्ण काव्य थिक, जाहिमे आलंकारिक भाषाक प्रचुर प्रयोग कयल गेल अछि। एकरा पांडित्यपूर्ण वर्णन-विषयक करण आधुनिक साहित्यक निधि मानल गेल अछि। संस्कृतक पूर्वाचार्यलोकन महाकाव्य जे लक्षण सभ निरूपित कयने छथि, ताहिमे बहुतेक पालन एहि महाकाव्यमे भेल अछि। ई सत्रह सर्गमे विभाजित अनेक छन्दसँ गुम्फित अछि। एहिमे शृंगाररस अंगी अछि, आन सभ रस अंग-रूपमे भगवतीक व्यापक वर्णन बड़ मोहक बनि पड़ल अछि। स्पष्ट: एकर नायिका राधा थिकीह। एहिमे राधाक सम्पूर्ण चरित नहि, केवल कृष्णक वियोगमे हुनक विरह व्यथे टाक अंकन भेल अछि।

प्रस्तावना:

काशीकान्तक मिश्र 'मधुप'क जन्म 2 अक्टूबर 1906 ई० ओ मृत्यु 20 अगस्त 1987 ई० मे भेल। हिनक लगभग दू दर्जन पोथी प्रकाशित अछि आ से सभटा पद्ये विधोक थिक जाहिमे प्रमुख अछि क्रमशः अपूर्व रसगुल्ला, झंकार, शतदल, टटका जिलेबी, कोबर गीत, पंचमेर, समशती, त्रिवेणी, त्रिकुशा, द्वादशी, प्रेरणा पुन्ज, बोलबम, गंगा तरंगावली, वटसावित्री, विदागीत, ताण्डव, गीत मंजरी, परिचय शतक एवं राधा विरह तथा मधुप महाकाव्य, आदि।

निर्विवाद रूपँ 'राधा विरह' महाकाव्य हिनक सर्वोत्कृष्ट रचना थिक जे 1969 ई० मे हरिनन्दन स्मारक निधि राधोपुर ड्योडी दरभंगा सँ प्रकाशित भेल अओर 1970 ई० मे साहित्य अकादेमी पुरस्कारसँ सम्मानित भेल। ताहिसँ पहिनहुँ 1954 ई० मे 'त्रिवेणी' पर भारत सरकार ग्राम साहित्य विभाग द्वारा पुरस्कार एवं 1983 ई० मे 'प्रेरणापुंज' पर मैथिली अकादेमी पटना द्वारा विद्यापति पुरस्कार सँ सम्मानित कयल गेल छथि। साहित्यमे महाकाव्य स्थान सर्वाधिक महत्वपूर्ण अछि। ई० पण्डित विद्वानक हेतु कसौटी थिक। एहिमे कविकें अपन पाण्डित्य प्रदर्शनक पर्याप्त अवसर प्राप्त रहैत छनि। महाकाव्यकें प्रबंध काव्यक पर्याप्त मानल गेल अछि।

मैथिली साहित्यक कविचूरामणि पण्डित काशीकान्त मिश्र 'मधुप' आधुनिक मैथिली काव्य साहित्योपवनक यथार्थमे मधुप थिकाह जे विभिन्न शास्त्र-पुराणसँ मार्मिक पराग रस संचित कए मैथिली साहित्य श्रीभण्डारकें भरलनि। मधुपक रचना संसार अति व्यापक अछि। सर्वविदित जे ओ गद्य लिखबाक अभ्यासी नहि रहथि

तँ हुनक समस्त सृजित साहित्य संपदा पद्यक सुशोभा बढबैत अछि, हुनका ऊपर ओ आधुनिक युगक विद्यापति कहल जाइत छनि। जे अतियोक्ति नहि मानल जायत। ई आशुकवि छथि आ हिनक आशुकवित्व पर मुग्ध भऽ मैथिली साहित्य परिषद् हिनका कविचुडामणि उपाधिसँ विभूषित कयलक। 'घसल अठन्नी' शीर्षक रचना हुनक नामक पर्याय बनि प्रसिद्धी पओलक आ मात्र एक 'राधा विरह' महाकाव्यक रचना हुनक अमरताक लेल पर्याप्त अछि, ओना ई कथावस्तु, गीतकाव्य ओ महाकाव्यक रचना लेल विशेष रूपसँ जानल जाइत छथि।

प्रस्तुत महाकाव्यक कथावस्तु पुराण प्रसिद्ध कृष्णक मथुरागमनकें केन्द्रित कजविस्तृत कयल गेल अछि। महाकाव्य नायक छथि दिव्य धीरोदात साक्षात् श्रीकृष्ण आ नायिका छथि विरह परिलक्षित होइत प्रेत्तिका राधिका 'राधा विरह' नामसँ दयोतित होइत अछि। विरहवस्थामे निमग्न राधा ई सतरह सर्गमे निबद्ध ओ 976 छन्द ओ कपितय गीतमे गौथल मैथिली सुवासित सुमबक सुन्दर उपहार थिक। मधुपजी 'राधा विरह'मे – "व्याकुल कृष्णक द्वारा भुवनेश्वरीक स्तुति कराओल अछि जाहिमे कृष्ण समाजक सभ वर्गक स्त्रीजातिक रूपमे भुवनेश्वरी वर्णन अछि"<sup>1</sup>

राधा विरहमे भूमिका लिखैत आचार्य सुरेन्द्र झा 'सुमन' कहने छथि – "सौन्दर्य लय प्रवाह पक्ति पक्ति तुबैत तपकैता कोनो पातिकें उठाऊ यमकक झमक उत्प्रेषक चमक एवं ध्वनिक गमक चमकैत झमकैत"<sup>2</sup>

आगा पुनः सुमनजी कहैत छथि- "भागवतक रस पंचाध्यासी वेणगीत' गोपीगीत हरिशंकर आंशिक गाथा एवं ब्रह्मवैवर्तक राधातत्वक पौराणिक स्वयावृत्तसँ वस्तु तत्व

प्रस्तुत करवाक उपक्रममे कविक मौलिक भावना सेहो अनेल स्थलमे लक्षित होइत अछि।<sup>3</sup>

एहि महाकाव्यमे अछि श्रृंगारतामे मधुरतम विप्रलम्भ, सांगोपांग रीतिएँ विरह श्रृंगारक विभानुभावो द्रदिपन भाव आदिक वर्णन करितहूँ राधा-कृष्णक श्रृंगार लीलाकेँ आध्यात्मिक प्रतीक रूपमे अभिव्यक्त कयल गेल अछि। कृष्ण द्वारा तन्द्रावस्थामे पूर्वदर्शित राधा ओ भुवनेश्वरीक चर्चा कविक तात्विक दृष्टिकेँ स्पष्ट कय दैत अछि। ओ भुवनेश्वरी छथि तथा स्वयं शपथ लैत छथि जे विश्वक कल्याण करतीह। एहिमे महकव्योचित प्रभाव वर्णन, संध्या वर्णन मनुष्यक विविध जातिक रूपमे भगवती बडनीक अछि, स्पष्ट एकर नायिका वियोगिनी राधिका छथि एहिमे राधाक सम्पूर्ण चरित्र नहि मात्र श्रीकृष्णक वियोगमे हुनक विरह व्यथाटाक वर्णन भेल अछि। महाकवि वियोगकेँ संयोगसँ उत्तम मानैत छथि आ ओ एहि उत्तम भावकेँ ग्रहण कय 'राधा विरह' महाकाव्यक रचना कयलनि जाहिमे राधा विरहक उत्कर्ष निहित अछि –

"वास्तव बात वियोगे उत्तम संयोगहुँ सँ मानी।  
जकर जलन होइताहूँ अभिन्न हृदयस्थ प्रेमकेँ जानी।।  
सकल वस्तुमे अपन सिनेहक मूर्ती सदच्छन देखी।  
से वियोगी पौत जकाँ कहाँ जे लाखिकत यौगक शेवी।।"<sup>4</sup>

विश्वक कोनो भाषा साहित्यमे राधाक अपूर्व प्रेम तुलना भेटव असंभव नहि तँ कठिन साध्य अवश्य अछि, आचार्य सुरेन्द्र झा 'सुमन'क निम्नलिखित कठन सर्वथा युक्ति संगत अछि – "भारतीय काव्य साहित्यक आध्याधार राधिका मृण्मयी मूर्ति नहि, चिन्मयी चेतना छथि, रूपमयी रेखा नहि भावमयी बिन्दु परिवेश छथि, श्याम घनक छलना मयी बिजुरी रहेनहि अन्तर्यामिनी कनक रेसा छथि, सद्य संदेह सिनेह छथि। यदि साहित्यक श्रृंगार नायक सँ रूप सिनेहक नायिका राधाकेँ चिर – विच्छेद कय देल जायत वास्तवमे काव्य संसार उजरि जायत।"<sup>5</sup> राधाक विरहावस्थाक चित्रण एहिकव्यक प्रतिपादक विषय थिक। कवि नायकक मान-विरह देखवा लेल राधासँ कहैत छथि –

"नयन आधाहुक आधा सँ राधाबाधा देखह आबि।  
तै निकेत वंशीसँ संकेत कहथि मोहन सन गाबि।।"<sup>6</sup>

राधाक रूप वर्णनक प्रसंगमे कपोल लट अधर आदिक जे तुलना एहि महाकाव्य मे कयल गेल अछि से अपन वर्णन विशेषता लेल अद्वितीय कहल जा सकैत अछि।

"से कपोल केसरी कण मिश्रित सरिता सेवित सन साक्षात।  
लटकि जाहि पर लट किछु कुंचित चितन ककर मोहक  
माता।।"<sup>7</sup>

हुनक रूप घटाक वर्णन रहि रूपमें भेल अछि।

"बिनु ताम्बुलहुँ लाल अधर त बिनु ताक न ओ बिसरल जाय।  
जकर न मुनलद अपना मे बुझि पल्लव लव पल्लव बजि  
हो।।"<sup>8</sup>

राधा विरह मध्य वर्णित एहि प्रकारक काव्यात्मक अभिव्यक्ति स ब्रजभानु किशोरीक रूप माधुरीक तथ्यात्मक विवरण भेटैत अछि।

"गूहल प्रसन मंडित कुचपाश, गिरी नितमित्री  
किष्किन्धासन,

कदली सघन जघन, नवपल्लव पद पृथु विल्व अनार उरोज,  
पाकल बिम्ब अधर तिल सुमनासिका।"<sup>9</sup>  
छठम सर्ग मध्य राधाक सवप्नमे विरह वर्णन प्रस्तुत कयल गेल अछि।

"छाया देह लब्धक रहवह, तकरोबिन कगहिनी।

आत्मा सँ हरि संग, लोक कहताह तथापि कलकिनी।।

शतवर्षावधि कृष्ण वियोगक दुख सहबह उसमान हे।

कैलह अम्ब क्रोध अबलम्बन जै तो मनुज समान हे।।"<sup>10</sup>

काव्याभिव्यक्तिसँ राधाक मनोदशाक परिचय सहजहँ सुलभ भड जाइत अछि।

गोपि लोकनिक मध्य राधाक विशेष महत्व छल -

गोपिलोकमें अभिमान केँ झाँपि एक बेर कृष्ण राधाक संग  
अन्तर्धान भड गेलाह – श्रीराधा सहित अन्तर्हित कैलनि'

लीला जनिक अपार।"<sup>11</sup>

उद्भव जखन ज्ञानक सन्देश लय गोपि लोकनिक मध्य  
जहुँचलाह तथा हुनकर सभक स्थिति ओ राधाक विरह देखि  
अवलोकन कय अबाक रहि गेलाह –

"श्रीकुंजक लग जैतहि रे सब भेलि अबाक।

विरह वेदना बाधाकशरे से थिति राधाक।।"<sup>12</sup>

राधाक प्रेमक निर्मलता उज्वलता ओ भाव विहलताक चरम उत्कर्ष स्थितिक निदर्शन एहिमे भेल अछि। ग्रन्थारम्भमे पं० सुरेन्द्र झा 'सुमन' क कथन उपयुक्त अछि –जे भारतक " कश्रीमौलिकता जेना हिमालय एव कन्याकुमारीक परिधिमे भारतीय संस्कृतिक प्राणवत्ता जेना रामायणमहाभारतक - निधिमे, भारतीय पवित्रताक मान्यता जेना गोगंगाक - सन्निधिमे समृष्टि समष्टि बोध जेना काल दिशाक अवधिमे सरसलीला कृष्ण-तहिना रस उपासनाक रूपरेखा राधा – र चर्चितनिरन्त-परिसरमे नित्यअर्चित रहल अछि। एहि अमर महाकाव्यक सर्जना कए मधुपजी राधाक जे चरित्रांतर्कष दर्शओलनि अछि, से मैथिली साहित्यक अन्यतम उपलब्धि थिक।"<sup>13</sup>

राधाक दुर्गम विरह चिन्तनामे एहि महाकाव्यक पटाक्षेप  
होइत अछि'

"मुदा गोकुल परम व्याकुल सब दिन रहिये गेल।"<sup>14</sup>

राधा विरह अलंकारितामे एक किर्तिमान स्थापित  
कयलक अछि' अलंकारमे अनुप्रास, यमक, उपमा, उत्प्रेक्षा एवं  
रूपक आदि अलंकार हिनक काव्यमे बहुलतामे प्राप्त होइत  
अछि।

सन्नत सन्तति बति सर्जन नगन रहैत मगन जे अम्ब।

पद पर पतित धरि मुक्त बनाए मुक्त ते कच अरविन्द।।

नीक जकाँ योगिन के बोधथि सेहो मधुपक अवलम्ब ॥"15  
एहि मे कवि भगवती छिन्नमस्ताक रूप वर्णन कइ हुनक  
ओहि विकट स्वरूप औचित्य द्वारा सिद्ध कयलनि अछि।

मधुपजी शास्त्र-पुराणक अनुवादहुमे अपना दिससँ  
किछु तोड़िदे जोड़ि मूल चमतर के बढ़ाय दैत छथि। तँ पुनः  
वएह भावोद्रेक होइत अछि। ओ शब्द गनि-गनि अनुवाद  
नहि कय मात्र भावकें पकड़ि तकरा पूर्ण-स्वतंत्रता संग  
मौलिकतापूर्वक अपन शब्दमे रचि साकार रूप दय प्रस्तुत  
करैत छथि। महाकवि एहि महाकाव्यमे लोकोक्ति प्रयोग  
ओतेक तँ नहि कयलनि अछि जतेक अन्य मैथिली कवि  
महाकवि कयने छथि ओ प्रभावोत्पादक अछि।

राधा विरहक सन्दर्भ –

"समाधान हम देल हटल प्राण हर तदपि।  
करए घमण्ड बलेल जइए जौड़ ऐठन नजर॥"16"

राधा विरह महाकाव्यमे महाकवि मधुप प्रकृति  
वर्णनक क्रममे नदि, सरोवर, पहाड़, वन, उषा, सौंझ, राजि  
विभिन्न ऋतु, सूर्य, चन्द्र, फूल, पशु चित्रण पक्षी आदि प्रदत्त-  
कलेल एकटा अछि। जे महाकाव्य मनोहारी रूपमे कयलनि  
अनिवार्य अंग मानल गेल अछि।

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## रामायणाधारे मानसिकबलाची प्राप्ती

डॉ. मंजुश्री श्रीपाद नेव्हल

सहाय्यक प्राध्यापक संस्कृत, बहुविद्याशाखीय अभ्यास विद्याशाखा आणि भारतीय ज्ञान प्रानाली शाखा

यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक, महाराष्ट्र

Corresponding Author - डॉ. मंजुश्री श्रीपाद नेव्हल

Email: [manjushri.ne@gmail.com](mailto:manjushri.ne@gmail.com)

DOI- 10.5281/zenodo.10984213

### सारांश :-

संस्कृत साहित्यातील ज्ञान हे सागराप्रमाणे विशाल आहे. भारतीय संस्कृती सुद्धा ह्या भाषेत मोठ्याप्रमाणात विद्यमान आहे. रामायण हे लौकिक छंदात लिहिलेले प्रथम काव्य आहे. रामायणाचा अनेक भाषेत अनुवाद झालेला आहे. रामायणातील कथानकावर आधारित अनेक साहित्याची रचनाही झालेली आहे. वाल्मीकी हे आदि कवी आणि रामायण हे आदिमाहाकाव्य आहे. ज्याच्या मनाला शांतता पाहिजे असेल त्याने या काव्याचे वाचन करावे. हे मनाला आनंदित करणारे आहे. रामाच्या चरित्रावर आधारित असणारे हे महाकाव्य जीवनाचा मार्गदर्शक आहे.

मन हे अस्थिर आहे. चंचल मनाला स्थिर करण्याचे साधन रामायणाचे मार्गदर्शन आहे. मनाला सर्व प्रथम आजार होतो आणि नंतर तो शरीराला ग्रासतो. दुःख प्रत्येकाल असताना दुःखाचे दुःख ऐकून मनाला शांतता लाभत असेल तर यापेक्षा मोठे दुःख कोणते असू शकेल. म्हणून आपल्या दुःखातून आपल्याला मार्ग शोधता यायला हवा. कोणत्याही परिस्थितीत स्वतःची प्रगती साधण्याचे कौशल्य प्राप्त करण्याचे मार्गदर्शन करणारे विचार आपल्याच ग्रंथात शोधण्याची आवश्यकता आहे.

**पूटशब्द :-** रामायण, राम, वाल्मीकी, मनोबल, मानसिकता

### प्रस्तावना :-

भारतातले सर्वात प्राचीन असलेले साहित्य संस्कृत भाषेत विद्यमान आहे. “वेदांचा तो अर्थ अम्हाशीस ठावा | इतरांनी वाहवा भार माथा |” असे संतांचे प्रसिद्ध वचन आहे. वेदाचा अर्थ समजून घेण्याची इच्छा असणाऱ्याने वेदांगाची ज्ञानप्राप्ती आवश्यक असते. वेदातील ज्ञानाला आणि रामायण महाभारतातील इतिहाला पुराणग्रंथाने सरल व सहज शब्दात वर्णन केले आहे. महाभारत आणि रामायण हे भारताचा इतिहास वर्णन करणारे, उत्तमचारित्र्य वर्णन करणारे राष्ट्रीय ग्रंथ आहे.

### व्याप्ती व मर्यादा :-

रामायण आदर्श चारित्र्याने संपन्न असणारा ग्रंथ आहे. प्रस्तुत शोधनिबंधात केवळ रामायणातील विचार मनोबलाला वाढविणाऱ्या दृष्टीने विचार करणार आहे.

### उद्देश :-

रामायणाचा रस करुण असतांना त्यात मनोबल वाढविणाऱ्या विचारांचा शोध घेणे.

अत्यंत दुःखातही सुखाचा मार्ग रामायणातील पात्रांने कथाप्रकारे प्राप्त केला याचा उहापोह करणे.

**संशोधन पद्धती:-** प्रस्तुत शोधनिबंधासाठी विश्लेषणपद्धतीचा उपयोग करणार आहे.

### रामायणाचे महत्त्व :-

रामायण हे आर्षमहाकाव्य आहे. यालाच राष्ट्रीय महाकाव्य असे ही म्हटल्या जाते. सात कांडात विभागलेल्या

या महाकाव्याला “चातुर्विंशति” मूळ संस्कृत भाषेत असलेल्या रामायणाचे भाषांतर अनेक भाषेत झालेले आहे. वाल्मीकी रचित या महाकाव्याच्या नावलौकिका विषयी स्वतः वाल्मीकी लिहितात -

“यावत्स्थास्यन्ति गिरयः सरिताश्च महीतले |  
तावद्रामायणकथा लोकेषु प्रचरिष्यति || १

अर्थात जो पर्यंत पर्वत व नद्या भूतलावर राहतील, तोपर्यंत रामायणकथा लोकांमध्ये प्रचारात राहिल.

ब्रह्मदेव वाल्मीकीची रचना ऐकून प्रसन्न होतात व आशीर्वादरूपाने उद्गारतात -

यावद्रामस्य च कथा त्वत्कृता प्रचरिष्यसि |  
तावदूर्ध्वमघश्च त्वं मल्लोकेषु निवत्स्यसि || २

जोपर्यंत तू ग्रथित केलेली ही रामकथा लोकांमध्ये प्रचलित राहिल तोपर्यंत तू ही मी निर्माण केलेल्या सर्व लोकांमध्ये कोठेही अडथळा न होता संचार करित माझ्यासह सत्यलोकात वास करतील.

रामकथा ऐकण्याची इच्छा असणारा अथवा ज्याने ही रामकथा पूर्ण ऐकली व समजून घेतली तो रामाला ईश्वर मानणारा असो अथवा या रामाचे अस्तित्व ही स्वीकारणारा नसो मात्र त्याला या सत्य लोकांचा आभास कलियुगात झाल्याशिवाय राहत नाही. रामाचे हे राज्य प्रत्येकाला मोहित करणारे आहे. रामाला कोणताही दोष नसताना

झालेला वनवास, सीतेची अग्निशुद्धी, सीतेचे अपहरण, लोकोपवादाने सीतेला वनवास असे प्रसंग मनाला वेदना देणारे आहेत. मात्र त्यासोबतच राम, लक्ष्मण, भरत, शत्रुघ्न यांना विश्वमित्राकडून प्राप्त झालेले ज्ञान, शिळेची मुक्तता, भरत भेट, शबरीचे प्रेम, सीतेची प्राप्ती, रावण वध, सुग्रीवासह मैत्री, विभीषणाचे रामाच्या गटात येणे, रामाचा अयोध्येत राज्याभिषेक, लव-कुशाची परिवाराला भेट असे कित्येक प्रसंग हर्ष उत्पन्न करणारे पण आहेत. रामायणाची कथा रामाच्या जीवनातील प्रसंगांचे वर्णन करणारी आहे. रामायणाचा नायक देव आहे असे रामाने स्वतः नायक म्हणून कुठेही कथन केलेले नाही. रामाचे आचरण हे सामान्य पुरुषाप्रमाणे आहे. रामाला देवत्व द्यावास वाटलेलं ते त्याच्या चरित्राचे वाचन करणाऱ्याला, रामाला जीवनातील अनेक कटू प्रसंगांला सामोरे जातांना बघणाऱ्या पात्राला. अशा ह्या रामाच्या चरित्राचे मंगलमय वर्णन मानवी जीवनातील दुःखाने खचलेले मनोबल प्रेरणादायक ठरणारे आहे.

### निर्माण केलेल्या दोषांचा स्व-दृष्टीने विचार करणे :-

अत्यंत प्रेम हे शंका निर्माण करून अथवा कोणाचे ऐकून नष्ट होण्याचे कारण ठरते. स्वतः बघितले ते अथवा ऐकले ते अनुभव घेतल्या शिवाय सत्य राहू शकत नाही.

रामाच्या राज्याभिषेकाची सिद्धाता सुरु असताना मध्येच मंथरेला मिठाचा खडा टाकावा आणि दुध नष्ट करावे याप्रमाणे बुद्धी होते. ती रामाविषयी अतीशय असंतुष्ट असे भाषण करते. मंथरेचे विचार श्रवण करून राजपत्नी कैकयी रामाच्या गुणाची प्रशंसा करत म्हणते –

धर्माज्ञो गुणवान्दान्तः कृतज्ञः सत्यवाञ्छुचिः |  
रामो राजसुतो ज्येष्ठो यौवराज्यमतोर्हति ॥३॥

अर्थात राम हा धर्मवेत्ता, गुणवान, आत्मसंयमी, कृतज्ञ, सत्यनिष्ठ आणि आचाराणाने निर्मल असून राजाचा ज्येष्ठ पुत्र असल्यामुळे त्यालाच युवराज होणे क्रमप्राप्त होते.

रामाला राज्यपद मिळावे ही कैकयीची इच्छा होती कारण तिला रामातले उत्तम गुण माहिती होते. मंथरेने सांगितल्यावर लगेच विश्वास ठेवणारी कैकयी नव्हती. कैकयीचे उदात्तिकरण करणे हा येथे उद्देश नाही. याहीपेक्षा महत्वाचे आहे तिने लगेच विश्वास न ठेवता त्याची चांगली बाजू सांगितली. पुढे कैकयीने जे सांगितले ते अत्यंत महत्वाचे आहे. –

संनिकर्षाञ्च सौहार्दं जायते स्थावरेष्विव ॥४॥

वृक्षलातादिकांमध्ये सान्निध्यामुळे जसे परस्पर संयोगरूप प्रेम वाढत असते तसे मनुष्यामध्येही सान्निध्यामुळे प्रेम वाढते.

सान्निध्येने व्यक्ती कळत जातो. तर दुराव्याने तो अधिक दूर जातो. कुणालाही कळून घ्यायचे असेल त्याला समजून घ्यायचे असेल तर त्याचा सहवास किती हेही विचार करण्यास लावणारे आहे.

### अतिदुःखाने नाश करून घेऊ नये :-

राजा हा राज्याचा पालक असतो. त्याच्यासाठी स्वतः पेक्षा देश महत्वाचा असतो. पालक झालो की

डॉ. मंजुश्री श्रीपाद नेव्हल

पालकत्वाची जबाबदारी सांभाळाविच लागते. संपूर्ण भारताला गुलामीची जाणीव होणे आवश्यक होती. इंग्रजांचे राज्य नष्ट करण्यासाठी प्रत्येकाने सामोरे यावे म्हणून वीरांचे बलिदान श्रेष्ठ ठरले. रामाविषयी राजा दशरथाला विशेष प्रेम आहे कारण रामाच्या ठिकाणी सत्यता, वचन पालन करणे, दान, तप, धर्म, मित्रता, शुचिर्भूतपणा, सरलता, विद्या आणि गुरुशुश्रुषा हे अचल गुण आहेत. म्हणून राजा दशरथ कैकयीला म्हणतो तू इच्छा असेल तर अन्य काहीही माग. मात्र रामाला वनवासात पाठविण्याची इच्छापूर्ती करून घेऊ नको.

क्षमा यस्मिंस्तपस्त्यागः सत्यं धर्मः कृतज्ञता |  
अप्यहिंसा च भूतानां तमृते का गतिर्मम ॥५॥

क्षमा, तप, औदार्य, सत्य, धर्म, कृतज्ञता आणि प्राण्याची अहिंसा हे गुण ज्याच्या ठिकाणी आहेत, त्या रामावाचून मला कोणती स्थिती प्राप्त होईल ?

अशाप्रकारे शोकाकुल झालेला राजा दशरथ स्वतः पूर्ण पणे खचला होता. आता मी निसहाय झालो, माझे सर्व संपले, मी काहीही करू शकणार नाही. ही निर्माण झालेली भावना कोणतेही काम करण्याचे सामर्थ्य देत नाही. बल हीन करते. रामाला वनात पाठवणे हे चुकीचे होतेच मात्र यानेच रावणाच्या जाचातून अनेक मुक्त होणार होते हे अत्यंत महत्वाचे होते. रामाच्या जाण्याने पिता दशरथाला शोक होणे योग्य मात्र त्याने राज्याकडे दुर्लक्ष करून अनेकांचे पालकत्व नाकारणे चूक होते, म्हणून सुमन्त्र राजा दशरथाचे सांतवन करतांना म्हणतात –

यथा ह्यपालः पशवो यथा सेना ह्यनायका |  
यथा चन्द्रं विना रात्रिर्यथा गावो विना वृषभ ॥  
एवं हि भविता राष्ट्रं यत्र राजा न दृश्यते |  
एवं तस्य वचः श्रुत्वा सान्त्वपूर्वमिवार्थवत् ॥६॥

अर्थात ज्याप्रमाणे रक्षकावाचून पशू, सेनाधिपतीवाचून सेना, चंद्रावाचून रात्री व वृषभावाचून गाई शोभत नाहित, त्याप्रमाणे राजावाचून राज्य शोभत नाही.

मुलाला वनात पाठविल्याचे माता कौसल्येला अत्यंत दुःख होते. राजा दशरथालाही ह्या प्रसंगाने दुःखच झालेले आहे. दोघांमध्ये कुणाचे दुःख मोठे हे येथे सांगता येत नाही. कारण शत्रूच्या हाताने एखादा प्रहार होऊन त्याच्या घावाचे दुःख सहन करणे एकदाचे सहज असेल मात्र जेव्हा आपलाच हे दुःख देऊन गेला तर त्याच्या वेदना मोठ्या असतात. दशरथराजा कौसल्येला म्हणतो –

यदाचरति कल्याणि शुभं वा यदि वा शुभम् |  
तदेव लभते भद्रे कर्ता कर्मजमात्मनः ॥  
गुरुलाघवमर्थानामारम्भे कर्मणां फलम् |  
दोषं वा यो न जानाति स बाल इति होच्यते ॥  
कश्चिदाम्रवणं छित्वा पलाशांश्च निषिञ्चति |  
पुष्पं दृष्ट्वा फले गृध्नुः स शोचति फलागमे ॥  
अविज्ञाय फलं यो हि कर्मत्वेवानुधावति |  
स शोचेत्फलवेलायां यथा किंशुकसेवकः ॥  
सोऽहमाम्रवणं छित्वा पलाशांश्च न्यषेचयम् |



रामं फलागमे त्यक्त्वा पश्चाच्छेचामि दुर्मतिः ॥७

अर्थात जे काही पुरुष करतो, त्याचे फल त्या कर्त्या पुरुषाला मिळतेच. ऐहिक आणि पारलौकिक कर्मांना आरंभ करतांना त्याच्या फळाच्या संबंधाने उच्चनीच भाव आणि गुणदोष जो जाणत नाही, त्या मूर्ख गणाला जातो. फुल पाहून तशाच प्रकारचे फल प्राप्त होईल, या आशेने अंबराई तोडून टाकून जो पळसांची लागवड करून पाणी घालून त्यांना वाढवितो, त्याला फलप्राप्तीच्या बाबतीत रडत बसण्याची पाळी येते. तेव्हा विचार न करता जो उताविळ होऊन कार्य करू लागतो, त्याला फलप्राप्तीचे वेळी पळसांना पाणी घालणाऱ्या पुरुषाप्रमाणे शोक करण्याची पाळी येते. सारांश रामाला टाकून देऊन कैकयीच्या मताप्रमाणे वागण्यात मी अंबराई सोडून पळसाला पाणी घातले आहे. तेव्हा फलप्राप्तीवेळी आता अविचारी अशा मला पश्चाताप होत आहे.

राजा दशरथालाही कैकयीच्या वागण्याचे दुःख आहेच. दोघांच्या दुःखाने विव्छल झालेल्या वाल्मिकींनी केलेल्या शोकापासून प्राप्त होणाऱ्या स्थितीचे जे वर्णन केले आहे त्याने शोकापासून दूर राहण्याचा बोध केला आहे.

शोको नाशयते धैर्यं शोको नाशयते श्रुतम् |

शोको नाशयते सर्वं नास्ति शोकासमो रिपुः ॥८

अर्थात शोक धैर्याचा नाश करतो; शोकामुळे शास्त्रज्ञान व्यर्थ होते आणि शोकामुळे यश, पराक्रम इत्यादी सर्वांचाच नाश होतो. अर्थात शोकासारखा शत्रू अन्य कोणताही नाही.

**समस्येतून मार्ग शोधवा :-**

अप्रिय व परिणामी भयंकर असे दुष्ट कैकयीचे भाषण श्रवण करून राम थोडेही दुःख करून घेत नाही. कोणतीही चूक नसतांना रामाला चौदावर्ष वनात पाठविण्याची इच्छा शिवाय रामाला कोणतीही लालसा नाही. कैकयीने रामाला भारतासाठी राज्य जरी मागितले असते तरी ते सहज दिले असते. भरताचे पुढे जे रामाविषयीचे प्रेम होते ते रामाचे ही आपल्या भावंडांवर होतेच. कैकयीचे निर्णयात्मक भाषण एकूण जरा ही दुःख न करणारा राम तिलाच आश्रस्त करताना म्हणतो –

न ह्यतो धर्माचरणं किञ्चिदस्ति महत्तरम् |

यथा पितरि शुश्रूषा तस्य वा वचनक्रिया ॥९

लक्ष्मणाला रामाचा वनात जाण्याचा निर्णय मान्य करणे पटत नाही. म्हणून त्याची चिडचिड होते. तो कैकयीला दुष्ट समजतो. मनाविरुद्ध ते ही कोणत्याही चुकीशिवाय मोठा अपराध केल्याप्रमाणे दिलेली वागणूक मनाला नक्कीच दुःखित करणारी असते. मात्र तेथे कोणती क्रिया महत्त्वाची आहे हे लक्षात घेऊन काम करणे गरजेचे असते. रामाणेही आपल्या वचनातून लक्ष्मणाला तेच सांगतो –

धर्मो हि परमो लोके धर्मं सत्यं प्रतिष्ठितम् |

धर्मं संश्रितमप्येतत्पितुर्वचनमुत्तमम् ॥१०

अर्थात धर्माच्याच आधारावर सत्य आहे आणि माझ्या पित्याचे हे उत्कृष्ट वचन ही धर्माचाच अनुसरून आहे.

डॉ. मंजुश्री श्रीपाद नेव्हल

मूर्च्छितावस्थेत असलेल्या माता व संतप्त झालेल्या लक्ष्मणाला उद्देशून धर्म निष्ठ राम म्हणतो–

यस्मिंस्तु सर्वे स्युरसन्निविष्टा धर्मो यतः स्यात्तदुपकमेत |  
द्वेष्यो भवत्यर्थपरो हि लोके कामात्मता खल्वति न प्रशस्ता

॥११

अर्थात ज्या कर्मांमध्ये धर्म, अर्थ आणि काम यांचा काही संबंध नसेल, त्या कर्मांना आरंभ करू नये. ज्याच्यापासून धर्मप्राप्ती होईल त्याचाच उपक्रम करावा; कारण धर्माची पर्वा न करता केवळ अर्थाकडे लक्ष्य देणारा पुरुष लोकांमध्ये द्वेषाला पात्र होतो आणि धर्माविरुद्ध विषयतत्परता तर अतीव निंद्य आहे.

पित्याने माता कैकयीला दिलेल्या वाचनाचे पालन करणे धर्माला अनुसरून आहे अर्थात त्यांच्या कर्तव्याला अनुसरून आहे. मनुष्याने समस्या निर्माण झाली की त्यातून मार्ग शोधणे योग्य आहे. त्या निर्माण झालेल्या समस्येतून पळवाट अथवा त्यावर केकेले दुःख शरीर, वेळ, कीर्ती आणि यशाच्या नाशाला कारण होते. गुरु, राजा, पिता व वृद्ध ही सर्व नाती लक्षात घेऊन क्रोधाने, हर्षाने अथवा विषयवासनेने जे काही सांगेल ते सत्शील व्यक्तीने करावे. कारण प्राप्त झालेल्या दुःखाला कुरवाळणे अत्यंत निंदनीय आहे. कारण –

कश्च दैवेन सौमित्रे योद्धमुत्सहते पुमान् |

यस्य नु ग्रहणं किञ्चित्कर्मणोऽन्यत्रे दृश्यते ॥

सुखदुःखे भयक्रोधौ लाभालाभौ भवाभावौ |

यस्य किञ्चित्ताभूतं ननु दैवस्य कर्म तत् ॥१२

अर्थात ज्या दैवाचे स्वरूप फलावाचून दुसरे दृष्टोत्पत्तिः येत नाही, त्या दैवाशी झगडून, त्याचे निवारण करण्यास कोण बरे समर्थ आहे ? सुख आणि दुःख, भय आणि क्रोध, लाभ आणि हानि, उत्पत्ति आणि विनाश यापैकी ज्याला जे प्राप्त होते ते दैवाचेच कर्म आहे.

राजाने आपल्या एका स्त्रीला दिलेले वचन पालन करणे हे राजाचे कर्तव्य होते. राजा दशरथाच्या वाचनाचे पालन करणे पुत्र म्हणून रामाचे कर्तव्य होते. लक्ष्मणाचा क्रोध अथवा त्याने विचार केलेला विरोध येथे निरर्थक होता. म्हणून निर्माण झालेल्या समस्येला विरोध करण्या ऐवजी त्याच मार्गाणे कर्तव्य तत्परता दाखवून कर्म करणे योग्य होते.

**प्रत्येक काम कर्माधीन असते :-**

नशिवात असेल तर मिळेल हा विचार मनुष्याच्या स्वतःच्या प्रगतीचा अडथळा निर्माण करणारा असतो. सुभाषितकार म्हणतात

उद्यमेन ही सिद्ध्यन्ति कार्याणि न मनोरथैः |

नही सुप्तस्य सिंहस्य प्रविशन्ति मुखे मृगाः ॥

कार्य केल्याने ते पूर्णत्वाला जाते, केवळ मनोरथ केल्याने नाही. झोपलेल्या सिंहाच्या मुखात त्याची शिकार स्वतः प्रवेश करत नाही. त्यासाठी त्याला उद्योग करावा लागतो.

रामायणात हाच भावार्थ सांगतात –

विक्रवो वीर्यहीनो यः स दैवमनुवर्तते ।  
वीराः संभावितात्मानो न दैवं पर्युपासते ॥  
दैवं पुरुषकारेण यः समर्थः प्रबाधितुम् ।  
न दैवेन विपन्नार्थः पुरुषः सोऽवसीदति ॥१३

अर्थात जो भिन्ना व वीर्यहीन असतो, तो दैवावर अवलंबून राहतो. समर्थ व स्वाभिमानी पुरुष दैवावर कधीही अवलंबून राहात नाहीत. आपल्या पराक्रमाने दैवाचा प्रतिकार करण्यास जो समर्थ असतो, त्याच्या कार्याचा नाश करण्यास दैव कधीही समर्थ होऊ शकत नाही व तो उमेदही सोडीत नाही.

**दुःखाचे स्मरण करून दुःखित होऊ नये :-**

आलेल्या प्रसंगाला सामोरे जाणे हे प्रत्येकाचे काम आहे. मात्र कधी वाईट अनुभूती आलीच तर त्याची पुनरावृत्ती होऊ नये ही काळजी असणे योग्य. मात्र त्या प्रसंगाचे स्मरण करून दुःखित होणे म्हणजे मनोबल निश्चितच कमी करणे होय. रामाला वनात पाठविण्याविषयी महत्वाकांक्षी असलेल्या कैकयीला समजावणे कठीण आहे. तिला समजाविण्या विषयी सुमंत्र म्हणतो –

आम्रं छित्वा कुठारेण निम्बं परिचरेत्तु कः ।  
यश्चैनं पयसा सिञ्चेनैवास्य मधुरो भवेत् ॥१४

अर्थात आम्रवृक्षावर कुराडीचे घाव घालून निंब वृक्षाची जोपासना कोण करणार आहे ? कारण या निंब वृक्षाला दुध घातले, तरीही कधी मधुर होणार नाही. आणि निघून गेलेली वेळ पुन्हा परत येत नाही. ज्याप्रमाणे 'न हि निम्बास्त्रक्षौद्रं' ॥१५ अर्थात लिंबाच्या झाडातून कधी मध पाघळत नाही. म्हणून काळजी न करता पुढील काम योग्य कसे होईल यावर लक्ष केंद्रित केलेले बरे.

**सात्वनेणे मनाला बल मिळते :-**

आपल्याचा कायमचा होणारा वियोग ह्या दुःखाला प्रत्येकाला सामोरे जावे लागते. जन्माला आलेल्या प्रत्येकाचा मृत्यु हा अटल आहे. मात्र आत्मियाचे निघून जाणे वेदना देणारे असते. अशा अचानक आलेल्या प्रसंगाने कीत्येकांचे आत्मबल नष्ट झालेले दिसून येते. करोणाने माणूस माणसापासून दूर गेला मात्र मनाने तो जवळ आला याचा अनुभव प्रत्येकाने घेतला. मनाने जे पूर्वी दूर गेलेले होते ते नेटवर्क च्या माध्यमाने जवळ आले. आपला मदत करायला नंतर आला मात्र समाजातील कित्येक लोक मनाने साहनुभूती देत जवळ आले.

भरताला राजा दशरथाच्या जाण्याचे दुःख होतेच पण त्यासोबतच रामाला वनात जाण्याचे कारण आपण असल्याचे कळल्यावर अधिक दुःख होते. मी कुणाचे ही मन वाणी आणि कर्माने वाईट केलेले नाही याचे समाधान आणि माझ्यासाठी मात्र कुणाचा तरी वाईट विचार तरी होता ह्याहून मोठे दुःख नाही. भारताला राम म्हणतो –

सर्वे क्षयन्ता निचयाः पतनान्ताः समुच्छ्रयाः ।  
संयोगा विप्रयोगान्ता मरणान्तं च जीवितम् ॥  
यथा फलानां पक्वानां नान्यत्र पतनाद्भयम् ।

एवं नरस्य जातस्य नान्यत्र मरणाद्भयम् ॥१६

नाश हाच सर्व संग्रहाचा परिणाम आहे, पतन हेच उन्नतीचा शेवट आहे. वियोग हाच सर्व संयोगाचा अंत आहे आणि मरण हिच जीविताची मर्यादा आहे. ज्याप्रमाणे पिकलेल्या फळांना पतनावाचून दुसरे भय नाही, त्याचप्रमाणे जन्मास आलेल्या मनुष्यांना मरणावाचून दुसरे भय नाही.

पुढे जे सांगितले ते ही असे –

यथा काष्ठं च काष्ठं च समेयातां महार्णवे ।  
समेत्य तु व्यपेयातां कालमासाद्य कंचन ॥  
एवं भार्या च पुत्राश्च ज्ञातयश्च वसूनि च ।  
समेत्य व्यवधावन्ति ध्रुवो ह्येषां विनाभवः ॥१७

ज्याप्रमाणे महासागरात एका लाकडाचा दुसऱ्या लाकडाशी संयोग होतो आणि नंतर काही वेळाने त्याचा वियोग होतो, त्याचप्रमाणे भार्या, पुत्र, ज्ञाती व संपत्ती यांचा समागम होत असून कालांतराने ते एकमेकापासून दूर होऊ लागतात. कारण त्यांचा वियोग ठरलेलाच आहे.

**दुःखाने विचारेल्या शंकेचे योग्य उत्तर द्यावे :-**

पृथ्वी गोल आहे. तुम्ही जे दुःखाला द्याल तेच येन केन प्रकारेण तुम्हाला परत मिळते. म्हणून एखाद्याने सल्ला विचारला तो त्याला बरा वाटेल म्हणून द्यायचा नसतो तर त्याचे बरे होईल म्हणून द्यायचा असतो. रामाविषयी विचारायला आलेला रावण बलशाली आहे. त्याच्या बलाला न घाबरता मारिच रावणाला म्हणतो –

सुलभाः पुरुषा राजन् सततं प्रियवादिनः ।  
अप्रियस्य च पथ्यस्य वक्ता श्रोता च दुर्लभः ॥१८

हे राजा ! नेहमी प्रिय भाषण करणारे पुरुष सहज भेटतात. परंतु अप्रिय पण हितकारक भाषण करणारा वक्ता आणि ते ऐकून ग्रहण करणारा श्रोता हे दुर्लभ आहेत.

**क्रोधावर नियंत्रण :-**

सीतेचे अपहरण झाल्याची वार्ता ऐकून दुःखित आणि क्रोधित राम होतो. रामाचा हा क्रोध अगदी सामान्य पुरुषा प्रमाणे आहे. आपल्या जवळच्या व्यक्ती सोबत घडलेला हा प्रसंग निश्चितच क्रोध निर्माण करणारा आहे. ज्याने हे दुष्कृत्य केले त्याचा सर्वथा विनाश करण्याची मनीषा निर्माण होणे ही सहाजिक आहे. मात्र त्याच्या संपूर्ण समाजाचा, परिवाराचा नाश करण्याचा विचार सुद्धा चुकीचा आहे. असा विचार आपल्या पेशा ज्येष्ठांच्याही मनात आला तर त्यांनाही त्यापासून अडवले पाहिजे. अशीच परिस्थिती रामाची होते. सीता हरणाची वार्ता ऐकून क्रोधित झालेला राम संपूर्ण रावण कुळाचा नाश व त्रैलोक्याचा व्यवहार बंद पडण्याचा निश्चय केलेल्या रामाला लक्ष्मण म्हणतो –

पुरा भूत्वा मृदुर्दान्तः सर्वभूतहिते रतः ।  
न क्रोधवशमापन्नः प्रकृति हातुर्महिसि ॥  
चन्द्रे लक्ष्मीः प्रभा सूर्ये गतिर्वायौ भुवि क्षमा ।  
एतच्च नियतं नित्यं त्वयि चानुतमं यशः ॥

एकस्य नापराधेन लोकान्दन्तुं त्वमार्हसि ॥१९

अर्थात पूर्वी इंद्रियनिग्रही आणि प्राणिमात्रांच्या हिताविषयी तत्पर असलेल्या तुला सांप्रत क्रोधाच्या आधीन होऊन आपल्या प्रकृतीचा – स्वभावाचा – त्याग करणे योग्य नाही. चंद्राच्या ठिकाणी कांती, सूर्याच्या ठिकाणी प्रभा, वायूच्या ठिकाणी गती व पृथ्वीच्या ठिकाणी क्षमा ही अशी नित्यसिद्धी आहेत तशीच तुझ्या ठिकाणी अनुपम कीर्ती नित्यसिद्ध आहे. यास्तव एकाच्या अपराधाकरीता सर्व लोकांचा वध करणे तुला योग्य नाही.

**वेळेचा सदुपयोग करावा :-**

वनात गेलेल्या रामाला भरत अयोध्येत परत फिरण्याची विनंती करतो. मात्र राम वचन पूर्ण करणार हे निश्चित आहे. भारताचे रामाला परत घेऊन जाण्याचा आग्रह योग्य आहे. यातून दिसून येणारे बंधुप्रेम ही स्तुत्य आहे. मात्र यावेळी रामाने केलेला बोध प्रत्येकाला वेळेचे महत्त्व सांगणारे आहे.

अत्येति रजनी या तु सा न प्रतिनिवर्तते |  
यात्येव यमुना पूर्णं समुद्रमुदकार्णवम् ॥२०

अर्थात ज्याप्रमाणे पाण्याने भरलेल्या समुद्राला मिळणारी यमुना तेथून कधीही परत फिरत नाही, त्याप्रमाणे गेलेली रात्र परत फिरत येत नाही.

आलेल्या संधीचा लाभ घेऊन त्यात आपले कौशल्य दाखवावे. त्यासाठी अधिक प्रयत्न करावे. मी ते काम करण्यास समर्थ नाही असे सुरुवातीलाच म्हणू नये. भरत राज्य सांभाळण्या पूर्वीच आपण असमर्थ असल्याचे म्हणतो ते रामाला मान्य नाही. प्रत्येक व्यक्ती हा त्याच्या कृतीतून सिद्ध होत असतो. केलेले काम त्याचे सामर्थ्य सिद्ध करत असते. सिद्ध करण्यासाठी कोणत्याही योग्य वेळेची अथवा वयाची आवश्यकता नसते.

अहोरात्राणि गच्छन्ति सर्वेषां प्राणिनामिह |  
आयुषि क्षपयन्त्याशु ग्रीष्मे जलमिवांशवः ॥२१

ग्रीष्मऋतुमध्ये ज्याप्रमाणे सूर्यकिरणे उदक शोषून टाकतात, त्याप्रमाणे जाणारे दिवस व रात्री या जगातील सर्व प्राण्यांच्या आयुष्याचा वेगाने क्षय करीत असतात.

**सत्याचे आचरण :-**

सत्याचे आचरण करतांना त्रास होतो. कधी तर असत्याचे आचरण करणारे यशस्वी झाले, सुखात असलेले भासतात. सत्याचा मुकुट हा काटेरी असतो जो वरून चांगला आणि आतून बोचणारा असतो. चीरकाळ टिकते ते केवळ सत्यच. सत्य बोलणाऱ्याला उद्या काय याची काळजी लागून राहत नाही. जे होईल त्याला सामोरा जाण्यास तो मनाने तयार असतो. तेच असत्याचे आचरण करणाऱ्याला सत्याला हाणून पाडण्यासाठी जे घडलेच नाही अशा प्रसंगाला विचारात घेऊन, शक्यता काय असेल याची कल्पना करून बोलावे लागेल. खरे सुख आहे मनाला अधिक वेदना न देण्यात. कारण –

सत्यमेवेश्वारो लोके सत्ये धर्मः सदाश्रितः |  
सत्यमुलानी सर्वाणि सात्यानास्ति परं पदम् ॥  
दत्तामिष्टं हुतं चैव तामानि च तपांसि च |  
वेदाः सत्यप्रतिष्ठानास्तस्मात्सत्यपरो भवेत् ॥२२

जगामध्ये ईश्वर सत्य याच नावाने प्रसिद्ध आहे, धर्म नेहमी सत्याचेच अवलंबन करून राहिलेले आहे. सर्व गोष्टी सत्यमूलच आहेत आणि सत्यापेक्षा दुसरे कोणतेही स्थान श्रेष्ठ नाही. दिलेले दान, केलेले हवन आणि आचारलेली तपे ही सर्व सात्यावरच आधारलेली असून वेद हे सात्याच्याच आधारावर आहेत. यासाठी पुरुषाने सत्यनिष्ठ असावे.

नद्यांच्या जलप्रवाहाप्रमाणे परत न फिरणाऱ्या आयुष्याचा सारखा नाशच होत असतो, हे लक्षात घेऊन आपला आत्मा सुखसमाधानासाठी लावावा. कारण मनुष्याला जन्म मिळतो तो सुखाच्या साधनभूत धर्माचरणासाठीच. लोकसुद्धा खोटे बोलणाऱ्यांना घाबरतात. लोक ज्याप्रमाणे सर्पाची भीती बाळगतात, त्याप्रमाणे खोटे बोलणाऱ्या लोकांनाही भीती असते. त्रिविध पापाच्या उत्पादकाबाबत सांगतात –

कायेन कुरुते पापं मनसा संप्रधार्यं तत् |  
अनृतं जिह्वया चाहं त्रिविधं कर्म पातकम् ॥  
भूमिः कीर्तिर्यशो लक्ष्मीः पुरुषं प्रार्थायन्ति हि |  
सत्यं समनुवर्तन्ते सत्यमेव भजेत्ततः ॥२३

अर्थात मनामध्ये प्रथम विचार करून आणि जिह्वेचे उच्चारण करून नंतर पुरुष शरीराने पाप करीत असतो. तेव्हा क्रियारूपी पाप त्रिविध पापाचे उत्पादक आहे. भूमी, कीर्ती, यश आणि लक्ष्मी ही सत्यनिष्ठ पुरुषाची अपेक्षा करीत असतात व शिष्ट लोकही सत्यालाच अनुसरून वागत असतात. यासाठी पुरुषाने सत्याचेच अवलंबन करावे.

**प्रत्येकासह समानतेचे आचरण :-**

केवळ कुटुंबातील सदस्यांप्रती चांगले आचरण ठेऊन होणार नाही. समाजातील प्रत्येक घटक समान आहे. प्रत्येकाला जगण्याचा अधिकार आहे. रामाचे सदाचरण त्याचा कुटुंबापुरते मर्यादित नव्हते किंवा राज्यापुरातेही मर्यादित नाही. वनात गेलेला राम तेथील ऋषि मुनिसह सुद्धा स्वकर्तव्याला जाणून आचरण करणारा आहे. वनातील ऋषींचा धर्मपालक व रक्षक म्हणून कार्यरत असल्याने त्यांचा पूज्य व मान्य होता. हा दुष्टांचे दमन करणारा असल्याने श्रेष्ठ आहे.

**विरोधकाच्या दृष्टिही प्रथम गुण दिसावेत :-**

विरोधक नाही असा कोणीही नाही. जो आपले मत प्रामाणिकपणे मांडत नाही त्यालाच विरोधक नसतात अशी आजची परिस्थिती झाली आहे. एखाद्याच्या इच्छे विरुद्ध पाउल टाकले की विरोधक तयार होतो. प्रत्येकाच्या मनाप्रमाणे वागायला समोरचे खेळणे नाही हे जोपर्यंत कळणार नाही तोपर्यंत विरोध संपत नाही. हा विरोधच मनोबल कमी करत असतो. म्हणून कुणाचे विरोधक होण्या ऐवजी सहयोगी बनावे. याने विरोध करणाऱ्याच्या मनात विरोधाची भावना निर्माण झाली तरी मनोमन आपल्या

सदाचरणाचे स्मरण होईल. स्पर्धेत जरूर सहभागी व्हावे. मात्र कुणाला मागे खेचण्या ऐवजी आपल्या प्रगतीची गति वाढवली तर यश आपलेच असेल. यशासाठी गति वाढवावी लागते. कु-आचरणाचा स्वकार करून यश प्राप्त होत नाही. मारिची रावणाला उपदेश देतो –

धर्ममर्थं च कामं च यशश्च जयतां वर |  
स्वामिप्रसादात्सचिवः प्राप्नुवन्ति निशाचर ||  
विपर्यये तु तत्सर्वं व्यर्थं भवति रावण |  
व्यसनं स्वामिवैगुण्यात्प्राप्नुवन्तीतरे जनाः ||  
राजमूलो हि धर्मश्च यशश्च जयतां वर |  
तस्मात्सार्वास्ववस्थसु रक्षितव्या नराधिपाः ||<sup>२४</sup>

हे विजायीश्रेष्ठ निशाचरा ! राजाचे आचरण शुद्ध असले म्हणजे धर्म, अर्थ, काम आणि यश ही सचिवांना राज्य कृपेने प्राप्त होतात. परंतु हे रावणा ! राजाचे आचरण जर उलट असेल तर ते सर्व व्यर्थ होते आणि इतर प्रजाजानांनाही राजाच्याच दोषामुळे संकटे प्राप्त होतात. धर्म आणि यश ही राजावारच अवलंबून असल्यामुळे कोणत्याही अवस्थेत मंत्र्यांनी राजाचे रक्षणाच केले पाहिजे.

**उपसंहार :-**

मनोबल वाढवायचे असेल तर मनुष्याचे विचार हा राजा आणि बुद्धी हा त्याचा सचिव आहे तर मन हा मंत्री आहे आणि काया वाचा हे त्याचे मंत्रिमंडळ आहे. बुद्धिरूपी सचिवाच्या मार्गदर्शनात विचाररूपी राजाने आपल्या सर्व कार्यकारी मंडळाला आदेश देऊन मन वाचा आणि काया रुपि सेवा देत मनोबल कायम सशक्त व बलशाली ठेवावे. यासाठी रामायणात वर्णन केलेल्या चरित्र वर्णनाकडे केवळ ईश्वरी चरित्राचे वर्णन म्हणून न बघता इतरांसह माझे उत्तम सदाचरण मन वाणी आणि कायेने कसे राहिल याचा विचार करावा. हेच मनोबल वाढविण्याचे कारक आहेत.

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२. तत्रैव बालकाण्ड २.३७ पान क्र. २३
३. तत्रैव अयोध्याकांड ८.१४ पान क्र. ५४
४. तत्रैव अयोध्याकांड पूर्वार्ध ८.२८ पान क्र. ५६
५. तत्रैव अयोध्याकांड पूर्वार्ध १२.३३ पान क्र. ८७
६. तत्रैव अयोध्याकांड पूर्वार्ध १४.५४-५५ पान क्र. ११३
७. तत्रैव अयोध्याकांड उत्तरार्ध ६३.६-१० पान क्र. ३६-३७
८. तत्रैव अयोध्याकांड उत्तरार्ध ६२.१५ पान क्र. ३४
९. तत्रैव अयोध्याकांड १९.२२ पान क्र. १४६
१०. तत्रैव अयोध्याकांड २१.४१ पान क्र. १६६
११. तत्रैव अयोध्याकांड २१.५८ पान क्र. १६९
१२. तत्रैव अयोध्याकांड पूर्वार्ध २२.२१-२२ पान क्र. १७३
१३. तत्रैव अयोध्याकांड २३.१७ - १८ पान क्र. १७८
१४. तत्रैव अयोध्याकांड पूर्वार्ध ३५.१६ पान क्र. २५३
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१७. तत्रैव अयोध्याकांड पूर्वार्ध १०६.२६-२७ पान क्र. २६८
१८. तत्रैव अयोध्याकांड पूर्वार्ध ३७.२ पान क्र. १७७
१९. तत्रैव अयोध्याकांड पूर्वार्ध ६६.४-६ पान क्र. २७७
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२१. तत्रैव अयोध्याकांड उत्तरार्ध १०६.२० पान क्र. २६७
२२. तत्रैव अयोध्याकांड उत्तरार्ध ११०.१३ - १४ पान क्र. २८४
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## इलेक्ट्रॉनिक मीडिया, समाज और हिंदी भाषा

डॉ. संजय नारायण पाटील

हिंदी विभागाध्यक्ष, र. भा.माडखोलकर महा., चंदगड

Corresponding Author - डॉ. संजय नारायण पाटील

Email:- [snpatil25@gmail.com](mailto:snpatil25@gmail.com)

DOI- 10.5281/zenodo.10984279

### प्रस्तावना-

भूमंडलीकरण के दौर में इलेक्ट्रॉनिक मीडिया ने अपना प्रभुत्व समाज के हर क्षेत्र में बढ़ा दिया है। वर्तमान गतिमान युग में हर व्यक्ति इससे जुड़ा हुआ दिखाई देता है। जो व्यक्ति इससे परा है उसे गँवार माना जा रहा है। हाथ की हथेली में इलेक्ट्रॉनिक चिप लग गई है। यह सब नई तकनीकी का कमाल है इससे संचार क्षेत्र में क्रांति आ गई है टीवी, कंप्यूटर तथा सेल फोन के माध्यम से मीडिया ने हर जगह अपने पैर जमा दिए हैं। इलेक्ट्रॉनिक मीडिया का स्वरूप आज अत्यंत व्यापक हो चुका है। इसमें कई उपकरणों का समावेश किया जा सकता है। आज भारत में राष्ट्रीय फलक पर कई न्यूज़ चैनल कार्यरत हैं तो प्रादेशिक फलक पर उतनी ही न्यूज़ चैनल देखने मिलते हैं। इसके आगे और भी शुरू होने की स्थिति है। मनोरंजन चैनलों के साथ-साथ न्यूज़ चैनलों की संख्या का बढ़ना तथा उसका लोकप्रिय बनते जाना आश्चर्य की बात है। एक सर्वेक्षण से पता चलता है कि सामान्य तौर पर एक भारतीय टीवी धारक हर दिन औसतन कम से कम बीस मिनट समाचार जरूर देखता है। चुनाव, बजट या अन्य खास मौके पर यह समय और भी बढ़ जाता है। न्यूज़ चैनलों ने भारतीय दर्शकों की रुचियों को ही नहीं तो अखबारों को तक को बदलने के लिए मजबूर किया है। न्यूज़ चैनलों के बढ़ते महत्व और प्रभाव का मुकाबला करने की कोशिश में वह उन्हीं के जैसी सामग्री परोसने की होड़ में लगे हैं। बहुत से लोगों का मानना है कि बढ़ते चैनलों और उनके बीच गलाकाट प्रतिस्पर्धा ने समाचारों की मर्यादा को भारी नुकसान पहुँचाया है। इससे पता चलता है कि आज इलेक्ट्रॉनिक मीडिया घर-घर की जरूरत बना है। शहरों से लेकर देहातों तक का हर आदमी उसके वश में आ गया है।

### इलेक्ट्रॉनिक मीडिया अर्थ

इलेक्ट्रॉनिक मीडिया का अर्थ है- विद्युत माध्यम या विद्युत संचार माध्यम। इलेक्ट्रॉनिक साधनों के माध्यम से जो जनसंचार होता है वही इलेक्ट्रॉनिक मीडिया है। इसके द्वारा हम सुन सकते हैं, देख सकते हैं। यह अवसर सिर्फ इलेक्ट्रॉनिक मीडिया ही ने हमें प्रदान किया है। विशेष रूप से इलेक्ट्रॉनिक मीडिया एक ऐसी विधा है जिसके माध्यम से व्यक्ति को देश और विदेश की खबरों के अलावा अन्य जानकारी मिलती है। इस जनसंचार माध्यमों में रेडियो टेलीविजन सिनेमा इंटरनेट और मल्टीमीडिया के घटक आते हैं। समाचार प्रसारित करने के साथ-साथ मीडिया के द्वारा मनोरंजन विचार विश्लेषण समीक्षा साक्षात्कार घटना विश्लेषण आरोग्य खेल ध्यान पर्यावरण राजकारण अध्यात्म खानपान से संबंधित अनेक बातों का परिचय तथा विज्ञापन का प्रसारण किया जाता है। संक्षेप में कहे तो मीडिया आज के जमाने में समाज का आईना है।

### परिभाषा-

#### 1) डॉ. प्रेमचंद पतंजलि –

" इलेक्ट्रॉनिक साधनों के माध्यम से जो जनसंचार होता है वही इलेक्ट्रॉनिक मीडिया है।"

#### 2) डॉ. हरिसिंह पाल –

" श्रव्य और दृश्य विधा द्वारा सूचना देनेवाला माध्यम इलेक्ट्रॉनिक मीडिया कहलाता है।"

#### 3) मोहनदास नैमिशराय –

" विशेष रूप से इलेक्ट्रॉनिक मीडिया उस माध्यम को संदर्भित करता है जिससे एक व्यक्ति नई तकनीक के माध्यम से देश-विदेश की खबरों के अलावा अन्य जानकारी प्राप्त करता है।"

### इलेक्ट्रॉनिक मीडिया के प्रकार रेडियो

ध्वनि का संचारक रेडियो है। यह एक संचार का लोकप्रिय माध्यम है। आज भी अनेक लोग इसे दिल से सुनते हैं। खासकर तब जब लोग यात्रा पर निकलते हैं या खेल की कॉमेंट्री लगने पर। जब टीवी देखने का मन नहीं करता या जिन्हें टीवी खरीदना मुमकिन नहीं होता उन गरिबों के लिए रेडियो एक उपयुक्त साधन है।

### टेलीविजन

जनसंचार का यह सबसे लोकप्रिय और ताकतवर माध्यम है। यह आम आदमी से लेकर खास आदमी तक की

जरूरत बन गया है। आज घर-घर में टेलीविजन उपलब्ध है। बच्चों से लेकर बूढ़ों तक इसके हर चैनल्स की पहचान रखते हैं देश के लगभग 80% घरों में आज यह विद्यमान है।

#### इंटरनेट –

वर्तमान युग में इंटरनेट दुनिया का बहुत बड़ा नेटवर्क जाल बन गया है। यह एक ग्लोबल कंप्यूटर नेटवर्क होता है जो असंख्य प्रकार की जानकारी और संचार सुविधाएं हमें प्रदान करता है। इसी जाल को इंटरनेट मीडिया भी कहा जाता है। यह जाल एक तरह का तार है जिसमें जानकारी और डेटा दुनियाभर में घूमता है।

#### यूट्यूब

यह भी एक संचार का प्रमुख माध्यम है। अपने मोबाइल से हम इसे कभी भी और कहीं भी देख सकते हैं। इसपर समाचार मनोरंजन खेल फिल्म चिकित्सा ध्यान आदि जानकारी मिल सकती है।

#### वेबमीडिया

इसे हम न्यूज़ मीडिया भी कहते हैं। इलेक्ट्रॉनिक मीडिया का यह सबसे उमदा माध्यम है। इस पर आप अपने पसंद के रेसिपी, मनोरंजन, खबरें, सोशल साइट्स आदि की जानकारी प्राप्त कर सकते हैं।

#### इलेक्ट्रॉनिक मीडिया की विशेषताएँ

इलेक्ट्रॉनिक मीडिया एक दृक-श्राव्य माध्यम होने के कारण इस पर हम कोई भी प्रोग्राम आसानी से एक साथ देख और सुन सकते हैं। इसकी विशेषताएँ निम्नप्रकार है-

#### सरलता

दूर संचार माध्यम दर्शकों और श्रोताओं को अत्यंत सहज और सरलता के साथ उनके दिलो-दिमाग में अपना अलग स्थान बनाता है। कोई भी खबर हो तुरंत अपने दर्शकों के पास सरल भाषा में पहुँचाने का काम करता है। कई बार ग्राफिक्स के माध्यम से आसानी लाने का प्रयास किया जाता है।

#### गतिमानता

रेडियो के बाद सूचना प्रसारण में गतिमानता लाने का कार्य इलेक्ट्रॉनिक मीडिया ने किया है। आम जनता तक खबरें तुरंत पहुँचाने में यह अधिक कामयाब बना है। तेज गति से प्रसारण करने वाले एंकर भी इसे उपलब्ध हुए हैं।

#### अशिक्षितों का प्रभावी साधन

निरक्षर लोगों को साक्षर बनाने का प्रभावी माध्यम जनसंचार है। दूरदर्शन पर अनेक शैक्षिक कार्यक्रम रखे जाते हैं, इसका आधिकाधिक लाभ अशिक्षित लोग ही उठा रहे हैं। दूरदर्शन पर दिखाएँ विज्ञापनों की ओर यह लोग अधिक आकर्षित होते जाते हैं। ऑनलाइन शिक्षा लेने वाले तथा work-from-home करने वाले लोगों के लिए यह अधिक मददगार बना है।

#### सूचनात्मक कार्य

आज सूचना प्रसारण का इलेक्ट्रॉनिक मीडिया यह सबसे प्रभावी जन्म बना है। जिज्ञासु स्वभाव के कारण मनुष्य जनसंचार माध्यमों से अधिक अपेक्षा रखता है। देश

डॉ. संजय नारायण पाटील

विदेश से जुड़ी तमाम नवीन खबरें सत्य परख सूचनाओं का समय-समय पर प्रसारण इससे होता रहता है।

#### जागरूकता

विभिन्न सामाजिक सांस्कृतिक शैक्षिक और महिला सबलीकरण के कार्यक्रमों द्वारा इलेक्ट्रॉनिक मीडिया समाज जागरण का कार्य करने में अहम भूमिका निभा रहा है। इसकेकारण ही नारी शोषण, यौन पीड़ा, शिक्षा, बलात्कार, बाल मजदूरी, दहेज प्रथा, उद्योजक, संप्रदायवाद पर आवाज उठाने का कार्य इलेक्ट्रॉनिक मीडिया कर रहा है।

#### शिक्षा और मनोरंजन-

शिक्षा से मतलब केवल पढ़ना-लिखना न होकर इससे समाज सुधार, मानव विकास और जीवन में कलात्मकता लाना, नैतिकता को जताना भी होता है। कलात्मकता का गहरा संबंध मनोरंजन से जुड़ा है। मनोरंजन से मानव जीवन की नीरसता एवं निराशा की अवस्था में आशा का संचार किया जा सकता है। चिंता और तनाव मुक्त जीवन जीने की कला अवगत कर जीवन में ताजगी लाने का कार्य इलेक्ट्रॉनिक मीडिया द्वारा आसान बन गया है। गीत संगीत नाटक फिल्म सीरियल कार्टून आदि इसके आधार है।

#### संक्षिप्तता

इलेक्ट्रॉनिक मीडिया द्वारा समयबद्ध प्रसारण होता है। इसीलिए थोड़े में बहुत कुछ कह देने की क्षमता यह रखता है। इससे समय की बचत होती है और बुद्धि को उत्तेजन मिलता है।

#### इलेक्ट्रॉनिक मीडिया के लाभ -

- \* समाज जागरण का यह प्रभावी माध्यम है।
- \* सही गलत का फैसला करने में मदद करता है।
- \* नैतिक मूल्यों की सीख मिलती है।
- \* हर उम्र के व्यक्ति की शिक्षा एवं प्रबोधन में सहायक।
- \* पुरातत्व प्रकृति संस्कृति पशु-पक्षी, आंचल विशेष की घर बैठे जानकारी मिलती है।
- \* विज्ञापन की मदद से क्रय-विक्रय का तंत्र विकसित किया जाता है।
- \* देश विदेश की जानकारी में मददगार।
- \* कौशल विकास में सहायक।

#### इलेक्ट्रॉनिक मीडिया से हानि -

इलेक्ट्रॉनिक मीडिया के अमर्याद उपयोग से निम्न प्रकार की हानियाँ हो सकती हैं- अमूल्य समय व्यय, ध्वनि प्रदूषण, स्वास्थ्य की हानि, दृष्टिदोष, शैक्षिकनुकसान, नींद में व्यवधान, संस्कृति परिवर्तन, हिंसक वृत्ति, मनोरूग्णता, परिवार में झगड़े, गलत बातों का अनुकरण, गंदी आदते, वजन बढ़ना, मानसिक विकार, आर्थिक हानि आदि।

### मीडिया और हिंदी भाषा

मीडिया की भाषा पर सोचने से पता चलता है कि न्यूज़ चैनलों ने एक नई भाषा को जन्म दे दिया है। यह भाषा बाजारवाद की भाषा है। जिसमें विदेशी शब्दों का वाक्यों का बेझिझक बड़ी मात्रा में प्रयोग हो रहा है। न्यूज़ का हर दृश्य बोलता है। श्रोता, दर्शक उसको बेसब्री से देखता सुनता है। पत्रकारिता की भाषा अब कहानी या कविता की भाषा बन चली है। चैनल अपनी टीआरपी बढ़ाने के लिए उत्तेजक भड़कीले भाषा का जरिया अपनाने में लगे। अंग्रेजी से भी बढ़कर हिंदी भाषा चैनलों ने इसे अपना लिया है।

भाषा केवल अभिव्यक्ति या संप्रेषण का माध्यम मात्र नहीं है। वह अपने आप में एक पूरी सभ्यता है, संस्कृति है। भाषा के विकास का मतलब है एक मौलिक सभ्यता का विकास, एक संस्कृति का विकास। कोई भी जाति देश समाज एक लंबे अनवरत संघर्ष के बाद भाषा का इतिहास रचता है। भाषा व्यक्ति जाति या राष्ट्र की अर्जित संपत्ति या शक्ति होती है। भाषा का महत्व हर जगह रहा है। क्योंकि भाषा मानव विचारों की अभिव्यक्ति का एक सशक्त माध्यम होती है। आज हमारे सम्मुख मीडिया के प्रचार और प्रभाव को देखकर हिंदी भाषा के मानक रूप को बचाने की चिंता खड़ी हो गई है। वर्तमान साइबर युग में न्यूज़ चैनलों का एक जमघट खड़ा हो चुका है। यह जमघट अपने स्वतंत्र मिजाज में नई भाषा को बना रहा है। क्योंकि मार्केट वैल्यू के लिए उसे कारपोरेट हाउस के इशारे पर नाचनापड़ता है।

जिस देश में हिंदी को राष्ट्रभाषा की पहचान मिले इसके लिए हिंदी दिवस मनाना उड़ता हो और ऊपर से बाजारवाद में मीडिया को टीआरपी की चिंता में समाधान की भूमिका में दौड़ना पड़ता हो वहाँ पर भाषा के सामर्थ्य पर चिंता का प्रश्न बराबर छुट ही जाएगा। न्यूज़ चैनलों की हिंदी बोलचाल की सहज सरल हिंदी ही होनी चाहिए। मानकीकरण से बद्ध हिंदी का प्रश्न ही नहीं उठता। जरूरत तो यही है कि देश का आम नागरिक इस भाषा को समझ सके। मीडिया जिस समाज का दायित्व निभा रहा है, जिसका वह पालक है उनमें भाषागत परिप्रेक्ष्य विशेष महत्वपूर्ण है। भाषा को व्यापक धरातल प्रदान करने में उसके फलने फूलने में तथा उसको जन आश्रय प्राप्त करने में इलेक्ट्रॉनिक मीडिया का महत्व निर्विवाद रूप से मानना होगा। हिंदी भाषा को राष्ट्रीय स्तर पर विभिन्न प्रदेशों, विभिन्न भाषा वासियों तथा विभिन्न जाति धर्मियों तक ले जाने का महत्वपूर्ण कार्य इस माध्यम से अधिक सरलता से संभव हुआ है। आतः हिंदी को व्यापक परीक्षण प्रदान करने में यह इलेक्ट्रॉनिक माध्यम उपयोगी सिद्ध हुआ है।

### निष्कर्ष

भारत में इलेक्ट्रॉनिक मीडिया पिछले 10-20 सालों में घर-घर पहुंच गया है। शहरों और कस्बों में केवल टीवी से

सैकड़ों चैनल दिखाए जाते हैं। एक सरकारी रिपोर्ट के अनुसार आज भारत के कम से कम 80% परिवारों के पास अपने टीवी सेट है। मेट्रो शहरों में रहने वाले दो तिहाई लोगों ने अपने घरों में कनेक्शन ले रखे हैं। शहर के दूरदराज के क्षेत्रों में केवल के सिवा अन्य माध्यम डीटीएच एयरटेल टाटा स्काई डिश टीवी आदि के माध्यम से डायरेक्ट टू होम सेवा मिलने लगी है। जिससे इलेक्ट्रॉनिक मीडिया का प्रचार और प्रसार बड़ी मात्रा में होता जा रहा है।

### निष्कर्षतः

हम इस नतीजे पर आ सकते हैं कि आज मीडिया जगत में इलेक्ट्रॉनिक मीडिया का अपना दबदबा कायम रहा है। प्रिंट मीडिया का महत्व अपने स्थान पर है ही लेकिन इलेक्ट्रॉनिक मीडिया क्रांति ने इसे हिला दिया है यह भी उतना ही महत्वपूर्ण है। इलेक्ट्रॉनिक मीडिया में प्रयुक्त हिंदी भाषा का स्वरूप खड़ी बोली हिंदी ही है। फर्क सिर्फ इतना है कि इसमें देसी विदेशी भाषा के शब्दों का प्रयोग बेहिकक होने लगा है। हिंदी खिचड़ी भाषा हो गई है कहने के स्थान पर हिंदी नई बन गई है, हिंदी में मॉडर्न रूप ले लिया है हिंदी आधुनिकता के साथ सँवर रही है। कोई भी भाषा कभी मरती नहीं है अगर समय के साथ ताल मिला कर चले तो। हिंदी भाषा ने मीडिया को रोजी-रोटी दी है। इसी के बलबूते मीडिया जगत सांसे ले रहा है आगे बढ़ रहा है। मीडिया जगत इसे मरने नहीं देगा। भले ही इस पर अंग्रेजी या अन्य भाषा का आक्रमण होता हो। हिंदी तो भारत की गंगा है, भारत मां के माथे की बिंदी है इसकी पवित्रता और सौभाग्य को कायम बनाए रखने की जिम्मेदारी अब इलेक्ट्रॉनिक मीडिया की ही है हिंदी भाषा इसकी आधारशिला है।

### संदर्भ सूची-

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## महिला सशक्तिकरण में पंचायतीराज व्यवस्था की भूमिका

पूजा कुमारी<sup>1</sup>, डा. जगदीश्वर पाण्डेय<sup>2</sup>

<sup>1</sup>शोधार्थी, राजनीति विज्ञान, नीलाम्बर पिताम्बर विश्वविद्यालय, मेदिनीनगर, पलामू, झारखण्ड।

<sup>2</sup>विभागाध्यक्ष, राजनीतिक विज्ञान, एस. एस. जे. एस. एन. महाविद्यालय गढ़वा, झारखण्ड।

Corresponding Author - पूजा कुमारी

DOI-10.5281/zenodo.10984329

### शोधसार :-

देश की आजादी के बाद पूरे भारत में पंचायती राज प्रणाली लागू थी। देश के पाँचवी अनुसूची वाले आदिवासी इलाकों में सामान्य कानून ही लागू थी जिससे उनकी विशिष्ट सामाजिक, सांस्कृतिक, आर्थिक, धार्मिक और राजनीतिक व्यवस्था लुप्तप्राय होने की स्थिति में पहुँच गयी थी। उनकी यही विशिष्ट पहचान को बचाने हेतु संविधान में 79वाँ संशोधन किया गया। यह संविधान का 73वाँ संशोधन अधिनियम 1992 पंचायतों को स्वशासी संस्था के रूप में काम करने में सक्षम बनाने के लिए कुछ शक्तियाँ और अधिकार देता है। इसी के आलोक में आदिवासी बहुल इलाकों में पंचायती राज के विस्तार पर अध्ययन करने के लिए एक संसदीय समिति बनायी गयी जिसे भूरिया समिति कहना जाता है जिसने 17 जनवरी 1995 को अपनी रिपोर्ट प्रस्तुत की। 1

भूरिया समिति की सिफारिश के बाद संसद ने पंचायत अधिनियम 1996 को अनुसूचित क्षेत्रों के लिए पारित किया। झारखण्ड राज्य का 259 प्रखण्डों में से 13 प्रखण्डों को पाँचवी अनुसूची क्षेत्र के अंतर्गत रखा गया है। झारखण्ड राज्य में झारखण्ड पंचायत राज विधेयक 2001, 30 मार्च 2001 को विधानसभा में पारित हो गया और अब यह कानून बन गया। इस कानून के तहत अब राज्य में पंचायत चुनाव होंगे। अनुसूचित क्षेत्रों और गैर अनुसूचित क्षेत्रों में अलग-अलग कानून होंगे और अलग-अलग तरीके से पंचायती राज चलेगा।

पंचायती राज व्यवस्था एक ऐसी व्यवस्था है जिसमें पिरामिड शक्ति का विकेन्द्रीकरण किया जाता है और सत्ता तथा शक्तियों को अलग-अलग भागों में बाँट दिया जाता है। शक्ति का विकेन्द्रीकरण किया जाता है ताकि राष्ट्र के प्रत्येक क्षेत्र में विकास का संकल्प लिया जा सके। पंचायती राज का अर्थ पंचायतों द्वारा गाँवों का शासन करना है ताकि गाँवों का पुर्णनिर्माण हो सके। राधाकुमुद मुखर्जी ने ग्राम पंचायतों को प्रजातंत्र के देवता की संज्ञा दी है। वास्तव में पंचायती राज का कल्याण कार्य में सहभागी बनाने की एक पद्धति कहा जा सकता है। यह स्थानीय स्तर पर प्रशासनिक स्वायत्त शासन के विकास की व्यवस्था है। 2

**मूल शब्द :-** पंचायती राज, सशक्तिकरण, संविधान, झारखण्ड, राजनीतिक

### रजनी कोठारी के अनुसार—

“राष्ट्रीय नेतृत्व का एक दुरदर्शितापूर्ण कार्य था—पंचायती राज की स्थापना। इससे भारतीय राज व्यवस्था का विकेन्द्रीकरण हो रहा है और देश में एक सी स्थानीय संस्था के निर्माण से उनकी एकता भी बढ़ रही है। इसकी शुरुआत का श्रेय पण्डित जवाहर लाल नेहरू को है। पण्डित नेहरू का कहना था कि—“गाँवों के लोगों को अधिकार सौपना चाहिए उनको काम करने दो, चाहे वे हजारों गलतियाँ करे। इससे घबराने की जरूरत नहीं। पंचायतों को अधिकार दो।” बलवन्त राय मेहता ने अपने अध्ययन में पंचायती राज व्यवस्था के लिए त्रिस्तरीय योजना का परामर्श दिया। इस योजना के अंतर्गत निम्न स्तर पर ग्राम सभा तथा ग्राम पंचायत है तथा उच्च स्तर पर जिला परिषद् है और इन दोनों के मध्य में क्षेत्र समितियाँ हैं। महिला सशक्तिकरण में पंचायती राज व्यवस्था की महत्वपूर्ण भूमिका रही है। हम इस सच्चाई से नहीं मुकर सकते हैं कि पंचायती राज व्यवस्था स्थानीय स्तर पर प्रशासनिक स्वायत्त शासन के विकास की महत्वपूर्ण व्यवस्था है जिसमें महिलाएँ शामिल हुईं और ग्राम

विकास के कार्यों में अपना महत्वपूर्ण योगदान देना प्रारम्भ किया। पंचायती राज व्यवस्था ही वह व्यवस्था है जिससे महिलाओं को जोड़कर उन्हें सशक्त बनाया जा सकता है, महिला सशक्तिकरण के लिए महिलाओं को निर्माण प्रक्रिया से जोड़ना आवश्यक है। चाहे यह घर की चहारदिवारी में लिये जाने का निर्णय हो अथवा सरकारी स्तर में। राजनैतिक सहभागिता को बढ़ाकर महिला सशक्तिकरण प्रयासों के द्वारा सार्थक बनाने का प्रयास किया जाना चाहिए अतः भारत में महिलाओं को वोट देने का अधिकार 1921 ईस्वी में दिया गया था।” 3

हमारा देश दुनिया का दूसरा सर्वाधिक जनसंख्या वाला सफलतम् लोकतंत्र है। यहाँ संपूर्ण आबादी का लगभग आधा हिस्सा महिलाएँ हैं स्वाभाविक है कि देश का समग्र विकास महिलाओं की भागीदारी के बिना नहीं हो सकता है।

आदिकाल से ही जीवन के हर क्षेत्र में महिलाओं ने पुरुषों के साथ मिलकर कार्य किया है। भारतीय महिलाएँ घर गृहस्थी का पूरा कामकाज निपटाने के साथ-साथ राष्ट्रीय जीवन के हर क्षेत्र में

खेतो-खलिहानों, कल-कारखानों, दफ्तरों, अस्पतालों में उपयोगी योगदान देती आई है। “वैदिक और साहित्यिक प्रमाणों द्वारा हमें ज्ञात होता है कि पूर्व में महिलाओं के साथ बेहतर बर्ताव किया जाता रहा है और उन्हें उनके अधिकार भी प्राप्त थे। अदिति, लोपमुद्रा, गार्गी, मैत्रेयी घोष और अपाला जैसी असाधारण प्रतिभाशाली महिलाओं की शिक्षा का स्तर उस युग के शिक्षित पुरुषों के समकक्ष था। मनीषी याज्ञवल्क्य ने वयस्क महिलाओं को अपना जीवन साथी चुनने की स्वतंत्रता दी। गार्गी ने तो अपनी शर्तों पर ही एक मनीषी को अपने पति के रूप में वरण किया था।”

महिला सशक्तिकरण का पुरुष पक्ष स्त्रियों के अस्तित्व का अधिकार और समाज द्वारा उनकी स्वीकार्यता है। महिलाओं द्वारा स्वयं के शरीर पर, आय श्रमशक्ति, संपत्ति और सामुदायिक संसाधनों पर नियंत्रण कर पाना उनका सबलीकरण है और नही सशक्तिकरण का उद्देश्य है। सशक्तिकरण के लक्ष्य हैं और संयोजित विकास की आवश्यकता दशा भी है।

स्त्रियों का सामाजिक राजनैतिक और सार्वजनिक जीवन में प्रतिनिधित्व, उनकी क्षमता में अभिवृद्धि, कार्यक्षेत्र में किए जा रहे बुरे व्यवहार की समाप्ति, साजिक सुरक्षा की प्राप्ति आदि वे कार्य हैं जिनकी पूर्णतः द्वारा महिला सशक्तिकरण का वास्तविक लक्ष्य पाना संभव है। 4

हमारे देश के कर्णधारों ने पंचायतों का अहम भूमिकाएं सौपी, जिनमें से एक भी महिलाओं की राजनैतिक भागीदारी को बढ़ावा देना संविधान के 73वें तथा 74वें संविधान संशोधनों के माध्यम से पंचायती राज को एक नई दिशा दी गई। इससे सबसे बड़ा लाभ यह हुआ कि जनसहभागिता का लाभ कमजोर व पिछड़े वर्ग के प्रतिनिधित्व को मिला। 33 प्रतिशत महिला आरक्षण से आज महिलाओं के लिए अवसर इतने असीमित हो चुके हैं कि अब गाँव की महिलाओं के लिए भी ऊँची उड़ान भरना मुश्किल नहीं है। पंचायत स्तर पर महिलाओं की तरक्की को देखते हुए हम कह सकते हैं कि—“अगर देखना है इनके उड़ने का अंदाज, तो आसमां से कह दो कि थोड़ा और ऊँचा रहे।”

जहाँ एक तरफ शहरों में आधुनिकता आयी है, वहीं गाँव की महिलायें भी चाहे उनकी संख्या अत्यंत ही कम क्यों न हो, आज किसी से पिछे नहीं है क्योंकि कुछ समय पूर्व तक ग्रामीण स्थिति काफी दयनीय थी लेकिन औरतों ने राजनैतिक जागरूकता के साथ अपनी मेहनत से गाँव की स्थिति में क्रांतिकारी परिवर्तन ला दिये हैं।

**प्रस्तावना :-**

पंचायती राज प्रणाली ने भारत में स्थानीय शासन में क्रांति ला दी है, जिससे जमीनी स्तर पर लोकतंत्र, ग्रामीण समुदायों के सशक्तिकरण और प्रभावी स्थायी निर्णय लेने के लिए एक मंच प्रदान किया गया है। इसकी ग्राम पंचायत, पंचायत समिति और जिला परिषद् की त्रिस्तरीय संरचना विभिन्न स्तरों पर

प्रतिनिधित्व और भागीदारी सुनिश्चित करती है। चुनौतियों और मुद्दों के बावजूद PRI ने ग्रामीण विकास और गरीबी उन्मूलन में महत्वपूर्ण सफलता हासिल की है। 4

महिला सशक्तिकरण के लिए महिला कानून बनाये गये हैं। महिला नीतियाँ बनाई गयी हैं लेकिन यह लड़ाई लम्बी है और इसके लिए ईमानदारी, निष्ठा और दृढ़ इच्छाशक्ति से सत् प्रयास किये जाने की आवश्यकता है। इसके लिए सबसे महत्वपूर्ण बात यह है कि स्वयं महिलाओं को भी जागरूक होना होगा। अपनी सोच बदलनी होगी और पूरे आत्मविश्वास के साथ और सफलता की आशा को साथ लेकर लड़ाई में सम्मिलित होना होगा। महिलाएं संस्कृति की मूल बीज हैं। वह भावनाओं का महासागर है, प्रेम की प्रतिमूर्ति है, ममता की तुलिका है, धैर्य का प्रवार है, आकाश की चंचलता है, वर्षा की स्वाति नक्षत्र की बूँद है, घास पर उगी हुई औस कण है, शक्ति का स्रोत है, दिये की बाती है महिलाओं के लिए इतने उदाहरण देने के बाद यह बात स्पष्ट रूप से दिखती है कि महिला ही जगत निर्माण है और स्त्री शक्ति का मुकाबला करने वाली दुसरी कोई शक्ति अभी तक नहीं बनी है पंचायती राज व्यवस्था के तहत मिले अधिकार ने महिलाओं की स्थिति को सुधारने में अपना महत्वपूर्ण योगदान निभाया है।

महिला सशक्तिकरण का अभिप्राय महिलाओं को पुरुषों के बराबर वैधानिक, राजनीतिक, शारीरिक, मानसिक, सामाजिक एवं आर्थिक क्षेत्रों में उनके परिवार, समुदाय, समाज एवं राष्ट्र की सांस्कृतिक पृष्ठभूमि में निर्णय लेने की स्वायत्तता है। भारत में ग्रामीण क्षेत्रों की अधिकांश महिलाएं अशिक्षा, बेरोजगारी, कुपोषण और कई प्रकार की बिमारियों से ग्रसित है। अतः भारत में महिला सशक्तिकरण का प्राथमिक उद्देश्य महिलाओं की सामाजिक एवं आर्थिक दशा को सुधारना है। सशक्तिकरण का पहला आयाम महिलाओं में आत्मविश्वास और स्वाभिमान् जागृत करना है। पुरुष और महिला की सामाजिक स्थिति में अंतर समुचे समाज में मौजूद है किन्तु ग्रामीण समाज में हालत बदतर है। शहरों में तो शिक्षा समाज सुधार आन्दोलनों और प्रचार-प्रसार माध्यमों के प्रभाव से महिलाओं में अपने अधिकारों के प्रति संवेदनशीलता बढ़ी है जिससे उन्हें कुछ हद तक समानता एवं स्वायत्ता का अधिकार प्राप्त हुआ है, किन्तु ग्रामीण समाज में औरतें परिवार और समाज के शोषण का शिकार हैं। हमारे समाज में पुरुष स्त्री के महत्व, स्थान और रूतबें में काफी अंतर रहा है। सामाजिक, सांस्कृतिक, आर्थिक और पारिवारिक स्तरों पर औरत को पुरुष से हीन और दुर्बल माना जाता रहा है। यह सोच महिलाओं के प्रति समाज के व्यवहार से झलकता है लेकिन यह भी सच है कि पुरुष और स्त्री के बीच लम्बे समय से बनी हुई खाई को पाटने के सार्थक प्रयास हुए हैं और उनके सकारात्मक परिणाम भी सामने आए हैं। हमारे संविधान में महिलाओं को न केवल पुरुष के समाज मौलिक

अधिकार दिए गए हैं बल्कि उन्हें परम्परागत बंधनों से मुक्त कराने के लिए विशेष रियासतों और प्रोत्साहनों का भी प्रावधान किया गया है। वर्ष 2001 महिला सशक्तिकरण वर्ष के रूप में मनाया गया। इस दौरान महिलाओं की क्षमताओं और कौशल का विकास करके उन्हें अधिक सशक्त बनाने तथा समग्र समाज को महिलाओं की स्थिति और भूमिका के बारे में जागरूक बनाने के प्रयास किए गए, परन्तु ये सभी प्रयास मुख्य रूप से महानगरों और शहरों तक सीमित है लेकिन इन उपायों के प्रभाव से गाँव लगभग अछूते हैं, इसका परिणाम यह हो रहा है कि अधिकांश ग्रामीण महिलाएँ संभावनाओं और क्षमताओं से मुक्त होने के बावजूद सशक्तिकरण या अधिकार चेतना से वंचित हैं, ग्रामीण महिलाओं की स्थिति, योगदान और आगे बढ़ने की संभावनाओं के मूल्यांकन से स्पष्ट है कि भारतीय समाज का महत्वपूर्ण हिस्सा अब भी उपेक्षा का शिकार है, इसलिए महिलाओं को समाज में अपना वर्चस्व जमाने में काफी दिक्कतों का सामना करना पड़ता है। पंचायती राज व्यवस्था में सरकार द्वारा चलाई जा रही महिलाओं के हक में योजनाओं, महिलाओं को सशक्त करने में महत्वपूर्ण योगदान दिया है।

**अध्ययन का उद्देश्य :-**

1. पंचायती राज की व्यवस्था से महिलाओं को परिचित कराना।
2. महिलाओं को उनके अधिकारों से अवगत कराना।
3. महिलाओं को सशक्तिकरण में आ रही बाधाओं को दूर करना।

**पद्धति :-** मेरा लेख द्वितीयक पद्धति पर आधारित है।

**विस्तृत प्रस्तुतिकरण :-**

किसी भी समाज की तस्वीर बदलने में महिलाओं का योगदान महत्वपूर्ण होता है। सामाजिक तथा आर्थिक विकास के लिए महिलाओं को अधिकार संपन्न बनाना एवं उन्हें राष्ट्रीय विकास की मुख्यधारा में लाना बहुत जरूरी है। महिला सशक्तिकरण की पहल 1985 में महिला अन्तर्राष्ट्रीय सम्मेलन नेरोबी में की गई। महिला सशक्तिकरण का अभिप्राय महिलाओं को पुरुषों के बराबर वैधानिक, राजनीतिक, शारीरिक, मानसिक, सामाजिक एवं आर्थिक क्षेत्रों में उनके परिवार, समुदाय, समाज एवं राष्ट्र की सांस्कृतिक पृष्ठभूमि में निर्णय लेने की स्वायत्तता है।

सशक्तिकरण का पहला आयाम महिलाओं में आत्मविश्वास और स्वाभिमान जागृत करना है, पुरुष और महिला की सामाजिक स्थिति में अन्तर समूचे समाज में व्याप्त है किन्तु ग्रामीण समाज में हालत और बद् से बद्तर है। राजनीति के क्षेत्र में महिलाओं की स्थिति सुदृढ़ बनाने हेतु महिला नेताओं को शिक्षा देना आवश्यक है। पंचायत के कार्यों को सुचारू रूप से चलाने हेतु प्रशिक्षण शिविर चलाने चाहिए। महिलाओं को उनके राजनीतिक अधिकार तथा उनके दायित्व के प्रति जागरूक करना आवश्यक है इस हेतु प्रशिक्षण, महिला सम्मेलन, चर्चा सभा का आयोजन करना चाहिए। राजनैतिक उत्तरदायित्व को निभाने के

साथ-साथ महिलाओं को पारिवारिक दायित्व भी निभाना होता है। अतः पति की उनके कार्यों में भागीदारी होना आवश्यक है राजनैतिक माहौल दूषित है अपराधिकरण, आतंकवाद, कालाधन, चरित्र लांछन आदि दुर्गुण है इस माहौल में महिलाएँ राजनीति में प्रवेश करना नहीं चाहती अतः राजनेताओं, राजनैतिक दल तथा सरकार को इस दूषित वातावरण में परिवर्तन लाना आवश्यक है ताकि महिलायें राजनीति में अपना योगदान दे सकें।

**महिलाएँ एवं पंचायती राज**

पंचायतों में महिलाओं के लिए एक तिहाई आरक्षण की व्यवस्था के फलस्वरूप 10 लाख महिलायें त्रिस्तरीय ढांचे में अध्यक्ष और सदस्य पदों पर कार्यरत हैं। महिलाओं का यह राजनीतिक सशक्तिकरण न केवल महिलाओं के विकास के लिए आवश्यक है अपितु यह सदियों से दर्शायी गई रचनात्मक क्षमता को भी समाज के सामने उजागर करता है। पंचायतों के माध्यम से अनेक महिलाएँ जैसे मान लीजिये फातिमा जी, सविता सेन, सुधा पटेल आदि ऐसी हजारों महिलाएँ हैं जिन्होंने पंचायतों का नेतृत्व संभालने के पश्चात् ग्रामीण विकास के अनेक सामाजिक एवं आर्थिक कार्यों को आगे बढ़ाया। 73वाँ संशोधन पारित हुए अभी एक दशक ही पूर्ण हुआ है लेकिन वर्षों से घर की चहारदिवारी के अंदर बंद महिलाओं ने बाहर समाज में आकर एक कुशल प्रशासक के रूप में जिस प्रकार अपनी उपस्थिति दर्ज करायी है वह निःसंदेह ग्रामीण समाज में क्रांतिकारी परिवर्तन का शंखनाद है।

महिलाओं को विकास की मूल धारा से जोड़ने के लिए उन्हें सामाजिक, आर्थिक, शैक्षणिक, प्रशासनिक तथा राजनैतिक दृष्टि से समानता और उन्नति का मार्ग को प्रशस्त करने के अभी भी प्रावधानों, व्यवस्थाओं, नीतियों, संविधान संशोधनों, कानूनों, योजनाओं, कार्यक्रमों के अंतर्गत अच्छे परिणाम आ रहे हैं लेकिन संतोषजनक नहीं है। आज भी महिलाओं संबंधित कोई भी विधेयक संसद में आसानी से पास नहीं हो पाता है। महिलाओं को समाज में बराबरी का दर्जा दिलाने के लिए केवल लक्ष्य निर्धारित करने से कुछ भी नहीं हो सकता। जबकी इसको प्राप्त करने के लिए आवश्यक संसाधन भी जुटाने होंगे।

महिलाओं को राजनैतिक क्षेत्र में उचित भागीदारी दिलाने के लिए भारतीय संविधान के 73वें एवं 74वें संविधान संशोधनों द्वारा देश भर की पंचायतों व जिला परिषदों में महिलाओं के लिए 33 प्रतिशत सीटें आरक्षित करने का प्रावधान किया गया है। जो भारतीय महिलाओं की लोकतांत्रिक संस्थानों में राजनीतिक भागीदारी हेतु सराहनीय कदम है। महिलाओं का राजनीतिक विकास यह एक चिंतन का विषय है। 5

महिलाओं के अनुभव क्षेत्र व्यापक हो रहे हैं और वह अपनी नई भूमिका और कार्य क्षेत्र में अग्रसर हो रही हैं। वह पुरुषों से स्पर्धा नहीं समाज अवसर व सहयोग चाहती है। वह समाज में स्वयं को व्यक्ति रूप

में प्रतिष्ठित करना चाहती है। अनुचित परम्पराओं एवं गलत मूल्यों को नकारने के साहस को उसमें निर्माण हुआ है। व्यक्ति स्वतंत्रता, बंधुत्व, मानव समानता और न्याय के प्रति उसकी आस्था बढ़ी है। वह परम्परागत अनुचित मूल्यों को अस्वीकार कर नए मूल्यों के निर्माण के प्रति प्रयत्नशील है। आज की महिला के कदम भविष्य की ओर बढ़ रही है। आज महिला शिक्षित होकर ज्ञान और बुद्धि के बल पर पुरुष के समकक्ष खड़ी है। शिक्षा की प्रगति ने नारी की सोच को एक दिशा दी है जिसका परिणाम महिला सशक्तिकरण माना जा सकता है।<sup>6</sup>

#### महिला विकास संबंधी नीतियाँ एवं क्रियान्वयन :-

महिलाओं को अनेकानेक कानूनी व्यवस्थाओं से उनके अधिकारों को संरक्षण प्रदान करने के साथ-साथ राष्ट्रीय उद्देश्य और पंचवर्षीय योजनाओं के लक्ष्यों के अनुरूप महिलाओं के कल्याण एवं विकास के लिए भारत सरकार द्वारा समय-समय पर अनेक नीतियों का निर्माण किया गया है ताकि महिलाओं को विशेष सुरक्षा एवं संरक्षण प्रदान किया जा सके।

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## मेंटॉर शिक्षक कार्यक्रम का स्कूल वातावरण के संदर्भ में अध्ययन करना

Dr. Binod Kumar<sup>1</sup>, Raghav Acharya<sup>2</sup>

<sup>1</sup>(Assistant Professor), Educational Planning & Research Assessment,  
State Council of Education Research & Training (SCERT), Govt. of NCT Delhi

<sup>2</sup>(Block Resource Person), State Council of Education Research & Training  
(SCERT), Govt. of NCT Delhi

Corresponding Author - Dr. Binod Kumar

DOI- 10.5281/zenodo.10991520

### शोध समस्या की पृष्ठभूमि

मेंटॉर शिक्षक कार्यक्रम की यात्रा दिल्ली प्रदेश के संदर्भ में दिनांक 13 जनवरी 2016 के परिपत्रक (Circular) से हुई थी जिसमें दिल्ली सरकार के स्कूलों के लिए एक अतिरिक्त पुस्तक प्रगति के लिए कुछ मेंटॉर शिक्षक संसाधन (Resource Persons) व्यक्तियों को नामित किया जाना था। 13 जनवरी 2016 के परिपत्रक के अनुसार शिक्षा निदेशालय दिल्ली सरकार ने 200 मेंटॉर का एक शिक्षक मेंटॉर समूह (Teacher Mentor Group) (TMG) का निर्माण किया इस समूह में ऐसे शिक्षकों को लिया गया जो शिक्षा निदेशालय दिल्ली सरकार के प्रशिक्षित स्नातक शिक्षकों (TGTs) के शैक्षिक एवं शिक्षण क्षमता को बढ़ाने के संदर्भ में काम कर सकें। मेंटॉर टीचर ग्रुप (MTG) में जुड़ने वाले सभी शिक्षक हमारे उप शिक्षा मंत्री श्री मनीष सिसोदिया का पत्रा 'शिक्षकों के नाम शिक्षा मंत्री का पत्रा\*' से बहुत प्रभावित थे और स्वेच्छा से मेंटॉर शिक्षक समूह का हिस्सा बनने के लिए आवेदन किया, लगभग 1100 सौ आवेदन आए सभी अभार्थियों को एक लंबी चयन प्रक्रिया से गुजरना पड़ा चयन प्रक्रिया में विभिन्न व्यक्तित्व परीक्षण, मनोविश्लेषण परीक्षण, व्यक्तिगत विश्लेषण परीक्षा व समुह वाद-विवाद आदि कड़े परीक्षणों से गुजरने के बाद 200 शिक्षकों को चुना गया।

सभी मेंटॉर शिक्षकों के चुनाव के उपरांत दिनांक 7 अप्रैल 2016 को उप शिक्षा मंत्री श्री मनीष सिसोदिया ने दिल्ली विधान सभा में इस कार्यक्रम की विधिवत रूप से शुरुआत की और साथ ही कहा की यदि कोई भी मेंटॉर शिक्षक हमारी प्रतिब(ता के अनुसार यदि कार्य करने में असमर्थ है तो वह अपना नाम वापस ले सकता है। चयनित सभी मेंटॉर शिक्षकों को व्यक्तिगत विकास के लिए देश विदेश के लिए विभिन्न प्रतिष्ठत संस्थानों में प्रशिक्षण हेतु भेजा गया।

### मेंटॉर शिक्षक कार्यक्रम के आधार बिन्द

- एक ऐसे तंत्रा का निर्माण करना जो हमारे परंपरागत शिक्षा तंत्रा में परिवर्तन ल सके।
  - प्रधानाचार्य को शैक्षिक एवं प्रशासनिक सहायता प्रदान करने के लिए।
  - प्रत्येक शिक्षक की विषय अभिक्षमता में सुधार के लिए लगातार प्रयास करना।
  - प्रत्येक विषय अध्यापक के लिए प्रशिक्षण प्रदान करने में सहायता करना।
  - विद्यालय के सफल संचालन के लिए प्रत्येक शिक्षक को सहायता प्रदान करना।
  - प्रत्येक मेंटॉर शिक्षक अपने विषय के लिए ही नहीं अन्य विषय के अध्यापक के लिए भी काम करेगा।
  - प्रत्येक मेंटॉर शिक्षक 5-6 विद्यालयों के लिए कार्य करेगा।
  - प्रत्येक मेंटॉर शिक्षक अपने विषय के संदर्भ में संसाधन व्यक्ति का कार्य करेगा, साथ ही अन्य विषयों के लिए भी संसाधन व्यक्तियों को उपलब्ध कराएगा।
- मेंटॉर शिक्षक एक ऐसा व्यक्ति है जो विद्यार्थियों के सीखने के संदर्भ में विभिन्न कक्षा शिक्षण विधियों के बारे में जनता समझता है।
- मेंटॉर शिक्षक कार्यक्रम के अंतर्गत प्रत्येक मेंटॉर शिक्षक विभिन्न सहायक पुस्तकों के निर्माण व सेवारत शिक्षकों के प्रक्षिण के लिए एक संशाध्यन के रूप में कार्य करेगा।

### शिक्षा निदेशालय दिल्ली सरकार में मेंटॉर शिक्षक की भूमिका

- वर्तमान समय में हमारे मेंटॉर शिक्षक शिक्षा निदेशालय दिल्ली सरकार के विद्यालयाओं में ही नहीं कार्य कर रहे हैं, साथ ही दिल्ली सरकार के विभिन्न शिक्षा तंत्राओं व कार्यालय के साथ लगातार जुड़ी रहते हैं जैसे:-  
SCERT, TDC core team, ADE, RDE, DDE, Zonal coordinator, CLDP team, HOSs-Teachers, Students, PTM, SMC members, Pragati Book Series, Support material, worksheets TDC, CLS, LEM, Mission Buniyad Reading campaign HC/Happiness, EMC, LEI/BB, Diksha (LEAD), DBC, etc.
- विभागीय स्तर पर नियमों के निर्माण व उनके क्रियान्वयन में मेंटॉर शिक्षक एक सेतु का कार्य कर रहे हैं।
- दिल्ली शिक्षा मॉडल को लेकर राष्ट्रीय/अंतरराष्ट्रीय प्रतिनिधियों से जुड़ा रहना व उन्हें सहयोग करना।
- अपने आवंटित स्कूलों के लिए शिक्षण सलाहकार के रूप में कार्य करना।
- विभिन्न कार्य व सभा में स्कूल ब्रांच से जुड़ा रहना।
- TDCs ds co-Learning session में लगातार सहयोग करना, उनकी शैक्षिक चुनीतियों पर काम करना व उचित समाधान करने में सहयोग करना।

- CLDP (Cluster Leader Development Program) की सभा का आयोजन करना व सभा में आयी चुनौतियों का समाधान करना।
  - TDCs के प्रतिपुष्टी सत्रा को लेना व सुझाव देना।
  - Online/offline शिक्षण साधनों के संदर्भ में छोटी-छोटी सभाओं का आयोजन करना।
  - उप शिक्षामंत्री/निदेशक/सहायक शिक्षा निदेशक/क्षेत्रीय शिक्षा निदेशक/उप शिक्षा निदेशक/जिला समन्वयक अधिकारी द्वारा दिये गए कार्य को निर्धारित समय में करना।
  - छात्रों व शिक्षकों की सोंच को एस प्रकार विकशित करना कि वे सभी सहयोग के स्तर कार्य करें।
- मेंटॉर शिक्षक द्वारा किये गए कुछ सूत्रापाती कार्य**
- बोर्ड परिणाम व शिक्षकों की आवश्यकता के अनूपर कार्यशाला व योजना निर्माण का आयोजन मेंटॉर शिक्षकों द्वारा किया गया।
  - Mission buniyad कार्यक्रम की रूपरेखा का निर्माण व संचालन मेंटॉर शिक्षक द्वारा किया गया। Mission buniyad के संदर्भ में लगातार उच्च शिक्षा निदेशक और संयोजकों से बात की, सम. स्याओं व आवश्यकताओं को ध्यान में रखकर संभावित समाधान भी खोजा।
  - कोरोना काल में जब सारा संसार घबराया हुआ था, और शिक्षा का सफल संचालन अब कैसे होगा, तब हमारे सभी मेंटॉर शिक्षकों ने धैर्य का परिचय देते हुए समझ बूझ से काम लिया प्रत्येक छात्रा मानसिक रूप से मजबूत हो तो इसके लिए Happiness sessions का आयोजन किया कि किस प्रकार अजय मस्तिष्क को सक्रिय रख सकते हैं रचनात्मक वह निर्माणकारी निर्णय हम किस प्रकार ले सकते हैं— एक शिक्षक किस प्रकार अच्छा गणित, विज्ञान व अन्य विषय को पढ़ा सकता है।
  - जब कोरोना काल उच्च स्तर पर था तो कुछ हमारे मेंटॉर शिक्षकों ने दवाइयां, ऑक्सीजन, भोजन, व अस्पतालों में बिस्तरों के लिए सहायता की।
  - हमारे छात्रा मानसिक रूप से अच्छे हो उनके लिए Happiness curriculum को बनाया।
  - छात्रों के सीखने के स्तर पर काम किया वह डेपेपवद buniyad campaign को चलाया।
  - देश भक्ति पराक्रम को बनाने में सराहनीय योगदान दिया।
  - EM Cds अंतर्गत Business project को लागू करने में प्रभावशाली योगदान दिया।

#### शोध अध्ययन की आवश्यकता

मेंटॉर शिक्षक कार्यक्रम शिक्षा निदेशालय दिल्ली सरकार के सभी स्कूलों में संचालित किया जा रहा है, इस कार्यक्रम ने शिक्षा से जुड़े सभी पफहलुओं को छुआ है। दिल्ली सरकार के मेंटॉर शिक्षा कार्यक्रम को समूचे देश में सराहा जा रहा है, अन्य प्रदेश भी इस कार्यक्रम से प्रभावित हो कर अपने यहाँ लागू कर रहे हैं, यह कार्यक्रम शिक्षा के क्षेत्र में ही नहीं अन्य क्षेत्रों में भी अपनी भूमिका निर्वह कर रहा है अतः शिक्षा एक सामाजिक और परिवर्तनशील विषय है जिसके शपेक्ष शोध कर्ताओं ने यह निर्णय लिया की वर्तमान मेंटॉर कार्यक्रम इस समय विद्यालयी शिक्षा में क्या भूमिका निभा रहा इस का पता लगाया जाए? क्यों कि

हमारी प्रदेश सरकार इस कार्यक्रम अत्याधिक समय खर्च कर रही है, इस कार्यक्रम की वर्तमान भूमिका क्या है, क्या यह कार्यक्रम अभी ओर चलाया जाए, इस में ओर क्या सुधार की आवश्यकता है, आदि इन प्रश्नों को आधार मन कर, विद्यालयी शिक्षा में शिक्षा निदेशालय दिल्ली सरकार द्वारा संचालित मेंटॉर शिक्षक कार्यक्रम की भूमिका को शोध अध्ययन का विषय बनाया।

#### शोध अध्ययन का शीर्षक

#### शोध अध्ययन का सिधान्तिक आधार

यह कार्यक्रम अप्रैल 2016 में दिल्ली सरकार द्वारा शुरू किया गया, इस कार्यक्रम में शिक्षकों को उनकी अभिक्षमता के आधार पर चुना गया और मेंटॉर शिक्षक बनाया गया और ये मेंटॉर शिक्षक तब से लगातार विद्यालयी शिक्षा में अपना योगदान दे रहे हैं। इस कार्यक्रम के अंतर्गत विद्यालय शिक्षक अपनी – अपनी समस्या को मेंटॉर शिक्षक के समक्ष रखते हैं, मेंटॉर शिक्षक भी सहयोग स्तर से अपने आपको प्रस्तुत करता है। कक्षा शिक्षण एवं विषय अभिक्षमता की समस्याओं का समाधान विषय विशेषज्ञों की सहायता से करता है अतः इस कार्यक्रम को दिल्ली सरकार ने क्रियान्वित करने के लिए लगभग 200 शिक्षकों को लगाया गया है। मेंटॉर शिक्षक भी अपने आपको विषय विशेषज्ञ, सहयोगी एवं समस्या समाधान कर्ता के रूप में प्रस्तुत कर रहे हैं। मेंटॉर शिक्षक बहुत सी कार्यशालाओं को भी क्रियान्वित करता है। मेंटॉर शिक्षक अनेक शिक्षक क्रियाओं व शिक्षक समस्या समाधान में अपनी भूमिका निर्वह कर रहा है।

#### शोध में प्रयुक्त तकनीकी शब्दों की परिभाषा

#### विद्यालयी शिक्षा (School Education)

शिक्षा सामाजिक, आर्थिक एवं राजनीतिक परिवर्तन तथा एक न्यायसंगत समाज के निर्माण के लिए सर्वाधिक महत्वपूर्ण साधन है। इक्कीसवीं शताब्दी में आर्थिक और सामाजिक विकास के लिए प्रासंगिक ज्ञान, दृष्टिकोण एवं कौशल से युक्त सुशिक्षित जनसंख्या अत्यंत आवश्यक है।

शिक्षा समाज को एक सूत्रा में बांधती है। यह सामाजिक एकजुटता एवं राष्ट्रीय पहचान को बढ़ावा देने वाले मूल्य प्रदान करती है। 1976 से पूर्व शिक्षा राज्य सूची का विषय थी। 1976 के संवैधानिक संशोधन के माध्यम शिक्षा को समवर्ती सूची में स्थान दिया गया।

भारतीय स्कूली शिक्षा प्रणाली के सामने आज का सबसे महत्वपूर्ण लक्ष्य Pअधिगम परिणामों (लर्निंग आउटकम) में सुधार करना है। सर्व शिक्षा अभियान (SSA) तथा निरुशुल्क एवं अनिवार्य बाल शिक्षा का अधिकार (RTE) अधिनियम जैसी पहलों के माध्यम से, भारतीय स्कूल प्रणाली ने आगतों (इनपुट) के मापन एवं वितरण पर ध्यान केंद्रित किया है तथा इसमें यह पर्याप्त सीमा तक सफल भी रही है। (<https://www.iasbook>)

#### मेंटॉर शिक्षक (Mentor Teacher)

मेंटॉर शिक्षक: एक ऐसा शिक्षक जो अपने साथी शिक्षकों को कक्षा शिक्षण, विषय अभिक्षमता, स्कूल वातावरण व शैक्षिक समस्याओं के समाधान में लगातार सहयोग करता है साथ ही छात्रों व अभिभावकों से लगातार संपर्क बनाए रखने में उनके समस्या समाधान सदैव तत्पर रहता है।

#### शोध अध्ययन के उद्देश्य

स्कूल वातावरण के सन्दर्भ में मेंटॉर शिक्षक से संवाद की आवृत्ति का अध्ययन करना।

स्कूल वातावरण के सन्दर्भ में प्रभावी शिक्षण के लिए मेंटॉर शिक्षकों के सहयोग का अध्ययन करना।

### शोध अध्ययन का परिचीमन

यह शोध अध्ययन दिल्ली सरकार द्वारा संचालित मेंटॉर शिक्षक कार्यक्रम की भूमिका से संबंधित है अतः यह शोध अध्ययन पूर्णतया मेंटॉर शिक्षक कार्यक्रम पर आधारित है। इस शोध अध्ययन परिक्षेत्रा में शिक्षा निदेशालय निदेशालय दिल्ली सरकार के सभी उच्च माध्यमिक स्कूल, उनके शिक्षक, प्रधानाचार्य, बी. आर. पी DIET नोडेल आधिकारी, पूर्व मेंटॉर शिक्षक और उपशिक्षा निदेशक है

### शोध साहित्य का सर्वेक्षण

संबंधित शोध साहित्य का सर्वेक्षण:- प्रथम अध्याय में अनुसंधान समस्या की उत्पत्ति व उद्देश्यों के निध. र्ण के बाद यह आवश्यक हो जाता है कि अनुसंधान विषय से संबंधित क्षेत्रा में इस से पूर्व क्या-क्या अध्ययन किये गये हैं, उनका पुनरावलोकन किया जाए अतः प्रस्तुत अध्याय संबंधित शोध साहित्य के पुनरावलोकन से संबंधित हैं संबंधित शोध साहित्य अनुसंधान के विषय से संबंधित उन सभी प्रकार की पुस्तकों, ज्ञान कोषों, पत्रा-पत्रिकाओं, प्रकाशित अप्रकाशित शोध प्रबंधों एवं अभिलेखों जुड़ा होता है जिनके अध्ययन से ही अनुसंधानकर्ता ने अपने शोध विषय को चुना व उसके उद्देश्यों का निर्माण कर अध्ययन की रूपरेखा तैयार की। यद्यपि विभिन्न अनुसंधानकर्ताओं ने इस क्षेत्रा में बहुत से कार्य किये हे लेकिन फिर भी यह सुझाव दिये हैं कि अभी भी मेंटॉर शिक्षक कार्यक्रम अभी और कार्य करने की अवशक्यता है।

### प्रभावी संरक्षक शिक्षकों के गुणों का अध्ययन

एलीन मूनी कैम्ब्रिया, डैनियल गुटमोर, पीएच.डी., मेंटॉर, ऐलेन वाकर, पीएच.डी.,वैलेरी गोगर, डी. लिट ;2006 के अध्ययन का उद्देश्य मास्टर शिक्षक और अनुकरणीय संरक्षक की विशेषता की पहचान करना था इसके लिए एक प्रश्नावली का निर्माण किया गया जिसका उद्देश्य मास्टर शिक्षक और अनुकरणीय सं. रक्षक की गुणात्मक जांच करना था7 अध्ययन के आधार पर पाया कि अनुकरणीय गुरु शिक्षक (Mentor Teacher) इस अध्ययन में सकारात्मक, खुशमिजाज लोग पाए गए जो शिक्षण पर विचार करते हैं पेशे में वे अपने छात्रों और शिक्षण के कार्य से प्यार करते हैं, वे जीवन भर शिक्षार्थी, चिंतनशील, अभ्यासकर्ता, देखभालकर्ता और विश्वास के महत्व को पहचानते हैं।

**बराक, एल ओर हसीन, आर (2010)** ने माद्यमिक विद्यालयों के संदर्भ में शिक्षा नेताओं के रूप में मेंटॉर शिक्षकों समझा व मेंटॉर शिक्षकों की भूमिका का अध्ययन किया

डॉक्टर शोध प्रबंध (शिक्षा) औटोरियों संस्थान टोरंटो

पोरंब आई (2015) ने अध्ययन में पाया कि शिक्षा में मेंटॉरशिप की गुणवत्ता शिक्षण व करियर के बदते आकर्षण में एक मत्तवपूर्ण संसाधन है। -द एलीमेंट्री स्कूल जर्नल 116;1)76-102

### गुरु और नए शिक्षक के बारे में आत्म-धारणा एक राज्यव्यापी मेंटोरिंग कार्यक्रम की प्रभावशीलता

अन्ना श्वान, चेरिल वॉल्ड, एंड्रिया मून, एलन नेविल,और जेनीन आउटका, उत्तरी राज्य विश्वविद्यालय ;2018 ने उपरोक्त गुणात्मक अध्ययन में नए शिक्षकों के लिए एक राज्यव्यापी मेंटोरिंग कार्यक्रम में गुरु और नई शिक्षक जोड़ी के प्रभाव की जांच की। प्रतिभागियों में मिड वेस्टर्न, ग्रामीण राज्य में 147 नए शिक्षक और 89 संरक्षक शामिल थे। शिक्षक डीमो ग्राफिक्स में सभी ग्रेड स्तर,

विभिन्न सामग्री क्षेत्रा, नौकरी में एक जैसे और नौकरी एक जैसे नहीं, और जिले में और जिले के बाहर के शिक्षक शामिल थे।

ने संकेत दिया कि सबसे समान जोड़ियों, यानी एक ही जिले और एक ही स्थिति, में कार्य करने वाले शिक्षकों ने सबसे सकारात्मक मेंटोरिंग-अनुभव की सूचना दी। अनुभव के लाभ के रूप में मेंटोरों और नए शिक्षकों द्वारा कई विषयों की पहचान की गई थी। संरक्षक शिक्षकों द्वारा पहचाने गए प्रमुख विषयों में प्रतिबिंब, सकारात्मक बातचीत, मेंटोरिंग, बेहतर निर्देश और सुधार शामिल थे। नए शिक्षकों द्वारा पहचाने जाने वाले प्रमुख विषयों में बेहतर निर्देश, सहयोग, सकारात्मक बातचीत, सुधार, दिशा और समुदाय की भावना शामिल है।

### प्रभावी संरक्षक शिक्षकों के गुणों का अध्ययन

एलीन मूनी कैम्ब्रिया, डैनियल गुटमोर, पीएच.डी., मेंटॉर, ऐलेन वाकर, पीएच. डी, वैलेरी गोगर, डी. लिट ;2006 के अध्ययन का उद्देश्य मास्टर शिक्षक और अनुकरणीय संरक्षक की विशेषता की पहचान करना था इसके लिए एक प्रश्नावली का निर्माण किया गया जिसका उद्देश्य मास्टर शिक्षक और अनुकरणीय सं. रक्षक की गुणात्मक जांच करना था7 अध्ययन के आधार पर पाया कि अनुकरणीय गुरु शिक्षक (Mentor Teacher) इस अध्ययन में सकारात्मक, खुशमिजाज लोग पाए गए जो शिक्षण पर विचार करते हैं पेशे में वे अपने छात्रों और शिक्षण के कार्य से प्यार करते हैं, वे जीवन भर शिक्षार्थी, चिंतनशील, अभ्यासकर्ता, देखभालकर्ता और विश्वास के महत्व को पहचानते हैं।

**बराक, एल ओर हसीन, आर (2010)** ने माद्यमिक विद्यालयों के संदर्भ में शिक्षा नेताओं के रूप में मेंटॉर शिक्षकों समझा व मेंटॉर शिक्षकों की भूमिका का अध्ययन किया डॉक्टर शोध प्रबंध (शिक्षा) औटोरियों संस्थान टोरंटो **पोरंब आई (2015)** ने अध्ययन में पाया कि शिक्षा में मेंटॉरशिप की गुणवत्ता शिक्षण करियर के बदते आकर्षण में एक मत्तवपूर्ण संसाधन है। -द एलीमेंट्री स्कूल जर्नल 116(1)76-102

### सेवा-पूर्व परामर्श में मेंटोर शिक्षकों की भूमिका की जांच करना

बियाओ ली फांग, बदरिया बिन्ती सानी और नूर ऐजुरी बिन्ती मो. आजमिन (2020) स्नातकोत्तर अध्ययन और अनुसंधान संस्थान, यूनिवर्सिटी टुंकू अब्दुल रहमान, कम्पार,मलेशिया) ने शिक्षण अभ्यास अध्ययन में पाया कि पूर्व-सेवा शिक्षकों को वास्तविक शिक्षण का वास्तविक अनुभव मिलता है कक्षा संरक्षक शिक्षक जिन्हें सेवा-पूर्व शिक्षकों को मेंटोरिंग और पर्यवेक्षण करने का कार्य सौंपा गया है, मलेशियाई संदर्भ से संबंधित व्याख्यात्मक, अनुक्रमिक, मिश्रित-विधि अनुसंधान डिजाइन, में हमने 385 शिक्षकों की भर्ती की ये सेवा पूर्व शिक्षक जिन्होंने शिक्षण अभ्यास में भाग लिया था और 6 संरक्षक शिक्षक जिन्होंने पहले सलाह दी थी सेवा पूर्व शिक्षक को इसमें ऑनलाइन प्रश्नावली और टेलीफोन साक्षात्कार को क्रमिक रूप से उपयोग किया गया था । निष्कर्ष पाया गया कि संरक्षक शिक्षकों ने सेवा पूर्व शिक्षकों को सलाह देने में महत्वपूर्ण भूमिका निभाई है लेकिन कुछ भूमिकाओं में अनावश्यक और महत्वहीन पाया गया।

### अनुसंधान की विधि एवं प्रक्रिया



इस अध्याय में उन समस्त अध्ययनों का सर्वेक्षण किया जाएगा जो प्रस्तुत अनुसंधान से संबंधित हैं इन अध्ययनों में प्रयुक्त उपकरण, अकड़ों के विश्लेषण हेतु प्रयुक्त संखिकीय प्रविधि आदि का अध्ययन किया जाता है। इससे अनुसंधान करता को विषय के बारे में सही दिशा एवं विधि का ज्ञान मिलता है अतः वर्तमान अध्याय में शोधार्थी ने इस अनुसंधान में प्रयुक्त की गयी विधि एवं प्रक्रिरीय का वर्णन प्रस्तुत करने के प्रयास किया है।

#### अनुसंधान विधि

अनुसंधानकर्ता ने वर्तमान अनुसंधान कार्य को पूरा करने हेतु सर्वेक्षण विधि को चुना है सर्वेक्षण का इंग्लिश रूपांतरण survey है जो दो शब्दों से मिल कर बना है मूल रूप sur(sor) तथा vey(veeir) पर आधारित है जबकि ह्यशब्द का अर्थ sur(sor) का sor होता है इस प्रकार से over veeir का संयुक्त अर्थ उफपर से देखना अवलोकन अथवा अन्वेषण होता है।

अतः सर्वेक्षण अकड़ों को संग्रह करने की प्रक्रिया है जिसका तब प्रयोग किया जाता है जब अनुसंधान प्रारम्भिक रूप से कारण और प्रभाव संबंधित नहीं होता। वास्तव में किसी प्रकरतिक घटना की प्रकृति व दशाओं की यथार्थ जानकारी प्राप्त करने हेतु सर्वेक्षण विधि का प्रयोग किया जाता है।

सामाजिक तथा शैक्षिक क्षेत्रों में सर्वेक्षण एक समस्या से संबंधित अकड़ों के संकलन का महत्वपूर्ण साधन व उपकरण है। शैक्षिक क्षेत्रों में सर्वेक्षण विवरणात्मक अनुसंधान एक अभिन्न अंग रहा Webster's New collegiate dictionary(1949) pag.855

#### अनुसंधान जनसंख्या

अनुसंधान जनसंख्या के रूप में अनुसंधानकर्ता ने शिक्षा निदेशालय दिल्ली सरकार के समस्त विद्वलयों के शिक्षक, प्रधानाचार्यों, पूर्व मेंटॉर शिक्षक, डाइट मेंटॉर नोडल अधिकारी, बी.आर. पी., सी.आर.सी. और उपशिक्षा निदेशक को समलीत किया।

#### अनुसंधान न्यदर्श एवं चयन की प्रक्रिया

अनुसंधान न्यदर्श एवं चयन की प्रक्रिया के अंतर्गत यादृच्छिक नमूना (यादृच्छिक प्रतिचयन) विधि को लिया और अंततः अनुसंधान कार्य के लिए 1042 शिक्षक, 17 पूर्व मेंटॉर शिक्षक, 07 बी.आर. पी., 14 सी.आर.सी., 5 डाइट मेंटॉर नोडल अधिकारी, 126 प्रधानाचार्य और 02 उपशिक्षा निदेशक को लिया गया 7

#### अनुसंधान अध्ययन में प्रयुक्त उपकरण

अध्ययन की चर्तांतजप व अनुसंधान उद्देश्यों को ध्यान में रखते हुए 35 पदों की एक प्रश्नावली का निर्माण किया गया

#### अनुसंधान में प्रयुक्त उपकरण (Tool) का औचित्य

प्रश्नावली का निर्माण अनुभवी अनुसंधानकर्ताओं, शोधकर्ताओं व अनुसंधान विषय की समझ रखने वाले व्यक्तियों द्वारा किया गया। इस उपकरण की वेधता के लिए दो दिन की पुनरीक्षण कार्यशाला का आयोजन किया गया और इसके बाद उपकरण को पुनरीक्षण के लिए संयुक्त निदेशक (Joint Director), SCERT को भेजा गया उन्होंने भी इस प्रश्नावली का पुनः पुनरीक्षण कराया 7 अतः यह शोध उपकरण अपने आप में एक वैध उपकरण था।

#### उपकरण का प्रशासन एवं आकड़ों का संकलन

उपकरण के प्रशासन के लिए एक गूगल पफॉर्म (google form) बनाया गया और online आँकड़ों के संग्रहण हेतु संबंधित अधिकारियों के आदेशानुसार अनुसंधान जनसंख्या परिक्षेत्रा में भेजा गया 7

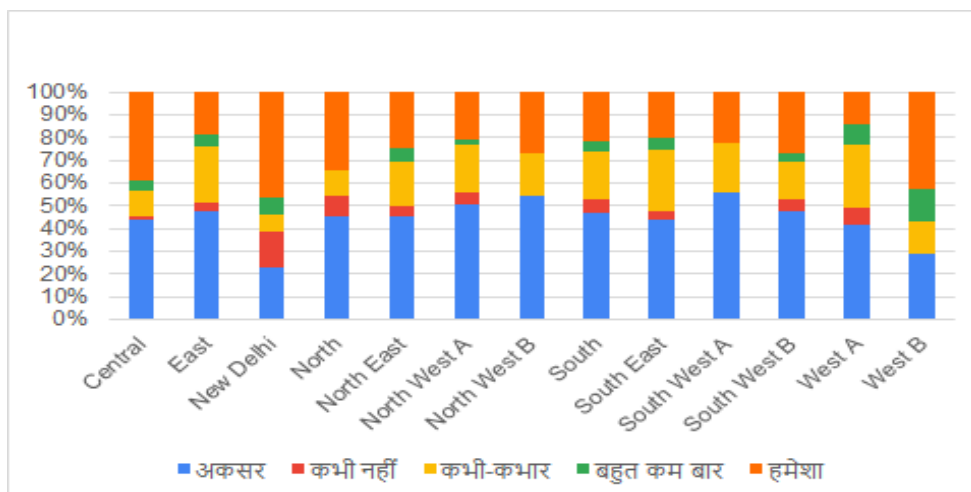
#### आँकड़ों का आँकलन

आँकड़ों का आँकलन अनुसंधान उद्देश्यों के संदर्भ में गूगल फॉर्म से प्राप्त सूचनाओं के आधार पर किया गया संख्याकीय प्रविधि का प्रयोग

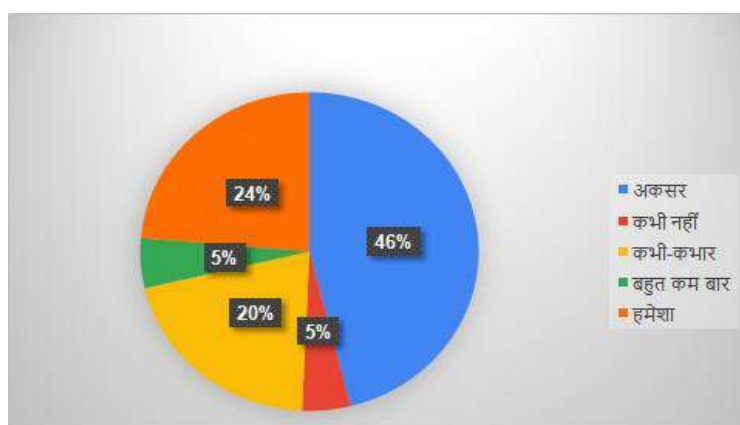
इस अनुसंधान कार्य में विषय की प्रकरती व उद्देश्यों के अनुसार प्रतिशतता व ग्रापफीय विधि को लिया गया।

तालिका .स्कूल वातावरण के सन्दर्भ में मेंटॉर शिक्षक से संवाद की आवृति।

District	अकसर	कभी नहीं	कभी-कभार	बहुत कम बार	हमेशा	Grand Total
Central	27	1	7	3	24	62
East	93	7	48	10	37	195
New Delhi	3	2	1	1	6	13
North	16	3	4	0	12	35
North East	174	17	73	23	95	382
North West A	50	5	21	2	21	99
North West B	6	0	2	0	3	11
South	93	11	42	9	42	197
South East	46	4	28	6	21	105
South West A	5	0	2	0	2	9
South West B	26	3	9	2	15	55
West A	18	3	12	4	6	43
West B	2	0	1	1	3	7
<b>Grand Total</b>	<b>559</b>	<b>56</b>	<b>250</b>	<b>61</b>	<b>287</b>	<b>1213</b>



**आरेख-** स्कूल वातावरण के सन्दर्भ में मेंटॉर शिक्षक से संवाद की प्रतिशत अनुसार जिलेवार राय।



**आरेख-**

स्कूल वातावरण के सन्दर्भ में मेंटॉर शिक्षक से संवाद की प्रतिशतवार राय।

स्कूल वातावरण के सन्दर्भ में, तालिका 4.2.1 के अनुसार 559 उत्तरदाताओं की राय में अकसर, 56 का कभी नहीं, 250 का कभी-कभार, 61 का बहुत कम बार और 287 का हमेशा मेंटॉर शिक्षक से संवाद होता है।

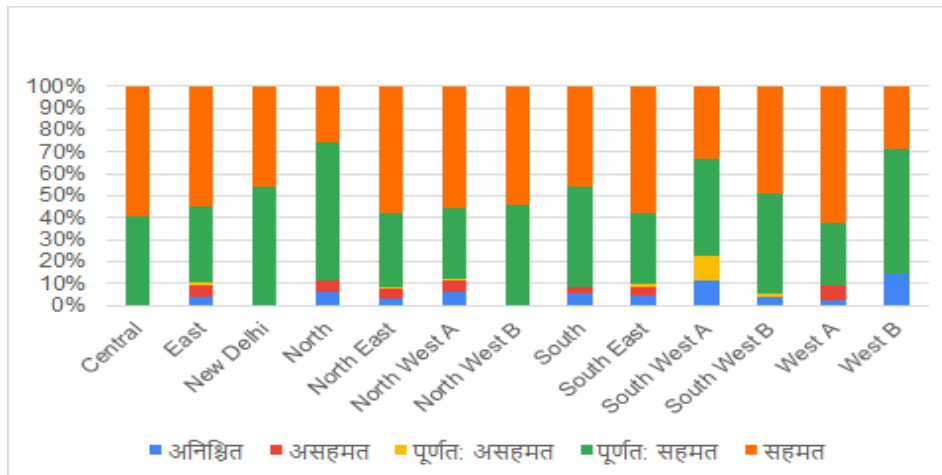
क्या मेंटॉर शिक्षक अपने सुझाव देने से पहले प्रिंसिपल और शिक्षकों से बात करता / करती हैं ?

मेंटॉर शिक्षक का सुझाव देने से पहले प्रिंसिपल और शिक्षकों से बात करना।

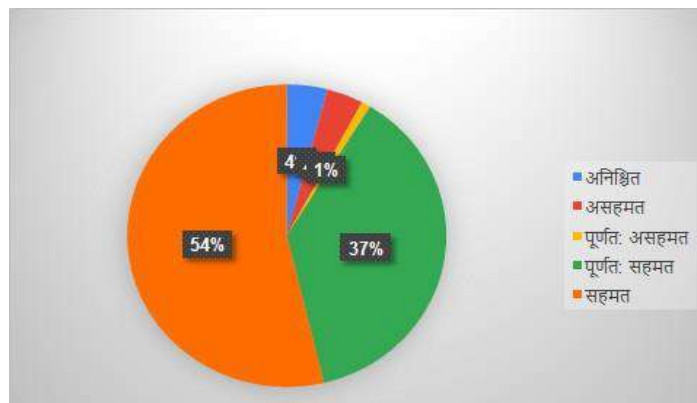
पूरे अकादमिक सत्रा में प्रभावी शिक्षण के लिए मेंटॉर शिक्षकों का सहयोग।

**तालिका स्कूल वातावरण के सन्दर्भ में प्रभावी शिक्षण के लिए मेंटॉर शिक्षकों के सहयोग के संदर्भ में राय।**

District	अनिश्चित	असहमत	असहमत पूर्णतः	पूर्णतः सहमत	सहमत	Grand Total
Central	0	0	0	25	37	62
East	8	10	3	67	107	195
New Delhi	0	0	0	7	6	13
North	2	2	0	22	9	35
North East	13	16	3	128	222	382
North West A	6	5	1	32	55	99
North West B	0	0	0	5	6	11
South	11	5	1	90	90	197
South East	5	4	1	34	61	105
South West A	1	0	1	4	3	9
South West B	2	0	1	25	27	55
West A	1	3	0	12	27	43
West B	1	0	0	4	2	7
<b>Grand Total</b>	<b>50</b>	<b>45</b>	<b>11</b>	<b>455</b>	<b>652</b>	<b>1213</b>



**आरेख** प्रभावी शिक्षण के लिए मेंटॉर शिक्षकों के सहयोग के संदर्भ में प्रतिशत अनुसार जिलेवार राय।



पूरे शैक्षणिक सत्रा में प्रभावी शिक्षण के लिए मेंटॉर शिक्षकों के सहयोग के संदर्भ में प्रतिशतवार राय।

पूरे शैक्षणिक सत्रा में प्रभावी शिक्षण के लिए मेंटॉर शिक्षकों के सहयोग के संदर्भ में तालिका 4.1.1 के अनुसार 50 उत्तरदाता अनिश्चित हैं, 45 असहमत, 11 पूर्णतः असहमत, 455 पूर्णतः सहमत और 652 सहमत हैं।

क्या मेंटॉर शिक्षक ने कभी आपको कक्षा-शिक्षण संबंधी गतिविधियों में सुधार लाने के लिए कोई सुझाव दिए?

मेंटॉर शिक्षकों द्वारा कक्षा-शिक्षण गतिविधियों में सुधार के लिए सुझाव।

#### प्रमुख शोध परिणाम

#### मेंटॉर शिक्षक कार्यक्रम का स्कूल वातावरण के संदर्भ में अध्ययन।

स्कूल वातावरण के संदर्भ में 46% उत्तरदाताओं का अक्सर और 24% का हमेशा मेंटॉर शिक्षक से संवाद होता है। सुझाव देने से पहले, 42% उत्तरदाताओं की राय में वह अक्सर और 42% की हमेशा प्रिंसिपल और शिक्षकों से बात करते हैं। मेंटॉर शिक्षक के सुझावों को 49% उत्तरदाताओं की राय में हमेशा और 41% के अनुसार अक्सर विद्यालय द्वारा अपनाया जाता है। विद्यालय में सृजनात्मक परिवेश के बारे में 51% उत्तरदाताओं का महीने में एक बार तथा 32% का सप्ताह में एक बार संवाद मेंटॉर शिक्षक से होता है।

विद्यालय के माहौल में मेंटॉर शिक्षक के प्रयासों के संदर्भ में परिवर्तन नहीं होने पर 62% उत्तरदाता असहमत हैं। 54% उत्तरदाताओं के अनुसार विद्यालय वातावरण में

बदलाव के लिए मेंटॉर शिक्षक द्वारा किये गए प्रयास प्रभावी हैं।

58% उत्तरदाताओं के अनुसार मेंटॉर शिक्षक एक मित्रा की भूमिका निभाते हैं जिसके साथ शिक्षक अपनी चिंताओं और चुनौतियों को साझा करते हैं। प्रतिशतवार उत्तरदाताओं की राय पर आधारित परिणामों पर हम कह सकते हैं की मेंटॉर शिक्षक कार्यक्रम का स्कूल वातावरण के संदर्भ में कार्य सराहनीय है।

#### मेंटॉर शिक्षक कार्यक्रम के संदर्भ में शिक्षकों की कक्षा-शिक्षण संबंधी अवधारणा।

54% उत्तरदाता सहमत हैं और 37% पूरी तरह से सहमत हैं कि मेंटॉर शिक्षक प्रभावी शिक्षण के लिए पूरे शैक्षणिक सत्रा में सहयोग करते हैं। 36% के अनुसार अक्सर जबकि 32% कहते हैं कि हमेशा मेंटॉर शिक्षक कक्षा-शिक्षण गतिविधियों को बेहतर बनाने के लिए सुझाव देते हैं। 65% सहमत हैं और 24% पूरी तरह से सहमत हैं कि स्कूल में मेंटॉर शिक्षक के सुझावों को अपनाने के बाद कक्षा-शिक्षण गतिविधियों की गुणवत्ता में सुधार देखा जाता है।

36% का मत है कि शिक्षकों या छात्रों को मेंटॉर शिक्षकों द्वारा सुझाई गई गतिविधियों का प्रदर्शन अक्सर दिया जाता है जबकि 32% के अनुसार यह हमेशा दिया जाता है।

62% सहमत हैं और 24% पूरी तरह से सहमत हैं कि मेंटॉर शिक्षक द्वारा आयोजित कक्षा-शिक्षण गतिविधियों के कारण स्कूलों में सकारात्मक सुधार हुआ है।

61% सहमत हैं कि मेंटॉर शिक्षकों की भागीदारी के बाद कक्षा-शिक्षण गतिविधियों के बारे में शिक्षक की धारणा में बदलाव आया है।

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