

Platinum 2020

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POST - CENTENARY YEAR OF Gokhale Education Society, Nashik

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Gokhale Education Society's
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• **MISSION** •

To cater the educational needs and uplift of the Society, economically weaker downtrodden & backward section of rural community

• **GOALS** •

- To make all-out efforts to take higher education to the rural community;
- To make the students resourceful for the facing the challenges of ever changing society;
- To create character building for good and responsible citizen;
- To run the curricular and Co-curricular programmes for the holistic personality development of students
- To run the curricular and Co-curricular programmes for the holistic personality development of students

• **OBJECTIVES** •

- To provide knowledge and competency based course of the University of Mumbai.
- To provide training to the Teaching and Non-teaching Staff to improve the skill and impart Quality Education through innovative teaching learning methods.
- To provide infrastructure facilities and recourse for the student for their personality development.

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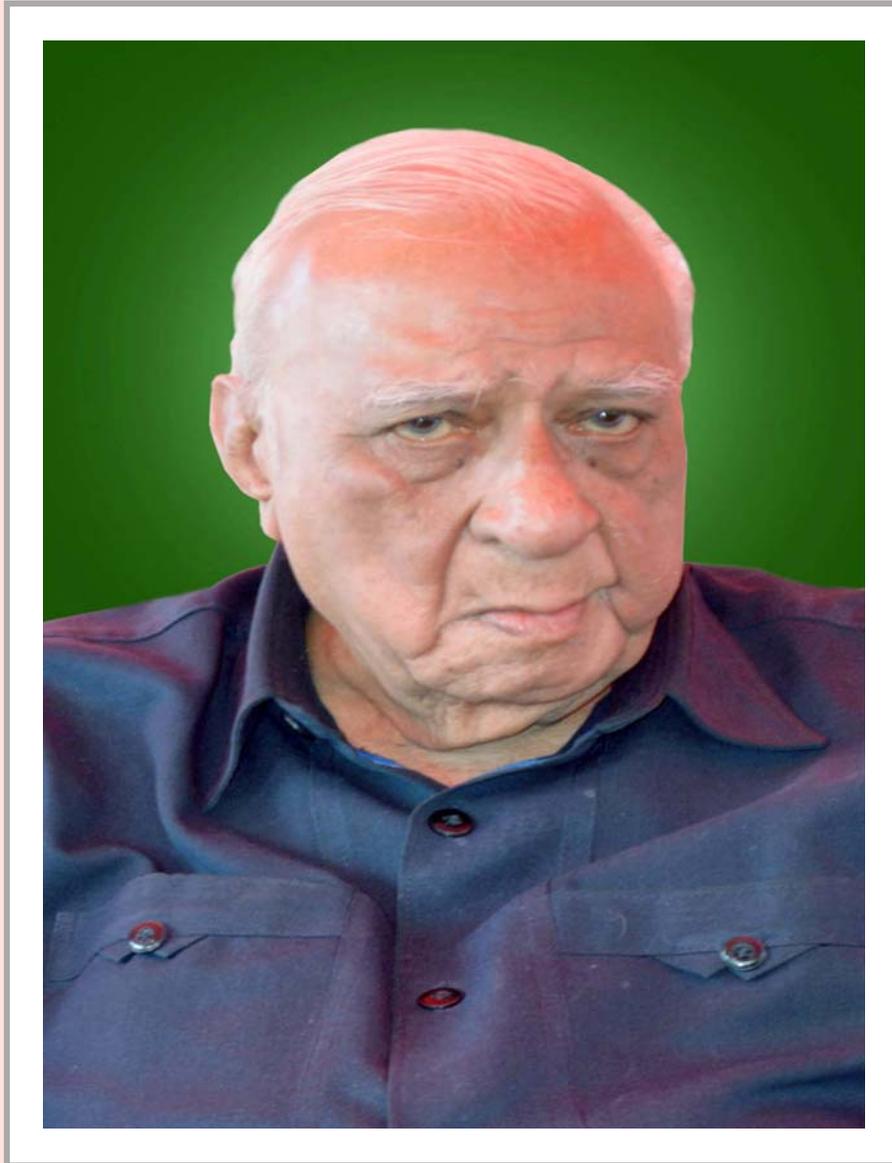
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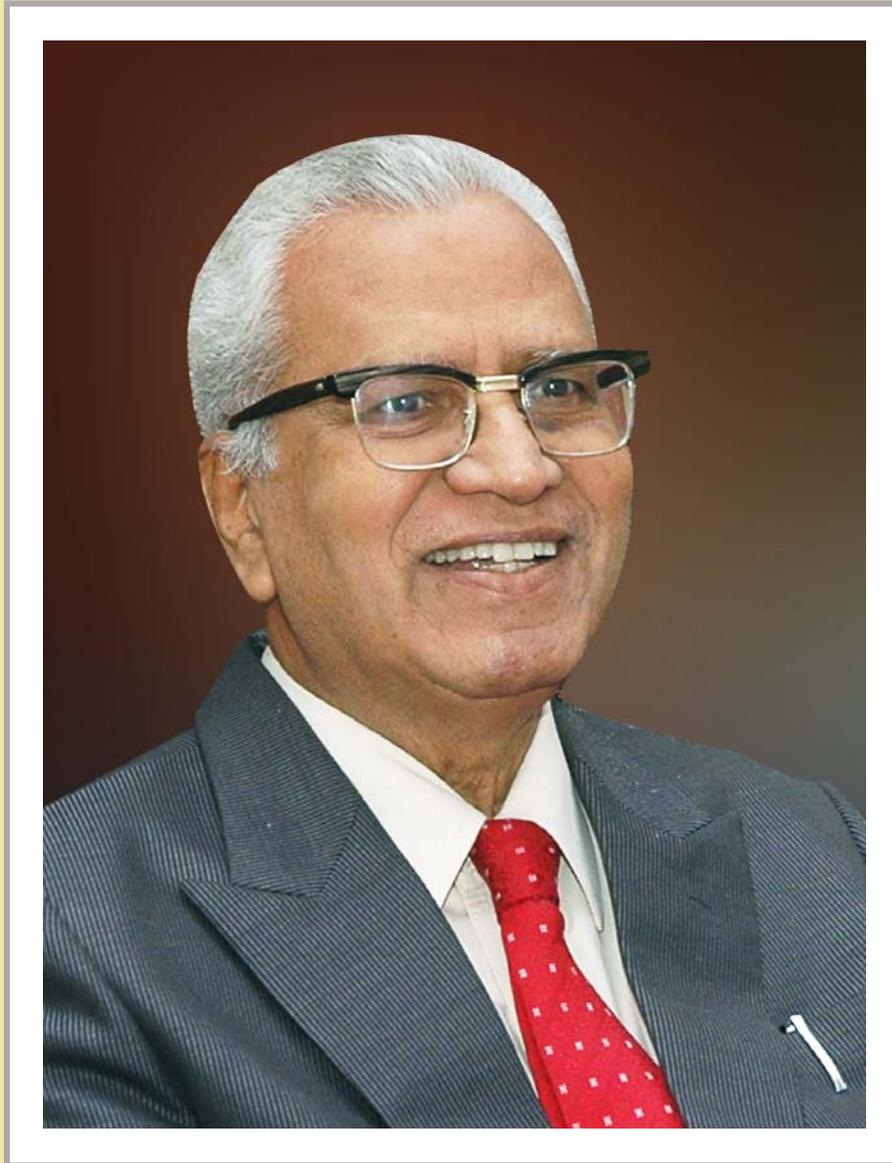
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Instrumental in revitalization of Gokhale Education Society

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प्लॅटिनम या त्रैमासिकात प्रसिद्ध झालेली मते संपादक, सहसंपादक, कार्यकारी संपादक, आणि सल्लागार मंडळ यांना मान्य असतीलच असे नाही. या नियतकालिकात प्रसिद्ध करण्यात आलेल्या लेखातील लेखकांची मते ही त्यांची वैयक्तिक मते आहेत. तसेच शोधनिबंधाची जबाबदारी ज्या-त्या लेखकांवर राहिल.

मेसर्स अथर्व पब्लिकेशन्सच्यावतीने कार्यकारी संपादक श्री.युवराज माळी यांनी प्लॉट नं. १७, देविदास कॉलनी, धुळे-४२४ ००१ (महाराष्ट्र) येथे प्रकाशित केले व झसेका प्रिंटर्स, जळगाव येथे मुद्रित केले. मोबाईल : ९४०५२०६२३०. जळगाव (ऑ.) : ०२५७-२२३९६६६.

Editor's Desk

It is my immense pleasure to publish this Platinum 2020 on the occasion Post Centenary Year of Gokhale Education Society Nasik. I feel proud to state that this edition will fulfill the wide space and needs of Researchers from Various disciplines from all over Maharashtra and outside too. I assure that this issue will show the richness and quality of Research excellence.

Hon. Sir Dr. M. S. Gosavi saheb always says change is the only constant thing in the world. Education develops the holistic personality of Learners at all levels. The intellectual strength of upcoming smart new generation must be converted into marketable commodities And employability in education is very important which makes students capable of doing their Best. Higher Education must enable the learner to lead, to create, to develop and to represent their own new ideas and perception by way of Research. For this issue Secretary and Director General of Gokhale Education Society Hon. Prin. Dr. Sir M. S. Gosavi and President Hon. Prin. S. B. Pandit Saheb Blessed us a lot. Our H. R. Director, Dynamic and Innovative Personality Hon. Prin. Dr. Deepti Deshpande always encourages and appreciate such type of constructive, innovative and glorious ideas. I hearty thankful to all dignitaries for encouraging and positive support.

In this issue variety of Research Papers from all streams or domain have been incorporated on which researchers have articulated Their scholar opinion and expressions and put across their study findings which have really made this volume impact making and profound.

I would like to mention that the Research Papers published in this issue is scrutinized and reviewed by the expert in respective fields, teachers and research scholars. Since efforts are taken by the teachers of Junior and Senior College. I appeal all teachers for enjoying this platform. I extremely thanks to my colleagues and paper writers and research scholars. I welcome also the expectations and suggestions from the learned personalities from all streams for next issue

Prin.Dr. Shrinivas V Joshi

Gratitude

It's with great pride, privilege & enthusiasm we are releasing this National Multidisciplinary Journal Platinum 2020 on occasion of Post Centenary year of Gokhale Education Society, Nashik. I, with great anticipation invite you to read this issue which has touched wide areas & corners of research from various disciplines within the boundary of Nation. This issue surely will show the quality research.

With continuous boosting, appreciation & anticipation of innovative ideas of H. R. Director of G. E. S. Hon. Prin. Dr. Mrs. Deepti Deshpande, all the teaching & non teaching staff members of the college taking this continuous efforts in self development in developing Holistic personality of students, making them resourceful to sustain themselves in competitive world.

Enormous efforts have taken in development of this interdisciplinary journal having ISSN & I believe that the efforts will be reflected in this edition. I found this journey very interesting.

I am extremely proud of our board members & find myself fortunate to work with leashed, talented persons with disciplinary background.

A variety of research papers, Articles from various domain have been compiled which would make this volume impactful. I am very much thankful to all the authors who have contributed this research in this journal & also appeal all teachers & researchers to enjoy this platform.

Mr. Nilesh S. Chavan

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Collection and Development of Resources in the Electronic Environment

Prin. S. B. Pandit

Emeritus Professor

President, Gokhale Education Society, Nashik

(A) Collection of resources in the foundation of

- Generation of knowledge Diversity
- and knowledge Diversity

The knowledge flows as under -

- Knowledge in existence
- Additions to knowledge in various dimensions
- Which dimension remained undeveloped and unknown?
- Which is the source available to make undeveloped a developed?
- To make unknown a known
- To fathom out the sources which will serve the purpose

Hence in the electronic era though the collection is easy, the selectivity of knowledge for the purpose for which it is required is very difficult when the flood of information is on the internet.

The more difficulty is experienced when the correct, relevant and suitable information is needed to serve the required purpose.

There requires not only the known source of information but also

- an analytical mind
- Creative intellect
- and the skill of Seeker of information

If the seeker of Information is not equipped with these attributes the purpose may not be served.

It may serve half-way having so many deficiencies and can be attributed as "Imperfect".

Therefore in the "Electronic Age"

- The seeker of Information
- The Transferer of Information
- The User of Information

All need training in:-

- Skill in selecting
- Skill in using
- Skill in Transferring
- and the skill in Narrating and interpreting

Therefore focusing only on the "Collection Development – of resources" will not serve the purpose.

Along with that the personnel will have to be trained,

and equipped with the skill of:-

- knowing the resources
- Collecting the required relevant information
- Analyzing the information
- Classifying it
- Storing it in a classified manner
- Knowing the exact need of a user
- Transferring the information to the user as required
- If needed seeking additional information to suit the purpose of the user

Therefore the job of persons involved in this becomes more complex and skill oriented. For which suitable facilities of training in the skills and methodology is needed.

(B) Available Resources are screened

The present available resources are :-

- The Books
- The Periodicals
- On line resources – Internet and Net Works.
- Telecommunications
- CD ROM information resources
- Agencies collecting information etc.

The usefulness of information / knowledge offered by those resources depends upon :-

- Up to date ness
- Reliability
- Rationality
- Authoritative
- Validity
- Usability

How for these ingredients a source possesses will decide its utility

The above said characteristics will have to be related with

- user's need
- Suppliers knowledge and skills
- Right classification of Information to suit subject matters.
- Skilled personnel responsible for storing the information / knowledge.
- Trained personnel in handling electronic media and Telecommunication / Computer /

Internet / Networks etc.

The printing sources of information and knowledge such as

- Books
- Periodicals
- Journals

May suffer on account of

- Their up to date ness
- up to minute ness
- Right resources / References
- Reliability

Hence in the era of fast development of

- Electronic Media
- Computers
- Telecommunications
- Various net works

People will prefer to rely on electronic resources.

(C) Info – Power

The age of Globalisation is dominated by Info-Power.

The country which possesses the best Information Management Techniques leads.

The expertise of the Information Management lies in keeping an Eye on Latest – Information.

Not only that but an “Ability to convert Information into Knowledge”.

Samuel Jonson an American Philosopher said:-

- Knowledge is of two types
- One you possess
- and the other to know where to get it

Therefore strategy towards Globalisation should involve

- Monitoring the moves of the competitors
- Also known as “Competitive Intelligence through “Effective Information Management System”.

Therefore to achieve lead and sustaining it. will require

- Skill of collecting Information
- Managing and Interpreting it in the light of users’ need

Thus such strategic Information Management System is required in the age of rapid development of computer and Telecommunication Technologies, knitted with closely effective information management techniques.

This is how we can create our place in “Electronic Information Revolution.

The combination of

- Computing Technology
- and Information Power will influence the changes in Global Scenario

(D) Information Technology (IT)

The rapid growth of Information Technology has out-dated many sources of Information

The rate of obsolescence is very high

Peter Drucker would have put it bluntly “The I T Management will have to abandon everything they have back doing in the past.

The following are the attributes of modern I T

Reach -Geographically extension of systems and accessibility of total number of people

Range -Share ability of information across systems. Across organizational boundaries and across organizational levels.

Depth -Penetration of systems into “Individual Users” organizational users.

Change-The ability of the Information systems to respond quickly to changes in the environment.

(E) The Planning of use of Information / Knowledge

Before using the Information / knowledge, Planning of use is very essential

For that the following planning process will have to be adopted.

The Planning process

- Diagnosis – Identification of Information
- Prognosis – Forecast – course of usability of information
- Objectives – For what purpose the Information can be used
- Strategy – What is the best way / methodology to use it.
- What is the best purpose for which it can be used ?

Tactics - What specific means / methodology to be adopted to keep the lead. ?

What specific skills to be imbibed in the personnel ?

What specific Training should be given to achieve the purpose.

Control –

What measures should be adopted to watch the progress of implementation on strategic points where guidance is required for smooth progress and achievement of objective.

To conclude Collection and Development of resources in the Electronic Environment is linked with the Development and the growth of Information Technology. The human capital involved in this should be trained in the skills and the methodology to transfer the information / knowledge to the users. The training in the skills will have to keep pace with the development and growth of Information Technology.



Developing Awareness of Legal Provisions Amongst Women

Prin. S. B. Pandit

Emeritus Professor

President, Gokhale Education Society, Nashik

A) Right of Human Beings.

- a) Right of Food
- b) Right to clothing
- c) Right to shelter
- d) Right to Education
- e) Right to Health care
- f) Right to equality – Without any sort of discrimination A modern welfare Nation must guarantee and fulfill these rights.

B) A number of conventions have been concluded under the auspices of united Nations to Protect these rights.

C) The Universal Declaration of

- I. Human Rights 1948 (UDHR) recognises the Equal Rights of men and women.
- II. The UDHR declares that every one is entitled to all rights and freedoms set forth in this declaration without distinction of sex.
- III. Discrimination in the enjoyment of civil, Political, economic social, and Cultural right on the basis of sex has been Prohibited under the International Covenant on civil and Political Rights (ICCPR)
- IV. And the International Covenant on Economic Social and Cultural Rights (ICESCR)
- V. A number of declaration and conventions on facets of women's Rights were adopted by the United Nations.
- VI. They include:-
 - a) The convention on the Political Rights of Women, 1952.
 - b) Convention on the Nationality of Married women, 1957.
 - c) Declaration on the Elimination of Discrimination against women 1967.
 - d) And the Declaration on the Protection of women and children in emergency and Armed conflict 1974.
 - e) The convention on Elimination of All forms of Discrimination against women (CEDAW) was adopted in 1979 and entered into force in 1981.

f) It is the most comprehensive to treaty on women's Human Rights, establishing legally binding obligation to end discrimination.

g) India is a Party to the Convention on the elimination of all forms of Discrimination against women (CEDAW)

(D) Conferences held during the UN sponsored Inter National Women's

- a) Decade (1976 to 1985)
 - i. In 1975 at Mexico City
 - ii. In 1980 at Copenhagen
 - iii. In 1985 at Nairobi
 - iv. In 1995 at Beijing
- b) The Beijing conference in 1995 identified the following critical areas of concern :-
 - i. Women and Poverty
 - ii. Education and Training of women.
 - iii. Women and Health
 - iv. Violence against women.
 - v. Women and Armed conflict
 - vi. Women and the Economy
 - vii. Institutional Mechanisms for the advancement of women.
 - viii. Human Right of women.
 - ix. Women and the Environment.
 - x. Women and the Media.
 - xi. The Girl Child.

E) Constitutional Law of India

- a) Article 14:- Provides Equality before the Law and Equal Protection of the Laws for both men and women.
- b) Article 15:- No Discrimination Against any citizen on the grounds of sex.
- c) Article 16:- Equality of opportunities in the matter of public appointments for all citizens guaranteed and in particular gender-based discrimination in respect of employment or office under the state has been prohibited.
- d) Article 39(a):- Directs the state to ensure that both men and women have the right to an adequate means of livelihood and there is equal pay for equal work for men and women.

- e) Article 39(c):- Directs the state to secure the Health and strength of workers men, and women and children.
- f) Article 42:- Directs the state to make Provisions for ensuring just and humane condition of work and for maternity relief.
- g) Article 51A(e):- The fundamental duties require for every citizen to renounce the practices derogatory to the dignity of women.
- h) Article 243 D(3):- State that Thirty-Three percent of the seats in every Panchayats are reserved for women.
- i) Article 243 T(3):- State that Thirty-three percent of the seats in each municipality are reserved for women.

F) Other major laws Protecting women.

- i. Immoral Traffic Prevention Act 1956.
- ii. The maternity Benefit Act 1961.
- iii. Medical Termination of Pregnancy Act 1971.
- iv. The Equal Remuneration Act 1976.
- v. The Family court's Act 1984.
- vi. The Indecent Representation of women (Prohibition) Act 1986.
- vii. The commission of Sati (Prevention) Act 1987.
- viii. The legal Service Authorities Act 1987.
- ix. Prohibition of Dev dasi system.
- x. The maternity Benefit (Amendment) Act 1989.
- xi. The Indian Penal Code 1860 Contains many provisions Pertaining to women.

- xii. Protections are given to women in various labour legislation.
- xiii. The Dowry Prohibition Act – 1961.
- xiv. The Immoral Traffic (Prevention Act 1986).
- xv. The child marriage Restraint Act 1929.
- xvi. The National commission for women Act 1990.
- xvii. Parental Diagnostic Techniques (Regulation and Prevention of misuse) Act 1994.
- xviii. The criminal Law Amendment Act 1983.

G) To conclude:-

- a) There are Lots of Human Rights conventions by UNO
- b) There are provision in Indian constitution to provide Equality to women.
- c) There are laws Protecting women But in spite of all these Provisions the women are not getting the benefits of all these inactments. for that purpose the-
 - i. Women Should be made aware of their rights.
 - ii. They should be made aware of the laws and Provision in the constitution.
 - iii. The men will have to be educated.
 - iv. And their mind-set will have to be changed.
 - v. It is because the inequalities between men and women roots in societal norms and values.

May Equality in Gender, Caste, Religion and Human Beings Prevail.





Higher Education : Quality Enhancement

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Introduction

India, today, is considered as a talent pool of the world, having qualified and educated human resources in abundance. This has been one of the primary reasons for transformation of India into one of the fastest growing economies in the world since liberalization in the 1990s. As the economist Clark Kerr observed, "On a global scale wealth and prosperity have become more dependent on the access to knowledge than the access to natural resources". India's aspirations to establish a knowledge society in the context of increasing globalization, is based on the assumption that higher and technical education essentially empowers people with the requisite competitive skills and knowledge. It has been realized that it is the quality of education that prepares one for all pursuits of life and in the absence of an acceptable level of quality, higher education becomes a mere formalism devoid of any purpose or substance. As a result, from around the turn of the century, increasing attention has also been paid to quality and excellence in higher education. Post-independence India has witnessed an above average growth in the number of higher educational institutions vis-a-vis its population. While there were just about 20 Universities and 500 Colleges at the time of independence, today these numbers have grown exponentially.

Present Situation

The Indian Education sector is characterized by a unique set of attributes :

1. Significant activity in terms of new foreign entrants and participation is expected to be witnessed in the years ahead; and
2. Accreditation is still not mandatory; however, reforms are in the pipeline to address this issue.
3. Huge market size both in terms of number of students and annual revenues;
4. A potential growth rate of 16% is expected over the next 5 years;

The Indian education space is evolving, which has led to the emergence of new niche sectors like vocational training, finishing schools, child-skill enhancement and e-learning among others. Growth is driven by the increasing propensity of the middle class to spend on education and

more aggressive initiatives by private entrepreneurs.

Recent Trends in the Higher Education Sector

Over the past few decades, the global economy has shifted from being manufacturing-centric to a knowledge ledge-driven one and as countries move up the ladder of development, the contributions of hi-tech manufacturing and high value-added services to the GDP increases. Success in leveraging knowledge and innovation is only possible with a sound infrastructure of higher education. A successful education policy forms the foundation of all fields of national development including political, social economic, technical, scientific, and environmental. Thus, higher the quality of university education in a country, more prosperous and competitive are the people.

The emergence of India as a service-based, knowledge driven economy has put the spot light on human capital. Higher education is essential to build a workforce capable of underpinning a modern, competitive economy. The process of broadening access, making higher education inclusive, and promoting excellence initiated during the 11th Plan needs to be consolidated and expanded further during the 12th Plan. On the whole, with new regulatory arrangements and focused action in key areas, particularly expansion and quality improvement, a robust higher education system needs to be built such that it would sustain rapid economic growth, promote international competitiveness. It must, at the same time, meet the rising expectations of the young enterprising Indians.

Significances

While India has made significant progress in ensuring access to primary education, the proportion of students who remain the education system until higher education is considerably less. Ensuring equitable access to higher education is also a challenge with disparities seen across gender, regions and socio-economic groups.

1. **Faculty** : Faculty shortages and the inability of the state educational system to attract and retain well-qualified teachers have been posing challenges to quality education for many years. The quality of teaching is also often poor. There are constraints faced in training the faculty.
2. **Infrastructure** : Higher education institutes run

by the public sector suffer from poor physical facilities and infrastructure. The higher education system also suffers from misalignment of supply in the sense that while there are courses in which the demand is in excess of the available number of seats.

3. **Curriculum and Pedagogy** :-A key concern cited by higher education institutes is the lack of autonomy with respect to framing course curriculum resulting in a course structure that is often outdated. The curriculum is often not oriented to encourage entrepreneurship and innovation among students. Additionally, the adoption of new modes of delivery, such as technology-enabled learning, has not yet become widespread.
4. **Quality** :There are various dimensions of quality in education, including content, mode of delivery, infrastructure and facilities, employability, etc. Ensuring quality in higher education is amongst the foremost challenges being faced in India today, with few institutes having achieved global recognition for excellence.
5. **Equity** :According to data for 2016-17, the GER of males in higher education in India was 17.1 per cent. It was only 12.7 per cent for females. Additionally, while the overall GER for the population was 15 per cent, the corresponding figures for SCs and STs were 11.1 and 10.3, respectively. There are regional variations too with Uttar Pradesh having a GER of 10.9 while Delhi has a GER of 47.9. These figures reflect some of the significant imbalances within the higher education system.
6. **Enrolment** :In terms of GER in higher education, India with a GER of about 23.6 per cent lags behind to a great extent as compared to the developed world, as well as, other developing countries. With the rising levels of enrolments in school education, the supply of higher education institutes is insufficient to meet the growing demand in the country.
7. **Research and Innovation** : There is inadequate focus on research in higher education institutes. The causes include insufficient resources and facilities, as well as, limited numbers of quality faculty to advise students. Enrolment for Ph.D./ M.Phil. constitutes only 0.48% of enrolment in higher education in India (MHRD, 2017).

8. **Employability** :The Indian education system on the whole is not aligned to the skill and manpower needs of the market. Skills shortage across sectors is accompanied by high levels of graduate unemployment, highlighting the need to include employment-linked modules in courses. In addition to job-related skills, graduates are often reported to be lacking adequate soft-skills such as communication and inter-personal skills.

9. **Industry Linkages** : There are insufficient levels of meaningful industry participation in aspects like curriculum development, research and faculty exchange programmes. Placement services in many universities are very limited resulting in a lack of co-ordination between employment seeking graduates and prospective employers who are looking for suitably qualified candidates.

10. **Accreditation** :“Not even 37 per cent of the total higher education institutions in the country were accredited (NAAC, 2015). Among the accredited, only 30 per cent of the universities and 45 per cent of the colleges were found to be of quality to be ranked at ‘A’ level.

Management and Governance

The regulatory environment governing higher education in India has been the subject of much debate. In particular, the envisioned role of the private sector needs to be clearly defined, especially in wake of the need for more financial resources in higher education. The higher education system also suffers from an over-centralized structure.

Regulatory Environment

The regulatory environment governing higher education in India is characterized by uncertainty and conflicts between multiple regulatory authorities. The role of the private sector in higher education is essential, particularly in the context of a financial resources for this segment. However, as noted by the Working Group for Higher Education in the 12th Five-Year Plan (2012-17), “while almost all major committees and policy documents have accepted the need for increased involvement of private sector in higher education, there is also lack of clarity on funding pattern, incentives, and regulatory oversight”. There also remains regulatory confusion relating to the role that foreign higher education institutes can play in the country. Some of the key regulatory hurdles are briefly explained below :

- **Philanthropic Nature** :- The ‘not for profit’ tag associated with the higher education sector

has been a major roadblock preventing private / foreign investment. The higher education sector is capital intensive in nature with requirement under law for procurement of minimum land, construction of built-up infrastructure / libraries / hostels, etc. It would be very challenging for any private entrepreneur / company to commit a huge investment without any return. The planning commission in its approach paper to the 12th Five Year Plan and suggested that given the aggressive GER target of the government in the higher education sector, the authorities must reconsider the “not for profit” permitting ‘for-profit’ institutions would result in commercialization leading to lack of quality, etc. However the Government can address this issue by ensuring adequate regulatory checks are put in place to avoid any such situation.

- **FDI Anomaly :-** The Government has permitted cent percent investment in higher education under the FDI Policy; however, the regulations prescribed by AICTE for setting up technical institutions specifically prohibit direct or indirect investment. Similar, issues are being faced for investment in universities and professional institutions, which permit only Society / Trust and Section 25 Companies as entity options.

Core Mission :-

- Higher education institutions are now involved in a wider range of teaching than their traditional degree-level courses. Some higher education institution offer adult education and leisure courses, upper secondary courses to prepare students for tertiary-level study, and short specific occupational preparation at sub-degree level. The nature of some programmes is likely to lead institutions to further consider quality teaching, especially medium-sized institutions with a limited range of degrees (colleges or universities of applied sciences that grant Bachelor degrees).
- Higher education has become much more diversified, encompassing new types of institutions such as polytechnics, university colleges or technological institute. These have been created for a number of reasons to develop a closer relationship between tertiary education and the external world, including greater responsiveness to labour market needs; to

enhance social geographical access to tertiary education; to provide high-level occupational preparation in a more applied and less theoretical way; and to accommodate the growing diversity of qualifications and expectations of school graduates.

- Institutions, especially multidisciplinary and research-intensive universities, have paid growing attention to quality teaching when emphasizing the vocational qualifications of their programmes. European universities like the Free University of Berlin have been influenced by the Bologna Process and align programmes with the economic environment. A lot of multi-faculty universities have further refined their programmes to reinforce the multidisciplinary nature of education paths. Transversal education is not the sum of different curricula, but instead calls upon teachers to use new methods, collaborative work and new types of student assessments. The adaptation of the degree structures to bachelor / master / doctorate scheme can generate tremendous changes in some institutions, putting the issue of teaching at the core of the faculty’s concerns.
- The interest in quality teaching stems from the values and orientations of institutions, as reflected in their mission statements and strategic plans. The historical background counts. Charismatic leaders have inspired some institutions with their vision of the purpose of teaching. Often they have focused on the relevance of the learning delivered and the effectiveness of teaching. Instead of customizing programmes to the erratic movements of job markets, they have tried to design programmes that respond to the unpredictable needs of society and help individuals to upgrade their skills in order to progress in today’s world.
- Few institutions are permeated by such a strong philosophy. However, in their mission statements, some include a set of core values intended to guide programmes and curricula. The “student-centred approach” often prevail in the key messages of the institutions and many are keen on shaping their programmes accordingly.

Key Points for SWOT

- Despite the huge potential in the higher education sector, not everyone has been able

to achieve success. The challenges / threats, which the private sector players face in India are significant and therefore, approaching the market with a well thought-out strategy is advisable.

Strengths :

- Few globally renowned educational institutions,
- Huge demand – estimated 150 mn population in 18-23 ages group.
- Growing middle class with increasing incomes,
- Growing economy with numerous employment opportunities, and
- Huge demand for Indian students in overseas Markets.

Weaknesses :

- “Not for profit” tag in formal education.
- Regional imbalances, and
- Lack of infrastructure,
- Highly complex and unclear regulatory framework at Central and State level,
- Shortage of trained faculty to meet the increased demand.

Opportunities :

- India is expected to emerge as a Global hub in education in Asia Pacific region and
- Sharp decline in dependency ratio predicted in the next 30 years,
- Low focus on R&D,
- Low GER of 23.6 per cent in Higher education as compared to 84 per cent in USA.
- Unsaturated demand for quality global education,

Threats :

- Over regulation – Control over course curriculum, entrance tests, fees, etc.
- Deterioration in quality of education specially in private sector due to lack of availability of trained faculty, and
- High time lag in introduction of reforms due to various reasons,

(Source : Consolidated Working Group report for XII Five Year Plan on Higher Education, Administration, Deloitte Analysis)

Interpretation and Analysis

Government of India, is responsible for major policy decisions regarding higher education. Education was a State subject till 1976, when it was put in the Concurrent List through 42nd Amendment to the Constitution. The Government of India, through MHRD, provides grants to UGC, establishes Central Universities and declares certain higher education institutions to be deemed to be

Universities under Section 3 of the UGC Act. There are Councils for various disciplines of higher education to define and maintain standards of education in various streams. These Councils are generally effectively supervising professional institutions which are catering to professional disciplines in Universities and Colleges in India.

India is one of the fastest developing country, a vibrant and buoyant economy with impressive annual growth rate. In order to sustain the growth rate, there is a need to improve human resource development by increasing number of quality institutes of higher education and learning. Education in India.

The present day higher education is plagued by exam centric approaches wherein the Teachers prepare the students towards the Examinations by rote learning methodology. The Question paper setters also follow the method of taking the questions mostly from the earlier year question papers and hence the Coaching Centers are able to train the students and make them succeed in these examinations. There is no room for thinking in this kind of exam centric approach leave alone creativity. Hence, it is high time that the stakeholders in higher education to avoid these exam centric approaches and the whole lot of examination process has to be modified where there is no room for rote learning except testing the understanding.

Today's education is miffed with Text, Teaching and Tradition. We prescribe texts for each subject and force the students to go through only that text. If the student walks an extra mile to go through other books / journals / MOOC courses and give right answers, they are being failed, because the teachers are text centric and not aware of other sources. The curricula and syllabi must be fixed with a number of relevant books / journals / MOOC platforms so that more than one source can be taken up by the students. Again the Teaching must be replaced by the Learning. The students must be made to learn how to learn, how to relearn, how to unlearn, learn to know, learn to do, learn to achieve and learn to live together. Independent learning interactive learning and collaborative learning must be the order of the day which will foster innovation and creativity among the students. Every class room must be a centre of creativity. The teachers must provoke the students with some wrong sayings which will make the intelligent students to point out the same. The teachers need to answer the questions by other questions thus pursuing this and also providing the right ambience of admitting if they do not know the answer, accepting it and then saying I will come out with answer in the next class.

The traditional method of Chalk and talk has to give way for blended learning wherein the video lectures are

supplemented by face to face mode which will make the students to listen to best of the brains in the area apart from making the whole process of learning interesting and involving.

Coming to the 'C', we have to shed off corruption and compromise. These are two very important aspects which spoils the whole process of education leading to low quality. Corruption in the appointment of Vice-Chancellors of Universities, Principals in the case of Colleges, appointment of Faculty and what not? – leave along private deemed to be Universities where the relative of the chairman of the Trust is the Vice Chancellor or other important administrative positions. We also make several compromises in terms of religion, region, caste, community, gender etc., which has led to the whole lot of deterioration in the quality of education offered.

The remedy for all these lie in the introduction of the four 'C's. Competent people occupying the right positions i.e. from top to bottom – that includes the Teacher, who must be competent in his / her domain knowledge i.e. he must be thorough in the fundamentals, who has the inclination to be a mentor for the children as a perfect counselor and also a skill importer apart from an inspiring teacher. I want the teacher himself / herself to be not only the facilitator for the learning process, but also must be a blend of skilling and counseling. He / she must conduct himself / herself as a role model in all respects including following ethics and values of this great country.

The teacher must exhibit the confidence based on his competence, right kind of attitude for hard work, an aptitude to excel in whatever job he or she does, thereby earning the respect as a 'true teacher' of all the times. The Teacher need to be congruent i.e., adapt to situations – fit into the situations. He / she cannot teach a M.Sc. subject to B.Sc. Students. The teacher need to be creative – not only in ideas but also in all respects of dealing with the situations and this should not be a onetime affair, but a continuous affair.

All these four 'C's' need to be inculcated by the students from the teachers, so that they can either get a career / job or they aim at conquering the class, school / college, state, nation or world by their original innovations.

Mass expectations

Education is more than a means to individual development; it is often seen as an answer to problems, such as transgression, poverty and unemployment and as the key to a civilized, democratic and prosperous society. Education as an institution seeks to fulfill its functions of transmission of culture, socio-political integration of society by shaping the individual to conform to norms, socialization and personal development in various ways that are socially

acceptable and culturally defined. Broadly education helps the generation next to achieve 'the ability to get along with others' and also 'learning to think for oneself'. Expectations from education to some extent have become less predictive of realization but remain strong predictors of achievement above and beyond norms and standard determined by any Education Policy. Consequently, it is felt that the concerns of expectations in any educational system overwhelmed by policy perspective reports could best be explored by means of focused view on overriding expectations beneath the policy perspectives. This paper analyses the overridden expectations from education and presents the issues that emerged from the content analysis of the relevant literature on education in general and teacher education in particular.

Expectations :

An expectation which is a belief that is centred on the future may or may not be realistic. The degree to which something is expected to be true can be expressed using fuzzy logic. Normally, expectations are considered as a central part of value calculations in economics. For example calculating the subjective expected utility of an outcome requires knowing the both the value of an outcome and the probability that it will occur. Researchers in education who measure the expectations from individuals, society and a system of education based on policy perspectives can input these beliefs into the model in place of criterion probabilities. Expectations elicitation is used in many spheres including survival and educational outcomes. Education grows noticeably in its significance by building a culture of expectation, by formation of human resources, by promotion of socioeconomic mobility and influencing the national development. It also examines the effort of nation, states and region to build a culture of expectation. There is also the culture of expectation, the sense that the individual has the freedom and the means to better themselves to advance their knowledge, skills and position in society. In the case of uncertainty, expectation is what is considered the most likely to happen. Expectations are theoretically important for any educational system which suggests that all prerequisite aims and objectives be incorporated into the education setup with higher levels of risk through higher (expected) returns on the aspect of humanistic education.

Expected educational development priorities must reflect on significant changes that have taken place and shall continue to occur. The fundamental role of education in socioeconomic development and growth is widely recognized. Education as a key lever for development is understood as a way of achieving social well being, sustainable development and good governance through

education. The key role of education is in poverty eradication, helps people access decent work, raises their incomes and more generally generates productivity. UNESCO reaffirms a humanistic and holistic vision of education as a fundamental human right and essential to personal and socio-economic development. The following principles guide the future human expectations from the education.

- i) Education is a public good.
- ii) Education is a foundation for human fulfillment, peace, sustainable development, economic growth, decent work, gender equality and responsible global citizenship.
- iii) Education is a fundamental human right and contributes significantly to the realization of other rights.

Education as a Human Right in Itself

It has been long expected ideal of mankind to enjoy democracy, justice and human rights in the full sense of the term hence human rights cannot be thought in isolation with education. Article 26 of the Universal Declaration declares the right to education sets the aims of all educational activities and defines the principle of free educational choice. The Dakar Framework of Action considers education as fundamental human rights as, "It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the 21st Century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency" (Dakar framework of Action 2000, art 6).

When our constitution was being drafted the Universal Declaration of Human Rights (1948) was proclaimed and the constituent assembly incorporated many Human Rights in the form of fundamental rights of the citizen for our country. Modern era is the era of democracy. To develop the fundamentals of democracy, education only can serve as a booster for imposing Fundamental Human Rights.

Education and Socialization

Human being is not genetically programmed like all other living beings. To the certain level its specific behaviour is not provided by some set of inborn characteristics. Instead all human beings have to go through a comprehensive learning process and this learning process is called socialization encompassing the 'formal and informal types of learning from childhood and ends with the life. Education has been accepted as one major agency of socialization. Pioneer sociologist Emile Durkheim wrote in his book, Education and Sociology

(1922) : 'Education consists of a methodical socialization of younger generation. According to Yogendra Singh (2002), 'Education is that part of total socialization through which we learn those roles that are based on derived needs. Thus we call it as a process of secondary socialization.' Both Durkheim and Marx emphasized that in order to survive, societies need to socialize their young to accept dominant norms and values and this function is performed by educational institutions. Hence education is expected to prepare young people to lead orderly life as adult by introducing them to the norms, values and sanctions of the larger society. For example school assemblies expects the involvement of ritual in which national patriotism or a belief in a particular God or Goddess (for instance, Sarawwati) is expressed and strengthened such as singing of national anthem, prayer and other national or religious songs.

Further, education is expected to foster personal development and self-fulfillment. It encourages the individual to develop his / her mental, physical, emotional and spiritual talent to the full. It also equips the individual with the knowledge, skills, construction of identities and official titles (e.g. Ph.D., M.D., M.S., I.A.S.) and training necessary for effective employment and vocation. It provides necessary knowledge and skills which enable an individual to operate ideally in the society and also contribute to its efficient functioning. It not only helps in broadening the mind for its occupational returns but it is liberating and fulfilling also.

Transmission of Culture

Besides providing elementary information such as basic reading, writing and other skills needed to make one's way through a highly challenging world, education is expected to help in sustaining cultural and societal values such as honesty, trust and concern for others. Hence, expectation from early schooling is concerned with transmitting norms regarding good citizenship, cleanliness, rules of the road, and respect to elders, discipline, punctuality, etc., from one generation to the next. Through textbooks school children are taught to pay respect and bestow reverence to national leaders like Mahatma Gandhi, Jawaharlal Nehru, Swami Vivekananda, Bhagat Sing, etc. As we are aware that Durkheim emphasized for certain aspects of a common culture (for example, patriotism and respect for parliamentary democracy) are passed on to all members of a society through education, the expected role of the educational system is in the reproduction of culture. School in concurrence with other social institutions can help perpetuate social and economic inequalities across the generations. Formal school curriculum is only one part of a general process of cultural reproduction, whereby

they can influence the learning of values, attitudes and habits. Thus 'hidden curriculum' plays a significant role in cultural reproduction.

Development of New Knowledge

The main purpose of education is not only to develop new knowledge but also authenticate the existing knowledge to improve the quality of life in our society and thus aid in human progress. Numerous socio-logical studies have revealed that increased years of formal schooling are associated with openness of new ideas and more liberal, social and political viewpoints. Sociologist Robin Williams (1955) points out that better educated people tend to have greater, access to factual information and diversity of opinion. According to Schaefer (1976) education can make one less likely to champion of outmoded beliefs and prejudices and more likely to promote and accept social change.

Teacher Education

The basic philosophy underlying the Review of National Curriculum Framework for Teacher Education (NCFTE-2009) and follow up of Justice Verma Committee report with National Council for Teacher Education (NCTE) Norms and standards for teacher education Notification 2014 underlying expectations in that context is crucial to fulfil the noble aim of education in general and teacher education in particular. It is felt that the issues

of expectations and provision in teacher education in India targeted by these policy perspective reports should best be explored by means of focused discussions on quality teacher education. Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Development and changes in education have affected teacher education necessitating review and reforms. The pre-service and in-service teacher education programs have shown paradigm shift with its emphasis on globalization and individualization. Education is instrumental in the preparation of teachers who can in their practice ensure transformative learning where teacher and learner, learner and learner are co-constructors of knowledge.

Today, there are new expectation from teacher education where the focus is on having teacher educators to be futurist leaders to ensure sustainable education. This has necessitated improvement in the system of teacher education so as to prepare quality teachers. The model of teacher education suggested by NCFTE is based on a series of beliefs and expectations for teachers that provide the rationale for the existence of coursework, experiences, outcomes, and assessments that occur throughout. These expectations represent a commitment by university, colleges of education and school community to ensure the quality preparation of new teaching professionals.





Higher Education and CRM

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Introduction

Customer Relationship Management (CRM) is an arrangement for managing an organization's relations with its present and potential consumers/ customers. CRM refers to the endeavours made by an institution to arrange, document and evaluate the interactions, with its consumers so as to enrich relations with them and serve them in an improved manner. Information technology can play a vital role in the forging and sustaining strong relations with consumers / customers if aptly used. Mobiles and computers with the help of messages, e-mails etc. can keep you connected with your consumers / customers all the time. Social sites are another way to be close to ones consumers / customers so as to communicate with them purposefully.

Many of the organizations are quite successful as they inquire from consumers about their needs, tastes and preferences before manufacturing and launching a product or service. Their products and services are sold like hot cakes and they enjoy the upshots of the virtuous cycle. While there are several others which fail to identify the real needs of consumers / customers and produce or launch a product or service as per their convenience. When they find the demand low they strive to sell the product / service by hook or by crook and get trapped in a vicious circle.

Need of CRM

Consumer / Customer relationship management is advocated for a variety of reasons :

- customer is the king.
- all business decisions need to be consumer / customer centred.
- Consumer / customer care is the only dimension which will make a difference in the growth of business in the time to come.
- All the successful organization in the world have been consumer /customer driven.
- it facilitates consumer / customer retention.
- it improves the image of the organization in the eyes of the stakeholders.
- It is always less costlier to retain the present consumers / customers than creating the new ones.

Service Organisations

- Some of the following points vouch for the centrality of consumers to a service organization
- Consumers keep the business going as they provide organization with revenue and certain.
- The success of the organizations hinge upon their consumers. Higher is the number of the loyal consumers / customers better are the chances of success.
- Business organizations cannot even be imagined without consumers / customers.
- Customers are the inspiration for the accomplishment of organizational goals.
- Customers are wellwishers. Let them be critical about your way of doing business. They can not only correct your ways of doing business rather they can also facilitate you to be a successful business person.

Education is a global industry. India as a country represents meaning-

fully in the global education industry. Education falls under service sector. Education market in India is well perceived. A higher education institution particularly operating under the umbrella of private sector can be defined as an organization with a motto to provide quality education by earning sensible profits. Education is treated as a pious profession. Therefore, it does not appear to be genuine to club it with profit making. However, the changing nature of the profession paves a path to put an educational institution in the category of a marketable organization. When a business organization can be characterized as consumer / customer oriented, an educational institution can also be regarded as same. The educational institutions are covered under Consumer Protection Act-1986. Government keeps the control of Higher Education Institutions (HEIs) specifically those operating in private sector so as to put checks and balances on them and persuade them not to resort to unethical ways to make undue profits. The foregoing text vouches for the fact that a student can be regarded as a consumer / customer.

Significance of CRM

Harmonious relationship between the consumers customers and the HELs recompense both as it :

- Facilitates in the fulfillment of apt consumers*/ customers' needs.
- Increases marketing team productivity
- Builds stronger consumers / customers relationships
- Reduces cost
- Enhances communication / interaction
- Provides complete view of the consumers / customers
- Improves consumer / customer satisfaction and delight
- Reduces consumer / customer churns (Customer churn refers to the situation when a consumer / customer gets agitated and ceases his or her association with an organization).

Bottlenecks

As per Bill Gates, "Your most unhappy customers are the greatest source of learning." The following reasons can be held responsible for weakening relations with consumers :

- Avoiding them;
- Cheating them;
- Troubling them;
- Maintaining a communication gap with them; and
- Reactive than proactive approach on the part of the service provider.

Remedies

The following steps can be taken to make the CRM effective :

A survey questionnaire can be framed and administered on the students for their reactions / responses. A sample questionnaire is presented with a view to measure the level of students' happiness in a higher education institution. The questionnaire can be classified in to two parts. Part I can be in name of Personal Information of the Respondent as Name, Gender Class, Course, Department, School, Experience with the Institution and so on. Part II can be devoted to the questions related to the functioning of the Institution as Admission Process, Quality of Education and Research, Life at Campus, Student Support Services, Library as a knowledge Procurement Resource, Infrastructural Facilities including IT Facilities, Extra Curricular Activities, Impart of the Values and Standards Promulgated by the Institution and so on so forth. The respondents can be instructed to tick on any one of the following- Very true, True, Somewhat True and Untrue. The elicited responses can be analysed to reach the findings. Some of the

suggestive times are narrated hereunder for the purpose of illustration.

- i. Faculty members behave like facilitators and co-learners
- ii. The Institution puts huge emphasis on students centric teaching and learning.
- iii. Life at campus is conducive and makes the students feel homely.
- iv. Campus life at the Institution literally adds to the quality of life of the students.
- v. Admission process is widely publicized and transparent and vouches for the fact that the merit is preferred over other factors.
- vi. The Institution provides with adequate academic flexibility so as to facilitate the students to choose the programs / courses of their choice.
- vii. Curriculum revision and enrichment to keep pace with the changing socio-economic needs is one of the prioritized activities of the Institution.
- viii. Process of evaluation is secure enough to discard tempering and transparent enough to trust upon.
- ix. Research is treated as a key result area and state-of-the-art research facilities are provided by the Institution to ensure quality research.
- x. The Institution makes necessary efforts to promote research culture in order to have research outcomes and make their best use for the welfare of the society.
- xi. The Institution strives for getting collaborated with the institutions / laboratories of repute within a across the country to ensure the availability of the best possible research amenities.
- xii. Consulting is a preferred activity at the campus so as to generate revenues to be self-sufficient monetarily.

Effectiveness of CRM

The degree of focus on the following questions signifies the value attached by an educational institution to the effective implementation of CRM practices :

1. Does the Institution recognize and reward consumers for their meaningful reactions and recommendations ?
2. Are the recommendations given by consumers put to practice ?
3. Are the reactions of the consumers read between the lines and taken care of well ?
4. Does the Institution conduct consumer / customer happiness survey on a regular basis ?
5. Does the Institution record / document the

- conversations / interactions held with the consumers for quality purposes ?
6. Does the Institution set benchmarks for its CRM practices as per the practices prevailing in the world class institutions ?
 7. Does the Institution boast of its CRM policy ?
 8. Do the Vision and Mission statements of the Institution signify CRM ?
 9. Does the Institution seriously prepare the list of most dissatisfied consumers and interact with them desperately to address and redress their grievances ?
 10. Does the Institution seek for the expert services to make CRM effective?
 11. Does the Institution keep the stakeholders apprised of CRM related activities ?
 12. Does the Institution aptly orientate its employees about CRM ?
 13. Does the Institution strive to comprehend 360 degree view of the consumer ?
 14. Are the practices related to CRM consumer / customer-centric ?
 15. Are the Institution's CRM Strategies IT enabled ?
 16. Does the Institution have a norm to categorize and recompense the loyal consumers ?

17. Does the Institution resort to multiple communication sources to be in touch with the customers / consumers ?
18. Does the Institution believe in open door policy ?
19. Does the Institution have a proactive approach towards forging an everlasting relationship with the consumers ?

Recommendations for Improving CRM

Consumers / customers are the well wishers. Let them be critical about your way of doing business. They can not only correct your ways of doing business rather they can also facilitate you to be successful in your endeavours. The following points suggest as how one can develop and sustain agreeable relations with consumers / customers :

1. Have a continuous track of the customer behaviour across the sales cycle;
2. Be social. Use social media platforms to talk to them;
3. Train people to be CRM oriented;
4. Maintain quality at every cost;
5. Think about their welfare / gains;
6. Find excuses to communicate to them;
7. Sustain consistent communication with consumers / customers;





Global Ranking : The Great Challenge

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Introduction

There is positive side also of the Indian educational scenario, which is reflected through presence of around 30% of Indian origin trained human resource in reputed Institutions, like IBM, Microsoft, Google and health sector in USA having their roots in Indian institutions. There is another dimension to internationalization also. Most of the out bound students who study in foreign universities do not return to India, resulting into brain. As per one survey, 85% of students who go every year from India to USA for studies in reputed institutions finally settle down in USA because they do not find academic and professional atmosphere in India conducive to their aspirations and growth.

Presently, India is an emerging economy and is looking for a big break through in the background of a nation with maximum young population and having demographic advantage. We can make a turn around and can become a skilled and knowledge society, if there is special emphasis on quality and standards of Indian educational institutions. This can happen through better policy framework, higher percentage of GDP going towards education, allocation of special component for R&D activities and providing incentives to private sector for investment in quality educational institutions. To attract top talent to education sector, incentives need to be provided to bright faculty and students and ensuring pooling and sharing of resources between public and private sector institutions. A more robust connect is the need of the time between academia and industry. In the area accreditation, though we have reputed agencies like NAAC, NBA and recently National Institutional Ranking Framework has also come on the scene, but simultaneously educational institutions could be encouraged to participate in the international ranking frameworks so that we can improve upon all relevant parameters. This is how a beginning can be made and top Indian institutions start competing with high ranking international institutions.

Significance of the Study

To achieve goal of knowledge economy in the competitive global scenario, Indian education system needs a comprehensive approach of far reaching improvements

which could galvanize the higher education system. Indian higher education, in fact, is nestled within the general academic culture of pre Independence while excellence is needed for procuring world rankings. The present model being derived from pre Independence era is having limited research capacity confined to few research organizations in specialized field and research objectives are divorced from the main stream teaching institutions. The net result is that there is a little research accomplished, which does not strengthen India's case for high global rankings. It is due to these inter-connected aspects that Indian institutions are not able to attract good number of students from all parts of the globe except limited number of students from Africa, Central and South East Asian countries.

Global Rankings

The concept of global rankings amongst educational institutions originally evolved in the Western world and by and by engulfed the developing countries. This phenomenon had its roots in the background of globalization, Privatization and internationalization of higher education and research practices. Ranking system have established the best bench marking practices. It is again a fact that researchers and Indian organizations who undertake the exercise of ranking various institutions adopt different measures to evaluate and rank universities or specialized agencies. The parameters for evaluation and ranking normally include number of admissions, number of international students, resource budgeting, use of ICT. Library resources, industrial collaborations and financial support, job market / placement, high impact academic research, number of citations, international outlook, number of Noble Prize nominees and recipients, etc.

The global rankings system came into vogue around 2003 with the publication of Shaigai Jiao Tong University Rankings, called Academic Rankings of World Universities (ARWU) and then there was no looking back. It was, thereafter, that Times Higher Education World Universities and QS followed it. This phenomenon has now resulted into mushrooming of numerous global ranking organizations. Now we have, in addition to ARWU, World University Rankings, Financial Times Top 100 Business Schools, World QS University Rankings and so on. The

methodologies and indicators for selection process, of course, vary considerably across various international ranking institutions. The ARWU targets top research universities in the world, while QS World University rankings consider those universities that are showing accomplishments in five broad faculty areas. Similarly, Thomas Reuters Ranking uses 13 separate indicators to compile its League Table.

Need of the Study

India needs improved education system and not just few universities of world class standards.

The example of American higher education system is very frequently quoted in India to impress upon the need to follow their pattern. It would, however, be advisable to correctly visualize and understand education system in America and realize that the same is best not only because it features the largest number of world class universities but also because it comprises of regionally well connected network of institutions, which are individually as good as research Universities. Even degree granting community colleges in America are having excellent research output. In this background, the recommendation of National Knowledge Commission to replicate American model of world class universities do not appear to be very relevant in Indian higher education context.

Excellence Raising

Educational excellence depends on lot of factors like updating of curriculum keeping in view latest concepts and technologies, equipping labs and workshops with best possible equipments and going in for best global practices like experiential learning, case studies, activity based learning and participating in for research and innovative activities in a big way. However, Indian education scenario presents not a very bright picture on the educational front and Indian educational institutions are far behind in following global best practices even under top class institutions. In addition to deficient infrastructure and problems of financial crunch, research is a major failing of Indian higher education system. It is generally remarked that India is a sleeping giant as compared to expanded upsurge in China on the educational front. Our limited research output is also not internationally competitive.

The concept of ranking higher educational institutions in India has been on a different footing and it has been a very limited affair. It started with ranking of Business Schools and the ranking institutions do not have very sound mechanism but have loosely spelt out methodologies. It is again not out of place to mention here that sometimes back, NACC had constituted a committee to work out framework to develop its own grading scales similar to models like ARWU but the latest development is not in

public domain. However, the setting up of National Institutional Ranking Framework has filled this gap to a great extent, but it is too early to come to a conclusion about the overall success of this system. Naturally, it will take few years to fully evolve and compete with reputed ranking organizations across the globe. However, with the extensive filtering process adopted by NIRF, it is good that chances of wrongly reporting and claiming imaginary achievements would get eliminated to a great extent.

There is no doubt that due to historical background of our colonial past, higher education in the post Independence era continued to grow in the absence of well laid out research policy and that is why research on the whole was an area of neglect. India has inherited affiliating system from UK model which lacks in autonomy and decision making. As per statistics, 90% undergraduate enrolment and 67% of post graduate enrolment is from affiliated colleges out of total higher education enrolment in India. Our educational policies gave more importance to access. Equity and inclusiveness and of course to some extent to quality, but there has been no formal division of responsibilities for access and research. To achieve educational excellence, research has to be central element and other aspects of a university system are required to make research possible. High quality research is indicator of other attributes like quality, talented faculty, overall educational development and support infrastructure.

Suggestions

To achieve the milestones of academic excellence, world class rankings and reverse the brain drain and make internationalization happen in India as is prevalent in world class universities across the globe, India needs to have coherent policy framework which should result in launching of integrated measures which result into creating world class universities and educational hubs which have international dimensions.

To achieve goal in a limited time frame, India needs to focus on postgraduate education to make research truly productive and happening. It is an admitted fact that research is the natural outcome services for the sustainable development of human being.

Challenges

Challenges play a key role for the development of every sphere; we have to face them and try to overcome with concrete solutions for upcoming generation. Martin Luther King Jr. said, "Our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change".

Quality of Education

Education is a boon of both personal and community development. Audrey Hepburn said "Quality education has

the power to transform societies in a single generation, provide children with the protection they need from the hazards of poverty, labor exploitation and disease, and given them the knowledge, skills, and confidence to reach their full potential". We would be inspired with the quote of Noam Chomsky; our policy maker should maintain a free, high quality public education system, not for everyone of course but pretty substantial. It depicts three essential elements of quality education system. It is ironically, that after the 70 years of independence, still we have not developed our educational system which is the essential for the development.

Research Output

We have various National and International agencies which are motivated to do the research and invest for the development. But we fail to harness these resources and financial aids to inculcate our research output in appropriate manner. This is the big issue for our development. Researcher should have to take responsibility and accountability for their research for concrete output and contribute proactive role in human being's development.

Lethargic Approach for Adoption in System

We have ample researchers who conducted good research and produced concrete result and give valuable recommendation for sustainable development of the community. But our policy makers have not given attention on the research output, in a particular time and manner. In this regard, we waste out money, manpower and time and our thinkers get disappointed by the research and its output. But now the scenario has transformed, we should have to take initiatives and conduct quality research and produce output and forward our recommendations to our policy makers.

Brain Drain - is a Fact

It is ironical said that we are producing good

manpower and investing on them to nurture their knowledge but we are fail to harness their brain as they work abroad. How can we think for sustainable development until the brain drain ?We should have to cultivate a scenario to stop brain drain and harnessing their intellectual capacities and make them contribute their role as a national responsibility indevelopment. Apart of above challenges, following are also challenges for the community development:

- Technophobia,
- Corruption,
- Prejudice,
- Mindset,
- Attitude,
- Irresponsible Behaviour,
- Lacuna of Communication Skills,
- Devotional Approach,
- Loyalty, and
- Character.

Opportunities

We strongly agree with Francis Bacon's quote about the opportunity, he said, "as per the research concern, present era is an era of opportunity for the research due to outburst of Information and Communication technology and it produced an open and free resources era. We can access globalized resources and services at the free of cost with no bar of time, place and any restrictions. We are living in the globalization era; we can harness resources and services without any bar. This is a good opportunity for researcher to harness globalized resources and services and conduct quality research and produce the concrete result and contribute the important role in the sustainable development of community. In this era, research empowers and inspires the intellectuals, to save the money, manpower, time and avoids the duplicity of the research work.





Skill Development : Higher Education

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Introduction -

Rate of the economic development is the function of 4Ms, these are materials, machines, methods and manpower. Manpower happens to be the most dynamic and crucial input for effective utilization of remaining 3Ms, all other resources but manpower are static. How effectively these human resources are put to use and in what manner the requirements of manpower are met by industries, is a very important and critical input that decides growth rate of the economy. Economic development is the function of proper mix of static and dynamic resources. Just availability of human resources is no guarantee of economic development. It is the quality, competence, and ability of this manpower that decides how effectively resources can be put to use. Skills, caliber, core competence, confidence and commitments make the manpower use worthy. Of these qualities skills happens to be the most important input. Skills can be developed through appropriate training, mentoring and by acquiring suitable learning methods. Absence of skills results into reducing the quality of manpower and thus affecting the growth process. Therefore, it is important to understand why the country like India faces skill shortages and what measures can be taken up to minimize the skill shortages.

The present paper highlights the most important issue associated with non-availability of skilled manpower and implications of skills shortage. It should be rightly understood the economic development occurs only when all the inputs are rightly introduced for the process of economic development. Natural resources, technology and system are definitely very important inputs but more important than these is the human resource. Availability of qualified, competent, innovative and skilled manpower is the principal factor. Every sector of the economy whether agriculture, industry or services, requires skilled manpower. The type and nature of skills may differ but availability of skilled manpower is a principal requirement. When any sector of the economy faces scarcity of qualified manpower, its growth process is adversely hampered. It cannot stand to the competition and loses its competitive edge over others. Sometimes, the only factor responsible for decline and death of a particular industry is non-

availability of adequate, qualified manpower and therefore it becomes necessary to address the problem of skill shortages. Developing competent manpower through appropriate measures thus becomes the principal tasks before the economic planners. This paper highlights what are the root causes of non-availability of skilled manpower, what are the implications of skill shortages on economic and industrial development and what measures be taken to address the problem of skill shortages.

Analysis of the Study -

Skills - Skill for all practical purposes means ability to apply concepts and knowledge in practice to address a particular problem to develop a meaningful decision package and to lead a given situation or group for achievement of a particular objective

Skill Development - Skill development means planned and systematic approach to enrich knowledge, develop attitude and enhance abilities of a person through well-defined learning program.

Core Competence - A core competency is a concept in management theory introduced by, C.K. Prahalad and Gary Hamel. It can be defined as “a harmonized combination of multiple resources and skill that distinguish a firm in the marketplace”. Core competencies fulfill three criteria : Provides potential access to a wide variety of markets.

Skill Shortage - Skill shortage is a catch-all term used to describe a range of situations in which an employer finds it hard to find a worker with the right skills.

Economic Development - Economic development can be defined as efforts that seek to improve the economic well-being and quality of life for a community by creating and/or retaining jobs and supporting or growing incomes and the tax base.

The article written by M.A. Sudhir and M. HilariaSoundari titled ‘Skill Development Initiatives in India’ identifies various challenges associated with skill development, skill gaps and its impact on Indian economy and initiatives taken by Govt. of India to minimize the skill gap. The article also emphasizes on various initiatives taken by NGOs to minimize the skill gap EMrudula in her article ‘Talent Dearth- Causes and Solutions’ highlighted

implications of talent, non-availability of talent and its impact on economic development. The War Intensifies' published in MBA review has also highlighted major problems associated with right deployment of available workforce and its implications on poor productivity and low efficiency of industries; TandanVineet in the Article 'Talent Deficiency Syndrome : Who Moved My Talent' has rightly identified various issues associated with talent availability, absence of skilled manpower and talent deficiency. The author has rightly hinted at various challenges as a result posed due to want of suitable and requisite quantum of talent; and Catt Hilton and Patricia Scudamore in the book 'Solving Skill Shortages' has raised certain questions related with skill deficiency, non-availability of skilled manpower and what measures can be taken to enhance accessibility, availability and application of available talent. The author has recommended establishment of a talent pool to develop right system of talent deployment (Catt and Patricia, 1997).

Need of the Study -

India has adopted a liberal economic approach in the year 1991, the pace of economic reforms has taken up the speed and direction resulting in continuous enhancement of growth rate of industrial development. However, industrial development is not the function of mere policy reforms; it also requires appropriate economic and industrial planning. Development of well-established infrastructure and adequate supply of materials, funds, and competent manpower. The proactive approach of the government has helped to attract investments from Foreign Institutional Investors, similarly the private entrepreneurs have come forward to start a variety of new units and industrial undertakings. However, without supply to competent manpower it is not possible to convert the policies into results. Barring human resources all other resources are static and hence no one can discount the importance of skilled and talented manpower. Major issues associated with shortage of skilled manpower.

Interpretation -

Education needs to address not only human resource needs of the society, but also the developmental needs and aspirations of the individuals, their ability to think and reason, build up self respect as well as respect for others, think ahead and plan their future. It looks particular on recent trends emphasizing education concerning life skills, psychosocial abilities that help people to think, feel, act and interact as individuals and participating members of the society.

Life skills are abilities for adaptive and positive behavior that enable us to deal effectively with the demands and challenges of everyday life, in other words

psychosocial competency. They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on social norms and community expectations but skills that functions for wellbeing and aid individuals to develop into active and productive members of their communities are considered as life skills.

The term 'Life Skills' refers to the skills we need to make the most out of life. Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential. Any skill that is useful in our life can be considered a life skill.

Life skills have been defined as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO). 'Adaptive' means that a person is flexible in approach and is able to adjust in different circumstances. 'Positive behavior' implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

Life skill education is the soul of education that can create the shield for human survival on this planet. Life skills education aims to provide students with strategies to make healthy choices that contribute a meaningful life. It facilitates a complete and integrated development of young people to function effectively as social beings and make them socially more sensitive.

Significances of the Study -

Key Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills- those related to thinking termed as 'thinking skills': and skills related to dealing with others termed as 'social skills'. While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behavior and negotiating effectively. 'Emotional' can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, self management is an important skill including managing/ coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and

advocacy on issues of concern.

There are many different understandings of life skills but no definition is universally accepted. Different organizations attach different meanings to the term. The International Bureau of Education (IBE) derives its understanding from the Delor's four pillars of learning – learning to know, learning to do.

Life skills defined in a general way mean a mix of knowledge, behaviour, attitudes and values and designate the possession of some skill and know-how to do something, or reach at the goal. They include competencies such as critical thinking, creativity, ability to organize, social and communication skills, adaptability, problem solving, ability to cooperate on a democratic basis that are needed for actively shaping a peaceful future. A number of such lists exist which show a high degree of correspondence, though few lists are in complete agreement.

The constituents of generally defined life skills can be described in the following way: a) they include the abilities necessary to apply the conceptual thinking and reflection in concrete situations; b) they imply capacities to be involved in effective interaction with the environment and provide an appropriate motivational attitude; c) they involve psychological prerequisites for successful performance, such as problem solving capacities, self-confidence and skills for critical thinking.

The Ten Core Life Skills as laid down by WHO are :

1. **Critical Thinking** - Critical thinking is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.
2. **Empathy** - To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples' needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. We grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours. When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what

we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding.

Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDA sufferers, or people with mental disorders, who may be stigmatized and ostracized by the people they depend upon for support. Components of empathy : Sympathy, Sensitivity, Objectivity, Social inclination and responsibility and Social obligations. Empathy helps in maintaining interpersonal relations, maintaining stress, maintaining emotions, self awareness and also helps in effective communication.

3. **Self-Awareness** - Self-awareness includes recognition of 'self', our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others. Components of self-awareness : Objectivity, Introspection ability, Ability to accept strengths and weaknesses, Reflectivity, Accepting self as it is.
4. **Creative thinking** - Creative thinking is a novel way of seeing or doing things that is characteristic of four components- fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas). Components of Creative Thinking: Divergent thinking, Innovativeness, Novelty, Fluency, Flexibility, Unconventionality, Radicalism, Boldness, Originality, Independence and Elaboration. Creative thinking skill helps in problem solving, and decision making.
5. **Interpersonal Relationship** - Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean

keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively. Components of interpersonal relationship: Empathy, Sympathy, Sensitivity, Tolerance, Positive attitude, Reciprocity, Etiquettes, Healthy distance and Lack of prejudices and stereotypes. Interpersonal relation skill helps in empathy, maintaining emotions and also helps in effective communication.

6. Problem Solving - Problem solving helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain. Components of problem solving: Self-knowledge, Positive attitude, Divergent thinking, Objectivity, Rationality, Intelligence, Emotional stability and Analytic and synthetic ability, Problem solving helps in maintaining interpersonal relations, maintaining stress, decision making and also helps in maintaining emotions.

7. Decision-making - Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have. Components of decision making: Analytic and synthetic abilities. Self-knowledge, Objectivity, Rationality, General intelligence, Knowledge of the situation, Emotional stability, Logical thinking and Creative thinking. Decision making skill helps in problem solving, maintaining interpersonal relations, and also helps in maintaining stress.

8 Effective Communication - Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need. Components of effective communication : Analytic and synthetic abilities, Expressive skills, Non-verbal skills, Posture and gesture, Presentation, Objectivity, Quickness to react on the spur of the movement, Creativity, Sensitivity,

Imaginability, Patient listening and Knowledge ability. Effective communication skill helps in maintaining interpersonal relations, maintaining stress, and also helps in maintaining emotions.

Importance of Life Skills Study -

In a constantly changing environment, having life skills in an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

Benefits for the Individual - In everyday life, the development of life skills helps students to :

- find new way of thinking and problem solving;
- recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others;
- build confidence both in spoken skills and for group collaboration and cooperation;
- analyse options, make decisions and understand why they make certain choices outside the classroom; and
- develop a greater sense of self-awareness and appreciation for others.

Benefits for Employment - While students work hard to get good grades, many still struggle to gain employment. According to research by the CBI (Confederation of British Industry) in 2011 employers were looking not just for academic success but key employability skills including :

- the ability to self-manage, solve problems and understand the business environment;
- working well as part of a team;
- time and people management;
- agility and adaptability to different roles and flexible working environments; and
- the potential to lead by influence.

Benefits for Society - The more we develop life skills individually, the more these affect and benefit the world in which we live :

- Recognising cultural awareness and citizenship makes international cooperation easier.
- Respecting diversity allows creativity and imagination to flourish developing a more tolerant society.
- Developing negotiation skills, the ability to

network and empathise can help to build resolutions rather than resentments.

Therefore, life skills are a large group of psychosocial and interpersonal skills, which can help people, to make informed decisions, communicate effectively and develop coping and self management skills that may help an individual to lead a healthy and productive life. Life skills are essentially those abilities that help promote mental well being and competence in young people as they face the realities of life. Most development professionals agree that life skills are generally applied in the context of health and social events. Life skills empower young people to take positive action to protect them and promote health and positive social relationships. Self-awareness, self-esteem and self-confidence are essential tools for understanding one's strengths and weaknesses. Consequently, the individual is able to discern available opportunities and prepare to face possible threats. This leads to the development of a social awareness of the concerns of one's family and society.

Challenges in Skill Development -

It is again a fact that we are third largest education system in the world but we do not match with global standards in quality. Most of our colleges and institutions suffer from under investments in labs, workshops, libraries and consequently lag behind in providing quality inputs. Most of our institutions follow traditional methods of teaching without following best practices like experiential learning, activity based learning, problem solving techniques etc. In the absence of application and job oriented courses, the domain knowledge of our students remains only theoretical. In the highly skilled competitive global scenario, our education system needs to shift from knowledge centric to skill centric. Traditionally, the country had advantage of caste based skill oriented society due to which from time immemorial, the society was producing artisans and craft men in different trades through traditional family linkage. Almost each and every skilling area had been traditionally assigned to a community and the knowledge and expertise was passed on to successive generations naturally with ease. However, we did not take advantage of traditional skilling knowledge of our community and initiated no special efforts to update and modernize those skills in the background of industrial revolution. This happened due to lack of good policy framework. In fact, educated youths generally look for white collar jobs and are not very much interested in vocational courses and, therefore, our skilling eco system did not improve as compared to other developing countries, especially in South East Asia region. In countries like South Korea, Taiwan, Malaysia, skill development has been integrated into school education

system right from the elementary education. The students while studying elementary core subjects are also given inputs pertaining to various skills depending upon their preferences and choices. This induces in them the spirit of learning a lot through hands on session and that is how it is inbuilt into their personalities and they never consider learning various skills as an inferior input as compared to core educational subjects. On the other hand, in our country skilling related vocational courses are looked down upon and our vocational courses do not attract good and sufficient number of students. A psychological barrier has been created and an impression has gone around that only students, who are average or who have dropped out from formal education, should opt for skill development courses. This is because in spite of very rich background of caste based skill oriented society, we have not modernized and further developed our traditional skill as per need of times due to defective policy framework.

Critical Issues Facing Skill Development -

An important reason for lack of good policy framework has been that no effective equivalence policies were in vogue to mainstream students who went in exclusively for skilling of vocational courses. Normally, lot of bridge courses should have been adopted to make linkages between skilling achievements and standardized qualifications. Though the Government has of late realized this big lacuna and has come out with lot of different level courses, but it has to go a long way. To make it happen urgently and effectively, regular positive policy interventions and connect between industry and academia has to be ensured. This can be further given push through incentives to institutions and industries for taking up skill development initiatives through short term and long term certification courses. Both academia and industry would have to go in for sharing of resources and faculty / resource persons. There is further need of setting up of Entrepreneurship Parks, Industrial Parks, Innovation and Incubation Centres etc. to catalyze skilling atmosphere in the country. Public Private Partnership models for catalyzing, evolving and sustaining skill eco-system would help in a big way. There is further need for collaborating with reputed international players for skill upgradation, which will help in integrating skill development in core educational programmes right from the schools.

Conclusions -

Education in general increases the efficiency of each individual worker and helps economies to move up the value chain beyond manual tasks or simple production processes. It increases the collective ability of workforce to carry out existing task more efficiently and effectively, facilitates the transfer of knowledge about new

information, products, and technologies created by others and increases creativity.

As a growing body of empirical literature shows, differences in productivity are the main determinants of cross-country prosperity levels. Increasing productivity therefore needs to be at the core of the policy agendas of governments and international organizations. The Human Capital Index reveals several trends and challenges in the current education, skills and jobs agenda and the future outlook for major economies. Current education systems are also time-compressed in a way that may not be suited to current or future labour markets. There is a need to rethink how the India's human capital endowment is invested in and leveraged for social and economic prosperity and the well-being of all. Building good institutions and governance is as important as investing in human capital for wealth enhancement. The development of human capital and technology adoption shall be the great enablers in Indian transformation.



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Women Empowerment : A Need of An Hour

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Introduction -

Gone are the days when a women was considered as weak, incompetent and immature. In the modern society she enjoys equal status with man and the number of working women is continuously on the increase. During the independent struggle in India, women like Durga Bhai Deshmukh, Jhansi ki Rani Lakshmbai etc. played a very significant role. Some of the women who have enjoyed top positions in Politics in their respective countries are Margret Thatcher, Indira, Gandhi, Bandarnaik, KhalidaJia, Ms Benazir as the PM of Pakistan and Ms Vijay Lakshmi Pandit who was President of UNO. In India, the famous personalities in politics are PratibhaPatil, Indira Gandhi, Sonia Gandhi, SuchetaKriplani, to name a few. India had many female chief ministers like Shiela Dixit, Uma Bharti, Jayalalitha, VasundharaRajeScindia and Mamta Banerjee etc. MsKiranBedi, IPS, MsSarla Grewal IAS, MsRupanDeol IAS and MsRamlaDube IAS have won laurels in field of administration and shown to the world that women are in no way inferior if provided the opportunity. Similarly in field of Education, Banking Management, Business and Industry and in all other fields, women have established their credibility and left their mark.

Need of the Study -

Women is the finest creation of God. As per the Bible, first man 'Adam' and the first woman 'Eve' made their livelihood by sheer dint of hard work as ordained for them. It is said that the God ordained, "Go, and multiply and replenish this earth and by the sweat of the Eyebrow then shall have to earn thy livelihood." Both Adam and Eve worked to make their both ends meet while Adam worked outside in the fields Eve attended to the family chores by looking after the household. This division of labour continued for many centuries and consequently women came to be considered as a household toy meant for the pleasures and convenience of man. The society remained dominated by men and the women were limited to the four walls of the house. In middle ages women was not only ignored but was also despised, satirized, exploited and even burnt alive. She came to be considered a 'weaker force'. The condition of women deteriorated to this extent

that she was not allowed to purchase property in her name. However, of late things are changing. Indian Parliament recently passed the law of inheritance which has fully empowered a daughter to inherit the property of her parents. The women empowerment bill has further given equal status to women on the concept that the so called fair sex is no longer the weaker sex and there is no need for the ladies to feel inferior.

Women have been trying to prove their capability in the fields of Information Technology, Management, Banking, Politics, Sports, Agriculture, Aviation, Navy, Army, Air force etc. There are many great women entrepreneurs in India like RajniBector, BarkhaDutt, RituBeri. who become an entrepreneur of her product Cremica based in Ludhiana is a household name in North. Cremica is now about to each an annual turnover of Rs 150-200 crore. The group has a couple of units, including Cremica Frozen Foods, EBI Foods, MsBector's Desserts and Cremic Agro India, which is engaged in manufacturing products like ketchups and namkeens. The company also plans to come out with readymade garments. The products are exported to Afria, USA and UK. BarkhaDutt is popular TV journalist of India. Her rise in popular Indian awareness is primarily attributed to her coverage of Kargil War and her continued association with news primarily pertaining to sensitive issues of Kashmir Politics. RituBeri, the most recognized name in Indian fashion scene. Today, she is one of the best known faces in Indian design world and though always tinged with a bit of controversy, she remains determined to keep moving ahead. Ms Godrej is also a living legend who serves as Director of Indian Hotels and Health Resorts Private Limited. She serves as Board Member of Gates Foundation – Abahan, The Gere Foundation, Cine Blitz Publications and The Palace School, Jaipur. She serves as Member of Indian Advisory Board of The America India Foundation.

Significance of the Study -

Women entrepreneurs have achieved remarkable success. The Micro, Small and Medium Enterprises Development Organization (MSME-DO), the various State Small Industries Development Corporations (SSIDCs), the nationalized banks and even NGOs are conducting various

programmes including Entrepreneurship Development Programmes (EDPs) to cater to the needs of potential women entrepreneurs, who may not have adequate educational background and skills, MSME-DO has introduced process / product oriented EDPs in areas like TV repairing, printed circuit boards, leather goods, screen printing etc. A special prize to 'Outstanding Woman Entrepreneur' of the year is being given to recognize achievements made by and to provide incentives to women entrepreneurs. The Office of DC (MSME) has also opened a Women Cell to provide coordination and assistance to women entrepreneurs facing specific problems. Some of the schemes and programmes to promote women entrepreneurship in our country area :

1. Working Women's Forum
2. Indira Mahila Yojna
3. Indira Mahila Kendra
4. Mahila Samiti Yojna
5. Mahila Vikas Nidhi
6. Micro Credit Scheme
7. Rashtriya Mahila Kosh
8. SIDBI's Mahila Udyam Nidhi
9. Mahila Vikas Nidhi
10. SBI's Stree Shakti Scheme
11. Trade Related Entrepreneurship Assistance and Development
12. Assistance to Rural Women in Non-Farm Development Schemes
13. Marketing of Non-Farm Products of Rural Women
14. Women Development Corporation
15. Management Development Programme
16. Entrepreneurial Development Programme
17. Prime Minister's Rojgar Yojna
18. Training of Rural Youth for Self-employment
19. Integrated Rural Development Programme
20. Khadi and Village Industries Commission

Conclusion -

Women have proved their ability to discharge various kinds of roles successfully. We have witnessed many women leaders making remarkable achievements in every sphere be it politics, economics, social responsibility, administration etc. Time has come to recognize their achievements as leaders and promote them as equal with their male counterparts. Women Leadership is crucial for strategic change and development of any nation at this juncture including India. Women has started questioning the rules laid down for her by the society. They have realized their true potential. Today Indian women have excelled in each and every field from social work to visiting space station. There is no area, which is unconquered by

Indian women, whether it is politics, sports, entertainment, literature, technology, Everywhere we can hear applauses for her.

Analysis of the Study -

Women's rights are the rights and entitlements claimed for women and girls of many societies worldwide. In some places, these rights are institutionalized or supported by law, local custom, and behaviour, whereas in others they may be ignored or suppressed.

Women's rights can be classified into several general categories, with some specific rights applying to several categories.

Economic Rights -

- right to own and dispose of property
- right to inherit property in her own name and control it; right to designate who will inherit her property
- right to her own wages and income
- equality of survivor's rights upon death of a spouse (e.g. how much property one inherits, whether one has a right to continuation of a spouse's pension benefits)
- access to jobs, trades, professions
- equality of treatment within jobs, trades and professions, including promotions
- equal pay for equal work, equal pay for work of equal value (comparable worth)
- access to credit in her own name
- equal participation in labour unions
- right to job protection when taking maternity leave

Marriage, Divorce and Parenthood Rights -

- married women's legal existence separate from her husband
- marriage rights including consent to marriage and equal rights and responsibilities within marriage
- keeping her own name after marriage
- equality of rights in determining where to live
- divorce rights, including equal ability to initiate divorce and rights to child custody and property division on the same basis as men
- right to equal guardianship of children during marriage
- right to child custody after divorce or widowhood

Women's Rights in India -

In the modern times, India has made great progress in the field of science and technology. Women in India were given freedom and right such as freedom of expression and equality as well as the right to be educated. The country is proud of its woman Ex. President

MrsPratibhaPatil and Prime Minister Late Mrs Indira Gandhi. Various prestigious positions are held by women in the corporate sector, the defence, foreign affairs, sports and in many other fields. History speaks of great women like Razia Sultan the first female ruler of Delhi sultanate, AhilyabhaiHolkar, Jijamata the strong influence in the life of Shivaji, Rani Laxmibhai, who refused to bow before the might of the Britishers. On one hand we take pride in the contribution of these great women yet, on the other hand women in our country faces lot of discrimination. They face a lot of social inequalities ranging from gender specific abortions, mistreatment by their spouses, to eve testing. The conditions of rural women are worst than their urban counterparts. Most of the women are mute witness to the happening around them. In recent times atrocities against the women has increased. Flip through the pages of newspaper, not a single day goes by without a report on crime against women. What the authority are doing is a big question for self introspection for law and order ministry. The cities once considered safe for the women is longer so. The condition of women in India is due to the patriarchal nature of society. Most women aren't aware of their rights. Women are not recognized as human with her own independent mindset. Even an educated women faces lot of harassment in her own home as well as in workplace.

Empowerment of Women -

Empowering women and improving their status are essential to realizing the full potential of economic, political and social development. Women acquire the same status, opportunities and social, economic and legal rights as men, as they acquire the right to reproductive health and the right to protection against gender based violence, human well-being will be enchanced.

Education is considered one of the most important means to empower women with the knowledge, skill and self-confidence necessary to participate fully in development processes. Does education really empower women? It is debatable. The profile of an empowered woman will demonstrate some of the following characteristics :-

1. She is aware of her potential to contribute to the progress of her family, community and society at large
2. She is confident of her worth, is open-minded and appreciate others, seeks to improve her skills and knowledge continuously.

3. She is aware that overwork is harmful to her physical and mental condition and that health is vital.
4. The empowered woman appreciates the value of her contribution whether remunerated or not.
5. The empowered woman appreciates the time she spends on domestic work and outside the home.
6. The empowered woman nurtures herself. She wants everybody to understand that, as a human being, she is entitled to happiness in the same way that others are.
7. The empowered woman is aware that her health is related to the number of children she has. She respects the dignity of womanhood and appreciates daughters in the same way she does sons.
8. The empowered woman dares to be different and creative, she respects herself, she is capable of making informed decisions. The empowered woman appreciates and supports other women.
9. She knows which law is unfair towards women seeks to use her legal knowledge to protect her and other women's rights
10. The empowered women is aware of her rights as a citizen and protects them actively. She is convinced of her equality with men.
11. She appreciates her strengths and weakness and seeks self improvement.
12. She has freedom of movement and expression on par with men.
13. She seeks to get scientific insights into superstitions and challenges those which are unjust to women.
14. The empowered woman understands that she is human being and can control her own life.

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Quality Excellence : Higher Education

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Introduction -

Man is very much anxious to use education both as consumer as well as producer of goods. Man wants to use education as one of the best means for human resource development. Also man strives for transforming the present society to a space society through education. And, for achieving all these purposes the following tetra-dimensions in educations should be quite helpful :

- i. Quality in Education
- ii. Conformity in Education
- iii. Equity in Education
- iv. Excellence in Education

The quest for quality has been the characteristic of entire history of mankind. Quality is nothing but a driving force behind all the human activities and endeavours. It is very difficult to define quality in clear-cut terms, because, quality is psychological trait and it has no physical existence. But, when we say the quality of a particular thing / situation, then, we go for analyzing the factors which constitute / affect the goodness or badness of that particular thing / situation. For example, when we say quality elementary education in the state of Assam, then, we go for analyzing the basic factors of elementary education like infrastructure facilities, community support and participation, target oriented curriculum and other content materials, proper trained and qualified teachers, proper classroom environment, assessment of learners' progress, remediation of the learners' problems, attainment of better learners' achievement in both scholastic and co-scholastic areas of behavior, necessary guidance and support system for the students for their future progress and prosperity, etc. are available in elementary schools because, All these factors affect the quality of elementary education. If all these factors are available properly. Quality is a unifying force; and it provides a unifying value to a matter. Quality provides meaning to a department, school, district, place or institution. Quality eliminates the problems caused by the lack of clarity of a matter and helps that matter towards enlightened vision. Quality generally signifies the degree of excellence. Quality helps one to achieve his / her intended purposes. Quality is a very ambiguous term as it has connotations of both

standard and excellence. In the simplest form, quality may be defined as a quest for perfection.

As the chief task of education is to transform a man into a developed man, superman, perfect man, total man and ideal man, so, the quest for quality in education is a common phenomenon. Quality education humanizes a man and leads a man towards perfection in his social and personal life. Indian philosophical literature on education dating back to more than two thousand years covers a wide range of conceptual issues and practices relating to quality education. Today also our education system is facing a lot of qualitative issues either in a single direction or in different directions. Quality in education is a multi-faced concept. Quality helps the educational professionals to maximize the use of their resources. Quality in education helps a teacher to dispose his / her duties properly, helps a student to achieve maximum from the educational tasks, helps the administrator to facilitate for running of the educational institution successfully and helps the parents to get best out of their children's learning. In education scenario, quality encompasses how learning is organized and managed, what the context of learning is, what level of learning is achieved, what it leads in terms of outcomes and what goes on in the learning environment.

Development of the socio-economic aspects of the country has been the emerging challenge for the present day education. Education has also taken the responsibility of meeting the demands of many other urgent / new / foreseen / emerging challenges / issues relating emotional, social and national integration of the country, values of democratic ways of living, social justice, secularism, environmental protection, population control and life style, human right consciousness, work ethics and work culture, modernization, liberalization, globalization, industrialization, total national development, unity in diversity.

The system approach of education or input-processing-output approach of education also states that, for achieving quality output in our education, the input and processing aspects of education also should be qualitative in nature. Therefore, we need a qualitative education system for fulfilling our needs, demands, requirements and challenges of present day, futuristic and post-modern

society.

Interpretation of the Study -

Conformity is the basic necessity of an educational system. A healthy education system of a state / country is generally conformed to a set of guidelines, rules, regulations, values, norms, ethics, etc. When one wants the best output from an educational system, then she has to conform or relate that education system with certain standard as well as purposes. That education has the conformity with the values, ideals, principles and ethics of different societies in respect of time. For examples, the ancient Indian education had the conformity with the ancient Indian values / ideals relating to Veda, Upanishad, Gita, Mahabharat, etc.; the education system of Hitler had its conformity with the Hitlerian principles and values; and the education system of USSR of recent past had its conformity with the socialistic ideas of USSR region. When the bond of conformity between the education system of a state and the values, ideals, rules, regulations, etc. of that state becomes weak, at that time a lot of problems arise in the way of smooth functioning of that state, because, education cannot take the proper challenge to meet the required demands of the state in such a condition. Since education is regarded as the chief means for the development of the society, so, each and every society gives a lot of directions to their education system and such directions become the conformity part of their education system. In the ancient Greece, when individuals were admitted to citizenship on the attainment of their maturity, they were taking oath in a formal ceremony: "we will never bring disgrace to our city by any act of dishonest or cowardice, nor desert our suffering comrades. We will fight for the ideals and sacred things of the city, alone and with many: we will revere and obey the city's laws and do our best to incite a like respect in those among us who are prone to annual them or set them at naught, we will strive unceasingly to quicken the public's sense of civic thought.

In order to overcome these above mentioned riddles or problems, our education has to play a vital roles. And, in order to overcome these above mentioned riddle or problems, the education system of our country should have conformity with:

- Social and personal values of the country
- Peace and harmony required for the country
- National integration and international understanding
- Emotional attachment and feeling for the state
- Secularist demands and requirements
- Moral and ethical principles of the country
- Legal and formal principles of the state
- Concern for present, past and future requisites

and requirements

- Democratic and ruling principles of the country
- Constitutional imperatives, etc.

Significance of the Study -

Scholastic literature states 'equity' is a troublesome term and it is very difficult to define it in clear-cut words. It has both denotative and connotative.

The different areas of equity that are needed to be maintained in our country through our education system are :

- Gender Equity,
- Religious Equity,
- Caste and Class equity,
- Geographical Equity,
- Cultural Equity,
- Social Equity, etc.

We need equity in different field of life and society in order to :

- establish on egalitarian society;
- making the democracy successful;
- identify and utilize the hidden talents in various fields;
- make the country a developed country;

Excellence in Education -

The present trend of education is characterized by a craze for academic excellence because of the increasing awareness of parents, teachers, and the learners themselves. Excellence in education may be defined as all educational provisions made available to learner in order to evaluate academic status to the highest level of proficiency, which is capable of attaining. In the field of education, excellence is much tied with qualitative issues. Excellence says 'quality' is not enough, but, what we require is the 'best quality' or 'best competency'

Excellence of anything can be understood from the two points of view i.e. (i) individual point of view and (ii) social point of view. From the individual point of view, excellence in education can be understood in terms of best academic performance of an individual in his / her field of study. From the social point of view, excellence in education can be understood in terms of society's highest level of progress and prosperity in its different fields of education.

Present world is a world of competition and world of comparison. In this competitive world an individual can survive and maintain its position only when it would be competitive in nature. Education is one of the significant parameters of development, which trains an individual in order to be competitive in this world. And, those individuals who achieve 'Excellence' in their education can become the best competitors in this world and easily reach at the climax of development and progress. Therefore,

achievement of excellence in education should be the significant aim of present day.

The basic factors, which hinder in achieving excellence in education, are :

- Unexpected quantitative expansion of education for meeting the educational demand of increased number of population.
- Ineffective educational policies to meet the educational demand.
- Lack of proper care at the elementary stage of education.
- Failure to appoint qualified, committed and dedicated teachers.
- Use or application of illogical methods in teaching learning process.
- Lack of proper infrastructure and related facilities, variables, etc.

Expectations of Mass -

The main aim of education is to create human awareness so that we can understand the difference between truth and untruth. Education is necessary for the development of human beings. Person can sharpen his skill by getting knowledge through education. Knowledge is power; wealth can be created by starting industries and manufacturing products or goods required for consumption. Knowledge is fuel of technology. New discoveries and inventions are the outcomes of new knowledge. Therefore, education is for life and not for mere living. There are two objects of life and living, i.e. one is standard of living and the other is standard of life. The standard of living is visible and standard of life is invisible. Visible parts are related to body and invisible parts depends on human mind and living depends on matter and life depends on spirit. Mathematically, living belongs to one third area of human life and life belongs to two third are of human life. Therefore, living or matter decides capital but technology means quality and quality depends on spirit. Therefore, Swami Vivekanand said “keep the greater part of your mind fixed on God and with the rest attend to your ordinary rounds of duty”. Education has to instill the human values and must broaden the vision of individual so as to be concerned with the welfare of the people. Education is a powerful means for shaping the qualities of individuals character which is formed on account of good qualities and getting proper education from learned and noble teachers. Character is an important quality to an individual. So Syrus declared that A man’s own character is arbiter of his fortune. Education is a lifelong process. It moulds one’s views towards life it also helps to make healthy mind. It has to teach the students to share his views with others and also takes care of other companion. Sharing and caring

should be kept in mind while serving the members of society. The essence of education is to provide that information which must lead towards knowledge and ultimately knowledge must lead to wisdom. Virtue appears from good deeds and wisdom appears from a pure and peaceful mind. To walk safely through the maze of human life, one needs the light of wisdom and the guidance of virtue. According to Confusious breeds confidence, confidence breeds hope and hope breeds peace. Education breeds character, character breeds confidence, confidence breeds capacity, capacity breeds capital, capital breeds credit and credit breeds gain confidence then confidence breeds hope and hope breeds in pure and peaceful mind then wisdom appears, then wisdom breeds peace and peace means zero defects and zero defects itself a quality and zero it self a puja and puja means nil. But nil should be defects only in reality. This quality teach triple truth to all a generous heart, Kind speech and a life of service and compassion are the things which renew humanity. Words have the power to both destroy and heal. When words are both, true and kind. They change our world. All good qualities are essential for human development. The three qualities can connect human beings living in different parts of the world today we witness people who are fighting with one another on the basis of caste. Color, race, creed and ethnicity or nationality. Artificial borders created by groups of human beings should be dismantled. People can have unity and harmonious relations with other people if then given importance to ethical values- kindness, compassion and selfless service to others. People of one country, instead of fighting with people of other country, should settle their problems. At negotiation table amicably or through diplomatic channel. Hatred begets hatred and war begets war. To prevent war or armed conflicts, each government should give up the policy of waging war or armed conflict against other nation.

Teach yourselves, teach everyone his real nature call upon the sleeping soul and see how its awake, power will come, glory will come, goodness will come, purity will come and everything that is excellent will come when this sleeping soul is roused to self conscious activity. We want that education by which character will be formed, strength of mind is increased, the intellect is expanded by which one can stand on one’s own feet. The following are the twelve parameters for human excellence.

- 1) Self control
- 2) Compassion,
- 3) Self reliance
- 4) Concentration
- 5) Knowledge
- 6) Devotion

- 7) Honesty
- 8) Discipline
- 9) Will power
- 10) Dedication
- 11) Confidence
- 12) and Strength

All these twelve parameters of human excellence can be converted into three dimensions.

- 1) Bliss, 2) Peace, 3) Freedom

All the above twelve parameters with three dimensions can be created among the students through education and by using optimum conscience. Gandhiji has given seven problems among the society, these problems are as follows.

- 1) Politics without principle
- 2) Wealth without work
- 3) Pleasure without conscience
- 4) knowledge without character
- 5) Commerce without morality
- 6) Science without humanity
- 7) Worship without sacrifice.

Gandhi has become a beacon light. The following characters are necessary for better suited to build a peaceful society and that can be created within the society as such

- 1) We become natural creators
- 2) We become more compassionate understand pain and suffering.
- 3) We create more sacrifices
- 4) We become listeners.
- 5) We possess more tolerance
- 6) We must be born teachers.
- 7) We deserve freedom equality to build their lives and carriers
- 8) We can build a peaceful neighborhood then we can contribute the world peace.

Need of an Excellence -

- a) To increase competitive efficiency of public sector.
- b) To meet the growing demand of higher education with rapid growth in population
- c) To reduce financial burden on government and for decentralization of educational institutions.
- d) Impart quality education and training and shaping of the curriculum according to global, national and local needs.
- e) To fulfill the need for skilled manpower and to fulfill the need of the country in liberalization, privatization, and globalization.
- f) To facilitate technological developments and information based economic development. In India, the thrust on privatization in higher education started in the early 90s under the LPG (Liberalization, Privatization and globalization) policy. The last two decades has witnessed an

exponential growth in Indian higher education system. But remain lot of challenges of privatization. Privatization of higher education has badly affected the poor, undermined equity, diversity and openness and could not ensure the knowledge about the providers; and price and quality of the product.

Globalization -

With the developments of information and communication technology the barriers of national boundary have broken. As a result there has been considerable development in the social, economical and educational fields at international and global level.

The development in education has resulted in the following events :

- i. Increased practice of international comparison of educational development.
- ii. Mobility of students from one country to another.
- iii. Mobility of scholars from one country to another.
- iv. Setting up of educational institution from one country to another.
- v. Marketing of education worldwide.
- vi. Development of framework for globalization of education through GATT (General Agreement on Tariff and Trade), GATS (General Agreement on Trade in Services) under WTO (World Trade Organization).

Conclusion -

The Indian higher education system has undergone massive expansion to become the largest in the world enrolling over I million students each year. Such expansion would have been unimaginable without the extensive use of ICT tools. In spite of the significant progress made during the past few years, India's higher education sector is still in danger with several challenges. Higher education in India suffers in terms of both quality and employability. At the policy making level, we think only quantitative expansion and quality has been placed in the next place.

Though India has a long heritage of quality higher education system it has failed to solve the problems of Access, Equity, and Quality until recent past. The deteriorating administration, unproductive practice, corruption and fund availability leads to break down of indigenous educational system. Recently with the introduction LPG i.e. Liberalization, Privatization and Globalization an avenue to revive the system has evolved. On the one hand globalization may help to improve the quality of education it can also affect the indigenous development of educational sector.





Status of Higher Education

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Introduction -

The wealth and property of the nation depend on the effective utilization of its human and material resources. Human resource is important for economic growth of the nation but educated human resource keep the nation in line with the leading nations of the world. Indian Higher Education system is the 3rd largest in the world, next to United States and China. Indian higher education system comprising of 700+ universities, 35,000+ colleges and numerous stand-alone technical / professional institutions with annual enrolment in excess of 25 million students. Given the vast network, India's Gross Enrolment Ratio (GER) in higher education, currently pegged at 23%, is far below the world average. This indicates the need of Increasing GER in Indian Higher Education. According to the 2013 Quacquarelli Symonds (QS) world University ranking no Indian University featured among the top 200. IIT Delhi at 222, IIT Bombay 233 and IIT Kanpur 295. Even in the recent survey by Times Higher Education (THE) for the year 2014-15 not one Indian Higher education institution making it to the top 200 club. India marks its presence in the 276-300 range. (The Hindu, 2nd October, 2014) This reflects the quality of higher education in India with respect to International competition. The prospects and development in the higher education sector in India needs a critical examination in a rapidly globalizing world. Hence, it is time for all those who are concerned with policymaking, planning, administration and implementation of higher education to revitalize the very thinking on the subject and put it on the right track.

The quantity and quality of higher education is essentially depends on school education and is supported by infrastructure, faculty, curricula and pedagogy, research, and quality assurance. Hence, higher education can be studied under the following headings.

- School Education,
- Infrastructure,
- Faculty,
- Curricula and Pedagogy,
- Research
- Quality assurance.

According to current estimates, 80% of all schools

in India are government run. However, because of poor quality of public education, 27% of Indian children are privately educated. With more than 50% children enrolling in private schools in urban areas, the balance has already tilted towards private schooling in cities; even in rural area, nearly 65% of the children in 2016-17 were enrolled in private schools. According to some research, private schools often provide superior results at a multiple of the unit cost of government schools.

Government schools have very poor infrastructure and teaching facilities. School consists of a one-room schoolhouse, one teacher covering multiple grades, and 40 students per teacher. Further, unwillingness of many teachers to accept remote rural postings means that actual student-teacher ratio is much higher in many parts of rural India. There is no system in place to motivate teachers to improve academic achievements, and very little training available to strengthen teaching practices. The hiring and promoting of teachers is politicized, providing teachers with unconditional job security and no accountability in improving students' achievements making the teaching processes inefficient.

Interpretation -

India is hard pressed to scale up school education and improve instructional outcome for its young children to prepare them for quality higher education. To improve the quantity and quality of School education the following measures may be taken :

- A large number of teachers are to be recruited.
- An investment of resources has to be made to upgrade school facilities.
- Teachers to be made accountable for the performance of Students.
- Regular teacher training has to be provided.
- Teachers to council the students and parents to enhance the enrolment.
- Good performing teachers are to be appropriately graded and rewarded.
- In all the above processes only quality to be given importance but not to the external influences.

Since independence higher education in India has

witnessed an impressive growth over the years. The number of Higher Educational Institutions (HEIs) has increased from about 30 universities and 695 colleges in 1950-51 to about 799 universities and 39,071 colleges as per All India Survey on Higher Education (2015-2016) report. With an annual enrolment of above 25 million (Including enrolment under Open and Distance Learning system). The following Table 1 shows the growth of higher educational Institutions (HEIs) in India since 1950.

From Table 1 it can be observed that, there has been a threefold increase in the number of HEIs in the country during the last decade. From Table 1 it can be observed that, from 1950-51 to 2015-16 there is a 50 fold increase in the number of colleges and about 23 fold increase in the

Table 1 : Growth of Higher Educational Institutions in India^(2,16)

Year	Number of College	Number of Universities
1950-51	695	30
1960-61	1,542	55
1970-71	3,604	103
1980-81	4,722	133
1990-91	7,346	193
200-01	12,806	256
2010-11	31,564	574
2011-12	36,539	700
2013-14	36,634	723
2014-15	38,498	760
2015-16	39,071	799
2016-17	30,123	809
2017-18	42,319	968
2018-19	43,111	997

Source : UGC Higher Education at a Glance-June-2019

Faculty - Availability of good quality faculty is a critical input in the functioning of a sound higher education system. While there has been a consistent growth in the faculty strength in higher education, it has not matched the growth in student enrolment numbers. While the student enrolments have gone up by more than 100 times between 1950-51 and 2016-17, the number of teachers has gone up by less than 40 times, which implies the student-teacher ratio has declined by about 2.5 times over this period. This has also led to the country's poor performance on student-teacher ratio at the international level.

The high student teacher ratio is because (1) teaching is not an attractive profession. It's one of the last choices in terms of career. (2) Number of PhDs produced each year is very low and those required by academia is far higher. In fact, at many institutions fresh graduates are employed to teach, leading to poor quality of classroom

instruction. For example in technological education sector alone the annual students intake is 20,00,000. Faculty shortage (at 1:15 staff student ratio)

Significance -

Keeping the above state of quantity and quality of faculty there is a need to recruit more number of qualified and dedicated faculty members. This can be achieved by (1) providing incentives for good quality teaching by recruiting them based on their capabilities and experience and (2) encouraging PhD and other research scholars with scholarships. (3) Hold mandatory training programs for all faculty members not only on the subject matter, but also to enhance the effectiveness of their teaching (4) Conduct refresher courses to update faculty members on new, evolving and effective teaching techniques. (5) Establish Teaching and Learning Centres (TLCs) in existing universities, preferably in those with a strong research culture.

Develop a system of rewarding the best performing faculty members by providing performance-linked monetary and non-monetary benefits by implementing :

- Annual performance appraisals explicit promotion standards,
- Performance-based remuneration system,
- Introduce evaluation of faculty members' performance through regular student feedback and peer review,
- Provide significant weightage to research while evaluating their performance, and Curriculum content of present colleges and universities is criticized

Many places to be outdated, with much reliance on rote teaching methods. Students complain of too little connection to work-related opportunities for career preparation. Many feel they study for irrelevant degrees and are unprepared for the world of work. As a result graduate unemployment is rising.

In early post independence years, a bachelor's degree often provided the elite entrance to prime government positions, but in contemporary India, it at best provides a chance to become a white-collar worker at a relatively modest salary. Nevertheless, a university degree or diploma continues to be a requirement for most jobs and consequently, college and university system remains in demand. But students do not demand quality improvement in their education. Instead, many of them spend more years in acquiring some sort of postgraduate professional qualifications in order to signal their skills and knowledge to potential employers.

Furthermore the present day teaching methodology is one-way-teacher-centric teaching, where student has

no role to play and contribute for the learning process which makes education neither interesting nor creative. Our top class students are hard-working but not innovative. They are not capable enough to produce new Technology. Paucity of skill intensive education is compounded by a parallel dearth of soft skills. The outcome is that, the workforce is far from globally competitive. Hence, there is a great need for a revolution in Higher Education.

Hence, there is a need of continuous up-gradation of curriculum, to keep up pace with rapid growth of science and technology. Curriculum should be object oriented and focused. In Science and Technological education there is a need to increase field and laboratory.

Analysis - To make the learning environment more useful and challenging by encouraging student to acquire (1) -

- critical thinking skills,
- communication and creativity-related skills,
- conceptualization and problem-solving skills.
- the 'case study' method of teaching can be adopted to develop problem solving and critical thinking skills.
- adopting a project-based approach to enable practical application of concepts learnt in the classroom.
- integrating industry internships into the curricula
- focusing on co-curricular activities to develop leadership and team-building skills, and
- institutions, to start with technological institution, to establish Entrepreneur Development Cell and Technology Business Incubators.

Research - Research is an essential component of higher education system to ensure it remains vibrant and is quick to respond to and anticipate changes arising in the contextual conditions. Most of the Indian colleges and universities lack in high end research facilities, under-investment in libraries, laboratories and classrooms. While this, it is very difficult to provide top quality instruction or engage in cutting edge research.

One of the input parameters to ascertain progress in research is the quantum of spending on research and development activities. As per a study India's share in R&D spending to the total global R&D spending stands at 2.1% while the share of China is 12.5%. It compares the R&D spending of India and China with other developed economics. There is clearly a need to increase spending on R&D as we move forward to becomes a knowledge economy.

Quality Assurance - In 2007, While delivering 150th Anniversary address of Mumbai University, Dr. Manmohan Singh, the former Prime Minister of Observed

that... Our university system is, in many parts, in a state of disrepair...In almost half the district in the country, higher education enrolments are abysmally low, almost two-third of our universities and 90 per cent of our colleges are rated as below average on quality parameters... I am concerned that in many states university appointments, including that of vice-chancellors, have been politicized and have become subject to caste and communal considerations, there are complaints of favouritism and corruption.

The above statement by the former Prime Minister of India speaks volumes about the need and importance of quality assurance in the higher education. Quality depends on all its functions and activities : teaching and academic programs, research and scholarship, staffing, students, building, facilities, equipment, services to the community and the academic environment. It also requires that higher education should be characterized by its international dimensions : exchange of knowledge, interactive networking, mobility of teachers and students and international research projects. Today, the reasons for not having enthusiasm for Higher education in India.

- 1) people are not confident of getting necessary knowledge and skills which keep them in demand in the market; and
- 2) universities and college system has not been made accountable for the quality of education and the employable entrepreneur skills they impart.

The quality can be achieved by maintaining the standards of institutions and derecognizing the non-performing institutions.

In India there is a number of quality evaluating bodies such as NAAC, NBA, AICTE, DEC, etc. However, to maintain the quality there is a need for self assessment and quality improvement, for this, all universities and institutions should set up internal quality assurance cells and must follow a minimum standard to award degrees. There is a need of an independent accreditation agency with a conglomerate of government, industry, academia, and the society, that is all the stakeholders of education to ensure the quality. It should be made mandatory for all universities and institutions to get accredited by an appropriate body with a stipulated time may be 5 years from their establishment failing which they would be derecognized to impart education and award degrees. Furthermore, all the regulating bodies should have common quality parameters and in comparison to International accreditations.

Recommendations - With above review and analysis of status of higher education the following

conclusions and suggestions are recommended and pointed out.

- 1) The teaching profession and research as a career option should be made main stream by focusing on the need of the industry and recruiting a large number of teaching faculty with attractive salaries and environment.
- 2) Higher education in India needs a steep rise in both quality and quantity
- 3) Student centric education should be emphasized
- 4) Skilled based curriculum and project oriented education should be implemented.
- 5) Entrepreneur Development Cell shall be established in Higher educational Institutes.
- 6) Technology Business Incubators should be established in all Technical Institutes.
- 7) Continuous evaluation system shall be implemented. For the transparent and uniform evaluation on – line examination system shall be introduced.
- 8) Teaching faculty should be accountable for student output at school level by rewarding and reprimanding them and they should function as facilitators for learning at higher education.
- 9) The number of enrolments should be increased at all levels of education and dropout rate at school level should be controlled especially in rural areas by motivating and improving the quality of education.

- 10) Education should be research-oriented and vocational to improve employability of the skilled workforce of India.

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Assessing Women Empowerment: The NAAC Way

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There is no force equal to a woman determined to rise!

-W.E.B. Dubois

National Assessment and Accreditation Council, (NAAC), Bangalore was established in 1994 with the prime concern of monitoring and augmenting the quality of higher education institutions in the country. India is a country, which has the largest and diverse education system in the world. However, the thrust of globalization, privatization, widespread expansion, new emerging areas of knowledge and learning and an attempt to improve access to higher education have made the concern for establishing quality standards, parameters of measuring quality, devising measures for quality enhancement and quality sustenance of paramount importance. This is very clearly reflected in the vision statement of NAAC, which is,

“To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion, and sustenance initiatives.”

Increased access to higher education is an important concern, which directly influences the quality of higher education. It is necessary to realize that accepting diversity and inclusion simultaneously, is an art that helps us *to work together independently*. It is therefore necessary for all higher education institutions to look at diversity and inclusion from the NAAC point of view.

Education imparted to women is an integral part of the inclusivity aspect of higher education. If the society has to be strengthened with quality education, women also must get equal opportunities of education. Education is considered as a means of strengthening, invigourising and enhancing the capacity and capability of individuals. Education should help in empowering women too.

Demographic Details and Education

The total population of India is 133.92 crores (in 2017), 48.04% female population as compared to 51.96% male population. 42% of teachers are female. The net enrollment in primary school is 92% female, 93% male and adult literacy: 51% female, 75% male.

The question that arises out of this statistical data is out of the 92% of primary educated girls only 51% seem to make it to higher education. Almost 41% go missing as

they start climbing the ladder of higher education. This dropout rate has to be taken care of if we wish to achieve women empowerment.

Women Empowerment means...

The word ‘Empowerment’ is synonymous with enabling, participating and speaking out. The most important question is whether it is a multidimensional process of change from a condition of dis-empowerment to one of empowerment. Can someone or some agency bestow empowerment? Since individuals are active agents in this process is it possible to be empowered by someone or should this strength and capacity come from within the individual? Empowerment is shaped by the context and so indicators of empowerment must be sensitive to the context in which women live.

At the core of the word, Empowerment is ‘power’. Power as capacity.

The parameters to ensure **Women’s Empowerment Principles** are as follows:

1. Establish high-level corporate leadership for gender equality.
2. Treat all women and men fairly at work – respect and support human rights and nondiscrimination.
3. Ensure the health, safety and well-being of all women and men workers.
4. Promote education, training and professional development for women.

Why Promote Women’s Education...

- Education is considered as the key to women’s empowerment
- Educated women have better access and opportunities in the work force
- Education leads to increased income
- Less isolation at home
- Inclusion in financial decisions
- Research needs to be undertaken regarding how education really empowers women
- Education enables women to respond to the challenges, to confront their traditional role and change their life.
- Education of women helps to change their social position.

- Women education in India has been a need of the hour, as education is a foundation stone for the empowerment of woman.
- Education reduces inequalities, functions as a means of improving their status within the family, and develops the concept of participation.

Meaning of Women's Education

- Girls' education goes beyond getting girls into educational institutions
- It ensures that girls learn and feel safe on campus
- Can complete all levels of education with the skills to effectively compete in the labor market
- Learn the socio-economic and life skills necessary to navigate and adapt to a changing world
- Make decisions about their own lives and contribute to their communities and the world

Inclusion is the major concern.

NAAC FRAMEWORK FOR GENDER SENSITIVE INDICATORS

- NAAC has identified seven major areas for the assessment of institutions.
- Some examples of gender sensitive indicators have been selected. The following indicators can be assessed in the context of both co-ed as well as Women's only colleges.
- It aims at bringing in greater gender justice in the higher education system.

1. Curricular Aspects -100

- What are the women-related courses/topics introduced in the curriculum in the various subjects taught? Teaching, Learning and Evaluation.
- Have you identified some more such topics for additional input ?
- How is your feedback system framed and followed ?
- Are there courses/programmes/projects conducted by the College which encourages participation of girl students/ enables them to take decisions/work independently ?

2 .Teaching-Learning and Evaluation – 350

- Gender segregated data on students and faculty in various departments at UG/PG level.
- Participation of women faculty in seminars/ conferences/ workshops/ faculty development

- programmes/ receiving awards/representation in various committees
- Have you conducted formal /informal Feedback/ SSS in a gender specific manner ?
- Has some research been conducted to identify the skills sets in which the girl students excel the most ?

3. Research, Consultancy and Extension - PG-120,UG-110

What is the

- Percentage of women faculty actively involved in research/ guiding research students/ operating projects/ publishing a n d extension activities.
- What are the specific research topics and extension activities related to women? What are the women specific problems in conducting research ?
- Which are the research related initiatives/ measures to develop interest/selection of topics/ data collection/ opportunities made available
- Are girl students encouraged to participate in research activities ?

4. Infrastructure and Learning Resources -100

What is the

- Availability of hostel/common room/ toilet/ sports facilities /yoga or de-stressing centre/ recreation room for women/ lady doctor/counselling centre
- Books and journals on women in the library
- IT readiness of staff and students – infrastructure and training facilities provided
- Discipline/security on the campus

5. Student Support and Progression-UG-140, PG 130

- Do you have ?
- Sex disaggregated data on number of women students getting scholarships/ financial support and the students getting placement.
- Availability of women counsellors, sexual harassment cell, lady doctor
- Various women centric activities leading to personality and skills development
- Encouragement for participating in competitive examinations, other competitions
- Alumni association/list of empowered girl students- their current status/placement

6. Governance, Leadership and Management

What is the participation of women ?

- In decision making at various levels
- Addressing concerns of gender sensitivity in governance of HEIs : gender audit, identify developmental opportunities for women
- Number of women in all selection /promotion committees/ academic/ administrative bodies of the institution
- Details on maternity leave, crèche for children.

7. Institutional Values and Best Practices

Healthy Practices -100

How many

- Number of gender sensitization programmes conducted.
- Number of women- related themes and topics taken up for discussion and debates.
- Number of leadership camps organized for the personality development of women students.
- Health/financial literacy/employment related initiatives for women of the locality.

The following **Quality Initiatives for Women Empowerment** could help in furthering the cause of inclusivity in education.

- Providing conditional cash transfers, stipends or scholarships
- Reducing the distance to the institution

- Involving boys and men to be a part of discussions about cultural and societal practices
- Hiring and training qualified female teachers
- Building safe and inclusive learning environments for girls and young women
- Ending child/early marriage
- Addressing violence against girls and women
- Ensuring gender-sensitive curricula and pedagogies

Introduce Courses related to skills and competency

- Individual, collective and public skills
- Knowledge Skills,
- Interacting with the World Skills,
- Balancing skills of rights with responsibilities , rights with privileges , freedom with respect , power with restraint
- Safety and security, Equity and inclusion, Sustainability, Global citizenship
- Being simultaneously local and global, Environmental custodianship, Global awareness, Multi-literate Women empowerment achieved through education is the only means of strengthening the nation and making it ready for facing the challenges of the future.

I love the person I've become because I fought hard to become her.
- Kaci Diane





Technology Tools and Open Educational Resources

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ABSTRACT:

Online learning is the newest and most popular form of distance education today. Within the past decade it has had a major impact on postsecondary education and the trend is only increasing. In this paper we will explore what the experience of online learning is like for students and how it has changed the role of the instructor with effective use of Technology Tools in Academics. Online learning is education that takes place over the Internet. It is often referred to as "eLearning" among other terms. However, online learning is just one type of "distance learning" -the umbrella term for any learning that takes place across distance and not in a traditional classroom. Distance learning has a long history and there are several types available today, including:

- *Correspondence Courses: conducted through regular mail with little interaction.*
- *Telecourses: where content is delivered via radio or television broadcast.*
- *CD-ROM Courses: where the student interacts with static computer content.*
- *Online Learning: Internet-based courses offered synchronously and/or asynchronously.*
- *Mobile Learning: by means of devices such as cellular phones, PDAs and digital audioplayers (iPods, MP3 players).*

KEY WORDS: *Technology Tools, OER*

Children raised with the computer "think differently" from the rest. They develop hypertext minds. They leap around. -Dr. Michael S Gazzaniga-

Linear processes that dominate educational systems now can actually retard learning for brains developed through game and web-surfing processes on the computer." -Peter Moore-

MOST POPULAR APPROACH TODAY IS ONLINE LEARNING:

- A majority of academic leaders believe that online learning quality is already equal to or superior to face-to-face instruction. (The "no significant difference" phenomenon.) In years past, instructors had to create their "virtual classrooms" from scratch which was difficult and often led to poor results.

Course Management System (CMS) software is utilized by just about all colleges today. CMS allow instructors to design and deliver their courses within a flexible framework that includes a number of different tools to enable learning and communication to occur. Popular for-profit CMS include:

- Blackboard (www.blackboard.com)
- WebCT (www.webct.com)
- eCollege (www.college.com)

Low cost alternative and open source CMS include:

- ETUDES-NG (<http://etudesproject.org>)
- Moodle (<http://moodle.org>)
- Angel (<http://angellearning.com>)

A New Paradigm for Teaching and Learning Online learning is catalyzing a pedagogical shift in how we teach and learn. There is a shift away from top-down lecturing and passive students to a more interactive, collaborative approach in which students and instructor co-create the learning

OER: "Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation." - UNESCO, Home Page dated 2nd October 2013

Success in open educational resources (OER) has been reported by the many Educational Institutions and distance learning students. It is unclear, however, how valuable OER are in learning and teaching. Approaches to OER policy and sustainability are just two other key aspects that remain unresolved across the sector. The use of digital resources is seen as one way of addressing the dual challenges of quality and equity. Open educational resources (OER), free of licensing encumbrances, hold the promise of equitable access to knowledge and learning. However, the full potential of OER is only realizable by acquiring: (i) greater knowledge about OER, (ii) the skills to effectively use of OER and (iii) policy provisions to support its establishment in the continent's higher education

milieu.

Searching OER-

- Google Advanced Search
- Creative Commons Search
- JORUM (UK)
- Xpert
- Connecting Repositories
- BASE
- FreeFullPDF
- Directory of OER
- <http://nsouoer.krc.net.in/>
- <http://egyanagar.osou.ac.in/slm-list.php>
- <http://epgp.inflibnet.ac.in/>
- <http://www.ebookbou.edu.bd/>
- <http://nroer.gov.in/welcome>
- <http://www.sakshat.ac.in/>
- <http://oasis.col.org/>

OER Resources

- The Community College Consortium for Open Educational Resources - CCCOER is a joint effort by the OER Center for California, Foothill-De Anza Community College District, the League for Innovation in the Community College and many other community colleges and university partners to develop and use open educational resources (OER) and especially open textbooks in community college courses.
- OpenStax is a non-profit digital ecosystem serving millions of users per month in the delivery of free educational content to improve learning outcomes.
- Free Online Course Materials is a California State University MERLOT collection of over 35,000 open course materials.
- MIT OpenCourseWare (OCW) is a web-based publication of virtually all MIT course content. OCW is open and available to the world and is a permanent MIT activity.
- The Open Course Library, from Washington State University, is a collection of expertly developed educational materials – including textbooks, syllabi, course activities, readings, and assessments – for 81 high-enrollment college courses. 42 courses have been completed so far, providing faculty with a high-quality, affordable option that will cost students no more than \$30 for textbooks.
- OER Commons was created as a network for teaching and learning materials, the web site offers engagement with resources in the form

of social bookmarking, tagging, rating, and reviewing.

- The Open Education Resource (OER) Foundation is an independent, not-for-profit organization that provides leadership, networking and support for educators and educational institutions to achieve their objectives through Open Education.
- WikiEducator is a community project working collaboratively with the Free Culture Movement towards a free version of the education curriculum by 2015. Driven by the learning for development agenda WikiEducator is developing free content for use in schools, polytechnics, universities, vocational education institutions and informal education settings.
- The World Digital Library (WDL) makes available on the Internet, free of charge and in multilingual format, significant primary materials from countries and cultures around the world.

CHALLENGES FOR HIGHER EDUCATION:

“This vertical expansion requires consolidation at horizontal level. But, presently higher education is facing several challenges like quality of higher education, faculty shortage; quality teachers, unable to keep pace with market demands, poor quality of curriculum, poor quality of research, poor quality of teaching etc. in majority of tertiary institutes.”⁴ Recently, in a survey it was reported that many of our top institutes like IITs, IIMs not been in the top 200 list of universities in the world ranking. The reason is the teaching and researches in Indian universities are far below the standard of European or American and even among some of the Asian countries. If we compare it within our countries we will find wide disparities in terms of quality of teaching, quality of research etc. India has only fewer numbers of creditable institutes of higher education and it benefits fewer numbers of students. Since large force of human resource (youths) are studying in substandard institutions, transforming them into human capital is a challenge for Indian education system. Unfortunately, that advantage cannot be sustained unless we upgrade our education system. One area that is in desperate need of change is our higher education network. Networking of higher education institutes will help these institutes in more than one way. First, quality educational resources which is being created or stored in their repository is available free of cost. Secondly, it will improve the teaching learning standard in the universities or colleges which are suffering from poor quality of educational resources. Thirdly, it will also meet the paucity of teachers. Fourthly, it will enhance the capacity of students as well as teachers. Finally, it will

enable students to compete globally.

BEST WEBSITES FOR ONLINE TEACHING JOBS

Higher Education Websites

1. HigherEdJobs

<http://www.higheredjobs.com/>

2. Inside Higher Ed

<https://careers.insidehighered.com/>

3. The Chronicle of Higher Education

<http://www.chronicle.com/section/jobs/61>

Job Search Engines

4. Indeed.com, SimplyHired.com

<http://www.indeed.com/>, <http://www.simplyhired.com/>

Big Online University Websites

5. Jobs and Careers Pages of Online Universities

The really big online universities like Kaplan, ITT Tech, American Public University, and the University of Phoenix always have open positions, whether it's for part-time online adjunct faculty positions, full-time online faculty, instructional design gurus, graders or course mentors.

Searching the "Careers" section of large online school websites is a good idea, as well as a useful way to find out what the minimum requirements and payment schedules are for online faculty.

Online Teaching Job Boards

6. Adjunct Professor Online*

<http://www.adjunctprofessoronline.com/online%20adjunct%20jobs>

7. Get Educated Job Boards

<https://www.geteducated.com/online-teaching-jobs/positions-available>

BENEFITS OF ONLINE TEACHING AND LEARNING: Why online distance learning and why now? Online distance learning meets the needs of an ever-growing population of students who cannot or prefer not to participate in traditional classroom settings. These learners include those unable to attend traditional classes, who cannot find a particular class at their chosen institution, who live in remote locations, who work full-time and can only study at or after work, and those who simply prefer to learn independently. The minimum requirement for students to participate in an online course is access to a computer, the Internet, and the motivation to succeed in a

non-traditional classroom. Online courses provide an excellent method of course delivery unbound by time or location allowing for accessibility to instruction at anytime from anywhere. Learners find the online environment a convenient way to fit education into their busy lives. The ability to access a course from any computer with Internet access, 24 hours a day, seven days a week is a tremendous incentive for many of today's students.

Some of the main advantages of online learning include: Convenience: 24/7 access from any online computer; accommodates busy schedules; no commuting, no searching for parking. • Enhanced Learning: Research shows increased depth of understanding and retention of course content; more meaningful discussions; emphasis on writing skills, technology skills, and life skills like time management, independence, and self-discipline.

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Overcoming Common Errors in Oral Communication in English The term 'Quarantine': Check Your Pronunciation

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This article is written at a time when the world is passing through a difficult phase. The World Health Organisation (WHO) has declared the coronavirus outbreak as a pandemic. Various precautionary measures have been taken by our country in order to control the disease caused by the novel coronavirus COVID-19.

Due to lock down, curfew and social distancing, we are confined to our homes. Currently, there are no printed newspapers to read. Spending time fruitfully is a big problem for all of us.

As a teacher of English, the writer thought of exploiting the present situation in the country and turning the threat or challenge posed by COVID-19 into an opportunity by suggesting a way of building vocabulary to develop communication skills in English. This activity will certainly help us to utilize our time meaningfully.

Good teachers are always in search of new ways, new methods, and innovative techniques in order to make their teaching more informative and enjoyable. The three stages in the Lesson Plan: Introduction, Presentation and Conclusion play an important role in conducting a successful lesson.

Teachers belonging to Arts, Commerce and Science streams can make use of the technique of using current situations, current events related to their respective subjects for testing students' previous knowledge and introducing their Units. The present brainstorming activity, which we are going to conduct, is based on the present situation when our country is facing the challenge of fighting against the coronavirus outbreak. Teachers teaching the subjects like English, Economics, Commerce, Psychology, Biology, and even other subjects can think of relating their respective subjects to the present real-life situation in the country and make their teaching-learning process more real, practical, useful and appealing.

Let us share our experience of listening to news bulletins on radio or television. While listening to the news about coronavirus outbreak, you must have heard the word 'quarantine' many times. News reporters, experts, newsreaders utter the word frequently. Consequently, the rather special or uncommon word has become a part of common vocabulary. People commonly use the English

word 'quarantine' in their everyday conversation.

As listeners, I would like to ask you the following questions-

1. Do you know the word 'quarantine' ? Have you heard it before ?
2. Are you sure of its pronunciation and meaning ?
3. Do you listen to news in Marathi or news in English ?
4. If you have listened to both, in English as well as Marathi, have you noticed any difference in the pronunciation of the same word ?
5. Have you felt the need to refer to a dictionary and find out the correct pronunciation and meaning ?

As a teacher of English, the writer usually listens to news in English on All India Radio and BBC and news in English on television channels like BBC World News and CNN International. He also listens to news in Marathi on News 18 Lokmat and ABP Majha.

Therefore, the comparative study of news in English and news in Marathi about coronavirus crisis revealed that the pronunciations of 'quarantine' are different. Most of the speakers on Marathi channels and even Hindi channels pronounce the word 'quarantine' as 'क्वारन्टाईन' while all speakers on English news channels pronounce the word as 'क्वारन्टीन' Marathi newspaper Loksatta, dated March 18, 2020 in the write-up entitled 'करोना चे सत्य' referred to the word quarantine as: विलगीकरण आणि अलगीकरण (क्वारंटाईन) कक्ष म्हणजे काय? The writer was sure of the correctness of the pronunciation in English. However, to confirm, he referred to standard dictionaries in both the languages.

When one claims that she/he knows a word, one should remember that only knowing pronunciation or meaning is not enough. It is necessary to know the following five details of any word.

- 1) Spelling
- 2) Pronunciation
- 3) Grammar/parts of speech
- 4) Meaning/s
- 5) Usage

Standard dictionaries provide all these details about a word.

So let us try to know the word 'quarantine' by referring to dictionary entries.

Quarantine noun

- 1) a state, period, or place of isolation in which people or animals that have arrived from elsewhere or been exposed to infectious or contagious disease are placed.
- 2) "Many animals die in quarantine"

verb

- 1) Put (a person or animal) in quarantine.
"I quarantine all new fish for one month"
(Oxford Advance Learner's Dictionary)

Synonyms & Near Synonyms for Quarantine (Merriam-Webster)

Usage in newspapers

1. "A group of 218 Indian nationals evacuated from Milan in Italy reached the national capital Sunday morning and were *quarantined* at the Indo-Tibetan Border Police facility in Chawla."

(The Indian Express, March 16, 2020)

2. The practice of *quarantine* began in the 14th century in Venice, Italy to protect coastal cities from plague epidemics.

The word 'quarantine' came from Italian words 'quaranta giorni' that means forty days. Experts say that quarantine is one of the most effective ways of containment when vaccines and antivirals are still in development. ("The Quarantine Question: How Effective Are They?" Ruchika Uniyal, The Times of India, March

10, 2020)

Oxford English- Marathi Dictionary by Ramesh V. Dhongde gives the pronunciation of 'quarantine' / 'क्व्वाऱन्टाईन' /

In order to overcome the problem of committing errors in oral communication in English, we should remember that Listening Skills and Reading Skills are 'receptive skills' as we receive information or knowledge through listening and reading. Speaking Skills and Writing Skills are 'productive skills' as we produce or present the received information through speaking and writing.

So the pronunciation of the word 'quarantine' as 'क्व्वाऱन्टाईन' will lead to speaking English correctly.

Similarly, you can develop your vocabulary by checking your pronunciation, referring to a dictionary and correcting the pronunciation. Here is a list of commonly mispronounced words for you to check:

- 1) Preface
- 2) Premises
- 3) Develop
- 4) Kaleidoscope
- 5) Suite
- 6) Automobile
- 7) Epitome
- 8) Tour
- 9) Cassette
- 10) Computer
- 11) Acoustic
- 12) Entrepreneur





Study on Retail Stores' Attributes and Increase in Sales of Unorganized Retailer By Influencing Consumers

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Research Guide

ABSTRACT-

The objective of the study is to examine the store attributes for a traditional store in Indian context. It is not a new thing to suggest some measures to increase sales and customers loyalty, but this paper suggests some very useful and vital methods to grasp customers' attention and to defeat the rivals by just amending and modifying the retail store's attributes. The only way to satisfy and gratify the customers of retail store is to give him maximum benefits along with adequate attention. This paper explain the required features for an ideal retail store in terms of location, transport, infrastructure, feasibility and convenience for a consumer to keep loyal to the retail store. A good retail store is not the one that provides adequate amenities and attributes to consumers, but it is the one that provides not only demographic benefits but also respect the consumers demand in terms of Price, Place, Promotion and Product. Segmentation and positioning are also important for a retail store to survive in the market. The study is made to accumulate all these points in mind to give the retail store a new identity. The relations identified and the recommendations made in the article would help the retailers catering in unorganized markets to meet the customer expectations and hence retain a loyal customer.

Keywords- Customer's Loyalty, Positioning, Retail Stores, Segmentation.

INTRODUCTION

The total concept and idea of shopping has undergone a vast drawing change in terms of format and consumer buying behavior, ushering in a revolution in shopping in India. Modern retailing has entered into India as is observed in the form of sprawling shopping centers, multi-storied malls and the huge complexes that offer shopping, entertainment and food all under one roof. Retail stores come in all sizes and are designed in many different ways. They sell everything imaginable and some things you probably never imagined. They are as diverse as the people who shop in them, but they all have a few things in common. The owners all want to make profit and succeed. To help them in their hunt for profitability, many retailers resort to standard features designed to make their shops more

visually appealing.

A store's layout is one of the key strategies in its success—therefore, a lot of times effort and manpower go into its design. Retailers use layout to influence customer's behavior by designing the store's flow, merchandise placement and ambiance. Layouts also help retailers understand how much revenue per square foot they are making; using this information, they can properly assess the strengths and weaknesses in their merchandising mix.

REVIEW OF LITERATURE

Martineau [1] was the first researcher to work on store attributes (Erdem, Oumlil, & Tuncalp [2]). He described store attributes as factors responsible for store image formation. Further, he opined that the store image leads to create personality of the store in the mind of customers and customers' decisions are influenced by the picture of the entire store. The image of the store is formed in customer's mind by some store attributes like: Layout and Architecture, Symbols and Colours, Advertising, and Sales personnel matched with various patterns of consumer behaviour.

Through literature review, Kunkel & Berry [3] understood that store image has increased notably in past decades but the rate of knowledge has not progressed accordingly. Kunkel et al. opined that a man selects a store for buying based on his experiences while shopping in a store. Work in this area carried out by developing behavioral concepts (influenced by societal and subculture norms) of store images (formed by 12 store attributes: Price of Merchandise, Quality of Merchandise, Assortment of Merchandise, Fashion of Merchandise, Sales personnel, Location convenience, other convenience factors, Services, Sales Promotion, Advertising, Store Atmosphere and reputation on Adjustments).

Lindquist [4] conducted a survey of empirical and hypothetical evidence for defining the meaning of image. He summarized the image-related attributes found or hypothesized by 26 scholars in the field of defining store image through store attributes. He found that following attributes were mentioned by a certain percentage of the scholars: Merchandise Selection or Assortment (42%),

Merchandise Quality (38%), Merchandise Pricing (38%), Locational Convenience (35%), Merchandise Styling, Fashion (27%), Service, General (27%) and Salesclerk Services (27%).

There are studies related to store selection based on consumer perceptions, which are formed or influenced by store attributes. Joyce & Lambart [5] found that consumer perceptions about the store image are likely to be influenced by the types of stores visited repeatedly in past and attributes of these stores such as Color, Lighting, Signage, Clientele, Sales people.

Sinha & Banerjee [6] tried to know the factors of retail store selection based on the consumers' perception developed by visiting various types of stores and their observation about various services and physical parameter of these stores. Treblanche [7] identified the determining factors of store attributes influencing consumer perception about a store as: Types of Customer, Store Location, Price levels, Services offered Merchandising Mix, and Advertising and Physical facilities.

MATERIAL AND METHODS-

Survey research design is adopted in this study which sought for respondents' opinion on issue under study. The data was collected through the use of questionnaire (structured) administered on the correspondent. Judgmental sampling which purely non-probabilistic was used to obtain a sample of 100 respondents from the target population of the study. Secondary sources are also captured in this study through websites, books, journals etc., relevant to the study. The data collected were organized and analyzed using the descriptive technique of simple percentage and histogram.

RESULTS AND DISCUSSION-

The result of the analysis of the data collected on the subject under study revealed that 37% of those that patronize the retail store are male, while 63% are female and majority are businessmen and women. They like visiting retail store and the reason being shopping. The respondents are of the opinion that retail stores should be acquainted with convenient and reachable counters; and that there is the need for segmentation factor for its consumer. The placing and positioning of goods in the store is good attribute that influence customers patronage; product is the most paramount elements of marketing mix. Retail store should possess good products enough so as to be able to group customers; and that a good retail should be easily reachable; very innovative and should have good price tag.

As analyzed from the study the Indian retail market is strongly driven by the unorganized (Traditional store) retail stores and our aim was to deal with the importance

of customer expectations for store attributes in unorganized retail scenario. The general customer profiles easily reflect that the customers visiting the unorganized store usually visit it for grocery products. Moreover such customers do not travel much to visit the retail store. As per the responses obtained store attributes have a very strong relationship with the customer perceptions in unorganized markets. Discounts showed the strong relationship, product assortment and product availability almost equally showed a strong relationship with customer perceptions. Then the Retailers attitude, strong Image and other services showed the relationship. The results reflect that the retailers in unorganized markets have to cater a customer which is more price sensitive and get attracted towards the discounts being offered to him. Moreover a typical emphasis should be given on the product assortment in the store and the availability of the desired goods of the customers. The customer purchasing grocery and consumer durable goods emphasize more on store attributes rather than in chemist or cosmetic products.

CONCLUSION-

Given the empirical results reported above, retail store attributes influence sales. This implies that retail store owners and managers should target the improvement and development of retail attribute, include loyalty reward, proper market segmentation, positioning; so as to maintain and attract prospective customers. Therefore, friendly business environment is one of the pre-requisite for growth and promotion. Meaning development and improvement of sales is partly if not wholly dependent on better business environment and conditions; better store design and layout should be looked into; customers complain and suggestion should be given priority that will enhance loyalty.

The results show that the customers purchasing grocery products emphasize of store attributes like product assortment, product availability and retailers attitude. Similarly for other categories different store attributes emphasize different product categories. So, Retailers in unorganized markets should deal with different categories should emphasize on different store attributes depending upon the type of customers he deals with. Another very important result of the study is the moderating effect of the "distance travelled by the customer to reach the store" on the customer perceptions. The results emphasized that the except Retailers attitude and the other services all other store attributes showed a significant relation with customer perceptions when moderated with the Distance travelled.

These findings strongly emphasize that when customer wants prefers store attributes he even travels long distances to purchase that product. This also reflects

the store loyalty factor of the customer. All these when kept under consideration can surely meet customer expectations and thus make your customer loyal.

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Job Satisfaction among Industrial Workers



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ABSTRACT-

Job Satisfaction is the output of various attitudes that holds by workers toward his/her job and related factors. Job satisfaction is concerned to their feeling and attitudes towards the work. It means if the workers are happy while they are working, they can be said satisfied. It increases productivity on the one hand and reduce absenteeism and turn-over on the other. The purpose of this study is to measure and analyze the job satisfaction and stress level among workers in industries in Roha M.I.D.C. The primary data was collected from two hundred twenty-seven workers from different industries in Roha-Maharashtra. Hoppock's theory is used for measuring the level of job satisfaction and stress level. The result indicates that the workers from industries in Roha are happy and satisfied very much and the satisfied workers have a low level of stress also.

Key words- Job Satisfaction, Occupational Stress, Workers, Roha Industries.

INTRODUCTION-

A satisfied, happy and hardworking employee is the biggest asset for any organization. Workforce of any industry is responsible to a large extent for its productivity and profitability. Efficient human resource management and maintaining higher job satisfaction level in industries determine not only the performance of the organization but also affect the growth and performance of the entire economy.

The concept of the "Job Satisfaction" was brought to limelight by Hoppock. (1935) According to him, job satisfaction is "the combination of psychological, physiological and environmental circumstances that caused a person to truthfully say "I am satisfied with my job."

According to Statt, job satisfaction can be defined as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation.

Job satisfaction has been defined as the degree to which employees have a positive affective orientation towards employment by the organization (Price, 1997). Another defines job satisfaction as an affective (emotional) reaction to a job that results from the incumbent's

comparison of actual outcomes with those that are desired (Cranny, Smith, Stone, 1992, p.1).

Job satisfaction is concerned to their feeling and attitudes towards the work. It means if the workers are happy while they are working, they can be said satisfied. Therefore, "Armstrong states that the term job satisfaction refers to the attitude and feelings people have about their work. Positive and favorable attitude towards the job indicate job satisfaction. Negative and unfavorable attitude towards the job indicate job dissatisfaction.

SIGNIFICANCE OF THE STUDY

The concept of job satisfaction has gained a special concern from both academicians and practitioner. HRM practices and positive employee attitudes including employee satisfaction, loyalty and productivity have been widely analyzed. It is also suggested that treating employees as a valuable asset improves their commitment and loyalty which leads to higher performance and quality. To investigate what the employees are satisfied by and measuring job satisfaction in the workplace is critical to the success and increases the profitability of the organization for having competitive advantage. Job satisfaction is an employee's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal wellbeing. This study will highlight the various aspects of job satisfaction prevailing industries in Roha which will be useful for the concerned establishments and reference for further study in this regard.

STATEMENT OF THE PROBLEM

Roha is one of the Taluka places in the Raigad district. In 1973, the State Government has established Maharashtra Industrial Development Corporation in Dhatav-Roha. Many small and medium scale industries have started industrial units and running successfully over the last forty years. The total number of workers in this industrial area is near about 3000. Job satisfaction plays a very important role in work behaviour, accidents, productivity, industrial peace and work culture. Therefore, I have undertaken to study the level of job satisfaction among workers in selected industries in Roha M.I.D.C. area. Hence, the present study examines the job

satisfaction of industrial workers in Roha M.I.D.C. area and the level of satisfaction derived by them and the facilities offered to them.

OBJECTIVES OF THE STUDY

This study is undertaken specially with the following objectives.

- a) To study the various variables of Job Satisfaction.
- b) To assess the level of job satisfaction among employees in selected industries in Roha.
- c) To suggest the measures for improving job satisfaction.

METHODOLOGY ADOPTED

The present study proposes to examine and measure the satisfaction level of the employees working in the small and medium scale industries in Roha M.I.D.C. For this project, 227 respondents from different age groups, experience, education and income levels have selected. That is analyzed in the socio-economic profile of the respondents.

The questionnaire was administered to the respondents. It was prepared in the three parts. The first part was related to the socio-economic profile of the respondent. In the second part, four questions relating to the liking and feeling of the job were included to measure the "Job Satisfaction Index". The third part is concerned to measure the stress level of the employees. The detailed description for the measurement of the job satisfaction index and stress level of the employees is explained below:

Determinants of Job Satisfaction-

Job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job and specific factors like wages, supervision, steadiness social relations, fair evaluations, and fair treatment by an employer etc. In a broader sense, additional factors like age, health, temperament, desires and level of expectations, social, political contribute to satisfaction. The various factors influencing job satisfaction can be grouped into two categories viz.

- 1) Environmental Factors and
- 2) Individual Factors

Environmental Factors- A Watson Wyatt worldwide study identified a positive outcome between a collegial and flexible work environment and an increase in shareholder value. These factors include the work environment which is as follows: -

1. Job Content- According to Herzberg, the job may be challenging or repetitive. If the jobs are challenging, they carry more responsibility, advancement and recognition has the greater satisfaction and if job is repetitive, the satisfaction tends to be less.

2. Occupational Level- The position on which employee work may be higher or lower in the organization structure. The higher the post will be better paid and more challenging. Such jobs carry better prestige and recognition in the society. One study revealed that professional people have more satisfaction.

3. Pay and promotion- Employee satisfaction is directly related to financial gain. Higher pay and better opportunities for promotion lead to higher job satisfaction.

4. Work group- According to C.R. Walker and R.H. Cruet, man is a social animal and likes to work in a group and associated with others. Because of the interactions and belongings, workers are psychologically satisfied. If the workers are isolated, they tend to be dissatisfied.

5. Supervision- Superior-subordinate communication is an important influence on job satisfaction in the workplace. The way in which subordinate perceive a supervisor behavior can positively or negatively influence job satisfaction.

6. Strategic Employee Recognition- This is a very important factor in the job satisfaction of the employees. Employee recognition not only includes gifts and financial outcomes but it's about changing the corporate culture in order to meet goals and leading and specially connect the employees to the company's core values and beliefs.

Individual Factors- Individual factors exercise a significant influence on job satisfaction. The main elements are as below.

1) Age- Some studies revealed that the employees are more satisfied in the advanced age group because they adjusted with the job conditions.

2) Sex- One study revealed that female employees are less satisfied than male as they have fewer opportunities of jobs. But now the female employees getting the positions in corporate and government organizations and they are more satisfied.

3) Education- There is a co-relation between education level and job satisfaction. Mostly higher educated employees are less satisfied because of their higher aspirations. But the research has not proved the relation between these two variables.

4) Marital status- The general yardstick is that the married employees and having more dependents are less satisfied. But these employees may be more satisfied as they have the more responsibilities than unmarried employees.

5) Experience- As a year of service increases, the level of satisfaction also tends to be more up to twenty years of service. After that, it may be less if their expectations are not fulfilled.

6) Emotion- Mood and emotions are also connected with job satisfaction. Some research suggests moods are related to overall job satisfaction and positive/ negative emotions were also found significantly concerned to overall job satisfaction.

7) Genetics- Some research suggests genetics also play a role in the job satisfaction like in challenge or achievement elements.

8) Personality- This is also an important element in the job satisfaction. The research describes the role of negative affectivity and positive affectivity. Negative affectivity is more prone to experience less job satisfaction whereas the positive affectivity is related to the prone of more satisfaction.

Measuring Job Satisfaction-

Measuring job satisfaction is difficult because of its nature like intelligence. There are several techniques for measuring job satisfaction. Such as interviews, prediction from behavioral data, questionnaires and scales. Of these techniques, questionnaires and scales have been used isolate or in combination with interviews. There are different methods for selecting and scaling items to be incorporated in a scale.

Until recently most research on job satisfaction was done in the industrial sector. One of the earliest scales of measuring job satisfaction was developed by Hoppock is used for the present study. He has included twenty-two statements related to the elements of job satisfaction and measured at six scale level awarding the highest number six for very much satisfied, five for much satisfied, four for somewhat satisfied, three for somewhat dissatisfied, two for much dissatisfied and one for very much dissatisfied. The total score obtained by a concern employee on the above scale relating to twenty-two elements will be interpreted as follows: -

Scores ranging between 90-132- Minimum Occupational Stress.

Scores ranging from 45-89- Medium Occupational Stress.

Scores ranging from 1-44- Maximum Occupational Stress.

He has also developed “Job Satisfaction Index” which includes four statements having seven alternative answers. If a person chooses the ‘least satisfied’ of the seven alternatives he gets a score of 100 and 100 points are added for each successive alternative. An individual gets 700 if he chooses ‘most satisfied’ alternative for each item. The average of the four items is the satisfaction index. Accordingly, on the basis of calculated average, the employee’s satisfaction level will be fixed as follows-

<u>Average of the Score</u>	<u>Level of Satisfaction</u>
700	Most Satisfied
600	Very Much Satisfied
500	Much Satisfied
400	Somewhat Satisfied
300	Somewhat Dissatisfied
200	Much Dissatisfied
100	Very Much Dissatisfied.

LIMITATIONS OF THE STUDY

The present study has certain inevitable limitations.

- 1) The respondents may have been biased in answering the questions.
- 2) The study was limited to a sample of 227 workers from different industries.
- 3) The profile of the respondents was limited by their demographic and socio-economic characteristics.

REVIEW OF LITERATURE

The germs of the job satisfaction found in the early 1900 with the different perspective on job satisfaction. These perspectives are the characteristics of the job and the job environment. The Hawthorne studies (1924-1933) by Elton Mayo of the Harvard Business School, was the biggest preludes in the job satisfaction study. The work of Scientific Management by Frederick Winslow Taylor published in book; “Principles of Scientific Management” in 1911 also had a significant impact on the study of job satisfaction. Maslow’s hierarchy of needs theory called as a ‘motivation theory’ laid a foundation for the job satisfaction theory.

Job satisfaction is one of the most studied constructs in the areas of industrial organizational psychology, social psychology, organizational behavior, personnel and human resource management, and organizational management. This makes sense in that knowledge of the determinants, the consequences, and other correlates of job satisfaction can be vital to organizational success (Cranny, Smith & Stone, 1992).

STATISTICAL TOOLS FOR ANALYSIS

The primary data collected has been sorted, classified and tabulated in a format and analyzed. Hoppock’s “Job Satisfaction Index” is used for the present study. It includes four statements having seven alternative answers. If a person chooses the ‘least satisfied’ of the seven alternatives he gets a score of 100 and 100 points are added for each successive alternative. An individual gets 700 if he chooses ‘most satisfied’ alternative for each item. The average of the four items is the satisfaction index. Along with this,

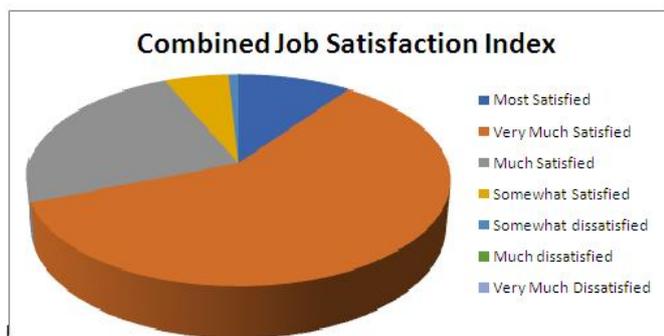
researcher also measured stress level of the respondents based on Hoppock’s questionnaire.

RESULTS AND DISCUSSIONS

After getting each question analysis of the respondent’s answers, the combined “Job Satisfaction Index” is calculated according to the Hoppock’s theory by adding 100 points for each successive alternative. It means if respondent selected ‘most satisfied’ option gets 700 points. The average of the four items is the satisfaction index is shown in the following table.

Classification of Employees on the basis of Average Ratings of Satisfaction & their Percentage

Score & Level of satisfaction	No. of Respondents	% of Respondents
700 Most Satisfied	23	10.13
600 Very Much Satisfied	134	59.03
500 Much Satisfied	55	24.23
400 Somewhat Satisfied	13	5.73
300 Somewhat Dissatisfied	02	0.88
200 Much Dissatisfied	Nil	Nil
100 Very Much Dissatisfied	Nil	Nil
Total	227	100.00



From the analysis of Job Satisfaction Index, it is very much clearly indicated that 10.13% respondents are most satisfied, 59.03% are very much satisfied, 24.23% much satisfied and 5.73% are somewhat satisfied. Very little, means less than 1% people have registered dissatisfaction out of the total sample.

Researcher also measured the stress level of the respondents. For measuring the stress level, he has used questionnaire prepared by Hoppock. He has included twenty-two statements related to the elements of job satisfaction and measured at six scale level awarding the highest number six for very much satisfied, five for much satisfied, four for somewhat satisfied, three for somewhat dissatisfied, two for much dissatisfied and one for very much dissatisfied. The total score obtained by a concern employee on the above scale relating to twenty-two elements is interpreted as follows: -

Stress level of the Respondents

Score & Stress Level	No of Respondents	% of Respondents
Scores ranging between 90 to 132 Minimum Occupational Stress.	178	78.41
Scores ranging from 45-89 Medium Occupational Stress.	49	21.59
Scores ranging from 1-44 Maximum Occupational Stress.	Nil	Nil
Total	227	100.00



Hoppock's Occupational Stress Level is also good indicator of job satisfaction among the employees. The above table shows that 78.41% respondents are under minimum occupational stress whereas 21.59% are under medium occupational stress. It means no any employees have shown maximum stress level.

The respondents having the most satisfied and very much satisfied or much satisfied index have less occupational stress level. No respondent from the sample showed the maximum level of stress. The stress level among the employees is the combined result of many variables. This may be work conditions, human resource policies, relationship with superiors, monetary returns, safety measures, promotion policies, transfer policies, work culture, work life in the organization and so on. As the data analysis in various respects shows positive results regarding job satisfaction, it means the policies implemented by the management for nurturing their working force are worth and accepted by them.

CONCLUSION AND SUGGESTIONS-

According to the analysis of the empirical data, it is found that the workers in the industries in Roha M.I.D.C. are very much satisfied. The both analysis of Job Satisfaction Index and Occupational Stress Level are in support of the higher level of job satisfaction among the workers. Job satisfaction is the combined result of general attitude towards the job and end feeling of a person after performing a task. The feeling would be positive or negative depending upon whether need is satisfied or not.

According to Hoppock, job satisfaction is "the combination of psychological, physiological and environmental circumstances that cause a person to truthfully say "I am satisfied with my job". The analysis of the study clearly resulted that approximately 99% workers are satisfied at different levels. Hence, we can conclude that, according to the 'Need Fulfillment Theory' if the workers are satisfied means their needs are fulfilled by the management of the company whatever they expected. On the other hand, it is also concluded from the analysis that, satisfied workers have low level of occupational stress.

The level of satisfaction is different among the workers and therefore, a scope for improvement is there. As indicated in the analysis and interpretation, the level of job satisfaction is directly concerned with the fulfillment of variety of needs or environment of work place, the management can make improvements therein to achieve higher level of job satisfaction. Therefore, the researcher feels that the organization, would undertake some programme which may boost the morale and confidence of the employees. Taking family members care and giving them some free time to spent with family and children

can be helpful to develop the positive attitude about the company.

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Effect of Environmental Changes on All Aspects of Human life

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Human activities contribute to climate change by causing changes in earth's atmosphere in the amount of greenhouse gases, aerosols (small particles) and cloudiness. The largest known contribution comes from the burning of fossil fuels, which releases carbon dioxide gas to the atmosphere.

Human impact on environment in several ways, some common effects include water quality, environmental pollution and greenhouse gas emissions, depletion of natural resources and contribution to climate change.

Greenhouse gases and aerosols affect climate change by altering incoming solar radiation and outgoing infrared (thermal) radiation that, are a part of earth's energy balance. Changing the atmospheric abundance or properties of these gases and particles can lead to a warming or cooling of the climate system.

Since the start of the Industrial era (about 1750), the overall effect of human activities on climate has been a warming influence. The human impact on climate during this era greatly exceeds that due to known changes in natural processes, such as solar changes and volcanic eruptions.

What impact of climate change have already been observed ?

Regional climate change is already affecting many natural systems. For instance, it is increasingly being observed that snow and ice are melting and frozen ground is thawing, hydrological and biological systems are changing and in some cases being disrupted, migrations are starting earlier and species geographic ranges are shifting towards the poles.

Despite remaining gaps in knowledge, it is likely that these effects are linked to human influence on climate. At the regional level, however, responses to natural variability are difficult to separate from the effects of climate change.

Some previously unanticipated impacts of regional climate change are just starting to become apparent. For instance, melting glaciers can threaten mountain settlements and water resources, and damage associated with coastal flooding are increasing.

How is the climate change going to change in the future ?

Projected changes in temperatures for the 21st century ?

The global average temperature is expected to increase by about 0.2°C per decade over the next two decades. Continuing greenhouse gas emissions at or above current rates would cause a further increase in global temperatures and many other climatic changes during 21st century.

The best estimates for projected global temperature increases from the 1980's to the end of 21st century range from 1.8°C (1.1°- 2.9°C) to 4°C (2.4-6.4°C).

Other projected changes for the 21st century-

Global average sea level is expected to rise by 18 to 59 cm by the end of the 21st century. Warming is expected to be greatest over land and at high Northern Latitudes and smallest over the Southern Ocean and parts of North Atlantic Ocean. Other projected changes include acidification of the oceans, reduced snow cover and sea ice, more frequent heat waves and heavy precipitation more intense tropical cyclones and slower oceanic currents.

Projected changes on the longer term

Warming and sea level rise caused by human activities will continue for centuries, even if greenhouse gas concentrations were to be stabilised. If warming persists over many centuries, it could lead to a complete melting of the Greenland ice sheet, increasing global sea levels by 1m.

What actions can be taken to reduce greenhouse gas emission ?

Cost of Mitigation

Mitigation measures to reduce greenhouse gas emissions have a certain cost. However, they also constitute an economic benefit by reducing the impact of climate change, and costs associated with them. In addition, they can bring economic benefits by reducing local air pollution and energy resource depletion.

If the benefits of avoided climate change are taken into account and a "carbon price" is established for each limit of greenhouse gas emissions, this could create incentives for producers and consumers to invest in products, technologies and processes which emit less

greenhouse gases.

Mitigation measures could contribute to stabilising the concentration of greenhouse gases in the atmosphere by 2100 or later. To achieve low stabilization level, stringent mitigation efforts are needed in the coming decades. This could reduce global GDP by upto a few percent.

Measures reducing your Environment Impact

1. Use energy more efficiently. Producing electricity and natural gas and delivering it to your door generates greenhouse installing energy emissions: efficient building systems and equipment can save energy and reduce your environment footprint.
2. **Install renewables-** clean renewable energy systems, such as solar and wind can reduce your impact on the environment significantly while lowering energy bill.
3. **Conserve water-** reduce water heater temperatures and repair leaks. Install low - flow

shower heads aerated faucets to reduce the amount of water used. Solar heaters should be used to replace electric geysers.

4. **Reduce, reuse, recycle-** look for ways to use less; reuse and recycling programs should be implemented. One must stop buying new things if old things could be reused and recycled.
5. **Travel less-** public should be encouraged to use public transport to minimize the level of air pollution. People should be educated about buying fuel efficient model vehicles. Business travel could be minimized through web conferencing, e-mail and other low emission communications.

Facilities across the country are looking ways to go green and for good reason. Sustainable practice can yield good results and rewards, both for humanity and environment by greening our lives we can save money by reducing waste and increasing efficiency.





Business Opportunities by using Mahua Product among the Tribals

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ABSTRACT

West tribal zone of Pimpalner is rich in ethnic as well as floristic diversity. The tribal group of this region mostly depends on the natural resources. They prefer to stay in and around forests. They used several plants to fulfill their basic needs like food, medicine and shelter etc. in which Mahua plants play an important role in socio-economic life of tribal peoples. The Mahua tree is a nature gift to tribal's area Mahua (*Madhuca longifolia*) belongs to Sapotaceae family. Mahua flower are used as a food as well as used as an exchanger in tribal and rural areas. Mahua seeds are rich in edible fats so they have economic importance. Traditionally mahua flowers are collected by the tribals, these flowers are rich in sugars and hence harbours native yeast flora or Ranu goti (Ranu tablet) capable of carrying out natural fermentation. The dried flowers are also consumed as food by mixing it with flour and baking bread. The flowers are sweet and have glucose and sucrose. *Madhuca longifolia* has found many important properties every part of Mahua yields an economic product of great potential value. Further studies are needed to produce various edible product and will be the great business opportunities to the tribal area.

Key words: *Madhuca longifolia*, Fermentation, Mahua edible product etc.

INTRODUCTION

Madhuca longifolia is an important tree having vital socio-economic value and growing throughout the tropical and subtropical region of the Indian subcontinent, and also found in abundance in the tropical rain forests of Asian and Australian continents [1]. It is commonly known as 'mahua', 'mahwa' or butter nut tree, It is a fast-growing tree that grows to nearly 20 meters in height, possesses evergreen or semi-evergreen foliage, and it belongs to the family Sapotaceae. Mahua is a tree valued for its fruit, seeds, which are the largest source of natural hard fat commercially known as mahua butter or mowrah butter. Fruits are eaten as raw or cooked. The fruit pulp may be utilized as source of sugar, whereas seeds are good source of oil [2].

Mahua flowers are very rich in fermentable sugars

(glucose, fructose and maltose The flowers of these trees are traditionally used in preparation of portable spirits, vinegar and feed for livestock by tribals. The leaves are used for making plates for various purposes. Mahua seeds can also be used for preparation of defatted flour, which has great potentiality in bakery products [3]. The flowering seasons begins from January and lasts until April. Mahua flowers falls to the ground in showers during March and April and the highest pollens were recorded in April. The color of the corolla is cream and collected flowers were dried in the open air on a clean surface. During this process, they shrink in size and turn reddish brown in color, the characteristic odour increase as a result of drying. The flowers are collected by the locals and are dried to prepare other edible products. It is one of the universal plants having medicinal activities also [4]. The mahua flower is edible and a food item for tribals [5]. They are used to make syrup for medicinal purposes [6]. Mahua flowers were used widespread as a source of energy for *Azotobacter*. Molasses was advocated as a soil fertilizer. Flowers are utilized as cattle feed which helps in improvement of health of cattle and increase in milk production [7].

In India, large numbers of mahua trees are found in the states of Uttar Pradesh, Madhya Pradesh, Orissa, Jharkhand, Chhattisgarh, Andhra Pradesh, Maharashtra, Bihar, West Bengal, Karnataka and the estimated production of mahua flowers were more than one million tons in the country. Due to lack of post harvest processing technologies, most of the flowers get decomposed and waste. Various products like, acetone, ethanol, lactic acid and other fermented product have been prepared from the dry mahua flowers [8]. The dried flowers are also consumed as food by mixing it with flour and baking bread. The flowers are sweet and have glucose and sucrose. The flowers are also good cattle feed when mixed with other feed. The seeds give oil which has excellent saponification quality and is used by soap manufacturer. It is also used as a cooking media by the local people. The flowers are seed collections gives lot of employment to the people [9]. The corollas contains total sugars of 72.9 %, moisture content of 18.6 %, proteins of 4.4 mg, fats of

0.5mg, fiber of 1.7mg, ash of 2.7%, calcium of 140 mg/100gm, phosphorous of 140mg and ferrous of 15 mg/100gm, appreciable amounts of magnesium (Mg+2), copper (Cu+2) and vitamins ^[10].

Objectives-

- To make awareness about importance of Mahau plants and their parts.
- To discuss the importance of Mahau and possible products in front of scientific community
- Employment can be created in tribal region and increases their income.

METHODOLOGY

This study was carried out by conducting field survey and taking interview of some peoples of tribal village area having Mahau plant /trees knowledge with 60 to 70 years old people because they have great experience regarding the multiple uses of mahua products such people provide much valuable and specific information regarding the traditional uses of mahau plant. (These survey conducted among experienced peoples were interviewed for the first hand information on uses of mahau plants and also data for this paper have been collected from the various secondary sources such as government website, research articles, magazines, journals national and vernacular news papers etc.

The study was carried out in western region of Pimpalner in Dhule districts of Maharashtra. This region is the main tribes of Dhule District. During the survey it is observed that Mahua plays an important role in day to day life of tribal peoples. They utilize different part of this plant in various ways. Tribal peoples use flowers in different form as food because flowers are edible. Most common products are prepared from Mahua flowers and fruits. The paper highlights the some simple methods of preparation of edible (to eat).

Collection of Mahua flowers

In the month of March, April, mahua flowers were collected by the tribals in morning hours on polythene sheets laid down under the trees, filled in clean polythene bag and bringing at home. The mahua flower and its products are quite wonderful. Tribal peoples can make many things from it. Mahua products prepared by the tribals- flowers and seeds are used for preparation of various nutritive food products as

1. **Lata-** It is prepared by passing steam over dry flowers sometimes then they are crushed and made into preparation like jiggery which is locally called Lata.
2. **Laddus-** Dry flowers are immersed in water for almost one hour during which they swell

considerably then removed and pressed to get the juice afterward juice is boiled till it become thicker. The remaining pressed flowers allowed to dry then steam is passed over dry flowers and added to thicker juice and are prepared small balls it is also called Laddus, and used for several month .

3. **Rasa Kutka** –It is prepared by simple technique. Dry flowers are clean by washing with water and then placed in earthen pot which is kept on fire. The flowers are continuously stirred with wooden stick till flowers become shrink. Then it cool and are wrapped in leaves and placed in baskets and consumed for several months.
4. **Mahau flowers** are eaten directly due to the sweet in taste and also fried in ghee and eaten.
5. **Cake/ Mahau butter-** Tribal people are used mahua flowers as a sweetening agent used in cake due to high content of sugar sucrose, glucose, fructose which is prepared by simple method first they washed ,cleaned and crushed using traditional mortar pestle then crushed material of flowers mixed along with some flour of rice, ragi, jowar and sweet potato then prepare paste and paste is covered with sal leaves and burned on fired ,finally cake is ready to eat.
6. **Seed oil** –Mahua fruits (locally called Dori) ripe in May –June when they fall from the trees. The tribale women and children collect these fruits in baskets. The seeds are separated unorganized manner from the fruit wall by pressing and then dried and shelled manually to obtain kernel. (Central part of seed) The kernel are crushed and oil is produced and filtered by using cotton cloth, the filtrate used for edible and cooking purposes and residue as oil cake is used as manure in tribale area. This oil is also used in habitual constipation, piles, skin disease and headache etc.
7. **Ranu tablets or Ranu goti** - It is commonly used by tribals. It act as yeast starter. Ranu tablets or Ranu goti which are the simply prepared by mixture of roots, barks, rhizomes, leaves of about 20- 25 plant species and mixed with the rice flour, rice is soaked in water, pounded and kept in shady place for drying. The plant species used in preparation of Ranu goti are collected mostly from forests, the roots, leaves, bark, seeds of the plants are sun dried

and pounded, powdered and dried in sun. The powder is mixed with flour thoroughly in the proper proportion as ratio of 1:2, and rolled in small pieces in the form of small cakes. These tablets are kept in closed room for drying. After drying, it becomes these Ranu tablets or Ranu goti.

RESULT AND DISCUSSION

Every part of Mahua yields an economic product of great potential values so it is very useful tree for tribal and poor people of this region. Tribal peoples don't have sufficient money for various resources to earn their living therefore they are fully or partially dependent on the natural resources which are easily available, cheap and renewable. Mahua flower is having potential to satisfy few needs of tribale people.

Preparations of the products from Mahau plants are very common among the tribals of west region and which are prepared in almost most of the peoples. This has great importance in the social life of tribals. Ranu tablets are used in treating cholera cough & Cold and Dysentery. Ranu tablets or Ranu goti are also used playing supplementary role in the nutrition of the people [11]. They are also used Leaves, flowers, seeds and their products direct and indirectly as medicine for treating different ailments or diseases as fever, dysentery, diarrhea and gynecological complaints [12]. These products of Mahuaare also gave a strong financially support for some poor tribal people that depend on it.

The dried Mahua flowers sell to the local distillery, local market and also near cities and hence they make good money from it. Looking to the economics farmers are now taking keen interest to use and make various parts of Mahua plants in commercial view.

Suggestion –

- 1) Mahau flowers can give more income to tribale peoples if Government and Non-governmental organization provide adequate knowledge about training on processing to obtain various products and develop marketing strategy then livelihood of the tribals can be develop.
- 2) All family members should get involved in the business for improving the business and enhance the income.
- 3) The rate of flowers and seed in the village is still in the traditional pattern; it should be upgrade or increase the rate as per the demand in the market, if so it will be a benefit in terms of income for the tribals.

CONCLUSION

Every part of Mahua yields economic products of

great potential value. The tree is considered a boon by the tribal's. The importance of Mahua tree is because of their effectiveness, easy availability, low cost and comparatively being nontoxic effect.

Mahua flowers have good potential as a raw material for production of edible products and oils which helps villagers/tribal peoples for getting self employment and satisfy few needs of rural people.

In this region in future, it is opportunities for production of ethanol as an alternative fuel will create employment in rural area and alternative earning source for the farmers. So it is very much necessary create awareness among the peoples to conserve the Mahua trees and further studies are needed to produce edible product and for fuel.

The continuity of this business is a necessity as its products required in different purposes like bakeries and, pickles sarbot etc for every community in our society. Therefore, the government should recognize the importance of this product and encourage in terms of providing fixed price to those who are involved in this business, if it is done so, then the sale quantity of this product will increase, the customer will be benefitted and moreover it would be a great support financially to the tribal belt especially in West tribal zone of Pimpalner

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1. Mahua Flowers



2. Dry Flowers of Mahua



3. Mahua plant with Flowers



4. Mahua Laddus



5. Ranu Tablets



6. Tree of Mahau

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Abuse of Over-The-Counter Medications : A Pharmacist's Outlook



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ABSTRACT-

Self-medication and self-care practices are crucial cogs of any health care systems. Utilization of Non-prescription (over-the counter also known as "OTC") medications is an inseparable part of the self-care and self-medication process. The admiration of OTC formulation administered by unsuspecting patients may surge the probability of Non-prescription medicines. Pharmacists being highly approachable as a principal point of contact have the opportunity to instruct and guide patients on suitable and safe administration of Non-prescription medicines. Pharmacists can communicate with other health care providers in the facilitation of self-medication practices by patients. Though, a pharmacist profession has conventionally been underappreciated in the role as a healthcare professional. This research paper delivers an ephemeral appraisal on OTC medicines with respect to abuse potential self-medication practices. This review further elaborates the hurdles faced by community pharmacists in self-medication abuse management, given the increasing trends of prescription-to-OTC switch in recent years. Furthermore, the potential for a behind-the-counter drug category to boost patient-pharmacist interaction was debated. The existing review advocates the positive role played by community pharmacists in the regulation of Self-medication and prevention of its abuse. This evaluation positively contributes to 'body of knowledge' of the hurdles faced by community pharmacists while preventing OTC medication abuse by developing and implementing appropriate intervention strategies. By escalating the role of pharmacists, OTC medication abuse may be regulated more effectively, thus ensuring better patient self-medication therapy management and consequences.

Keywords- over-the-counter, non-prescription, behind-the-counter, medication, self-medication, self-care, medication abuse.

INTRODUCTION-

Medications procured by patients/ customers for treatment of benign maladies and ailments, without producing a prescription from a registered physician, are

recognized as over-the-counter (OTC) or non-prescription medications. Non-prescription medication offer variety of options for prevention and treatment for a broad spectrum of benign medical conditions, including but not limited to headaches, common cold, musculo skeletal pain, contraception, allergies, tobacco dependence, and heartburn.[1] However, there is always a probability of precipitation of risk inherent to self-medication using OTC medications.[1,2] These comprise risk of incorrect self-diagnosis, incorrect dosage, substance abuse coupled with addiction issues resulting from prolonged use, adverse drug reactions, and drug-drug interactions.[3,4] Most patients refrain from discussing their proclivities regarding OTC medications with their physician, they are often unaware of the risks typically linked with OTC medications.[5] Furthermore, direct-to-patient marketing intensifies the exposure of medicines to patients.[5] Consequently, there is overdosing of product use in the absence of guidance by a healthcare professional.[4,6] OTC medication misuse for the purpose of this research paper is demarcated as the use of non-prescription medicinal formulations for extra-medical purposes.[7] Abuse is often deliberate, unlike OTC medication misuse, which may be consumption of medication for valid medical purposes but instead administered incorrectly, for example, under/ over dosage, lack cognizance of various interactions, incorrect medication use, and incorrect interval of use, etc.[8]

Nevertheless, there is a rising anxiety of the potential maltreatment associated with these medications. The objective of this research paper is to offer a transitory review of the OTC medication abuse, degree of the OTC medication abuse, the role of community pharmacists to address this problem, the concept of behind-the-counter (BTC) medications, and requisite corrective and preventive actions that must be taken by community pharmacists and the pharmacy professionals to curb the problem with countrywide impact. Though there has been ample research studying the non-prescription medications and abuse, very few have studied the hurdles tackled by community pharmacists and the stages to prevent misuse from a pharmacy -based approach. This research paper will offer community pharmacists and scholars a viewpoint

to contemplate the plausible role played by community pharmacist in staunching OTC medication abuse and how strategies can be executed to lessen it further.

OVER-THE-COUNTER MEDICATION ABUSE-

Analytical account of over-the-counter medication with high of substance abuse.

Numerous OTC medications and formulations have misuse potential. Frequently abused OTC formulations include antihistamines, ephedrine, sleep aids, caffeine, antitussives and expectorants, dextromethorphan, laxatives, pseudoephedrine, anabolic steroids, and sildenafil.[9,10,11] Laxatives are often intentionally misused for weight loss and high antihistamines doses are self-administered for side effects like euphoria.[12] From the research done globally for non-prescription medication abuse, opiate-based blend products and cough/ cold products comprising dextromethorphan, sleep aids, antihistamines, analgesic, hypnotics, and laxatives have been emphasized as having misuse potential. Cough medicines and painkillers are greatest abused medicinal formulations. OTC codeine or other opiate-containing medications and OTC cough and cold medications are the most frequently implicated medications for intentional substance abuse.[7,13,14] Codeine is not accessible as OTC in the US. However, it is a primary remedy with exploitation potential in other countries including India.[15] Numerous research initiative have identified OTC codeine analgesics as the most commonly abused formulations. [6,16,17] Table No. 1 depicts the OTC medications with extensive abuse potential.

One of the likely causes for OTC abuse is augmented access to medicines. This is mostly because medications for common maladies and illnesses are made available by prescription (Rx)- to-OTC (Non-prescription) switch.[16] Most switches are motivated by impending expiration of company's patent protection. Though, in case of prescription medication containing antihistamines like Claritin, Zyrtec, and Allegra, Blue Cross and their parent corporation lobbied the switch to the US Food and Drug Administration (FDA).[17] Incentivizing patients with independence, diagnosis of the health problem on the patient's judgment and the lack of a physician might cause inaccurate self-diagnosis.[5] For instance, the accessibility of treatment for dyspepsia prevents detection of a severe gastrointestinal complications, which may remain undiagnosed by patients.[16] Absence of pharmacist supervision may cause long-term misuse/abuse of OTC formulations and cripple the health of respective patients.[5]

Switching of prescription to OTC drugs increases

patient autonomy while incentivizing their health care decisions.[16] About \$12.9 billion savings were logged for the switch of analgesics, dermal products, and cold/allergy.[18] Nevertheless, this growing number of medications being switched to OTC status improved the array of medications accessible for intentional abuse.[19] For instance, the switch of acetaminophen from prescription to non-prescription has led to increased cases of severe liver hepatotoxicity.[20] If misused, acetaminophen causes withdrawal symptoms, with suicidal thoughts and liver failure.

Role of pharmacist with respect to OTC medications

Patients can easily and freely access advice and consultation from a community pharmacist. Many health issues faced by a patient can be effortlessly resolved by community pharmacists, including product selection, resolution of OTC brand name confusion, safe and effective product use, and guidance with respect to administration of medications. Therefore, pharmacists exercise a strong impact on OTC medication buying and product choice. Many patients are unable to select the right product due to competing marketing strategies by pharmaceutical manufacturers. A frequently implemented marketing technique by pharmaceutical manufacturer is line extension. [5] A large portion of revenue is expended on OTC medication advertisements and line extensions (brand). Once a manufacturer has an set up a brand name, other products are pushed under the extension of the same brand name there by creating confusion. For instance, the primary brand Tylenol® has numerous line extensions together with Tylenol PM®, and Tylenol Cold and Cough®. This frequently causes confusion among the patients. In many cases these line extensions have numerous ingredients adding to already perplexing confusion. A patient-pharmacist communication would assist patients in their selection process during these cases. OTC advertisements are often the key influencing factors in non-prescription medication selection by the patients. If the advertisements and promotions are ambiguous, a patient may be deceived.[21] The announcements focus upon the advantageous effects of the medication while providing least information on the contraindications and safety concerns. With this regard, a community pharmacist can also make available insight into all features of the drug, as well as guidance on the safe use of non-prescription medications and formulations. [19,22]

Table No. 1 List of high risk abuse potential over-the-counter medication

Sr. No.	Therapeutic Class	Example of Medication
1	Antihistamines ^[40,41]	Diphenhydramine & Coricidin
2	Codeine-Containing Products ^[7]	Compound Analgesics (Codeine with Ibuprofen or Paracetamol) & Cough Medicines
3	Laxatives (Oral & Rectal) ^[7,44]	Sodium Phosphate Laxatives Laxatives Containing Bisacodyl
4	Hypnotics ^[40]	Sominex & Nytol
5	Cough Medicines ^[42]	Cough Medicines Containing Dextromethorphan
6	Analgesics ^[43]	Aspirin & Acetaminophen
7	Decongestants ^[45]	Pseudoephedrine

Note: Data from Cooper[7] & Paulose-Ramet al. [46]

PHARMACY-BASED EFFORTS TO ADDRESS OTC MEDICATION ABUSE

Pharmacist's role in prevention of OTC medication abuse

Predominantly, community pharmacists optimized the medication distribution channels and system. In recent years, with the mounting incidences of chronic ailments, increased need for preventive medical care, and multifaceted use of medicines, both community pharmacists and pharmacy experts are anticipated to provide broader services. They adopt increasingly more clinically patient-oriented roles & responsibilities.[14] Within a hospital, qualified pharmacy technicians have generated encouraging impacts by learning medication history and performing medication reconciliation for patients.[7,15,23,24,25] Additionally, pharmacy technicians support with care changeovers from the hospital rehab to the home and community environment.[26] The active atmosphere of the health care system requires expansion of the role of a community pharmacist and pharmacy technicians. Community pharmacists are the primary point of contact during the identification, selection & purchase of OTC medications. They are expected to regulate the consumption of OTC medication among specified population.[7] For instance, in the case of geriatric patients, who take diverse medications, community pharmacists should be extra vigilant. Also, patients who require frequent refills not commensurate with the advised dose and quantity dispensed must be scrutinized.[27] Community Pharmacists can be more hands-on in dealing OTC medication abuse by applying their clinical skillset, by providing oral and written medication information, and by establishing trust among at risk patients.[23,28] Initiatives like prescription medication monitoring data base about a patient upon refills of prescription drugs. Whereas if a parallel database were set up for OTC medications, the patient would have to visit the same pharmacy always. Hence, enactment of such a program may not be practical. Numerous methods applied by community pharmacists to decrease OTC medication misuse have been recommended in the past.[28] The top three approaches adopted pharmacists to tackle OTC medication abuse were storing the susceptible products out of sight, interrogation

on the purchase of these products by pharmacists, and refusal to sell the concerned medication.[3,29] It was established that 62% of pharmacists stated certain actions being taken to control OTC medication abuse, for example, not exhibiting medicines, declining sales, and related policies together with pharmacist's conducting a preliminary interview of the patient. The consultation may include but not limited to asking extra questions to patients at the point of sale and providing guidance to patients as essential to lessen abuse of potential products.[24] Some additional methods implemented and described by pharmacists to decrease non-prescription medication misuse were recommendation to a physician, referral to a drug and alcohol rehab team, and/or participation of pharmacists in harm reduction initiatives.[17] Table No. 2 lists the approaches that can be implemented in a variety of locations and situations to arrest abuse of over-the-counter medication.

Hurdles for community pharmacists to prevent OTC medication abuse

There are numerous challenges confronted by community pharmacists and their pharmacy practices in tackling OTC medication abuse. Due to absence of reliable data with respect to OTC medications, detection of drug-related complications may become problematic. Pharmacists typically never retain any record or observe patient medication profiles for over-the-counter medication consumption, which generates a void in the database required to make suitable counseling choices.[30] An individual deliberately seeking to abuse a non-prescription medication could perhaps obtain it from the same pharmacy at multiple times or visit several pharmacies for the same medicinal formulation. Though, seeing this potential to cause abuse of medications, specifically pseudoephedrine, US federal government passes and enacted the Combat Methamphetamine Epidemic Act of 2005 (CMEA). This act was approved to supervise and audit the quantity of pseudoephedrine which an individual can procure in any pharmacy.[31] The aim of this act was to restrict illegal and abusive consumption of methamphetamine which can be bulk manufactured using API's like ephedrine and pseudoephedrine that are usually found in cough and cold medications sold over-the-counter. The CMEA has enforced a purchase limit of no more than 9 gms. of pseudoephedrine for every 30 day interval.[31] Though this initiative has effectively assisted in reducing the problem of over-the-counter medication abuse of pseudoephedrine- containing medicinal formulations, implementation of parallel process for other abuse susceptible medications proactively by pharmacists is currently not enforced.

Furthermore, the deficiency of community pharmacist's proactive attempt to regulate patient's OTC medication consumption has created many abuse opportunities. Community pharmacists are usually under heavy workload and the consistent high-risk prescription dispensation workload also negatively impacts the potential openings to be vigilant. Additionally, the legal prerequisites related with medication supply chain have failed to keep up with the abuse potential just as laws for the practice of community pharmacy have not been revised with respect to patient or pharmacist requirements.[30] For instance, a study conducted in community pharmacies specified that pharmacists were under heavy workload.[32] The shortage of staff in a community pharmacy caused reduction in attention and problem detection among the patient's OTC choices.[32] Additionally, the role of pharma-technicians has not been underutilized to advance the practice of community pharmacy. Due to inadequate number of pharmacists, pharma-technicians are a crucial aspect in preventing OTC medication misuse as well.

Pharma-technicians offer an additional layer for patient security. They can assist pharmacists with roles like medication dispensation, gaining patient information, and processing order log. Their supervision during these processes may further help in reducing OTC medication abuse.[32] There are numerous initiatives in place to counter prescription drug abuse; OTC medication abuse has been ignored. Pharmacy take back initiatives, drug vigilance drives as well as monitoring of professional pharmacy initiatives like the American Pharmacists Association (APHA) have been distinguished in the past recent years and slight focus has been spared for OTC medication abuse issues.

Table No. 2 Popular tactics adopted by pharmacists to tackle abuse of non-prescription medication

Target Locations	Pharmacist-Initiated Strategies
In a Pharmacy	Rejecting Sales Opportunities Networking with other pharmacies to apprise them of the suspicions of a individual potentially abusing a product Claiming products zero inventory. Avoid supplies by concealing medicines Supplying only limited amounts
Patient Involvement	Counseling customers about the abuse potential of products Raising consciousness of Internet-based support clusters among patients by counseling them. Providing information booklets
Physician Involvement and Other Services	Working on general practitioner engagement consultation Providing recommendation to doctors Using secure clinic services Using expert drug services and drug and alcohol treatment services

Note: Data from Cooper[7] & Paulose-Ram et al. [46]

INTERVENTION BY PHARMACISTS FOR BTC MEDICATION

BTC medications bridge measure between

prescription and non-prescription medication. BTC medications are demarcated as "a third category of medications accessible without a prescription; placed Behind-the-counter (BTC), they are dispensed only after consultation with a practicing community pharmacist." [33] BTC dispensing practices thought not recognized in standard pharmacy practices are widely adopted in many countries like UK, Ireland, Canada, New Zealand, France, Australia also including India.[34,35,36] The necessity for a BTC classification was first evaluated in 1995 by the Government Accountability Office (GAO) in the US while it was rejected by the Food and Drug Administration (FDA) at that time.

To differentiate from OTC medications, the features of BTC medications are dispensation discretion only with professional vigilance. This secures the safety, suitability, efficacy of the dispensed BTC medication, and optimize regulation of over medications with substantial clinical risk.[37] Though, application of BTC medication dispensing practice requires community pharmacists and technicians to be competent to perform preliminary assessments and screening, medication assessments, patient counseling, and medication supervision. Various formulations potential for switching to behind-the-counter category includes the ones used for high blood pressure, allergies, high cholesterol, gastrointestinal reflux, asthma, and pain.[37] To name a few as instances, aspirin/hydrocodone and nabilone (antiemetic) are designated as schedule II medication in Canada, the complement of a BTC class, and children's cough and cold medications were endorsed to be included into BTC by community pharmacists for safety concerns.[38] A similar classification is required within standard pharmaceutical dispensation practices. The existing over-the-counter medications with high abuse potential should be included under this medication class. Table No. 3 provides a list of medications that could be classified as BTC dispensing only medication.

Notwithstanding the seemingly lucrative prospects of BTC medication, including the possible to decrease medication misuse, the application of BTC medication category is contentious matter for primary stakeholders.[39] To facilitate the enactment of BTC medication classification, the following references were made: demonstration of benefits compensating the risks, indication for positive results, economic savings to society, adequate distribution of resources, and appropriate compensation systems.[37] The BTC medication category offers adequate opportunities for community pharmacists to lessen OTC medication abuse. The FDA should deliberate the BTC medication category to

decreasing OTC medication abuse.

Table No. 3 Medications potential for transition to BTC Classification.

Indication of Medication	Example of Medication
High cholesterol	Statins ^[47,48]
Blood sugar level maintaining	Insulin ^[49]
Cold remedies	Pseudoephedrine and ephedrine ^[48,49;50]
Schedule V cough syrups	Certain codeine-containing Products ^[49,50]
Emergency contraceptives	Plan B ^[48,49]
Painkillers	Painkillers with small amounts of codeine (up to 12.8 mg per tablet) and aspirin ^[51,52]
Sleep Aid/allergy	Diphenhydramine ^[52]

Note: Data from Cooper^[7] & Paulose-Rametal. ^[46]

Role of pharmacists with respect to BTC medications

The consultation of a community pharmacist would be indispensable to purchase a BTC medication. These medications should be provided only upon a pharmacist's endorsement. Upon performing the required tests, preliminary screenings and proper consultation a BTC medication can be dispensed to patient. Some of the potential clients could be patients with gastrointestinal reflux, high blood pressure, severe allergies, asthma, and pain. ^[5,37] All existing over-the-counter medications with high abuse potential can be considered as BTC medications. If the pharmacists collaborate amongst themselves including their patients, it will lead to knowledgeable decision making and safer as well as efficacious use of medications. Once a community pharmacist disapproves a particular medication, they should decline to dispense it. BTC medication is a transitory state between OTC and prescription medications, with a ability to improve access of health care while efficiently using the knowledge and expertise of a community pharmacist.

CONCLUSION-

This research study infers that community pharmacist's necessity to be well informed of the over-the-counter medications which have high risk of abuse. Improved co-ordination initiatives between pharmacists and patients may assist community pharmacists comprehend the issues of over-the-counter medication abuse. OTC medicine abuse was recognized in many nations around the globe. The enactment of a new classification of BTC medications will help optimise patient vigilance while staunching potential OTC medication abuse. Community pharmacists do play an essential role in patient consultation. Pharmacist vigilance can help possibly eliminate OTC medication abuse. The contemporary health care system requires for stringent regulation on OTC medications, especially those with identified abuse potential. We need to create equilibrium between providing the requisite access to medications

while managing the risk of OTC medication abuse.

In conclusion, the data assortment, logging and reporting for OTC medication abuse can be standardized with distinguishing reporting for medication misuse, abuse, addiction and other similar complications.

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Issues & Opportunities in Over-The-Counter Drug Pharmacotherapy with Respect to Self Medication in USA

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ABSTRACT:

Over-the-counter drug therapy is firmly intertwined into American health care system. Patients place high importance on non-prescription drug therapy; though, self-medicating/ caring patients routinely need support from a qualified professional to ensure optimum combination of over-the-counter drug therapy into the total care treatment. Community pharmacist guided self-care has vast untapped potential to aid the public interest, but this extended practice part will necessitate sophisticated levels of professional practice assurance by American community pharmacists. That assurance must be justified by practice-based, competency-relevant, patient-oriented system for imparting pharmacy curricula and continuing education that promises uninterrupted intellectual expertise in over-the-counter drug pharmacotherapy. The pharmacist-operated self-medication and professional community practice model must be complemented and facilitated by government and national pharmacy institutions, chain and autonomous community pharmacy, pharmaceutical wholesalers, and others. Patients anticipate extended and distinct pharmacy-oriented, pharmacist enabled medication therapy management services focused on the efficacious, appropriate, and efficient selection, administration, and monitoring of nonprescription drugs therapy.

Keywords- self-medication, over-the-counter medication curriculum, curriculum.

INTRODUCTION-

A plethora of health conditions are treated every year with multiple nonprescription drugs as prime therapy or major complementary therapy. The occurrence of over-the-counter drug use, as well as the potential for medical misadventures, requires for attention by the profession of pharmacy. Astute customers are looking for a higher degree of accountability in their own fitness care as well as a more collective partnership with health care professionals, predominantly their physician and community pharmacist. In the over-the-counter drug and nutritional supplement milieu, customers frequently participate in autonomous self-care. Over-the-counter drugs are potent therapeutic agents, many previously prescription-only, and must be carefully

chosen, used, and scrutinized with the same extent of care as prescription-only drugs.

Pharmacists are progressively dedicated to assuring safe, suitable, and effective utilization of over-the-counter medication and nutritional supplements as a core expert responsibility. Community pharmacists are tactically positioned to serve as concierges into the health-care system for self-medicating patients.

Patients need impartial, knowledgeable information on over-the-counter drugs and nutritional supplements. Package labeling of over-the-counter drugs, though enhanced in composition and lucidity, can never sufficiently address the apparently infinite therapeutic questions associated with concomitancy and polypharmacy involving prescription medication, over-the-counter drugs, and/or nutritional supplements. In the over-the-counter drug and nutritional supplement milieu, the model of association exhibited in Figure No.1 is vividly encouraged. This collaboration reduces self-care and calls for a new system of health care considered as pharmacist-driven self-medication.

Pharmacist-driven self-medication defines the community pharmacist as a professional based in-service delivery and distinguishes the community pharmacy from multitude of other retail outlets that sell only over-the-counter medications. Pharmacist-driven self-care/medication creates considerable business and professional prospects for community pharmacists, while dispensing better health-care worth for patients. Congregating clinical and economic variables sympathetic of the pharmacist-driven self-care system are presented in the following section.

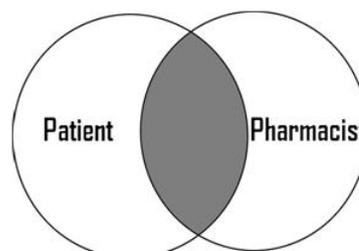


Figure No. 1: Pharmacist-Driven Self-Medication Model.

HARMONIZATION OF COMMERCIAL & CLINICAL SENSE

Patient Self-Medication Trends- Patient behaviors, opinions, and attitudes offer context to the prospects and challenges involving the choice, administration, and monitoring of over-the-counter drugs. A survey done by the National Council for Patient Information and Education discovered that 92% of patients classified over-the-counter medication effective and 83% of patients considered them safe. In the same study, 73% of patients reported they favored to treat indications themselves with over-the-counter medication and drugs. Of adults participants, 38% stated an advanced degree of over-the-counter drug use as compared to 2 years ago.[1,2] It was also observed that, only 37% of consumers administering over-the counter drugs seek guidance from any healthcare professional concerning proper choice or administration. In a National Consumer League Study, only 16% of patients admitted to reading the over-the-counter drug label entirely and 10% of surveyed patients stated that they failed to read the label at all prior to taking over-the-counter drugs. Additionally, 44% of 4,300 adult participants surpassed the suggested dose of over-the-counter analgesics.

Patient acceptance of nonprescription medication is significant, but when patients self-medicate with lack of Pharmacist Counselling, issues of safety and adverse drug incidence and/or ineffective utilization arises for a substantial part of the population.

Patient Value & Focus- As health care expenditure increasing, patients are looking for more worth for their health care expenses. The value formula (value 5 quality/cost) is stated well with appropriate over-the-counter pharmacotherapy. About 43 million Americans lack health insurance, millions further are under-insured, and the insured customers are being confronted with advanced co-payments, co-insurance and deductibles. Over-the-counter drugs, numerous of which were prescription-only drugs, epitomize inexpensive alternatives to many prescriptions only medications. The quality factor of the value formula is addressed foremost by the United States Food and Drug Administration (USFDA). Over-the-counter drugs are expected to comply with the same strict USFDA regulations for safety, identity, strength, purity, potency, stability, and overall quality as prescription-only drugs. Labeling regulations are stringent and consistent to state-of-the-art technology ?

Curable Medical Conditions- Safe and effective over-the-counter drugs are administered to manage or support in the management of more than 450 medical disease and maladies, many of which occur millions of

times each year. For instance, over-the-counter drugs are first line of defense in the management of non-migraine headaches and heart burn. Over-the-counter drugs in two therapeutic classes i.e. H2-receptor antagonists and proton pump inhibitor are now accessible in prescription-only drug potency to manage heart burn. Medical conditions such as the allergic rhinitis, common cold, fever, contact dermatitis, constipation, dysmenorrhea, diarrhea, and many other health conditions are treatable with over-the-counter drugs as medication of choice. Over-the-counter drugs, designated and consumed properly, can be highly efficacious in alleviating symptoms while evading trivial or often superfluous visits to physician's office and more costly, but not always more effective, prescription-only drug use.

The Increasing Age of American Population-

Presently, geriatric patients comprise 13% of the US population, and still consume substantially more than 13% of over-the-counter drugs. This disproportionate consumption echoes age concerned morbidity and comorbidity. Application of over-the-counter drugs in the senior population is anticipated to surge as the 76 million Americans Citizens born between year 1946 and 1964 (also known as the "baby boomer bubble") are now 42 to 60 years old.

Prescription-Only to Over-The-Counter Drug Switches- A substantial market trend is favoring the FDA to switch prescription-only drugs with a constructive safety profile to over-the-counter status. Chosen drugs that have migrated from prescription-only status to over-the-counter medication include Aleve, Advil, Claritin D, Afrin, Drixoral, Nicorette, Pepcid AC, Zantac, Rogaine, Lamisil (topical), Claritin, and Prilosec OTC. More than 1,000 over-the-counter products contain ingredients that were previously only accessible by prescription issued by registered medical practitioner. Over-the-counter products that were formerly accessible only with a prescription constituted more than 30% of the over-the-counter medication drug market.

Improved Labeling Practices & Regulations-

The labeling practices of over-the-counter drugs has improved enormously over the past decade. The new "Drug Compendia's" label format is set on the precedent of the "Nutrition Facts" label on variety of food products. Font is larger and bolder, and data is formatted reliably in segments. The data is arranged so that instructions for use are more readily understood and complied by the typical patient. Nevertheless, the label on over the counter drug packaging fails to address all pertinent issues pertaining comorbidities and polypharmacy practices. The insufficiency of labeling practices is estimated by the functional illiteracy rate in the United States of America

being approximately 20%.[3] Substantial portion of the USA population is intellectually and/or attitudinally is not ready to make objective and educated diagnostic and pharmacotherapeutic decisions for themselves or dependents. These truths support the logic for the pharmacist-driven self-medication model (Figure No. 1) for nurturing the safe, appropriate, efficacious, and effective use of over-the-counter drugs.

Complexity of Healthcare System-The intricacy of practices like care, comorbidity, and polypharmacy require an integrated thought, application of pharmacotherapeutic logic, and clinical judgment that transcends package labeling in to critical formulation concerns. All prescription-only or over-the-counter drugs are potent chemical ingredients with distinct pharmacology and toxicology. While taking in to account the health status of individual consumers; the warnings, contra indications, adverse effects, precautions drug-drug interactions, mode of administration, and dosage considerations for each active ingredient; the special deliberations in special conditions like, smoking, pregnancy, lactation, age, renal status, hepatic function and how a concomitant disease or complementary nutritional supplement might impact therapeutic outcomes, then pharmaco-drug therapy management and oversight by an experienced healthcare professional becomes crucial. That individual is logically the community pharmacist or hospital pharmacist.

Educated & Experienced Professional- The community pharmacist is the only healthcare professional who receives in-depth formal education and systematic skill development in over-the-counter drug therapy. Additionally, the community pharmacist is readily accessible in the community to help patients in diagnosing self-treatable medical conditions and assisting over-the-counter drug selection, administration, and monitoring in the overall patient care framework that may include other over-the-counter drugs, prescription-only drug use, and/or administration of one or more alternative nutritional supplements. Availability of the community pharmacist is facilitated via approximately 65,000 USA community pharmacies. This generates billions of potential community pharmacist-patient health care interactions annually. Unfortunately, American community pharmacists' services are not fully utilized by patients in the drug therapy management process. The pharmacist-driven self-care model of care nurtures much needed community pharmacist patient communication regarding drug pharmacotherapy management.

Commercial Opportunities for Community Pharmacists- If pharmacists are retailers of medicine only and do not offer cognitive, substantial information and

medical services to patients in the milieu of over-the-counter drug therapy, they will continue to remain indistinguishable in the eyes of the patient. Pharmacies practices will be considered as indistinguishable from approximately 1 million other non-pharmaceutical retailers that sell over-the-counter drugs. A low pharmacist-assistance level will fail to address self-medicating patients. Contemporary pharmacist, nevertheless, is not under appreciating nonprescription drug pharmacotherapy as a professional practice milieu. Community pharmacists understand the opportunity in harmonizing drug pharmacotherapy management. Additionally, as profit margins wane on prescription-only drug sales, pharmacists are invigorating over-the-counter drug sales and amenities. Profit margins on over-the-counter drugs are attractive. The average gross profit extent on over-the-counter drugs is about of 32% to 36% vs. less than 25% on sales of prescription-only medication. Additionally, most sales of over-the-counter drugs involve first-party payment i.e. 'cash and carry'. Pharmacist-guided self-medication nurtures commercial (economic) and professional (medical) opportunities for community pharmacists. Nevertheless, the pharmacist should approve only those products that have withstood rigorous testing and demonstrated safety and effectiveness.

UNDERTAKING INITIATIVES

Medication Abuse- The medical and commercial ramifications of inadequately managed and misused prescription-only and over-the-counter drug pharmacotherapy is overwhelming. Community pharmacists need to discern themselves with patients as an over-the-counter, easily accessible drug therapy information professional, and integrate that know how into the larger framework of all patient drug pharmacotherapy and nutritional supplement consumption.

Over-the-counter Pharmacotherapy in the Pharmaceutical Sciences Curriculum- A 2002 study named "National Curriculum Survey: Instruction pertaining Over-the-counter Drug Pharmacotherapy" was sent to 82 colleges and schools of pharmaceutical sciences and received a 46% response rate.[4] Pharmacy school's curriculum understate pharmacist-driven self-medication and over-the-counter drug therapy. Over-the-counter drug therapy was paradoxically addressed by pharmacy educational institutes in terms of mandatory vs. elective options, obligation of credit hours, acquisition of core competencies, and integration of curriculum involving over-the-counter drug therapy throughout the pharmaceutical training milieu. This study was repeated in the year 2005 and results were counter checked against the 2002 baseline. Observations were presented at the AACP

Annual Meeting in Year 2006.[5] When assessing the market place, consumer behaviors and attitudes, the occurrence of over-the-counter drug use (and abuse) and the opportunity that community pharmacists have to drive over-the-counter drug choice, administration, and regimen monitoring, majority would proclaim that pharmaceutical sciences curriculum is not adequately preparing pharmaceutical science graduates to perform as sources of sophisticated, pharmacist-driven self-medication services.

Core pharmaceutical practice-relevant, patient-oriented competencies need to be guaranteed in the first-through third- healthcare professional years and further built upon in the fourth/ final -professional year of pharmaceutical science graduation. The pharmaceutical sciences curriculum should implement an exhaustive academic review to the entire curriculum to ensure that curricular content is relevant to the current principles & practices of community and commercial pharmacy, addresses disease etymology and systems that are popular and prevalent in our country, and proposes that the focus is required on imparting knowledge and skill that has a high certainty of being implemented by the pharmacist in providing the public health care services. This requires a deliberate, introspective analysis of curriculum and potentially the moderating of curricular content and credit hour distribution pattern to allow incorporation of line of thought, professional critical thinking, problem-solving capability, and patient-oriented care through all years of the pharmaceutical science graduation cycle. When objections/ doubts of curricular significance and application are raised, most objective experts aware of ground reality of the pharmaceutical marketplace would likely propose profoundly greater curricular content in the domain of over-the-counter drug pharmacotherapy. Even though pharmacy education is not focused to help students successfully pass the North American Pharmacist Licensure Examination (NAPLEX), academic authorities must address that the profession, via the National Association of Boards of Pharmacy, has invested greatly in over-the-counter medicines by emphasizing equally with respect to prescription medicines for purposes of the NAPLEX examination.[6]

Professional Initiatives- The profession of pharmacy as healthcare provider is a crucial station. Profit margins on prescription-only drug sales are gradually and consistently dropping, with no end in sight. The Budget Reconciliation Act of 2006 approves the application of average manufacturer price (AMP) as the baseline for prescription reimbursement for more than 41 million Medicaid beneficiaries, further deducting prescription-only-

drug profits. If this compensation mechanism transcends into the commercial market, the economic ramifications for pharmaceutical industry could be catastrophic. Gross margins on prescription-only drugs are currently in a downward spiral. Gross margins on over-the-counter drugs significantly surpass gross margins on prescription-only drugs.

CONCLUSION-

Independent over-the-counter drug consumption and choice frequently cause therapeutic misadventures and adverse drug events with clinical consequences for patients. Passive pharmaceutical commodity retailers cannot serve the public healthcare interest with respect to over-the-counter drug pharmacotherapy. American pharmacy and individual community pharmacists need to perceive their value critically, patient-oriented pharmacist-driven self-medication role more vividly. Nevertheless, understanding this role correctly is not enough. Initiatives need to be undertaken on a large-scale pharmaceutical education institutions, state and national pharmacy organizations, commercial pharmacy chains, pharmacy distributors and individual community pharmacists to evolve pharmacist-driven self-medication.

Initiatives hail intellectual readiness and newly improved and upgraded professional practices and business models. USA cannot afford the indulgence of having patients and healthcare professionals disregarding or under appreciating over-the-counter drug pharmacotherapy as a critical component of USA Healthcare environment.

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Study of Awareness about Make in India Campaign With Special Reference to Management Students

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Abstract-

This research paper tries to map the youth's perception towards current initiative 'Make in India' being undertaken as an attempt to develop India into a successful economy. Various Socio-economic factors are affected by the initiative, youth being the most important. 'Make in India' is mostly connected to the future of the country's youth. Youth being the primary target and the major beneficiary of the 'Make in India' initiative, the article outlines the youth's awareness towards the initiative. Their knowledge and awareness about the initiative is very important in order to make the fullest use of it in order to contribute to the development of the economy.

Keywords - Make in India, Youth, Awareness.

Why Make in India ?

There are many answers to this question. Make in India being not just a campaign, but a path of growth for India. Becoming a self-dependent country is very important as it will lead to reduced imports and increased exports in trade. Make in India campaign mostly benefits all the sectors ultimately helping to bring capital in India that would trigger economic growth and industrialisation. It can lead to the flow of capital within the country. Employment shall be generated which will encourage the youth to remain in the country itself and not to move out to any other country for the purpose of job, due to this the fresh talent that is required for the growth of our country will tend to remain within the country.

The campaign mainly focuses on bringing manufacturers and investors in the country which would help in job creation, establishing Indian brands, improved economy, better standard of living, etc. Along with the urban areas, rural development will also boom up.

INTRODUCTION TO MAKE IN INDIA-

Make in India is a swadeshi movement covering 25 sectors of the economy. It was launched by the Government of India on 25th September 2014 for encouraging the companies to manufacture their products in India and to increase the economy of India. As per its policy 100% Foreign Direct Investment (FDI) is permitted in all 25 sectors.

The campaign shall boom up only if the Government of India convinces the companies to invest in India. The companies usually take following things into consideration like easy access to raw materials, developed infrastructure, skilled labour, good competition, ease of doing business, government policies, etc.

It basically focuses on the economy and does not have any control on the source of raw materials of the company. The campaign is trying to bring investors in our country, as India is more focusing on the industrialized sector.

"Make in India" Initiative-

The Make in India was launched on 25th September 2014 with the view of focusing on industries and creating jobs for the development of Indian economy.

India is one of the world's fastest growing economies. It is been ranked 10th in terms of GDP.

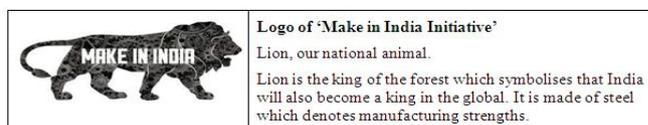
Currently Telangana, Haryana, Odisha, Chhattisgarh, West Bengal are the top five states in terms of development.

A slogan "Zero Defect, Zero Effect" was given by The Prime Minister of India, which says that our products should have zero defect so that we are not rejected in the global market. Also it must be noted that our products must not be hazardous to the environment.

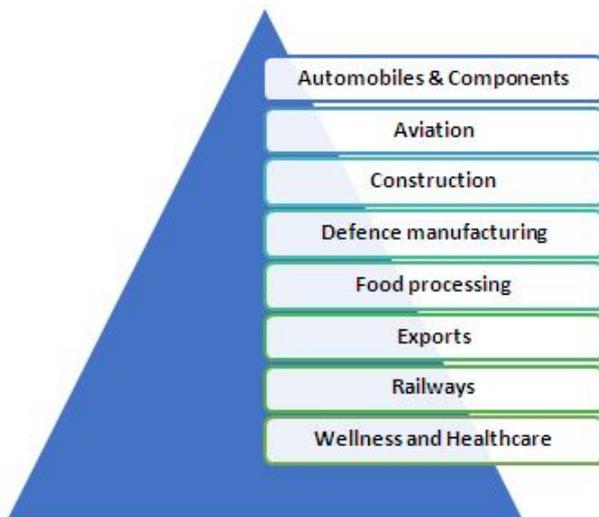
How it works ?

The campaign mainly focuses on employment, job creation, reducing imports etc. It assists the foreign investors to invest in India. The campaign mostly leads to the ease of doing business which would also create more Indian brands in the whole wide world. It helps the country to get an increased GDP which may flourish sectors like architecture, textiles, and lead to development of townships, roads & bridges, hospitals, resorts, educational institutions, infrastructures, etc. The campaign leads to introduction of new government policies in India helping the companies with cost advantage, transparent governance, assured markets and investments with low risks.

The Make in India Vision-



Sectors covered under “Make in India”.



The paper mainly emphasises on the awareness among management students about the campaign. The brief note about it, their results and the change it would have in our country.

Objectives of the study-

- 1) To study the concept of Make in India.
- 2) To study awareness of management students about the campaign.
- 3) To study perception of management students towards the campaign.

Youth awareness-

The youth of the country are the future entrepreneur's, stakeholders, employees and decision makers of the country. Youth is the most strongest of all the age groups that will promote the development of the country. Hence, great importance must be given to the youth awareness about the campaign. The campaign has the potential to be proved as a game-changer for the youth of the country. It aims at making India a manufacturing hub. For this, developed industries are required which would be benefitting all the sectors. This will help to generate number of opportunities for the youth i.e. job creation, start-up's etc. Unemployment which is one of the major issues in front of the country will surely be reduced with the help of awareness among youth.

Better opportunities within country will reduce the rate of brain-drain among the youth and they shall remain back in the country itself. As of this, the talent will remain inside the country which will lead to the country's development.

The growth in industries would ultimately lead to development in industries. Development in industries will help to increase the standard of living of the people and also encourage youth.

With the development in industries the connectivity between cities will be improved, i.e. roads, railways, flyovers, bridges, metro, and so on which would save long travel time of the people. It also includes development of schools, colleges, buildings, offices, hospitals etc which contributes to the overall Infrastructure development of the country.

Also workers with high skills are required. It includes skills like engineering, sciences technology etc. for this the youth must be skilled enough and be able to match the expectations of industries. With the help of the campaign, India can compete with other countries. It would help the youth to be the strongest and will also gain an identity all over the world.

Due to developed industries and greater connectivity, the business can be done efficiently i.e. the international trade. The improved government policies for businesses and relaxation in taxation would help the business to function easily. This will in turn gain maximum profits and reduce time consumption.

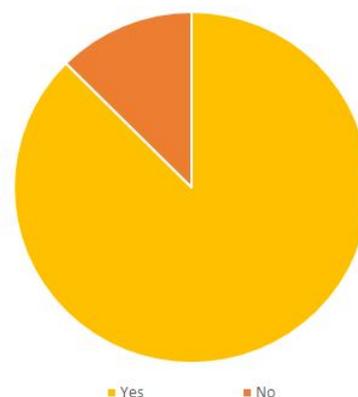
Importance-

Make in India is a marketing strategy coined by the Government of India to attract investors and manufacturers. It would make India a self-dependent country and give it a global identity in terms of economy. It would make business an easy task. India has demography, democracy and demand, now we need technology. It will help in making 100 smart cities which will lead to the increased standard of living within the country. A number of goods are imported, and if a few of them are made in India then they would become cheaper, easily available and also provide jobs to people. This will decrease the imports and also increase the purchasing power of the citizens.

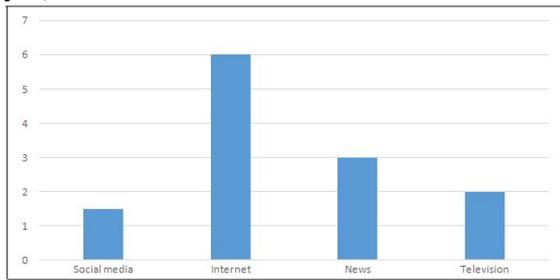
Sample size- 40

Collection of data- A questionnaire was distributed among the management students.

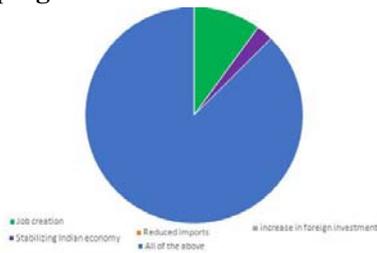
1. Are you aware about the make in India campaign ?



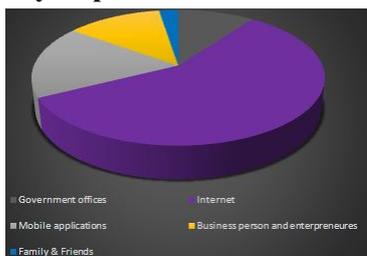
2. If yes, what was the source?



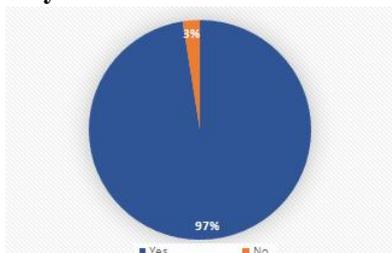
3. What do you think is the motive behind this campaign?



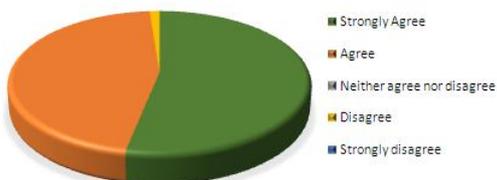
4. To gain more information about this campaign what source would you prefer ?



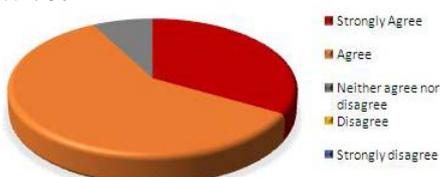
5. Do you think it will have an impact on the future Indian economy ?



6. Will it lead to develop India socially ?



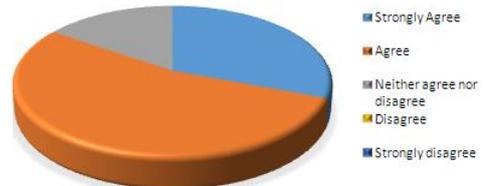
7. Can the demands for Indian products increase by this initiative?



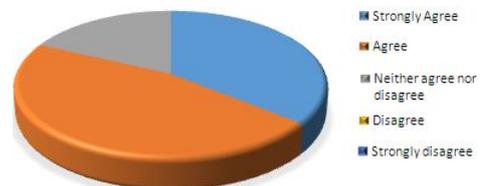
8. Do you think it has taken a boom as of its launch date ?



9. Will it affect the GDP of India ?



10. Can it help the agricultural sector ?



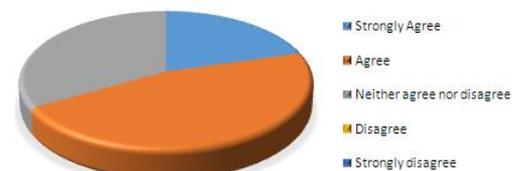
11. Will it give India a global identity ?



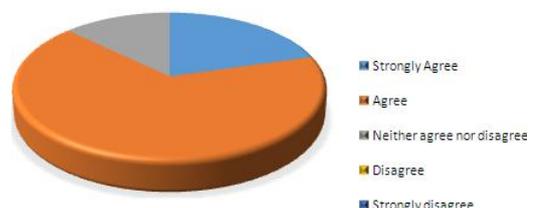
12. Will it affect the exports and imports ?



13. MII campaign would benefit each field ?



14. Does the MII campaign needs to be endorsed more loudly to reach out people ?



Observation-

From the above survey it has been observed that, almost all the management students are aware about the Make in India campaign. Most of them have been aware through a common source i.e. Internet, the most widely used network today. According to the youth the motive behind this campaign are Job creation, reduced imports, Increase foreign investment. Along with the source Internet is also used by the students to gain more information about the campaign. The campaign will have a great impact on the future Indian economy. The students strongly agree that the campaign will lead to develop India socially. It will increase the demands for Indian products. Students agree that the campaign has taken a boom as of its launch

date and that it affects the GDP of India. The campaign helps the agricultural sector and will give India a global identity. The campaign will affect the exports and imports and would also benefit each field. Most of them agree that the campaign needs to be endorsed loudly.

Conclusion-

The students are aware about the campaign, and know quite well about it. They feel that it is a great opportunity before them and they must catch it. They are ready to enter into the world which is for them. Students are looking forward to the jobs available for them, the start-up opportunities and also very sure about competing with the world. They want to represent the country and stand in the global market.





Checklist of herbaceous Plants (summer season) of Rajapur tehsil of Ratnagiri District (Maharashtra)

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Abstract-

Inventory is a continuous process of searching and re-examining the earlier findings. Floristic studies in Rajapur tehsil area of Maharashtra were surveyed for collection of herbaceous during the summer season (January to March). Present research works prepared checklist and herbarium specimens of 80 herbaceous flowering plants species belonging to 24 families of Rajapur Tehsil of Ratnagiri District (Maharashtra) during summer season.

Introduction-

Herbaceous plant is a plant that does not have much wood and its stems are green and soft. These plants grow fast and produce flowers and many seeds in a short period of time. In Botany, the word for a herbaceous plant is herb (from Latin herba, "grass"). Herbaceous plants may be annuals, biennials or perennials but most are annuals and die at the end of their growing season (the time when they produce flowers, fruits and seeds), leaving their seeds on the soil; those seeds will produce new plants with good weather. Biennial and perennial herbaceous plants will live for two or more years but the stems that are in the air will die every year; the underground stems will form the new aerial stems (stems that are above the ground). Underground roots and stems can resist more the bad weather (winter or a very dry season) than leaves and stems that are above the ground. Bulbs are biennial and peonies are perennial herbaceous plants. Most herbaceous plants are small and their stems are not thick because they do not have much wood but there are some cases of big herbaceous plants.

Review of the relevant literature-

The major contribution and most significant explorations in Peninsular India were made by T. Cooke (1901-1908). Western Circle of Botanical Survey of India situated at Pune made significant contributions to the floristic studies on Maharashtra. In addition to number of research papers, floristic accounts of many districts such as Akola, Nasik, Mahabaleshwar-Satara, Yevatmal, Sindhudurg, Raigad and Buldhana have been published by BSI; after floristic survey of many districts, BSI has

published a floristic account of Monocotyledones (Sharma et al., 1996) and Dicotyledones of Maharashtra State in two volumes (Singh & Karthikeyan, 2000; Singh et al., 2001). In the last three decades, some floras have been published on different regions of Maharashtra especially Ratnagiri and surrounding areas, viz., 'Flora of Sawantwadi' (Almeida, 1990), and other important recent publication on 'Flora of Kolhapur District' (Yadav & Sardesai, 2002).

Materials and Methods-

Regular field visits were made to survey, collection and documentation of plant species during summer season (January to March). The specimens were dissected under stereo zoom microscope and microphotographs of taken with the help of camera. The collected specimens were identified by referring to various floras, monographs, and revisions (Almida 1996; Cooke 1908; Lekhak & Yadav 2012; Mishra & Singh, 2001; Sharma et al. 1996; Singh et al. 2000; Yadav et al. 2002). Herbarium specimens prepared as per Jain & Rao (1977) methods. All the collected voucher specimens are deposited in Botany Department, Abasaheb Marathe Arts & New Commerce Science College, Rajapur, district Ratnagiri. Checklist of herbaceous plant of study region prepared as per recent nomenclature of ICN.

Table: 1. Checklist of herbaceous plants (summer seasonal) of Rajapur tehsil of Ratnagiri district (Maharashtra)

Sr.	Botanical Name	Family	Locality	Exsiccata
1.	<i>Achyranthes aspera</i> L.	Amaranthaceae	Hativale	DBB-553
2.	<i>Alysicarpus ovalifolius</i> (Schum.)	Leonard Fabaceae	Hativale	DBB-543
3.	<i>Amaranthus spinosus</i> L.	Amaranthaceae	Hativale	DBB-586
4.	<i>Apluda mutica</i> L.	Poaceae	Rajapur	DBB-510
5.	<i>Barleria cristata</i> L.	Acanthaceae	Arekarvadi	DBB-554
6.	<i>Barleria grandiflora</i> R. Br.	Acanthaceae	Kodvali	DBB-555
7.	<i>Barleria prionitis</i> L.	Acanthaceae	Arekarvadi	DBB-556
8.	<i>Barleria strigosa</i> Willd.	Acanthaceae	Rajapur	DBB-557
9.	<i>Bergia ammannioides</i> Roxb.ex Roth	Elatinaceae	Juwati	DBB-511
10.	<i>Biophytum sensitivum</i> (L.) DC.	Oxalidaceae	Rajapur	DBB-544
11.	<i>Blumea clarkei</i> Hook. F.	Asteraceae	Rajapur	DBB-558
12.	<i>Blumea lacera</i> (Burm.f.) DC.	Asteraceae	Jaitapur	DBB-512
		(Compositae)		
13.	<i>Blumea oxyodonta</i> DC.	Asteraceae	Sakhar	DBB-559
14.	<i>Boerhavia repens</i> L.	Nyctaginaceae	Rantale	DBB-560
15.	<i>Canscora diffusa</i> (Vahl) R.Br. ex Roem. & Schult.	Gentianaceae	Hativale	DBB-513
16.	<i>Canscora pauciflora</i> Dalzell	Gentianaceae	Hativale	DBB-514
17.	<i>Celosia argentea</i> L.	Amaranthaceae	Jaitapur	DBB-561
18.	<i>Cleome rutidosperma</i> DC.	Cleomaceae	Hativale	DBB-549
19.	<i>Coldenia procumbens</i> L.	Boraginaceae	Hativale	DBB-538
20.	<i>Crotalaria clarkei</i> Gamble	Fabaceae	Vikhare-Gothane	DBB-546
21.	<i>Crotalaria decasperma</i> Naik	Fabaceae	Rajapur	DBB-541
22.	<i>Crotalaria filipes</i> Benth.	Fabaceae	Kodvali	DBB-545
23.	<i>Crotalaria linifolia</i> Willd.	Fabaceae	Rajapur	DBB-588
24.	<i>Cyathula prostrata</i> (L.) Blume	Amaranthaceae	Rajapur	DBB-524
25.	<i>Cynarospermum asperrimum</i> (Nees) Vollesen	Acanthaceae	Rajapur	DBB-515
26.	<i>Dentella repens</i> var. <i>repens</i> (L.) J.R. Forst. & G. Forst.	Rubiaceae	Sakhar	DBB-562
27.	<i>Dentella repens</i> var. <i>serpyllifolia</i> (Wall. Ex Craib) Verdc.	Rubiaceae	Hativale	DBB-563
28.	<i>Desmodium scorpiurus</i> (Sw.) Desv.	Fabaceae	Rajapur	DBB-542
29.	<i>Desmodium triflorum</i> (L.) DC.	Leguminosae (Fabaceae)	Rajapur	DBB-516
30.	<i>Desmodium triquetrum</i> (L.) DC.	Leguminosae (Fabaceae)	Kodvali	DBB-517
31.	<i>Dicliptera foetida</i> Blatt.	Acanthaceae	Juwati	DBB-564
32.	<i>Dicliptera ghatika</i> Santapau	Acanthaceae	Oni	DBB-518
33.	<i>Drimia indica</i> (Roxb.) Jessop	Asparagaceae	Hativale	DBB-589
34.	<i>Dyschoriste nagchana</i> (Nees) Bennet	Acanthaceae	Rajapur	DBB-519
35.	<i>Ecbolium ligustrinum</i> (Vahl) Vollesen	Acanthaceae	Juwati	DBB-565
36.	<i>Eclipta alba</i> (L.) Hassk.	Asteraceae	Hativale	DBB-520
37.	<i>Elephantopus scaber</i> L.	Asteraceae	Juwati	DBB-521
		(Compositae)		
38.	<i>Eranthemum roseum</i> (Vahl) R.Br.	Acanthaceae	Rantale	DBB-522
39.	<i>Euphorbia fusiformis</i> Buch.-Ham. Ex D. Don	Euphorbiaceae	Rantale	DBB-567
40.	<i>Euphorbia hirta</i> L.	Euphorbiaceae	Hativale	DBB-566
41.	<i>Euphorbia</i> sp.	Euphorbiaceae	Rantale	DBB-589
42.	<i>Glinus oppositifolius</i> (L.) Aug. DC.	Molluginaceae	Rantale	DBB-523

43. <i>Haplanthodes neilgherrensis</i> (Wight) R.B. Majumdar	Acanthaceae	Rajapur	DBB-568
44. <i>Haplanthodes plumosa</i> (T. Anders.) G. Panigrahi & G. C. Das	Acanthaceae	Rajapur	DBB-569
45. <i>Haplanthodes tentaculata</i> (L) R. B. Majumdar	Acanthaceae	Rajapur	DBB-570
46. <i>Haplanthodes verticillatus</i> (Roxb.) R. B. Majumdar	Acanthaceae	Chunakolvan	DBB-571
47. <i>Hedyotis herbacea</i> L.	Rubiaceae	Hativale	DBB-526
48. <i>Hemigraphis rupestris</i> T. Anders.	Acanthaceae	Jaitapur	DBB-527
49. <i>Hydrolea zeylanica</i> (L.) Vahl	Hydroleaceae	Sakhar	DBB-528
50. <i>Hygrophila pinnatifida</i> (Dalzell) Sreem.	Acanthaceae	Dhopeswar	DBB-529
51. <i>Hygrophila schulli</i> (Buch.-Ham.) M.R.Almeida & S.M. Almeida	Acanthaceae	Jaitapur	DBB-530
52. <i>Hygrophila schulli</i> (Buch.-Ham.) M.R.Almeida & S.M. Almeida	Acanthaceae	Jaitapur	DBB-572
53. <i>Indigofera dalzellii</i> T.Cooke	Fabaceae	Juwati	DBB-547
54. <i>Indigofera nummularifolia</i> (L.) Alston	Fabaceae	Hativale	DBB-548
55. <i>Justicia adhatoda</i> L.	Acanthaceae	Hativale	DBB-573
56. <i>Justicia betonica</i> L.	Acanthaceae	Sakhar	DBB-574
57. <i>Kalanchoe pinnata</i> (Lam.) Pers.	Crassulaceae	Hativale	DBB-550
58. <i>Lepidagathis fasciculata</i> (Retz.) Nees	Acanthaceae	Rajapur	DBB-540
59. <i>Lepidagathis lutea</i> Dalzell	Acanthaceae	Hativale	DBB-575
60. <i>Lepidagathis shrirangii</i> Natekar, Kambale & Chandore	Acanthaceae	Ambolgad	DBB-576
61. <i>Lepidagathis</i> sp.	Acanthaceae	Rantale	DBB-578
62. <i>Lepidagathis</i> sp.	Acanthaceae	Jaitapur	DBB-577
63. <i>Leucas aspera</i> (Willd.) Link	Lamiaceae	Hativale	DBB-579
64. <i>Lindernia multiflora</i> (Roxb.) Mukerjee	Linderniaceae	Hativale	DBB-580
65. <i>Lindernia viscosa</i> (Hornem.) Merr.	Linderniaceae	Rajapur	DBB-581
66. <i>Ludwigia hyssopifolia</i> (G.Don) Exell	Onagraceae	Vikhare-Gothane	DBB-531
67. <i>Melochia corchorifolia</i> L.	Malvaceae	Satvali	DBB-532
68. <i>Naregamia alata</i> Wight & Arn.	Meliaceae	Rantale	DBB-551
69. <i>Oxalis corniculata</i> L.	Oxalidaceae	Bhu	DBB-533
70. <i>Pogostemon deccanensis</i> (Panigr.) Press	Lamiaceae	Dongar	DBB-587
71. <i>Pogostemon purpurascens</i> Dalzell	Lamiaceae	Sakhar	DBB-534
72. <i>Pogostemon</i> sp.	Lamiaceae	Sakhar	DBB-588
73. <i>Polygonum plebeium</i> R. Br.	Polygonaceae	Dongar	DBB-539
74. <i>Pseuderanthemum roseum</i> Radlk.	Acanthaceae	Rajapur	DBB-535
75. <i>Rungia pectinata</i> (L.) Nees	Acanthaceae	Rajapur	DBB-582
76. <i>Rungia</i> sp.	Acanthaceae	Hativale	DBB-583
77. <i>Scoparia dulcis</i> L.	Plantaginaceae (Scrophulariaceae)	Hativale	DBB-536
78. <i>Sida rhomboidea</i> Roxb.	Malvaceae	Rantale	DBB-537
79. <i>Tridax procumbens</i> L.	Asteraceae	Hativale	DBB-584
80. <i>Triumfetta rhomboidea</i> Jacq.	Malvaceae	Kodvali	DBB-552

Results and discussion-

Present research works prepared checklist and herbarium specimens of 80 herbaceous flowering plants species belonging to 24 families of Rajapur tehsil of Ratnagiri district (Maharashtra) during summer season. The family Acanthaceae is a dominant with highest 28

species in study area. More than 30 species of study area are endemic to Western Ghats some are restricted in study area. Five Dominant families (species numbers) are Acanthaceae (28) followed by Fabaceae (8), Asteraceae (6), Amaranthaceae (4) and Lamiaceae (4) covered 62.5% herbaceous plant diversity in the study area in summer

season.

Conclusion- This preliminary data of checklist of plants of Rajapur area will be used for further floristic research. This data will be useful for students, researchers, forest officers and policy makers etc.

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Some Photos of Endemic species of study area:



1) *Lepidagathis lutea* Dalzell



2) *Dicliptera foetida* Blatt.





Role of IQAC in College Development – A Review

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Abstract-

The NAAC (National Assessment and Accreditation Council) has proposed that every institution which has gone through assessment and accreditation should establish an internal Quality Assurance Cell (IQAC) after the first assessment cycle. IQAC in any accredited institution is a administrative body that is responsible for continuous quality enhancement process of the institution. It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution or college. The role of IQAC in maintaining quality standards in teaching, learning and evaluation becomes crucial, and the authors in this article have tried to review that how the IQAC is an essential part of the institution towards achieving the goals of academic excellence and ensuring quality.

Key words- NAAC, IQAC, Quality standards, Excellence

Introduction

As per the guideline of NAAC (National Assessment and Accreditation Council) every accredited institution should establish Internal Quality Assurance Cell (IQAC) after first Assessment and Accreditation. IQAC look after all quality matters. IQAC in maintaining quality standards in teaching, learning and evaluation becomes crucial. Maintaining quality is a matter of long term initiative; to reach this long-term goal, NAAC has established detailed guidelines from time to time. The establishment of Internal Quality Assurance Cell (IQAC) by accredited institutions (after the first cycle) is a major step in pushing long-term quality standards.

The basic purposes of the IQAC are as follows-

- a) To ensure continuous improvement in the entire operations of the institution, and
- b) To assure stakeholders connected with higher education – namely, students, parents, teachers, staff, would-be employers, funding agencies and society in general - of the accountability of the institution for its own quality and probity

The responsibilities of IQAC are as follows-

1. Initiate, plan and supervise various activities which are necessary to increase the quality of the education imparted in institutions and colleges
2. Promote and determine quality related activities and issues through various programmes and activities such as seminars, workshops, symposia, conferences, panel discussions, role playing exercises, (model) demonstrations, case studies.
3. Academic meetings and any such kind of event or programme for all the stakeholders of the institution.

The Functions of the IQAC are as follows-

1. Develop and apply of quality goals /parameters for almost all academic and administrative activities of an institution.
2. Spread of information on various quality issues of higher education
3. Organize Interactive sessions such as workshops, seminars on quality related themes and promotion of quality circles.
4. Documentation of the various programmes / activities leading to quality improvement
5. Acting as an essential agency of the institution for quality-related activities
6. Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality issues.

Benefits of IQAC are as follows-

1. IQAC focuses on institutional functioning towards quality enhancement.
2. By maintaining coordination and interpersonal relations the IQAC ensure internalization of the quality culture.
3. Ensure enhancement and integration among the various activities of the institution and institutionalize best practices.
4. Provide a thorough foundation for decision-making to improve institutional functioning.
5. Act as a dynamic system for quality changes in the Higher Educational Institutions.

6. IQAC helps to improve methodology of documentation and internal communication.

Sawant D.G. (2016) in his research have concluded that the IQAC is a significant administrative body in any educational institution. It plays a vital role in contributing and enhancing as well as maintaining the quality standards in teaching learning and evaluation processes. The IQAC also promotes the overall development of the students by encouraging them to participate in co-curricular and extra-curricular activities in intra and inter collegiate level. It organizes interactive sessions such as workshops, seminars on quality related themes and promotion of quality circles. It coordinates among the stakeholders of the institution,

He also found that in some institutions/colleges, the IQAC and its coordinator work under pressure of principal and management.

Pawar R.T. et al (2015) in their research focussed on distinct and important role of IQAC in enhancement of quality of higher education. They further stated excellence and quality can be achieved by team work but to achieve this the team should follow the guideline of IQAC.

Patel (2014) mentioned in his research about the importance of IQAC in quality enhancement in education. IQAC with coordinated efforts play a crucial role in enhancing the quality.

Vankar V.K.; Parkekh V.D. (2014) mentioned the purpose behind establishing IQAC, how IQAC build and ensure a quality culture at institutional level as well as monitors quality assurance and quality enhancement activities of the higher education institutions.

Conclusion

The role of IQAC for the quality enhancement in higher education is distinct and important as it works towards improving and maintaining the quality. Quality and excellence are results of team work led by the leaders like principal and coordinator of IQAC. Thus, IQAC of is an importance and effective and efficient coordination and monitoring mechanism.

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Gandhian Perspective on Environmental Issues Concerning Economic Development



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Abstract-

Gandhian thoughts are always in alliance with nature. Though he did not vouch for the issue of the environment directly, his every facet of progress had visible connectivity with nature and thus environment conservation and protection. His beliefs always looked at nature as the divine manifestation and this view nurtured their attitudes and values, which were inimical to the exploitation of nature. Gandhi appealed for nature's conservation and frugal use, adhering to the Indian tradition of venerating the Mother Earth.

He often said that man had no power to create life; therefore he has no right to destroy life. Since man has higher mental faculties of wisdom and reason, he should be more compassionate to the lower beings. Gandhi practised what he preached. He built his Ashrams on wastelands (Savita Singh, p.61)

He dreamt of India to have economic progress, but not at the cost of mother earth. This paper attempts to develop a link between the possibility of application of Gandhian thoughts and solicit the required progress in India.

Introduction-

Indian economy is the fastest-growing economy. The main contributors to this growth are shifted from the agricultural sector to the tertiary sector. The path of this development passes through industrialisation, and it's a well-known fact that industrial progression in output has an irreversible cost of harming the environment and intensify the disastrous climate change. However, India is not the country harming climate as countries like America or China, but the fatalities in India are maximum in the world. India stands 5th in Climate Risk Index 2019 measured by German watch. The concern is that India's position is worse than the last year due to severe heatwave, floods and a higher degree of precipitation. Hence there is a need for a relook in contemporary development.

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However, protection to the climate is a worldwide challenge. India needs to balance the priorities of achieving

the targeted economic growth along with conserving the environment. In contemporary time there are many mandates on fast-developing countries like India for mitigating global warming by reducing GHG emission. These mandates, to some extent, will be fulfilled if Gandhian thoughts of economic development are adapted. Gandhi's environmentalism fitted in with his overall vision for India and the world that sought to extract from nature what is necessary for human sustenance. His ideas on environment are intimately linked with his ideas relating to the polity, economy, health, and development.

Gandhian thoughts

Many environmental movements in India have drawn inspiration from Mahatma Gandhi. He cannot be called an environmentalist if we do a mechanical content analysis of his statements based on the present understanding of environmental issues since words like 'environment' and 'ecology' do not appear in his Collected Works.

Gandhi's views on the environment consist of moral, spiritual and non-violent dimensions. Consumerism and exploitation of natural resources for him were unethical. Gandhi's views on the environment consist of moral, spiritual and non-violent dimensions.

In the Gandhian world view, human life cannot be divided into watertight compartments such as economic, political, and religious and so on. Human life is an undivided whole.

The present crisis which we are facing on the front of the environment is a man-made one. It is the result of undue exploitation of nature by human beings to serve his selfish ends. Human beings thoughtless action has increased concentration of green house gases, mainly of carbon dioxide, which led to an increase in the temperature of the earth and rise in the sea level.

What is adversely affecting is not the consumption but overconsumption. Gandhi had cautioned the world, much before any modern-day environmentalist, about the problems of large-scale industrialization, which we are confronting today. Gandhi visualized that mechanization will not only lead to industrialization, to massive urbanization, to unemployment but will also lead to the destruction of the environment (Tiwari 2019)

The Gandhian idea becomes still more relevant when sustainable growth and development is to be achieved. He had emphasized on production by the masses instead of mass production. According to him, this will result in the development of an economic system that can minimize environmental degradation and achieve sustainable development. His idea of Swaraj or self- rule enables a practical sustainable development that can be implemented without compromising the quality of life. The Gandhian idea of non-violence, if adopted at various

levels from international politics to local levels, can be useful to reduce carbon footprints caused due to wars and production of missiles. Gandhi had emphasized the importance of natural resources and conservation. This has a direct bearing on the man-and-environment relationship.

Regarding urbanization, Gandhi expressed his views as follows: “It is a process of double drain from the villages. Urbanisation in India is a slow but sure death for her villages and villagers. It can never support 90 per cent of India’s population, which is living in her 7,00,000 villages” (number of villages in 1934). He was against the concept of removing cottage industries from small villages as he felt that this would remove whatever little opportunity was still there for making skilled use of the hand and head. “And when the village handicrafts disappear, the villagers working only with their cattle on the field, with idleness for six or four months in the year, must be reduced to the level of the beast and be without proper nourishment either of the mind or the body, and, therefore without joy and hope” (Harijan, 7-9-1934).

The disaster of Global warming has resulted from industrialisation and hence modernisation. Problems like Population explosion, mass poverty, over-utilisation of renewable resources, overuse of fertilizers leading to water pollution, rapid industrialisation, global warming, desert formation, deforestation, emission of harmful substances into the air causing air pollution, industrial and synthetic wastes, nuclear hazards that are more man-made in nature are all causing irreparable damages to our planet (Egyankosh 2019). The ill effects of urbanization and industrialization were indicated as de-humanizing effects leading to the environmental crisis. In this regards Gandhian thoughts gave a warning that the civilization will industrialize and perish. Hence according to him, there is a need for relooking in the process of development of India in post-independence time. According to him the model of development should not be imitated from America or England.

The principles he laid were different from the model which India has embedded. In Gandhian ideology and

philosophy, man has adopted violent measures to take abundantly from nature. Gandhi fervently appealed to men to desist from exploiting others and inflicting violence on them. It pervades all living beings including nature and natural resources. Gandhi was against disturbing the nature and ecological system that provides health and fertility to all. The English historian Edward Thomson once remarked to Gandhi that wildlife was rapidly declining in India, to which Gandhi replied with sarcasm, “Wildlife is decreasing in the jungles, but increasing in the towns.” In the words of the environmentalist Ramachandra Guha, “the wilderness had no attraction for Gandhi.” In his writings, Gandhi does not emphatically celebrate the harmony or untamed beauty of nature; his focus is the study of men, of their mores and morals, of the human condition

Gandhian model expectations in economic development.

1) Cleanliness- In Hindu swaraj 1908 he wrote if Temples are lacking roominess and cleanliness what can self government be? Applying Gandhian notions in day to day activities can make the lifestyle of society more comfortable and happy. It would be able to check environmental degradation and hence would achieve sustainability (Upadhyay 2019)

2) Limited consumption- as per the Keynesian concept of relative and absolute needs, the priorities are fixed. However, people would be genuinely free rather than being enslaved by the urge to consume beyond reasonable limits. Such an attitude is also ethical because according to Gandhi—to consume more than one needs is tantamount to thieving from another who might need it. He appealed directly to ideological orientation self-discipline, non-possessiveness and concern for the welfare of others.

3) Trusteeship- Gandhi, considered the earth a living organism, understood nature and existence in terms of a Cosmic Law that entails that the universe is a single self-coherent all-encompassing entity, organized and animated by a cosmic spirit wherein all life and all existence are one. There is no ownership but the only trusteeship, which will reduce the exploitation as the resources are the elements of mother earth.

4) Sarvodaya- More population will demand more development to meet the increasing needs even the basic amenities for which nature needs to be exhausted and will have negative impacts but most of the people don’t perceive matters in such a broad sense and live an individualistic life. His advice is to try to live in peace and harmony and develop a sharing habit at least at our end by adapting co-operation. That will upgrade society.

5) Affluence through urbanisation- some live in

affluent at the cost of others and more we want to bridge the gap but with more pollutive techniques during urbanisation has affected the Indian economy adversely. India being a village-based economy needs to develop the rural economy and not the development at the cost of ruining villages. To quote him

·do not need a high standard of living but the richer quality of life with natural life with an ecological balance between man, animals, vegetables and material- mineral - hydraulic world. We cannot be both rolling in luxuries as well as guarantee the safety of our mother earth. Voluntary control of our wants through self-control is the only solution. The earth, the air, the land and the water, are not an inheritance from our forefathers, but a loan from our children so we have to hand over to them at least as it was handed over to us(Gandhi M.K. Harijan (Oct. 14, 1939).

6) Health and modern medicines- Gandhiji had a firm belief in naturopathy which shows his love towards nature. In “Arogya Darshan” he has shared his experiences concerning natural diet and lifestyle. He wanted people to return to nature so that they can leave pseudo-diet and lifestyle and gain nature-based health. Mechanization which does not disturb the environment-which does not interfere with man’s direct intimate relationship with the rest of nature-was acceptable to him. Villagers should use those machines and tools which they can manufacture themselves and afford it. He was also equally aware of the dangers of using chemical fertilizers for increased productivity. He warns that trading in soil fertility for the sake of quick returns would prove to be disastrous, and is a short-sighted policy. the process of development we adopted the exploitative attitude and were forgetting our traditional views about the environment thus facing environment degradation, climate change, and pollution

7) Industrialisation- more production of material consumerism brings pleasure for a short time which is favoured today. But, the factors responsible for environmental degradation due to over-exhaustion of resources through artificial means continue to aggravate the situation with a much faster pace than the effort to recover and conserve it. The permanent solution lies in suitable alternative lifestyle in tune with nature.

There are many such dimensions of Gandhian views which are directly or indirectly impacting environmental issues. In Hind Swaraj Gandhi has cautioned mankind against the ill effects of modern civilization. Perfect and meaningful existence is possible only in harmony and conformity with nature. Gandhi belongs to the school of thought who believes in remedy rather than cure.

He believed that industrialization leads to urbanisation

which makes life miserable. Modernity makes life complex by multiplying its day to day need which is inbuilt and such life is devoid of true happiness and peace and making people run after happiness by acquiring more and more material assets but then also they are in tension and frustration leading to depression and tendency towards suicide. Therefore, he suggested life-based on simplicity, slowness and smallness but in today’s life if you talk about one is considered a fool and lazy person with no high ambitions which frustrates him and he questions his thinking though he is on right track. A modern gadget which is meant for time and effort savings have left human busier and converted them into machine-like elements. Today’s development is based on increasing human greed and not on meeting human needs leading depletion /exhausting of resources and hence environment degradation.

India in Gandhi’s vision was much different. Though India’s contribution to climate change is not as severe as developed industrialised nations, India is a victim of this materialistic development process, which has drowned the self-corrective methods suggested for India’s economic progress. At present, India had the most (2,081) deaths in 2018 due to extreme weather events caused by climate change—cyclones, heavy rainfall, floods and landslides. Overall, India’s economic losses due to climate change were the second highest in the world with a loss of Rs 2.7 lakh crore (\$37 billion)—nearly as much as its defence budget in 2018. This translates to losing about 0.36% per unit of gross domestic product. India also suffered from one of the longest ever recorded heatwaves in 2018, with temperatures rising to 48 degree Celsius, resulting in hundreds of deaths. This, compounded with a water shortage, leading to prolonged drought, widespread crop failures, violent riots and increased migration. The worst-hit region in the central, northern and western parts of the country, were also among India’s poorest, (global climate risk index 2020).

Conclusion-

The present environmental crisis that has gripped the world needs immediate and effective damage control strategy if we are to ensure our peaceful healthy existence. The warning of nature for the mitigation of climate change is visible through the severity of natural disasters. The effects of climate change are seen through an increase in sea level, floods in some areas and droughts in some areas, increased precipitation, the severity of hot or cold wave etc. India being a developing country cannot afford to lose material and human resources. As shown in this paper if the world takes lessons from the lifestyles suggested in Gandhian perspective, we would have not faced these disasters at such density as Gandhian approach gives us

plenty of opportunities to overcome the crisis. However, it is said that India herself is not following lessons from her son, instead of in India, economic models are copied from developed nations. Hence if Sarvodaya is expected we must take cognizance of Gandhian thoughts so that we can save mother earth which is “Advait”. The eco-friendly technologies and measures adopted by the public, the institutional support, for example, judiciary, the efforts of nongovernmental organisations and civil society help in preserving the environment. Gandhi belonged to that school of thought where the remedy was preferred to cure and worked out a worthwhile alternative for human’s peaceful, purposeful and happy existence.

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Socio-economic Status of Bee-keeping Industry in Baripada Region of Dhule District of Maharashtra, (India)

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ABSTRACT-

The socioeconomic study of honey production from Baripada tribal region of Dhule district has done during the year 2017-2018. It is observed that the total honey production from 18 hive boxes in one year from dominant honey bee species *Apis cerana indica* was 450-500 kg. The approximate cost of that honey was INR-90000-100000/- and net profit was 70000-80000. This business helped the weaker section of tribal society and had positive effect on the socio-economic development of Baripada region.

Keywords- Socio-economic study, Baripada, tribal region, *Apis cerana indica*, honey collection.

INTRODUCTION-

Assortment of honey from the forests for human welfare has been in existence since a long time. Several species of honey bees convert nectar of flowers into honey and store them in the combs of the hive.

Apiculture (Bee keeping) in India has great historical heritage. The knowledge of bees, honey and beekeeping has been mentioned in various Hindu Vedic scriptures like *Rig Veda*, *Atharva*, *Vedas*, *Upanishadas*, *Bhagavad Gita*, *Markandeya Purana*, *Raj Nighantu*,

Bhrihat Samhita, *Arthashastra*, *Amar Kosha* as well as *Buddhist* scriptures like *Vinaya Pitaka*, *Abhidhamma Pitaka* and *Jataka tales*. The popular epic

Ramayana describes a "Madhuban" that was cultivated by *Sugriva* and in *Mahabharata* *Madhuban* is mentioned in the epic *Mahabharata* near *Mathura* where

Krishna and Radha used to meet.

Various rock paintings dating to Mesolithic and post-Mesolithic era are found in the Pachmarhi regions of Madhya Pradesh mainly depict honey collection activities from honey combs of *Apis dorsata* and *Apis mellifera* bees.

When British attacked (1842-49) the eastern coast of Odisha state in the Kondha tribe used tamed bees against them. But little is known about the techniques used by them for taming (Crane 2013). Various tribes in the hilly regions of Manipur and Nagaland used wooden logs

or earthen wares for beekeeping.

Before the discovery of bee keeping honey was extracted by squeezing out honey from honeycombs. But this was crude methods which had possibility of adulterating honey with the beeswax and also killing many bees in the process. Manipuri tribes have been used a hollow bamboo with a nail attached to pierce the comb has been used by. The hollow bamboo would allow flowing of honey to another container (Ghosh 1994).

Scientific beekeeping in India was started during 1880-1883 in West Bengal, Punjab and Kullu regions to keep *Apis cerana*. The first successful attempt was made by Reverend Newton during 1911-17 in Kerala. He developed a specifically designed hive and started training rural and tribal people to harvest honey from beehive. The design became popularly known as "Newton hive".

In India beekeeping activities were popularised in Travancore (1917), in Mysore (1925), Madras (1931), Punjab (1933) and Uttar Pradesh (1938). All India Beekeepers Association (1939) and the first

Beekeeping Research Station (1945) in Punjab Indian Council of Agricultural Research (Rakesh Kumar Gupta et al., 2014). Beekeeping was included in a curriculum by the Agriculture College, Coimbatore (now Tamil Nadu Agricultural University) in 193 (Ghosh 1994).

After the Independence, the importance of beekeeping was hassled by Mahatma Gandhi by comprising it in his rural development programmes. The beekeeping industry is working under Khadi and Village Industries Commission (KVIC) which in turn is under the Ministry of Industry. In 1962, Central Bee Research and Training Institute was founded by KVIC at Pune (Rakesh Kumar Gupta et al., 2014). Beekeeping was encouraged in Kerala, Tamil Nadu, Coorg region of Karnataka, Mahabaleshwar in

Maharashtra, Northeastern states and West Bengal.

The production of honey in India is increased significantly during the late 1990s. Being the major exporter of honey, India falls behind China, Argentina, Germany, Hungary, Mexico and Spain. In 2005, India's honey exports reached a value of US\$ 26.4 million. 66% per cent of this

was consumed by NAFTA (North American Free Trade Agreement) countries including Canada, Mexico, and the United States US\$ 6 million worth of honey was consumed by European Union in which Germany took the most approximating to 75%. In 2005, Saudi Arabia was the only developing country to consume Indian honey of a considerable US\$ 2.2 million. India's export in 1996 was far less to approximately US\$ 1 million (Trade Information Brief –2016).

Bee keeping is an agro based enterprise for additional income generation. The growing market potential for honey and its products has resulted in bee keeping emerging as a viable enterprise in rural and tribal regions of India. Honey and wax are the major economically important products of bee keeping.

The Nilgiris region of Tamil Nadu in southern India has various tribes of honey collectors. Kotagiri-based Keystone Foundation started a Honey and Bee Museum in 2007 in the town of Ooty in Tamil Nadu to promote beekeeping and techniques involved. The group also opened a restaurant "A Place to Bee" in 2015 at Ooty that specializes in honey recipes (ShonaliMuthalaly2015).

Baripada: A model of socio-economic development -

The western pocket of Dhule district in Maharashtra has a rich civilization of tribes. Kokani, Mavchi, Pawara, Bhil, Tadvi etc. belongs to the tribal community. This region is adjacent to the famous Daqng forest of Gujarat. Baripada is a small village located 22 kms away from Pimpalner town. This village is characterised by diversified activities and trying to enrich the socio-economic development of India. It is the Ideal village and has its own pattern of working system. The main important characteristics of Baripada model is sustainable development through tree plantation and forest conservation, modern agriculture, self help and assessment, biodiversity, education, agrobased business, vandhan vikas, solar energy, Beekeeping, Lac culture, water harvesting, water conservation, sericulture etc. are the common practices in this region. Mr. Chaitram Pawar is a man of all these socio-economic magic. Many local residents got the employment in these activities. Baripada is capitalized by a thick forest about 445 hectares containing the rich diversity of flora and fauna.

MATERIALS AND METHODS-

During the year 2017-2018, Six groups of unemployed peoples from Baripada (each group containing three peoples) were made. They were given training from the trainer Mr. Sahebrao Pawar. Three hive boxes were given to each group. Hive boxes were kept in the forest, at different locations near flowering plants in the periphery of Baripada. One queen of *Apis cerena indica* was

released in each hive box. The bees got nectar and pollen adequately in the forest. The temperature of hive was maintained. Proper care was taken by respective group by visiting frequently to protect the hive from natural enemies and diseases. The manipulation of hive was done whenever required. The bees were fed by sugar syrup time to time in scorching summer. The transfer of queen other than worker bees and drone bees were done safely without disturbing the colonies. Extraction of honey was done by trained volunteers. Collection, grading packing and marketing done by the local peoples.



OBSERVATION AND RESULTS:

1. Working groups – 6
(Each group contained three peoples)
2. Species of honey bee found in study area = *Apis cerena indica*.
3. Area of honey collection = **5 km**
4. Number of hive boxes kept = 18
5. Duration of honey production = **2 months**.
6. Volume of honey collected from each hive box = **4-5 kg**
7. Average of honey produced from one hive box in year = **24-30 kg**.
8. Net production of honey in 18 hive boxes in 12 per year = **450-500 kg**.
9. The value of net produced honey from the study area @ Rs. 200/- Kg = Rs. 90000-100000/-.
10. Expenditure on maintenance Rs. **20000/-**
11. Net profit = Rs. 90000-100000/-minus Rs. 20000 = Rs. **70000-80000/-**

DISCUSSION:

Indian tribal region has enriched by nectar and pollen resources and is one of the important ecological areas with characteristic complex of floral and faunal association. Baripada region had, rich forests with their tropical biological components in dynamic equilibrium, until man interfered and changed these optimal association often into degenerated scrubs on denuded lands. Forests have sustained a variety of flowering plants as well as bees in special mutualistic association. Although more than 100 different kinds of bee flora have been identified, however, systematic documentation for each region and State is not available. Out of the total of about 150 million hectares of

cropland, nectar and pollen crops are grown in one third of the area. Beekeeping is not only depends on the species of honeybees but also on abundance and occurrence of pollen and nectar sources within the surrounding area of an apiary (Free JB, 1970; Akrahanakal, 1987). Large number of trees can provide bees with high quality nectar and pollen, and on its grasslands, multiple varieties of nectar grasses are widely scattered. With flowers blooming almost round the year, migratory bees can forage almost all the time.

In present study it was observed that 450-500 kg honey was collected by the working group during the year 2017-2018, which is significant of previous year. (R.Petare and C. Pawar, 2018). The exponential increase in the production ensures that economically the status was upgraded as compare to previous period. This business is growing yielding to employment to the weaker section of tribal region.

The production of honey depends on the seasons. Seasonal Management of honey bees plays an important role in boosting Beekeeping (Chandore & Neharkar, 2005). The forest based honey industry can prove a boon to the forest dependent tribal people. Honey forms a major item of Non - Wood Forest Product (NWFP) and many of them depend on this for their daily livelihood.

Their economic status can increase by adopting a scientific management strategy in order to minimize the extractive process and related activities. Out of the total production of honey in India, 50% come from natural forests, which signify honey as one of the main NWFPs in India. The tribal communities and other forest dependent people play an important role in the extraction of honey. The tribal people follow traditional management practices for maintaining sustainable extraction and such a native knowledge system lays the foundation for appropriate technology development in refining and improving the management practices. Hence, strategies for production, extraction and sustainable management of honey are to be modernized and imparted among the forest dependent people.

CONCLUSION-

There is tremendous scope for beekeeping in tribal and rural regions of India. Efforts must be taken for training small and marginal farmers, tribals in scientific way of harvesting honey from different species of bees and rearing them in bee hives. It helps in overcoming the problems of malnutrition and health in rural areas and will enhance the productivity of agricultural and forest crops and increase the socio-economic status the farmers in tribal region of India.

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An Overview of Autonomous colleges in Maharashtra

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Abstract- Higher education in India is played remarkable role in the development of the country. But because of increasing number of college's autonomy in higher education is a need of today's global era. After 2008 the Autonomy in higher education is remarkable. Autonomy is required to provide job oriented education, learning practical oriented syllabus and curriculum. A University system and policy is common to all colleges, governing of colleges is similar, irrespective of their characteristic strengths, weaknesses and places have affected the academic development of individual colleges. The university cannot fulfil the need of individual college because the number of colleges is increasing day by day. The universities are facing difficulties to control on colleges. On the other side, the colleges do not have the freedom to offering programmes which are need based as per local conditions. Colleges cannot design the syllabus, cannot provide various need based courses etc., hence Autonomy in higher education is a need of today.

Key Words- Autonomy, Higher Education, University, Colleges.

Introduction- The Autonomous colleges are significant for improving the quality of education, provide academic and operational freedom for betterment and more credibility. The University supervises the working performance of colleges and award of degree on behalf of university. It is too difficult for a University to see the various needs of individual colleges. The colleges also don't have the freedom to advancing their curriculum which is globally competent, locally relevant and skill oriented to promote employability. A University system and policy is common to all colleges, governing of colleges is similar, irrespective of their characteristic strengths, weaknesses and places have affected the academic development of individual colleges. The Education Commission -1964-66 pointed out that, the exercise of academic freedom by teachers is a critical requirement for development of the intellectual environment of our nation. Except such a atmosphere prevails, it is difficult to achieve quality in our higher education system by students, teachers and management being co-partners in raising the

quality of higher education, it is vital that they share a major accountability. Hence, the Education Commission (1964-66) recommended college autonomy, which, in essence, is the tool for promoting academic excellence. The special grant is also provided for development of the colleges.

1) Objectives of the Study-

- 1) To Study the Concept of Autonomy, its merits and Challenges.
- 2) To Study Autonomy in Higher Education in Maharashtra State.

2) Methodology-

The study is descriptive nature. The Study based on secondary data collected from various sources like Magazines, Internet Website, News Paper, Research Papers, journals etc. The study is related with the autonomous colleges of state university.

3) Data Analysis and Interpretation:

Concept of Autonomy- In simple form Autonomy means Freedom, Independence, non-interference and Self Government without giving details about how these synonyms are to be analysed but they do speak of degrees of autonomy comparing various types of universities.

Autonomy- "autonomy means" a privilege of the university conferred by the statutes to permit a college, institution or a university department to conduct academic programs and examinations, develop syllabus for the respective subjects and issue certificates of passing the examinations, etc. A college, institution or a university department which has been granted autonomy shall have full academic, administrative and financial autonomy subject to provisions of the Act and Statutes and the guidelines issued by the UGC from time to time. (*Maharashtra Universities Act- 2011.*)

Autonomous College: "autonomous college", "autonomous institution" or "autonomous department" means a college, institution or department to which autonomy is granted and is designated to be so by Universities Act. (*Maharashtra Universities Act- 2011.*)

Objectives of Autonomy- The National Policy On Education (1986-92) Formulated The Following Objectives For Autonomous

Colleges. An Autonomous College Will Have The Freedom:

- 1) To Determine and prescribe its own courses of study and syllabi, and restructure and redesign the courses to suit local needs, make it skill oriented and in consonance with the job requirements.
- 2) Toprescribe rules for admission in consonance with the reservation policy of the state government/national policy.
- 3) Promote research in relevant fields.
- 4) Evolve methods of assessment of student’s performance, the conduct of examinations and notification of results.
- 5) Use modern tools of educational technology to achieve higher standards and greater creativity.
- 6) Promote healthy practices such as community service, extension activities, projects for the benefit of the society at large, etc.

To use the modern technologies of learning to be found in a fit Stocked library, the modernized laboratories and computerized analytical equipment including teaching films and demonstrations, closed circuit TV, etc. Autonomy is an essential condition for the effective performance of an organisation whether it is a university or college.

Table No. 1- Autonomous Colleges in Maharashtra

Est.	Name of the University	Type of College	Total Autonomous Colleges	Percentage
1958	Dr. Babasaheb Ambedkar Marathwada University	Technical Institutes Mgt. Institutes Traditional Colleges	1 - 1	3.44%
1990	North Maharashtra University, Jalgaon.	Technical Institutes Mgt. Institutes Traditional Colleges	1 - 1	3.44%
1948	Savitribai Phule Pune University, Pune	Technical Institutes Mgt. Institutes Traditional Colleges	6 2 4	20.70%
1923	Rasthrasantitodoy(Maharaj), Nagpur	Technical Institutes Mgt. Institutes Traditional Colleges	4 1 1	10.35%
1916	S.N.D.T. Women's University	Technical Institutes Mgt. Institutes Traditional Colleges	1 - 1	1.72%
1983	Sant Gadge Baba Amravan University	Technical Institutes Mgt. Institutes Traditional Colleges	1 1 1	3.18%
1962	Shivaji University, Kolhapur	Technical Institutes Mgt. Institutes Traditional Colleges	6 1 3	17.24%
1994	Swami Ramanand Teerth Marathwada University, Nanded	Technical Institutes Mgt. Institutes Traditional Colleges	1 - 1	3.44%
1857	University of Mumbai	Technical Institutes Mgt. Institutes Traditional Colleges	4 3 13	34.49%
Total Autonomous Colleges			24 9 23	100%

(Source: UGC Status List of Approved Autonomous Colleges as On 27.11.2018)

Table No.1 shows Autonomous Colleges in Maharashtra. In these table 34.49% colleges i.e. 20 colleges receive autonomy under Mumbai University, which is well known and oldest university, established in 1857. Only 2 Colleges i.e. 3.44% are Autonomous under Swami Ramanand Teerth Marathwada University which is establishment in 1994. The Shivaji University established in 1962 and 17.24% college under the university are received autonomy i.e. 10 colleges. 12 colleges received autonomy under Pune University i.e. 20.70% and the university established in the year 1948.

Autonomy given Period: Autonomy Year classification is done in ten years, currently the colleges

need to take autonomy because of change in education system, trends, fashion, cultural etc.

Table No. 2 Autonomy given Period

Sr. No	Period of Autonomy	Number of Colleges	Percentage
1	Year 1988 to 1998.	3	5.18%
2	Year 1998 to 2008.	11	18.96%
3	Year 2008 to 2018.	33	56.90%
4	Year 2018 Onward	11	18.96%
Total Autonomous Colleges		58	100%

(Source: UGC Status List of Approved Autonomous Colleges as On 27.11.2018)

Table no. 2 Shows the year in which the Autonomy is given to the colleges. In the year ten years period from 1988 to 1998 only three colleges are received the autonomy. In next ten years i.e. from 1998 to 2008 total 11 colleges are declared as autonomous. The highest percent of college given autonomy in the year 2008 to 2018 i.e. 56.90% colleges in numbers 33 colleges are received autonomy status in this period. That means the colleges of autonomous is increasing trends. The autonomy is important to development and changes in higher education. In the year 2018 onward 11 colleges received autonomy i.e. 18.96% college.

Challenges of Autonomy Colleges:

1. Challenge of relevance and innovation in future.
2. How does one get ideas for stable innovation, for new and applicable courses?
3. Introduce latest syllabi for advance centres of learning including various universities will be stable help to introduce innovative changes in the curriculum.
4. Compete to private and professional university, colleges and institutes.
5. Provide practical oriented education to the students.
6. Maintain quality of education in Autonomy.

Merits of Autonomous Colleges:

1. The Continuous Internal Assessment would reduce the fear of the single, all main final examinations, as there would be no such examination or its fear under Autonomy.
2. The end-of-Semester Examination would be one among some. Beside with the feat the tension and pressure and attempts to pass the single examination through unethical means also would disappear.
3. The Board of Studies and Academic Council, being small and compact, can function quickly and capably, and respond to the changing needs of society quickly by introducing relevant courses.
4. In Autonomy, the course professor would be completely responsible for teaching and evaluating his/her own students for a section of the syllabus.
5. She/he would be the individual authority of the

- pass or failure of the students for that section, and hence would use significant power over the students.
6. There is always a possibility that this power could be misused through bias or favouritism.
 7. Correct checks and balances should be built into the system and implemented faithfully in order to protect against such mistreatment of power.
 8. The previous would give an idea of the responsibilities of the Autonomous Colleges, and what was expected of them in the urgent future and in the long run.
 9. Expected to demonstrate how the decentralisation of Exams would immediately eliminate the long standing problems of corruption and violence in the conduct of mass examinations, and the continuous Internal Assessment would ensure continuity in application on the part of students.
 10. In Autonomy the preamble of new and important courses, innovative curricula and imaginative methods of teaching and learning, would convert higher education, making it of higher excellence and relevance. Those were the hopes and expectations.
 11. The faculty of an Autonomy college had prepared themselves academically and psychologically for autonomy through various seminars, workshops, conference and personal study Autonomy has been implemented with far great success than in Colleges it was richly clear that most of the Autonomous Colleges had tried to implement Autonomy to the best of their ability, but with changing degrees of success.
 12. The short term objective of conducting exams without encountering the huge problems of the parent University has been more or less achieved fully.
 13. The best to implement Autonomy in College is depending upon the quality, capability and motivation (financial and non financial motivation) of the faculty.
 14. This is most evident in the matter of starting new and innovative curricular and co-curricular programmes in the Colleges.
 15. Despite criticisms natural out of ignorance, that there has been very little change in the course structure in Autonomous Colleges, the range and scope of new and innovative courses introduced in most Autonomous Colleges over the years is truly amazing One has only to use a couple of

- days on the campus of a good
16. Autonomous College and work together with the staff and students to discover out for One-self the sizeable changes that have taken place in the curricula of different disciplines.
 17. Changes in approach of staff and students to education as a change agent and a sub-server of society's needs.

(Source-https://www.ugc.ac.in/pdfnews/9165907_Revised-Guidelines-for-autonomous-college-15.05.2017.pdf)

1. Findings:

1. Autonomy to 33 colleges given in year 2008 to 2018 i.e. 56.90% colleges are from total autonomous colleges.
2. Under Mumbai University 34.49% colleges i.e. 20 colleges are autonomous.
3. Currently Autonomy in higher education is significantly increasing and also the autonomous colleges running successfully.

2. Conclusion:

Autonomy means a freedom of the university conferred by the statutes to permit a college, institution or a university department to perform academic programs and examinations develop syllabus for the particular subjects and issue certificates of passing the examinations, etc. Currently it is need to change our education system because the current education system is more theoretical, old and not local need based. Practical oriented, skill based and employee oriented education is required, hence it is need to colleges adopt autonomy in college and institution. Researcher concludes that the autonomous status in Maharashtra is increasing trend and after year 2008 to onward the autonomous college's status is remarkable and it is running successfully.

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Behavioral Responses Induced By Lead (Pb) and Arsenic (As) in Freshwater Fishes

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ABSTRACT-

In the present study, behavioral alterations induced by exposure of the freshwater fishes *Mystus bleekeri*, *Rasboradaniconious* and *Puntius sophoreto* different concentrations of lead (Pb) and arsenic (As) were reported. Their behavioral responses including erratic pattern of swimming, surfacing activity, opercular movements and mucous covering on body were observed in the fishes.

Key Words- Lead, Arsenic, behavioral responses, freshwater fishes.

INTRODUCTION-

Aquatic environment is the ultimate sink for all pollutants. Generally, the potential impact of pollutants is more on the aquatic organism than in terrestrial environment (Ilavazhahan *et al.*, 2010). Aquatic pollution is significant in fisheries and aquaculture industries. Discharge of industrial wastewater produce serious consequences in fish which results in impairment of important functions such as respiration and osmoregulation (Kumaraguru, 1995). The changes in physical, chemical and biological parameters of water may even alter the behaviour of fish besides causing mortality (Yadav *et al.*, 2007). The ethological changes in fish have been considered to be sensitive indicator of toxicity and the fish, as vertebrates are closely related to mammals (and humans) and tend to be similar in sensitivity (Tiwari *et al.*, 2011).

Freshwater gets contaminated with a wide range of pollutants and it has become a matter of major concern around the globe (Voegborlo *et al.*, 1999; Vutukuru *et al.*, 2005). Among pollutants, metals are of special concern because of their diversified effects and the range of concentrations that could cause toxic effects to fish (Rauf *et al.*, 2009). Heavy metals reach to the aquatic environment from natural and anthropogenic sources and distributed in the water bodies, suspended solids and sediments during the course of their transportation (Adeniyi *et al.*, 2005; Aderinola *et al.*, 2009).

Fish has been the main supply of cheap and healthy protein to a large percentage of the world's population. The nutritional requirement of human population is met

mostly through aquaculture. However, in the recent times, aquaculture sector is contributing to a great extent towards the protein requirement of man. As fish is considered the most important and vital link in the food chain of the aquatic ecosystem and the inland fisheries are an important source of protein in a nation's diet, a thorough understanding of the toxicant's effect on fishes would be really vital for fish conservation and fisheries development (Agnihotri and Chattopadhyay, 1992).

Fish have been used in scientific research for a long time. From the surrounding water, fish may absorb dissolved heavy metals that may accumulate in various tissues and organs and even be biomagnified in the food-chain/web. In the absorption process there are four possible routes for metals to enter a fish: the food ingested; simple diffusion of the metallic ions through gill pores; through

drinking water; and by skin adsorption (Sindayigaya *et al.*, 1994). However which route is more important depends on environmental circumstances and has not always been properly documented (Depledge *et al.*, 1994). Amongst fish species, considerable differences in sensitivity to metals have been reported.

The poisoning by pesticides from agricultural fields is a serious water pollution problem and its environmental long-term effect may result in the incidence of poisoning of fish and other aquatic life forms (Jothi and Narayan, 1999). Toxic effects of pollutants are due to disturbance of the normal physiological functions of the organisms. Changes in biochemical constituents in the tissues due to pathogen, pesticide and heavy metal stress have definite pattern. Metabolic activity of an organism reflects utilization of biochemical energy to counteract the toxic stress (Ilavazhahan *et al.*, 2010).

In the study area paddy cultivation is the major agricultural activities. Water bodies adjoining paddy cultivation practically serve as sink for pesticides, fertilizers and some domestic discharges affecting biota in general and fishes in particular. Owing to the excessive use of pesticides, the environment and water resources are being polluted, thus, endangering aquatic biota directly and human indirectly. Heavy concentration of pesticides in water, in

turn, leads to oxygen depletion, cases of poisoning and mass mortality of fishes is not uncommon (Gill *et al.*, 1988). Heavy metals have long been recognized as serious pollutants of the aquatic environment. They cause serious impairment in metabolic, physiological and structural system of aquatic organism, when present in high concentration (Strmac and Braunbeck, 2000; Javed, 2003). Fish are largely being used for the assessment of the quality of aquatic environment and as such can serve as bioindicators of environmental pollution (Lopes *et al.*, 2001; Dautremepuits *et al.*, 2004). Heavy metals accumulated in the tissues of fish may catalyze reactions that generate reactive oxygen species (ROS) which may lead to environmental oxidative stress.

The tremendous increase in the use of heavy metals over the past few decades has inevitably resulted in an increased flux of metallic substances in the aquatic environment (Yang and Rose, 2003). Heavy metals are rapidly discharged into water bodies as wastes and agricultural run-off. Heavy metals are trace metals with a density at least five times that of water, they cannot be metabolized by the organism and hence they are bio-accumulative and inhibit biological processes (Das and Gupta, 2010). The present study is aimed at examining the behavioral pattern of fresh water fishes *Mystus bleekeri*, *Rasbora daniconious* and *Puntius sophore* due to toxic stress of lead nitrate ($Pb(NO_3)_2$) and arsenic (sodium arsenite, $NaAsO_2$).

MATERIALS AND METHODS

Animal Collection-

Fish species *Mystus bleekeri*, of relatively same size ranging from (10 to 12 cm) and weight about (12-15 gm), *Rasbora daniconious* and *Puntius sophore*, of relatively same size ranging from (8 to 10 cm) and weight about (5-8 gm) were collected from local fisherman of Jamkhedi dam. The fish were packed in polythene bags with half-filled air and brought to the laboratory with minimal stress during transit. The plastic bags were placed into the maintenance aquarium for 30-35 minutes for acclimatization. Then the bags were cut open and the fish were allowed to swim into the aquarium water. All glassware and aquariums used in this experiment were washed and thoroughly rinsed with deionized water prior to use. They kept in the laboratory for acclimatization in normal photoperiod and temperature. All aquariums were filled with dechlorinated tap water. Fishes were acclimatized for a week. Before start experiment, water quality characteristics in each aquarium, such as temperature, pH, dissolved oxygen and total hardness were also determined by following APHA (1998).

Behavioral responses-

The fish exposed to various concentrations of lead nitrate $Pb(NO_3)_2$ and arsenic (sodium arsenite, $NaAsO_2$); for behavioral changes. The fish species *Mystus bleekeri* exposed to 350 to 550 ppm lead nitrate $Pb(NO_3)_2$ and 12 to 22 ppm arsenic (sodium arsenite, $NaAsO_2$) concentrations; *Rasbora daniconious* exposed to 400 to 700 ppm lead nitrate $Pb(NO_3)_2$, and 40 to 90 ppm sodium arsenite while *Puntius sophore* was exposed to 550 to 800 ppm lead nitrate $Pb(NO_3)_2$ concentrations. During the study, behavioral responses of fish such as convulsions, fin movement, hyperactivity, opercular activity and swimming rate in exposed as well as the control group were observed as suggested by Rand (1985).

RESULTS AND DISCUSSION

The present study was initiated to find the responses of the *Mystus bleekeri*, *Rasbora daniconious* and *Puntius sophore* to potentially hazardous heavy metals like lead and arsenic. Physicochemical factors of water such as temperature, pH, dissolved oxygen and total hardness were measured in each aquarium, at the beginning of experiment and their results are as, the water temperature varied from 20.3 to 22.7° C, while pH ranged from 7.15 to 7.52. The dissolved oxygen concentration ranged from 6.90 to 8.14 mg/lit while total hardness varied from 380 to 452 mg/lit $CaCO_3$ during the experimental period. All physicochemical parameters remained relatively constant throughout the experimental period.

Behavioral toxicology study is a rewarding tool for hazard assessment of water pollution. The test fish showed various behavioral changes at different lead and arsenic concentrations. The type, rate and duration of the behavioral changes increased with increased concentrations. In all of the treatments, fish were hyperactive and attempted to escape from the aquarium during the first hours. No behavioral changes or death occurred in the control group at any time during the experiment. All control fish were active and swam normally. Abnormal behaviour was not to occur spontaneously in the control group. At the same time, the treated fish tried to escape from the aquarium.

The fish species *Mystus bleekeri* when exposed to 350 to 550 ppm lead nitrate $Pb(NO_3)_2$ and 12 to 22 ppm arsenic (sodium arsenite, $NaAsO_2$) concentrations exhibited abnormal behaviour in the form of erratic swimming, loss of equilibrium and surfacing behaviour. At the start of the exposure, the fish exposed to the lead nitrate and sodium arsenite became alert; with the progression of the experiment, the fish stopped swimming and remained in static position in response to the sudden changes in the surrounding environment. After some time they tried to avoid the toxic water with fast swimming

and jumping.

Behavioral manifestations of toxicity such as grouping, erratic swimming, surfacing and darting movements observed. The other signs of toxicity such as loss of equilibrium, gradual onset of in activity, erratic swimming with irregular collision to the inner glass walls of the aquarium along with circular movements were observed. Faster opercular activity was observed as surfacing and gulping of air. The exposed fish is found to secrete a thin film of mucous on the gills and all over the body even at the pupils of the eyes. This process of mucous secretion is to prevent easy entry of the toxicant through the gills and the skin. At higher exposure periods, profuse bleeding of gills was observed. In aquariums with higher concentrations of test chemicals, the fish swam erratically with jerky movements and hyper excitability. Their fins became hard and stretched due to stretching of body muscles.

Ultimately, fish lost their balance, became exhausted, lost consciousness and became lethargic. Lastly, they remained in a vertico position for a few minutes with the anterior side or terminal mouth up near the surface of water, trying to gulp the air and the tail in a downward direction. Ultimately the fish died of suffocation. Lead as compared to arsenic is less soluble in water and because of non-solubility; dense insoluble clusters of lead were seen at the bottom of the experimental aquaria in the present study.

The fish species *Rasbora daniconious* when exposed to 400 to 700ppm lead nitrate $Pb(NO_3)_2$, and 40 to 90 ppm sodium arsenite while *Puntius sophore* was exposed to 550 to 800ppm lead nitrate $Pb(NO_3)_2$ concentrations also exhibited abnormal behaviour in the form surfacing tendency throughout the experimental period, jumping movements and grouping with erratic swimming. At the start of the exposure, the fish exposed to the different concentrations of lead and arsenic became alert; the fish stopped swimming and remained in static position in response to the sudden changes in the surrounding environment. After some time they tried to avoid the toxic water with fast swimming and jumping. The exposed fish showed high levels of sensitivity. Any types of external stimuli like a flash of light, movements near aquarium and sound, the sluggish fish instantly starts vigorous movement and many a times collide with aquarium walls. Faster opercular movements, secretion of mucus on the skin is also observed. Fish lost their balance and consciousness, rolling movement and became exhausted and lethargic. After a few moments of such activity, the fish becomes senseless and ventilation rate almost stopped. Ultimately after some time their bellies

turned upward and the fish died, while the opercula remained wide open exposing the gills.

The pollution of aquatic environment by toxicants adversely affects the survival of aquatic organism including commercially important fish species which form the dominant group of aquatic ecosystem (Somaraj *et al.*, 2005; Nair, 2006). The toxic effects of heavy metal on fish are multidirectional and manifested by numerous changes in the physiological and chemical processes of their body systems (Dimitrova *et al.*, 1994). The parameters like quality, temperature, pH, dissolved oxygen and turbidity of water, amount and kind of aquatic vegetation, concentration and formulation of chemical and its exposure also greatly influence such studies (Gupta *et al.*, 1981). The increased sensitivity to heavy metals at higher temperature might be the result of increased metabolic activity, respiratory and cardiac rates, coupled with temperature potentiation of metal ion action on cellular enzymes and cell membrane (Rahimibashar and Alipoor, 2012). Behavioral changes as a result of stress are further accepted as the most sensitive indication of potential toxic effects. The various behavioral changes like restlessness, abnormal swimming behaviour, vigorous jerks of body, loss of balance, were observed in experimental period, which were similar to the observations of Pandey *et al.*, (2005) and Chandra (2008) in fishes exposed to various pesticides.

The present observations were concurrent with the reports of Puvaneswari and Karuppasamy (2007). They observed these abnormal behaviours in Indian catfish *Heteropneustes fossilis* exposed to cadmium toxicity. Increase in frequency of surfacing of test fish clearly indicates the adaptively shifts towards aerial respiration and the fish tries to avoid contact with the metal through gill chamber (Karuppasamy, 2001; Gharedaashi *et al.*, 2013). The exposed fish is found to secrete a thin film of mucous all over the body. The accumulation and increased secretion of mucus in the fish exposed to lead nitrate and sodium arsenite may be an adoptive response perhaps providing additional protection against corrosive nature of the metal and to avoid the absorption of the toxicant by the general body surface. This is in agreement with the earlier findings of Yilmaz *et al.*, (2004); Prashanth *et al.*, (2005).

Etrophus maculatus on exposure to copper, mercury and selenium showed irregular erratic swimming, frequent surfacing, gulping of air, revolving, convulsions and accelerated ventilation with rapid arrhythmic opercular and mouth movements (Veena *et al.*, 1997). The fish swam upside down and died with mouths opened as observed in adult *Clarias gariepinus* exposed to copper (Oronsaye

and Ogbebo, 1995). The restlessness and hyperactivity in fish may occur due to the inactivation of acetyl cholinesterase, leading to accumulation of acetylcholine at synaptic junctions (Fulton and Key, 2001) and stimulation of peripheral nervous system which results in to increased metabolic activities. The higher metabolic rate results into more oxygen utilization (Rao, 1989). The abrupt erratic and jerky swimming may be due to inhibition of the acetyl cholinesterase in the brain and neuromuscular junctions (Rao *et al.*, 2005; Agrahari *et al.*, 2006). The opercular movement in fish has been reported to increase following the exposure of toxins (Pandey *et al.*, 2005; Omitoyin *et al.*, 2006; Yadav *et al.*, 2007). Behavioral manifestations have been established as sensitive indicator of chemically induced stress in aquatic organisms (Baltova and Velcheva, 2005; Remyla *et al.*, 2008; Askari Hesni *et al.*, 2011).

CONCLUSION:

From the present study it could be concluded that, three fish species viz., *Mystus bleekeri*, *Rasbora daniconious* and *Puntius sophore* respond differently to lead nitrate and sodium arsenite in different concentrations. The effects found to be more severe, leading to death of fish, at higher doses or longer exposure duration. Sodium arsenite is more toxic to *Mystus bleekeri* and *Rasbora daniconious* showing effects at much lower doses compared to lead nitrate.

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Checklist of Aquatic Plants of Nandur Madhmeshwar Bird Sanctuary, Maharashtra

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Abstract:

Nandur Madhmeshwar Bird Sanctuary area of Maharashtra was surveyed for aquatic plants during year 2015-16. During the work, total 83 species (57 genera) of aquatic plants belonging to 27 families have been reported from Nandur Madhmeshwar Bird Sanctuary. Cyperaceae is the dominant family; it includes about 21 species belonging to 8 genera. Detailed checklist of aquatic plants (Table 1) of study area is prepared and classified into four categories of habitat i.e. 1) Submerged water plants (S); 2) Floating water plants (F); 3) Emergent water plants (E); and 4) Swamp/marsh plants (M).

Key Words: Fresh Water, Aquatic plants, Nandur Madhmeshwar, Bird Sanctuary

Introduction-

Wetlands play a number of roles in the environment, principally water purification, flood control, food for aquatic animals and birds. Wetlands are also considered the most biologically diverse of all ecosystems, serving as home to a wide range of plant and animal life. A thorough investigation of aquatic plants has become an urgent necessity not only because of the economic and ecological importance of biodiversity but also of accelerated genetic erosion occurring as consequence of destruction of the wetlands and other habitat. Inventory is a continuous process of searching and re-examining the earlier findings. Therefore the present research work generated the detailed account of aquatic plants of Nandur Madhmeshwar Bird Sanctuary and prepared checklist of aquatic plants of study region as per recent rules of ICN (International Code of Nomenclature - Shenzhen code, 2018).

Review of Literature-

The major contribution of Aquatic and Wetland Plants of India was made by C.D.K. Cook (1996), also most significant explorations in Peninsular India were made by T. Cooke (1901-1908) and Gamble (1915-1936) published 'The Flora of Presidency of Bombay', 'and 'Flora of the Presidency of Madras' respectively. Botanical Survey of India has published floristic account of Maharashtra state in three volumes viz., Monocotyledones in single volume

(Sharma *et al.*, 1996) while Dicotyledones in two volumes (Singh & Karthikeyan, 2000; Singh et al., 2001). Other important floristic work done in Maharashtra i.e. 'Flora of Marathwada' (Naik, 1998) and 'Flora of Nasik District' (Lakshminarasimhan & Sharma, 1991).

Study area-

Nandur Madhmeshwar Bird Sanctuary is located in Niphad Tahsil of Nashik district in Maharashtra. A dam wall was constructed in 1907-13 across the river Godavari just below the union of Kadwa and Godavari Rivers at Nandur Madhmeshwar. The water released from Gangapur and Darana water reservoirs is stored at Nandur Madhmeshwar and subsequently released from here through canals for irrigation. Silts and organic matter that are carried away with water are accumulated in the lake, due to which islands and shallow water ponds have been created. This resulted in the biological enriched conditions by which aquatic vegetation has been stabilised. Thus the habitat has turned into good wetland appropriately described as 'Bharatpur of Maharashtra'.

Table 1. Checklist of aquatic plants of Nandur Madhmeshwar Bird Sanctuary, Maharashtra

Habitat: Submerged water plants (S); Floating water plants (F); Emergent water plants (E); Swamp/marsh plants (M).

Sr. No.	Botanical Name	Family	Habitat			
			S	F	E	M
1.	<i>Aschynomene aspera</i> L.	Fabaceae Lindl.				*
2.	<i>Alternanthera paronychioides</i> A. St.-Hil.	Amaranthaceae Juss.				*
3.	<i>Alternanthera philoxeroides</i> (Mart) Griseb.	Amaranthaceae Juss.			*	
4.	<i>Alternanthera pungens</i> Kunth	Amaranthaceae Juss.				*
5.	<i>Alternanthera sessilis</i> (L.) R. Br. ex DC.	Amaranthaceae Juss.				*
6.	<i>Ammannia baccifera</i> L.	Lythraceae J. St.-Hil			*	
7.	<i>Azolla pinnata</i> R. Br.	Salvinaceae Martinov		*		
8.	<i>Bacopa monnieri</i> (L.) Wettst.	Plantaginaceae Juss. (Scrophulariaceae Juss.)				*
9.	<i>Bidens biternata</i> (Lour.) Merr. & Sherff.	Asteraceae Burch. & J. Presl				*
10.	<i>Blumea</i> sp.	Asteraceae Burch. & J. Presl				*
11.	<i>Bolboschoenus maritimus</i> (L.) Palla	Cyperaceae Juss.			*	
12.	<i>Caesulia axillaris</i> Roxb.	Asteraceae Burch. & J. Presl			*	
13.	<i>Ceratophyllum demersum</i> L.	Ceratophyllaceae Gray	*			
14.	<i>Chara</i> sp.	Characeae Gray	*			
15.	<i>Corchorus</i> sp.	Malvaceae Juss. (Tiliaceae Juss.)				*
16.	<i>Cyrtum viviparum</i> (Lam.) R. Ansari & V.J. Nair	Amariyllidaceae J. St.-Hil.			*	
17.	<i>Cynodon dactylon</i> (L.) Pers.	Poaceae Barnhart				*
18.	<i>Cyperus alopecuroides</i> Rottb.	Cyperaceae Juss.			*	
19.	<i>Cyperus alulatus</i> J. Kern	Cyperaceae Juss.				*

20.	<i>Cyperus compressus</i> L.	Cyperaceae Juss.			*
21.	<i>Cyperus difformis</i> L.	Cyperaceae Juss.			*
22.	<i>Cyperus distans</i> L. f.	Cyperaceae Juss.			*
23.	<i>Cyperus hapan</i> L.	Cyperaceae Juss.			*
24.	<i>Cyperus iria</i> L.	Cyperaceae Juss.			*
25.	<i>Cyperus rotundus</i> L.	Cyperaceae Juss.			*
26.	<i>Digitaria ciliaris</i> (Retz.) Koel.	Poaceae Barnhart			*
27.	<i>Echinochloa colonum</i> (L.) Link.	Poaceae Barnhart	*		*
28.	<i>Eclipta alba</i> (L.) Hassk.	Asteraceae Bercht. & J. Presl			*
29.	<i>Eichhornia crassipes</i> (Mart.) Solms	Pontederiaceae Kunth	*		*
30.	<i>Eleocharis atropurpurea</i> (Retz.) J. Presl & C. Presl	Cyperaceae Juss.			*
31.	<i>Eleocharis geniculata</i> (L.) Roem. & Schult.	Cyperaceae Juss.			*
32.	<i>Eleusine indica</i> (L.) Gaertn.	Poaceae Barnhart			*
33.	<i>Eragrostis japonica</i> (Thunb.) Trin.	Poaceae Barnhart			*
34.	<i>Fimbristylis bitumbellata</i> (Forssk.) Bub.	Cyperaceae Juss.			*
35.	<i>Fimbristylis dichotoma</i> (L.) Vahl	Cyperaceae Juss.			*
36.	<i>Fimbristylis littoralis</i> Gaudich.	Cyperaceae Juss.			*
37.	<i>Fimbristylis millicoma</i> (L.) Vahl	Cyperaceae Juss.			*
38.	<i>Fimbristylis tomentosa</i> Vahl	Cyperaceae Juss.			*
39.	<i>Hibiscus panduriformis</i> Burman	Malvaceae Juss.			*
40.	<i>Hydrilla verticillata</i> (L. f.) Royle	Hydrocharitaceae Juss.	*		*
41.	<i>Hygrophila schullii</i> (Buch.-Ham.) M.R. Almeida & S.M. Almeida	Acanthaceae Juss.			*
42.	<i>Ipomoea aquatica</i> Forsk.	Convolvulaceae Juss.			*
43.	<i>Ipomoea fistulosa</i> Mart. ex Choisy	Convolvulaceae Juss.			*
44.	<i>Kyllinga bulbosa</i> Beauv.	Cyperaceae Juss.			*
45.	<i>Kyllinga nemoralis</i> (Forst.) Dandy ex Hutch. and Dalziel	Cyperaceae Juss.			*
46.	<i>Lersia hexandra</i> Swartz	Poaceae Barnhart			*
47.	<i>Lemna perpusilla</i> Torr.	Lemnaceae S. F. Gray	*		*
48.	<i>Ludwigia</i> sp.	Onagraceae Juss.			*
49.	<i>Marsilea squarrosus</i> (L.) Clarke	Cyperaceae Juss.			*
50.	<i>Marsilea minuta</i> L.	Marsileaceae Mirb			*
51.	<i>Merrisia gangetica</i> (L.) Cufod.	Convolvulaceae Juss.			*
52.	<i>Najas graminea</i> Delile	Najadaceae	*		*
53.	<i>Nechamandra alismifolia</i> (Roxb.) Thwaites	Hydrocharitaceae	*		*
54.	<i>Nymphaea nouchali</i> Burm. f. S	Nymphaeaceae Salisb.			*
55.	<i>Nymphaea pubescens</i> Willd.	Nymphaeaceae Salisb.			*
56.	<i>Ottelia alismoides</i> (L.) Pers.	Hydrocharitaceae Juss.	*		*
57.	<i>Paspalum flavidum</i> (Retz.) A. Camus	Poaceae Barnhart			*
58.	<i>Paspalum scrobiculatum</i> L.	Poaceae Barnhart			*
59.	<i>Paspalum</i> sp.	Poaceae Barnhart			*
60.	<i>Pericaria glabra</i> (Willd.) M. Gomez	Polygonaceae Juss.			*
61.	<i>Pericaria pulchra</i> (Blume) Sojak	Polygonaceae Juss.			*
62.	<i>Phyla nodiflora</i> (L.) Greene	Verbenaceae J. St.-Hil.			*
63.	<i>Phyzalis longifolia</i> Nutt.	Solanaceae Juss.			*
64.	<i>Phyzalis minima</i> L.	Solanaceae Juss.			*
65.	<i>Pistia stratiotes</i> L.	Araceae Juss.	*		*
66.	<i>Potamogeton crispus</i> L.	Potamogetonaceae Bercht. & J. Presl	*		*
67.	<i>Potamogeton nodosus</i> Poir.	Potamogetonaceae Bercht. & J. Presl	*		*
68.	<i>Potamogeton pectinatus</i> L.	Potamogetonaceae	*		*

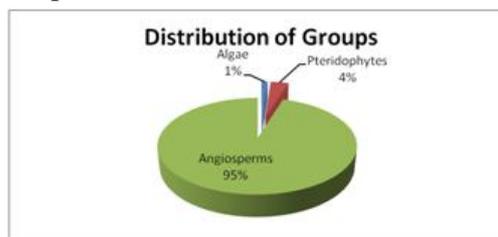
Results and Conclusion

Present work, total 83 species of aquatic plants belonging to 27 families have been reported from Nandur Madhmeshwar Bird Sanctuary. Cyperaceae is the dominant family; it includes about 21 species belonging to 8 genera. Six species are submerged aquatic such as *Ceratophyllum demersum* L., *Chara* sp., *Nechamandra alternifolia* (Roxb.) Thwaites, *Hydrilla verticillata* (L. f.) Royle, *Vallisneria spiralis* L., *Najas graminea* Delile, while some plant species grow in marshy habitat along the edges of sanctuary such as *Cyperus iria*, *Cyperus rotundus*, *Eleocharis atropurpurea*, *Fimbristylis dichotoma* etc. Beside these flowering plants we have located some aquatic pteridophytes like *Azolla*, *Marsilea*, *Salvinia* and some submerged Algae's like *Chara*.

Table 2. The table shows the differentiation of Angiosperms, Algae and Pteridopytes in the area of study:-

Sr. No.	Group	Family	Genus	Species
1	Angiosperms (a)	24	53	79
2	Algae (b)	1	1	1
3	Pteridopytes (c)	2	3	3
	Total (a+b+c)	27	57	83

Pie chart showing distribution of Angiosperms, Algae and Pteridophytes in the present work of aquatic plants.



Total 83 aquatic plants species are reported from the study area. Pie diagrams show floristic spectrum of aquatic plants of angiosperms, algae and pteridophytes. 95% species are represented by angiosperms which includes 24 families, 1 % species are represented by algae which having single family and remaining 4 % species are represented by pteridophytes comprising two families.

Table 3. Plants found in different habitat i.e. Submerged water plants: (S); Floating water plants: (F); Emergent water plants: (E); Swamp/marsh plants: (M)

Sr. No.	Habitat	No. of Species
1	Submerged water plants: (S)	6
2	Floating water plants: (F)	13
3	Emergent water plants: (E)	21
4	Swamp/marsh plants: (M)	43

Pie chart showing the distribution of species in Submerged water plants: (S); Floating water plants: (F); Emergent water plants: (E); Swamp/marsh plants: (M)

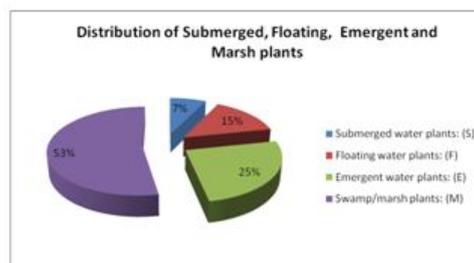
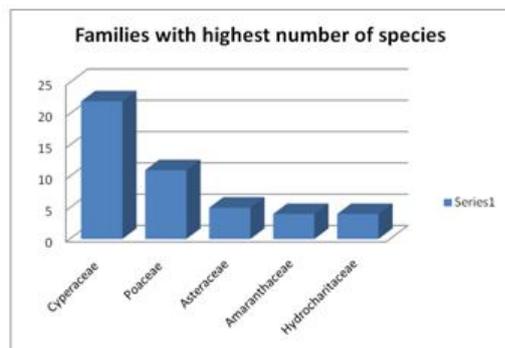


Table 4. Five dominant families based on the number of species in study area:

Sr. No.	Families	Species no.
1	Cyperaceae	22
2	Poaceae	11
3	Asteraceae	5
4	Amaranthaceae	4
5	Hydrocharitaceae	4

Bar diagram showing dominant families based on the number of species in study area:



Typha angustifolia L. is the dominant aquatic plant species of the Nandur Madhmeshwar Bird Sanctuary and we observed that birds are generally preferred this plant for shelter. Another important watching during the field works that *Nymphaea pubescence* Willd. and *Ottelia alismoides* (L.) Pers. are ideal plants of the birds for food, because birds are usually preferred fruits and seed of these two plants as food. In present work given detailed inventory of aquatic plants of Nandur Madhmeshwar Bird Sanctuary and photoplates of plants, which will be useful for students, researchers, forest department and bird watchers.

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Current Scenario of Teachers Training Programmes in Higher Education

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Abstract-

Education is one of the most important concerns all over the World. Higher education in India facing number of challenges like curriculum design, student retention, adoption of new technology, quality of learning and teaching, infrastructure and funding. We criticize the existing educational system by suggesting new ways of teaching and learning. Teachers play powerful and effective role in education. Ours lives are shaped by teachers; he always creates positive change in lives of students. Therefore teacher training programme is very important thing.

In the present article an attempt has been made to focus various issues of the teachers training programme in higher education.

Key Words- Teachers training programme, Higher education, Teaching learning.

Introduction- Educational institutions perform a significant role in improving the quality of life. Higher education in India facing number of challenges like curriculum design, student retention, adoption of new technology, quality of learning and teaching, infrastructure and funding. The teacher is the most important element in any educational programme.

He implements the educational process. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Teacher education consists of teaching skills, philosophical, sociological and psychological considerations and professional skills. Teacher education is based on the theory that 'Teachers are made, not born'. Teachers training are of two types

Pre-service and in-service training. UGC Monitor the higher education. National Policy on Education recognized the need for improving the status of the teacher and proposed to provide opportunities for professional and career development so that teachers may fulfill their role and responsibility within the system of higher education

Following steps were proposed by UGC-

- To organize specially designed orientation programmes in pedagogy, educational psychology and philosophy, and socio-economic and political concerns for all new entrants at the level of lecturers
- To organize such programmes (orientation/refresher courses) for serving teachers, covering every teacher at least once in three to five years.
- To organize specially designed orientation programmes/refresher courses in IT for new entrants as well as for in-service teachers; and
- To encourage teachers to participate in seminars, symposia, workshops,

The objectives of the Human Resource Development Centre are to enable newly appointed lecturers to-

- Understand the significance of education in general, and higher education in particular, in the global and Indian contexts.
- Understand the linkages between education and economic and socio-economic and cultural development, with particular reference to the Indian polity where democracy, secularism and social equity are the basic tenets of society.
- Acquire and improve basic skills of teaching at the college/university level to achieve goals of higher education.
- Keep abreast of the latest developments in their specific subjects.
- Understand the organization and management of a college/university and to perceive the role of teachers in the total system.
- Utilize opportunities for development of personality, initiative and creativity; and
- Promote computer literacy as well as Internet knowledge.

Current Scenario of teachers training programmes-

Traditional teaching and learning has been retained in India. We live in twenty first century but teachers

training programmes are traditional. Training programmes not fulfill the today's demand. Sometimes people not taking the programme sincerely, they attend the programme physically. UGC has made these training programmes mandatory therefore many people attend it.

University departments of education and their affiliated colleges, government and government aided institutions; private and self-financing colleges and open universities are also engaged in teacher education. Though most teacher education programmes are nearly identical yet their standard varies across institutions and universities.

“Education has continued to grow, diversify and extend its coverage since the dawn of history. Every country develops its system of education to express and promote its unique Socio-cultural identity and also to meet the challenges of time”. These words of the National Policy on Education (NPE) 1986 subsequently revised in 1992, give direction to Indian Education. The role of teacher education as a process of nation building is universally recognized. There is hardly any difference between the performance of trained and untrained teachers because of outdated teacher education curricula. Many teachers are not properly trained in implementing the concepts behind the new curriculum and many are not equipped to properly implement the curriculum. The important thing is that the teacher education centers and the curriculum followed in the teacher education have very little focus on new trends in education.

Conclusion and suggestion-

In short the present teachers training programmes are traditional. Efforts have been made by our education system to adapt and up-date the teacher education curriculum to local and global needs. But when we focus on Indian higher education system, sometimes it do not fulfill the local and global needs.

So following points should be considered to fulfill local and global needs in teachers training programmes in Indian higher education.



- Teachers should be trained in such way that they should focus to make present education system learners centric.
- Teachers should be guided, how to motivate and encourage the students with use of their knowledge and skills.
- How to make the teaching- learning process more interactive that should be a part of teachers training programmes.
- Along with the up gradation of subject knowledge of teachers in training programmes, teachers should be made liable how to increase active participation of students in co-curricular and extracurricular activities.
- Special training should be made compulsory for newly appointed teachers about the use of Modern teaching tools to make teaching more effective.
- After appointment of teachers in Universities and their affiliated colleges, it should be mandatory to complete the special training programme before joining duties.
- To identify the research ability in students and guide the students in that way are very important in today's era, so emphasize should be given during the training.

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A critical study of Recruitment & Selection with reference to Hospitals in Nashik

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1- Introduction

In every sector, the competition is increasing day by day. This made businesses necessary to get a competitive advantage over its competitors. Every industry is continuously engage in upgrading competitive advantage to address growing challenge of competition. The vision of every industry is to make an unique business model which can successfully face the international competition. Due to all these reasons functioning of organisations has become complicated than previous days.

The success of any organisation depends on the efficiency of the man power. Manpower is asset of an organisation. Recruitment & Selection procedure of an organisation plays a very crucial role. A systematic & efficient recruitment & Selection process is ultimately related to the success of the origination. As recruitment is the first stage of process followed by selection which is followed by placement of an candidate.

Hospital Industry is an important and growing industry today. Hospital staff provide us essential services and plays a vital role. Efficiency of Hospital Staff is undoubtedly required to save the lives. That is why systematic and efficient Recruitment& Selection process is important in Hospital Industry.

Kempner writes, "Recruitment forms the first stage in the process which continues with selection and ceases with the placement of the candidates."

According to Edwin B. Flippo, "It is a process of searching for prospective employees and stimulating and encouraging them to apply for jobs in an organisation."

According to Dale Yoder, "Recruitment is the process to "discover the sources of manpower to meet the requirements of the staffing schedule and to employ effective measures for attracting that manpower in adequate numbers to facilitate effective selection of an efficient working force."

1.1 Recruitment: Recruitment is the process of attracting eligible candidates and stimulating them for applying job in an organization. Recruitment is a process of discovering the potential for actual and anticipated vacancies of an organisation.

According to Flippo , It is often termed positive in

that it stimulates people to apply for jobs, to increase the hiring ratio, i.e. the number of applicants for a job. Selection, on the other hand, tends to be negative because it rejects a good number of those who apply, leaving only the best to be hired. "

Importance of Recruitment :Employing the right candidate for a job is need of every organisation. Ultimately successful recruitment is a step towards success of an organisation.

A good recruitment process not only finds great candidates but saves time and money on replacing and training new people.

So organisation should have a good recruitment policy to attract potential and right candidate which will satisfy need of an organisation.

Sources of Recruitment :Internal : For eg: Transfers , Promotions,

- External : For eg: Advertising , Recommendations from existing employees

1.2 Selection Process: Selection is the process of choosing the most appropriate candidates for a job from those who apply. It is a process of filtering the right candidate from eligible candidates who applied for job.

The **Selection** is a process of picking the right candidate with prerequisite qualifications and capabilities to fill the jobs in the organization.

1.2.1 Importance of Selection:Selection is one of most important of all functions

- Procurement of appropriate Candidate is Possible: Only suitable candidate is selected and others are denied in this process.
- Good Selection reduces the Cost : Selection of right candidates reduces the cost of training because qualified personnel have better grasping power. They can understand the technique of the work better.
- Performance: Employees with right skills does a better job .
- Proper Selection resolves Personnel Problems

1.2.2. Essentials of a Selection Procedure: Considering the needs of the organisation the selection process should be planned .

1.2.2 Selection Process:

- 1) Reception
- 2) Screening Interview
- 3) Application Blank
- 4) Selection Tests
- 5) Selection Interview
- 6) Medical Examination
- 7) Reference checks

1.2.3 Difference between Recruitment & Selection Process

Recruitment is attracting eligible candidates & stimulate them to apply for job. Selection is the process of choosing a right candidates among all applied.

Recruitment is a positive approach where as selection is negative approach

2. Objectives of Study

1. To study the recruitment and selection process in hospital industry.
2. To understand recruitment sources used in hospital industry.
3. To study the stages in selection process
4. To understand employee satisfaction level with reference to recruitment & Selection policy in an organisation.

3) Research methodology:

Research methodology is a method to solve the research problem systematically to get solution.

Research methodology involves data collection, use of statistical techniques for interpretations and drawing conclusions about research data.

Keeping in view the objectives of the study, data is collected from different sources. Then this data is analysed using statistical tools and then we can interpret the results. Research methodology plays an important role.

TYPE OF RESEARCH: This research is descriptive in nature.

POPULATION: Employees working in Hospitals in Nashik city

SAMPLE SIZE : The sample for the study would be limited to 100 respondents.

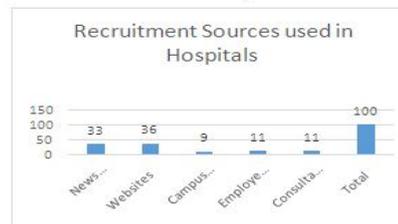
TYPE OF SAMPLING :Convenient Sampling Method is used for this study

4) Data Collection: Primary data is collected by questionnaire method. A structured questionnaire is used to collect data. Observation & Interview method is also used to collect the data. Secondary data is collected from books, journals & websites.

5) Data Analysis :

- 1) Recruitment Sources used in Hospitals

Recruitment Sources	No. of Respondent
News Paper Advesitements	33
Websites / Portals	36
Campus Recruitment	9
Employee Referral	11
Consultancies	11
Total	100



Major Recruitment Sources used by Hospitals are Websites or portals

2) Attributes taken in to preference for recruitment and selection procedure

Attributes	No. of Respondent
Qualification	71
Experience	70
Skills	40
Other	10

Qualification & Experience is equally preferred for recruitment and selection

3) Does the hospital clearly define the position objectives, requirements and job specifications& Job Description?

Attributes	No. of Respondent
Yes	93
No	7

4) Frequency of recruitment & Selection Process in Hospital

Particulars	No. of Respondents
Quarterly	0
Half-Yearly	17
Annually	31
When we required	52
Total	100



As per majority responses, period of recruitment & Selection Process is not fixed. Majority does recruitments as per requirements.

5) Does the stages in selection process are : Reception, Screening Interview, Application Blank, Selection Tests, Selection Interview, Medical Examination, Reference checks?

All stages of Interview	No of Respondents
Yes	83
No	17
Total	100

6) HR provides an adequate pool of quality applicants

All stages of Interview	No of Respondents
Yes	92
No	8
Total	100

92% respondents are of opinion that HR of Hospital provide adequate no. of applicants.

7) Rate the effectiveness of the recruitment & selectionProcess

Particulars	No of Respondents
Poor	7
Adequate	21
Excellent	72
Total	100



72% respondents are of the opinion that recruitment & selectionProcess is effective.

8) Satisfaction level of employee with reference to recruitment & Selection policy in an organisation.

Particulars	No of Respondents
Poor	5
Adequate	30
Excellent	65
Total	100



65% employees are satisfied with the recruitment & Selection policies used in Hospitals

9) Reason for accepting the offer

Reason for accepting the offer in the organization	No of Respondents
Opportunities for growth	20
Decent Salary Package	53
Job security	10
Brand of Company	10
Relocation	7
Total	100



6) Findings : The findings from the data analysis using charts , Tables are as follows:

- Hospitals are using websites and portals as a major recruitment source as maximum candidates refer to it. Another most preferable recruitment source used is News Paper Advertisements. Employee References is also one of the source of recruitment.
- Attributes that are preferred for recruitment and selection procedure are qualification & experience of employee.
- Hospitals clearly define the job specifications & Job Description.
- Frequency of recruitment & Selection Process in Hospitals is not fix. Hospitals recruit as per the requirement.
- Majority hospitals have following stages in selection process: Reception, Screening Interview, Application Blank, Selection Tests, Selection Interview, Medical Examination, Reference Checks.
- HR of Hospitals provide adequate pool of quality applicants.
- Majority of respondent are of the opinion that recruitment & selection Process is effective
- Reason for accepting the offer is majorly decent Salary . Growth opportunities & Brand also matters for some employees.

7) Conclusion:

As per the feedback received from respondents, websites & portals are used majorly to get data of applicants. In hospitals attributes like qualification & experience is preferred while selecting the candidate. Hospital has a effective system for recruitment. Employees are satisfied with the current policy of recruitment & Selection. Maximum employees accept offer letters due to attractive Salary package and brand of organisation.

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Status of Higher Education

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Introduction -

The wealth and property of the nation depend on the effective utilization of its human and material resources. Human resource is important for economic growth of the nation but educated human resource keep the nation in line with the leading nations of the world. Indian Higher Education system is the 3rd largest in the world, next to United States and China. Indian higher education system comprising of 700+ universities, 35,000+ colleges and numerous stand-alone technical / professional institutions with annual enrolment in excess of 25 million students. Given the vast network, India's Gross Enrolment Ratio (GER) in higher education, currently pegged at 23%, is far below the world average. This indicates the need of Increasing GER in Indian Higher Education. According to the 2013 Quacquarelli Symonds (QS) world University ranking no Indian University featured among the top 200. IIT Delhi at 222, IIT Bombay 233 and IIT Kanpur 295. Even in the recent survey by Times Higher Education (THE) for the year 2014-15 not one Indian Higher education institution making it to the top 200 club. India marks its presence in the 276-300 range. (The Hindu, 2nd October, 2014) This reflects the quality of higher education in India with respect to International competition. The prospects and development in the higher education sector in India needs a critical examination in a rapidly globalizing world. Hence, it is time for all those who are concerned with policymaking, planning, administration and implementation of higher education to revitalize the very thinking on the subject and put it on the right track.

The quantity and quality of higher education is essentially depends on school education and is supported by infrastructure, faculty, curricula and pedagogy, research, and quality assurance. Hence, higher education can be studied under the following headings.

- School Education,
- Infrastructure,
- Faculty,
- Curricula and Pedagogy,
- Research
- Quality assurance.

According to current estimates, 80% of all schools

in India are government run. However, because of poor quality of public education, 27% of Indian children are privately educated. With more than 50% children enrolling in private schools in urban areas, the balance has already tilted towards private schooling in cities; even in rural area, nearly 65% of the children in 2016-17 were enrolled in private schools. According to some research, private schools often provide superior results at a multiple of the unit cost of government schools.

Government schools have very poor infrastructure and teaching facilities. School consists of a one-room schoolhouse, one teacher covering multiple grades, and 40 students per teacher. Further, unwillingness of many teachers to accept remote rural postings means that actual student-teacher ratio is much higher in many parts of rural India. There is no system in place to motivate teachers to improve academic achievements, and very little training available to strengthen teaching practices. The hiring and promoting of teachers is politicized, providing teachers with unconditional job security and no accountability in improving students' achievements making the teaching processes inefficient.

Interpretation -

India is hard pressed to scale up school education and improve instructional outcome for its young children to prepare them for quality higher education. To improve the quantity and quality of School education the following measures may be taken :

- A large number of teachers are to be recruited.
- An investment of resources has to be made to upgrade school facilities.
- Teachers to be made accountable for the performance of Students.
- Regular teacher training has to be provided.
- Teachers to council the students and parents to enhance the enrolment.
- Good performing teachers are to be appropriately graded and rewarded.
- In all the above processes only quality to be given importance but not to the external influences.

Since independence higher education in India has

witnessed an impressive growth over the years. The number of Higher Educational Institutions (HEIs) has increased from about 30 universities and 695 colleges in 1950-51 to about 799 universities and 39,071 colleges as per All India Survey on Higher Education (2015-2016) report. With an annual enrolment of above 25 million (Including enrolment under Open and Distance Learning system). The following Table 1 shows the growth of higher educational Institutions (HEIs) in India since 1950.

From Table 1 it can be observed that, there has been a threefold increase in the number of HEIs in the country during the last decade. From Table 1 it can be observed that, from 1950-51 to 2015-16 there is a 50 fold increase in the number of colleges and about 23 fold increase in the

Table 1 : Growth of Higher Educational Institutions in India^(8,15)

Year	Number of College	Number of Universities
1950-51	695	30
1960-61	1,542	55
1970-71	3,604	103
1980-81	4,722	133
1990-91	7,346	193
200-01	12,806	256
2010-11	31,564	574
2011-12	35,539	700
2013-14	36,634	723
2014-15	38,498	760
2015-16	39,071	799
2016-17	30,123	809

Source : UGC Higher Education at a Glance-June-2017

Faculty -

Availability of good quality faculty is a critical input in the functioning of a sound higher education system. While there has been a consistent growth in the faculty strength in higher education, it has not matched the growth in student enrolment numbers. While the student enrolments have gone up by more than 100 times between 1950-51 and 2016-17, the number of teachers has gone up by less than 40 times, which implies the student-teacher ratio has declined by about 2.5 times over this period. This has also led to the country’s poor performance on student-teacher ratio at the international level.

The high student teacher ratio is because (1) teaching is not an attractive profession. It’s one of the last choices in terms of career. (2) Number of PhDs produced each year is very low and those required by academia is far higher. In fact, at many institutions fresh graduates are employed to teach, leading to poor quality of classroom instruction. For example in technological education sector alone the annual students intake is 20,00,000. Faculty shortage (at 1:15 staff student ratio)

Significance -

Keeping the above state of quantity and quality of faculty there is a need to recruit more number of qualified and dedicated faculty members. This can be achieved by (1) providing incentives for good quality teaching by recruiting them based on their capabilities and experience and (2) encouraging PhD and other research scholars with scholarships. (3) Hold mandatory training programs for all faculty members not only on the subject matter, but also to enhance the effectiveness of their teaching (4) Conduct refresher courses to update faculty members on new, evolving and effective teaching techniques. (5) Establish Teaching and Learning Centres (TLCs) in existing universities, preferably in those with a strong research culture.

Develop a system of rewarding the best performing faculty members by providing performance-linked monetary and non-monetary benefits by implementing :

- Annual performance appraisals explicit promotion standards,
- Performance-based remuneration system,
- Introduce evaluation of faculty members’ performance through regular student feedback and peer review,
- Provide significant weightage to research while evaluating their performance, and

Curriculum content of present colleges and universities is criticized

Many places to be outdated, with much reliance on rote teaching methods. Students complain of too little connection to work-related opportunities for career preparation. Many feel they study for irrelevant degrees and are unprepared for the world of work. As a result graduate unemployment is rising.

In early post independence years, a bachelor’s degree often provided the elite entrance to prime government positions, but in contemporary India, it at best provides a chance to become a white-collar worker at a relatively modest salary. Nevertheless, a university degree or diploma continues to be a requirement for most jobs and consequently, college and university system remains in demand. But students do not demand quality improvement in their education. Instead, many of them spend more years in acquiring some sort of postgraduate professional qualifications in order to signal their skills and knowledge to potential employers.

Furthermore the present day teaching methodology is one-way-teacher-centric teaching, where student has no role to play and contribute for the learning process which makes education neither interesting nor creative. Our top class students are hard-working but not innovative.

They are not capable enough to produce new Technology. Paucity of skill intensive education is compounded by a parallel dearth of soft skills. The outcome is that, the workforce is far from globally competitive. Hence, there is a great need for a revolution in Higher Education.

Hence, there is a need of continuous up-gradation of curriculum, to keep up pace with rapid growth of science and technology. Curriculum should be object oriented and focused. In Science and Technological education there is a need to increase field and laboratory.

Analysis -

To make the learning environment more useful and challenging by encouraging student to acquire(1) :

- critical thinking skills,
- communication and creativity-related skills,
- conceptualization and problem-solving skills.
- the 'case study' method of teaching can be adopted to develop problem solving and critical thinking skills.
- adopting a project-based approach to enable practical application of concepts learnt in the classroom.
- integrating industry internships into the curricula
- focusing on co-curricular activities to develop leadership and team-building skills, and
- institutions, to start with technological institution, to establish Entrepreneur Development Cell and Technology Business Incubators.

Research -

Research is an essential component of higher education system to ensure it remains vibrant and is quick to respond to and anticipate changes arising in the contextual conditions. Most of the Indian colleges and universities lack in high end research facilities, under-investment in libraries, laboratories and classrooms. While this, it is very difficult to provide top quality instruction or engage in cutting edge research.

One of the input parameters to ascertain progress in research is the quantum of spending on research and development activities. As per a study India's share in R&D spending to the total global R&D spending stands at 2.1% while the share of China is 12.5%. It compares the R&D spending of India and China with other developed economies. There is clearly a need to increase spending on R&D as we move forward to become a knowledge economy.

Quality Assurance -

In 2007, While delivering 150th Anniversary address of Mumbai University, Dr. Manmohan Singh, the former Prime Minister of India observed that... Our university system is, in many parts, in a state of disrepair... In almost half

the district in the country, higher education enrolments are abysmally low, almost two-third of our universities and 90 per cent of our colleges are rated as below average on quality parameters... I am concerned that in many states university appointments, including that of vice-chancellors, have been politicized and have become subject to caste and communal considerations, there are complaints of favouritism and corruption.

The above statement by the former Prime Minister of India speaks volumes about the need and importance of quality assurance in the higher education. Quality depends on all its functions and activities : teaching and academic programs, research and scholarship, staffing, students, building, facilities, equipment, services to the community and the academic environment. It also requires that higher education should be characterized by its international dimensions : exchange of knowledge, interactive networking, mobility of teachers and students and international research projects. Today, the reasons for not having enthusiasm for Higher education in India.

- 1) people are not confident of getting necessary knowledge and skills which keep them in demand in the market; and
- 2) universities and college system has not been made accountable for the quality of education and the employable entrepreneur skills they impart.

The quality can be achieved by maintaining the standards of institutions and derecognizing the non-performing institutions.

In India there is a number of quality evaluating bodies such as NAAC, NBA, AICTE, DEC, etc. However, to maintain the quality there is a need for self assessment and quality improvement, for this, all universities and institutions should set up internal quality assurance cells and must follow a minimum standard to award degrees. There is a need of an independent accreditation agency with a conglomerate of government, industry, academia, and the society, that is all the stakeholders of education to ensure the quality. It should be made mandatory for all universities and institutions to get accredited by an appropriate body with a stipulated time may be 5 years from their establishment failing which they would be derecognized to impart education and award degrees. Furthermore, all the regulating bodies should have common quality parameters and in comparison to International accreditations.

Recommendations -

With above review and analysis of status of higher education the following conclusions and suggestions are recommended and pointed out.

- 1) The teaching profession and research as a career option should be made main stream by focusing on the need of the industry and recruiting a large number of teaching faculty with attractive salaries and environment.
- 2) Higher education in India needs a steep rise in both quality and quantity
- 3) Student centric education should be emphasized
- 4) Skilled based curriculum and project oriented education should be implemented.
- 5) Entrepreneur Development Cell shall be established in Higher educational Institutes.
- 6) Technology Business Incubators should be established in all Technical Institutes.
- 7) Continuous evaluation system shall be implemented. For the transparent and uniform evaluation on – line examination system shall be introduced.
- 8) Teaching faculty should be accountable for student output at school level by rewarding and reprimanding them and they should function as facilitators for learning at higher education.
- 9) The number of enrolments should be increased at all levels of education and dropout rate at school level should be controlled especially in rural areas by motivating and improving the quality of education.
- 10) Education should be research-oriented and

vocational to improve employability of the skilled workforce of India.

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Benefits and Risks Assessment of Self-Medication with respect to over-the-Counter Medication



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ABSTRACT-

Self-medication with over-the-counter medication is becoming a progressively vital area within healthcare system. It pushes patients in direction of greater deregulation in making choices about handling of minor illnesses/ ailments, thus endorsing empowerment. Self-medication so has benefits for healthcare scenario as it enables improved use of clinical skills, increases availability to medicine and may cause reduction in prescribed formulations expenditure related with openly subsidized health initiatives. Though, self-medication is related with perils like misdiagnosis, use of overdosage, protracted duration of drug use, drug-drug interactions & polypharmacy. The latter may be fundamentally difficult in the geriatric healthcare. Monitoring systems, a collaboration between patients, medical practitioners, pharmacists and other healthcare professionals. The provision of consultation and essential information to all concerned on secure self-medication, are projected strategies for increasing benefit and eliminating risk.

Keywords- Self-medication, over-the-counter, self-care, non-prescription.

INTRODUCTION-

Self-medication represents an area of healthcare system in which the patient undertakes a larger degree of accountability for the handling of a minor ailments, using a pharmaceutical product that is accessible without a prescription. The procedure may be reinforced by interaction and counselling from a healthcare professional like community pharmacist, in many cases, a community pharmacist. This involvement of pharmacists extends the participation of the pharmacy profession in balanced management of trivial illnesses and, may prevent redundant physician consultations. A snow balling number of previous prescription specific medications are now accessible for self-medication in numerous countries, either through community pharmacies, convenience stores or retail outlets, thus outspreading the range and availability of these products to the population in general. Though, self-medication has inherent risks despite the potential advantages linked with patient enablement and the more

effective use of community pharmacist and physician body of knowledge. This research study outlines the role of self-medication in healthcare system, its accompanying benefits and risks, and how the latter can be minimized and the former maximized.

SELF MEDICATION: THE CURRENT SITUATION-

Self-medication might be deemed part of the bigger self-care initiative whereby individuals assume activities with the purpose of improving health, averting disease, restricting illness and restoring health.[1] Self-medication has been mainly linked with the use of nonprescription medication (over-the-counter medications) which can be bought in retail pharmacies and in retail outlets. [2] A variety of nonprescription medications may also be bought from retail outlets such as supermarkets, which have a constraint on the quantity and strength of medication which may be dispensed. [2,3]

This is in contradiction to the US where non-prescription drugs can be legally dispensed in a retail pharmacy outlet irrespective of quality, quantity or strength.[4] The fiscal value of over-the-counter drug procurement is cumulative as illustrated in Figure No.1, with consistent yearly increases in all classes of products. Overall sales figures in the United Kingdom (except Northern Ireland) have also exposed an increase from £1275.8 million in 1996 to £1541.7 million in 2017. Figure No.2 establishes the European aspect of the self-medication market.[5] Table No.1 enlists examples of medication, in the UK and US, which have been liberalized in the past decade from prescription-only class to accessibility over-the-counter.

The series of drugs listed in Table No.1 indicates potent medicinal formulations which can offer effective handling of a number of minor illness & ailments or self-limiting maladies. In the case of levonorgestrel, the choice to liberalize this product in the UK has risen from public healthcare apprehensions concerning the number of unsolicited pregnancies and abortions in the UK.[6,7] Pilot studies have scrutinized the provision of urgent hormonal contraception in a numerous of UK sites with positive results,[8] but this has proved to be a contentious area for

ethical and professional motives. Concerns were expressed regarding irresponsible and inappropriate usage of emergency contraception, therapeutic safety and training and information needs of pharmacists and patients, respectively. Though, a more contemporary postal survey of almost 2000 community pharmacists in Britain confirmed that they were in general agreement with deregulation of oral emergency hormonal contraception and considered the deregulation of levonorgestrel as outspreading the pharmacy's role within principal care.[9]

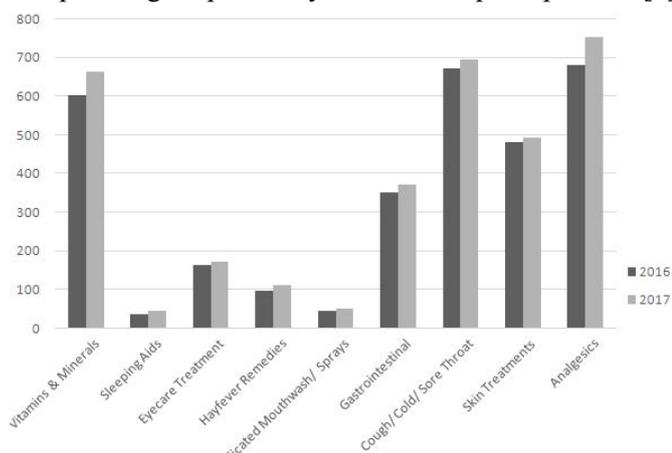


Figure No. 1: Category wise Cumulative monetary value of over-the-counter products.

Rationale for Deregulation

From regulatory perspective, there are a numerous criterion which have to be met before a medication, that was formerly available on prescription only basis, can be decontrolled. These criteria are as follows:

- Safety
- Efficacy
- Provision of counseling ensuring safe and justified use, which inclusion of critical information like warnings, disclaimers and advice on duration of consumption.[10]

Actually it has been contended in some circles and communities that, if a medication complies with the above criteria, it should be deregulated.[4] The EU has wanted to standardize the prerequisites concerning deregulation of medication.[11] It is the understanding of the European Union that every five years the legal categorization of a active pharmaceutical ingredient should be studied and revised if the following criteria are fulfilled: the drug is not hazardous if used without pharmacists or physicians supervision, it is usually used suitably, it is not a new chemical entity (NCE) and it is not an parenteral dosage form.[11] Nevertheless, it is imperative to deliberate on the risks and benefits of deregulation and extending self-medication from a number of viewpoints as charted below, and broadly summarized in Table No. 2.

BENEFITS OF SELF MEDICATION FROM

DIFFERENT PERSPECTIVES

The Pharmaceutical Industry

It is generally agreed upon that activity on all aspects of self-medication is growing within the pharmaceutical industry.[12] The rewards to the pharmaceutical industry are that market penetration of their products is increased, a switch to over-the-counter status may guard against cheaper and more affordable generic competition, and pre-existing brand that is also available on prescription may be endorsed.[7,13]

Healthcare Professionals

The tactical regulations of many pharmacy professional institutions is also driving increased deregulation and promoting self-medication. The area of self-medication, predominantly within some European nations, is the exclusive domain of pharmaceutical sciences. Study has revealed that community pharmacists favor deregulation as it allows them to assume a more clinical role, increases therapeutic options & range of responsibilities, endorses greater participation with patients and augments their professional status at all the stages of medicine dispensing practices.[14]

For doctors, eagerness is more tempered, possibly due to worries of reduced interaction with patients, improper diagnosis by a patient/pharmacist of a medical disorder and unsuitable use of nonprescription drugs. [3,15]

Table No. 1: Recently decontrolled drugs, their indication and deregulation year.

Drug	Indication	Year of Deregulation	
		UK ^[7]	US ^[4]
Clotrimazole (Topical)	Vaginal Candidiasis	1992	1990
Miconazole (Topical)	Vaginal Candidiasis	1992	1991
Fluconazole (Oral)	Vaginal Candidiasis	1995	Not Deregulated
Aciclovir (Topical)	Herpes Simplex (Cold Sore)	1993	Not Deregulated
Naproxen sodium (Oral)	Analgesic/ Anti-Inflammatory	Not Deregulated	1994
Minoxidil (Topical)	Alopecia	1994	1997
Cimetidine (Oral)	Dyspepsia, Indigestion	1994	1995
Ranitidine (Oral)	Dyspepsia, Indigestion	1994	1995
Famotidine (Oral)	Dyspepsia, Indigestion	1994	1995
Ketoconazole (Topical)	Prevention & Treatment of Dandruff & Seborrhoeic Dermatitis	1995	1997
Levonorgestrel (Oral)	Emergency Hormonal Contraception	2001	Not Deregulated

Healthcare Costs

In numerous countries, postponement of self-medication is perceived as a way of limiting healthcare expenditure, predominantly where the government administration is the key payer of healthcare services.[7] Hence, encouraging patients to buy over-the-counter medications may lead to savings and investments in the medical bills. From the patient's perspective, this can potentially benefit them as some over-counter-medication may cost significant less than a physician consultation levy. Nevertheless, in the UK and rest of Europe, many clusters

of patients are eligible to receive free prescribed medication and this privilege will include some medications which can be bought without producing a prescription. Hence, there is diminutive incentive, for these patients to procure such medications other than those conveniently available. In other nations, such as Italy, over-the-counter drug expenses are not refunded by the government,[16] whereas in countries outside of Europe like Canada, many public health insurance schemes do not deliver coverage for this group of drugs.[17] This will encourage self-medication specifically if a fee is payable for consultation of a general medical practitioner.

The Patient

Self-medication has been a crucial aspect of family healthcare for long duration and with the eagerness of the pharmaceutical industry, experts' regulatory establishments and governments to encourage this aspect of healthcare system, this is likely to intensify. Endorsing of self-care is seen as allowing patients every prospect to take responsibility and build assurance in their ability to manage their own health issues.[3] Patient authorization is viewed as a optimistic stage in the expansion of the patient-clinician collaboration,[18,19] with physicians and community pharmacists being seen as partners with patients in the handling of healthcare problems rather than controllers of access to requisite medication.[20]

Table No. 2: Benefits and risks of self-medication concerning key stakeholders

Key Stakeholder	Benefits	Risks
Pharmaceutical Industry	Access to products increased Protection against generic competition Promotion of prescription brands	
Healthcare Professionals	Increasing advisory role for patients	
Pharmacists	Greater involvement with patients Enhancement of professional role	
Physicians	Avoidance of unnecessary consultations	
Healthcare Payers	Can constrain healthcare costs, especially in countries where the government is the main payer of services	
Patient	Empowerment and responsibility for own health	Incorrect and inappropriate use of products Delay in treating a serious medical condition Masking of symptoms by using a nonprescription product Polypharmacy Drug interactions Undermining of patient-physician relationship

Prescription only medication is predominantly optimal or even suitable in all cases. The later fact, has long been the key source of apprehension of promoting over-the-counter drug use and will be considered in the next section of the research paper.

RISKS OF SELF MEDICATION

Over-the-counter medication are usually considered for small duration use in the management of a self-limiting

health condition; it is not irrational that some medicinal formulation, such as paracetamol (acetaminophen), are also used for the long duration therapy of certain chronic circumstances such as self-medication of osteoarthritis of varying intensity. Nevertheless, in the latter scenario, this strategy may be prescribed once diagnosis is confirmed by a physician.[21] Evidently, this is not prudent with many over-the-counter products which may not be strong enough or safe with respect to long-term use. It has been generally recognized that the risks which precipitate from self-medication are principally due to some form of unsuitable drug administration. Occasionally this is labelled as misuse or abuse of, medication, terms which are often put to use synonymously, but which have different connotations.

Table No. 3: Examples of potential interactions involving nonprescription medications[40].

Nonprescription drug	Interacting drug	Possible outcome
Aspirin (Acetylsalicylic acid)	Warfarin	Increased Risk of Bleeding
	Methotrexate	Methotrexate Toxicity
Cimetidine	Warfarin	Increased Risk of Bleeding
	Carbamazepine, Phenytoin, Valproic Acid (Sodium Valproate), Theophylline	Toxicity
Fluconazole	Sulphonylureas	Hypoglycaemia
	Pimozide	Ventricular Arrhythmias
	Simvastatin	Myopathy
Ibuprofen	Warfarin	Increased Risk of Bleeding
	Lithium	Lithium toxicity
Phenylephrine, Phenylpropanolamine, Pseudoephedrine	Monoamine Oxidase Inhibitors	Hypertensive Crisis

OPTIMISING THE RISKS & BENEFITS OF SELF-MEDICATION

The ongoing initiative towards continuing decontrolling of prescription only medicines and encouraging self-care in patients shall continue, but evidentially, the risks of self-medication should be detected and addressed. This may require a multi-layered approach, rather than counting on a solitary system to highlight the problems.

Monitoring Systems

Numerous countries have urbane pharmacovigilance and adverse drug reaction (ADR) logging systems in place. The dynamicintimation system (also popularly dubbed as 'Yellow Card System') operated by the Committee on the Safety of Medicines (CSM) in the United Kingdom empowers doctors/ physicians and community pharmacists to report on adverse reactions of both categories including prescription and nonprescription medication. This has been highlighted by the astemizole, terfenadine and non-sedating antihistamines. Reports gathered by the CSM in the United Kingdom and comparable committees and initiatives across the globe have revealed that ventricular arrhythmias, causing death in several cases, have resulted from the use of high doses of these antihistamine drugs alone or in combination with other drugs such as erythromycin or ketoconazole.[22] Terfenadine and

astemizole, which had been decontrolled, were re-included to prescription-only status and subsequently withdrawn from the pharmaceutical market. Consequently, it is not a case of 'once deregulated, always deregulated and careful monitoring and spontaneous reporting through national bodies such as the CSM can help assess relative safety.

Patient-Physician-Pharmacist Partnership

The promotion of patient empowerment and their involvement in their own healthcare has already been alluded to, but this fact should not be seen in isolation from those who provide healthcare. Partnership in healthcare has been advocated in the literature in relation to decision making and this includes medicine taking.[23]

Education and Information Relating to Self-Medication

In order for patients to be able to make appropriate decisions about their own health, they must have the necessary knowledge. Very often, misuse of nonprescription medications arises from a lack of information and knowledge on the part of the patient.

CONCLUSION

It has been stated that anywhere between 70 to 90% of all health issues are addressed by some form of self-treatment and may not even reach the attention of a healthcare professional.[24] Prominently, self-medication with over-the-counter drugs is a vital part of this treatment approach and can potentially have key benefits from the standpoint of the patient, physician and community pharmacist. Though, self-medication is also to be considered an unsuitable response if signs and symptoms are misdiagnosed or if drug requires excessive dosage and duration. To improve the efficiency, doctors and pharmacists should be more pro-active in self-medication vigilance and in providing consultation to patients. Similarly, patients need to appreciate that nonprescription drugs must be used in a manner consistent with the individual product specifications and that minor ailments may not always require drug consumption. In conclusion, collaboration between patients, physicians and community pharmacists need to be fortified, with the ultimate aim of minimizing risk and maximizing benefit.

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A Study of Financial Instruments and Services in Rural Areas

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Abstract-

Sustainable Growth requires participation of all segments of society. Financial Inclusion is a drive towards attaining inclusive growth and sustainable development and plays a major role in driving away the poverty from the country. The primary purpose of financial Inclusion is to deliver and spread awareness regarding banking and financial services at affordable costs to the unbanked sections of disadvantage and low income sections of society so as to unlock their savings and investment potential. The objective of the study is to analyze the reason for opening a bank account and the frequency to which it has been used.

Key Words- Finance, Banking, Society, Poverty, Growth, Development.

Introduction-

India is a country with diverse economic condition. This diversity is prominent in every aspect of life including financial services. Household with low income often lack access to banking services. These families find it more difficult to save and to plan financially for the future. Lack of accessible, affordable and appropriate financial services has always been a global problem and has an impact on the economic condition of the people as well as the economic health of the country. Financial exclusion is both symptom and cause of poverty. For the accelerated growth of the economy, it is necessary that all people should be covered by the financial services through financial inclusion. Banking services like saving, credit, e-banking, insurance should be in reach of every household. The majority of accounts opened through this scheme is opened in public sector banks. Hence there is a need that private sector banks come forward and involve in the activities of financial inclusion.

Review of Literature-

The rural financial services delivery model in India consists of organized financial services players, semi-formal organizations and informal service providers. The organized financial system consists of commercial banks, Regional Rural Banks (RRBs), co-operative banks, primary agricultural co-operative societies (PACS), post offices, insurance company outlets, Non-banking finance

companies (NBFCs), and regulated microfinance institutions. Semi-formal institutions comprise of Self-help groups (SHGs), Non-government organizations (NGOs), unregulated MFIs. Informal providers consist of local landlords, money-lenders, local fertilizer or other input providers extending credit, besides friends and relatives.

Objectives-

1. Maintain the public's confidence in the financial system
2. Providing financial access to the people
3. Supervise financial services licensees in accordance with legislation, regulations and codes
4. Ensure periodic evaluation of the legislative and regulatory framework in accordance with developments in the financial services sector
5. Promote best practices, mutual assistance and exchange of information by maintaining contact and forging relations with foreign regulatory authorities, international associations of regulatory authority bodies or groups relevant to its functions
6. Facilitate the development of the financial services sector.

Formal and informal financial services-

Rural finance is about providing financial services - secure savings, credit, money transfer and insurance in rural areas. Indeed, financial services can play an important role in rural development.

- Savings and insurance schemes assist the rural population in reducing vulnerability to risks, planning more reliably for the future and saving for upcoming investments, as well as smoothing out irregular income flows and covering unexpected expenses. The latter is particularly important in rural areas where income depends on agricultural cycles.
- Loans for investments and working capital are crucial elements that enable rural entrepreneurs to make investments, seize economic opportunities, and purchase agricultural inputs and working capital. Shortterm consumption or

emergency loans can help households to avoid difficult situations that might have forced them to sell an asset. However, loans are not always favourable: some poor borrowers experience difficulties in repaying their debts, due either to circumstances beyond their control (e.g. sickness, theft, natural disasters) or to a lack of knowledge and wrong investment strategies.

- Money transfer services make it possible for people who leave rural areas to work in cities or abroad to send home their remittances safely and at reasonable costs.
- Lending among relatives, neighbours and friends: entrepreneurs usually rely on family savings or borrow money from friends to make small investments, and in emergency situations people tend to borrow from acquaintances. Such loans are usually repaid without interest.
- Moneylenders and pawnbrokers: in the absence of formal institutions people typically rely on moneylenders to obtain loans. Moneylenders often ask for usurious interest rates and sometimes try to recover the loans by violent means. On the other hand, moneylenders can provide loans rapidly in an emergency, and they do not ask for collateral. o Community self-help schemes such as self-help groups (SHG), rotating savings and credit associations (ROSCAs), community-based savings and credit mechanisms are useful instruments to encourage savings, provide small-scale insurance and avoid debt at exorbitant interest rates.
- In the absence of banks and official money transfer agents, money transfer is frequently carried out by bus drivers or small shops collaborating with a network of migrants abroad. These services are cheaper than official money

transfer providers, but they are not always as secure and reliable.

Data Collection-

Primary data: Primary data can be collected through different sources like questionnaire, observation, interview and experiments.

Secondary data: Data regarding education and literacy level of population.

Conclusion-

The availability of quality financial services in rural areas is extremely important for the growth of the economy as this will enable the large number of rural households to fund the growth of their livelihoods. The growth of the economy is dependent on the growth of the rural market in the country. Therefore greater financial inclusion in these segments is imperative. Lack of financial help stunts the growth of many rural micro-enterprises and force people to migrate to urban areas in search of jobs. Timely and affordable financial support helps people sustain and grow their livelihoods. It helps them adopt and start new livelihoods where opportunities exist.

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Emerging Trends in Digital Marketing in India

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Abstract-

The massive Indian market is changing fast. Internet access is mainstreaming among professional and the use of mobile is intensifying. The pace of change continues to be rapid with digital channels constantly growing in volume and strength. More people spend more time online in India every year, and the digital tools and sites they use to play an ever-growing role in their lives. Smart marketers keep on top of the scale of change and ensure their marketing strategies and touch point's mirror where the consumer is spending their time.

Key Words- Digital Marketing, SEO, E-Commerce, Webportals,

INTRODUCTION-

Digital marketing is a part of a Business. India is a fast moving nation towards digital economy. With its various government digital payment promotion scheme has been launched. Digital market requires digital promotion schemes has been launched, Digital market requires digital promotion and marketing strategies. The telecom sector is also playing an important role in the digitalization movement. Recent launch of reliance telecom Jio with the free and unlimited internet facilities has played a revolutionary roll. The other prominent companies like Idea, Airtel, Vodaphone and BSNL are also offering attractive internet plans. Indian Banks are also providing more customers friendly & secure money transaction services. Like Google pay, paytm. Now Indian Customer is spending more time on social media and internet surfing. Thus the Digital Marketing techniques include content Marketing, Marketing Automation, Ad- words, SEO, Social media, Email Marketing, Website Design. The key role players and infrastructure providers in Digitization of an economy are government, banking system, shopping portal in software service providers.

OBJECTIVE OF STUDY-

1. To know the future of digital marketing is going to be bright in India.
2. To examine the scope of digital marketing.
3. To discuss the mobile marketing.
4. To enumerate the video marketing.

RESEARCH METHODOLOGY-

The secondary data was obtained through internet source, websites of digital marketing in India

From some e-news papers and online research articles.

MEANING OF DIGITAL MARKETING-

The use of internet and other digital media and Technology to support modern marketing has given rise to a bewildering range of labels and jargon created by both academics and professionals. It has been called digital marketing, internet marketing, e-marketing and web marketing and these alternative terms have varied through time.

DIGITAL MARKETING CHANNELS:

1. Catalogue with the search engines.
2. Search engine advertising.
3. Social media marketing.
4. Mobile marketing.
5. Email Marketing.
6. Online display advertising.
7. E-commerce marketing.
8. Google Analytics.

EFFECTIVE WAYS OF DIGITAL MARKETING-

1. **Plan-** create a structured plan and road map by reviewing your current weaknesses and Opportunities to boost online leads and sales.
2. **Manage-** Review your marketing activities, so that you know where to focus to get the Quick wins which will make the biggest difference.
3. **Optimize-** Learn the best practices and success factors to help you compete to get better results
 1. **Search Engine Optimization (SEO)-**In layman's terms, search engine optimization or SEO is essentially tweaking your website so that it comes up naturally or organically for search result in Google, Yahoo Bing or any other search engine.
 2. **Social Media Marketing-**Social media marketing is an offshoot of your SEM efforts. It involves driving traffic to your sites or business through social sites like Face book, Instagram, Twitter, Google +, LinkedIn ect.

3. Digital Display Advertising-This again is a subset of your SEM efforts. You may use a variety of display advertising formats to target potential audience be it text, image, banner, rich-media, however, note that Digital Display Advertising is relatively costly.

4. Mobile Marketing-The website, apps and content is being customized for mobile device. The mobile users are growing day by day and it is the most effective way of marketing.

5. E-mail Marketing-When you send a commercial message through email to a list of potential customers the strategy is called

Email marketing.

6. Web Analytics-Perhaps, the most important aspects of your digital marketing is web analytics essentially web analytics helps you to collect, measure, understand, analyze, plan, report and predict the web activities for your business.

MAJOR FACTORS AFFECTING THE DIGITAL MARKETING

- A) Expensive technology the mobile and internet rates are very complete and now it is in reach of a common man also.
- B) Cost of advertising – The cost of advertising is very low. One can have its own website in just Rs.5000 in India. One can promote his product on Google with Google Advanse with just Rs.1000 a month.
- C) Inherited limitation of Technology – In India the youth is very adaptable towards technology but

still large population is not so friendly with the electronic gadgets.

- D) Unavailability of Infrastructure facilities in India- The internet connectivity is still not available in India rural areas.

CONCLUSION

As we all are experience a radical change in India towards the digitalization. The consumer are looking and searching more on internet to find the best deal from the sellers around India. Digital Marketing such as search engine optimization (S.E.O.), Search engine marketing (S.E.M.), Content marketing, Influencer marketing, Content automation, E-mail direct marketing, Display advertising, E-books, Optical disks and games, are becoming more and more common in our advancing Technology. Today we all are connected through whats app and facebook and the increasing use of social media is creation newopportunities for digital markets to attract the customers through digital platform.

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Web Resources-

www.digitalmarketing.India.in
[http://digitalmarketing strategy.weegly.com](http://digitalmarketing.strategy.weegly.com)
history of digital marketing html.





Glycine Max Root Nodules is A Best Source of *Rhizobium* Species

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Abstract

The Glycine max has more nutritional value. The protein concentration is more in this plant. So this studied aid the finding nutrition value as included under the dietary proteins. The concentration of protein depends on the presence nitrogen (N₂) content in plant body. So there is a symbiotic association with *Rhizobium Spp* which fixed the nitrogen. The organism culture on Yeast Extract Mannitol agar (YEMA) medium. These microbes are directly participated in nitrogen fixation process by formation of root nodules. This paper helps to clear that the large amount of nitrogen was fixed by *Rhizobium Spp* (through biological N₂ fixer) which is isolated, characterization, biochemical analysis and to know the glycine max has source of *Rhizobium* species at root nodule.

Keyword- *Rhizobium* Species, Gram staining, YEMA media.

Introduction

The *Rhizobium Spp* is a gram negative rod shaped micro-organism present in soil. The size of *Rhizobia* species is about 0.5 to 0.9 μm. Soy bean (*Glycine max*) is known for its dietary protein source, symbiotic nitrogen fixation by *rhizobium* present in its root nodules. They grow well in the presence of O₂ and utilize relatively simple carbohydrates and amino compounds. The application of chemical based fertilizer to growth areas can contaminate water suppliers as some of the fertilizer gets washed away during irrigation. In soil, two types of nitrogen bacteria are available. They are classified into the symbiotic and the non-symbiotic (free living) forms. Symbiotic (e.g. *Rhizobium*, *Bradyrhizobium*) and nonsymbiotic (e.g. *Azotobacter*, *Acetobacter etc.*) grow in the root nodules and the rhizosphere of many legumes. Free-living non-symbiotic bacteria cannot fix nitrogen. Symbiotic bacteria are able to fix atmospheric nitrogen. *Rhizobium* derived nutrient from tissue of host plant and *Rhizobium* make nitrogen available to host plant. *Rhizobia* are facultative micro-symbionts that live as normal components of the soil microbial population when not living symbiotically in the root nodules of the host legume. The Nitrogen is an

essential plant nutrient being a component of amino acids, nucleic acids, nucleotides, chlorophyll, enzymes and hormones. Symbiotic Relationship- It includes legume, bacteria and nodules. In symbiotic N₂ fixation system both *Rhizobium* and host plant get benefited. It has been widely studied that and extensively used as biofertilizer because of its proven ability to fix and contribute nitrogen for the benefit of leguminous host plant.

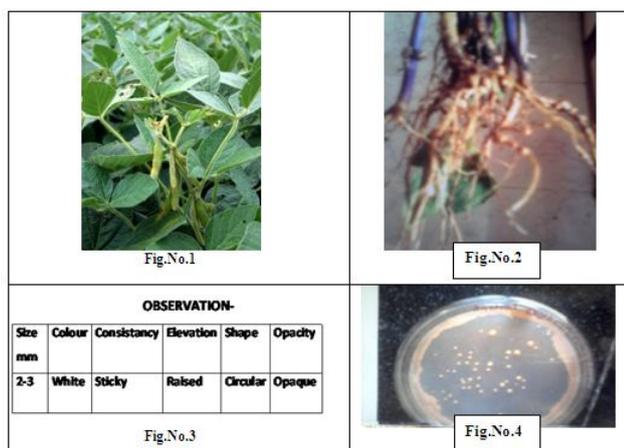
Method and Material-

Source of organism: The organism sample was collected from leguminous plant nodule i.e. *Glycine max*. Fig.No.1 and 2. (Crush the nodule on slide and go for following technique)

- 1) Preparation of Yeast Extract Mannitol Agar Media: Components of YEMA media are poured into a large flask and the volume was brought to final volume by adding distilled water. The flask was autoclaved for 15 min at 15 psi at 121°C.
- 2) Preparation of bacterial sample from root nodules: a) Large ,intact and brown coloured nodules cut from the root system of soybean plant. b) Surface sterilization of root nodules c) Crushing of root nodules and pre-preparation of bacterial sample.
- 3) Take loop full of bacterial sample by nicrome wire loop and strick on YEMA medium were incubated at 27 to 29 0 C for 2 days.

Result

The bacteria *Rhizobium Spp* was culture and isolated on the medium YEMA. The gram staining show, it is pink color and rod shaped microbes (*Rhizobia*) observation table No.1. The colony characteristics were studied as shown in Fig.No.3. The incubated plates for 2 days show circular colony as shown in Fig.No.4.



Test	Result	Interpretation
Streak plate	White mucilaginous colonies	<i>Rhizobium</i> strain is isolated.
Gram staining	Pink rod shaped cells	Gram negative
Capsule demonstration	Small colourless area is observed around red <i>Rhizobium</i> rods.	Capsule is present
Carbohydrate demonstration test	Growth is observed on inoculated media.	Uses all Glucose, mannitol, fructose, maltose, sugar source.
pH test	Show(+) result for 4.5, 5.5, 8.5, 9.5 pH only	pH range for growth of <i>Rhizobium</i> is between 4.5 to 9.5
Acid test	Green to yellow colour change of inoculum is observed	<i>Rhizobium</i> produces acid
Wet mount	Motility observed	<i>Rhizobium</i> is motile organism.
Gelatin hydrolysis	Medium get solidify when kept at 4°C for 30 min	<i>Rhizobium</i> do not produces gelatinase enzyme.

Observation table No. 1

Reference-

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A Study of Entrepreneurship Development in Kokan Region of Maharashtra: Pros and Cons

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Abstract -

This study aims to explore the opportunities which encourage people to become entrepreneurs and to identify the constraints in growth and development of entrepreneurship in Kokan Region of Maharashtra. This paper is covered by secondary data collected from research papers, monographs, cases and various related published material on the subject. The findings of this study indicate that there is wider scope for the development of entrepreneurship in Kokan region of Maharashtra. But on the other hand entrepreneurship is plugged by the various constraints and problems.

Keywords - entrepreneur, entrepreneurship, constraints, opportunity.

Introduction -

An entrepreneur is a person who searches for a change, responds to it, and exploits it as an opportunity. He is an innovative personality who possesses various competencies like decision making skills, open mindedness, locus of control, impressive personality, organizer, technical knowledge, patience, communication skills etc. Entrepreneur operates not only in business sectors but also in social sectors. It means every field needs entrepreneurs to come up with innovative ideas. Entrepreneurship is the process of creating something new and assuming the risks and rewards. This new creation may be the creation of new products, processes, techniques and so on. It emphasizes on results. Entrepreneurship requires poactiveness and also professionalism. Entrepreneurship plays an important role in the economic and social development of a nation. It creates economic and social wealth. And it facilitates capital formation in the country.

The post independence period in India witnessed the growth of entrepreneurship development. This growth is due to economic factors like bank credit facilities, increase in competition and demand, improvement in economic infrastructure etc. The non economic factors like professionalism of business, customer quality consciousness, reduction in bureaucratic formalities etc. are also responsible for this growth. The Government of

India has set up various entrepreneurship training centers to impart training and development to entrepreneurs, so as to improve their attitudes, knowledge and skills. Some of the various institutes are;

1. National Institute for Entrepreneurship and Small Business Development (NIESBUD)
2. Small Industries Development Organisation (SIDO)
3. Entrepreneurship Development Institute of India (EDII)
4. National Small Industries Corporation (NSIC)
5. Small Industries Service Institute (SISIs)
6. National Institute of Small Industry Extension Training (NISIET)

Literature Review -

A solid number of research papers and reports had been available for the review for this study. A brief recap of some of these is given here. Chaudhary carried a survey on the emergence and increase of entrepreneurs in some developing states and found that over the last several years, some developing countries recorded remarkable growth and success. Rahman mentioned that poor economy of Bangladesh can hardly afford entrepreneurship development other than in small scale enterprise for a good many reasons like huge unemployment, technological backwardness, poor infrastructure and scarcity of capital. S.V.S. Sharma focused on the development of small entrepreneurs in Asian countries and identified the opportunities of further more development. Michael Vaz has stated that entrepreneurship is a purposeful activity which aims at aggrandize profits in business. This entrepreneurship activity can be undertaken by an individual or by a group of individuals.

Justification of the Study -

This paper leads to optimize the available opportunities along with the recovery of problems and constraints by achieving advantages of entrepreneurship development in Kokan region of Maharashtra. Kokan region faces the problem of unemployment which leads to high migration to Mumbai city and foreign countries. By certifying entrepreneurship development in this region we

can ensure industrialization, capital formation, market formation, innovation, increased living standards and optimum utilization of resources.

Objectives of the Study -

The ruling focus of this study identifies the pros and cons of entrepreneurship development in Kokan region of Maharashtra. This study attempts to attain the following objectives;

1. To identify the problems and constraints faced by the entrepreneurs in Kokan region of Maharashtra state.
2. To scrutinize the availability of scope and opportunities for the expansion of entrepreneurship development in Kokan region of Maharashtra state.
3. To suggest remedies to remove the constraints by utilizing the opportunities for the growth and development of entrepreneurship in Kokan region of Maharashtra state.

Methodology of the Study -

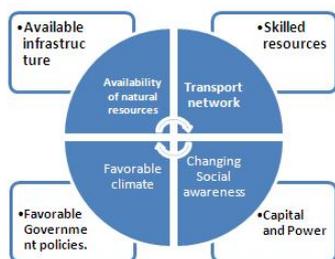
Descriptive research design has been framed to carry out this study. Relevant and supporting secondary data have been collected through desk study, including research articles, texts, research papers and reports of the concerned enterprises. Unpublished material is also referred to conduct this research. These data have been examined in the basics of notable relationship to establish the study more enlightening and thought stimulating.

Scope and Opportunities -

As a potential region, Kokan has immense opportunities to develop entrepreneurship. These opportunities are stimulatory opportunity, supportive opportunity and sustaining opportunity. Entrepreneurship is tool of economic development. The region kokan is changing its identity. It has a wider scope of entrepreneurship growth and development.

Entrepreneurship Development in Konkan Region -

Kokan region is one of the significant destinations for industries to manufacturing products. Many factors are favoring to high potential of entrepreneurship development in kokan region.



This development is attached to mango processing,

cashew processing, producing coconut by products, tourism and fisheries. Following major factors are responsible for this growth and development; M.I.D.C. Industrial areas, improved standard of living, local support, Kokan railway and availability of hardworking manpower etc. are the supporting factors for entrepreneurship development in Kokan Region. This region has exclusive advantages of sea and the other advantages are highways and railways. Kokan region is connected to Mumabi, Goa, Pune and rest of the India by road and air. It is also connected to many foreign countries by sea. I has good infrastructure of internal roads. Besides these factors, recent awareness hard work made by Kokan Bhumi Prathisthan, along with other cooperative societies, individual entrepreneurs, industrial Estates, show significant opportunities in the region. The mass level social campaign performed in June 2019, has created welcoming atmosphere for market, industry, manpower, government and individuals. The industries and individual entrepreneurs now can came forward and start own industrial plants in Kokan Region.

Government support is available through State Government schemes, Central Government schemes and local body facilities. Government policies and plans and their implementation have positive effect on rate of growth and the geographical location of industries. Major groups of manufacturing industries in Sindhudurg, Ratnagiri, Raigad, Mumbai and Thane districts of Kokan Region are Agro based industries, Mango, Cashew, Arecanut and Kokam cultivation, Spices, Fishery, Dairy, Poultry, Forest based Industries, Textile industries, Leather industries, Paper industries, Non-metallic mineral products, Chemical industries, Engineering industries and Miscellaneous industries.

A complete support is available by Kokan Bhumi Pratisthan for identifying location, initiating local support, helping in legal procedures and doing interaction with government organisations as well local authorities, etc.

Problems and Constraints in Entrepreneurship Development in Konkan Region -

Kokan region is being abundant with lots of scope and opportunities for young entrepreneurs who prefer to migrate to cities by taking departure from their families. Backward position in entrepreneurship development indicates the mental elements, conceptual factors, efficiency factors and managerial components. Situational factors relate to marketing factors, risk factors and infrastructural factors. These constraints are regarding following;

- Constraints are regarding labour- Shortage of labour and increasing wages rate.
- Constraints are regarding electricity- Irregular

- supply of electricity and increasing rates of it.
- Constraints are regarding raw material- Degrade quality and shortage of raw material.
 - Constraints are regarding capital- Shortage of capital and high rate of interest on loan.
 - Constraints are regarding marketing- Low price in local market, no assured price by government and barrier of middlemen.

Recommendations -

Kokan region with immense prospect for entrepreneurship development can flourish the scope in globe by recovering the constraints faced by the entrepreneurs. For this government should acquire practical and implacable policies focusing on rural part development in Kokan region. It should provide reinforcement package for the unsuccessful entrepreneurs in this region. It should finance smoothly for new startups. Granting tax reliefs, facilitating quality testing, offering management consultancy may be the other measures on government side to boost entrepreneurship in Kokan region.

Concluding Remarks -

This study has made an attempt to explore the constraints and opportunities in entrepreneurship development in Kokan Region of Maharashtra state. This region has extreme range for the evolution of

entrepreneurship. With the coordinate initiative of government and non government organizations the available opportunities of development can be grabbed at a rapid pace. This study has also pinpointed constraints and problems in the development which can be overcome through assistance and support by these organizations. By following proposed recommendations, identified constraints may be halted to boost entrepreneurship in Kokan region.

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Psychological Realities in the novel of Bharti Mukherjee's 'Wife'

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The present paper attempts to examine major themes with special references to Bharati Mukherjee works. It seeks to focus mainly personal and immigrant experience, identity crisis, and problems of expatriates and nostalgic respectively.

The works of Bharati Mukherjee have captured the bitter experiences of immigrants on alien land. She attempts to find her own identity in her Indian heritage.

Bharati Mukherjee, an eminent Indian – born American writer who was born in Calcutta on July 27, 1940. She is educated in India and U.S. She is one of the most widely known immigrant writers of America.

Her fictions are often highly autobiographical, returning to again and again to the themes of alienation, the past memories and self identity.

The second generation of Indian women novelists has shown their keen interest in the changed psychological realities of life. They have been led to treat the neurotic phenomena in their works consistently. Their natural feminine sensibility and introspection have imparted a human touch and psychological depth to their observation. The major protagonists in the representative works of these novelists find the social values and norms detrimental to their healthy growth and survival. Society's values imperceptibly enter the unconscious of the characters in these novels and from there they regulate their behaviour. The characters grapple with the psychic conflicts of personal origin. These conflicts and traumas become too pronounced at a particular point of time in their lives when a part of their psychic apparatus refuses to submit to repression. In the resultant neurotic struggle against several cathexes they manifestly display three distinct tendencies: some move from neurosis to psychosis, others arrive at a compromise solution for their problems and yet another group sets out to become compulsive idealists because they find the realities of life too harsh or repulsive to put up with.

Sigmund Freud, the father of psychoanalysis, acknowledged that poets and philosophers discovered the unconscious long before he did. For that reason he advised aspiring analysis to study literature as part of their training. Meredith Anne Skura goes a step further and argues: "the

poets have discovered" not just the unconscious but "psychoanalysis before Freud did, and that at its subtlest and most wide ranging is not the mere presence or expression of primitive and unconsciously apprehended elements but the attempt to come to terms with them and to work them into the texture of conscious experience that makes the poets the predecessors of Freud" (Skura : 1981 : 4). Peter Brooks views the literary critics job to be not very different from that of the psychoanalyst: "I believe that the persistence against all the odds, of psychoanalytic perspectives in literary study must ultimately derive from the conviction that the materials on which psychoanalysts and literary critics exercise their power of analysis are in some basic sense the same: that the structure of literature is in some sense the structure of mind" (Brooks: 1987: 336-337)

It is to Freud's credit today, of the meaning of neurosis and psychosis can be discussed. Before Freud, the neurosis was considered meaningless. Freud gives one of his early publications the characteristic title, "Defense Neuro – Psychoses", and in it he shows that neurotic symptoms are due to the self-defense of the individual against strivings, tendencies, desires and experiences which are not in accordance with the conscious adoptions of the personality, i.e., with the ego.

An individual has to continually depend on the external environment and that holds him two important possibilities: reduction of tension through gratification of instincts or insecurity as a result of frustration. If the latter is too frequently the case he develops anxiety (one of its forms being neurotic anxiety) and his ego is strained too much to maintain balance. If the ego is not so well developed as to effectively manage the crisis through ordinary means it has to resort to what are called defence mechanisms. All defence mechanisms are unrealistic but they relieve anxiety all the same. If the individual has to put up with an excess amount of repression the defense mechanisms fail and the situation will be ripe for the onset on neurosis. Neurotic symptoms provide a substitute satisfaction for the unconsciously held repression. Interestingly enough a neurotic is often aware of his obsession acts but still he cannot help it.

Social-psychologists put emphasis on the role of social and cultural forces in shaping man's responses to his surroundings. Erich Fromm affirms that even the most beautiful and the ugliest inclinations of man are not a part of his biologically fixed nature, "but result from the social process which creates man." (Fromm: 1941: 12) Man's self-consciousness enables him to contemplate himself as a whole and his interaction with other members of society enable him to bring himself within his own experiential purview; "and thus he can consciously integrate and unify the various aspects of his self, to form a single consistent and coherent and organized personality." (Fromm: 1941: 13) It follows then that the basic human nature is common to the entire species of man, only its expression and satisfaction varies according to cultures. His essential inner nature is both weak and strong. It is weak in the sense; it can be easily suppressed or masked. It is strong as it cannot be fully destroyed. Whether weak or strong, it strives for self-realization.

This style is found in the Indian women novelists of the second generation who have shown awareness to the changed psychological realities of life in the post independence era. The Indian women happen to be the worst sufferers of the social norms and moral codes. This has encouraged the Indian English women novelists to treat the neurotic phenomenon in their works consistently. The women novelists who have aired the secret wishes of the vast majority of Indian women are Ruth Praver Jhabvala, Kamala Markandaya, Nayantara Sahgal, Anita Desai, Bharati Mukherjee and Shashi Deshpande. These women writers have dealt with the neurotic phenomenon in the Indian context by creating extremely interesting characters. Their natural feminine sensibility and introspection have imparted a human touch and psychological depth to their observation. (Rajeshwar. 2001: 111) The present study thus, has, identified seven novels of Indian English women writers featuring neurotic characters and attempts at a psychological analysis of the women characters. Thus it may provide remarkable insights into the inner struggles of the literary personages. It was Anita Desai who may be said to have laid the foundation of studying psyche and inner-world of the female protagonists as the result of deprivation, humiliation and marginalization. The women have lost their identity and behave abnormally.

Some of the women writers of second generation like Jhabvala, Kamala Markandaya, Nayantara Sahgal, Bharati Mukherjee, Shashi Deshpande and Shobha De are emotionally and intellectually well equipped to respond to the changed psychological realities of life thus portray sensitive individuals in their moments of intense struggle

and their efforts to seek neurotic solutions to their problems. In their endeavor to come to terms with the reality of their situation and depending on the degree of their affectability and pressure of the external circumstances these characters neurotically react in three different ways. The hyper-sensitive and deeply effectible Dimple of Wife get their psyches corroded by unhealthy introspection. In the process, she move too far away from the ordinary course of life and at the end nose-dive into the dark abysmal depth of psychosis.

The women novelists in English have very ably treated the neurotic phenomenon in the Indian context by creating extremely interesting personages. They have been able to lay bare the oppressive and anti-human value system of the society. Through the sensitive portrayal of the psychic conflicts and the psychological contours of helpless people, the novelists seem to underline the importance of subverting the established values and replacing them with values which are more amenable to human nature and which promote happiness. For this purpose the delinquent frame of the social machine, which forges and fosters these values itself needs an overhaul. The women novelists bring home this point by subtly indicating that the society is often indifferent and vindictive towards sensitive and suffering people while actually it should be rushing to their help.

In his explanation of neurosis Jung utilizes the concept of psychological equilibrium Neurosis arises out of a clash between an individual's attempt to adjust to some situations and his constitutional inability to meet the challenge. In most of such cases, a neurotic arrives at a compromise solution of the problem. The study has Bharati Mukherjee's *Wife*. A group of character has been dealt with in this project that move from neurosis to psychosis. A group of character has been dealt with in this project that move from neurosis to psychosis. Like Dimple also lives in a world of illusion. Therefore she considers her ideal contemplation as real. As a neurotic, her abnormality becomes more pronounced which is reflected through her cravings and desires. When she finds the reality twice removed from her ideal and imagined self, she feels repressed and disappointed. Dimple dislikes living with the people unknown to her. She becomes as much frustrated that she wanted to destroy the child in her womb. She thought nobody had consulted her before depositing this child in her womb. Her dislike of Amit is reflected in her dislike of the baby in her womb. Another reason for disliking the child is that her pregnancy would prove a hindrance to her much sought after freedom. She, finally, kills Amit out of frustration and to fulfill her fantastic desires. She betrays her husband and reduces milt. She,

finally, kills Amit out of frustration and to fulfill her fantastic desires.

Dimple's character is a fit case for psychoanalysis. The aspect of immigration shrinks in size, as far as the reasons for her mental decline are concerned. It is the basic temperament of Dimple that causes the mental depression.

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A Study on Impact of GST on Consumer Goods

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Abstract -

The present research depends on the effect of GST over the shopper merchandise, and their conduct regarding the progressions caused due to GST. GST is one of the most essential assessment changes in India which has been long pending. It should be executed from April 2010, yet because of political issues and clashing Interests of different partners it is as yet pending. It is a far reaching charge framework that will subsume all roundabout assessments of states and local governments and bound together economy into a consistent national market. It is relied upon to resolve wrinkles of existing circuitous duty framework and assume a fundamental job in development of India. GST otherwise called the Goods and Services Tax is characterized as the goliath backhanded expense structure intended to help and upgrades the monetary development of a nation. In excess of 150 nations have actualized GST up until this point. Be that as it may, there is an enormous clamour against its execution. It is intriguing to comprehend why this proposed GST system may hamper the development and advancement of the nation. This paper shows an outline of GST idea, clarifies its impact on customer spending plan, perspectives on shopper on GST, change in their interest example, and bit of leeway and inconvenience on their buying power.

Key words - Tax, Indirect tax, Goods and Service Tax (GST), India

Introduction -

The Goods and Service Tax (GST) is a vast concept that amplifies the giant tax structure by supporting and enhancing the economic growth of a country levied on manufacturing, sales and consumptions of goods which initiates a Value Added Tax to be implemented on a national level. It is an indirect tax which is basically implemented to bring out uniformity in the system in order to avoid the payment of multiple taxes such as excise duty, service tax at central level and VAT at state level.

- GST% on products in India
- 5% for Daily use items like sugar, tea, coffee, etc.
- 12% for frozen meat products, butter, cheese,

ghee, dry fruits, animal fat, fruit juice, sewing machine, etc.

- 18% for Transportation, household- Personal care, mobile phones, Insurance premium, credit card bills, etc.
- 28% for Entertainment Goods as well as services.

The Goods and Services Tax (GST) is a huge idea that rearranges the mammoth expense structure by supporting and upgrading the financial development, of a nation. GST is a thorough duty demand on assembling, deal and utilization of merchandise and ventures at a national level. The Goods and Service Tax Bill or GST Bill, likewise alluded to as The Constitution (One Hundred and Twenty-Second Amendment) Bill, 2014, starts a Value included Tax to be actualized a national level in India. GST will be a roundabout assessment at all the phases of creation to realize consistency in the framework.

On bringing GST into training, there would be amalgamation of Central and State charges into a solitary duty instalment. It would likewise upgrade the situation of India in both, household just as universal market. At the shopper level, GST would lessen the general taxation rate, which is at present assessed at 25-30%.

Under this framework, the buyer pays the last assessment yet an effective info charge credit framework guarantees that there is no falling of duties charge on charge paid on inputs that go into assembling of good.

So as to keep away from the instalment of different expenses, for example, extract obligation and administration charge at Central level and VAT at the State level, GST would bring together these assessments and make a uniform market all through the nation. Coordination of different expenses into a GST framework will achieve a viable cross-use of credit. The present framework charges creation, while the GST will mean to impose utilization.

Enlisted benefits of GST

- It would absorb all indirect taxes at central and the state level
- It would free the manufacturing sector from cascading of taxes, thus improving the cost-

- competitiveness of goods and services
- It would create business-friendly environment, thus increasing tax GDP ratio
- Introduce corruption free tax system in the present scenario since it has been released from manufacturer and also retailers pay for it

Research Methodology -

Being a descriptive research it is based on secondary data of journals, articles, newspapers and magazines also primary data for survey. Considering the objectives of study type research design is adopted to have more accuracy and rigorous analysis of research study. The accessible secondary data is intensively used for research study, also primary data for survey give us more accurate conclusion.

Objectives -

- 1) To study the basic concept associated with Goods & Services Tax
- 2) To study the impact of GST on business & consumer w.r.t. to consumer goods sector
- 3) To study effect of GST on changing rate of GST of consumer demand.

Literature review -

“Goods and Service Tax - An Appraisal” and found that GST isn’t useful for low pay nations and doesn’t give expansive based development to poor nations. On the off chance that still these nations need to execute GST, at that point the pace of GST ought to be less than 10% for development.

Dr. R. Vasanthagopal (2011) contemplated, “GST in India: A Big Leap in the Indirect Taxation System” and presumed that changing to consistent GST from current convoluted roundabout tax framework in India will be a positive in blasting Indian economy. Achievement of GST will prompt its acknowledgment by in excess of 130 nations in world and another favored type of circuitous tax framework in Asia moreover. Ehtisham Ahmed and Satya Poddar (2009) contemplated, “Goods and Service Tax Reforms and Intergovernmental Consideration in India” and found that GST presentation will furnish less difficult and straightforward tax framework with increment in yield and efficiency of economy in India. Be that as it may, the advantages of GST are basically reliant on objective structure of GST. Nitin Kumar (2014) considered, “Goods and Service Tax a Way Forward” and presumed that execution of GST in India help in expelling monetary mutilation by current in direct tax framework and expected to support fair tax structure which is not interested in geographic allotments. Pinki, Supriya Kamma and Richa Verma (July 2014) contemplated, “Goods and Service Tax Panacea For Indirect Tax System in India” and

presumed that the new NDA government in India is certain towards execution of GST and it is gainful for focal government, state government and just as for customers in since quite a while ago run if its usage is supported by solid IT framework

“Why NO to GST? The amount it influences normal man”, The effect of the GST on the costs of goods and services will to a great extent rely upon the thing being referred to, and will likewise rely upon the individual state governments Eg: costs of milk is probably going to spike after GST yet it very well may be sold at less expensive rates if state government offers appropriation.

Is GST helpful to individuals underneath BPL? It may have an immediate effect as not many essential necessities pull in GST. Furthermore, GST being a national wide tax, could prompt higher swelling in the initial hardly any years, yet would prompt expanded tax GDP proportion.

Which are the things that could get costlier and which are those that could get less expensive? Extensively, services are required to get costlier under GST system, as it would be than the current service tax

Results & Discussion -

A] Based on Primary Data -

A study was conducted and several questions were asked to people on the related subject.

Around 50 people took part in the survey and the sample included the business persons on large as well as small scale.

The respondents were classified under 7 groups which only include the general class facing the impacts of GST onto their business of day-to-day life.

1. Grocery
2. Clothing
3. Electronics
4. Hotels
5. Dairy products
6. Kitchen wares and appliances, and
7. Other businesses

In the primary survey 48 responses from respondents it was recorded t

The area of business was recorded to be 22.9% Apparel brands, 18.8% Hotels, 18.8% Electronic brands, 18.8% were grocery brands, 8.3% local cloth stores, 6.3% Kitchen and appliance and remaining 6.1% Dairy products

- The customer were asked whether GST was a better tax system than previously used systems, and 66.7% respondents said yes whereas 33.3% said no.
- Further 70.8% respondents said that GST has a positive impact on their business whereas 29.2% said GST had negative impact.

- 56.3% respondents said that GST implementation had neutral impact on their business, 33.3% respondents believed that GST has positively affected their business whereas on 10.4% respondents had observed negative impact

Deep Impacts of GST -

1. Tax structure on consumer durable products post-GST -

In GST, we can hope to have a standard rate (not yet concluded) of 18-20%. This depends on the Chief Economic Advisors recommendation. We understand that there is conversation going on between the Center and the States to solidify the rate. Accepting that the standard rate is 18% ordinarily a similar will apply to all goods with the exception of specific goods of fundamental nature just as bad mark goods. Shopper tough items are commonly comprehended as goods that will pull in a standard rate.

For instance, in the event that we take clothes washer, the present pace of extract obligation for assembling of clothes washer is 12.5% and on its deal the equivalent would be dependent upon a VAT of 14.5% (in TN). The joined tax would come up to 27%. In any case, under GST, if the equivalent is considered under standard goods, it is dependent upon a toll at 18%. To that degree, there would be a lower tax sway under GST. In this way, an individual item explicit correlation would be required to be finished.

2. Sectors having prices increment, post GST -

There are parts which are getting a charge out of exclusion or a lower tax pace of extract obligation or VAT (model: tractors are absolved from extract obligation and pull in a VAT pace of 5%).

In the GST setting, the equivalent might be taxed at a general rate or maybe at 12% or some other lower rate. As needs be, the pace of 12% can bring about higher tax.

3. Difference in spending on Internet, phone calls, DTH televisions post GST -

Web, portable services and DTH TV got increasingly costly after GST execution as these establish services and the pace of taxation is higher for services (post GST).

4. Effect of GST on e-commerce -

Online business players have an enormous number of dealers recorded on their foundation. These venders have income issues as they guarantee discounts for tax paid on inputs, which e-trailers are not ready to represent. Along these lines, expanding the consistence troubles for online business players. Further, any instalment made to a provider would be liable to tax gathered at source at the told rate making a crack among merchants and online business organizations.

5. Impact of GST on education -

Schools and universities are services that are not taxable. Be that as it may, secretly offered instructive services, for example, educational costs and training organizations got progressively costly with GST.

6. Rise in price of essential commodities post GST -

Regularly, fundamental things like milk are not liable to either extract obligation or VAT. Bringing them under GST, there is an effect. Prepared nourishments, (for example, organic product jam, jam, and so on), which were dependent upon a 6% of extract obligation and 5% VAT pulling in GST pace of 18%..

7. Applicability of GST on flight bookings -

GST is pertinent for avionics segment and as needs be, flight appointments are liable to GST.

B] Based on Published Data -

Key rate revisions in consumption sector done in July 2018 & its implication on the sector are as discussed.

1. From 28% to 18%a. Consumer durable items: Vacuum cleaners, Grinders, Mixers, hot-water heater, Electric Iron, device, Refrigerators, washer, TV (up to 68 cm or 27 inch) Beneficiaries are Havells, CGCEL, Whirlpool, MIRC electronics b. Building materials: Paints & Varnishes, Glaziers' putty, grafting putty, resin cements In this segment, council has revised rates of Tiles, Plywood, PB, fiber boards, Sanitary-ware & faucets, Plastic pipe & fittings in January 2018 to 18% and further inclusion above items will improve the world dynamics in near future. Major beneficiaries are going to be paints companies - Asian Paints, Berger Paints, Kansai Nerolac, Akzo Noble.

2. Under 5% slab: Footwear under INR 1,000 that's extended from earlier INR 500 Beneficiaries would be companies like Khadim India, Liberty Shoes Relaxo Footwear, BATA India and so on.

3. Textile: Post the implementation of GST, input tax credits weren't provided on the entire chain resulting in tons of confusion. However the govt has rationalised this by allowing input decrease on synthetic/manmade fabrics. this may bring down the effective rate on synthetic fabrics from 12% to five thus bringing it in line with the whole textile sector which now has an approximate effective GST rate of fifty .

This is most beneficial to pure play fabric exporters which are mainly from the unorganised segment and it'll help the facility loom segment which was facing massive job losses on account of high taxes. The higher taxes were making India uncompetitive and hence exports had stalled. The tax reduction is going to be passed on to finish customers which can help India be more competitive against exports of other countries. This is often however

only a light positive for players who are present within the entire value chain.

Conclusion -

From the survey of 48 people, we can draw a conclusion that 70.8% of people have stated that GST has brought a positive impact since the day it has been brought into action. Positive changes were brought up into their business.

As majority have stated that GST is better than previous tax system replacing VAT and excise duty as they have to pay only one tax instead of various different taxes. This is a positive change that has been seen since GST was introduced.

The proposed GST regime is implemented in order to rationalize indirect tax structure. More than 150 countries have applied and implemented GST.

“The government should make an attempt to insulate India’s vast poor population against the likely inflation due to GST.” GST will, no doubt, simplify the indirect tax system but also remove the inefficiencies.



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An Analytical Study Relationship Between Rural Area and Term Insurance

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Abstract -

Term care insurance or protection insurance is a contract between a policyholder and insurance company, will reimburse the policyholder for all or a portion of the cost of monetary benefit against very low amount paid as premium called as mortality charge. Term life insurance or term assurance is life insurance which provides coverage at a fixed rate of payments for a limited period of time, the relevant term.

Relationship between rural area and term insurance

According to international consultancy firm Celent, high competition and relatively high market saturation in the urban areas have led life insurance players to start focusing on rural and semi-urban India.

"The clincher in the rural life market will be footprint set by private insurance players, state-owned entities have a formidable presence established over the past 30 years which is not easily replicable today. Thus, it becomes imperative for private providers to innovate to ensure distribution effectiveness in a challenging but lucrative market," Nawal said.

Over 70 crore people reside in the rural areas of the country with insurance penetration rate as low as three per cent, providing huge opportunity for, mainly, private life insurance firms, a Celent report titled 'Selling Life Insurance in Rural India' stated.

The insurance density of life insurance sector had gone up from USD 9.1 in 2001 to USD 49.0 in 2011 while reaching the peak at USD 55.7 in 2010. Similarly, life insurance penetration surged from 2.15 per cent in 2001 to 4.60 per cent in 2009, before slipping to 4.40 per cent in 2010 and further slipping to 3.40 per cent in 2011. "IRDA Annual Report 2012"- Swiss Re

Mckinsey & Company, a global Management consulting firm published its report on Indian life insurance in 2007 and it says, "By 2012 about 10.3 million household with income greater than Rs 2 lakh will control more than 22 percent of rural consumption. Further more rural India will not be one market. Pockets of attractive rural market will emerge in certain parts of India. Players will need to understand their needs, design products to match them and create distribution models to reach a highly fragmented

consumer base cost effectively.

K. Gopinath, Vice President (Rural & Cooperatives), IFFCO- Tokyo General Insurance Company Ltd, in his article (IRDA Journal, 66 April, 2009) says that 70% of India lives in rural areas but have no access; or have negligible access to insurance. But with opportunities, this sector throws various operational challenges as well, for the insurers --- rural and social sector insurance should not be approached as a legal or statutory requirement, but as a business opportunity. With proper safe guards, this sector can contribute immensely to the top line as well as bottom line. Doing well while doing good is very much possible.

C.S.Rao, ex-chairman of IRDA says that research in insurance remains a neglected area and there is need for a concerted effort to develop and define areas of focus for research in tune with the requirements of the industry. Without a research focus no institute can expect to make tangible gains in the near future in terms of value addition and meeting the expectations of its members and the industry at large.

The report published by Celent date 23rd May, 08 says that India's life insurance market is booming and the market has grown at a healthy CAGR of 24% over the past 5 years. Most of this growth is from the urban areas. The increase in competition is forcing insurance providers to look beyond urban centers' and take their trade to the more challenging rural hinterlands of the country, where only 3% of the population of more than 720 million people have any form of life insurance coverage. The following points emerged from the review of literature:

- The rural market is fast growing and rural customers are may become earliest proactive
- The awareness levels of rural people with regard to life insurance are less but can be easily be divert.
- The needs and necessities of term insurance have certain special features.
- The purchase decisions are broadly decided on special parameters.
- The commitment of the individual insurance companies towards social objectives can

enhance the term life insurance coverage.

- Insurance companies are using yesterday's techniques to today's markets.

Introduction -

What is term life insurance?

Term life insurance ensures that your family receives a large lump sum amount, called the sum assured, in the unfortunate event of death of the policyholder. By offering this benefit at extremely competitive rates, Term insurance plans provide an opportunity to get the protection of insurance cover at extremely affordable prices.

Insurance industry is very fast growing and now days it formed a stable growth and moving towards a peak point. When things go wrong in life – with our health, the roof over our head – that's when we're really glad we had the foresight to take out insurance and keep it up to date.

Home insurance can help get you back on track fast with minimum fuss if your home is damaged, or if your possessions inside it are damaged or stolen.

As well as our home, sometimes it's ourselves and our families we need to think about protecting – arranging for a lump sum of money to be paid out that could help clear the mortgage if you are diagnosed with a specified critical illness or you die.

Why Term care insurance or protection insurance?

1. Uncertainties events : It is a truth that death is certain but only the time or period is uncertain. Many events in life arrives incidentally like accident, health injury and death ,so one has to prepare for the uncertainty . Certainities events : Certain event like child education, marriage, retirement are important steps in one's life and are must come so to celebrate in a great way to participate in term insurance is very important.

2. Increasing liabilities : People today prefer to take loans to fulfilling their needs, instead of waiting to save for the future. India's outstanding credit card debt had touched Rs 26,500 crore in May 2008, up by 87% from May 2007. Hence, in your absence, your family needs to take care of this loan.

3. Nuclear family structure, protecting your home : Earlier, people could depend on their extended joint family system to take care of their near and dear ones in case of their absence. However, the share of families with more than 5 members has come down from 64% in 1990 to 56% in 2005 and is expected to decrease further.**

a. Increasing lifestyle diseases: The share of lifestyle diseases in India is increasing. Also, people in senior management are more prone to lifestyle diseases, as per

an ICRIER Study.

500, 59th Round (January-December 2003).

**Source: Euro monitor International **Source: Household Assets and Liability, NSS Report No.

Concept behind selecting topic -

Before to join education field I was in insurance field last from 12 year .but when I joined this field there very few my faculty friends are having minimum insurance protection. There are having much misconception about term insurance and company. I felt that there must be awareness throughout college so that there must sufficient awareness of term insurance.

Insurance market present scenario -

As per the World Insurance Report, published by the reinsurance major "Swiss Re", the global direct premium during 2013 dropped by 0.8 per cent against a surge at 2.7 per cent growth witnessed in the previous year. Globally, life insurance premium accounted for 57 per cent of total insurance premium. This share is higher in advanced economies than in the emerging markets. During 2011, global life insurance premium dropped by 2.7 per cent to USD 2627 billion. The premium volume fell in Western Europe, China and India, whereas, it rose in Middle East and Latin America.

Indian insurance sector -

As at end-September 2013, there are fifty-two insurance companies operating in India; of which twenty four are in the life insurance business and twenty-seven are in non-life insurance business. The life insurance industry recorded a premium income of 2, 87,072 crore during 2012-13 as against 2, 91,639 crore in the previous financial year, registering a negative growth of 1.57 per cent. While private sector insurers posted 4.52 per cent decline (11.08 per cent growth in previous year) in their premium income, Life Insurance Corporation (LIC), the fully state owned insurance company, recorded 0.29 per cent decline (9.35 per cent growth in previous year), in its total premium underwritten.

While the renewal premium accounted for 60.31 per cent (56.66 per cent in 2010-11) of the total premium received by the life insurers, first year premium contributed the remaining 39.69 per cent (43.34 per cent in 2010-11). During 2011-12, the growth in renewal premium was 4.77 per cent (6.23 per cent in 2010-11). First year premium registered a decline of 9.85 per cent in comparison to growth of 15.02 per cent during 2011-12.

Market Share -

On the basis of total premium income, the market share of LIC increased marginally from 69.77 per cent in 2011-12 to 70.68 per cent in 2012-13. Accordingly, the market share of private insurers has go e down marginally

from 30.23 per cent in 2011-12 to 29.32 per cent in 2012-13.

In the life insurance business of the micro insurance (mandatory to cover certain percentage of rural business) as the Individual New Business premium in the year stood at 115.68 crore for 46.20 lakh new policies, the group business premium amounted to 109.82 crore covering 1.02 crore of lives. LIC contributed most of the business procured in this portfolio by garnering 106.03 crore of individual premium from 38.26 lakh lives and 98.32 crore of group premium underwriting 94.44 lakh lives.

It was evident from these facts that a large potential lying in the rural sector is not fully explored by private players in life insurance sector. This motivated the researcher to find out the underlying causes. Customer perceptions also plays important role while choosing a life insurance company. The study is planned with these motives to find the innovative techniques to overcome current Environment so as to offer proper opportunity to private Insurance Companies as well as mainly offer life Securities status to rural people of Nation. Source- IRDA Annual report 2013.

Market Share product wise -

As overall insurance market is by the end of Dec2017 is as follows

Sr. no.	Insurance product	Share	Overall growth	Reason
1	Ulip	.66%	10 -15%	Flexibility
2	Endowment	.22%	3 - 5%	Long term saving
3	Health care	.07%	10-20%	Health importance
4	Term related	.05%	20-25 %	Affordable cost and high risk cover

Innovation Techniques in Term Insurance -



As per requirement many steps has been taken by insurance companies like

1) Innovation in product : As this is the main device through company can generate revenue so on Priority Company comes in market with innovative feature.

2) Innovation in process : Though product is vey needful but it must reach to the end user. So the advertising, mouth to mouth promotion is very important.

3) Innovation in technology : use of high

technology is very important like customer premium intimation, various life occasions greetings, payout details will delight the customer.

4) Innovation in marketing : in terms of various scheme like customer bonus .maturity bonus, premium mode flexibility, in short minimum transaction with customer is very important

5) Innovation in strategy or principle : though any company is for business profit but the horizon must be of long period .so that ethical, honesty is sustain through a period .

6) Innovation in organizational : As this is very important as it must have patience and a structure must such that it should have both short and long term vision .

7) Innovation in connivance : there is now tremendous change in techniques of identifying customer need.

Insurance Manage the Risk -

An important part of determining the right level of insurance that you should have is understanding risk. Risk, in terms of insurance, is uncertainty concerning the occurrence of a loss.

There is risk in all areas of your life: there are risks involved in your lifestyle, your career, your environment, and so on. You can manage risk in four ways: you can avoid risk, reduce risk, assume risk, or transfer risk.

- Avoid risk :** You can avoid some risks, such as risks to your health, by taking care of yourself, eating well, and exercising. You can avoid some financial risks by avoiding high-risk occupations and diversifying your investments.
- Reduce risk :** You can reduce some risks by adding fire extinguishers and burglar alarms to your home, adding airbags to your car, or getting regular medical checkups. By taking these precautions, you can reduce the potential damage of some risks.
- Assume risk :** You can assume some types of risk through self-insurance. For example, I used to own a 1973 Ford Pinto. Instead of carrying full-coverage insurance, which would have allowed me to get the car fixed if it were in an accident, I carried only liability insurance. If I had been in an accident, I would have had to pay to have the car fixed myself (in other words, I assumed the risk of repair and collision costs). If the costs are not too high, you can assume some risks by assuming the potential for additional costs.
- Transfer risk :** You can transfer risk to others by purchasing insurance. You pay premiums to

transfer the risk to an insurance company. Buying insurance is the process of transferring financial responsibility for a specific risk—death, disability, liability, and so on—from yourself to an insurance company. Once you understand how to manage risk, you can determine which risks you can avoid, reduce, or assume, and which risks you should transfer to an insurance company or other entity.

The Key to Insurance -

The key to insurance is balancing the cost of reducing risk with the potential severity of a loss. Should you insure against all losses? While this may be possible for some people, it is not possible for most people. The costs would be too high.

The key is to realize that some losses are not as critical as others. You should insure yourself against high-severity losses that rarely occur—those that would have a major impact on the financial condition of you and your family—such as death, bad health, auto or home accidents, and accompanying liability issues. And you should avoid, reduce, or self-insure yourself against other risks.

You can analyze and classify risk by looking at two important areas. The first area is the frequency of the potential loss: how often could the loss happen? Could it happen every month, every year, or just once in a lifetime?



The second area is the severity of the loss: how severe would the implications be for you and your family if the loss occurred? These factors can be charted in Table 1.

Table 1

		Frequency of Loss	
		High	Low
Severity of Loss	High	Avoid Reduce	Transfer
	Low	Reduce Assume	Reduce Assume

VI Literature Review

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Koh-i-Noor

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Introduction -

Against the back drop of war, guns, and an invading colonizer's aggression, a 12 year old boy is dethroned the boy king travels alone to distant foreign land his master's land. He stand face to face with his conqueror his sovereign the Queen of England. He must surrender the Kohinoor Diamond in to the hands of his victor, a payment, war booty.

I trying to explain the information about the price less diamond of the world.

Kohinoor who are you? Where did you come from?

The Kohinoor is one of the oldest and most famous diamonds in the world. Kohinoor is one of largest cut diamonds in the world. Weighing 105.6 carats (21-129) and part of British crown jewels. The current name of the diamond Koh-i-noor is in Persian and means "Mountain of Light" up to 1500 it is believed that the diamond was first mentioned more than 5000 years ago in a Sanskrit Script where it was called the Syamantaka. The diamond is widely believed to have come from Kollur mine a series of 4-metre (13f) deep gravel-clay pits on the banks of Krishna River in Golconda (Present day) Andhra Pradesh, India.

History of Kohinoor -

The hands of time must be turned back some 5000 years. Some scholars believe the Kohinoor was referenced in the ancient Sanskrit writings of India. Which describe the "Syamantaka" jewel. Hindus claim the lord Krishna wore it around his neck and that it was stolen from him while sleeping According to another account the Kohinoor was discovered in the Godavari River in central India around 5000 years ago. The Koh-i-noor come in to the hands of numerous rulers till it was possessed by Porus, the king of Punjab. Who retained the diamond after a peace treaty in 325 B.C. When Alexander left India.

Chandragupta Maurya (325-297 BC) become the next possessor and passes it on to his grandson Ashoka who ruled from 273-233 BC. Later it shipped into the hands of Raja Samprati of Ujjain (Ashoka's grandson). This jewel remained in the custody of Ujjain and Parmar dynasty of Malwa when Ala-ud-din Khilji

(1296-1316 A.D) he acquired the diamond from this stage up to the time of Mughal emperor Babur the history of this precious stone is lost once more Koh-i-noor comes to light again in year 1526. The Kohinoor stayed in the hands of the Moguls until Persian Conquerors attacked the Indian city Delhi and got a hold it.

After the Persian Emperor Nadir Shah Gazed upon the diamond he reportedly cried out "Koh-i-noor" As noted above this translate in to "Mountain of Light" emperor Shah carried the gem back with him to Persia, Where it remained until his death . The Kohinoor then belonged to various Afghan chiefs, Afghan Kings and Indian kings ultimately how ever through various rebellions and clashes the Kohinoor come into the hands of the Indian king Maharaja Ranjit Singh. It is with the Maharaj's family that the Kohinoor stayed before it was taken by British. Maharaja Ranjit Singh and was passed down to subsequent generations Kohinoor was taken from the twelve - year old boy king Maharaja Duldeep Singh as part of British war booty during the colonization of India.

Last Indian Owner of Kohinoor -

The Kohinoor's journey out of India begins in the 1800's under undivided India the Maharaja Ranjit Singh ruler of Lahore Punjab was the owner of the Kohinoor while on his deathbed the Maharaja Ranjit Singh requested that the Kohinoor be taken to the famous temple of Jagganath Maharajas minister refused the request. Maharaja Rajit Singh had several Son's and the Kohinoor successively passed through their hands of the twelve year old Maharaja Duldeep Singh.

Kohinoor Journey of England -

In 1849 after the conquest of the Punjab British force the properties of the sikh empire were confiscated. The Koh-i-noor was transfer to the treasury of the British East India Company in Lahore. The diamond was handed to Queen Victoria in July 1850. In 1852 the Queen decided to reshape the diamond and it was taken to a Dutch Jeweler Mr. Cantor who cut it to 108.93 Carats.

Kohinoor Grabbed or Gifted ?

Kohinoor the fabled Indian diamond was diamond was ' Surrendered' by the Maharaja of Lahore to Queen Victoria and not Gifted according to a RTI response

Archeological Survey of India has made a new revelation in the RTI reply.

According to the ASI response the treaty clearly indicate that the Kohinoor largest diamond in the world not handed over to the British on wishes of Duldeep Singh Beside singh was barely twelve years old when the treaty was signed.

Efforts For Recover Kohinoor -

The Indian parliament argued that the Kohinoor should be returned to India because the British illegally acquired the diamond during the rule India. The former Prime Minister of Pakistan, Zulfikar Ali Bhutto demanded that the Kohinoor return to Pakistan because in present day Pakistan where was surrender to British.

India and Pakistan is are not alone in the demand of repatriation of the diamond Taliban clamming it is property of Afghanistan also asked the Kohinoor be returned.

The Government of India believing the gem was rightfully theirs first demanded the return of the Kohinoor as soon as independence was granted in 1947. A second request followed in 1953 the year of the coronation of Queen Elizabeth II. Each time the British government rejected.

In July 2010 while visiting India, David Cameron the Prime Minister of the United Kingdom said of returning

the diamond “ If you say yes to one you suddenly find the British Museum would be empty. I am afraid to put” on a Subsequent visit in February 2013 he said “ They are not having back”

In April 2016 the Indian Cultural Ministry stated it would make “ all possible efforts to arrange the return of the Koh-i-noor to India.

Conclusion -

Your diamond finder add nothing to the world’s wealth the grower’s of corn and Cotton the feeder of people and the weavers of wool. Farmers are real producers of the wealth of the world. We are not richer for the diamond but we are all the world richest people in the genius that made the work gathered from every corner of the world harvested for an ever growing multitude richer. The value of that world wonder of a diamond if instead of the sword we had carried to Indian honor Justice and Industry.

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Unemployment Problems in India

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Abstract -

This paper provides important insights into the problems of unemployment in India. Unemployment is like garbage which pollutes the society. It is the inability of labor-force participants to find jobs. The detailed profile about how unemployment affects the democratic fabric of the country is described here. For example a college graduate having a bachelor's degree in commerce working as an assistant at a cloth shop is underemployed. Such underemployed people are counted as being employed. There are millions of capable and willing hands of the young men and women but there is no suitable employment for them. Hence, they remain idle. The study highlights the causes of unemployment in India. Further, in this paper I take a look at measures to reduce unemployment. After studying this paper one will be able to understand that how he can solve the problem of unemployment by concentrate on labor intensive units and by changing some systems in India.

Definition of Unemployment - Unemployment is defined as a situation where someone of working age is not able to get a job but would like to be in full-time employment.

Meaning of Unemployment - Unemployment is a situation where the people who are physically fit for the job and willing to work at prevailing rate of wages, do not get the job. Now-a-days unemployment can be regarded as a condition of enforced idleness. In other words, it is a situation where a person who does not have work is actively seeking work. At the time of describing the concept of unemployment, only the people in the age group of 15 to 60 years are considered.

Today, creating jobs for people is a major challenge before India, which has the largest youth population in the world. The increasing number of job-seekers shows how serious this problem has become in recent years. But, all job-seekers and unemployed persons do not get themselves registered with the employment exchanges, so this only gives a rough idea of the problem. Moreover, there are no employment exchanges in the rural areas or the country. India is the second largest country in terms of manpower after China. Still this manpower is not being

utilized because of this large scale unemployment. Unemployment rate in females is more as compared to males. For females it is 7-8% whereas for male the unemployment rate is near about 4%.

Table : Data Relating to Employment & Unemployment

Year	Population	Labour Force	Employed	Unemployed	Unemployment Rate
2001-02	102.9	37.82	34.34	3.48	9.21 Per cent
2004-05	109.28	41.97	38.49	3.47	8.28 Per cent
2009-10	117.0	42.89	40.09	2.80	6.6 Per cent
2011-12 (Projected)	120.80	48.37	46.03	2.34	4.83 Per cent
2016-17 (Projected)	128.32	52.41	51.82	0.59	1.12 Per cent

(Source : NSSO Report 2011)

There are many causes of unemployment described below -

Competition in the labor market -

Competition in the labor market is the main cause of unemployment in India as there are few employment opportunities available in front of people. At every place where there is recruitment for one post, there are more than one qualified individuals. This leads to that situation when one gets employment, others remain unemployed.

Inexperience and old age -

Age factor is the second one cause of unemployment. This factor fixes limitations in case of employment opportunities. Many graduates do not get jobs soon after their studies. Some young people and some old people are not eligible for many jobs due to their inexperience and old age. Hence, they fail to get some jobs.

Education system -

I examined that the education system in India is inappropriate. It does not aim at development of human resources. This system of education does not prepare the minds of young men to become self-employed. It only makes them to depend on government and private sector. Also there is no co-ordination between Indian educational system and industrial growth. There are very few technical training institutions at village level. Students in rural areas are unaware about job oriented courses and venues of employment. Limited tertiary sector could not provide sufficient employment to technically trained persons

Speed of Economic development -

Indian economic development is very slow. Due to fluctuations in international markets, business field faces

ups and downs. Close down the sick industries results their employees to become unemployed. It is also observed that industrialists give their preference to labor-saving machines and automatic equipments instead of labor intensive techniques. Lack of capital formation and industrialization leads to increase in the number of unemployed persons.

Mind set of Youths -

Now-a-days in India, in waiting for a paid employment opportunity, the youth are passing their time in colleges and elsewhere. Also, strikes and lockouts becomes a problem. Industries' incurring huge losses and slope of production also goes down due to these strikes and lockouts. This turns into frictional means temporary or long-term unemployment for many employees. In addition to this, at the time of recession, many people thrown out of jobs.

Effects of unemployment -

The above causes of unemployment show major negative effects on the society. In rural sector about 90 lakh women are job-less. On the other hand, near about 35 lakh women were added to the workforce in urban areas. It has many financial as well as social impacts. Unemployment means there is no source of income and people are unable to fulfill their basic needs due to lack of money. People are forced to live their lives in a way they do not wish to because their standard of living gets affected. This leads to crime, violence, mental problems, disappointment and frustration. Honesty and nobility cannot be expected from a person who is unable to manage sufficient food for his family because of his job-less condition. Faith in democratic values may be loose and government considered as worthless by unemployment persons. Human resources lost and poverty occurs due to this increasing unemployment. It affects the development of economy as economy does not utilize the production abilities of unproductive unemployed individuals.

Voluntary, seasonal, cyclical and disguised type of unemployment affects the democratic fabric of the country. Voluntary type of unemployment occurs because some physically fit people do not have will to do work. Seasonal unemployment is a result of change in season. People get employment during season and remain unemployed in off-season. In disguised unemployment there is excess number of workers are employed to do a particular job which could have been done by a smaller number of workers. In agricultural field, all these type of unemployment can be found. In this way, unemployment affects our country badly.

Effects on Society -

- Civil Unrest

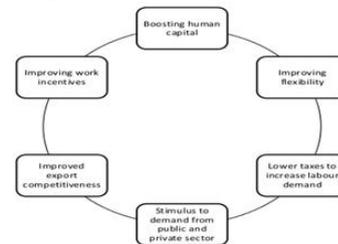
- Law and order problems

Effects on Individual Level -

- Mental Stress
- Loss of Self esteem
- Direct Link to Poverty

Measures to reduce unemployment -

Reducing Unemployment - Themes



To encourage small scale industries is essential now-a-days. Such industries required less capital and also using labor intensive technology. Thus, it creates more employment opportunities.

The most important measure to reduce unemployment is to control the ever-rising population of the country. Family planning programs will be helpful in this regard.

It is important to change the education pattern of the India. Focus should be given on vocational and technical education, instead of giving only general education. Also there is requirement of job oriented courses in rural areas.

Well economic planning may help to increase the pace of economic development in India. Thus, there is need for efforts should be made for the development of not only of agriculture sector but of industrial sector also.

I observed that there is more unemployment in rural areas than urban. Therefore, it is necessary to conduct rural development programs. For example: rural housing, rural electrification, road construction, irrigation facilities etc. it may help to reduce rural unemployment.

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Callus Induction and Phytochemical Analysis of Datura Metel

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Abstract -

A Callus, undifferentiated state of cells formed during invitro condition. This paper gives the information about, Induction and phytochemical analysis of callus from Datura Metel. A daturametela medicinal plant more exploration towards Pharmacognocny. The datura Metel species belong to family Solanaceae the species occurs over India and other country. The objective involved MS-medium formulation with respect to callus growth and analysis primary metabolites as well as some economic important of secondary metabolites. The extraction of induced callus done by Aqueous, Chloroform and Methanol methods. The estimation of crude form of carbohydrates, protein, amino acid (primary metabolites) and nitrogen containing compound, Alkaloids and Some phenolic compounds (secondary metabolites) done with different reagent test. The aqueous solation extracts the primary metabolites and the solvent i.e. Chloroform and Methanol shows extraction of secondary metabolites and steroids.

Key Words - daturametel , Callus , Ex-plant , MS-medium, primary metabolites , secondary Metabolites

Introduction -

The in-vitro cultivation of callus and morphological analysis of its structure. The daturametel is an herbal plant gives more exploration towards pharmaceutical industries. Its contain different kinds of primary and secondary metabolites. The daturametel is a species of the family Solanaceae. The flower erects or trumpet shaped 5 to 20 cm long and 4 to 12 cm broad. Daturametel is widely growing plant occurs in variety of flower color like violet, yellow, white or cream (Figure No. A). These plant grown 2 meter and used for traditional medical purpose. The medical uses like Antiasthnatics, anticancer, cures skindiseases and some stomach problem. the leaves extract contains niacin and vitamin C. In Bangladesh 6,000 datura species are noted. The metabolic level increase with plant age. Each part of plant has different alkaloids with different parts pf plant like root, leaf, stem, fruits.

Material and Methods -

Isolation and Sterilization of ex-plant- plant collected

from the local area

The ex-plant is collected from leaf part and cut the size 2 to 5 mm.

For sterilization purpose 1-2 % of Calcium or Sodium Hypochlorite or 0.1 % Murcuric Chloride for 1-2 min.

Plant tissue culture

The tissue culture bottle made by formulating the different concentration of MS medium (Murashige and Skoog medium) and hormonal concentration of 2,4-D. (Figure. No. B)

Callus induction -

By using the simple steps Micropropagation technique induction of callus by various concentration of hormones (2,4-D).

Results and Discussion -

The explant from nodal section showed the formation of friable callus in 2mg/l of 2,4-D concentration as shown in fig-1.

Aqueous extraction shows presence of primary metabolites like proteins, carbohydrates etc. Chloroform and alcoholic extraction shows presence of secondary metabolites like saponin, tannin, phenolic components, alkaloids etc.

A greenish color callus was induced after three weeks as shown in figure no. C and D. The MS media with growth regulator at 2 m/l shown best callus result and used for testing purpose (table No.1). The induced callus contains high amount carbohydrate and protein (table no. 2). It's also shows (table no.3) presence of secondary metabolites, that was used for drug precursor synthesis and medicinal uses.

Sr. No.	Medium	Plant Growth Regulators	Concentration (mg/l)	Callus response	Nature of Callus
1.	MS	2, 4 D	1	-	-
2.	MS	2, 4 D	2	+++	Greenish friable
3.	MS	2, 4 D	3	-	-
4.	MS	2, 4 D	4	-	-
5.	MS	-	control	++	Greenish yellow, friable

Table. No. 1. Media formulation for callus induction

Test	Response
1. Carbohydrate	+
(a) Molish Test	+
(b) Fehling's Test	+
(c) Benedicts Test	+
(d) Barfoed's Test	+
(e) Starch	+
2. Proteins by Biuret test	+
3. Amino acids by Ninhydrin test	-



Test	Alcohol Extract	Chloroform Extract
1. Steroids	++	+
2. Cardiac Glycoside	++	++
3. Saponin Glycoside	++	++
4. Coumarin Glycoside	-	-
5. Tannins and Phenolic Compounds	++	++
6. Alkaloids	+	+
7. Flavonoids	++	++



Table. No. 3. Test for Secondary Metabolites



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Women Empowerment and Self Help Group

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Abstract: -

The process of women empowerment is the continuous journey of achievements to uplift themselves in a given situation. The process itself is the learning experience and encouraging story for many women to overcome their own difficulties. No country can afford development without considering the half of their population i.e. women. Goddess are worshiped and respected in India but at the same time gender disparities are vastly observed in all parts of the country. SELF HELP GROUP with bundle of today's development.

Key Words - Women Empowerment, Economic, SELF HELP GROUP, Population, Achievement

Introduction -

Empowerment requires that 'power can change', and the concept of empowerment depends upon the idea that 'power can expand'. Power is often related to our ability to make others do what we want, regardless of their own wishes or interests. Power exists within the context of a relationship between people or things. Power does not exist in isolation nor is it inherent in individuals. For several years women were and are considered as a commodity by the society. Years together all the civic, political and personal rights were denied to them under different men centric concepts in religion, rituals, customs etc.

Women were considered in esteem and were most of the times considered as creature always in need of protection, support, and help of men. They were always considered subordinate to men and so were also recognized as the property of men. Empowerment is defined as a process of change by which individuals or groups gain power and ability to take control over their lives. It involves access to resources resulting into increased participation in decision making and bargaining power and increased control over benefits, resources and own life, increase self confidence, self esteem and self respect with increased well being. Thus empowerment includes economic, social and political empowerment. The SHG movement functioning for last two decades had reached every nook and corner of the country and also witnessed confidence among the financing banks to take up as a

potential business model.

The central and state governments along with planners recognized the potential of the movement in development of the poor and became an essential ingredient of all poverty alleviation programmes of the government. In 1992 the programme of SHG bank linkage started with linking 255 SHGs to bank on experimental basis and disbursed loan of Rs. 0.29 crores as a pilot project. Within two decades the movement has expanded and reached up to 1, 01, 12,504 SHGs being financed Rs.84,606.46 crores

Some Experts try to define empowerment as follows -

- The World Bank has defined empowerment as; 'The process of increasing the abilities of an individual singularly or collectively and to opt for their own likings and to achieve them'
- Mrs. Venesa Griphen at the International Women's Workshop held in 1987 at the behest of UNO explained women's empowerment as - "Women's empowerment means to improve their decision making capacity, to monitor, to organize, to express herself, action oriented implementation of the programme coupled with mass contacts with the people, establishing contacts with the institutions and financial affairs."
- Empowerment has been defined as, 'a process of change by which individuals or communities with little or no power gain power and ability to make choices that affect their lives.' by Anand¹³ (2006)

Women Empowerment -

Empowerment refers to increasing the economic, social, educational, political and psychological strength of an individual and of society collectively. It involves developing one's confidence while increasing the capacities. Empowerment is a process that fosters power in people for use in their own lives and their communities as a multi-dimensional social process that helps people gain control over their own lives, and in their society, by acting on issues they define as important. At the core of

the concept of empowerment is the idea of power. The possibility of empowerment depends on two things by implication, since power is created in relationships, power and power relationships can change. Empowerment as a process of change, then, becomes a meaningful concept.

Kreisberg (1992) has suggested that definition of power as “the capacity to implement” is broad enough to allow power to mean domination, authority, influence, and shared power or “power with.” It is this definition of power, as a process that occurs in relationships, that gives us the possibility of empowerment.

The concept of empowerment of women came forward when the discrimination reached to its peak and feminist started realizing the situation of other women facing tremendous discrimination, burdens, and restrictions with oppression, not only in India but also at the international level. Though women constitute about half of the world’s population, they are discriminated in every walk of life from their birth itself. Women all over the globe realized the fact that there are certain rights and situations which are common to all women all over the world. They were trying to understand the global, national and local economic, social, political and cultural forces that shape these situations.

Today the term empowerment is used widely all over the world. Many development policies and programmes are framed with the aim and objective of women empowerment. The development in the field of women empowerment started from defining certain terms. Presently it is recognized in framing national policies as one of the important issue. Numerous topics touching the problems of women like education, health, potable water, sanitation, dwellings, environment, science and technology, women in difficult circumstances, violence against women, rights of the girl child etc. were dealt with by forming government policies.

Theory of Empowerment -

Power is defined by the Cornell Empowerment Group as the “capacity of some persons and organizations to produce intended, foreseen and unforeseen effects on others. Empowerment is an intentional, ongoing process centered in the local community involving mutual respect, critical reflection, caring and group participation, through which people lacking an equal share of valued resources gain greater access to and control over those resources.” The persons or individuals who lack in power of any sort like resource, property / wealth, personality need the empowerment. At the individual level, powerlessness can be seen as the expectation of the person that his/her own actions will be ineffective in influencing the outcome of life events. Real powerlessness results from economic

inequities and oppressive control exercised by systems and other people. Surplus powerlessness, on the other hand, is an internalized belief that change cannot occur, a belief which results in apathy and an unwillingness of the person to struggle for more control and influence. Empowerment is identified as a principal theory of community psychology and a key concept for communities to remedy inequalities and to achieve better and fairer distribution of resources for communities.

It is used in research as a way to predict and explain the behavior of an individual or group within social constraints and amount of power it had in decision outcomes. Empowerment conveys both a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights”. The empowerment theory has its roots in Community Psychology and is used for the individual development of mentally ill often referring to their ability to make choices for themselves. It is also used in research about the battered women, school boards, community volunteer participation, hospitality staff and office work environments.

Indicators of Women Empowerment:-

From all the theories and concepts expressed by different researchers, it is observed that empowerment is a complex issue and functions at different levels like personal/ individual, organizational, and national. In the report of the International Seminar on Women’s Education and Empowerment edited by Carolyn Medel-Anonuevo and Bettina Bochynek the participants felt that following indicators can be used to measure the empowerment at different levels.

At the level of the individual woman and her household

- Participation in crucial decision-making processes.
- Extent of sharing of domestic work by men.
- Extent to which a woman takes control of her reproductive functions and decides on family size.
- Extent to which a woman is able to decide where the income she has earned will be channeled to feeling and expression of pride and value in her work.
- Self-confidence, self-esteem and ability to prevent violence.

Women and Education -

Education being the entry point of opportunities is an extremely important right for women. Education helps women to understand their rights with dignity and to gain confidence to claim them. In the first half of 19th century the social reformers argued that the education was the

master key for the betterment of society and it would exert a humanizing influence on society and help the removal of social ills. Women's education was considered as the way to improve the society. The education to daughters was the wealth no one could deprive from them. The reformers insisted that women were in no way inferior to men nor were they men's slaves. They cited spiritual and historical examples of educated women in the ancient India to show that female education was not prohibited by religion.

They pleaded that the educated women can help and benefit the family and society with her wisdom for peace and happiness. Jyotiba Phule, Maharshi Karve, Savitribai Phule, Pandita Ramabai, Ramabai Ranade and Kashibai Kanitkar and other reformers started schools for girls at Mumbai, Pune and Ahmedabad for bringing social reforms through education. Today there is not a single field where women have not reached with the help of their intelligence and relentless efforts. They secured prominent positions in every sphere. They have proved their metal and become the lighthouse for those who wish to follow the path. Though women have acquired the highest posts of decision making like the Prime Minister, President, and Speaker of the Parliament, Leader of Opposition, and the Chief Ministers of the states, the number is negligible compared to the women population.

Women and Development -

We are proud of India's unity and diversity in several aspects but the development of women gets jeopardized due to the patriarchy, the traditions and customs in different states of the country. Several women specific legislations are passed to safe guard the interests and rights of women, and to protect them against atrocities, violence, discrimination, and undesirable social practices. Women bear a disproportionate burden of the world's poverty. Statistics indicate that women are more likely than men to be poor and at risk of hunger because of the systematic discrimination they face in education, health care, employment and control of assets. Poverty implications are widespread for women, leaving many without even basic rights such as access to clean drinking water, sanitation, medical care and decent employment. Being poor can also mean they have little protection from violence and have no role in decision making. According to the estimates, women represent 70 percent of the world's poor. They are often paid less than men for their work, with the average wage gap in 2008 being 17 percent. After the 2nd world war several international development practices came forward. From 1980 to 1990 many developing countries experienced the negative effects of economic growth. The fruits of modernization never reached the women and they remained the most

underdeveloped amongst the underdeveloped.

Reduction in budgetary allocation for social sectors especially in education, health and public distribution system and privatization of essential survival needs made lives of poor women unbearable. Droughts in several parts of India and liberalization of agrarian market added fuel to fire, with increasing number of farmer's suicides and starvation deaths. The women's leadership through Self Help Groups came forward with this background to provide a helping hand to the poorest of the poor women in the 32 southern States – Karnataka, Andhra Pradesh, Kerala and Tamil Nadu and spread all over the country during the 21st Century”

Self Help Group (SHG) -

Self Help Group (SHG) is an association of people which is homogeneous with common aim and the members help each other in one way or the other. SHG is a well known concept spread all over the world especially in the developing and poor countries. The SHG movement is about 2-3 decade old and considered helpful for economic development of the country. More than 80 - 90% of the SHGs have women members who are participating in various incomes generating activities and elevating the economic status of their families. The process is a step towards gender equality and women empowerment.

'SHGs' originated in the West and 'Alcoholic Anonymous' a group from USA, was perhaps the first group in this kind. Such groups in the West were and are formed largely to deal with clinical problems rather than for problems of poverty as they do in developing countries. Such groups have been formed for ridding people of alcoholic addiction, to help people get rid of tobacco addiction, to help care for cancer patients, to provide support to families in which there may be members with physiological problems, among others. Many of these groups have been successful. The most widely accepted forms of SHGs are for propagation of micro finance. Poverty is the major issue in developing countries and groups were formed with the intention of poverty alleviation. Dr. Mehmud Yunus, Professor of Economics in Chittagong University of Bangladesh, was a pioneer and initiator of micro finance. He was the founder of 'Gramin Bank' in 1976 which provides loans to the poor and landless women for self employment. He gave thousands of small loans without security. He proved that the poor people also repay the loans if their 'self respect is honoured'. Bangla Gramin Bank is the biggest bank in

Growth of SHGs in India Traditionally the formal banking institutions in India have been serving the needs of commercial sector and giving loans to higher and middle income groups. The institutions could not reach the poor

class due to following reasons

- High transaction and service cost.
- Credit risk (iii) Lack of tangible proof for assessment of income.
- Absence of land tenure for financing housing.
- Absence of collaterals.

In India we have the multi agency rural credit delivery structure comprising commercial banks, regional rural banks and cooperative banks with a large network of thousands of outlets.

SHG Models in India -

- Three different models of SHG – Financial institution linkage are observed in India. Banks themselves form and finance the SHGs.
 - SHGs are formed by NGOs and other agencies and financed by banks. 3/4th of the total SHGs formed belong to this model.
 - NGOs and other agencies act as financial intermediaries between banks and SHGs.
- Concept of SHG: - The concept of SHG is based on following principles,
- A homogenous group of 10 to 20 women belonging to similar socio-cultural background.
 - Members come together voluntarily.
 - The group may be registered or unregistered.
 - Self help supplemented with mutual help for socio-economic development of the poor.
 - A weekly or monthly meeting is held for economic and social activities.
 - Participative and democratic financial services management.
 - Regular savings of the poor with credit support from their own savings for self reliance and economic up-liftment.
 - Solidarity and trust among the members with a bare documentation without any security for loans. 91 • Internal loans are small, frequent and for short duration.
 - To accept the new challenges and responsibilities by capacity building of the members.
 - To start new business or enterprises using the internal/external bank loans through the medium of SHGs.
 - Participation, mutual help, leadership, duties, exchange of opinions and thoughts, consistent and active group of the members is called self help group.
 - Defaults of loans are rare due to group pressure. There are thrift groups, credit management groups, income generating groups, self help

groups and mutual help groups.

Aims of SHGs -

‘Self Help is the Best Help’ and ‘Unity is Strength’ are the mottos of SHG movement. The vulnerable, poor women from urban and rural area are unable to fight against all the odds they face. The principal aim of the SHG is to empower women and upgrade their economic, social, political status so that they can enjoy ‘at par’ position with other women and men in the society.

Objectives of SHGs -

- To carry out economic activities in the organizational form is the basic objective behind formation of SHG.
- To stimulate the rotation of small funds for domestic needs.
- To understand and gain knowledge about banking, local self government, law and judiciary and different government schemes, especially for women.
- To have informal discussions with an intention to enhance the knowledge and ability to solve family problems, social issues and individual hurdles.
- To develop self confidence, self esteem and courage with participation in decision making in the family, community and society.
- To provide easy platform for conversation and exchange of views for empowerment, leadership development, increasing nutrition, gender inequality in birth and school drop out of children especially girl child.
- To generate awareness about various affairs relating to their economic, health, nutritional, political, cultural and legal matters .
- To impart technical and scientific knowledge to the members for undertaking various income generating activities.
- To establish federations of SHGs for networking among all the SHGs formed.
- To enhance the participation of SHG members in various government programmes for socio-economic development.

Impact of SHG -

Impact of SHGs in the process of Empowerment of women Year 1975 was declare was declared as Women’s Decade. Since then a movement of empowerment of women has got momentum. Year 2001 was declared as Women Empowerment Year. Several schemes were launched for the up economic and political fields. The same is guaranteed by our constitution. This gave the initiation to many government and non government agencies to

come forward to implement the schemes. Year 1991 is another milestone in the progress of women. 73 and 74 reservation for women in Panchayat Raj. This helped to build up confidence in rural women to participate in the local activities. It involves access to resources resulting into increased participation in decision making and bargaining power and increased control over benefits, resources and own life, increase self confidence, self esteem and self respect with increased well being. Thus empowerment includes economic, social and political empowerment.

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Education for Woman Empowerment

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Introduction -

Empowerment is a term widely used in the context of development, particularly women's development. The empowerment approach was first clearly activated in 1985 by Development Alternatives with Women for a New Era (DWAN). In the mid 1980's, the term empowerment became popular in the field of development, especially with reference to women. 'Power' is the key word of the term 'Empowerment' which means control over material assets, intellectual resources and ideology. The material assets over which control can be established may be of any type-physical (land, water and forests), human (people's bodies, labour and skills), financial such as (money and access to money). Knowledge, information, ideas can be included in intellectual resources (Halder, 2010).

The core element of empowerment is power. The prefix 'em' is attached to the noun 'Power' to create a verb (empower). According to Webster's New World Dictionary (1982) this prefix is used to form a verb meaning "to make, make into or like, cause to be". Thus "to empower" is to make or cause power. Hence, the noun 'empowerment' refers to the process by which power is gained developed, seized, facilitated or given.

Empowerment broadly refers to the expansion of freedom of choice and action to shape one's life. It implies control over resources and decisions. The meaning is more significant in context of the marginalized people whose freedom is severely denied or curtailed by their voicelessness and powerlessness in relation to the state, community, household, educational institutions or markets. Empowerment develops participation of weak marginalized and excluded sections in the process of development. It has the capacity of creating new dimensions of lives of marginalized and excluded groups to set access to different social development paradigms. Thus, empowerment is the expansion of resources, capabilities, abilities, choices, and decision making of people to participate in, negotiate with influence, control, and held accountable institution that affect their life.

Empowerment in the context of education as human rights minimally touches upon educational access, retention

and success of some marginalized people who find no access to education for satisfying their needs and aspirations and who do not discover any meaning of educational achievement that is rendered by schooling.

Therefore, Empowerment stands for acquiring the power to think, to speak, to act freely to exercise choice, to raise voice and to be able to take a decision. This is equally true for both man and women. Empowerment is a process of awareness and capacity building leading to greater participation, to greater decision making power and control, and to transformative action. Empowerment, in a nutshell, is a way of defining, challenging and overcoming barriers in one's life through which an individual increases his or her ability to shape his or her life and environment.

Significance of the Study -

Women Empowerment : A Concept -

Woman Empowerment is a global issue. This concept of women empowerment appears to be the outcome of several important critiques, discussion, dialogues and debates generated by the woman movement throughout the world, especially in the third world countries (feminist). To empower women, literally speaking is to give power to women. 'Power' here does not mean a mode of domination over others, but an exposure of inner strength and confidence to face life, the right to determine one's choice in life, the ability to influence the society and social change, a share in decision making and capacity-building for the sake of national development.

Empowerment, in its simplest form, is manifestation of redistribution of power that challenges patriarchal ideology and the male dominance. It is a process that enables women to gain access to and control of material as well as information resource. It is both process and result of the process. Empowerment is an active process enabling women to realize their full identity and power in all spheres of life (UNDP, 1994). Empowerment is defined as a process which enables individuals or groups to change balance of power in social, economic and political relations in society. The goals of women empowerment are to challenge patriarchal ideology to transform the structures and institutions that reinforce and perpetuate gender

discrimination and social inequality and to enable poor women to gain access to and control of, both material and informational resources.

According to TrishnaGoswami (Kundu), 2010, women empowerment addresses the following separate but interdependent component of women's position. These are :

- a) The extent of exposure to the outside world.
- b) The extent of interaction with outside world and in particular, the extent of economic interaction.
- c) The level of autonomy in decision-making within and outside the household.
- d) The power and relationships in society interwoven with gender, class, race, ethnicity, age, culture and history.

At a workshop of Pacific Women entitled 'Women, Development and Empowerment (1987)', VenessaGriffen spoke about what empowerment means to her : To me, the word simply means, adding to women's power.... To me power means :

- having control, organizing further control
- having a say and being listened to.
- Being able to define and create from women's perspective.
- Being able to influence social choices and decisions affecting the whole society (not just areas of society accepted as a women's place).
- Being organized and respected equal citizens and human being with a contribution to make.
- Stromquist (1995) has identified four clear components of empowerment. They are cognitive, psychological, economic and political. According to him...
- The cognitive component refers to women's understanding of their conditions of subordination and the causes of such conditions at both micro and macro levels of society.
- The psychological component includes the development of feelings that women can act at personal and social levels to improve their condition as well as the formation of the belief that they can succeed in their change efforts.
- The economic component of empowerment requires that women be able to engage in a productive activity that will allow them some degree of financial autonomy, no matter how small and hard to obtain at the beginning.
- The political component of empowerment entails the ability to analyze the surrounding environment in political and social terms; it also means the ability to organize and mobilize for

social change.

The National Policy of Education (1986) has laid a Programme of Action for its implementation. This Programme of Action spells out the meaning of women empowerment by saying "women become empowered through collective reflection and decision making". The programme of Action, 1992 has clearly declared the following parameters of empowerment, namely :

- Building a positive self image and self confidence.
 - Developing ability to think critically.
 - Building up group cohesion and fostering decision making and action.
 - Ensuring equal participation in the process of bringing about social change.
 - Encouraging group action in order to bring about change in the society.
 - Providing for economic independence.
- Women Empowerment can be viewed as a continuum of several interrelation and mutually reinforcing components:
- Awareness building about women's situation, discrimination and rights and opportunities as a step towards gender equality. Collective awareness building provides a sense of group identity and the power of working as a group.
 - Capacity building and skills development, especially the ability to plan, make decisions organize, manage and carry out activities to deal with people and institutions in the world around them.
 - Participation and greater control and decision making power in the home, community and society.
 - Action to bring about greater equality between men and women.

Objectives -

- 1) To study the woman empowerment, in detail.
- 2) To develop the woman perspective towards woman empowerment.
- 3) To implement the constitutional provisions for the awareness of woman empowerment.

Interpretation of Data -

Understanding empowerment for the women is a complex issue with varying interpretation in different social, natural and cultural contents. However, some common indicators of women empowerment across all nations can be expressed as participation in crucial decision making progress at the level of the individual woman and her household and work place, the community and organizational levels, at the national level and if possible in

international level.

Women Empowerment is a process of social change. It is synonymous with the achievement of equality and equal mildness in society. It will enable women to maintain stronger functioning position. It enable autonomy and control over their lives. The empower women became agents of their own development, able to exercise choice to set their own agenda and be strong enough to challenge and change their subordinate position in the society. Empowerment is self esteemed and collective mobilization for challenging basic power relation like social injustice and mobilization of resources. It is self-governance, self-sufficiency and self-maintenance.

In a broader sense, empowerment of a woman means two things- liberty from her subordination in the family and release from her sub-alternate in the society. It represents three types of freedom – freedom from ignorance, freedom from exploitation and freedom from inequality and injustice. Empowerment has become the key solution to many social problems like high population growth rate, environmental degradation and low status of women.

Constitutional Provisions, Special Laws and National Policies in Support of Women Empowerment -

Women as an independent group constitute 48.46% of the country's total population as per the 2011 Census. The importance of women as a important human resource was recognised by the Constitution of India which not only accorded equality to women but also empowered the State to adopt measures of positive discrimination in their favour. A number of Articles of the Constitution specially reiterated the commitment of the constitution towards the socio economic development of women and upholding their political right and participation decision making. Among them some may be noted.

In Pursuance of the constitutional provisions, the Government has also enacted specific laws to safeguard the interests of women and for upgradation of their status. Some of them may be noted here :

- The Hindu Marriage Act, 1955 which prohibits polygamy, polyandry and child marriage and concedes equal rights to women to divorce and to remarry.
- The Hindu succession Act, 1956 which provides for women the right to parental property.
- The Hindu Adoption and Maintenance Act, 1956 which gives a childless woman the right to adopt a child and to claim maintenance from the husband if she is divorced by him.
- The Special Marriage Act, 1954 which provides

rights to women on par with men for inter caste marriage, love marriage and registered marriage. The Act has also fixed the minimum age of marriage at 21 for males and 18 for females.

- The Dowry Prohibition Act, 1961 which declares the taking of dowry an unlawful activity and thereby prevents the exploitation of women.
- Equal Remuneration Act, 1976 which provides payment of remuneration equal with men for work of equal value.
- The Suppression of Immoral Traffic of Women and Girls Act, 1956 which gives protection to women from being kidnapped and being compelled to become prostitutes.
- The Medical Termination of Pregnancy Act, 1971 which legalizes abortion conceding the right of a woman to go for abortion on the ground of physical and mental health.
- The Criminal Law Amendment Act, 1983 which seeks to stop various types of crimes against women.
- The Family Court Act, 1984, which seeks to provide justice to women who get involved in family disputes.
- The Indecent Representation of Women (Prohibition) Act, 1986 which prohibits the vulgar presentation of women in the media such as – newspapers, cinema, T.V., etc.
- The 73rd and 74th Constitution Amendment Acts, 1993 which empower women and seek to secure greater participation of women at all the levels of the Panchayat System.
- The pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994 which regulates investigation for sex determination of foetus.
- The protection of Women from Domestic Violence Act, 2005 provides for more effective protection of the rights of women guaranteed under the Constitution who are victims of violence of any kind occurring within the family and for matters connected therewith or incidental thereto.

The goal of this Policy is to bring about the advancement, development and empowerment of women. The Policy will be widely disseminated so as to encourage active participation of all stakeholders for achieving its goals. Specifically, the objectives of this Policy include –

- Creating an environment, through positive and social policies for full development of women

to enable them to realize their full potential.

- The de-jure and de-facto enjoyment of all human rights and fundamental freedom by women on equal basis with men in all spheres – political, economic, social, cultural and civil.
- Equal access to participation and decision making of women in social, political and economic life of the nation.
- Equal access to women to health care, quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, social security and public office etc.
- Strengthening legal systems aimed at elimination of all forms of discrimination against women.
- Changing social attitudes and community practices by active participation and involvement of both men and women.
- Mainstreaming a gender, perspective in the development process.
- Elimination of discrimination and all forms of violence against women and the girl child; and
- Building and strengthening partnerships with civil society, particularly women's organizations.

The above mentioned laudable objectives of women empowerment have been highlighted to examine various policy perspectives so they can be implemented in reality.

Education is a potent tool in the emancipation and empowerment of women.

Empowerment of women means equipping women to be economically independent, self-reliant, and having a positive esteem to enable them to face any difficult situation. The empowered women should be able to participate in the process of decision making and development activities. Education plays the most crucial role in empowering women; It is education that provides knowledge, awareness in regard to social, civic, political, economic and environmental issues and skills for securing employment and means of livelihoods. Education will leverage women's skills and knowledge, and make effective use of the latest information technology tools to find better ways to serve their country and the people. Underlying the importance of women's education in national life, the report of the University Education Commission (1948-49), says –

“There cannot be an educated people without educated women. If general education is to be limited to men or women, that opportunity should be given to women, for then, it would most surely be passed on to the next generation.”

Education at all levels is an impetus to social

development and the education of half of the population inevitably stands out as a major problem. Ensuring equal rights to education will enable women to enrich and develop themselves, and in the process, achieve true equality in terms of economic, political and social participation. And wherever women are denied the right to equal participation with men in national affairs, a great human resource is lost. Ensuring equal access to education is fundamental to promoting the status of women for the good of both the individual and that of the nation.

Factors Facilitating Empowerment of Women -

A big nation like India which consists of more than 50 crores women cannot afford to ignore the role of women in the national development. It is in this context the process of empowerment of women has assumed importance.

Women cannot be empowered in a magical manner. It is not an automatic or a spontaneous process but requires deliberate and consistent efforts. It is through the combined and co-ordinated efforts of the Government, NGOs people and the women the task can be fulfilled. Women cannot be effectively empowered by statutory provisions or governmental efforts alone. “Women are empowered through – women emancipation movement, education, communication, media, political parties and general awakening.”

Various socio-economic and political factors facilitate the empowerment of women. Some factors facilitating empowerment of women may be noted here :

- **Acknowledging Women's Rights** : Society should recognise that like men, women are also entitled to equal rights.
- **Freedom to Take Decisions and Make Choices** : Women should have freedom to decide whether to marry or not to marry; and after marriage, the freedom to decide as to how many children that they should have, and so on.
- **Access to Education and Employment** : Women can become stronger only with educational and economic power. Mere expectations cannot help. Conditions must be created in such a way that women get easy access to education and later on become employed. Sufficient economic freedom is a must for women to lessen their dependence on men.
- **Opportunities for Political Participation** : If women's voice is to carry more weight they must be given political power. They must be free to take part in the administrative process.

Conclusion -

To conclude the present analysis it may be said that

empowerment is a continuous process for realizing the ideals of equality, human liberation and freedom for all. Women empowerment, thus implies equality of opportunity and equity between the genders and age groups, strengthening of life chances, collective participation in different spheres of life-cultural, social, political, economic, development process, decision making etc. in order to promote women's empowerment, it is necessary to create an environment that will allow women to participate in educational programmes and share the benefits. It must be therefore emphasized that while there is a need to set up specific education programmes for women, there is also a necessity to develop forms of education that will sensitize people towards gender discrimination and will raise their acceptance of women's promotion. The

educational and other policies for women empowerment should be implemented reality for empowering women in India.

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The Impact of Coronavirus outbreak on Financial Markets

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Research Guide

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Introduction -

The rapid geographical expansion of the coronavirus Covid-19 and the high contamination rates nearly 1,90,000 infections in approximately 160 countries by March 16 have spread fear around the planet and disrupted global economic activity.

Investors have naturally been concerned and stock markets around the world suffered trillions of US dollars of losses in a single week (ending February 28) in what was the markets' worst week since the financial crisis of 2008. On March 2, mainly due to declarations of stimulus measures by central banks, some markets rebounded and erased part of the previous week's losses. However, the following day, they were hit by new losses, which indicates a clear instability.

How were the leading global stock markets hit during the February coronavirus crash? How long will it take for markets to readjust? What is the impact of this viral outbreak on the financial markets?

Effect On Global Financial Markets -

Even though the novel coronavirus outbreak started in December 2019, financial markets did not react immediately as there was little information on how long it might last, whether China would be able to quickly contain it and prevent it from spreading to other countries, and the risks that such a spread would entail for the global economy. With Covid-19's expansion around the world, it was only a matter of time before the stock markets reacted to the new danger. The crash finally occurred in the week ending February 28, when leading stock markets around the world faced their worst week since the 2008 financial crisis.

U.S. stocks lost nearly 12% and \$3.5 trillion was erased for U.S.-listed stocks. The Dow Jones Industrial Average tumbled 12% for the week. MSCI's world index, which tracks almost 50 countries, was down over 1%



once Europe opened and almost 10% for the week – the worst since October 2008. European shares ended the week down roughly 1.5 trillion US dollars in their worst weekly performance since the 2008 financial crisis. The pan-regional STOXX 600 index fell 3.5% on Friday. Asian stocks incurred significant losses. China's Shenzhen stocks led losses among major markets regionally as they closed sharply lower. The Shenzhen component was 4.8% lower. The Shanghai composite was down 3.71%. Hong Kong's Hang Seng index dropped 2.42%. The Nikkei 225 dropped 3.67%.

Impact On Indian Stock Market -

In just weeks, the Coronavirus pandemic has shaved off nearly a third of the global market cap. The Indian equity market bounced back valiantly on, but the Sensex and Nifty still closed 25% below the peak achieved two months ago. Investors can get some cold comfort



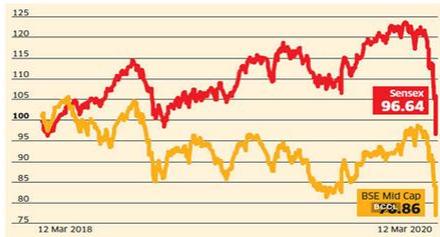
Source: Author(www.chartink.com)

Fig: Nifty Technical Chart from 13 Dec 2019 to 17 March 2020

that other markets have fallen more. The spread of the virus has triggered panic across the world and shaken the confidence of investors. Making things worse is the crude oil war between Saudi Arabia and Russia, which has injected volatility into other assets. Overseas investors pulled out a net sum of ₹ 24,776.36 crore from equities and ₹ 13,199.54 crore from the debt segment between Mar 2-13 (Source : Livemint)



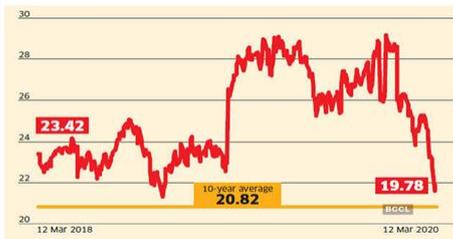
1. Sensex at 2-year low, mid-caps are lower



Source: The Economic Times

Fig: Sensex and BSE midcap Index 2 year performance

2. Sensex PE is below its 10-year average



Source: The Economic Times

Fig: Sensex PE is below its 10-year average

With the market back in the fair valuation zone, long-term investors can get in slowly. But the fact that the Indian market is out of the overvaluation zone should provide comfort to long-term investors. The broader market valuation has gone below its 10-year average while the 10-year real return from the Sensex is in the negative. In other words, this turmoil is an opportunity for long-term investors.

3. 10-year Sensex CAGR is below inflation



Source: The Economic Times

Fig: 10-year Sensex CAGR is below inflation

Sensex rarely gives negative real CAGR. It has given decent returns after incidents like this.

4. 5-year SIP returns of Sensex almost zero



Source: The Economic Times

Fig: 5-year SIP returns of Sensex

Five-year SIP returns of Sensex falling to zero is

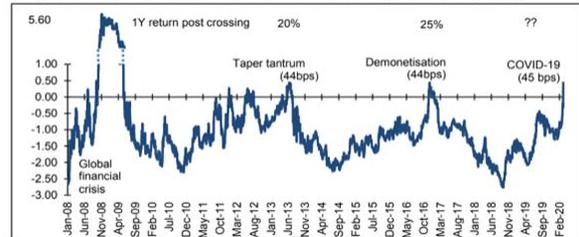
rare. The market is going through a period of flux and investors need to shift between sectors to make most of it. They need to rebalance from overvalued sectors to undervalued ones and from sectors with bleak prospects to those looking bright

5. Decrease in Nifty BEER ratio

The term ‘BEER’ can offer some comfort to Indian stock investors. BEER ratio, a metric used to evaluate the relationship between bond yields and earnings yields, has fallen below 1, suggesting that the stock market has become undervalued.

In the past, whenever the ratio has fallen to such levels, it has been followed by a 20-25 per cent surge in Nifty. On Wednesday, the 10-year bond yield stood at 6.13 per cent, while the one-year forward Nifty50 PE stood at 15.4 – off its recent peak of 18.4 – resulting in an earning yield value of 6.5 (1/forward PE or EPS/price). And that gives a BEER ratio of 0.94.

Earnings yield exceed bond yield for the first time since demonetisation



Source: Bloomberg, I-Sec research

Fig: Earnings yield

Currently ‘earnings yield’ of Nifty exceeds bond yield by 45 bps. Such instances have provided high expected returns in the past. (Source: ICICI Securities).

Data showed Nifty’s PE has come closer to the bottom of past three falls at over 10 per cent. Nearly 30 of the 50 index stocks have forward earnings yields of more than 6 per cent.

C. Impact of Coronavirus on Different Indian Sectors

The coronavirus outbreak might cost the global economy \$1-2 trillion in 2020, according to the UN Conference on Trade and Development. Its potential impact on the Indian economy is not yet known, but several sectors are already feeling the pain, Here’s a look at the sectors most impacted by the outbreak.

Sr. No.	Sector	Impact
1	Aviation	585 international flights cancelled by private carriers as on March 6
2	Hospitality	35% fall reported in restaurant business
3	Apparel	35% of apparel export orders come from Europe
4	Consumer Durables and Electronics	15% decline seen in mobile shipments in Jan-March

Source: The India Times

Aviation -

As part of its efforts to stop the spread of Covid-19, India on March 12 suspended almost all visas for a month, adding to the woes of airlines. As of March 6, Indian private carriers had cancelled 93 international flights and global airlines 492 flights, according to data shared by the government in the Lok Sabha. With the number of Covid-19 cases in India increasing two and a half times over the past week to 84, travellers might be hesitant to even fly within the country. "There will be a further demand slump in the domestic segment, at least for the next few weeks," says Kapil Kaul, chief executive for aviation consultancy CAPA India. Indigo, India's largest airline, has reported a 15-20% decline in daily bookings over the past few days, compared with the week-ago period, and expects its quarterly earnings to be "materially impacted". Kaul says the impact of coronavirus on airlines will be deeper than epidemics in the past. This crisis comes at a time when airlines are also being hit by a falling rupee.

Hospitality -

With several companies restricting all but essential travel, business hotels in major cities could be left with a lot of empty rooms. Kapil Chopra, founder and CEO of Postcard Hotels & Resorts, says average occupancy in these hotels could fall from 70-75% to 20%, if they haven't already, even as demand in holiday destinations continues to be strong.

As people become more cautious, restaurants have reported a decline of 30-35% in business in the past few days. And restaurants at malls have recorded a sharper drop, says Anurag Katriar, president of the National Restaurant Association of India. Multiplexes will also have to contend with a fall in demand. Delhi, Kerala and Jammu & Kashmir have ordered that cinemas be shut till March 31. Maharashtra has also ordered the closure of cinemas in some cities, hurting multiplex chains like PVR Cinemas and Inox Leisure Limited.

Apparel -

Raja Shanmugam, an apparel manufacturer in Tirupur, India's largest textile hub, is a worried man. "There is a fear psychosis because of coronavirus. If this continues for 2-3 weeks, it could be really bad for us."

India exported over Rs 1 lakh crore of garments in 2018-19, according to the ministry of commerce. Exports bring in 60% of Indian apparel makers' revenues. Europe alone accounts for a third of India's garment exports. But with the region being declared the new epicentre for the disease by the World Health Organization, new orders are bound to be affected. What is accentuating the apparel industry's problems is the decline in footfalls at stores, both as a result of people's reluctance to visit them and

the closure of malls.

Consumer Durables and Electronics -

With the spread of the coronavirus, it was not surprising to see a spurt in unsubstantiated social media messages on the dos and don'ts. Among these was a warning to stay away from meat, which has driven down demand for chicken, the meat of choice for Indians, by around 30% in the past three weeks, says industry sources. To prevent stock pileup, poultry companies have been forced to sell birds at Rs 25 per kg, a third of the raising cost, says B Soundararajan, chairman of poultry company Suguna Foods. Despite the food safety regulator assuring people that the virus does not spread through poultry, it might take weeks for the Rs 80,000 crore chicken industry to bounce back.

As far as seafood is concerned, India's worries are more on the export front. Seafood exports brought in Rs 46,600 crore in 2018-19, with the US, European Union and China being the top markets, according to the Marine Products Export Development Authority.

Conclusion -

Despite the market being in the oversold territory, we are not seeing a sustainable bounce in the benchmark index, which is a negative sign for the market. Considering the overall chart structure, traders should refrain from taking long positions, as all global markets are in strong bear grip. Once can use any small bounce as a selling opportunity. As long as Nifty and Sensex doesn't close above its previous day's high, the bears will have an upper hand on the market.

Coronavirus outbreak will set back India's growth recovery. India's economic growth could take a hit of up to half a percentage point in FY21 because of the disruptions caused by the Covid-19 outbreak, early estimates by the government suggest. But independent economists see a deeper cut of up to one percentage point. "There will be a hit of 0.3-0.5% on the GDP in the next fiscal year," said one of the officials aware of the estimate. "Growth in the first two quarters of the next fiscal could be as low as 4-4.5%," another official added.

The economy is forecast to grow 5% in current fiscal, the slowest in 11 years. The Economic Survey had forecast 6-6.5% rise in FY21, but Covid-19 has hurt recovery prospects. Reserve Bank of India governor Shaktikanta Das said that India is integrated into the global economy, so there will be some impact. Independent experts have called for fiscal and monetary stimuli.

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Value Oriented Higher Education

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Introduction -

The definition of higher education includes a hierarchy of institutions and programmes. Many different kinds of university level institutions such as central universities, state universities, private universities, IITs, IIMs, HSERs, occupy the upper end of the higher education spectrum. The various colleges offering general or specialized education, professional education, provide higher education to nearly eighty percent of students. Then, there are several other post secondary institutions such as community colleges and technical training institutions. In a sense the polytechnics and vocational institutions, which are not strictly post-secondary, are also considered as higher education.

According to MHRD, The quantum growth in the Higher Education sector is spear-headed by Universities, which are the highest seats of learning. In India, "University" means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act and includes any such institution as may, in consultation with the University concerned, be recognized by the University Grants Commission (UGC) in accordance with the regulations made in this regard under the UGC Act, 1956. Every year, millions of students from within the country and abroad, enter these portals mainly for their graduate, post graduate studies while millions leave these portals for the world outside. Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in Universities and Colleges is entrusted to the UGC and other statutory regulatory bodies.

In view of the multifaceted schemes and activities envisaged under Quality and Excellence, programme support for Research Projects, Relevance and Value Based Education, ICT – integration, Governance and Efficiency improvement during the 12th FYP, it is anticipated that :

- (a) the quality of higher education provided to the youth of the country would be comparable in terms of curricular offerings, content and delivery methods to those practiced internationally

- (b) increase in the employability rate of the human – resources developed through the portals of universities and colleges nationally and internationally
- (c) quality PhDs and high quality publications in high impact factor journals and with increasing citation indices of individual researchers and institutions
- (d) Promotion of Indian Universities to find their place among top 250 Universities of the world through the international ranking processes, and
- (e) the Indian University system would make significant progress in performance to the societal welfare and to build the economy of the country

Value orientation -

Due concern and consideration have been attributed towards the value orientation of the total education system. UGC (2003) had asserted that Educational opportunities and traditions that Indian Universities have build up, since independence have been able to produce graduates, capable only of pursuing limited careers, but, in the new globally competitive environment that is emerging in the country, the Indian student is now required to develop a multifaceted personality to cope up with the rapid changes in the world at large. This calls for the development of body, mind and spirit, through the educational processes in the institutions of higher education. The rapid developments in science and technology and the challenges of globalization are posing additional challenges to the education system in the country. This is also the tie when parental care to the children is on the wane. The adverse effects of the media on the mental development and moral values of the younger generation are being felt increasingly in all spheres of life. Gross consumerism has distorted the outlook of persons into one of equating possessions with richness. Exploitation of natural resources is proceeding without reference to sustainability.

Apart from the major elements, governance / leadership, partnerships / collaborations, infrastructure in general and pedagogical advancements do also have a

say in the achievements and / or developments in the country in general and the State in particular. The developments in Technology based infrastructure, academia-industry linkages, and such initiatives foster the future expectations from the State. Business Incubations Centres have been a new comer to the higher education framework that could revolutionalise the possibilities ahead of barefoot techies.

Need of the Study -

‘Value-based Education’ is such a popular and highly debated term during these days, but it has been an integral part of our philosophical, social and intellectual tradition for thousands of years. We begin to learn values from a very nascent stage in our lives. Our first sense of value is derived from our parents, and then from our teachers and peers. It is this ‘sense’ that goes on to accept and assimilate so many other impressions and experiences, that ultimately shapes our thoughts, actions and our destiny. As Mahatma Gandhi said.”

“Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny.”

As we see, the significance of values in our individual and collective lives cannot be underestimated. It is our sense of values that determines who we are, what we think and what we do. In fact, as the great social reformer Martin Luther King has pointed out, our sense of reality itself is dependent on our sense of values. It is of great significance that, we as individuals, as citizens and members of a society, inculcate the right values within ourselves and our fellow men. ‘Value-based Education’ is therefore the need of the hour. As this world and our society struggles to confront and combat the emotional, social and intellectual challenges thrown up by tremendous technological advances, globalization and the numerous and diverse complications that they entail, it is only “Value-based Education” that can provide us with a strong mooring, a moral compass with the aid of which we might decide on a course of action.

We can incorporate values into your daily lives within the education system -

- As teachers and students, we must attempt to model positive values in our behavior and actions. This might involve something as simple as being attentive in class or something slightly more complicated as being more responsive to the needs of students and scholars in and outside the classrooms;

- We must promote an atmosphere of collaboration and cooperation in the classroom, by being flexible in our approach. This might involve, on the part of the students, a strong willingness to participate actively in classroom discussions, and on the part of the teacher, the encouragement of free and frank exchange of ideas and views;
- We – particularly the teachers and staff – must promote a non-confrontational and strongly ethical culture in the classroom and outside it. This might entail enabling the students to take greater responsibility in every sphere of the education system or empowering them to tackle different pedagogical and other problems. For the students this would entail developing a strong moral basis for their actions and fulfilling their personal and social responsibilities; and
- We must try to promote a better cultural and social ambience by encouraging the spread of inclusive and non-discriminatory attitudes and behaviours, encouraging and guiding the students to lead an ethical lifestyle.

Significance of the Study -

This University emphasizes to uphold the local art and culture and practice of the region. Purulia is the centre of origin and transformation of Chhau Dance- an Intangible Cultural Heritage of Humanity recognized by UNESCO in 2010. All components of Chhau Dance- like performance and its grammar, playing the musical instruments, mask-making, script-writing and so on are taught to the learners in Diploma course on Chhau. To inculcate Sanskrit, one teacher has been appointed to run a Non-formal Sanskrit Center Supported by Rashtriya Sanskrit Sansthan since August 2016. As the commitment to the society to uphold the economy of the marginalized inhabitants of the District, a certificate course of Culture has been introduced by the University. Further, to uphold both the cultural and structural heritage of the locality, the University is going to establish a Regional Museum within the campus.

The aim and purpose of higher education is to provide an integrated and coherent picture of the creation. Over the last two decades, India has remarkably transformed its higher education landscape. It has created widespread access to low-cost high-quality university education for students of all levels. An Indian student in 2013 was a ‘passive player’ on a predefined education system. Student had no choice in what he learnt and how he learnt it. The curriculum was predesigned and worse still, outdated and seldom relevant, one-way lectures from the teacher to

the student. In today's classrooms, the student is an 'active participant' in the education process and the role of a professor is that of a 'facilitator' not an instructor.

The Indian higher education system has undergone massive expansion to become the largest in the world enrolling over 70 million students. Online platforms and ICT tools have helped take higher education to millions of

deserving students in remote areas. Professors collaborate across universities to collectively create and distribute for-credit curriculum for an online semester. India is a regional hub for higher education, attracting global learners from all over the world. India's massive open online courses, started by several elite research universities, collectively enroll 60% of the world's entire student population.





Excellence : Higher Education

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Introduction -

Man is very much anxious to use education both as consumer as well as producer of goods. Man wants to use education as one of the best means for human resource development. Also man strives for transforming the present society to a space society through education. And, for achieving all these purposes the following tetra-dimensions in educations should be quite helpful :

- i. Quality in Education
- ii. Conformity in Education
- iii. Equity in Education
- iv. Excellence in Education

The quest for quality has been the characteristic of entire history of mankind. Quality is nothing but a driving force behind all the human activities and endeavours. It is very difficult to define quality in clear-cut terms, because, quality is psychological trait and it has no physical existence. But, when we say the quality of a particular thing / situation, then, we go for analyzing the factors which constitute / affect the goodness or badness of that particular thing / situation. For example, when we say quality elementary education in the state of Assam, then, we go for analyzing the basic factors of elementary education like infrastructure facilities, community support and participation, target oriented curriculum and other content materials, proper trained and qualified teachers, proper classroom environment, assessment of learners' progress, remediation of the learners' problems, attainment of better learners' achievement in both scholastic and co-scholastic areas of behavior, necessary guidance and support system for the students for their future progress and prosperity, etc. are available in elementary schools because, All these factors affect the quality of elementary education. If all these factors are available properly. Quality is a unifying force; and it provides a unifying value to a matter. Quality provides meaning to a department, school, district, place or institution. Quality eliminates the problems caused by the lack of clarity of a matter and helps that matter towards enlightened vision. Quality generally signifies the degree of excellence. Quality helps one to achieve his / her intended purposes. Quality is a very ambiguous term as it has connotations of both

standard and excellence. In the simplest form, quality may be defined as a quest for perfection.

As the chief task of education is to transform a man into a developed man, superman, perfect man, total man and ideal man, so, the quest for quality in education is a common phenomenon. Quality education humanizes a man and leads a man towards perfection in his social and personal life. Indian philosophical literature on education dating back to more than two thousand years covers a wide range of conceptual issues and practices relating to quality education. Today also our education system is facing a lot of qualitative issues either in a single direction or in different directions. Quality in education is a multi-faced concept. Quality helps the educational professionals to maximize the use of their resources. Quality in education helps a teacher to dispose his / her duties properly, helps a student to achieve maximum from the educational tasks, helps the administrator to facilitate for running of the educational institution successfully and helps the parents to get best out of their children's learning. In education scenario, quality encompasses how learning is organized and managed, what the context of learning is, what level of learning is achieved, what it leads in terms of outcomes and what goes on in the learning environment.

Development of the socio-economic aspects of the country has been the emerging challenge for the present day education. Education has also taken the responsibility of meeting the demands of many other urgent / new / foreseen / emerging challenges / issues relating emotional, social and national integration of the country, values of democratic ways of living, social justice, secularism, environmental protection, population control and life style, human right consciousness, work ethics and work culture, modernization, liberalization, globalization, industrialization, total national development, unity in diversity.

The system approach of education or input-processing-output approach of education also states that, for achieving quality output in our education, the input and processing aspects of education also should be qualitative in nature. Therefore, we need a qualitative education system for fulfilling our needs, demands, requirements and challenges of present day, futuristic and post-modern

society.

Interpretation of the Study -

Conformity is the basic necessity of an educational system. A healthy education system of a state / country is generally conformed to a set of guidelines, rules, regulations, values, norms, ethics, etc. When one wants the best output from an educational system, then she has to conform or relate that education system with certain standard as well as purposes. That education has the conformity with the values, ideals, principles and ethics of different societies in respect of time. For examples, the ancient Indian education had the conformity with the ancient Indian values / ideals relating to Veda, Upanishad, Gita, Mahabharat, etc.; the education system of Hitler had its conformity with the Hitlerian principles and values; and the education system of USSR of recent past had its conformity with the socialistic ideas of USSR region. When the bond of conformity between the education system of a state and the values, ideals, rules, regulations, etc. of that state becomes weak, at that time a lot of problems arise in the way of smooth functioning of that state, because, education cannot take the proper challenge to meet the required demands of the state in such a condition. Since education is regarded as the chief means for the development of the society, so, each and every society gives a lot of directions to their education system and such directions become the conformity part of their education system. In the ancient Greece, when individuals were admitted to citizenship on the attainment of their maturity, they were taking oath in a formal ceremony: "we will never bring disgrace to our city by any act of dishonest or cowardice, nor desert our suffering comrades. We will fight for the ideals and sacred things of the city, alone and with many: we will revere and obey the city's laws and do our best to incite a like respect in those among us who are prone to annual them or set them at naught, we will strive unceasingly to quicken the public's sense of civic thought.

In order to overcome these above mentioned riddles or problems, our education has to play a vital roles. And, in order to overcome these above mentioned riddle or problems, the education system of our country should have conformity with:

- Social and personal values of the country
- Peace and harmony required for the country
- National integration and international understanding
- Emotional attachment and feeling for the state
- Secularist demands and requirements
- Moral and ethical principles of the country
- Legal and formal principles of the state
- Concern for present, past and future requisites

and requirements

- Democratic and ruling principles of the country
- Constitutional imperatives, etc.

Significance of the Study -

Scholastic literature states 'equity' is a troublesome term and it is very difficult to define it in clear-cut words. It has both denotative and connotative.

The different areas of equity that are needed to be maintained in our country through our education system are :

- Gender Equity,
- Religious Equity,
- Caste and Class equity,
- Geographical Equity,
- Cultural Equity,
- Social Equity, etc.

We need equity in different field of life and society in order to :

- establish on egalitarian society;
- making the democracy successful;
- identify and utilize the hidden talents in various fields;
- make the country a developed country;

Excellence in Education -

The present trend of education is characterized by a craze for academic excellence because of the increasing awareness of parents, teachers, and the learners themselves. Excellence in education may be defined as all educational provisions made available to learner in order to evaluate academic status to the highest level of proficiency, which is capable of attaining. In the field of education, excellence is much tied with qualitative issues. Excellence says 'quality' is not enough, but, what we require is the 'best quality' or 'best competency'

Excellence of anything can be understood from the two points of view i.e. (i) individual point of view and (ii) social point of view. From the individual point of view, excellence in education can be understood in terms of best academic performance of an individual in his / her field of study. From the social point of view, excellence in education can be understood in terms of society's highest level of progress and prosperity in its different fields of education.

Present world is a world of competition and world of comparison. In this competitive world an individual can survive and maintain its position only when it would be competitive in nature. Education is one of the significant parameters of development, which trains an individual in order to be competitive in this world. And, those individuals who achieve 'Excellence' in their education can become the best competitors in this world and easily reach at the climax of development and progress. Therefore,

achievement of excellence in education should be the significant aim of present day.

The basic factors, which hinder in achieving excellence in education, are :

- Unexpected quantitative expansion of education for meeting the educational demand of increased number of population.
- Ineffective educational policies to meet the educational demand.
- Lack of proper care at the elementary stage of education.
- Failure to appoint qualified, committed and dedicated teachers.
- Use or application of illogical methods in teaching learning process.
- Lack of proper infrastructure and related facilities, variables, etc.

Expectations of Mass -

The main aim of education is to create human awareness so that we can understand the difference between truth and untruth. Education is necessary for the development of human beings. Person can sharpen his skill by getting knowledge through education. Knowledge is power; wealth can be created by starting industries and manufacturing products or goods required for consumption. Knowledge is fuel of technology. New discoveries and inventions are the outcomes of new knowledge. Therefore, education is for life and not for mere living. There are two objects of life and living, i.e. one is standard of living and the other is standard of life. The standard of living is visible and standard of life is invisible. Visible parts are related to body and invisible parts depends on human mind and living depends on matter and life depends on spirit. Mathematically, living belongs to one third area of human life and life belongs to two third are of human life. Therefore, living or matter decides capital but technology means quality and quality depends on spirit. Therefore, Swami Vivekanand said “keep the greater part of your mind fixed on God and with the rest attend to your ordinary rounds of duty”. Education has to instill the human values and must broaden the vision of individual so as to be concerned with the welfare of the people. Education is a powerful means for shaping the qualities of individuals character which is formed on account of good qualities and getting proper education from learned and noble teachers. Character is an important quality to an individual. So Syrus declared that A man’s own character is arbiter of his fortune. Education is a lifelong process. It moulds one’s views towards life it also helps to make healthy mind. It has to teach the students to share his views with others and also takes care of other companion. Sharing and caring

should be kept in mind while serving the members of society. The essence of education is to provide that information which must lead towards knowledge and ultimately knowledge must lead to wisdom. Virtue appears from good deeds and wisdom appears from a pure and peaceful mind. To walk safely through the maze of human life, one needs the light of wisdom and the guidance of virtue. According to Confucius breeds confidence, confidence breeds hope and hope breeds peace. Education breeds character, character breeds confidence, confidence breeds capacity, capacity breeds capital, capital breeds credit and credit breeds gain confidence then confidence breeds hope and hope breeds in pure and peaceful mind then wisdom appears, then wisdom breeds peace and peace means zero defects and zero defects itself a quality and zero it self a puja and puja means nil. But nil should be defects only in reality. This quality teach triple truth to all a generous heart, Kind speech and a life of service and compassion are the things which renew humanity. Words have the power to both destroy and heal. When words are both, true and kind. They change our world. All good qualities are essential for human development. The three qualities can connect human beings living in different parts of the world today we witness people who are fighting with one another on the basis of caste. Color, race, creed and ethnicity or nationality. Artificial borders created by groups of human beings should be dismantled. People can have unity and harmonious relations with other people if then given importance to ethical values- kindness, compassion and selfless service to others. People of one country, instead of fighting with people of other country, should settle their problems. At negotiation table amicably or through diplomatic channel. Hatred begets hatred and war begets war. To prevent war or armed conflicts, each government should give up the policy of waging war or armed conflict against other nation.

Teach yourselves, teach everyone his real nature call upon the sleeping soul and see how its awake, power will come, glory will come, goodness will come, purity will come and everything that is excellent will come when this sleeping soul is roused to self conscious activity. We want that education by which character will be formed, strength of mind is increased, the intellect is expanded by which one can stand on one’s own feet. The following are the twelve parameters for human excellence.

1) Self control, 2) Compassion, 3) Self reliance, 4) Concentration, 5) Knowledge, 6) Devotion, 7) Honesty, 8) Discipline, 9) Will power, 10) Dedication, 11) Confidence, 12) and Strength

All these twelve parameters of human excellence can be converted into three dimensions.

1) Bliss, 2) Peace, 3) Freedom

All the above twelve parameters with three dimensions can be created among the students through education and by using optimum conscience. Gandhiji has given seven problems among the society, these problems are as follows.

1) Politics without principle, 2) Wealth without work 3) Pleasure without conscience, 4) knowledge without character, 5) Commerce without morality, 6) Science without humanity, 7) Worship without sacrifice.

Gandhi has become a beacon light. The following characters are necessary for better suited to build a peaceful society and that can be created within the society as such

1) We become natural creators 2) We become more compassionate understand pain and suffering. 3) We create more sacrifices 4) We become listeners. 5) We possess more tolerance 6) We must be born teachers. 7) We deserve freedom equality to build their lives and careers 8) We can build a peaceful neighborhood then we can contribute the world peace.

Need of an Excellence -

- a) To increase competitive efficiency of public sector.
- b) To meet the growing demand of higher education with rapid growth in population
- c) To reduce financial burden on government and for decentralization of educational institutions.
- d) Impart quality education and training and shaping of the curriculum according to global, national and local needs.
- e) To fulfill the need for skilled manpower and to fulfill the need of the country in liberalization, privatization, and globalization.
- f) To facilitate technological developments and information based economic development. In India, the thrust on privatization in higher education started in the early 90s under the LPG (Liberalization, Privatization and globalization) policy. The last two decades has witnessed an exponential growth in Indian higher education system. But remain lot of challenges of privatization. Privatization of higher education has badly affected the poor, undermined equity, diversity and openness and could not ensure the

knowledge about the providers; and price and quality of the product.

Globalization -

With the developments of information and communication technology the barriers of national boundary have broken. As a result there has been considerable development in the social, economical and educational fields at international and global level.

The development in education has resulted in the following events :

- i. Increased practice of international comparison of educational development.
- ii. Mobility of students from one country to another.
- iii. Mobility of scholars from one country to another.
- iv. Setting up of educational institution from one country to another.
- v. Marketing of education worldwide.
- vi. Development of framework for globalization of education through GATT (General Agreement on Tariff and Trade), GATS (General Agreement on Trade in Services) under WTO (World Trade Organization).

Conclusion -

The Indian higher education system has undergone massive expansion to become the largest in the world enrolling over 1 million students each year. Such expansion would have been unimaginable without the extensive use of ICT tools. In spite of the significant progress made during the past few years, India's higher education sector is still in danger with several challenges. Higher education in India suffers in terms of both quality and employability. At the policy making level, we think only quantitative expansion and quality has been placed in the next place.

Though India has a long heritage of quality higher education system it has failed to solve the problems of Access, Equity, and Quality until recent past. The deteriorating administration, unproductive practice, corruption and fund availability leads to break down of indigenous educational system. Recently with the introduction LPG i.e. Liberalization, Privatization and Globalization an avenue to revive the system has evolved. On the one hand globalization may help to improve the quality of education it can also affect the indigenous development of educational sector.





An overview and identification characters of some Genera of family Cyperaceae of Maharashtra

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Abstract:

Sedges (Cyperaceae) are usually overlooked by botanists as they grow in marshy habitats, have comparatively inconspicuous size, minute non-attractive flowers and non-availability of standard literature, even by the present-day botanists, mainly due to the difficulty in identifying them. Therefore, present study given etymology, identification characters and distribution of sedges genera in India. Total 20 genera of family Cyperaceae are reported from Maharashtra state; out of these, three genera have unisexual flowers i.e. *Carex*, *Diplacrum*, *Scleria* while remaining 17 genera have bisexual flowers.

Key words- Sedges, Genera, Etymology, Features, Distribution

Introduction-

Cyperaceae is a large family comprising of 109 genera and about 5500 species distributed throughout the world (Govaerts, *et al.*, 2015). The family in India is represented by 39 genera and about 580 species (Karthikeyan *et al.*, 1989; Prasad & Singh, 2002). The family Cyperaceae occupies 3rd position in the sequence of dominance in monocots. Sedges may be found growing in almost all environments; many are associated with wetlands or with poor soils. The knowledge about the uses of Sedges available at present is scanty. This is probably due to inadequate information on primary data of Cyperaceae. In sedges the shape and surface of nut are of special importance in taxonomy; morphologically family Cyperaceae is difficult to identify even at generic level. Therefore, present study given etymology, identification characters and distribution of about 20 genera of sedges in Maharashtra.

Review on Indian Cyperaceae-

C. B. Clarke (1883, 1884) was the first one to do extensive study of Indian Cyperaceae, whose work is included in J. D. Hooker's Flora of British India. A total number of 449 species coming under 28 genera are enumerated in this flora. He also described new genera and species of Cyperaceae (1908). Most of the species reported by Cooke (1908) in Flora of the Presidency of

Bombay. The late Prof. E. Govindarajalu (1966-1998), Indian Cyperologists who devoted more than 30 years in studying the sedges of country and described many new species of Cyperaceae. Excellent worked on Cyperaceae of North East India by Rao & Verma (1982). Vartak (1982) worked on multifarious uses of sedges from Western India. Prasad & Singh (2002) had done outstanding work on sedges of Karnataka state. Recently Wadoodkhan (2015) had done excellent work on Cyperaceae of Western Ghats, West Coast and Maharashtra; he has reported total 404 taxa belonging to 16 genera. Cook C. D. K. (1996) also work done excellent on Cyperaceae in his book Aquatic and Wetland Plants of India. Some genera of Cyperaceae have been recently revised by taxonomist e.g. the tribe Rhynchosporae (Dey & Prasanna, 2010) reported 4 genera and 11 species for India. The genus *Scleria* revised for peninsular India and reported 21 species (Wadoodkhan *et al.*, 2007). Recently work on the taxonomic revision of the genus *Eleocharis* R. Br. in India is done (Chandore, 2016).

General Characters of Sedges (Family Cyperaceae A. L. de Jussieu)

Stem often 3-angled; Leaves usually 3-ranked containing silica bodies, rarely distichous or polystichous, usually sheathing at base; Glumes Present; Flower in spikelet of cyme; Flower subtended by a single bract; Lodicules absent; Perianth represented by bristles, scales or absent; Ovary superior with single ovule; Fruit is nut and Seeds are endospermic.

Etymology, identification characters and distribution of 20 genera of Cyperaceae-

a) Unisexual flower 3 genera-

1) Genus- *Carex* L.

Etymology: (Cutter) the sharp leaf margins
 Characters: Flower unisexual; Nut enclosed in an utricle.

Distribution: c. 2000 species distributed throughout the world; c. 160 species in India

2) Genus- *Diplacrum* R. Br.

Etymology: (Double-lobed) the glumes have two side lobes

Characters: Flower unisexual; Nut closely

enveloped by two glumes;
 Contraligule absent
 Distribution: *c.* 6 species tropics of the both
 hemispheres; 3 species in India

3) Genus- *Scleria* P.J. Bergius.

Etymology: (Hard) the hard-coated achenes
 Characters: Flower unisexual; Nut not enveloped
 by two glumes; Contraligule present
 Distribution: *c.* 200 species distributed subtropical
 and warm temperate regions; *c.* 27
 species in India

b) Bisexual flower 17 genera:

1) Genus: *Ascopholis* Fischer

Etymology: - pholis -scaled
 Characters: Spikelet 1-2 flowered; Rachilla
 disarticulating above the two empty
 glumes (not jointed); Annuals with
 fibrous roots; nut planoconvex or
 subglobose;
 Distribution: Monotypic genus endemic to south
 India

2) Genus- *Bolboschoenus* (Asch.) Beetle

Etymology: *Bolbo-* bulbous; *Schoenus* - rush
 like plants
 Characters: Glumes spiral; Perianth consists of
 bristles; Leaves well developed;
 Stem triquetrous; style continuous
 with the ovary
 Distribution: *c.* 8 species distributed in eastern Asia
 and eastern North America; 2 species
 in India

3) Genus- *Bulbostylis* Kunth

Etymology: Bulbous-styled
 Characters: Glumes spiral; Flower without a
 perianth of hypogynous scale or
 bristles; Style base dilated; Nut with
 a button like thickening of style base
 Distribution: *c.* 100 species distributed tropical and
 subtropical regions of the world; 5
 species in India

4) Genus- *Courtoisina* Nees

Characters: Spikes subglobose; Spikelet few to
 many flower; Glumes distichous;
 Rachilla deciduous; Stigma 3; Keel
 of the nut-bearing glumes winged.
 Distribution: 2 species distributed in tropical Africa
 and Madagascar; 1 species in India

5) Genus- *Cyperus* L.

Characters: Spikelet few to many flower; Glumes
 distichous; Rachilla persistence;
 Stigma-3; generally nut trigonous or

triquetrous
 Distribution: *c.* 500 species distributed in
 throughout the world; *c.* 70 species
 in India

6) Genus- *Eriophorum* L.

Etymology: Wool bearer (cotton grass)
 Characters: Spikelets comose from the numerous
 white hair like hypogynous bristles
 which are much exerted from the
 glumes.
 Distribution: *c.* 10 species distributed throughout
 the world; 3 species in India

7) Genus- *Fimbristylis* Vahl

Etymology: Fringed-styled
 Characters: Glumes spiral; Flower without a
 perianth of hypogynous scale or
 bristles; Style base dilated; Nut
 without button like thickening of style
 base
 Distribution: *c.* 300 species distributed throughout
 the world; *c.* 115 species in India

8) Genus- *Fuirena* Rottb.

Etymology: for G. Fuiren, Danish physician
 Characters: Glumes spiral; Perianth consists of
 scale; Leaves cauline; stems noded;
 Inflorescence paniculate
 Distribution: *c.* 30 species mostly in warm region
 of world; *c.* 9 species in India

9) Genus- *Hypolytrum* Vahl

Etymology: Gore-beneath, (colouration of leaf
 sheaths)
 Characters: Glumes spiral; Perianth consists of
 scale; Hypogynous scale folded,
 sharply keeled; nut with a spongy
 beak
 Distribution: *c.* 40 species distributed in tropical
 regions; 3 species in India

10) Genus- *Kyllinga* Rottb. (nom. cons.)

Etymology: for Peter Kylling, seventeenth-
 century Danish apothecary and
 botanist
 Characters: Spikelet 1-2 flowered; Rachilla
 disarticulating above the two empty
 glumes (not jointed); Perennials with
 short or horizontally creeping
 rhizome; nut laterally flattened
 Distribution: *c.* 40 species distributed in
 throughout the world; 10 species in
 India

11) Genus- *Kyllingiella* R. Haines and Lye

Etymology: for Peter Kylling, seventeenth-

century Danish apothecary and botanist

Characters: Spikelet 1-2 flowered; Rachilla articulating (jointed)

Distribution: 2 species distributed in tropical Africa and India; 1 species in India

12) Genus- *Lipocarpa* R.Br. (*nom. cons.*)

Etymology: Greasy-stem

Characters: Glumes spiral; Perianth consists of scale; Leaves basal; stems not noded; Inflorescence capitate

Distribution: c. 154 species mostly in tropical Africa, South East Asia, Tropical America; 3 species in India

13) Genus- *Mariscus* Vahl (*nom. cons.*)

Etymology: the name for a rush-like plant in Pliny

Characters: Spikelet few to many flower; Glumes distichous; Rachilla deciduous; Stigma 3;

Perennials; keel of the nut-bearing glumes not winged

Distribution: c. 200 species distributed in throughout the world; c. 14 species in India

14) Genus- *Pycrus* P. Beauv

Characters: Spikelet few to many flower; Glumes distichous; Rachilla persistence; Stigma 2; generally nut flattened

Distribution: c. 90 species distributed in throughout the world; c.33 species in India

15) Genus- *Rhynchospora* Vahl (*nom. cons.*)

Etymology: Beaked-seed (achene has a distinct beak)

Characters: Glumes sub distichous; Perianth consists of bristles; Leaves well developed; Stem trigonous; style articulated with the ovary

Distribution: c. 200 species mostly distributed in tropical and subtropical region of South America; c. 10 species in India

16) Genus- *Rikliella* J. Raynal

Characters: Glumes spiral; Flower without a perianth of hypogynous scale or bristles; Style base not dilated; Leaves well developed.

Distribution: 3 species distributed Southern Asia and tropical Africa; 2 species in India

17) Genus- *Schoenoplectus* (Rchb.) Palla

Etymology: Rush-plait (*Schoenus* - rush like plants; *plectus*- twisted, pleated)

Characters: Glumes spiral; Flower with or without a perianth of hypogynous bristles; Style base not dilated, style continuous with the ovary; Leaves reduced to sheath; Inflorescence anthelate or a head; pseudolateral

Distribution: c.130 species distributed throughout the world; c.15 species in India

Conclusion-

Present work provided etymology, identification characters and distribution of 20 genera of Cyperaceae. More than 50% sedges can be identified at generic level with above cited characters.

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संरक्षण व सामरिक शास्त्रातील संशोधन अहवाल लेखन

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आजच्या माहिती तंत्रज्ञानाच्या युगात ज्ञानाचे क्षेत्र व्यापक झाले आहे. प्रत्येक क्षेत्रात अनेक प्रश्न समस्या आहेत, त्या समस्यांचे पृथःकरण करून निराकरण करणे आवश्यक असते, त्यासाठी संशोधन उपयुक्त साधन ठरते, संशोधनातून नवीन मार्ग सापडतात. त्यातून नवीन दृष्टिकोन विकसित करता येतो. संशोधन म्हणजे सृजनक्षमता विकसित करण्याची, नविन ज्ञान प्राप्त करण्याची प्रक्रिया आहे. संशोधनातून नविन संकल्पना, सिद्धांत व सत्याचा शोध घेता येतो. जुन्या संकल्पनांचा अर्थ लावता येते. प्राप्त ज्ञानाचा व्यावहारिक उपयोग करता येतो. प्रत्येक क्षेत्रामध्ये 'संशोधन' महत्त्वाचा केंद्र बिंदू आहे. संशोधनासाठी विविध पद्धतींचा वापर विषयानुसार व शाखेनुसार करता येतो. संशोधन पद्धतीमध्ये विविध पद्धती व तंत्रे आहेत. त्यात प्रामुख्याने - १) शास्त्रीय संशोधन पद्धती, २) सांख्यिकी पद्धती ३) प्रायोगिक पद्धती ४) सर्वेक्षण पद्धती ५) ऐतिहासिक पद्धती ६) तुलनात्मक पद्धती ७) नमुना पद्धती ८) व्यष्टी अध्ययन ९) तथ्य संकलन १०) प्रश्नावली ११) निरीक्षण १२) मुलाखत तंत्र यांचा वापर केला जातो. या सर्व पद्धती प्रत्यक्ष किंवा अप्रत्यक्ष स्वरूपात संरक्षणशास्त्र विषयासाठी महत्त्वपूर्ण आहेत.

उदा.

१) ऐतिहासिक पद्धती- इ.स. पूर्व किंवा इ.स. च्या कालखंडातील विविध लढाया, त्यातील युद्धनीती, डावपेच युद्धतत्वे, सेनापतीची कला वर्तमानकाळातही उपयुक्त ठरतात. "Research" "म्हणजे पुन्हा शोध घेणे, इतिहासातून बोध घेऊन युद्धनीती व डावपेचांचा अभ्यासातून सेनापती अधिक उच्चप्रतीची रणनीती तयार करतो.

२) व्यष्टी अध्ययन- विजयी राजाने किंवा देशाने उपयोगात आणलेल्या युद्धयोजना, डावपेच यांचा अभ्यास करून आखलेल्या अचूक योजना आजही उपयुक्त ठरतात परंतु त्यासाठी संशोधन आवश्यक आहे.

३) निरीक्षण पद्धत- इ.स.पूर्व किंवा इसवी सनातील लढायांचा अभ्यास करताना स्पष्टपणे अधोरेखित होते की जो देश किंवा राजा विजयी झाला त्याने आपल्याला ज्या प्रदेशांत लढाई करावयाची आहे. तेथील भौगोलिक परिस्थितीचे निरीक्षण करून भुगोलावर आधारित आपल्या युद्धयोजना, सैन्य प्रशिक्षण, शस्त्रसामग्री, रसद, युद्ध डावपेच निश्चित केले होते. वर्तमानकालीन कोणतेही युद्ध अभ्यासताना हे निदर्शनास येते. युद्ध डावपेचांसाठी, युद्धयोजना व हालचाली यशस्वी करण्यासाठी निरीक्षण अत्यंत महत्त्वाचे आहे. कारगिल संघर्ष हे अचूक निरीक्षणानुसार आखलेल्या डावपेचाचे उत्कृष्ट उदाहरण आहे.

४) मुलाखत- निवृत्त लष्करी अधिकारी, निवृत्त सैनिक यांचेकडून मुलाखत, प्रश्नावली यांसारख्या तंत्रातून सखोल ज्ञान प्राप्त करून राष्ट्रीय

सुरक्षेसाठी मोठे संशोधन करता येते.

५) तथ्य संकलन- कोणतेही युद्ध लढण्यापूर्वी शत्रु प्रदेशाची सखोल, परिपूर्ण माहिती प्राप्त करणे अत्यावश्यक आहे. त्यामाहितीच्या आधारे युद्धयोजना, युद्ध डावपेच आखले जातात. युद्धाच्या संदर्भात प्रत्येक माहिती महत्त्वपूर्णच असते. त्यामुळे राष्ट्रीय व आंतरराष्ट्रीय पातळीवर अद्ययावत माहिती सातत्याने प्राप्त केली जाते. आज युद्धाचे स्वरूप केवळ सैनिकी विजय प्राप्त करणे यापुरते मर्यादित नाही तर शत्रुराष्ट्रास शारीरिक व मानसिक दृष्ट्या कमकुवत करून, त्याच्या मनोधैर्यावर आघात करून त्यांस शरण आणण्याचा प्रयत्न केला जातो. त्यादृष्टीने विचार करता आर्थिक युद्ध, मानसशास्त्रीय युद्ध, जैविक-रासायनिक युद्ध, सायबर युद्ध, इलेक्ट्रॉनिक युद्ध, पर्यावरणीय युद्ध, व्यापक युद्ध, आण्विक युद्ध, सर्वकष युद्ध, छूपे युद्ध, शस्त्रास्त्रांमधील बदलते तंत्रज्ञान, संदेश प्रणाली, राष्ट्रीय व आंतरराष्ट्रीय सुरक्षाविषयक बदली समीकरणे लष्करी व अलष्करी धोके, लहान शस्त्रास्त्रांचा व्यापार, अंमली पदार्थ तस्करी, दहशतवाद, सुरक्षेस असलेले आर्थिक, लष्करी, सांस्कृतिक पर्यावरणीय धोके, मानवी सुरक्षेसमोरील आव्हानांचे लष्करी व सुरक्षात्मक दृष्टीने संशोधन सातत्याने सुरु असते. त्यास संरक्षण व सामरिक शास्त्रातील संशोधन म्हटले जाते.

प्रस्तुत संशोधन प्रपत्रामध्ये संशोधन अहवाल लेखन विचारात घेऊन त्यात प्रामुख्याने संशोधन अहवाल लेखन, लेखनाचे स्वरूप, उद्देश, महत्व यासारख्या बाबींवर लक्ष केंद्रीत केले आहे. त्यासाठी तथ्य संकलन पद्धतीचा वापर केला आहे. उद्देश प्रामुख्याने-

- १) संशोधन अहवाल लेखनाची वैशिष्ट्ये अभ्यासणे.
- २) संशोधन अहवालाचे स्वरूप जाणून घेणे.
- ३) संशोधन अहवालाचे महत्व अभ्यासणे हे आहे.

गृहितकृत्ये-

- १) संपूर्ण संशोधन कार्याचे लिखित विवरण म्हणजे संशोधन अहवाल होय.
- २) संशोधन अहवालात औपचारिक भाग, मुख्य अहवाल, परिशिष्ट याप्रमाणे क्रम असतो.
- ३) संशोधनाच्या प्रश्नांची उत्तरे मिळविणे.
- ४) अहवालातून नविन संशोधनास दिशा देणे.

अर्थ- संशोधनासाठी आशय शोधून झाल्यानंतर अभ्यास विषयाच्या स्वरूपापासून ते निष्कर्षपर्यंत संपूर्ण माहिती सुसूत्र पद्धतीने शब्दांकित करण्याच्या क्रियेस संशोधन अहवाल म्हणतात.^१

स्वरूप- संशोधन अहवालाचे स्वरूप हे संशोधनाचा विषय, कार्यपद्धती, संशोधन पद्धती आणि संशोधनाची एकूण संरचना यावरून निश्चित

होते. अहवाल तयार करताना खालील स्वरूपानुसार केले जाते.

संशोधन अहवालाचे स्वरूप		
औपचारिक भाग	मुख्य अहवाल	परिशिष्ट
मुखपृष्ठ	उद्दिष्ट विधान	वापरलेल्या फॉर्मच्या प्रती
शोधक पृष्ठ	कार्यपद्धती आणि संशोधन आराखडा	संशोधनपूरक तक्ता
प्रमाणपत्र	डेटा प्रकार व स्त्रोत	प्रश्नावली प्रत
अनुक्रमांकिका	डेटा संकलन पद्धती	नमुना पद्धत आणि प्रतिसादाचे तपशील
सामग्रसारणी	डेटा संकलन साधने	खर्च विधान
पावती	फिल्ड वर्क	ग्रंथसूची :
आकृती	विरलेषण व्याख्या	पुस्तक, मासिक, नियतकालिक व इतर अहवाल इत्यादी यांचा
प्रस्तावना / परिचय	निष्कर्ष	इतर संबंधित कोणतीही माहिती
सारांश अहवाल	नवीन	
	शिफारसी	
	इतर संबंधित तपशील	

संशोधन अहवालाचा उद्देश, कार्यपद्धती व तिचे फलित क्रमबद्ध पद्धतीने मांडणे आवश्यक असते. संशोधन अहवाल समाजनिोजनासाठी महत्त्वाचे व उपयुक्त असतात. संशोधन अहवाल आशयाबाबत काही महत्त्वपूर्ण बाबी : उदा.

आशयासंबंधित महत्त्वपूर्ण बाबी -

प्रस्तावना	
समस्येचे वर्णन	संशोधन कार्याचे संघटन
संशोधनाचा उद्देश	विरलेषण आणि निष्कर्ष
अध्ययन क्षेत्र	सुचना
उपयोजिलेल्या अध्ययन पद्धती	सलगन पत्र
नमुना निवड	अध्ययनाची प्रामाणिकता सिद्ध करणारी पत्रे, दस्तऐवज तालिका, नकाशा वगैरे

संशोधन अहवालाची उद्दिष्टे -

- संशोधन अभ्यास काय साध्य केले जाऊ शकते याचा सारांश देते.
- निवडलेल्या विषयासंदर्भात तथ्य संकलित करून अहवाल लेखनातून व्यक्त होते.
- संशोधनाच्या प्रश्नांची उत्तरे मिळविणे.
- संशोधनासाठी गृहितकृत्यांचे परिक्षण करणे.
- संशोधनाचा संपूर्ण भाग तयार करण्याची आपली क्षमता दर्शविणे.
- अहवाल लेखनामुळे ज्ञानवृद्धी होते व ज्ञान लिखित स्वरूपात असल्यामुळे चिरकाल टिकते.
- अहवाल लेखनातून संशोधन विषयासंबंधी परिपूर्ण माहिती कळून येते.
- संशोधन अहवालात जे निष्कर्ष काढलेले असतात. ते त्या विषयाशी संबंधित असलेल्या अभ्यासकांना उपयुक्त ठरतात.
- राष्ट्रीय किंवा सामाजिक धोरण ठरविण्यासाठी किंवा उपाय योजण्यासाठी उपयुक्त ठरतात.
- अहवालाद्वारे जी माहिती किंवा निष्कर्ष प्राप्त होतात त्यांचे

प्रामाण्य पारखता येते, त्यांवर चर्चा व परिसंवाद घेता येतात अशा पुनर्परीक्षेतून अहवाल कसोटीवर घासला जातो तो यथार्थ ठरल्यास शास्त्रीय प्रगतीस उपकारक ठरतो.

- संशोधन विषयासंदर्भात अभ्यासपूर्ण विवेचन लिखित रुपांत करणे.
- संशोधनाचे फलित जगापुढे आणणे.
- नविन संशोधन कार्यास चालना देणे.
- संशोधनातील निष्कर्ष अचूक आहेत किंवा नाहीत. त्यांत काही उणीवा असल्यास, त्या पडताळून पाहण्यासाठी अहवाल लेखनाची गरज असते.^४

आदर्श अहवालाची गुणवैशिष्ट्ये -

कोणत्याही संशोधनविषयाचे अहवाल लेखन करतांना ते आदर्श स्वरूपाचे असलेच पाहिजे. आदर्श अहवालासाठी काही गोष्टी महत्त्वपूर्ण आहेत. त्यात प्रामुख्याने -

- अहवाल स्पष्टपणे कळावा म्हणून तो लिखित स्वरूपात असावा.
- अहवालाची मांडणी मुद्देसुद असावी.
- अहवाल लेखनांत परिभाषिक संज्ञा असतात. परंतु या संज्ञा अर्थाच्या दृष्टिने सुलभ असाव्यात, भाषा सरळ, सोपी, संतुलीत असावी.
- संशोधकाचा दृष्टिकोन वस्तुनिष्ठ असावा त्यातून अचूक निष्कर्ष निघतात.
- संशोधकाने तथ्यांना वैज्ञानिक कसोटीवर पारखले पाहिजे त्या तथ्यांचे विश्लेषण व सिद्धांत असावेत प्रत्येक निष्कर्षाला पुरेसा पुरावा प्रस्तुत करावा. निरनिराळे उपनिष्कर्ष व उपविधाने एकमेकांशी संलग्न असून ते निरीक्षणाशी व्यवस्थित जोडावे ज्या सामग्रीप्रमाणे निष्कर्ष काढले असतील ती सामग्री अहवालात द्यावी.
- अहवालाची बांधणी रेखीव असावी उत्तम व योग्य शीर्षके, उपशीर्षके, टीपा, तळटीपा, आराखडे, आकृती, फोटो, इत्यादींचा अंतर्भाव असावा.
- अध्ययनाच्या पद्धती, तंत्रे, अध्ययन क्षेत्र, नमुना निवड यांचे विस्तृत वर्णन असावे.
- महत्त्वपूर्ण संकल्पना आणि सिद्धांतांचे स्पष्टीकरण असावे.
- संख्याशास्त्रीय पद्धतीचा वापर काळजीपूर्वक करावा.
- गृहितकृत्य अगदी स्पष्ट असावे, गृहितकृत्ये व समस्या शास्त्रीय भाषेत मांडाव्यात, नविन परिभाषिक शब्द वापरावयाचे असल्यास त्यांचा अर्थ स्पष्ट करावा.
- अभ्यासाची व्याप्ती स्पष्ट करावी, संशोधनासाठी माहिती कोणती व कशी जमविली, त्यावरून कोणते निष्कर्ष काढले या सर्व बाबी स्पष्ट कराव्यात. या प्रारूपांतून संशोधन अहवाल आदर्श होतो.

संशोधन अहवालाचे महत्त्व -

अहवाल म्हणजे संशोधन कार्याचे संक्षिप्त वर्णन. हे वर्णन

शासनसंस्था, सामाजिक संस्था, औद्योगिक प्रतिष्ठाने, संशोधक व अभ्यासक यांचे दृष्टिने फार महत्वाचे व उपयुक्त असते. संशोधन अहवालाचे महत्त्व खालीलप्रमाणे अधोरेखित होते.

- १) अहवाल ज्ञानाचा प्रसार करण्यास सहायक होतो. अहवालामध्ये अध्ययन विषयासंबंधी ज्ञान असते ते वाचून इतर लोकांच्या ज्ञानात भर पडते.
- २) अहवालामुळे नवीन गृहितकृत्ये निर्माण करण्यास आधार मिळते, कारण अहवाल वाचनातून अनेक नविन विचार निर्माण होतात, नविन विषय, नविन समस्या सूचतात त्यातून नवे संशोधन कार्य होते.
- ३) अहवालामुळे अध्ययन समस्येविषयी चाललेल्या सर्व अध्ययन कार्याची माहिती मिळते.
- ४) अहवालात कोणत्या पद्धतीचा व तंत्राचा वापर केला आहे हे कळते, त्यामुळे इतर संशोधकांना आपल्या विषयाच्या अभ्यासपद्धतीची व तंत्राची निवड करण्यास मदत होते. त्यातून एखाद्या नविन अभ्यासतंत्रांचा शोध लागतो.
- ५) अहवाल हा सामाजिक सुधारणा व प्रगतीचा आधार बनतो. शासनसंस्था व सामाजिक संस्था अहवालाच्या आधारावर आपल्या योजना कार्यान्वीत करतात. अहवाल हे समाजसुधारणा व प्रगतीच्या दृष्टीने उपकारक सिद्ध होतात.

सारांश-

संशोधन विषयासंदर्भात संशोधकाचे संकलीत केलेल्या माहितीचे

क्रमबद्ध सुसूत्र लेखन म्हणजे संशोधन अहवाल होय. त्यांत सामान्यीकरणाचे सिद्धांतात रुपांतर केलेले असावे. संरक्षणशास्त्रविषयात संशोधन अहवालास अनन्यसाधारण महत्त्व आहे. लष्करी अधिकारी, सेनापती, संरक्षणतज्ञ, संरक्षण विश्लेषक, आंतरराष्ट्रीय अभ्यासक यांनी केलेल्या निरीक्षणातून जी महत्त्वपूर्ण माहिती प्रकाशित केलेली आहे त्याचा उपयोग सातत्याने सुरक्षा व संरक्षणविषयक युद्धनिती, डावपेच व राष्ट्रीय सुरक्षेसाठी महत्त्वाची ठरते. अहवाल लेखन स्पष्ट, लिखित, मुद्देसुद, सुलभ, वस्तुनिष्ठ असावा, त्यांत शीर्षक, उपशीर्षके, टीपा, तळटीपा, आराखड्यांचा अंतर्भाव, अध्ययन पद्धती, तंत्रे, अध्ययन क्षेत्र नमुना निवडीच्या वर्णनाबरोबरच गृहीतकृत्य, व्याप्ती स्पष्ट असावी.

आपण संशोधन का करित आहोत ? त्या प्रश्नांची उत्तरे प्राप्त करणे, अहवाल लेखनातून अचूक निष्कर्ष काढणे, काढलेले निष्कर्ष पडताळून पाहणे, राष्ट्रीय धोरण ठरविणे, संशोधनाचे फलित जगापुढे आणणे ही संशोधन अहवालाची महत्त्वाची उद्दिष्टे आहेत.

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नव्वदी नंतरच्या स्त्रीवादी कथा-कादंबरी लेखनातील बदल: मेघना पेठे लिखित आंधळ्याच्या गाथी एक अभ्यास

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सन १९९० नंतरचे साहित्य हे जागतिकीकरण, खाजगीकरण आणि उदारीकरणाच्या प्रभावाने प्रेरित आहे. समाज आणि साहित्य यांचा परस्परसंबंध असतो. त्या संबंधातून साहित्यामध्ये वेगवेगळ्या क्षेत्रांत झालेले बदल साहित्याच्या विषयांमध्ये दिसत असतात. भारतीय समाजावर आधुनिकीकरण आणि राजकीय बदलांचा परिणाम परिणाम १९९० नंतरच्या काळात अधिक मोठ्या प्रमाणावर जाणवू लागला. तसाच तो बदल साहित्यात प्रतिबिंबित होऊ लागला. मराठी कथात्म साहित्यावर समाजातील बदलांचे दृश्य परिणाम दिसू लागले. स्त्रियांच्या कथा-कादंबरी लेखनात बदलत्या सामाजिक-सांस्कृतिक व आर्थिक बदलांचे संदर्भ मोठ्या प्रमाणात लिहिले जाऊ लागले. स्त्रीवादी साहित्य लेखनाची परंपरा विस्तारत गेली. कमल देसाई, गौरी देशपांडे, सानिया, कविता महाजन या लेखिकांच्या परंपरेत आपल्या साहित्यात वेगळे विषयांवर लेखन करणाऱ्या मेघना पेठे यांच्या साहित्याने कथेच्या प्रांतात आपले वेगळे स्थान निर्माण केले.

सन १९९० नंतरच्या साहित्यावर जागतिकीकरणाचा मोठा प्रभाव पडलेला दिसून येतो. मेघना पेठे यांचे साहित्य वाचल्यानंतर याचा प्रत्यय येत राहतो. जागतिकीकरणाचे समग्र जगतात, वेगवेगळ्या क्षेत्रांवर परिणाम दिसू लागले. स्त्रियांच्या भावविश्वात मोठा बदल यामुळे घडून आला. कुटुंब आणि समाजात तिचे अस्तित्त्व बदलू लागले. व्यक्ती म्हणून होत असणारा तिचा उदय आणि विकास भोवतालच्या विश्वात जाणवू लागला. हा सर्व बदल मेघना पेठे यांच्या लेखनात दिसून येतो. अत्यंत निर्भिडपणे व बेधडक त्यांनी स्त्री पात्रांना चित्रित केले आहे. मराठी कथालेखिका विभावरी शिरूरकर, गौरी देशपांडे, सानिया यासारख्या लेखिका समाजातील स्त्रियांचे भावविश्व, समस्या आपल्या साहित्यात चित्रित करत होत्या, त्यापेक्षा मेघना पेठे यांनी वेगळे बदललेल्या समाजातील परिस्थितीचे चित्रण करायला सुरुवात केली, स्त्री ही स्वतंत्र आहे, तिचे निर्णय ती घेऊ शकते, तिचा तिच्या शरीरावर आणि मनावर पूर्णपणे तिचाच अधिकार आहे, याची जाणीव झालेली स्त्री, स्वतंत्रपणे जगू पाहणारी, आपले अस्तित्त्व जपणारी स्त्री त्यांच्या लेखनात वावरू लागली.

‘आंधळ्याच्या गाथी’ हा राजहंस प्रकाशनने प्रकाशित केलेला लेखिकेचा पहिला कथासंग्रह आहे. यातील कथांमध्ये मुक्त जीवन जगणाऱ्या तुसड्या, विचार करणाऱ्या स्त्रीच्या सामर्थ्याची जाणीव असलेल्या स्त्रियांचे समांतर चित्रण येते. या कथासंग्रहात एकूण पाच कथा आहेत. प्रत्येक कथेचे विषय पूर्ण वेगळे आहेत. बिनधास्तपणे यातील विषय लेखिकेने मांडलेले आहेत. पहिली ‘एक नानैतिक बध्या’ एका प्रौढ मुलाची आहे. त्यात त्याचे बालपण कसं हरवलं, त्याच्या

मनात हिंदोळे, कुत्र्याबरोबरचा त्याचा मस्त संवाद इत्यादी इत्यादी तरलतेने चित्रित केले आहे. दुसरी कथा ‘आये कुछ अब्र’ ही तारुण्य उलटून जाणाऱ्या तरीही लग्न जमत नसलेल्या तरुणीची गोष्ट. त्यात तिच्या कदाचित होणाऱ्या नवऱ्याबरोबरची भेट, तिचे अनुभव, हिजड्या बरोबरचा प्रसंग, तिची मनोवस्था या सर्वांचे लेखिकेने सुंदर चित्रण केले आहे. ‘अठरावा उंट’, सहोदरा व ‘आस्था’ आणि ‘गवारीची भाजी’ या तीनही कथा अत्यंत हलक्या फुलक्या विषयावर आधारीत आहे. आस्था आणि गवारीची भाजी या कथेत स्वतःच्या आयुष्यात रमणारा, मौजमजा करणारा नवरा तात्त्विक चर्चेत अग्रेसर, कामामुळे गांजून गेलेली, नवऱ्याची अपेक्षित साथ न लाभणारी, संसाराचा गाडा चालवणारी, मानसिक कोंडमारा झालेली त्याची बायको, स्वतः टर्म्सवर आयुष्य जगणारी नवऱ्याबरोबर पूर्वी लिहू इत असणारी, क्षमता, व स्वतंत्र असलेली त्याची प्रेयसी ह्या सगळ्यांची कथा म्हणजे ‘आस्था आणि गवारीची भाजी’.

मेघना पेठे यांनी आपल्या साहित्यात पारंपारिक कुटुंबसंस्थेची चिकित्सा, पुरुषप्रधान कुटुंबामध्ये मुलगा-मुलगी यांच्यात होणारा भेदभाव आपल्या कथांमध्ये चित्रित केला आहे. स्वतःच्या मर्यादांची जाणीव असलेली, इतरांचा विचार करणारी स्त्री त्यांच्या कथेत येते. लेखिकेने आपल्या लेखनात स्त्री-पुरुष नात्यांतील नाजूक विषय हाताळलेले आहेत. स्त्री-पुरुष संबधात नीती-अनीतीच्या पलीकडे जाऊन त्या विचार करतात. या कथा संग्रहातील बहुतेक कथा नायिकाप्रधान आहेत. या कथांतील पात्रे त्यांच्यातील भल्याबुऱ्या गुणांसह व्यक्त होतात. सन १९९० नंतरच्या मराठी कथात्म साहित्यात लेखन करणाऱ्या लेखकांमध्ये मेघना पेठे यांचे साहित्य वैशिष्ट्यपूर्ण ठरते. त्यांनी आपल्या साहित्याची सुरुवात कवितांनी केली, पण भावना व्यक्त करतांना मर्यादा येतात असे वाटल्याने त्या कादंबरी लेखनाकडे वळल्या. ‘आंधळ्याच्या गाथी’, हे हंस अकेला हे कथासंग्रह व ‘नातितरामी’ ही कादंबरी लिहून मराठी साहित्यविश्वात आपली स्वतंत्र ओळख निर्माण केली. त्यांच्या मते, माणूस हा सतत बदलत असतो तसेच वेगळे काही तरी करत असतो. आणि हे वेगळेपण लिहिण्याचा त्यांचा प्रयत्न असतो. ‘आये कुछ अब्र’ नावाच्या मराठी लघुपटाची पटकथा मेघना पेठे यांची होती.

‘घटना घडतात पुरातल्या ओंडक्यासारखी माणसे त्यात वाहून जातात. या..... आणि आंधळा तो फक्त या भोळ्या विश्वासाची बासरी वाजवत राहतो’. हे कथेच्या मुखपृष्ठावरील वाक्य खूप सांगून जाते. स्वातंत्र्याचे मूल्य जाणून घ्यायला हवे असे लेखिकेला वाटते. कोणतेही पाश किंवा विवंचना नसलेला माणूस स्वतंत्र आहे असे

आपण म्हणतो. पण ही स्वतंत्र असलेली माणसेही लांब दोऱ्याच्या साखळीने बांधलेली असतात. प्रत्येकाचे आयुष्य हा स्वतंत्र ऐवज आहे. या अर्थाने हे स्वातंत्र्य जाणून घ्यायला हवे असे मेघना पेठे यांना वाटते.

मेघना पेठे आपल्या स्त्री पात्रांच्या माध्यमातून कुठल्याही प्रश्नांची उत्तरे शोधत नाही, तर बदलत जाणारे स्त्री वास्तव अत्यंत संयतपणे पात्रांच्याद्वारा चित्रितात. एक जबाबदार व्यक्तीमत्व म्हणून त्यांची स्त्री पात्रे समोर येतात. आहे ती परिस्थिती त्या स्वीकारतात आणि आयुष्याला सामोरे जातात. नकारात्मक विचार ही पात्रे करत नाही, तर नव्या उर्मीने त्या जगायला शिकवतात, जीवनाला हसत हसत सामोरे जातात. त्यामुळे ही सर्व पात्रे आपल्या मनात घर करतात. खूप काही परिवर्तन आपल्याला करायचे आहे असे त्या पात्रांच्या मनात पण नसते, पण सहज वेगळी कृती त्यांच्या हातून होते, आणि त्यामुळे त्या वेगळ्या जाणवायला लागतात. हे सर्व बदल लेखिकेने या कथासंग्रहात टिपले आहेत.

काव्यमय, प्रतिकात्मक भाषाशैली हे मेघना पेठे यांच्या लेखनाचे वेगळेपण आणि वैशिष्ट्ये आहे. पात्रांचे वर्णन करताना त्यांची लेखणी अधिकच सूक्ष्मपणे पात्रांशी संवाद साधते. 'एक नानैतिक बघा' या कथेतील नायक आपल्या वडिलांचे वर्णन पुढीलप्रमाणे करतो, 'उंच काळा, काटकुळा, बारीक डोळ्यांचा, वाढलेल्या नखांचा आणि दाढीचा, तंबाखू खाणारा आणि खळखळ हसणारा तात्या, त्याचे मायाळू स्पर्श, त्याचा रेकट आवाज, तो पक्ष्यांच्या पिंजऱ्यासमोर उभा राहून त्यांना दाणे घालत शीळ वाजवे, ती शील.... अगदी हुबेहुब तात्याचे वर्णन आपल्यासमोर उभे राहते. आपल्या आईची आठवण सांगताना नायक म्हणतो, माझी आई अप्रतिम म्हणावी अशी सुंदर होती-मानवी सौंदर्याच्या हजार तऱ्हा असतात आणि मानवी जगात त्या सौंदर्याला हजार वाटा फुटतात.'^१

मेघना पेठे यांच्या वरील कथेमध्ये वर्णन केलेली पात्रे हुबेहुब व ठाशीव स्वरूपाची आहेत वाचताना ही पात्रे आपल्या डोळ्यासमोर उभी राहतात, लेखिकेच्या लेखनाचे वैशिष्ट्ये आहे. तसेच ही पात्रे बोलकी आणि प्रभावी आहेत. कथेचा अनपेक्षित शेवट अनेक कथांमध्ये झालेला दिसतो. अनेक सत्य कळत-नकळत बाहेर येतात, आणि हा

प्रवास आयुष्यभर सुरू असतो. हे सांगताना लेखिका लिहितात, 'कुठलाच क्षण भरा-बुरा, योग्य-अयोग्य, खरा-खोटा, नैतिक-अनैतिक अंतिम मानू नये.' 'आदिम' ही साखळी आहे आधीचे क्षण असतात मागचेही असतात.

...ते ते जगून जावे, आणि मोकळे होऊन त्यावर तरंगावे.'^२

मेघना पेठे यांच्या कथांवर अभिप्राय देताना लेखिका मंगला आठलेकर म्हणतात, 'अन्न, वस्त्र, भूक, निवारा या गरजा समाजमान्य. पण मैथुनाला मान्यता नाही. या विषयाभोवतालची तटबंदी मेघना मोडून काढते. या गरजेबद्दल ती बोलते. प्रत्यक्षात स्त्रीला दिसणाऱ्या, तिला जाणवणाऱ्या, अशा गोष्टी 'लोक काय म्हणतील' या बागुलबुवावर मत करून जर ती लोकांसमोर मांडेल, तर मराठी कथेचे रूप अंतर्बाह्य बदलून जाईल. ही मात मेघनानं केली आहे.'

पुष्पा भावे या मराठीतील ज्येष्ठ समीक्षक, लेखिका असे म्हणतात की, 'मेघना पेठे यांच्या या कथांचे कथनत्रं असे आहे की, की एका बाजूला निवेदकाची, अनुभव उमजून घेतानाची भूमिका अलिप्त वाटते, पण ती कोरडी नाही. कांद्याच्या पाती धारदार सुरीनं अलग करीत राहाव्यात तशी आपल्या बुद्धिचातुर्यात मग्न असणारी नाही. त्या अर्थानं तीस-चाळीस वर्षापूर्वीच्या नवकथेपेक्षा ती वेगळी आहे. या कथांमधील अनुभव समजावून घेताना, पात्रांच्या शरीरमनाचा वेध घेताना कोठेही समझोता न करणारी अशी ही कथनशैली आहे.'

थोडक्यात मेघना पेठे यांची कथा मी मानवी जीवनातील वेगवेगळ्या रंगांची उधळण करते. त्यांच्या कथेतील शारीर पातळीवरील अनुभव वाचकांच्या लैंगिक भावना चाळवत नाही, तर त्यांच्या पलीकडील मानवी अस्तित्वाचा आशय शोधण्यासाठी वा सूचित करण्यासाठी, लेखिकेची धडपड आहे हे जाणवते. मराठी कथाविश्वात आशय आणि अभिव्यक्तीच्या अंगाने संपन्न असे त्यांचे लेखन आहे.

संदर्भसूची

१. पेठे मेघना, 'आंधळ्याच्या गाथी' राजहंस प्रकाशन प्र.आ. जून २०००, पृ.क्र.४
२. पेठे मेघना, 'आंधळ्याच्या गाथी' राजहंस प्रकाशन प्र.आ. जून २०००, पृ.क्र.१८





जंजिरा संस्थानचे आंदोलन व विलीनीकरण

प्रा. किशोर ना. लहारे

इतिहास विभाग,

कला, वाणिज्य व विज्ञान महाविद्यालय, श्रीवर्धन, जि.रायगड

प्रस्तावना -

जंजिरा संस्थानात राजकीय चळवळी इतर संस्थानाच्या तुलनेत फार उशिरा सुरु झाल्यामुळे संस्थानाच्या प्रजेत राजकीय हक्काची जाणीव फार विलंबाने होवू लागली. दक्षिण संस्थान हितवर्धक सभेची स्थापना होऊन स्वातंत्र्य चळवळ, प्रजा परिषद सुरु झाल्या. याचा परिणाम संस्थानावर झाल्याचे दिसून येते. कामधंद्यानिमित्त मुंबईत आल्यामुळे संस्थानातील लोकांना तेथील सुधारणांची जाणीव झाली. तेथून त्यांनी आपल्याच संस्थानातील लोकांच्या समस्यांना वाचा फोडली होती.

जंजिरा संस्थान लहान असल्यामुळे शिकलेल्या व उद्योगी लोकांना उदारनिर्वाहासाठी संस्थानाच्या बाहेर जावे लागे. बाहेर जाणारी मंडळी उदारनिर्वाहासाठी मुंबई अगर पुणे या ठिकाणी जात असे बाहेर गेलेली ही मंडळी संस्थानातील जनतेच्या हक्कासाठी प्रयत्न करित होती. सन १९१८ मध्ये श्री. भास्कर यादव पेंडसे यांनी पुढाकार घेवून जंजिरा रयत सभेची स्थापना मुंबईमध्ये केली संस्थानात चळवळ सुरु करण्यास योग्य वातावरण नव्हते. कारण लोकांमध्ये जागृती झालेली नव्हती. म्हणून संस्थेचे कार्यालय गिरगांव (मुंबई) येथील कॅन्ट्रॅक्टर बिल्डिंगमधील खोली नं.२८ मध्ये सुरु करण्यात आले होते. जंजिरा रयत सभेने लोकांमध्ये जागृती करून नागरी हक्काची जाणीव निर्माण करण्याचा प्रयत्न केला होता.

जंजिरा संस्थानातील लोकांच्या हक्कासाठी सुरु करण्यात आलेली चळवळ संस्थानाच्या बाहेर राहून कार्य करत होती. परंतु १९२० नंतर संस्थानात प्रत्यक्ष चळवळीला सुरुवात झाली होती.

- १) श्रीवर्धन तालुका सभा:-जानेवारी १९२० मध्ये श्रीवर्धन येथील बागवान मशिदीजवळ एक सभा भरवून श्रीवर्धन तालुका सभा स्थापन करण्यात आली होती.
- २) मुरुड तालुका सभा:-अॅड. सि. चि. जोशी व श्री. पांडुरंग यादव पेंडसे यांच्या पुढाकाराने १९२२ मध्ये मुरुड तालुका सभेची स्थापना करण्यात आली.
- ३) म्हसळा तालुका सभा:-१९२२ मध्ये म्हसळा तालुका सभेची स्थापना करण्यात आली.

२४ व २५ मे १९२१ पुण्याला दक्षिण संस्थान हितवर्धक सभेची स्थापना झाली. या परिषदेला महाराष्ट्रातील विविध संस्थानाचे २५० प्रतिनिधी उपस्थित होते. जंजिरा संस्थानामधून श्री. सखाराम घैसास, श्री. पेंडसे व श्री. हदादी हे उपस्थित होते. दक्षिण हितवर्धक सभेचा परिणाम जंजिरा संस्थानावर होवून जंजिरा संस्थानामध्ये जंजिरा हितवर्धक सभा स्थापना झाली होती. राजकीयदृष्ट्या जागृत झालेली संस्थानामधील

प्रजा आपल्या राजकीय हक्कासाठी लोकशाहीचा कारभार, जबाबदार सरकार इ. साठी मागणी करत होती.

संस्थानातील म्हसळा तालुक्यातील काही लोकांनी एकत्र येवून १९२६ साली प्रजा परिषदेची स्थापना केली. श्रीवर्धनचे नागरीक प्रसिद्ध वकिल श्री.गो.ह.साठे हे या परिषदेचे अध्यक्ष होते. म्हसळा येथील प्रजा परिषदेमध्ये खालील ठराव मांडण्यात आले.

- १) लोकांनी निवडलेल्या कौन्सिलची जंजिरा संस्थानात स्थापन करणे.
- २) खोती हक्कासंबंधीच्या नोंदी सरकार दप्तरात करणे.
- ३) जंगल हक्का संबंधीच्या नोंदी सरकारी दप्तरात करणे.
- ४) शेती वरील शेतसारा कमी करणे.

अशा मागण्या म्हसळा येथील प्रजापरिषदेने केल्या होत्या. जंजिरा संस्थानात प्रजा परिषदेचे दुसरे अधिवेशन अॅड.जोशी यांच्या अध्यक्षतेखाली १९२७ मध्ये श्रीवर्धन येथे भरले होते. दुस-या अधिवेशनात पहिल्या अधिवेशनातील ठरावांचा पुनरुच्चार करण्यात आला होता. या अधिवेशनात श्री.गणपतराव अभ्यंकर व श्री.वामनराव पटवर्धन यांनी जबाबदार राज्यपध्दतीची मागणी केली. व जोर धरू लागली होती.

दांडी प्रमाणे मुंबईत वडाळा येथे सत्याग्रहींनी मिठाचा कायदा तोडला. वडाळयाच्या सत्याग्रहात मुरुडचे रहिवाशी श्री. वामन रामचंद्र दिघे हे होते. मिठाचा कायदा मोडल्याबद्दल त्यांना काही काळ शिक्षा भोगावी लागली. श्री. वामन रामचंद्र दिघे मुरुडला आपल्या घरी येत असत. मुरुडला आल्यानंतर मुरुडमधील विद्यार्थ्यांना स्वातंत्र्य लढयाची स्फुर्तिदायक माहिती सांगत असत.

समुद्र किनारी खेळण्यासाठी येणाऱ्या विद्यार्थ्यांना सत्याग्रहाचे अनुभव सांगत असत. अनुभव ऐकण्यासाठी विद्यार्थी गर्दी करत असत. विद्यार्थ्यांच्या डोक्यावर गांधी टोप्या असत. याच वेळी संस्थानाचे दिवाण (कपाडिया) सायंकाळी समुद्र किनारी फेरफटका मारण्यासाठी येत असत. दिघे यांच्या नेतृत्वाखाली विद्यार्थी दिवाणाच्या विरुद्ध दिशेने जात असत. सतत दोन दिवस असे घडल्यानंतर दिवाणाने हायस्कूलच्या मुख्याध्यापकांना बोलावून विद्यार्थ्यांची नावे लिहून घेण्यास सांगितली. दुसऱ्या दिवशी शाळेच्या गेटपाशीच विद्यार्थ्यांना रस्टीकेट करण्यात आल्याचे सांगण्यात आले. त्यानंतर त्यांच्याकडून माफीपत्र लिहून घेवून त्यांना प्रवेश दिला गेला. सत्याग्रह चळवळीत जंजिरा संस्थानातील बरीच मंडळी सहभागी झाली होती.

- १) श्री. करंबे शंकर सखाराम (म्हसळा) १९३० मध्ये कायदेभंग चळवळीत भाग घेवून विलायती मालावर पेकेटींग

- केल्याबद्दल १ वर्षे कारावास.
- २) श्री.जयवंत मोरेश्वर रामचंद्र (बोर्ली) १९३०-३२ सत्याग्रह चळवळीत भाग ६ महिने शिक्षा.
 - ३) श्री.जोशी पांडुरंग गोपाळ (श्रीवर्धन) १९३० च्या सत्याग्रह चळवळीत सहभागी झाल्याबद्दल ६ महिने सक्त मजूरी.
 - ४) श्री.टुमणे केशव दत्तात्रेय (म्हसळा) परदेशी कपड्याच्या होळ्या पेटविणे, प्रभात फेरी काढणे त्याबद्दल शिक्षा.
 - ५) श्री.पवार गणपत लक्ष्मण (श्रीवर्धन) १९३० साली आझाद मैदानावर सत्याग्रह केला ११ महिने शिक्षा
 - ६) श्री.पेंडसे महादेव सदाशिव (श्रीवर्धन) १९२९ साली नोकरीचा राजीनामा देवून स्वातंत्र्य चळवळीत सहभाग प्रवचनाद्वारे जनजागृती करित असत.
 - ७) श्री.रणदिवे वसंत सदाशिव (मुरुड) १९२३ साली चरखा संघात दाखल.
 - ८) श्री.रिसबुड रामचंद्र गणेश (मुरुड) १९३२ साली कायदेभंग चळवळीत भाग घेतला होता. मुळजी जेठा मार्केटमध्ये पेकेटिंग करताना अटक ३ महिने शिक्षा.

१९४२ नंतर प्रजा परिषदेने जंगल कायद्याविरुद्ध सत्याग्रह केला होता. नवाब राजवटी विरुद्धचा आपला असंतोष प्रकट केला होता. संस्थानाचा बराच भाग डोंगराळ असल्याने या डोंगराच्या उतारावर व डोंगराच्या खाली शेतकऱ्यांची शेती होती. शेतकऱ्यांची शेतीवरच उपजिविका चालत असे. परंतु शेतीत तयार झालेल्या पिकाची जंगलातील प्राणी नासधुस करित असत. शिकार बंदीच्या कायदयामुळे प्राण्यांची शिकार करता येत नसे. म्हणून प्रजा परिषदेच्या कार्यकर्त्यांनी शिकार बंदीचा कायदा मोडून शिकार करण्यास सुरुवात केली होती. कायदयासमोर राजा व प्रजा समान असते. परंतु संस्थानात नवाबाला शिकारीचा अधिकार होता. त्यामुळे जनतेने आपला असंतोष नवाबाविरुद्ध प्रकट केला होता. जंगल कायदयाविरुद्ध लढणाऱ्या लोकांनी एखादया प्राण्याची शिकार केली की, त्या प्राण्याचे मुंडके काठीला बांधून नवाबाच्या राजवाडयावरून जात असत. त्यामुळे नवाबाच्या पोलीसांकडून त्यांच्यावर कारवाई करण्यात येत असे.

जंगल कायदयामध्ये शिक्षा भोगलेले -

- १) कुलकर्णी रंगराव (श्रीवर्धन)
- २) चोरघे शांताराम सदाशिव-नांदगांव जंगल सत्याग्रहात भाग घेतल्याबद्दल २ वर्षे सक्त मजूरी.
- ३) निरकर हरिश्चंद्र धर्मा-(नांदगांव) जंगल सत्याग्रहात भाग घेतल्याबद्दल २वर्षे शिक्षा परंतु लवकरच सुटका झाली (मुलाखत)
- ४) पुलेकर रामचंद्र सदाशिव-(नांदगांव) शिकारीचा कायदा

मोडल्याबद्दल १५ दिवस साधी कैद व दोन वर्षे सक्त मजूरीची शिक्षा.

- ५) हमदुले अली अहमद-(बोर्ली) सरकारच्या राखीव जंगलात शिकार न करण्याचा कायदा मोडला २वर्षे सक्त मजूरीची शिक्षा.
- ६) खेडेकर रामचंद्र गोविंद-(नांदगांव) शिकारीचा कायदा मोडला (मुलाखत)

संस्थानाची राजधानी मुरुड येथे प्रजा परिषदेचे आंदोलन तीव्र झाले होते. म्हणून नवाबाने क्रिमिनल लॉ अॅमॅजमेंट अॅक्ट व पब्लिक सिक्युरिटी अॅक्ट लागू करून प्रजा परिषदेच्या चळवळीतील कार्यकर्त्यांना अटक करून कारवाई केली होती. २१ जानेवारी १९४८ पासून प्रजा परिषदेने नवाबाविरुद्ध असहकार पुकारला होता. सरकारी कार्यालये बंद करून सार्वजनिक ठिकाणी तिरंगा फडकविण्यात आला होता. नवाबाने जन आंदोलनाचा विचार करून व परिस्थितीचे गांभिर्य पाहून त्रिसदस्य मंत्रिमंडळाकडे कारभार सोपविला. त्या मंत्रिमंडळामध्ये प्रजा परिषदेचे अध्यक्ष विष्णूपंत पेंडसे, बोर्लीचे नानासाहेब कुलकर्णी व डॉ.उभारे यांचा समावेश होता.

सारांश -

जंजिरा संस्थानातील स्वातंत्र्य लढयात अनेक व्यक्तींनी भाग घेतला होता. त्यांच्यावर लोकमान्य टिळक, महात्मा गांधी, सुभाषचंद्र बोस यांच्या विचारांचा प्रभाव पडला होता. सर्व तरुणांना एकत्र आणून राष्ट्रभावनेची ज्योत सतत तेवत ठेवण्याचे कार्य राष्ट्र सेवादलाने केले.मुरुड, श्रीवर्धन, म्हसळा या तिन्ही तालुक्यांत राष्ट्र सेवा दलाच्या शाखा होत्या. सानेगुरुजी, ना.ग.गोरे, एस.एम.जोशी, नाना पुरोहित यांचे मार्गदर्शन सेवा दलाच्या कार्यकर्त्यांना लाभत असे.१९४७ मध्ये स्वातंत्र्याचे वारे वाहत असतांना देखील लोकांचे प्रतिनिधीत्व असलेली राज्य व्यवस्था आपल्या संस्थानात नवाबाने आणली नाही. त्यामुळे प्रजा परिषदेला नवाबाविरुद्ध कायदेभंग व असहकाराची चळवळ करावी लागली होती.

संदर्भसूची

- १) चिटणीस शरद- जंजिरा संस्थानाचा इतिहास, प्रकाशक इतिहास संशोधक मंडळ, मुंबई-१९९१,पान नं.६४.
- २) तत्रैव पान नं.६७, ६८, ६९
- ३) श्री.ठोसर यांचा लेख दैनिक कुलाबा समाचार, राजकीय स्थितंतर ५ मार्च १९९७.
- ४) कुंटे भ. ग.-स्वातंत्र्य चरित्र कोष, महाराष्ट्र राज्य पश्चिम विभाग, पान नं. २६४,२७९,२८७,३०६,३०८,३११.
- ५) रामभाऊ खेडेकर - स्वातंत्र्य सैनिक-मुलाखत.
- ६) कुंटे भ.ग.-स्वातंत्र्य चरित्र कोष, महाराष्ट्र राज्य, पश्चिम विभाग.
- ७) पेशमाम अ.रडझाक-म.ह.,मुरुड-जंजिरा, ऐतिहासिक रूपरेषा पुणे, सहकार मुद्रणालय.
- ८) स्वतंत्र्य सैनिक स्तंभ श्रीवर्धन, सोमजाई मंदिर





मराठी साहित्याची ओळख

सौ. सुरेखा रावसाहेब चित्ते
गोखले एज्युकेशन सोसायटी

कला, वाणिज्य आणि विज्ञान महाविद्यालय श्रीवर्धन, जि.रायगड

गोषवारा- केवळ मनुष्ययोनीमध्ये आपण जन्माला आलो म्हणून आपण माणूस ठरत नाही. निर्मिती करण्याच्या प्रक्रियेमध्ये आपणांस आपले मनुष्यत्व प्राप्त करून घ्यावे लागते. काही असामान्य प्रकृतीचे लोक अनेक प्रकारच्या कलाकृती निर्माण करीत असतात, नवीन नवीन वैज्ञानिक शोध लावीत असतात, नवीन नवीन तत्वज्ञानाची उभारणी करीत असतात किंवा नवे नवे विचार मांडीत असतात. अमुक एक वस्तू निर्माण करण्याची कुवत आपल्यात होती हे माणसाला कधी कळत नाही. तिची जाणिव ती कृती करताना होते. ही त्याला स्वतःचीच होणारी नवी ओळख होय. साहित्यकृतीत जीवनाभवाचे दर्शन घडते. लेखक किंवा कवी जीवनाकडे विशिष्ट दृष्टीने पाहतो. ते जाणून घेतो आणि त्या विशिष्टानुभूतीतून साहित्याची निर्मिती करतो.

साहित्याचा निर्माता हा तुमच्या आमच्या सरखाच माणूस असतो. त्याचाही जीवन व्यवहारातही इतरांसारखाच संबंध असतो. तरीही तो वेगळा ठरतो. त्याचे कारण सामान्य माणसांपेक्षा त्यांच्याकडे अधिक काहीतरी असते. तो लिहतो म्हणजे काय हे तर माणसेही लिहितात परंतु इतरांचे लेखन साहित्यरूप नसते. उदा. अनेक पक्षांनी एका पक्षास घायाळ करून मारणे ही घटना सामान्यांनी पाहिली परंतु तिच्या विषयी त्यांना काही वाटणार नाही मात्र हीच घटना एखादा लेखक अत्यंत हळुवार तरल कथा निर्माण करतो लेखकाकडे हेच 'काहितरी' विशिष्ट असते.

प्रस्तावना- एखाद्याकडे आपण फुलांची मागणी केली आणि त्याने गुलाबाची फुले आपण दिली तर आपण 'मला नकोत, फुले हवीत' असे म्हणून परत पाठवले तर दुस-या खेपेस तो मोग-याची फुले आपण देईल. पुन्हा आपण तसेच उत्तर दिले तर बिचारा तिस-या खेपेस चाफ्याची फुले घेऊन येईल, चौथ्यांदा 'अहो तुमच्यासमोर कितीतरी प्रकारांची फुले आणली तरी प्रत्येक वेळी तुम्ही गुलाब नको, मोगरा नको, चाफा नको असे म्हणता पण असे कोणत्याही जातीत न बसणारे फुल मी कोठून आणू? तसे जातनिरपेक्ष फुल असते का हो? असे उत्तर मिळेल.

या काल्पनिक संवादातून गवसणारे सूत्र साहित्याच्या संदर्भातही लक्षात घेण्यासारखे आहे. जसे फुल, फळ इ. जातिवाचक शब्दांना स्वतंत्र अस्तित्व नाही, ते कोणत्या ना कोणत्या प्रकारान्तर्गतच अस्तित्वात असणार तसेच 'साहित्य' या संज्ञेचे आहे. साहित्याच्या पुस्तकाची मागणी केल्यावर कविता, नाटक, कांदबरी, कथा अशा एखाद्या साहित्यप्रकाराचे पुस्तकच समोर ठेवले जाईल.

निर्मिती म्हणजे अस्तित्वात नसलेली वस्तु वास्तवात आणणे, कविता, कांदबरी किंवा अन्य कोणतेही लेखन निर्मितीच असते.

माणसाला आपले मनुष्यत्व या निर्मिती करण्यामध्ये अनुभवाला येते. या निर्माण शक्तीचे प्रत्येकाचे सामर्थ्य वेगवेगळे असते निर्मिती ही माणसाला आनंदायक वाटावी अशी बाब आहे. नवी वस्तु प्रत्यक्षात आणणे आणि नवनिर्मितीची ही पुनर्रचना करणे ही बाब माणसाला मोठी आनंददायक वाटते निर्मिती झाल्यावरच माणसाला ही गोष्ट निर्माण करण्याची कुवत आपल्यात होती हे कळणे म्हणजेच स्वतःची ओळख होणे अशी ओळख साहित्य निर्मितीतच अधिक होते. म्हणून अन्य ज्ञान क्षेत्रातील निर्मितीच्या तुलनेत साहित्यनिर्मितीच्या विचाराला विशेष महत्व आहे.

संशोधनाची उद्दीष्टे-

१. अभ्यासासाठी साहित्याची ओळख महत्वाची ठरते.
२. साहित्य वाचनामुळे मानवी भविष्याला प्रेरणा मिळते.
३. साहित्यामुळे आपोआपच सामाजिकतेच भान राखलं जात.
४. साहित्य विद्यार्थ्यांमध्ये मानवी गुण निर्माण करण्याचे कार्य करते.

संशोधनाची गृहितके-

१. साहित्य जाणून घेणे.
२. साहित्याची ओळख करून घेतांना साहित्याच्या प्रकाराची सुध्दा ओळख करून घेणे.
३. प्रस्तुत संशोधनातून मराठी साहित्यातील प्रकाराची ओळख व्हावी यासाठी उपयुक्त आहे.
४. साहित्यप्रकाराची माहिती करून घेणे.

संशोधन कार्यपध्दती-

१. प्रस्तुत माहिती हि दुय्यम स्वरूपाची आहे.
२. साहित्याची तोंडओळख अभ्यासणे.
३. साहित्यप्रकाराची प्राथमिक माहिती करून देणे.
४. नविन साहित्य निर्मितीसाठी साहित्याच्या प्रकाराची ओळख करून घेणे महत्वाचे आहे.

संशोधनाची व्याप्ती आणि मर्यादा-

१. साहित्य प्रकाराच्या तत्वांचा विचार करणे.
२. साहित्य निर्मिती ही व्यक्ती मनाची निर्मिती असते हे समजून घेणे.
३. प्रस्तुत संशोधन मूल्यशिक्षण दृष्टीने केले आहे.
४. साहित्याची संकल्पना समजून घेणे

साहित्य निर्मिती-

साहित्याचा सारा डोलारा हा समाज वास्तवावरच उभा असतो.

लेखकाला आकलन झालेला समाज हा त्याच्या अनुभवविश्वात सामावलेला असतो. साहित्यासाठी कोणते अनुभव स्विकारायचे किंवा नाकारायचे याचे स्वातंत्र्य मात्र लेखकाला असते. जीवनातल्या या अनुभवांचा अन्वयार्थ लावूनच लेखक आपले साहित्य विश्व घडवित असतो. त्याच्या या अन्वयार्थ लावण्यातूनच त्याच्या साहित्यकृतीत कलात्मकता येत असते. लेखकाच्या अनुभवातील अनुभूती जितकी तीव्र तितकाच हा अनुभव जिवंत ठरतो. साहित्यातील अनुभव विश्व जीवनातून, प्राप्त होणा-या अनुभवातून सार्थ बनत असते. साहित्यातून व्यक्त होणा-या अनुभवाचा एक विशेष म्हणजे तो आस्वादकाच्या अनुभवविश्वाचा एकभाग बनतो. या विशेषामुळेच साहित्यकृती वाचनयोग्य बनते.

साहित्य ही मानवी जीवनाचे दर्शन घडविणारी एक कलावस्तु असते. तिचा निर्माता म्हणजे लेखक कलावंत हा माणूस असल्याने मानवी जीवनाच्या अंगप्रत्यंगाचे दर्शन घडविणे हा त्याचा हेतु असतो. साहित्यकृतीतील हे जीवनदर्शन परिपूर्ण नसते. ते अंशात्मक असले तरी बहुअंगी असते, ते जीवनाच्या अनेकविध घटकांना-उपघटकांना स्पर्श करणारे असते. साहित्यकृती ही त्याने निर्माण केलेली एक कलावस्तु असते. एकाचवेळी ती व्यक्तिनिष्ठ आणि वस्तुनिष्ठ असते. ती व्यक्ती आणि समाज या द्विघटकांशी बांधलेली असते. ती अनेक विषयांशी निगडित असते. साहित्य ही सर्व व्यापक व सर्वसमावेशक संज्ञा असल्याने तिची तपासणी अनेक दृष्टींनी केली जाते.

साहित्याची निर्मिती जीवनातच होत असते आणि जीवनाचेच प्रतिबिंब साहित्यात पहावयास मिळते. लेखक हा समाजाचा एक घटक असल्याने, त्याच्या व्यक्तिमत्त्व जडण-घडणेत समाजाचा महत्वाचा सहभाग आसतो. तसेच सामाजिक पर्यावरणातच लेखक वाढत असल्याने या पर्यावरणाचा संस्कार त्याच्या संवेदनक्षम मनावर होणं स्वाभाविकही असते. लेखक सामाजिक जाणिवेतून घटनांची नोंद घेत असतो.

साहित्यप्रकार म्हणजे साहित्यकृतींच्या वर्गाची यादी नव्हे तर साहित्य प्रकार निश्चिती मागील तत्वांचाही विचार होणे महत्वाचे असते. एखादी साहित्यकृती कांदबरी, नाटक, कविता कथा याप्रमाणे ठरवितांना या साहित्यकृतीची संरचना कशास्वरूपाची लागते हे स्पष्ट करणे महत्वाचे असते.

साहित्यातील चरित्र- आत्मचरित्र यांचा घाट कथा कादंबरीपेक्षा काहीसा वेगळा असला तरी ते कथनच असल्याने त्यांचा समावेश कथनात्ममध्येच करणे अधिक योग्य ठरते. पाश्चात्तम समीक्षकांनी कथनात्मक परंपरेचा अभ्यास करून रूपकथा, लोककथा, पुराणकथा, आख्यायिका, पत्रलेखन, आत्मकथन, इतिहास, प्रवासवर्णन, महाकाव्य, पोवाडा व कादंबरी यांचा समावेश कथात्म प्रकारात केला आहे.

कथा, कादंबरी, महाकाव्य, पोवाडा हे साहित्य प्रकार कथनात्मक स्वरूपाचे ठरतात. कथा, कादंबरी गद्याच्या माध्यमातून कथन केलेला असतो. शोकात्मिका सुखात्मिका, प्रहसन हे प्रकार नाटयात्य तर अभंग, भावकविता विलापिका इत्यादी प्रकार काव्यात्म ठरतात.

साहित्याचे प्रकार-

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| १) कथा | २) कांदबरी |
| ३) कविता | ४) नाटक |
| ५) चरित्र | ६) आत्मचरित्र |

कथा

कथा हा एक प्राचीन साहित्य प्रकार आहे. प्रारंभीच्या काळात कथा मौखिक रूपाने व प्रचलित होती. दैवतकथा, अद्भुतकथा, दंतकथा, प्राणीकथा, नीतीकथा, कहाणी या स्वरूपाच्या कथा लोककथा म्हणून लोकजीवनात प्रचलित होत्या. आधुनिक कथेचे मुळ याच लोककथेत आढळते. लोककथेतील अनेक संकेत आधुनिक कथेत आलेले आहेत.

गोष्ट सांगणे व ऐकणे अनादी काळापासून मानवीमनाचा एकस्थायीभाव आहे. एक विरंगुळा आहे. प्रवासात बाजारात, पारावर, विविध सण-समारंभामध्ये, कीर्तनादि धार्मिक परंपरातून माणूस गोष्ट, कथा ऐकत आलेला आहे. त्या दृष्टीने पाहता भारतीय कथेचा इतिहास हा सुमारे ४५०० वर्षांचा आहे. लिखित कथेचा इतिहास हा सुमारे दीडशे वर्षांचा आहे. परंतु स्वतंत्र मराठी कथा मात्र शंभर वर्षांपासून लिहिली गेली. जे सांगण्याजोगे आहे त्याची कल्पनेने रचना करणे म्हणजे कथा रचना होय. पहिली स्वातंत्र्य, ललित्यपूर्ण कथा लिहण्याचा मान हरिभाऊ आपटे यांच्या २३ ऑक्टोबर २८१० साली लिहलेल्या 'डिसेप्सिया' कथेला मिळतो.

कथा हा स्फुट साहित्य प्रकार आहे. कांदबरीत जीवनाचे व्यापक दर्शन घडविण्याचा लेखकाचा प्रयत्न असतो. कथेत मर्यादीत जीवनातील घटना-प्रसंग, अनुभव यांचे चित्रण असते. कथा व्यक्तिच्या जीवनाचे संदर्भ या कथेला असतोच. कथेत अनुभवाचे एककेंद्रित्व असते. कथेत अनुभवाचा गुच्छ नसतो. तर एखाद्याचा अनुभव घेवून कथा विकसित होत असल्याने तिला लघुरूप प्राप्त होते. कथेतून एकच एक संस्कार झालेला असतो. कथेचा असलेला लहान अकार तिच्यातील एकच संस्कार, यामुळे कथेच्या रचनेत, अनुभवाच्या विकसनत काही विशेष आपोआपच येत असतात. एककेंद्रित्व, मितव्यय, संक्षेप, काटेकोरपणात व नेमकेपणा ही कथेची -कथातंत्राची महत्वाची वैशिष्ट्ये आहेत.

लेखक कथेतून काय व कसे सांगतो याला विशेष महत्व असते. कथानक, कथेतील व्यक्ती, घटना वातावरणात कथन पध्दती व भाषा अशी कथेची घटकागे असतात. त्यातूनच कथेला रूप येते, आकार येतो.

कथेतील अनुभव हा कथानकाप्रमाणे कथेतील पात्राच्या अंगाने मुर्त होत असतो. लेखक त्याच्या सभोवती वावाराणा-या व्यक्तिंतून एखादी व्यक्ति हेरून अर्थात त्याला भावलेली, कथेत चित्रित करता येणारी अशी व्यक्ती निवडून तिला आपल्या कल्पनेप्रमाणे रूप देवून कथेत चित्रित करतो. या व्यक्तिची वृत्ती, उक्ती, भाव-भावना विचार, कल्पना, संवेदना, जीवनदृष्टी जीवन पध्दती इत्यादींच्या चित्रणातून त्या व्यक्तिची एक शब्दरूप प्रतिमा तयार करतो. या प्रतिमेलाच कथेतील पात्र असे नाव असते. ही प्रतिमा कल्पना आणि शब्दरूप असली तरी वास्तवातील व्यक्तिप्रमाणे तिचे जीवन असते.

कथेत वातावरण, निवेदन आणि भाषा हे ही महत्वाचे घटक असतात. कथेतील घटना-प्रसंग भाव यांना ऊठाव देणारे वातावरण

कथेला जसे एक मोल प्राप्त करून देत असते. तसेच गतिमान निवेदन कथानकाला प्रवाहित ठेवीत असते. कथेची भाषा एक कल्पित विश्वाची भाषा असते.

कांदबरी

साधारणतः अधिक लांबीच्या काल्पनिक कथा असलेल्या गद्य लेखनास कांदबरी म्हणतात. मराठी भाषेतील कांदब-यांनी मराठी साहित्याचा ठेवा समृद्ध केला आहे. कांदबरी हा शब्द भारतात सातव्या शतकात होऊन गेलेल्या बाणभट्ट नामक कविने लिहिलेल्या 'कांदबरी' या ग्रंथनामावरून आला हा ग्रंथ म्हणजे जगातली पहिली कांदबरी. इंग्रजीतली The Tales of Genji ही पहिली कांदबरी ११ व्या शतकात लिहिली गेली.

कांदबरी या साहित्यप्रकाराला अभ्यासताना त्यासाठी असणाऱ्या करार, काळ, आवाज हे पैलू लक्षात घ्यावे लागतात. कांदबरीत येणाऱ्या हा जीवनाचा एका विशिष्ट काळाचे दर्शन घडवत असतो. कांदबरीत येणारा हा 'काळ' सुझन लँगरच्या 'काळ' या संकल्पनेनुसार भुतकाळ असतो.

कांदबरी हा दिर्घ साहित्यप्रकार असून कांदबरीत जीवनाचे व्यापक दर्शन घडविण्याचा लेखकाचा प्रयत्न असतो. कांदबरी व महाकाव्य यांचा कथात्म साहित्यात समावेश केलेला आहे. कांदबरीत संस्कार अनेकांगी असतात. कथानकाला, निवेदनाला कांदबरीत महत्त्व असते. कांदबरीच्या विषयाची व्याप्तीही मोठी असते. मानवी जीवन व्यवहाराचे व्यापक दर्शन कांदबरीत घडविल्या जाते. स्थल कालाच्या व्यापक रंजनासाठी कांदबरीची निर्मिती झालेली असते. त्यामुळे रंजक वाड.मयाच्या निर्मिती मागील प्रेरणा कांदबरीच्या निर्मिती मागे असतात. कांदबरीत वाचकाची कांदबरी विषयक आवड टिकवून ठेवण्याचा प्रयत्न असतो. कांदबरीच्या संदर्भात जे काही निकष सांगितले जातात त्यात वास्तवतेचा निकष महत्त्वाचा मानला जातो. वास्तववादी कांदबरीत, ज्या जगात आपण राहतो, जीवन जगतो त्याच सत्याचा विश्वासाचा अभ्यास कांदबरीत करण्याचा प्रयत्न असतो.

कांदबरीतून अविष्कृत होणारे अनुभवविश्व हे अधिक व्यापक असते. मानवी जीवनाची सर्वच क्षेत्रे कांदबरीत सामावली जावू शकतात. मानवी जीवन व्यवहाराला सामावून घेण्याची क्षमता कांदबरीत असते. 'व्यक्ती' हा कांदबरीचा केंद्रबिंदु असतो. मानवी जीवनाची, व्यवहाराचे कोणतेही रूप मुक्त करण्याची क्षमता कांदबरीत असते. भुतकाळ आणि वर्तमानकाळ यांच्यातील कार्यकारणभाव प्रस्थापित करणे हे कांदबरीचे एक वैशिष्ट्य असते. कांदबरीचे अनुभवविश्व जसे व्यापक आहे तसेच तिथे रचनातंत्रही तांत्रिक बंधनापासून मुक्त असते. त्यामुळेच नाट्य वाड.मयातील, आत्मचरित्रातील व दीर्घ कथेतील काही गुण कांदबरीत पहावयास मिळतात. सभोवती घडणा-या घटना जेव्हा संवेदनशील लेखकाच्या चिंतनविषय बनतात. तेव्हा तो त्याला जाणवलेल्या जीवनविषयक वास्तवाच्या विशिष्ट रूपाची एक कल्पित, अर्थपूर्ण रचना कांदबरीच्या रूपात करतो.

कांदबरी साहित्य प्रकाराचा विचार करताना कांदबरीचा लेखक, कांदबरीचा विषय त्यातून चित्रित होणारे जीवन, या जीवनाची व्यापकता घटना-प्रसंग, वातावरण, निवेदन, कथनशैली आणि भाषा या घटकांना

कांदबरीच्या आकलनात लेखकाच्या कांदबरी निर्मितीच्या प्रेरणा मार्गदर्शन ठरतात. कांदबरीच्या घडणेत तिचे स्तःचे असे एक वैशिष्ट्य असते. त्यामुळे एका कांदबरीची घडण दुस-या कांदबरीपेक्षा वेगळी असते. तरी ती कांदबरीच असते. व्यंकटेश माडगुळकरांची 'बनगरवाडी' भालचंद्र नेमाडे यांची 'कोसला', पु.श.रेगे यांची 'सावित्री' या कांदब-याच आहेत पण त्यांची घडण मात्र परस्पराहून वेगळी बनलेली आहे.

कांदबरीची रचना- व्यक्ति हा कांदबरीचा एक महत्त्वाचा घटक आहे. या व्यक्तिच्या अनुषंगाने येणा-या बाबींना कांदबरीत स्थान मिळणेही आवश्यक ठरते. व्यक्ती प्रमाणेच 'वातावरण' हा ही कांदबरीचा आणखी एक घटक आहे. थोडक्यात, व्यक्ती, त्याच्या जीवनातील घटना -प्रसंग, त्याच्या कृती-उक्ती, त्याचे भावविश्व, वातावरण आणि भाषा तसेच 'निवेदन' इत्यादी घटक कांदबरीला साकार करीत असतात.

कांदबरीत काव्यात्मकता, नाट्यात्मकता, तात्विक गुह्यगुंजन परता इत्यादीचा स्वीकार केला जाऊ शकतो. कांदबरीला एक ठराविक रूप, आकृतीबंध मानवत नाही. लेखकाच्या इच्छेनुसार तिचा विस्तार होत असल्याने लेखकाची कांदबरीकडे पाहण्याची तसेच जिवनाकडे पाहण्याची दृष्टी यातून कांदबरीला रूप येते.

कांदबरीचे प्रकार- ऐतिहासिक, काल्पनिक, पौराणिक, प्रेमकथा, रहस्यकथा, सामाजिक, साहसकथा आणि राजकिय कांदबरी.

प्रसिद्ध मराठी कांदबरीकार :अण्णाभाऊ साठे, अरुण साधू, प्रल्हाद केशव अत्रे, आनंद यादव, कैलास दौंड, गंगाधर गाडगीळ, गौरी देशपांडे, केशव मेश्राम, चिं.वि.जोशी, चिं.खानोलकर, जयंत नारळीकर, जयवंत दळवी, द.मा. मीरासदार, दया पवार, नरेंद्र नाईक, ना.सी. फडके, भालचंद्र नेमाडे, पु.भा. भावे, बाबा कदम, बाबुराव बागुल, रणजित देसाई, रां.रं. बोराडे, लक्ष्मण माने, लक्ष्मण लोंढे, व.पु.काळे, वि.स.खांडेकर, व्यंकटेश माडगुळकर, शंकरराव खरात, श्री.ना.पेंडसे, सुधाकर गायकवाड, सुहास शिरवळकर सुधाकर गायकवाड इ.

प्रसिद्ध कांदबऱ्या- अमृतवेल, आनंदी गोपाळ, आमदार सौभाग्यवती, आम्हांला जगायचंय, उपकारी माणसे, कापूसकाळ, पाणधुई, काळोखातील अग्निशिख, कोसला, जरिला,जीवन गंगा, झाडाझडती, झोपडपट्टी झेप, तांडफुटी, दुनियादारी, पाचोळा, पानिपत,फकिरा, बनगरवाडी, महानायक, मृत्यूजय, ययाति, रणांगण,राऊ इ.

कविता-

कवितेची नेमकी व्याख्या कारणे जरा कठीणच आहे. साहित्य शास्त्रात रस, अलंकार, व्यंजना, ध्वनि यांच्या आधारे व्याख्या करण्याचा प्रयत्न साहित्यकारांनी केलेला आहे पण कवितेच्या विविध रूपांचा, गुणवैशिष्ट्यांचा विचार ज्यात असेल अशी नेमकी व्याख्या मात्र करणे कठीण आहे. एखादी रचना कविता आहे किंवा नाही याचा विचार करताना अनेक बाबी, गुण विचारात घ्यावे लागतात. अनुभव हीच कवीची कविता असते. काव्यातील हा अनुभव जितका अत्कट तितके त्यात काव्य असते. शिवाय काव्याची जाण ही कवी आणि रसिक यांच्या संवादातून वाढीस लागत असते. कविला जे काही जाणवले

आहे ते सार्थ करून दाखविणे हे कवीचे मुख्य कार्य असते. कवितेची भाषा ही लक्षवेधक असते.

काव्यातून व्यक्त होणारा काव्यानुभव हा महत्वाचा असतो. त्यातून जीवन आणि कलामूल्याचा प्रत्यय रसिकाला लाभत असतो. कवितेचे अनेक प्रकार मराठी वाड. मयात प्रचलीत आहेत. महाकाव्य, खंडकाव्य, पोवाडा, अंभग, ओवी, रुपकात्मक कविता, लावणी, कथाकाव्य, सुनीत उद्येशिका, विलापिका इत्यादी प्रकार कवितेच्या संदर्भात पाहवयास मिळतात.

कविता हा एक मूलभूत काव्य प्रकार मानला जातो. कवितेची विविधरुपे आढळत असल्याने तिचे संकल्पनात्मक विश्लेषण करणे जरा अवघडच काम आहे. कवितेच्या या विविध रुपाशी आपले सांस्कृतिक जीवनही निगडित असल्याने तर हे काम अधिक अवघड बनते. धर्म, शास्त्र, संस्कृती, कला अशी मानवी व्यवहाराची सर्व क्षेत्रे कवितेने व्यापलेली आहे.

अभिजात आणि लौकिक अशा दोन्ही अंगांनी कवितेची परंपरा विकसित होत आली आहे. रंजन, उद्धोधन आणि श्रमपरिहार, तत्वविवेचन इत्यादीसाठी कवितेचाच वापर होतो. कवितेची विविधता आणि व्याप्तीचा विचार करू पाहता स्तोत्रे, सुक्तक, लोकगीत, भुपाळ्या, गाथा, गीत, लघुकाव्य, महाकाव्ये, आख्याने पोवाडे जात्यावरची ओवीगीते, नृत्य -खेळगीते, सुनीत, उद्येशिका, विलापिका आणि अलिकडच्या 'चारोळ्या' अशी कवितेची विविध रूपे पहावयास मिळतात.

आजही कवी, काव्य आणि काव्यात्म या संज्ञा आपल्या नित्याच्या जीवनात रुळलेल्या दिसतातच. या संज्ञांना सांस्कृतिक, व्यावहारिक आणि कलाविशिष्ट संदर्भात अर्थ प्राप्त झालेला आहे.

कविता (मख्यतः) छंदोबध्द व सरबध्द असतात. कवितेतुन जीवन कळते, समजते व उमगते. कविता, ओव्या, अंभग, किंवा श्लोक हे साहित्याचे माध्यम आहे. त्यामध्ये मनाच्या भावना, वस्तुस्थिती किंवा मनःस्थिती व्यक्त करता येते. आपल्या भारतात कवितांचा इतिहास व कवितांचे तत्वज्ञान फार जुने आहे.

कवितांचे प्रकार- अंगाई, अंभग, आर्या, ओवी, कणिका, खंडकाव्य, गझल, चारोळी, चित्रपटगीत, चौपदी, दशपदी, दिंडी, नाट्यगीत, निसर्गवर्णनात्मक कविता, पोवाडा, बालकविता, बालगीत, भक्तीगीत, भलरी, (शेतकरी गीत) भावगीत, महाकाव्य, मुक्तछंद, रुबया, लावणी, विनोदी कविता, श्लोक, साकी, सुनीत, हायकू इ.

संतकवी- ज्ञानेश्वर, नामदेव, एकनाथ, तुकाराम, रामदास, जनाबाई, चोखामेळा, नरहरी सोनार, सावतामाळी, महिपती, मुक्ताबाई, जोगा परमानंद, कान्होपात्रा

पंडितकवी- श्रीधर, आनंदतनय, मुक्तेश्वर, वानपंडित, अमृतराय, देवनाथ महाराज, रघुनाथ पंडित, मोरापंत इ.

तंतकवी / शाहिर- अनंद फंदी, परशराम, प्रभाकर, रामजोशी, सगनभाऊ, होनाजी बाळा इ.

नाटक-

नाटक म्हणजे प्रसंग आणि संवाद यांच्या द्वारा होणारा संघर्षमय कथात्म अनुभव असे म्हणता येईल. प्रत्येक नाटकाला एक कथावस्तू

असते. ती कथावस्तू घटना आणि प्रसंग ह्यांनी गुंफलेली असते. नाटक हे संवादाच्या माध्यमातून आकाराला येते. असे अंकांमध्ये विभागलेले नाटक मग रंगमंचावर नेपथ्य, प्रकाशयोजना, पार्श्वसंगीत इ. च्या साहाय्याने सादर केले जाते. नाटकाचे संवाद हे त्याचे फार महत्वाचे अंग असते. व्यक्तीरेखाटन, प्रसंगचित्रण हे सर्व नाटकात संवादाच्या माध्यमातून साधायचे असते. नाटकातले संवाद कथा-कांदबरी ह्यातल्या संवादापेक्षा निराळे असतात.

नाटक म्हणजे जिवंत, मृत, पौराणिक, किंवा काल्पनिक व्यक्ती किंवा प्राणी यांच्या भूमिका करणा-या नटांनी रंगमंचावर सादर केलेली, बहुधा संवादात्मक, अभिनयमय, नृत्यमय किंवा काव्यात्मक कलाकृती असू शकते. नाटक या साहित्य प्रकारात कथानकावर अदृश्य असतो. घटना आणि पात्रे यांच्याद्वारे कथानक दाखविले जाते. पात्रांच्या क्रियाप्रतिक्रियाद्वारा नाटकात साहित्य व्यवहार सिध्द होत असतो. शोकात्मिकता, सुखात्मिक आणि प्रहसन हे प्रकार नाटकात समाविष्ट होतात.

संवाद हा नाटकाचा प्राणभूत घटक आहे. संवादातून नाटकाचे कथानक दृश्यरूपात प्रेक्षकांपुढे येते. लेखकाचे भावविश्व, विचार, कल्पना, लेखकाला नाटकातून सांगावयाचे आहे ते त्याला नाटकातील पात्रांच्याद्वारा त्यांच्या अभिनयातून आणि संवादातून सांगावे लागते.

वेदपुरविकाळातील नृत्यात नाटकाचे मुळ असून पुढील काळात धर्मविधिच्या अंगाने नाटकाचा विकास होत गेला विधीनाटय, पौराणिक नाटय, ऐतिहासिक नाटय आणि सामाजिक नाटके असे काही टप्पे नाटकाच्या विकासातील सांगता येतील. लोकरंगभूमी ते मराठी रंगभूमी असा नाटकाच्या आवस्था पहावयास मिळतात.

मराठी नाटकाने इंग्रजीचे बोट धरून वाटचाल सुरु केली त्यामुळे इंग्रजी नाटकातील काही गुण मराठी नाटकात आले हेही खरेच. नाटक या कला प्रकाराचा विचार करता असे दिसते की, नाटयभिव्यक्तीच्या तंत्राने नाटक बंदिस्त असते. नाटकाची संहिता, पात्रे, अभिनय, संवाद, प्रकाश योजना, रंगमंचावरील वास्तवदर्शी रचना, संगीत असे काही विशेष नाटयकलेचे असतात. त्यामुळे इतर साहित्य प्रकारापेक्षा नाटक हा एक पूर्णपणे वेगळा असलेला प्रयोगक्षम साहित्य प्रकार आहे. नाटक वाचण्यापेक्षा पाहणे याला नाटकात महत्व असते.

नाटककार नाटक लिहतो आणि नट हे नाटक प्रेक्षकापुढे सादर करतात. या दृष्टीने संहिता, नट आणि प्रेक्षक या तीन घटकांना या साहित्य प्रकारात महत्वाचे स्थान आहे.

नाटक या साहित्य प्रकारांचा रंगभूमीशी संबंध असल्याने नाटकाचा केवळ साहित्यदृष्ट्या विचार करून भागत नाही. तर ते प्रेक्षकांना भावले पाहिजे याची काळजी लेखकाला घेणे आवश्यक असते. नाटकाच्या कथानकाप्रमाणे, घटनाप्रसंगाने नाटकातील अंकाची योजना केलेली असते. नाटकाच्या प्रारंभाच्या अवस्थेत तीन-चार तास चालणारी नाटके असत. नंतरच्या काळात दीड ते दोन तासांची नाटके लिहिल्या गेली त्यामुळे नाटकात सर्वसाधारण तीन अंक असावेत असा संकेत रुढ झाला. एक साहित्यप्रकार म्हणून आत्मविष्कारासाठी, रंजनासाठी नाटक हे माध्यम चांगले आहे यात शंका नाही.

नाटकात मानवी भावनांचा, विचारांचा स्वाभाविक संघर्ष, जीवनाचे वास्तवदर्शन, तात्विक मुल्यांचा आधार, सामाजिक आदर्श यावर आधारित कथनक असावे अशी अपेक्षा केली जाते.

भारतीय रंगभूमीचा इतिहास- भारतात काही रंगभूमीपूर्व कलांचा आढळ होता असे प्राचीन भारतीय साहित्यामधील संदर्भावरून लक्षात येते. गोष्ठी सांगण्याच्या कलेतून आख्यानकाव्यांचा जन्म झाला आणि आख्यानकाव्यांमधून महाकाव्यांची निर्मिती झाली. ही महाकाव्ये मौर्यकालापर्यंतून पिढ्यान्पिढ्या जतन करण्यात आली. महाकाव्यांमधील आख्याने लोकसमुदायासमोर सादर करण्यात येत असत. त्यात वाचिक अभिनयासह संगीताचाही समावेश असे. त्याचप्रमाणे, प्राचीन भारतामधील आर्य संस्कृतीमध्ये यज्ञयाग केंद्रस्थानी होते. त्यांच्या अनुष्ठानामध्ये अनेक गोष्ठी अभिनय केल्यासारख्या करावयाच्या असत.

चरित्र-

चरित्राची व्याख्या पाहता असे दिसते की, चरित्र हा व्यक्तिजीवन इतिहासाचा पैलू लाभलेला असतो. चरित्रात इतिहास, व्यक्ति आणि साहित्य हे तीन महत्वाचे घटक असतात. व्यक्तिमुळे मानवी स्वभावाचे व जीवनाचे दर्शन घडते. आणि साहित्यामुळे चरित्रलेखनाला कलामुल्य लाभते. "Biography must be a truthful record of an individual and composed as a work of art" व्यक्ती जीवनातील घटनांचे प्रांजल आणि तितकेच कलात्मक निवेदन म्हणजे चरित्र असे निकोलसन म्हणतो.

कथा, कादंबरी, नाटक या वाङ्मय प्रकारांप्रमाणेच व्यक्ती आणि व्यक्तिजीवन हाच चरित्राचा प्रधान विषय असतो. चरित्रात मानवी व्यक्तित्वाचे सत्यपूर्ण कलात्मक दर्शन घडायला हवे.

चरित्राचा इतिहासाशी असलेला संबंध करणारी एक व्याख्या अशी 'The history of life of an individual as a form of literature'

असे असले तरी चरित्रात एका व्यक्तीच्या सर्वांगीण विकासाचे चित्रण असते. चरित्रात इतिहास असला तरी तो त्या व्यक्तीच्या जीवनाचा इतिहास असतो. राजकीय, सामाजिक-सामुहिक स्वरूपाचे जीवन हा इतिहासाचा विषय असतो. इतिहास हे शास्त्र आहे तर चरित्र हे कला आहे.

ऐतिहासिक सत्य हा चरित्र नायकाचे चित्रण करताना चरित्र लेखकाला ऐतिहासिक सत्याचा आधार घेणे आवश्यक असते. तसेच चरित्र लेखन कलात्मक होण्यासाठी चरित्राची रचना आकर्षण असणे महत्वाचे ठरते. चरित्र नायकाच्या जीवनातील अनुभव, त्याची जीवनदृष्टी वाचकाला चरित्र लेखनातून देता आली पाहिजे. चरित्र वाचत असताना आपण एक कलाकृती अनुभवत आहोत असा भाव वाचकाच्या ठायी चरित्रलेखनाने निर्माण झाला पाहिजे.

चरित्रनायक हा चरित्र लेखनाचा महत्वाचा घटक आहे. चरित्र नायक हा कर्तबगार, थोर, असामान्य गुण असलेला पाहिजे मग तो सामान्य माणूस असला तरी चालतो. चरित्र लेखनात त्याच्या एकूणच गुण दोषांचे चित्रण हवे सामान्य माणसातील असामान्य गुणदर्शनाने चरित्रनायक हा आपल्यातीलच आहे असा आपणभाव वाचकांच्या ठायी निर्माण होतो. गुणदोषयुक्त असे मानवी व्यक्तित्व हा चरित्राचा

केंद्रबिंदू असतो. त्याचे यथार्थदर्शन चरित्रकाराने चरित्रातून घडवावे.

चरित्रनायक असलेल्या व्यक्तीचे, त्याच्या व्यक्तिमत्त्वाचे विविध पैलू, त्याच्या भाव-भावना, त्याचे आचार-विचार, त्याच्या जीवनातील घटना-प्रसंग चरित्रकाराने हळुवारपणे लक्षात घेणे महत्वाचे ठरते, ती म्हणजे, चरित्र नायकाविषयी लेखकाच्या मनात जिन्हाळा, आपुलकी असावी तसेच चरित्रनायकाच्या जीवनाकडे तटस्थपणे पाहण्याची वृत्तीही त्याच्या अंगी असावी.

चरित्र लेखन करताना, चरित्र नायकाविषयी विविध स्वरूपाची सामग्री जमा करणे हा चरित्र लेखनाचा पहिला टप्पा आहे. कलात्मक चरित्रलेखनात, सत्यशोधन, मांडणीतील सौंदर्य, वाचकांची उत्कंठा कायम ठेवणे, व्यक्तिदर्शन, चरित्र लेखनाशी समरसता, दोष दर्शन, तटस्थता, कलानुक्रम, चरित्रनायकाचे कर्तृत्व आणि गुणदर्शन इत्यादी बाबी अत्यंत महत्वाच्या ठरतात.

उपलब्ध सामग्रीच्या आधारे, सत्याचा शोध घेऊन चरित्रनायकाचे यथातथ्य चित्रण करण्यातच चरित्रकाराची खरी कला असते. चरित्र नायकाच्या जीवनातील घटना-प्रसंग यांची निवड करताना त्याने सौंदर्यदृष्टी ठेवणेही चरित्राच्या कलात्मकतेच्या दृष्टीने महत्वाचे ठरते. चरित्र नायकाचा जीवनपट वाचकापुढे उभा करणे हे कौशल्याचे काम असते. व्यक्तिदर्शन हा चरित्राचा गाभा असतो. चरित्राचा तो केंद्रबिंदू असतो. चरित्र नायकाच्या व्यक्तिमत्त्वाचे विविध पैलू लेखकाने कलात्मकतेने चित्रित करणे, उलगडून दाखविणे महत्वाचे असते. त्याच्या स्वभावाचे विशेष, त्यासाठी त्याच्या जीवनातील घटना-प्रसंग, त्याला सामोरे जावे लागलेली परिस्थिती, त्याला करावा लागलेला संघर्ष इत्यादींची प्रांजळ वर्णने चरित्र नायकाचे व्यक्तिदर्शन घडवित असते.

चरित्र लेखनात, चरित्रनायकाचे जीवन दर्शन घडविताना, चरित्र नायकाच्या सभोवतीच्या समाजाचे, परिस्थितीचे आणि चरित्रनायक ज्या कालखंडातील आहे त्या कालखंडाचे संदर्भ चरित्रलेखनाला येणे हे महत्वाचे असते.

चरित्र या साहित्यप्रकार लेखनात चरित्रलेखनाच्या सामग्रीला विशेष महत्व असते. या सामग्रीच्या आधारेच लेखक चरित्र लेखन करू शकतो. चरित्र नायकाने लिहिलेली तशीच इतरांनी त्यांना पाठविलेली पत्रे, चरित्र नायकाची दैनंदिनी, त्याच्या विषयीच्या आठवणी असे या सामग्रीचे स्वरूप आहे. या सामग्रीचा चरित्रलेखनात उपयोग केल्याने चरित्रलेखनाला सत्याचे अधिष्ठान प्राप्त होते.

मराठी चरित्रलेखनाचा विकास हा टप्पा-टप्पाने झालेला आहे. महानुभाव लेखकांनी लिहिलेली लीलाचरित्रासारखे चरित्र, बखररूप चरित्रे, आणि पुढे इंग्रजीच्या संपर्कातून मराठीत झालेले चरित्र लेखन, ऐतिहासिक व्यक्तींची, संतांची चरित्रे, राजकीय-सामाजिक व्यक्तींची चरित्रे, साहित्यिक व कलावंतांची चरित्रे अशी विविधता मराठीतील या साहित्य प्रकारात पाहावयास मिळते. थोडक्यात चरित्र या साहित्य प्रकारात वस्तुनिष्ठ, कलात्मक चरित्रलेखनाला एकूणच साहित्यात महत्व असते.

आत्मचरित्र-

लेखकाने आपल्या व्यक्तीगत जीवनाची स्वतःच्याच शब्दात सांगितलेली कहाणी म्हणजे आत्मचरित्र असे म्हणता येते.

“The Story of one’s life written by oneself” अशी इंग्रजीत आत्मचरित्राची व्याख्या आहे. लेखकाने आपल्या जीवनाची वाटचाल, जडण-घडण आत्मचरित्रात स्वतःच सांगितलेली असते. त्यामुळे चरित्रापेक्षा आत्मचरित्र हा साहित्यप्रकार अधिक प्रभावी असतो. माणूस स्वतःला जितके ओळखतो तितके त्यास अन्य कुणीही ओळखू शकत नाही, त्याचे व्यक्तीगत जीवन, त्याचे अंतरंग हे त्याच्या स्वतःकडूनच अधिक याशस्वीपणे व प्रभावीपणे प्रकट होऊ शकते. या दृष्टीने आत्मचरित्र हा लेखन प्रकार आगळा-वेगळा ठरतो.

केवळ स्वजीवनातील, समकालीन घटना, व्यक्ती आणि प्रसंग यांचे वर्णन म्हणजे आत्मचरित्र लेखन नव्हे. तर त्यातून प्राजंळ आत्माविष्कार घडला पाहिजे. आत्मचरित्र हा आत्मविष्काराला, आत्मप्रगटीकरणाला अत्यंत अनुरूप असा साहित्य प्रकार आहे.

मानवी व्यक्तित्वाचा शोध घेण्यासाठी आत्मचरित्राचा विविधांगी उपयोग होऊ शकतो. आत्मचरित्राचा अभ्यास हा मानवी जीवन, मानवी मन, मानवी व्यक्तित्व यांचा अभ्यास असतो. आत्मचरित्र हा अत्यंत वास्तववादी साहित्य प्रकार आहे. मानवी जीवनाचा, लेखकाच्या व्यक्तित्वाचा इतका प्रगट आणि वास्तव अविष्कार दुसरा कोणताच नाही असे आत्मचरित्राच्या संदर्भात म्हणता येते. आपल्या जीवनाच्या वाटचालीची, त्यातील सुख दुःखाची कहाणी कोणला तरी सांगून मन मोकळे करावे अशी माणसाला स्वाभाविक इच्छा असते. त्यामुळे स्वेच्छा लेखन हा आत्मचरित्राचा एक विशेष बनतो. कुणाच्या आज्ञेने आत्मचरित्र लेखन होऊ शकत नाही. आपल्या जीवनातील अनुभवापासून इतरांना काही बोध मिळावा. जीवनातील असामान्य प्रसंगाना आपण तोंड कसे दिले, भावनिक आणि वैचारिक संघर्षातून आपण यशस्वीपणे कसा मार्ग काढला हे प्रियजनांना सांगून मार्गदर्शन करावे असेही आत्मचरित्रकाला वाटत असते.

गतकाळातील आठवणींची उजळणी करून त्यात काही वेळ रमावे असे प्रत्येक माणसाला वाटत असते. आयुष्याच्या वाटचालीत एका विशिष्ट टप्प्यावर येऊन पोहचले की गत जीवनाकडे वळून माणसाला पाहवे वाटते. या त्याच्या वृत्तीतूनच आत्मचरित्राचे लेखन होते. स्मृतिचित्रे गत गोष्टी स्मरणगाथा अशा काही उदाहरणे या संदर्भात देता येतात. त्यात एक प्रकारचे मानसिक समाधानही मिळत असते.

आपल्या जीवनातील निवडक घटना-प्रसंगाचीच निवड करणे आत्मचरित्र लेखनात महत्वाचे असते. त्यामुळे आत्मचरित्राला कलात्मकता येते. आत्मचरित्रकाला आपल्या जीवनातील जे प्रसंग

सांगावेसे वाटतील ते त्याने आवश्यक सांगावेत पण कलात्मकतेच्या नावाखाली काही प्रसंग त्याने टाळता कामा नये हे ही येथे लक्षात घेणे आवश्यक आहे.

आत्मचरित्राच्या विकासाच्या वाटचालीचा मागोवा घेता असे दिसते की, प्राचीन मराठीतील नामदेव जनाबाई, तुकाराम बहिणाबाई यांच्या आत्मनिवेदनपर अभंगात आत्मचरित्राच्या काही खुणा आढळतात. पुढे इंग्रजी काळात आत्मचरित्र लिहिण्याचे काही प्रयत्न झालेले दिसतात. आत्मचरित्रांचे लेखन विशेषत्वाने झालेले दिसते. त्यातील काहीनी आठवणीच्या माध्यमातून जीवन कहाणी सांगण्याचा प्रयत्न केलेला आहे.

निष्कर्ष-

निर्मिती म्हणजे अस्तित्वात नसलेली वस्तू वास्तवात आणणे. साहित्यातून मानवी जीवनाचा, समाजजीवनाच्या प्रगतीचा, अधोगतीचा आलेख उभा राहत असतो. साहित्यातून प्रत्यक्षपणे संस्कृतीचे दर्शन घडत असते. संस्कृती ही साहित्याच्या निर्मितीचे कारण ठरत असते. अनेकदा साहित्याच्या माध्यमातून संस्कृतीचे संरक्षणही होताना दिसते. साहित्य हे समाजाला संस्कृत करायचे एक साधन आहे. म्हणजे साहित्यातून व्यक्तीच्या आणि समाजाचा आचार, विचार आणि व्यवहारांचेही दर्शन घडते. साहित्याच्या माध्यमातून आपल्या संस्कृतीतील अनेक वाईट चालीरिती, रुढी, परंपरा असतात, ज्या त्या समाजाच्या विकासास घातक असतात. लेखक आपल्या साहित्याच्या माध्यमातून अशा रुढी व परंपरांचे चित्रण करतो. जेणे करून समाजात जागृती निर्माण व्हावी व अशा रुढी व परंपरा समाजातून नष्ट व्हाव्यात अशी त्यामागे भूमिका असते. त्यामुळे साहित्य हे संस्कृतीच्या संवर्धनात महत्वाची भूमिका बजावताना दिसते.

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