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# A CRITICAL REVIEW ON VIOLENCE AGAINST WOMEN IN INDIA

**Dr. Surendra K.**

Assistant Professor in Sociology, Shree G.R. Gandhi Arts Y.A Patil Commerce & M.F. Doshi Science College INDI.

## INTRODUCTION:

Women in India have always been issues of concern. The folks and society at large consider women as second class citizens. Though we admire and preach them in the name of Deities Saraswati, Parvati and Kali, we also abuse her in the form of Child-marriage, Female infanticide, Sati, Sexual harassment, Dowry and so on. The status of women in India has been subject to many great alterations over the past few millenniums. From a largely unknown status in ancient times through the low points of the medieval period, to the promotion of equal rights by many reforms, the history of women in India has been lively. The status of women has varied in different periods. Violence against women is partly a result of gender relations that assumes men to be superior to women. Given the subordinate status of women, much of gender violence is considered normal and enjoys social sanction. Manifestations of violence include physical aggression, such as beating, varying intensity, burns, attempted hanging, sexual abuse and rape, psychological violence through insults, humiliation, coercion, blackmail, economic or emotional threats, and control over sexual and andaction.

## HISTORICAL BACKGROUND OF WOMEN IN INDIA:

The status of women in India has been subject to many great changes over the past millennium. From a largely unknown status in ancient times through the low points of the medieval period, to the promotion of equal rights by many reforms, the history of women in India has been eventful. The current status of women cannot be properly understood without reference to its predecessor form of womanhood from which it evolved and the process by which it grew. The status of women has been traced by dividing into historical phases: Ancient society, Medieval society, and Modern society.

### Women In Ancient, Medieval and Modern Society:

In ancient India, the women enjoyed equal status with men in all fields of life. Later 500 BC the status of women began to decline with the Smritis and with the Islamic invasion of Babur and the Mughal empire and later Christianity curtailing women's freedom and rights. The women enjoyed freedom, status and prestige in the society but did not last long and women finally settled down to indoor life.

The Indian woman's position in the society further deteriorated during the medieval period when sati among some communities, child marriages and a ban on widow remarriages became part of social life among some communities in India. In some parts of India, the Devadasi or the temple women were sexually exploited. Polygamy was widely practiced especially among Hindu Kings and rulers. The women lost their entity in the 18<sup>th</sup> century and till the beginning of the 19<sup>th</sup> century women were totally and forcefully subordinated to male superiority, physically and intellectually.

Women's participation in the workforce as well as in other activities increased during the late 19<sup>th</sup> and from the early period of 20<sup>th</sup> century due to the upliftment of women started by the influence of the Western world.



social reforms. As far as India is concerned, the social structure, cultural norms and value systems are important determinants of women's role and their position in society India has one of the most oppressive sets of laws for women. The state to practice protective discrimination in favour of women.

#### **Importance of the Study:**

In India where almost half of the populations are women, they have always been ill-treated and deprived of their right to life and personal liberty as provided under the constitution of India. Women are always considered as a physically and emotionally weaker than the males, whereas at present women have proved themselves in almost every field of life affirming that they are no less than men due to their hard work whether at home or working places. Behind closed doors of homes across our country, people are being tortured, beaten and killed. It is happening in rural areas, towns, cities and in metropolitans as well. It is crossing all social classes, genders, racial lines and caste groups. It is becoming a legacy being passed on from one generation to another. But offences against women which reflects the pathetic reality that women are just not safe and secure anywhere. According to a latest report prepared by India's National Crime Records Bureau (NCRB), a crime has been recorded against women in every three minutes in India. Every 60 minutes, two women are raped in this country. Every six hours, a young married woman is found beaten to death, burnt or even to suicide.

Violence against women can fit into several broad categories. These include violence carried out by „individuals“ as well as „states.“ Some of the forms of violence perpetrated by individuals are coercive use of contraceptives; female infanticide; prenatal sex selection; obstetric violence and mob violence; as well as harmful customary or traditional practices such as honor killings, dowry violence, female genital mutilation, marriage by abduction and forced marriage.

#### **Objectives of the Study:**

1. To Study the statues of women through the ages
2. To study the forms of violence against women in India
3. To Study the coping behavior and awareness of violence against women

#### **Methodology**

This is a theoretical research paper, where secondary information produced by different authors and researchers has been used. For obtaining necessary information, various books, magazines, journals, periodicals and different websites have been explored by the researcher which has been mentioned in the reference section.

#### **Types and Forms of Violence against Women in India:**

1. **Sexual Harassment:** Half of the total number of crime against women reported in 1990 related to molestation and harassment at the workplace. Eve teasing is a euphemism used for sexual harassment or molestation of women by men many activists blame the rising incidents of sexual harassment against women on the influence of "Western culture".
2. **Dowry :** In 1961, the government of India passed the Dowry prohibition Act, making the dowry demands in wedding arrangements illegal. However, many cases of dowry -related domestic violence, suicides and murders have been reported. The term for this is "bride burning" and its criticized within India itself.
3. **Child Marriage:** Child marriage has been traditionally prevalent in India and continues to



this day. Historically, young girls would live with their parents till they reached puberty. In the past, the child widows were condemned to a life of great agony, shaving heads, living in isolation, and shunned by the society. Although child marriage was outlawed in 1860, it is still a common practice.

4. **Female Infanticides And Sex Selective Abortions:** India has a highly masculine sex ratio, the chief reason being that many women die before reaching adulthood. It is therefore suggested by many experts, that the highly masculine sex ratio in India can be attributed to female infanticides and sex-selective abortions. The abuse of the dowry tradition has been one of the main reasons for sex-selective abortions and female infanticides in India.
5. **Domestic Violence:** The incidents of domestic violence are higher among the lower socioeconomic classes. There are various instances of an inebriated husband beating up the wife, often leading to severe injuries. Domestic violence is also seen in the form of physical abuse. Domestic violence includes, harassment, maltreatment, brutality or cruelty and even the threat of assault-intimidation. It includes physical injury, as well as "willfully or knowingly placing or attempting to place a spouse in fear of injury and compelling the spouse by force or threat to engage in any conduct or act, sexual or otherwise, from which the spouse has a right to abstain". Confining or detaining the spouse against one's will or damaging property are also considered as acts of violence.
6. **Traffic king:** The Immoral Traffic (Prevention) Act was passed in 1956. However, many cases of trafficking of young girls and women have been reported. These women are often forced into Prostitution, domestic work, or child labour.
7. **Rape:** One-quarter of the reported rapes involve girls under the age of 16 but the majority are never reported. Although the penalty is severe, convictions are rare. Crimes such as rape as a form of sexual violence are reported to be on the increase. Around the world, in five women have been found to be victims of rape in their lifetime. Many rapes go unreported because of the stigma and trauma associated with them and the lack of sympathetic treatment from legal systems. In recent years, there has been an alarming rise in atrocities against women in India. Every 26 minutes a woman is molested. Every 34 minutes a rape takes place. Every 42 minutes a sexual harassment incident occurs. Every 43 minutes a woman is kidnapped. And every 93 minutes a woman is burnt to death over dowry.
8. **Acid attacks:** At times, acids such as sulphuric acid has been used to disfigure or kill women and girls for reasons such as family feuds, inability to meet dowry demands and for rejection of marriage proposals.

The Government of India should come out with some more stringent laws to protect the rights of women who are victims of violence of any kind occurring within the family, so that it will act as the preventive measure to eradicate the crime. A strict law to be passed to punish those who are filing a false complaint against husband or relatives by misusing of Domestic Violence Act so that there will be fair justice to all.

#### CONCLUSION:

In the 21st century, live. It also defines the current, past and future governments' absolute social challenge: Providing a secure environment for women without – and this is important – shackling them. To give the devil its due, the Indian government has been trying to show its sensitivity towards women. The Union Budget provides for financial assistance, dedicated banks and



These are necessary and laudable steps. But no matter how economically independent the educated, urban woman becomes or how hard rural outreach programs work at improving feminine hygiene and maternal care, the narrative always meanders back to safety or the lack of it. If these factors can be controlled then more than one form of violence can be prevented from harming an individual or our society and India would be a much better place to live in.

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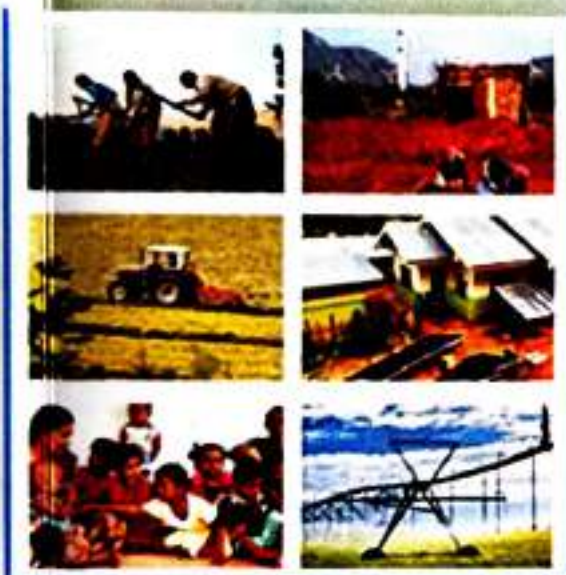
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**Cooperative Societies Progress In Five Year Plans****Dr.Surendra.K**Assistant Professor in Sociology Shree.GRG Arts YAP Commerce &M.P.Doshi Science  
College INDI.**INTRODUCTION:**

The village communities collectively creating permanent assets like village tanks or village forests called *Devanai* or *Vanarai* was very common in India. Similarly, instances of pooling of resources by groups, like food grains after harvest to lend to needy members of the group before the next harvest, or collecting small contributions in cash at regular intervals to lend to members of the group etc. were to be found commonly in rural India. The concept of cooperation and cooperative activities are very old in India. As per the Cooperative Planning Committee "Cooperation is a form of organization in which persons voluntarily associate together on a basis of equality for the promotion of their economic interests. Those who come together have a common economic aim which they cannot achieve by individual isolated action because of the weakness of the economic position of a large number of them". With the developments in terms of growth in the number of cooperatives, far exceeding anticipation, the Cooperative Societies Act of 1912 became a necessity and cooperatives could be organized under this Act for providing non-credit services to their members. The Act also provided for Federations of cooperatives. With this enactment, in the credit sector, urban cooperative banks converted themselves into Central Cooperative Banks with primary cooperatives and individuals as their members. Similarly, non-credit activities were also cooperatively organized such as purchase and sales unions, marketing societies, and in the non agricultural sector, cooperatives of handloom weavers and other artisans.

In 1919, with the passing of the Reforms Act, Cooperation as a subject was transferred to the provinces. The Bombay Cooperative Societies Act of 1925, the first provincial Act to be passed, among others, introduced the principle of one-man one-vote. The setting up of the Reserve Bank of India (RBI) in 1934 was a major development in the thrust for agricultural credit. The Reserve Bank of India Act, 1934 itself required the RBI to set up an Agricultural Credit Department. As cooperatives were to be channels for rural development, with the establishment of popularly elected governments in 1935, programmes were drawn up in which rural indebtedness received priority. The Mehta Committee appointed in 1937 specifically recommended reorganization of Cooperative Credit Societies as multi-purpose cooperatives.

**COOPERATIVE MOVEMENT IN INDIA:**

The agricultural conditions and absence of institutional arrangements to provide finance to agriculturists during the latter part of the nineteenth century led to mounting distress and discontent. The Famine Commission of 1880 and 20 years later, the Famine Commission 1901 both highlighted the deep indebtedness of the Indian farmer, resulting in many cases in his land passing into the possession of the money lending classes. The Deccan Riots and the prevailing environment of discontent resulted in the government taking various initiatives but the legislative measures did not substantially improve the situation. The proposal for agricultural banks was first mooted in 1858 and again in 1881 by Mr.William Wedderburn the District Judge of Ahmednagar, in consultation with Justice M.G. Ranade, but was not accepted. In March 1892, Mr. Frederick Nicholson was placed by the Governor of Madras Presidency (for enquiring into the possibility) of introducing in this Presidency, a system of agricultural or other land banks and submitted his report in two volumes in 1895 and 1897. In 1901, the Famine Commission recommended the establishment of Rural Agricultural Banks through the establishment of Mutual Credit Associations, and such steps as were taken 6 High Powered Committee On Cooperatives by the Government of North Western provinces and Oudh. The underlying idea of a number of persons combining together was the voluntary creation of a new and valuable security. A strong association competent to offer guarantees and advantages of lending to groups instead of individuals were major advantages. The Commission also suggested the principles underlying Agricultural Banks.



**OBJECTIVES OF THE STUDY:**

- To study the Historical Background of cooperative movements in India
- To study the progress of Five year plans in cooperative societies in India
- To understand the implications of Five year plans in India.

**RESEARCH METHODOLOGY:**

The information required for this paper has been compiled by primary and secondary data including the use of tools like UGC and government decision, annual report, books, internet, various education web- site, news paper etc.

**PROGRESS OF COOPERATIVE SOCIETIES IN FIVE YEAR PLANES:**

After India attained Independence in 1947, cooperative development received a boost, with cooperatives being given a vital role in the various plans formulated by the Planning Commission.

**The First Five Year Plan (1951-56):**

Gave emphasis on the cooperative movement in India and the rationale for developing cooperatives and panchayats as preferred organizations for economic and political development. The Plan emphasized the adoption of the cooperative method of organization to cover all aspects of community development. The plan envisaged for setting up of urban cooperative banks, industrial cooperatives of workers, consumer cooperatives, housing cooperatives, diffusion of knowledge through cooperative training and education and recommended that every government department follow the policy of building up cooperatives. The Government and the elected representatives accepted the basic approach and the major recommendations of the Committee. The Union Government acquired a major interest in the Imperial Bank which was converted into the State Bank of India. A National Cooperative Development and Warehousing Board was set up. The Reserve Bank of India Act was amended to enable it to play an active role in building up of cooperative credit institutions. The All India Cooperative Congress, held at Patna in 1956, accepted the principle of state participation and government representation on the Board of Directors of cooperatives. It resolved that the number of such nominees should not exceed one-third of the total number of Directors or three, whichever is less and applicable even to cooperatives having government share capital in excess of 50% of total share capital.

**The Second Five-Year Plan (1956-1961):**

Emphasized "building up a cooperative sector as part of a scheme of planned development" as being one of the central aims of National Policy. It aimed at enabling cooperatives to increasingly become the principal basis for organization of economic activity. The Plan drew up programmes of cooperative development based on the recommendations of the All India Rural Credit Survey Committee (AIRCS). It was envisaged that every family in a village should be a member of at least one cooperative society. Linking of credit and non-credit societies to provide better services to the farmers was also targeted. State partnership with cooperative institutions at various levels, the essential basis of which was to be assistance and not interference or control, was recommended and for facilitating State partnership in cooperatives, the Plan also recommended the establishment of a National Agricultural Credit Long-term Operations Fund. The National Cooperative Development Fund was also established by the Central Government, during this period, to enable states to borrow for the purpose of subscribing share capital of non-credit cooperative institutions in the country.

**The Third Five Year Plan (1961-1969):**

stressed that "Cooperation should become, progressively, the principal basis of organization in branches of economic life, notably agriculture, minor irrigation, small industries and processing, marketing, distribution, rural electrification, housing and construction and provision of essential amenities for local communities. Even the medium and large industries and in transport an increasing range of activities can be undertaken on cooperative lines". With the setting up of NDDB to replicate the Anand pattern of cooperatives in milk, the Indian dairy cooperative movement received a spurt. Later on NDDB also ventured into the field of edible oils. After the Indo-China war in 1962, both the Consumer Cooperative Structure and the Public Distribution System (PDS) was strengthened. The government as a matter of policy decided to give preference to consumer or other cooperatives in the allotment of fair price shops and certain States allotted new fair price shops only to cooperatives. With the growth of public deposits in Urban Cooperative Credit Societies, it was felt necessary to insure these under the Deposit Insurance Scheme of Reserve Bank of India. Selective provisions of the RBI Act 1934 and later Banking Regulation Act 1949 were made applicable to Cooperative Banks w.e.f.





March 1, 1966 to regulate their banking business and facilitate insurance coverage of deposits. Thus, they became an integral part of the banking system of the country. While on a visit to Anand in October 1964, impressed by the socio-economic transformation brought about by milk cooperatives, Shri Lal Bahadur Shastri, the then Prime Minister of India, spoke of the desirability of setting up a national level organization, the National Dairy Development Board (NDDB), to replicate the Anand pattern of cooperatives in milk throughout the country.

**The Fourth Five Year Plan (1969-1974):**

Gave high priority to the re-organization of cooperatives to make cooperative short-term and medium-term structure viable. It also made necessary provisions to provide cooperatives with management subsidy and share capital contribution, as well as for the rehabilitation of Central Cooperative Banks. It also emphasized the need to orient policies in favour of small cultivators. The Mirdha Committee in 1965 laid down standards to determine the genuineness of cooperative societies and suggest measures to weed out non genuine societies; to review the existing cooperative laws and practices to eliminate vested interest. The recommendations of the Committee resulted in amendments in the cooperative legislation in most states, which destroyed the autonomous and democratic character of cooperatives.

**The Fifth Five Year Plan (1974-1979)**

Took note of the high level of over-dues. In its recommended strategy for cooperative development, the correction of regional imbalances and reorienting the cooperatives towards the under-privileged was to receive special attention. Based on the recommendations of an Expert Group appointed by the Planning Commission in 1972, structural reform of the cooperative set-up was envisaged. The Plan recommended the formulation of Farmers' Services Cooperative Societies as had been envisaged by the National Commission on Agriculture and stressed the need for professional management of cooperatives.

**The Sixth Five Year Plan (1979-1985)**

Also emphasized the importance of cooperative efforts being more systematically directed towards ameliorating the economic conditions of the rural poor. The Plan recommended steps for re-organizing Primary Agricultural Credit Societies into strong and viable multi-purpose units. It also suggested strengthening the linkages between consumer and marketing cooperatives. Consolidation of the role of Cooperative Federal Organizations, strengthening development of dairy, fishery and minor irrigation cooperatives, manpower development in small and medium cooperatives were some of the planned programmes.

**The Seventh Five Year Plan (1985-1990)**

Pointed out that while there had been all round progress in credit, poor recovery of loans and high level of over dues were matters of concern. The Plan recommended amongst others development of Primary Agricultural Credit Societies as multiple viable units; realignment of policies and procedures to expand flow of credit and ensure inputs and services particularly to weaker sections; special programmes for the North Eastern Region; strengthening of consumer cooperative movement in urban as well as rural areas and promoting professional management. Similarly, in 1989 the Agricultural Credit Review Committee under the chairmanship of Prof. A.M. Khusro examined the problems of agricultural and rural credit and recommended a major systemic improvement. The Committee recommended that the Eighth Plan should become the plan for revival of weak agricultural credit societies.

**The Eighth Five Year Plan (1992-1997)**

Laid emphasis on building up the cooperative movement as a self-managed, self-regulated and self-reliant institutional set-up, by giving it more autonomy and democratizing the movement. It also spoke of enhancing the capability of cooperatives for improving economic activity and creating employment opportunities for small farmers, labourers, artisans, scheduled castes, scheduled tribes and women and emphasized development and training of cooperative functionaries in professional management.

**Conclusion:**

Cooperation is a form of organization in which persons voluntarily associate together on a basis of equality for the promotion of their economic interests. Those who come together have a common economic aim which they cannot achieve by individual isolated action because of the weakness of the economic position of a large number of them. While the community is a recipient of





products and services of business organizations, the benefits in the case of cooperatives are confined to community which has formed the cooperative. In such a situation how will cooperative organizations become socially relevant to the community? First, by keeping the membership open to one and all, the cooperative could benefit anyone who seeks membership. It is the open membership that makes a cooperative an organisation not of a selfish few for selfish interests but one ever keen to serve all those who need it.

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## Quality Improving of Higher Education System in India

**Dr. Surendra K.**

Assistant Professor in Sociology  
Shree. G.R. Gandhi Arts, Y.A. Patil Commerce,  
& Shre M.F. Doshi Science College INDI.  
Dist Vijayapura, State: Karnataka  
Email: kumasisurendra@gmail.com

### Abstract:

Higher education is extremely diverse and the challenges and issues faced by higher education institutions are just as diverse. The process of education is not merely digesting books. It is also about doing several co-curricular and extra-curricular activities that give a broader meaning to life in general and education in particular. I believe that opportunities for such holistic development are not enough in India. Facilities for the same are lacking or not easily accessible in India. Even where facilities exist, there is a lack of information about the same. The main objectives of the studies are To Study the factors of quality of education in India. To study the teachers and Researcher improved the qualities of education. To Study the Students improved examinations and Cross Culture Programmes. This is a theoretical research paper, where secondary information produced by different authors and researchers has been used. For obtaining necessary information, various books magazines, journals, periodicals and different websites have been explored by the researcher which has been mentioned in the reference section. Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn. These disparate literatures have not been tied together in a way that would examine the impact of fundamental change from the policy level to the institutional level and to the everyday lives of college and university administrators, faculty and students. Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly.

**Key Words:** opportunities, improved, theoretical, excellence.

### Introduction:

India's higher education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research. India educates approximately 11 per cent of youth in higher education. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Universities and its constituent colleges are the main institutes of higher education in India. At present in 2011, there are 227 government-recognized Universities in India. Out of them 20 are central universities, 109 are deemed universities and 11 are Open Universities and rest are state universities. Apart from these higher education institutes there are several private institutes in India that offer various professional courses in India. Distance learning is also a feature of the Indian higher education system.





At present, the world-class institutions in India are mainly limited. Most of the Indian colleges and universities lack in high-end research facilities. Under-investment in libraries, information technology, laboratories and classrooms makes it very difficult to provide top quality instruction or engage in cutting-edge research. This gap has to be bridged if we want to speed up our path to development.

Keeping in view The Government has constituted a Knowledge Commission to suggest measures to alleviate the problems that higher education sector is afflicted with and make India a Knowledge super power in the global economy. But the government is at a crossroad. While there is a need for an expansion of the higher education sector, resource constraint for both the Centre and the states poses challenge to ensure quality education even in the existing institutions.

### **Review Of Literature**

Murname Richard J willett john B. (oct 1997) Training and education profiles estimated from national longitudinal survey of youth data 1979-1991 for 918 men and 699 women suggest that the probability that drop-outs received post secondary education or training was greater after receiving a general education development (GED) certificate. However, fewer than half of GED recipients obtained post secondary education or training.

Dei-George J sefa argued that our understanding of the school drop-out dilemma must be grounded in the institutionalized policies and practices of exclusion and marginalization that organize public schooling and structure the off-school environment of some students.

PrasanddushyantaMadakpaul (1992) revealed that graduated perceived themselves as being smarter, more ambitions and responsible, more involved in church and volunteer work less involved with drugs and alcohol and less involved in criminal activities than drop-outs.

Ingralim sandy (1996) illustrates that there is little to suggest improvement from the statewide picture of children provided by the 1995 issue. Three branch marks continued to worsen. Low birth weight infants, child abuse and juvenile arrests, two branch marks showed continued improvement. Infant morality and child death. The beandh mark for high school drop outs ceased its past improvement and showed little change although no new data for child poverty was available census estimated indicate that child poverty statewide continues to worsen.

Greason Philip(2002) dynarki mark findings indicate that most risk factors are not effective predictors of dropping out and that drop out prevention programs often survey students who would not have dropped out and do not serve students who did drop out.

### **Objectives of the Study:**

1. To Study the factors of quality of education in India
2. To study the teachers and Researcher improved the qualities of education
3. To Study the Students improved examinations and Cross Culture Programmes

### **Methodology**

This is a theoretical research paper, where secondary information produced by different authors and researchers has been used. For obtaining necessary information, various booksmagazines, journals, periodicals and different websites have been explored by the researcher which has been mentioned in the reference section.

### **Improving The Quality of Higher Education**

There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education-





1. **Towards a Learning Society-** As we move towards a learning society, every human activity will require contributions from experts, and this will place the entire sector of higher education in sharp focus. Although the priorities, which are being assigned today to the task of Education for All, will continue to be preponderant, the country will have to prepare itself to invest more and more on higher education and, simultaneously, measures will have to be taken to refine, diversify and upgrade higher education and research programmes.
2. **Industry and Academia Connection-** Industry and Academia connect necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs (keeping in view knowledge + skills + global professional skills = good jobs).
3. **Incentives to Teachers and Researchers-** Industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable. Vocational and Diploma courses need to be made more attractive to facilitate specialized programs being offered to students. Incentives should be provided to teachers and researchers to make these professions more attractive for the younger generation.
4. **Innovative Practices-** The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances. Though efforts are required to improve the country's innovative capacity, yet the efforts should be to build on the existing strengths in light of new understanding of the research-innovation-growth linkage.
5. **To mobilize resources-** The decline in public funding in the last two plus period has resulted in serious effects on standards due to increasing costs on non-salary items and emoluments of staff, on the one hand, and ~~pulling~~ <sup>pulling</sup> resources, on the other. Effective measures will have to be adopted to mobilize resources for higher education. There is also a need to relate the fee structure to the student's capacity to pay for the cost. So that, students at lower economic levels can be given highly individualized and fully individualized education.
6. **Coming of Information Age-** The world is entering into an Information Age and developments in communication, information and technology will open up new and cost-effective approaches for providing the reach of higher education to the youth as well as to those who need continuing education for meeting the demands of explosion of information, fast-changing nature of occupations, and lifelong education. Knowledge, which is at the heart of higher education, is a crucial resource in the development of political democracy, the struggle for social justice and progress towards individual enlightenment.
7. **Student-Centred Education and Dynamic Methods-** Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Student-centred education and employment of dynamic methods of education will require from teachers new attitudes and new skills. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops. Methods of distance education will have to be employed on a vast scale.
8. **International Cooperation-** Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development, and continuing education. International





cooperation is gaining importance as yet another function. With the increased development of transport and communication, the global village is witnessing a growing emphasis on international cooperation and action to find satisfactory solutions to problems that have global dimensions and higher education is one of them.

**9. Cross Culture Programmes-** After education, tour to all the places in India and world as far as possible with the cooperation of government is necessary so that one can understand about people, culture, arts, literature, religions, technological developments and progress of human society in the world.

**10. Privatization of Higher Education-** In any nation education is the basic necessity for the socio-economic development of the individuals and the society. In reality only 20% of the population is educated in India. So, improved standard of education as first priority should be offered to the majority by the govt. authorities with sincere political will. Also, privatization of higher education is absolutely necessary in a vast country like India as government alone is helpless to do so.

**11. World Class Education-** Indian government is not giving priority to the development of Standard in education. India should aspire for the international standard in education. Many national universities like in the USA, UK, Australia, etc. allow studies in higher education for foreign students in their countries and through correspondence courses as well.

**12. Personality Development-** Finally, education should be for the flowering of personality but not for the suppression of creativity or natural skill. In the globalized world opportunities for the educated people are naturally ample in scope. As a result business process outsourcing (BPO) activities have increased competition in the world trade leading towards the production of quality goods and their easy availability everywhere in the world market. That is the way the world can be developed for peace, prosperity and progress by able and skilful men.

**13. Stipends to Research Fellows-** The number of Ph.Ds from Indian Universities should increase with proper standards. This should be seen in the context of extremely low fraction of Ph.Ds in India in relation to M.Sc./B.Tech., as compared to what it is in USA, UK, Germany, Japan etc. Meritorious doctoral students should be recognized through teaching assistantships with stipends over and above the research fellowships. Identifying talented, meritorious students and encouraging them through recognition is very important to attract students into research and teaching.

### **Conclusion:**

After independence, there has been tremendous increase in institutions of higher learning in all disciplines. But with the quantitative growth has it been able to attend to the core issue of quality. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness.

To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development, including teaching/learning methodology and mobility between countries, between higher education institutions and the world of work, as well as student mobility within and between countries.



Dr.D.Jayaprasad, IQAC Co-ordinator and Assistant Professor in Department of Commerce Shri G.R. Gandhi Arts, Shri Y.A Patil Commerce and Shri. M.F Doshi Science Degree College Indl- 586 209 District-Vijaypura State-Karnataka

#### Abstract

In global scenario In order to promote good corporate governance, the national strategy must encompass measures to enforce the system of accountability to the shareholders, strengthening of the democratic process and strengthening the media to ensure public awareness, undertaking the regular policy reviews and effective corporate leadership. Accountability, transparency, efficiency and discipline are the important ingredients that go a long way in building trust of the shareholders to the corporate world. There is no denying to the fact that without shareholders trust in the corporate world, it is very difficult for the big corporate firms to mobilize the necessary resources and ensure their abundant support in the corporate activities of the firms. All in all, a well planned harmonization between various factors underlying corporate governance together with complementary institutions providing enforcement do play an important role in good corporate governance

**Keywords:** Corporate, governance, globalization, liberalization and Privatization

#### Introduction

##### History of corporate governance in India

The history of the development of Indian corporate laws has been marked by interesting contrasts. At independence, India inherited one of the world's poorest economies but one which had a factory sector accounting for a tenth of the national product; four functioning stock markets with clearly defined rules governing listing, trading and settlements; a well-developed equity culture if only among the urban rich; and a banking system replete with well-developed lending norms and recovery procedures. In terms of corporate laws and financial system, therefore, India emerged far better endowed than most other colonies. The 1956 Companies Act as well as other laws governing the functioning of joint-stock companies and protecting the investors' rights built on this foundation. The beginning of corporate developments in India were marked by the managing agency system that contributed to the birth of dispersed equity ownership but also gave rise to the practice of management enjoying control rights disproportionately greater than their stock ownership. The turn towards socialism in the decades after independence marked by the 1951 Industries (Development and Regulation) Act as well as the 1956 Industrial Policy Resolution put in place a regime and culture of licensing, protection and widespread redtape that bred corruption and stilted the growth of the corporate sector. The situation grew from bad to worse in the following decades and corruption, nepotism and inefficiency became the hallmarks of the Indian corporate sector. Financial disclosure norms in India have traditionally been superior to most Asian countries though fell short of those in the USA and other advanced countries. Noncompliance with disclosure norms and even the failure of auditor's reports to conform to the law attract nominal fines with hardly any punitive action. The Institute of Chartered Accountants in India also perhaps feel restraints to take action against erring auditors. This has been strongly realized after SATYAM issues. While the Companies Act provides clear instructions for maintaining and updating share registers, in reality minority shareholders have often suffered from irregularities in share transfers and registrations – deliberate or unintentional. Sometimes non-voting preferential shares have been used by promoters to channel funds and deprive minority shareholders of their dues. Minority shareholders have sometimes been defrauded by the management undertaking clandestine side deals with the acquirers in the relatively scarce event of corporate takeovers and mergers. Boards of directors have been largely ineffective in India in monitoring the actions of management. They are routinely packed with friends and allies of the promoters and managers, in flagrant violation of the spirit of corporate law. The nominee directors from Electronic copy available the DFIs, who could and should have played a particularly important



role, have usually been incompetent or unwilling to step up to the net. Consequently, the boards of directors have largely functioned as rubber stamps of the management. For most of the post-independence era the Indian equity markets were not liquid or sophisticated enough to exert effective control over the companies. Listing requirements of exchanges enforced some transparency, but non-compliance was neither rare nor acted upon. All in all therefore, minority shareholders and creditors in India remained effectively unprotected in spite of a plethora of laws in the books. Further, there has been found a tendency to keep continuing of the independent directors on board even after expiry of age or other parameters by flouting the norms some way or the other. The years since liberalization have witnessed wide-ranging changes in both laws and regulations driving corporate governance as well as general consciousness about it. Perhaps the single most important development in the field of corporate governance and investor protection in India has been the establishment of the Securities and Exchange Board of India (SEBI) in 1992 and its gradual empowerment since then. Established primarily to regulate and monitor stock trading, it has played a crucial role in establishing the basic minimum ground rules of corporate conduct in the country. Concerns about Corporate governance in India were, however, largely triggered by a spate of crises in the early 90's – the Harshad Mehta stock market scam of 1992 followed by incidents of companies allotting preferential shares to their promoters at deeply discounted prices as well as those companies simply disappearing with investors' money.

#### Committee on Corporate Governance

Reforming the Corporate Governance in India since 1990s.

1. Confederation of Indian Industries (CII): The Confederation of Indian Industries is set up a taskforce in 1995 under Rahul Bajaj, a reputed industrialist. In April 1998, the CII released the code called "Desirable Corporate Governance". It looked into various aspects of Corporate Governance and was first to criticize nominee directors and suggested dilution of government stake in companies.
2. Kumar Mangalam Birla Committee Report While the CII code was well received by corporate sector and some progressive companies also adopted it, it was felt that under Indian conditions a statutory rather than a voluntary code would be more meaningful. Consequently the second major initiative was undertaken by the Securities and Exchange Board of India (SEBI) which set up a committee under the chairmanship of Kumar Mangalam Birla in 1999 with the objective of promoting and raising of standards of good corporate governance. In early 2000 the SEBI Board accepted and ratified the key recommendations of this committee and these were incorporated into Clause – 49 of the Listing Agreement of the Stock Exchanges.
3. Department of Corporate Affairs (DCA) In May 2000, the Department of Corporate Affairs (DCA) formed a broad based study group under the chairmanship of Dr. P.L. Sanjeev Reddy, Secretary of DCA. The group was given the ambitious task of examining ways to "operationalise the concept of corporate excellence on a sustained basis" so as to "sharpen India's global competitive edge and to further develop corporate culture in the country". In November 2000 the Task Force on Corporate Excellence set up by the group produced a report containing a range of recommendations for raising governance standards among all companies in India.
4. Naresh Chandra Committee Report A committee was appointed by Ministry of Finance and Company Affairs in August 2002 under the chairmanship of Naresh Chandra to examine and recommend inter alia amendments to the law involving the auditor-client relationships and the role of independent directors. The committee made recommendations in two key aspects of corporate governance: financial and non-financial disclosures; and independent auditing and board oversight of management.
5. Narayana Murthy Committee Report in 2002 The SEBI constituted a committee under the chairmanship of Narayana Murthy for reviewing implementation of the corporate governance code by listed companies and issue of revised clause 49. Some of the major recommendations of the committee primarily related to audit committees, audit reports, independent directors, related



### **Objectives of the study**

1. To distinguish the evolution of corporate governance.
2. This paper also analyses regulatory deficiency in corporate governance.
3. To provide some suggestions on based on the study.

### **Research Methodology**

This paper based on the objectives of the study the research design employed for the study is of descriptive type. Based on the Availability of secondary data was broadly used for the study. The investigator procured the required data through secondary survey method. Different news articles, Books and Websites used which were enumerated and recorded.

### **Issues in Corporate Governance**

#### **1. Getting the Board Right**

Enough has been said on board and its role as the cornerstone for good corporate governance. To this end, the law requires a healthy mix of executive and non-executive directors and appointment of at least one woman director for diversity. There is no doubt that a capable, diverse and active board would, to large extent, improve governance standards of a company. The challenge lies in ingraining governance in corporate cultures so that there is improving compliance "in spirit". Most companies' in India tend to only comply on paper; board appointments are still by way of "word of mouth" or fellow board member recommendations. It is common for friends and family of promoters (a uniquely Indian term for founders and controlling shareholders) and management to be appointed as board members. Innovative solutions are the need of the hour - for instance, rating board diversity and governance practices and publishing such results or using performance evaluation as a minimum benchmark for director appointment.

#### **2. Performance Evaluation of Directors**

Although performance evaluation of directors has been part of the existing legal framework in India, it caught the regulator's attention recently. In January 2017, SEBI, India's capital markets regulator, released a 'Guidance Note on Board Evaluation'. This note elaborated on different aspects of performance evaluation by laying down the means to identify objectives, different criteria and method of evaluation. For performance evaluation to achieve the desired results on governance practices, there is often a call for results of such evaluation are made public. Having said that, evaluation is always a sensitive subject and public disclosures may run counter-productive. In a peer review situation, to avoid public scrutiny, negative feedback may not be shared. To negate this behaviour, the role of independent directors in performance evaluation is key.

#### **3. True Independence of Directors**

Independent directors' appointment was supposed to be the biggest corporate governance reform. However, 15 years down the line, independent directors have hardly been able to make the desired impact. The regulator on its part has, time and again, made the norms tighter: introduced comprehensive definition of independent directors, defined a role of the audit committee, etc. However, most Indian promoters design a tick-the-box way out of the regulatory requirements. The independence of such promoter appointed independent directors is questionable as it is unlikely that they will stand-up for minority interests against the promoter. Despite all the governance reforms, the regulator is still found wanting. Perhaps, the focus needs to shift to limiting promoter's powers in matters relating to independent directors.

#### **4. Removal of Independent Directors**

While independent directors have been generally criticised for playing a passive role on the board, instances of independent directors not siding with promoter decisions have not been taken well - they were removed from their position by promoters. Under law, an independent director can be



casily removed by promoters or majority shareholders. This inherent conflict has a direct impact on the independence of the board. In fact, earlier this year, even SEBI's International Advisory Board proposed an increase in transparency with regard to appointment and removal of directors. To protect independent directors from vendetta action and confer upon them greater freedom of action, it is imperative to provide for additional checks in the process of their removal - for instance, requiring approval by a majority of public shareholders.

### 5. Accountability to Stakeholders

Empowerment of independent directors has to be supplemented with greater duties for accountability of directors. In this regard, Indian company law, revamped in 2013, mandates that directors owe duties not only towards the company and shareholders but also towards the employees, the community and for the protection of environment. Although these general duties have been imposed on all directors, directors including independent directors have been complacent due to lack of enforcement action. To increase accountability, it may be a good idea to require the entire board to be present at general meetings to give stakeholders an opportunity to interact with the board and ask questions.

### 6. Executive Compensation

Executive compensation is a contentious issue especially when subject to shareholders' scrutiny. Companies have to offer competitive compensation to attract talent. However, executive compensation needs to stand the test of stakeholders' scrutiny. Presently, under Indian law, the nomination and remuneration committee (a committee of the board comprising of a majority of independent directors) is required to frame a policy on remuneration of key employees. Also, annual remuneration paid to key executives is required to be made public. Is this enough? To build and nurture a trustworthy relationship between the shareholders and the executive, companies should consider framing remuneration policies which are transparent and require shareholders' approval.

### 7. Founders' Control and Succession Planning

In India, founders' ability to control the affairs of the company has the potential of derailing the entire corporate governance system. Unlike developed economies, in India, identity of the founder and the company is often merged. The founders, irrespective of their legal position, continue to exercise significant influence over the key business decisions of companies and fail to acknowledge the need for succession planning. From a governance and business continuity perspective, it is best for founders to chalk out a succession plan and implement it. Family owned Indian companies suffer from an inherent inhibition to let go of control. The best way to tackle with this is to widen the shareholder base - as PE and other institutional investors pump in capital, founders are forced to think about succession plan and step away with dignity.

### 8. Risk Management

Today, large businesses are exposed to real-time monitoring by business media and mainstream media houses. Given that the board is only playing an oversight role on the affairs of a company, framing and implementing a risk management policy is necessary. In this context, Indian company law requires the board to include a statement in its report to the shareholders indicating development and implementation of risk management policy for the company. The independent directors are mandated to assess the risk management systems of the company. For a governance model to be effective, a robust risk management policy which spells out key guiding principles and practices for mitigating risks in day-to-day activities is imperative.

### 9. Privacy and Data Protection

As a key aspect of risk management, privacy and data protection is an important governance issue. In this era of digitalisation, a sound understanding of the fundamentals of cyber security must be expected from every director. Good governance will be only achieved if executives are able to engage and understand the specialists in their firm. The board must assess the potential risk in handling data and take steps to ensure such data is protected from potential misuse. The board must invest a reasonable amount of time and money in order to ensure the goal of data protection is achieved.



#### 10. Board's Approach to Corporate Social Responsibility (CSR)

India is one of the few countries which has legislated on CSR. Companies meeting specified thresholds are required to constitute a CSR committee from within the board. This committee then frames a CSR policy and recommends spending on CSR activities based on such policy. Companies are required to spend at least 2% of the average net profits of last three financial years. For companies who fail to meet the CSR spend, the boards of such companies are required to disclose reasons for such failure in the board's report. During the last year, companies which failed to comply received notices from the ministry of corporate affairs asking for reasons why they did not incur CSR spend and in some cases questioning the reasons disclosed for not spending. In these circumstances, increased effort and seriousness by the board towards CSR is necessary. CSR projects should be managed by board with as much interest and vigour as any other business project of the company.

#### Challenges of Corporate Governance

1. In all its transactions, a corporation should be fair and transparent to its stakeholders. In today's globalized corporate world, where firms need to access global pools of cash and recruit and maintain good human capital from all over the world, this has become critical. A company will not be able to prosper until it accepts and exhibits ethical behavior.
2. What is Corporate Governance? It is a well-known fact that any organization's ability to mobilize and deploy a variety of resources to achieve the planning process' objectives is vital to its success.
3. Business ethics are an issue of corporate governance. The law of values and principles that allows a person to select between right and wrong is referred to as ethics. Furthermore, ethical difficulties emerge when the parties involved have competing interests.
4. It's entirely likely that in the pursuit of the best possible financial or corporate results, there may be attempts to do things that are borderline or outright illegal. There's also the possibility of grey regions when a behavior isn't unlawful yet unethical. This creates several ethical issues.
5. Then we get to a moral dilemma in company management. It is possible to engage in legal yet unethical behavior. In truth, tax planning activities frequently straddle the small line between the strictly legal and the plainly unethical.
6. Corporate governance is about ethical conduct in business. Ethics is concerned with the code of values and principles that enables a person to choose between right and wrong. Further, ethical dilemmas arise from conflicting interests of the parties involved.
7. It is quite possible that in the effort at arriving the best possible financial results or business results there could be attempts at doing things which are verging on the illegal or even illegal. There is also the possibility of grey areas where an act is not illegal but considered unethical. These raise moral issues.
8. Another important aspect is to realise that ultimately the spirit of corporate governance is more important than the form. Substance is more important than style. Values are the essence of corporate governance and these will have to be clearly articulated and systems and procedures devised, so that these values are practiced.
9. We then come to a common moral problem in running enterprises. One can have practices which are legal but which are unethical. In fact, many a time, tax planning exercises may border on the fine razor's edge between the strictly legal and the patently unethical.
10. Banks deal in trust. If trust is in suspicion, damaged or lost, the resulting financial loss cannot measure the true risk. Trust being the foundation of banking, the discussion over applicability of good governance has really been a non-issue

#### Conclusion

As far as structural and regulatory changes are concerned, India has witnessed several enactments - the Companies Act, 2013 and SEBI's listing obligations and disclosure requirements regulations, which have contributed significantly in strengthening governance norms and in



increasing accountability by way of disclosures. Interestingly, these changes have been inspired by the Anglo-Saxon model of corporate governance, which is probably one of the key reasons behind the current practices of corporate governance not achieving the desired level of fruition. For achieving desired results, it is important that regulatory measures are modelled based on the practices and business environment in India. To state the obvious, this should be coupled with the board and the promoters' embracing such reforms - in form and spirit.

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# Bibliometric Analysis of International Journal of Research in Library Science 2015 –2022 indexed by Google scholar

Raghavendra Inganal<sup>1</sup>; Vinayak P. Hakkaraki<sup>2</sup>

Librarian, Shri G. R. G Arts Shri Y. A. Patil Commerce & Shri M. F. Doshi Science Degree College Indi, S. S. V. V.Sangh's, India<sup>1</sup>; Assistant Librarian, Karnataka State Law University, Hubli, Karnataka, India<sup>2</sup>

inganalr@gmail.com, vinayakhakkaraki@gmail.com

## ABSTRACT

*A bibliometric analysis of the research productivity of International Journal of Research in Library Science (IJRLS)" is presented in this paper. Through bibliometric analysis of articles published in the International Journal of Research in Library Science between 2015 to 2022, 334 articles were identified from the Google Scholar database. The paper was observed for 270 out of 334 records, and duplicate files removed from the study were found in the database. The analysis focuses on the geographic distribution of authors as well as the issue-by- issue and authorship pattern distribution of publications. The investigation looked at 270 papers that were published in the International Journal of Research in Library Science over the course of a few years. The maximum was 80(29.62%) articles published in 2021 and the minimum of 4(1.48%) articles published in 2019. The highest contribution by two authors was 115, while only 96 were contributed by single authors. Most of the contributions were from India, according to the study. The top contributors in geographical distribution are Tamil Nadu and Karnataka. The most cited work was Mobile library services and technologies.*

**KEYWORDS:** Bibliometric, Google Scholar, International Journal of Research in Library Science, IJRLS.

## INTRODUCTION

Bibliometrics is the use of factual techniques to the investigation of books, articles and other distribution especially those with a scientific focus. In a paper titled "Statistical Bibliography or Bibliometrics?" that was published in 1969, Alan Pritchard described bibliometrics as the use of statistical and mathematical techniques to books and other forms of communication (Pritchard, 1969).

Organisation for Economic Co-operation and Development OECD (2003) explain, Bibliometric analysis use data on numbers and authors of scientific publications and on articles and the citations therein (and in patents) to measure



the "output" of individuals/research teams, institutions, and countries, to identify national and international networks, and to map the development of new (multi-disciplinary) fields of science and technology (OECD, 2003).

## **SOURCE JOURNAL**

The International Journal of Research in Library Science (IJRLS) is an international quarterly peer-reviewed journal in the area of library science and information science. It is a free online publication that disseminates well-written, original research articles.

It is an international scientific publication that aims to advance scientific education and research in order to advance the study of libraries and information science. IJRLS will support library science researchers, educators, and practitioners.

## **REVIEW OF LITERATURE**

**RK Singh and AP Singh (2017)**<sup>[1]</sup> conducted an evaluation of Citation Analysis of International Journal of Library and Information Studies on the Impact of Google Scholar. As part of the study, a citation analysis of IJLIS articles from 2011 to 2015 was carried out (Singh & Singh, 2017). Based on one study, 20 articles were cited 118 times in Google Scholar. Velmurugan received the reference of 14 (41.18%) in the 2013 form from Google Scholar.

**Raghavendra Inganal (2022)**<sup>[2]</sup> carried out a Bibliometric Analysis of Annals of Library and Information Studies Journal (ALISJ) during 2015 -2021. The outcome showed that a total of 212 papers were published during the 2015-2021 study period (Inganal, 2022). Of the 212 articles, 99.89 per cent were published under the multiple author model. The degree of collaboration of the published articles amounted to 99.68%.

**Vinayak Hakkaraki (2022)**<sup>[3]</sup> evaluated the KELPRO BULLETIN is biannual peer-reviewed academic journal through a bibliometric analysis. Within this study, bibliometric analysis of articles of Kelpro Bulletin from the year 2011-2021 has been carried out (Hakkaraki, 2022). The journal has published 221 articles during the period of study and most of the contributors are two authors with 129(58.37%).

**Vinayak Hakkaraki (2022)**<sup>[4]</sup> evaluated the International Journal of library and Information Studies Journal through a Scientometric analysis based on Google Scholar. Within this study, Scientometric analysis of articles of International Journal of library and Information Studies from the year 2011 to 2021 has been carried out (Hakkaraki, 2022). The journal has published 669 articles during the period of study. A total of 1210 authors contributed in this journal and majority of the articles are published by two authors with 345. study show that M Chandrasekhar and M Anjaiah have the most Productive author list by contributing 10 articles.

## **OBJECTIVES OF THE STUDY**

The present study intends to analyze the publication trends in International Journal of Research in Library Science 'IJRLS' during the period 2015 to 2022.



The key objectives of the study are:

- ✓ To analysis the year-wise articles indexed by Google scholar published in the **International Journal of Research in Library Science 'IJRLS'** (2015-2022).
- ✓ To study the Issue-wise distribution of articles.
- ✓ To study the authorship pattern of the contributors.
- ✓ To study Authorship Pattern Single/Co-authors.
- ✓ Country wise Distribution of Authors.
- ✓ Geographical Distribution of Contributors (Indian States).
- ✓ To know most cited 15 papers in **International Journal of Research in Library Science 'IJRLS'**.

## METHODOLOGY

The Bibliometrics analysis is based on articles indexed by the Google Scholar of The International Journal of Research in Library Science 'IJRLS' found 334 articles between 2015 and 2022 during the study period. Article analysis was observed on 270 of the 334 files carefully analysed and duplicate publication was deleted from the study. 270 samples of documents were identified for research purposes in the International Journal of Research in Library Science. All information was gathered by Google Scholar on December 5, 2022. It is also tabulated for further analysis. This study involved an analysis of the data collected and presented the results. This study analyses various aspects such as year-wise publication indexed by Google Scholar, author patterns, and country distribution of contributors, etc (Hakkaraki, 2022).

## DATA ANALYSIS

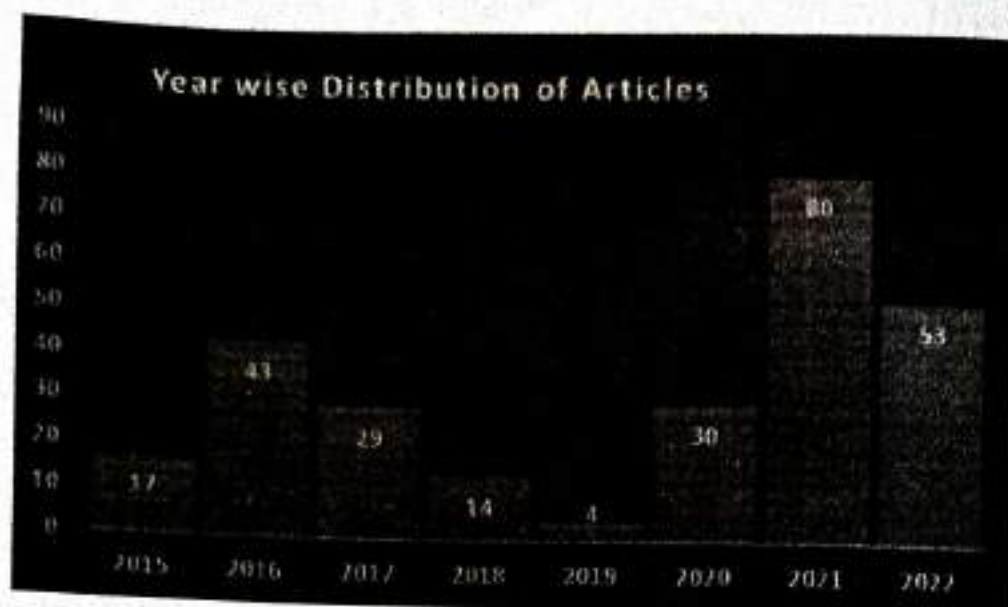
### Year wise Distribution of Articles

Table 1 displays the distribution of articles published in the International Journal of Research in Library Science journal during 2015-2022. Here it is shown that a total of 270 articles were published in 19 issues of 8 volumes. A maximum of 80 articles (29.62%) were published in 2021, followed by 53 articles (19.62%) in 2022. The smallest number of published papers was 4 (1.48%) in 2019.

**Table 1 - Year wise Distribution of Articles**

Year	Vol. No.	No. of Issues	No. of Articles	%
2015	1	2	17	8.14
2016	2	2	43	8.14
2017	3	2	29	11.31
2018	4	2	14	10.40
2019	5	2	4	1.48
2020	6	2	30	9.04
2021	7	4	80	29.62
2022	8	3	53	19.62
<b>Total</b>	<b>8</b>	<b>19</b>	<b>270</b>	<b>100%</b>





### Issue-wise distribution of articles

Table 2 shows the distribution of Issue-Wise articles published in the International Journal of Research in Library Science journal from 2015 to 2022. A total of 270 papers appeared in 19 issues of 8 volumes. The maximum number of articles, 80 (29.629%), appeared in Volume 7. The lowest number of articles published was 4 (1.481%) in volume 5.

**Table 2 - Issue-wise distribution of articles**

Year	Volume No.	No. of Issue	Number of Articles				Total Articles	Average Article Per Volume
			Issue No 1	Issue No 2	Issue No 3	Issue No 4		
2015	1	2	5	12			17	6.294
2016	2	2	20	23			43	15.921
2017	3	2	20	9			29	10.75
2018	4	2	8	6			14	5.185
2019	5	2	1	3			04	1.481
2020	6	2	14	16			30	11.111
2021	7	4	19	15	20	26	80	29.629
2022	8	3	22	17	14		53	19.629
			109(40.37)	101(37.40)	34(12.59)	26(9.64)	270(100%)	100%

### Authorship Pattern

Table 3 Shows that a complete no of 516 authors contributed to the source journal. From the table, it is seen that the journal has more articles written by two authors (115) followed by a single author (96); three authors (50), and four authors contributed (7) and six authors, only 2 publications.



**Table 3 - Authorship Pattern**

Year	Volume No.	Number of Authors Contributed					
		Single Author	Two Authors	Three Authors	Four Authors	Six Authors	Total
2015	1	9	5	3	-	-	17
2016	2	17	22	4	-	-	43
2017	3	7	12	10	-	-	29
2018	4	3	9	2	-	-	14
2019	5	1	2	1	-	-	4
2020	6	12	11	6	1	-	30
2021	7	32	29	16	3	-	80
2022	8	15	25	8	3	2	53
<b>Total</b>		<b>96</b>	<b>115(230)</b>	<b>50(150)</b>	<b>7(28)</b>	<b>2(12)</b>	<b>270(516)</b>
		<b>(35.555)</b>	<b>(42.592)</b>	<b>(18.518)</b>	<b>(2.595)</b>	<b>(0.740)</b>	<b>100%</b>

**Authorship Pattern Single/ Co-authors**

Table 4 illustrates the contribution of single and co-authors over the study period. The study found that the maximum number of co-authors published was 420, followed by individual authors who appeared 96.

**Table 4 - Authorship Pattern Single/ co-authors**

S. No	Authors	Frequency	Percentage
1	Single	96	18.60
2	Co-authors	420	81.40
	<b>Total</b>	<b>516</b>	<b>100%</b>

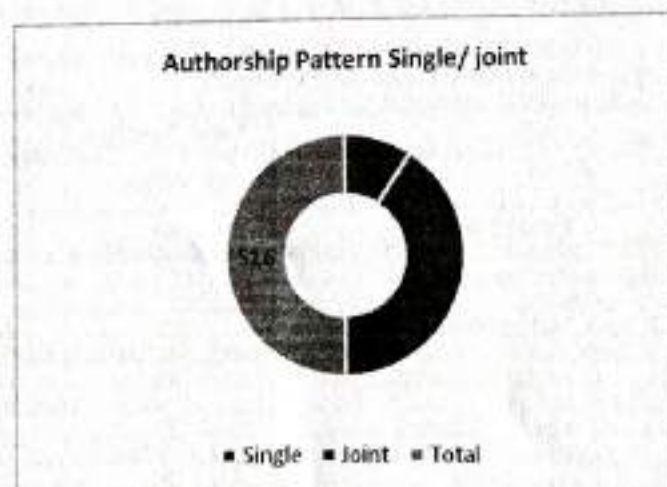
**Country wise Distribution of Authors**

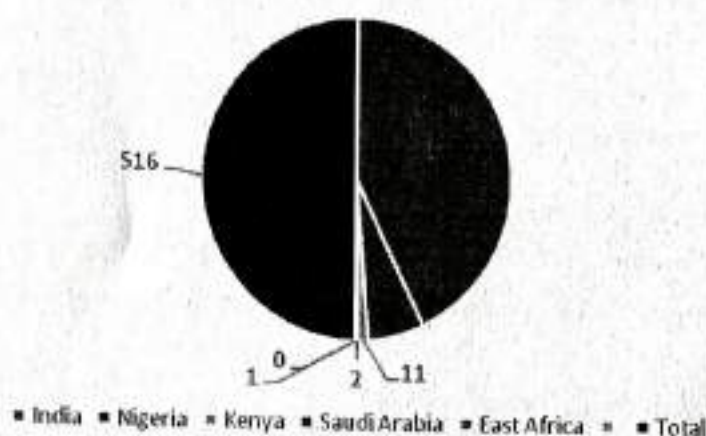
Table 5 illustrates the authors countrywide distribution. The maximum number of contributions from India is 441 (85.468%), Nigeria 61 (11.821%), Kenya 11 (2.131%), Saudi Arabia 2 (0.387%) and East Africa 1 (0.193%).



**Table 5 - Country wise Distribution of Authors**

S. No.	Countries	Total Number of Authors	Percentage
1.	India	441	85.468
2.	Nigeria	61	11.821
3.	Kenya	11	2.131
4.	Saudi Arabia	2	0.387
5.	East Africa	1	0.193
	<b>Total</b>	<b>516</b>	<b>100</b>

Country wise Distribution of Authors



#### **Geographical Distribution of Contributors (Indian States)**

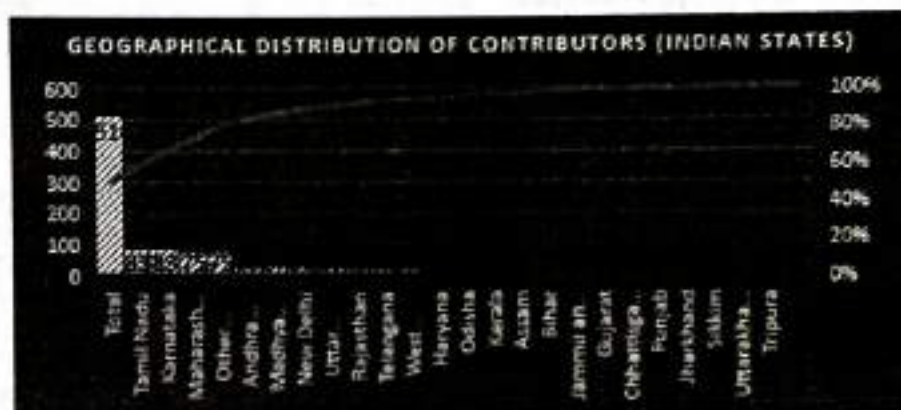
Table 6 shows that among the 441 contributions of Indian authors, Tamil Nadu contributed a maximum of 16.08% (83), followed by Karnataka state with 16.08% (83) and Maharashtra with 14.53% (75). On the other side, Sikkim, Uttarakhand, and Tripura have the smallest contribution with 0.19% (1) contribution.

**Table 6 - Geographical Distribution of Contributors (Indian States)**

S. No.	Name of State	Total Number of Authors	Percentage
1	Tamil Nadu	83	16.08
2	Karnataka	83	16.08
3.	Maharashtra	75	14.53
4.	Andhra Pradesh	30	5.81
5	Madhya Pradesh	27	5.23
6.	New Delhi	26	5.03
7.	Uttar Pradesh	20	3.87
8.	Rajasthan	16	3.10
9.	Telangana	12	2.32
10.	West Bengal	11	2.13



11.	Haryana	8	1.55
12.	Odisha	8	1.55
13.	Kerala	7	1.35
14.	Assam	6	1.16
15.	Bihar	5	0.99
16.	Jammu and Kashmir	5	0.99
17.	Gujarat	5	0.99
18.	Chhattisgarh	5	0.99
19.	Punjab	4	0.77
20.	Jharkhand	2	0.38
21.	Sikkim	1	0.19
23.	Uttarakhand	1	0.19
24.	Tripura	1	0.19
25.	Other countries states	75	14.53
	<b>Total</b>	<b>516</b>	<b>100%</b>



#### Most cited 15 papers in International Journal of Research in Library Science

Table 7 presents the top 15 articles cited in the *International Journal of Research in Library Science*. The most cited work is the *Mobile library services and technologies published in 2016* with 37 citations, followed by *Library Automation: an overview* published in 2015 with 36 citations (Table 7)

**Table 7 - most cited 15 papers in International Journal of Research in Library Science**

S. No	Title	Author	Citation	Year
1	Mobile library services and technologies: A study	SR Nalluri, B Gaddam	37	2016
2	Library Automation: an overview	D Das, P Chatterjee	36	2015
3	Application of web 2.0 and web 3.0: an overview	D Prabhu	26	2016
4	ICT skills for LIS professionals in the digital environment	KC Narasappa, PD Kumar	15	2016
5	Scientometric Analysis of Annals of Library and information Studies (ALIS): 2009-2013	S Paliwal	13	2015



6	Awareness and use of digital library resources by faculty members of Engineering College Libraries in Warangal District, Telangana: a study	GR Kumar	12	2016
7	Knowledge Management and the Role of Academic Libraries	Himanish Roy	12	2015
8	Electronic resources for university library and its advantages	M Bhardwaj, S Sharma	11	2015
9	Publication productivity analysis of University of Mysore: a study	N Shree Rekha, H Jabeen	10	2017
10	Electronic resources use by faculty members of engineering college libraries in RTM Nagpur University area: A study	MB Ghangare	10	2016
11	Status of Online Resources in Selected Deemed University Libraries in Andhra Pradesh	K Ramakrishna, C Sasikala, R Gowridevi	10	2015
12	Bibliometric Analysis of the Journal- Economic Affairs	K Palanivel, C Baskaran	9	2018
13	A study on managing koha open-source library management system in the university library, central university of Kerala	P SenthilKumaran, KP Sreeja	9	2017
14	Indigenous material of preserving manuscripts in library	D Patidar, A Soni	9	2016
15	Study of security system used in college libraries	KN Kumbhar, DK Veer	8	2016

## CONCLUSION

International Journal of Research in Library Science (IJRLS) is an international quarterly peer-reviewed journal in the area of library science and information science during the period of study in which 270 contributions were published. The maximum was 80(29.62%) articles published in 2021 and the minimum 4 (1.48%) articles were published in 2019. Out of the total number of 270 contributions, only 96 (35.555%) were contributed by single authors, while the highest contribution by two authors, was 115 (42.592%) contributions. The study further finds that most of the contributions are from India 441 (85.468%). Tamil Nadu and Karnataka are the leading contributor in terms of geographical distribution with 83. The most cited work is the Mobile library services and technologies published in 2016 with 37 citations, followed by Library Automation: an overview published in 2015 with 36 citations.

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## Bibliometric Analysis of Annals of Library and Information Studies Journal (ALISJ) during 2015 -2021

Raghavendra Inganal

Librarian,

Shri G.R.G Arts Shri.Y.A.Patil commerce & Shri.M.F.Doshi Science degree college Indi,  
S.S.V.V.Sangh's, India

### Abstract

Bibliometrics is an emerging thrust area of research and has now become a well-established part of information research and a quantitative approach to the description of documents. This article brings the results of a bibliometric analysis of the journal entitled "Analysis of Annals of Library and Information Studies Journal (ALISJ)" for the period is d of 2015-2021. The result showed that a total of 212 articles were published during the study period from 2015 to 2021. Among 212 articles 99.89% of papers were published under the multi-authorship pattern. The degree of collaboration of the published articles is found to be 99.68%. Further, more than 16.50% of articles neared the domain of "Theoretical & General Aspects of LIS" Nearly 41.98% of papers were contributed by the university representative, the average length of a paper is 17.92%. All the bibliometric indicators study point toward the strengths and weaknesses of the journal which will be helpful for its further development.

**Key word:** Bibliometric, Authorship pattern, Degree of collaboration,

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### I. Introduction

The term "Bibliometric" was first coined by, Pritchard (1969) in preference to the existing terminology 'statistical bibliography'. The word 'bibliometric' has been derived from the Latin and Greek words 'Biblio' and 'metrics' respectively which refer to the application of mathematics to the study of bibliography. But its usage and practice started much before its origin in the second decade of this century. Sengupta, I N-1985 The term 'Bibliometrics' is just parallel to Ranganathan's 'Librametrics', FID's 'Informetrics', and to some other well-established sub-disciplines like 'Econometrics', 'Psychometrics', 'Sociometrics', 'Biometrics', 'Technometrics', 'Chemometrics', 'Cliometrics', where mathematical and statistical techniques have been systematically applied to study and solve problems in their respective fields. (Ratan G K-2012) Now-a- days the term 'Scientometrics' is used for the application of quantitative methods to the history of science and overlaps with bibliometrics to a considerable extent. Bibliometrics is a type of research method used in Library and information science and an emerging area of research in this field. (Ratan G K-2012)

### II. Review Of Literature

According to Ramesh Kuri and Tayappa Adin the present study is a Bibliometrics analysis of the journal titled International Journal of Information Dissemination and Technology for the period of 2011-2015. The result showed that there are 254 articles are published during in study period. Among 254 articles the study found that 93.69% of papers are multi-authored papers and Degree of Collaboration.

Mulla, K.R. & Dhananjaya, M. (2000-2009) Bibliometrics analysis of 412 research articles appeared in the series journal of information management during the period of 2000 to 2009 this paper gave a review on authorship pattern degree of collaboration author productivity and further it revealed that out of total 686 contributors 360(52.48%) contributors contributed a jointly authored paper that amounts to 180 (43.69%) articles.

Neeraj Kumar Chaurasia and Shankar B. Chavan (2001 to 2010), the study describes the growth, contribution, and impact of research carried out by the faculty members and researchers of IIT Delhi. It also



attempts to analyze the growth and development of research activity of IIT Delhi as reflected in publications output covered by ISI Web of Science during the year 2001 to 2010.

Gurjeet Kaur Rattan and Kamini Gupta (2007-2011) The present study is a Bibliometric Analysis of the journal titled Malaysian Journal of Library and Information Science from 2007-2011. Covers mainly the number of articles, authorship patterns, the geographical distribution of the authors, the pattern of references, etc. The results show that out of 100 articles, single authors contributed 27 (27%) articles while the rest 73 (73%) articles are contributed by joint authors. It has been revealed that most of the contributors.

Malaysia. Kotti Thavamani (2007 to 2013) examines the authorship trends of contributions in the "Indian Journal of Forensic Medicine & Toxicology" during 2007 to 2013. A total of 456 contributions and 1425 authors were examined by year wise contributions, author productivity, year wise single and multi authored papers and Degree of Collaboration.

Ramesh Kuri, Maranna O and Tayappa Adin (2020) Business Review Journal (GBRJ)" for the period of 2011-2015. The result showed that a total of 319 articles were published during the study period from 2011 to 2015. Among 319 articles 95.19% of papers were published under the multi-authorship pattern. The degree of collaboration of the published articles is found to be 0.83%. The average author's productivity is 0.98%.

**Need and scope** The present study tries to find out the literature growth, authorship and collaborative pattern, country wise contribution, Domain wise articles appeared, designation of contributors, institute Affiliated of an author, average number references per paper etc. (Shankar P 2016) Volume 01 to 07 of Analysis of Annals of Library and Information Studies Journal (ALISJ), published between 2015 and 2021 have been taken into consideration to the present study. A datasheet ALISJ 2011- 21, 4 issues of 7 volumes was prepared in MS-Excel to record the data and then the data was entered manually into it from the journal itself.

#### Objective

- The objectives of the present study are:
- To study the year, volume wise distribution of articles.
- To study the Authorship pattern paper published during 2015-21.
- To study the Volume wise Degree of Collaborations.
- To study the Domain wise Distribution of Article.
- To trace the country-wise distribution of papers authorship patterns.
- To identify contributions by designation.
- To study the most productive institutions.
- To study the Length of the Articles.

### III. Methodology

Bibliometric is an emerging thrust area of research and has now become a well established part of information research and a quantitative approach to the description of documents. Bibliometric has grown out of a rate with which no Librarian or information worker equipped with traditional bibliometric skills and methods could keep abreast. (Chourasia Kamal-2008) Methodology applied in the present study is bibliometric analysis which is used to study in detail the bibliographic features of the articles published in Analysis of Annals of Library and Information Studies Journal (ALISJ) from 2015 to 2021.

#### Analysis and distribution

**Table 1: Year, Volume & Issue-wise Contribution of Papers**

Year	Vol.	Issue-wise no of contributions				Total	Annual Average (AA) growth rate (%)
		1	2	3	4		
2015	62	6	6	9	17	38	17.93
2016	63	10	8	8	6	32	15.09
2017	64	9	6	7	7	29	13.67
2018	65	7	6	7	6	26	12.26
2019	66	5	4	5	5	19	08.96
2020	67	6	5	8	8	27	12.37
2021	68	7	12	12	10	41	19.33
Total		50	47	54	59	212	100%

**Table 1: Year /Volume-Wise Distribution**

Annual average growth rate = (Ending Value - Beginning Value) / Beginning Value

The above table table-1 shows the total number of papers published from 2015 to 2021 in ALISJ. On the whole, from five volumes and 22 issues of the journal understudy, the total number of papers published is 212. The distribution of papers by volume shows that the number of papers highest in 2021 with 41 (19.33%)



papers. The range of papers published per year during the period under study is between 59 and 100. Further, it shows a maximum of 98 (31.34%) papers published in the 3rd issues of the journal. The annual average growth rate of the paper published ranges from 24.14% to 0.26.

**Table 2: Authorship pattern Paper Published during 2015-21**

Year	Vol.	One	Two	Three	> four	Total	Percentage
2015	01	11	12	12	3	38	17.93%
2016	02	8	17	5	2	32	15.09%
2017	03	8	15	5	1	29	13.67%
2018	04	8	14	2	2	26	12.26%
2019	05	6	9	2	2	19	8.96%
2020	06	6	17	3	1	27	12.37%
2021	07	15	21	5	-	41	19.33%
<b>Total</b>		<b>62</b>	<b>105</b>	<b>34</b>	<b>11</b>	<b>212</b>	<b>100%</b>
<b>Percentage</b>		<b>29.25%</b>	<b>49.53%</b>	<b>16.04%</b>	<b>5.18%</b>		

The above table-2 gives a detailed overview of the authorship pattern of papers published from 2015(vol.01) to 2021(vol.7). It reveals that out of 212 contributions, a total of 105 (49.53%) contributions have been contributed by one authors, followed by 62 (29.53%) contributions by single-authored, 38(17.93%) contributions by three authors, and 34 (16.4%) contributions by four and more than four authors respectively. Also, a maximum of 22 numbers of papers containing two authors have been published in vol. 3, 4, 5, 6 & 7 (2015, 2016, 2017, 2018, 2019, 2020, & 2021 respectively).

**Table3-Author Productivity**

Year	Vol.	Total papers	Total authors	AAPA	Productivity per author (PPA)
2015	01	38	40	1.05	0.95
2016	02	32	31	0.96	1.03
2017	03	29	30	1.03	0.96
2018	04	26	26	1	1.00
2019	05	19	21	1.10	0.90
2020	06	27	26	0.96	1.03
2021	07	41	40	0.97	1.02
<b>Total</b>		<b>212</b>	<b>214</b>	<b>1.00</b>	<b>0.99</b>

Table 3 depicts the data pertaining to author productivity and average author per paper. It is revealed from Table 3 that the overall average number of authors per article is 1.00 for 212 articles published between the periods of 2015 to 2021. It is also clear from above table that 1.10 is the highest average author per paper in 2019 followed by 2015, 2017 is recorded i.e., 1.05 and 1.03 respectively and least 1 is recorded in 2018. The overall average productivity per author for the periods of 2016 to 2020 is 0.96, and 2021 is recorded 0.97. Further above table reveals that in the year 2019 is highest productivity is 1.10.

**Table 4: Volume wise Degree of Collaboration**

Year	Vol.	Single Author Contributions	Multi Author contributions	Nm + Ns	Degree of collaboration (DC)
2015	01	11	27	38	17.94
2016	02	8	24	32	15.10
2017	03	8	21	29	13.68
2018	04	8	18	26	12.26
2019	05	6	13	19	8.96
2020	06	6	21	27	12.37
2021	07	15	26	41	19.33
<b>Total</b>		<b>62</b>	<b>150</b>	<b>212</b>	<b>100%</b>

**Table4: volume-wise Degree of Collaboration**

The extent of collaboration in research can be measured with the help of the formula given by Subramanyam.

$C = \frac{Nm}{Nm + Ns}$

$Nm + Ns$

$C = \frac{Nm}{Nm + Ns}$  Where,

$C$ =Degree of Collaboration

$Nm$ =Number of Multi Authored Contributions

$Ns$ = Number of Single Authored Contributions



# **Appendix: Analysis of Results of Library and Information Studies Survey (2010/11) during**

In the present study the value of  $t(12)=10.48$  for comparison of the degree of collaboration, a significant area of research in information studies, indicates the need to enhance the degree of collaboration in 2010/11 during 2010/11, as shown in table 4. The degree of collaboration ranges from 0.00 to 1.00. The average degree of collaboration is 0.48 during the period under study.

## **Research and Distribution of results**

We have identified twelve domains related to "Degree of LIS" in library of the survey items of 2010/11.

1. Information Technology and Library Technology
2. Information Use and Learning of Information
3. Information Service Support - Research
4. Library as Physical Collection
5. Document & Content aspects of LIS
6. Library Management
7. User Library and Reading
8. Academic Personnel & Education
9. Technical Services in Library, Academic, Research
10. Information Treatment & Information Services
11. Publishing & Legal Issues
12. Miscellaneous

**Table 4: Research and Distribution of results**

Rank	Item	Frequency	Percentage	Rank	Item	Frequency	Percentage
1	Information Technology and Library Technology	10	10.00	11	Information Treatment & Information Services	10	10.00
2	Information Use and Learning of Information	10	10.00	12	Miscellaneous	10	10.00
3	Information Service Support - Research	10	10.00				
4	Library as Physical Collection	10	10.00				
5	Document & Content aspects of LIS	10	10.00				
6	Library Management	10	10.00				
7	User Library and Reading	10	10.00				
8	Academic Personnel & Education	10	10.00				
9	Technical Services in Library, Academic, Research	10	10.00				
10	Information Treatment & Information Services	10	10.00				
11	Publishing & Legal Issues	10	10.00				
12	Miscellaneous	10	10.00				
Total	12	120	100.00	Total	12	120	100.00

The above Table 4 shows the research and distribution of results related to the 2010/11 period during the period of study (2010/11), as shown in Table 4. The results of the research (1) Information Technology and Library Technology, (2) Information Use and Learning of Information, (3) Information Service Support - Research, (4) Library as Physical Collection, (5) Document & Content aspects of LIS, (6) Library Management, (7) User Library and Reading, (8) Academic Personnel & Education, (9) Technical Services in Library, Academic, Research, (10) Information Treatment & Information Services, (11) Publishing & Legal Issues, and (12) Miscellaneous are as follows:

**Table 5: Research and Distribution of results**

Rank	Item	Frequency	Percentage
1	Information Technology and Library Technology	10	10.00
2	Information Use and Learning of Information	10	10.00
3	Information Service Support - Research	10	10.00
4	Library as Physical Collection	10	10.00
5	Document & Content aspects of LIS	10	10.00
6	Library Management	10	10.00
7	User Library and Reading	10	10.00
8	Academic Personnel & Education	10	10.00
9	Technical Services in Library, Academic, Research	10	10.00
10	Information Treatment & Information Services	10	10.00
11	Publishing & Legal Issues	10	10.00
12	Miscellaneous	10	10.00
Total	12	120	100.00



14	Turkey	2	0.94
15	Bhutan	1	0.47
16	Brazil	1	0.47
17	Sudan	1	0.47
18	China	1	0.47
19	Poland	1	0.47
	<b>Total</b>	<b>212</b>	<b>100%</b>

An attempt has been made to study the country-wise distribution of contributors; the table 6 reveals that out of the total 212 contributors, majority (62.26%) of articles have been published by Indian contributors. 17(8.01%) contributors have been contributed from Iran which stands second among the contributors. Similarly 16(7.54%) contributors have been published from Nigeria, and 15(7.7%) contributors have been published from Srilanka. Like 4(1.88%) contributors have been published from Dhaka, and 3(1.41%) contributors have been published from Spain, 2(0.94%) contributors have been published from USA, and the remaining 1 (0.47%) contributors have been contributed from 5 countries.

**Table 7: Designation Wise Contributions**

Designation of the contributors	No. of Contributions	Rank	Percentage
Professor	188	1	47.83
Librarian	108	2	27.48
research Scholars	35	3	8.90
Scientist	31	4	7.88
Senior Technical Officer	19	5	4.83
Students	6	6	1.52
Resources officer	3	7	0.76
Manager	2	8	0.50
Resource Manager	1	9	0.25
<b>Total</b>	<b>393</b>		<b>100%</b>

#### Designation Wise Contributions

The table 6 shows the number of contributors 188(47.83%) are from Professor. The second highest contributions are from Librarian 108(27.48%). The Third highest contributions are from research Scholars 35(8.90%). The fourth highest contributions are from Scientist 31(7.88%). The fifth highest contributions are from Senior Technical Officer 19(4.83%). The sixth highest contributions are from students 6(1.52%). The is followed by Resources officer 3 (0.76%) contributions and Manager 2(0.50%).The lowest number of contributions from the category of Resource Manager. 1(0.25%).

**Table 8: Institution-wise Distribution of Contributors**

Institutions	Total	Percentage	Rank
Universities	165	41.98	1
Institutes	71	18.06	2
Research centre	43	10.94	3
College	18	4.58	4
University Iran	17	4.32	5
University, Negeria	16	4.07	6
University, Srilanka	15	3.81	7
IGNOU	9	2.29	8
University, Dhaka	4	1.01	9
University Of Malang Indonesia	4	1.01	9
School	4	1.01	9
University of Gdansk, Poland	3	0.76	10
University of Technology South Africa	3	0.76	10
Universitaria de Lisboa Portugal	3	0.76	10
Universities, Canada	2	0.50	11
University, USA	2	0.50	11
University Tanzania	2	0.50	11
High Court of Delhi	2	0.50	11
Japan	2	0.50	11
Marmara University, Turkey	2	0.50	11
Bank of India Mumbai	1	0.25	12
University Sudan	1	0.25	12
Bhutan	1	0.25	12
Federal University of Minas Brazil	1	0.25	12
Agriculture University China	1	0.25	12
University of Gdansk, Poland	1	0.25	12



Total	393	100
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The distribution of published papers by institution-wise the table 8 reveals that, out of 393 contributors, the highest number 165(41.98%) of contributors are contributed from the Universities. The institutes stand the second place with 71(18.06%) contributors. The Research centre stand the third place with 43(10.98%) contributors. The various types of colleges stand in fourth place with 18(4.58%) contributors. The University of Iran stand in fifth place with 16(4.32%) contributors. The University Nigeria stands in fifth place with 16(4.07%) contributors. The University of Srilanka stands the place with 15(3.81%) contributors. Other Universities have contributed University Dhaka with 1.01%, the University of Gdansk, Poland with 0.76%, the Universities Canada with 0.50%, and the University Sudan with 0.25 % contributions respectively.

Table 9: Length of the Articles

Year	Vol.*	1-50	50-100	100-150	150-200	200-250	250-300	≥300	Total
2015	62	6	5	5	5	8	9	0	38
2016	63	4	7	9	4	5	5	1	35
2017	64	5	4	6	4	5	5	0	29
2018	65	2	5	1	11	4	4	0	27
2019	66	5	6	4	4	0	0	0	19
2020	67	3	4	7	5	6	2	0	27
2021	68	3	5	5	5	3	6	10	37
		28	36	37	38	31	31	11	212
		13.21	16.99	17.45	17.92	14.63	14.62	5.18	100%

\*Each volume consists of 4 issues (7x4= 28 issues)

Table 9 presents the length of articles published in Analysis of Annals of Library and Information Studies Journal. A major portion of articles i.e., 38 (17.92%) are between 150 and 200 pages, followed by 100 to 150 pages in 37 (17.45%) articles and 36 (16.99%) articles are from 50 to 100 pages. Whereas 31(14.62%) articles are from 200 to 250 and 250 to 300 pages and 28 are from 1 to 50 pages, only 11(5.18%) articles are more than 300 pages respectively.

#### IV. Finding and conclusion

1. The range of papers published per volume during the period under study is 38(17.93%) 41 with an average of (19.33%) citations per paper.
2. The number of Two-authored papers is quite higher at 105(49.53%), followed by single-authored papers 29.25%, three authored 16.04%, and more than four authored 5.18% respectively.
3. Researchers measured the distribution of degree of collaboration over the years from 2015 to 2021 as a result the degree of collaboration in Analysis of Annals of Library and Information Studies Journal (ALISJ) is 99.61
4. The highest distributions have been contributed by professors and the least number of contributions were by librarians and research scholars and scientists respectively.
5. The domain-wise contribution of articles published in the ALISJ journal. During the period of study (2015-2021), the highest number of 35 (16.50%) articles appeared in the domain of Theoretical & General Aspects of LIS, and the lowest number of Miscellaneous 6(2.83%) articles.
6. The maximum number of articles contributed by authors from India was 62.26 % got first place followed by Iran 8.1 % second rank respectively, the Srilanka is the Third rank 7.7%; Nigeria is the Fourth rank 7.54% and Dhaka is the fifth rank with 1.88%.

The Bibliometric pattern of the Annals of Library and Information Studies Journal (ALISJ) is analyzed. The popularity of the use of bibliometric techniques in various disciplines stimulated the stupendous growth of literature on bibliometrics and its related areas. The above study has elucidated the variety of bibliometric measures which can be useful for understanding various aspects. The aim of this study was to measure and track the changes in research scenarios in recent times in India so that all are informed and research facilities can be enhanced.

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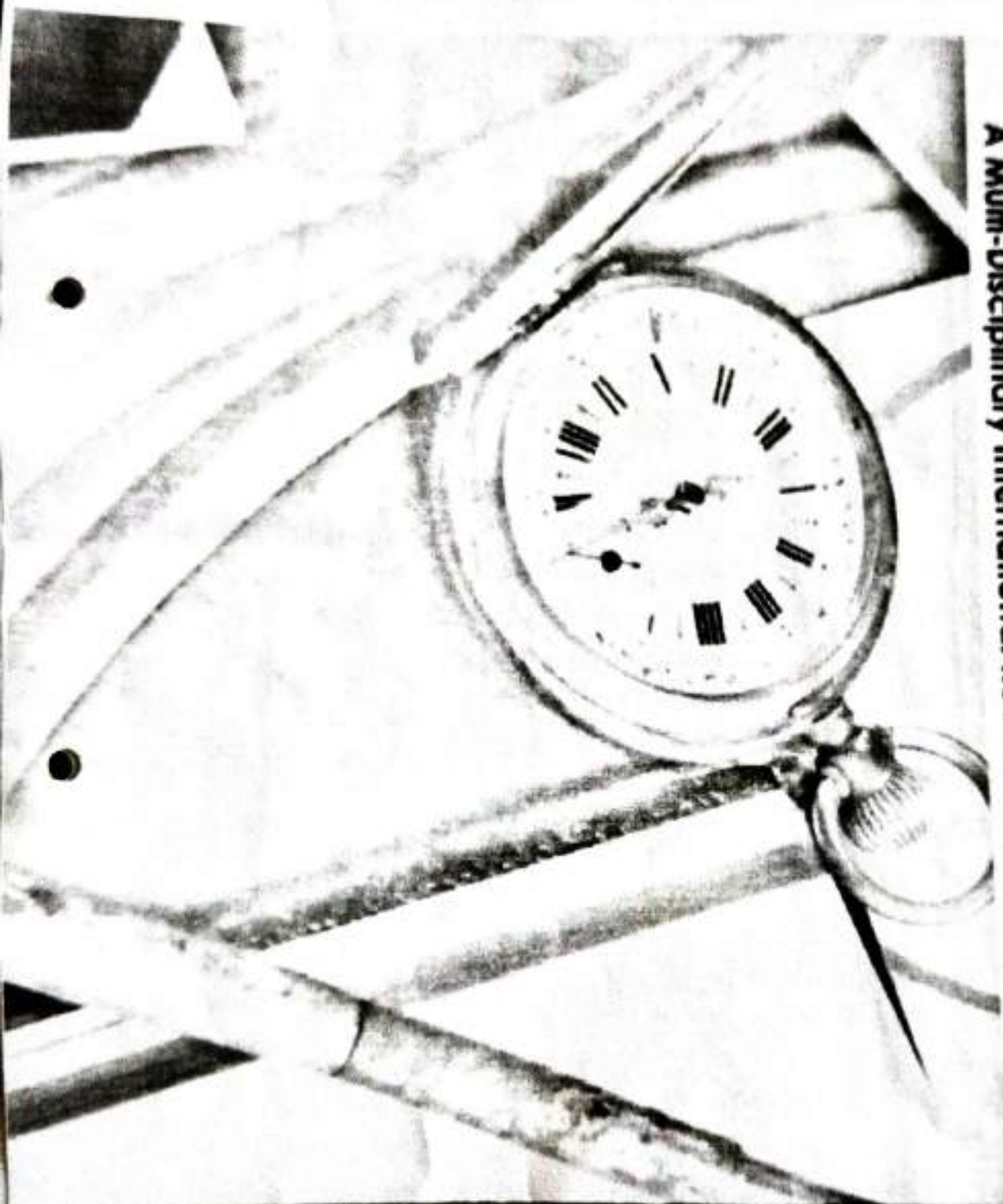


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## **The Composite Culture of India: Evolution & Future**

**Vishwas A. Korwar**

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### **Introduction:**

A unique feature of Indian culture is its unity in diversity. The elements of unity and diversity should be explained and discussed to write an impressive paper. Indian society has remained open to external influences. In other words, the cultures of outside society have found an easy acceptance in the Indian society and these were made the integral part of the Indian culture. Composite culture is a heterogeneous mixture of multiple cultures meeting and co-existing in one single region. India has been the birth-land of a dozen of religions. The teachings of each religion is based on the concept of dharma (moral duty) and karma (action).

In simple terms, as per the dictionary meaning 'culture' is the arts, customs and institutions of a nation, people or group. 'Composite' means 'made up of various parts'. S Abid Hussain, a well-known scholar, in the introduction to his book - The National Culture of India-says, "Culture is a sense of ultimate values possessed by a particular society as expressed in its collective

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**Vishwas A. Korwar:** Assistant Professor, Dept. of History, Sri G.R.G Arts, Sri Y.A.P. Commerce and M.F.D. Science College, Indi, Vijaypur (Karnataka) India.



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## **Rural Development During Colonial Period**

**Dr. Vishwas.A. Korwar**

Assistant Professor in History Sri GRG Arts YAP Commerce & M.F. Doshi Science College INDH

### **INTRODUCTION:**

Rural Development is not a new concept for India rather it is a very basic principle of our culture. The famous epics like Ramayana and Mahabharata teach us the dignity of humanity and benevolence and justice to people. In ancient days, our villages were self-sufficient and requiring very little assistance from outsiders. However, during British rule, the rural economy was destroyed and the rural mass was made dependent on goods and services provided by outsiders. There was no rural development policy as such to make the people self-reliant. Some of the rural development activities were taken up by the British Government in India during the Great Bengal Famine. These attempts were of very limited scale without having legal sanctions behind the move.

### **OBJECTIVES OF THE STUDY:**

- To study the Rural Development during colonial period.
- To study the rural reconstruction Programmes in India
- To understand implications of rural development programmes in India.

### **RESEARCH METHODOLOGY:**

The information required for this paper has been compiled by primary and secondary data including the use of tools like UGC and government decision, annual report, books, internet, various education web- site, news paper etc.

### **Rural Development during Colonial Period:**

#### **Efforts by the British Rulers:**

During the British period, the British government was never serious about the rural development. But, they acted under compelling situation like famines and economic distress. During 1800 to 1825, it was reported that there were five famines; during 1825 to 1850, two famines; during 1850 to 1875, six famines; and during 1875 to 1900, there were eighteen famines in different parts of the country. Famines forced the British government in to action. The Famine Commission of 1880, 1898, 1901, the Irrigation Committee of 1903, the Commission on Co-operation of 1915 and the Royal Commission on Indian Agriculture were the efforts of the Government to improve the economic condition of the common man, but seldom were the reports of the commissions implemented in right spirit. However, during these periods, the most active role in the field of rural development was played by the Christian missionaries who aimed at the allround development of their Christian converts. In the year 1887, British Government heeding to the representation made by Manchester Cotton Supply Association established the Department of Revenue, Agriculture and Commerce. But, this department did not do much related to agriculture development except the collection of agricultural statistics.

#### **Rural Reconstruction Programme (1890) in Baroda:**

Maharaja Sayajirao Gaekwad III started rural reconstruction programme in the whole state of Baroda in 1890. He emphasised that there should be long rule of determined welfare administrator for achieving rural development. Besides, political and social stability, supportive legislation, etc are required for quick result. The important approaches of the Programme

- Integrating and collaborative works of various departments
- Proactive administrative approaches to different social issues
- Working together of different local bodies, associations, voluntary agencies, etc at village level for speedy development.

#### **Scheme of Rural Reconstruction (1903):**

Daniel Hamilton started Rural Reconstruction programme in 'Sunderban' areas of West Bengal in 1903 with the basic principles of co-operative management and solving of rural problems. He established Cooperative Credit Society, Central Cooperative Bank, Cooperative Marketing Society and Rural Reconstruction Institutes in their adopted villages for overall development of the rural people. The rural reconstruction institute provided various training facilities to the villagers on cottage



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## Rural Development Through Green Revolution

**Dr. Anand C. Nadvinmani**

Assistant Professor in Pol. Science Shree.GRG Arts YAP Commerce M.P. Doshi Science College

### INTRODUCTION:

More than four million people died due to hunger in Bengal Famine during 1943. Acute food grain shortage was the main cause behind this widespread devastation. The shortage of food grain production in the country continued till the Britishers' left India. The independent India's top priority was to increase food grain production to feed its own population. This necessity led, on one hand, to the Green Revolution in India and, on the other, legislative measures to ensure that businessmen would never again be able to hoard food for reasons of profit. The efforts made by Government of India from 1947 to 1967 were not entirely successful. Efforts until 1967 largely concentrated on expanding the farming areas. But starvation deaths were still being reported in the newspapers because of population was growing at a much faster rate than food production. This called for drastic action to increase yield during 1967-68. The action came in the form of the Green revolution. The term "Green Revolution" is a general one that is applied to successful agricultural experiments in many Third World countries. It was not specific to India. But it was most successful in India.

### Historical Background of Green Revolution:

The history of Green Revolution is traced back to the 1940s when Daniels, the U S Ambassador to Mexico and Henry Wallace, Vice President of the USA set up a scientific mission to help the development of agricultural technology in Mexico. The Mexican government and the Rockefeller Foundation started a joint venture to introduce plant breeding programme in Mexico by introducing High Yielding Varieties (HYVs) or the 'miracle seeds' of dwarf varieties of high-yielding wheat to increase production. The success of the Green Revolution is often attributed to Norman Borlaug, the Norway-born, U.S.-based agricultural scientist interested in agriculture. In the 1940s, he began conducting research in Mexico and developed new disease resistance 'miracle seeds' of dwarf varieties of high-yielding wheat. By combining Borlaug's wheat varieties with new mechanized agricultural technologies, Mexico was able to produce more wheat than was needed by its own citizens, leading to its becoming an exporter of wheat by the 1960s. Mexico was importing half of its wheat supply prior to use of this varieties. Due to the success of the Green Revolution in Mexico, its technologies spread worldwide in the 1950s and 1960s. In connection with the 'miracle seed' programme, two international agricultural research stations International Maize and Wheat Improvement Centre (CIMMYT) and the International Rice Research Institute (IRRI) were set up. These centres grew out of the Rockefeller Foundation's country programme to launch the new seeds, known as the New Agricultural strategy, by the mid-1960s. By 1966, IRRI started producing 'miracle' rice, in succession to the 'miracle' wheat from CIMMYT. The Green Revolution was given support in Mexico, Philippines and India from the 1940s through to the 1960s by the Rockefeller, the Ford Foundation and the U S Government. The Rockefeller Foundation and the Ford Foundation, as well as many government agencies around the world funded research to increase food grain production to produce more food for the growing human population. In 1963 with the help of this funding, Mexico formed an international research institution called The International Maize and Wheat Improvement Center. Countries all over the world in turn benefited from the Green Revolution work conducted by Borlaug and this research institution. Borlaug and the Ford Foundation implemented in India a new variety of rice, IR8, that produced more grain per plant when grown with irrigation and fertilizers. Today, India is one of the world's leading rice producers and IR8 rice usage spread throughout Asia in the decades following the rice's development in India.

### OBJECTIVES OF THE STUDY:

- To study the Historical Background of Green Revolution.
- To study the Statistical analysis of the Green Revolution
- To study the problems of the green revolution



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Constitution. In order to follow this course of action, bureaucracy will have to reorient itself.

Bureaucracy, in the words of Ogg: "It is this great body of men and women that translates laws into action from one end of the country to the other and brings the national government into its daily contact with the rank and file in the country less in the public eye than the Ministry, this army of functionaries is not a bit less necessary to the realization of purpose for which government exists." (Maheshwari, Shriram, 119)

In the words of Ramsay Muir: "The power of this bureaucracy, the permanent civil service, is to be found not only in administration, but also in legislation and finance, it not only administers the law, it largely shakes them; it not only spends the proceeds of taxation, it largely decides how much to be raised and how." (Goel, S.L. 208)

Since independence much change has come in the nature and character of bureaucrats in India. Before independence bureaucrats had no interest in the welfare of the people. The interests of Indians had no meaning for them. But since independence their outlook has changed. Now they fully well appreciate that service of the people is of paramount importance. They now feel that they have big hand and role to play in building a new India.

Bureaucracy in India is politically neutral. It implies that public servants have no political bias. They should not worry who heads the government and which political party is in power. They are supposed to be politically neutral. Of late, it is being alleged that bureaucracy in India is developing a tendency to help the ruling party in the hope of getting certain benefits out of their patronage. Indian Civil Service personnel were known for their character and integrity. There was however rare occasions when they got themselves involved in scandals. Today, civil servants are highly paid and there is lot of flexibility in their work. With the aid of technology and social media, bureaucracy in India is slowly and steadily stirring into action. The best example of this can be seen in times of natural calamities. For example, during the



unprecedented floods in Kerala, the bureaucracy swing into action like never before and together with the local populace ensured that the rescue and relief operations went on smoothly.

Today, the supremacy of the bureaucracy is being challenged by technocrats and specialists, which has somewhat weakened their position, though their grip over the administration is still very tight. Since independence much change has come in the nature and character of bureaucrats in India. Before independence bureaucrats had no interest in the welfare of the people. The interests of Indians had no meaning for them. But since independence their outlook has changed. Now they fully well appreciate that service of the people is of paramount importance. They now feel that they have big hand and role to play in building a new India.

A typical characteristic of bureaucracy is to adopt a hierarchical structure. So entrenched is this structure in bureaucracy that a superior officer will always carry the day, in case of difference of opinion with a junior officer. The elitist character in bureaucracy is another feature of civil servants in India. Once one joins the government service one has the tendency to feel superior and part of the elite of the society. It is due to several reasons.

1. Ministers come and go. But civil servants continue to stay in the department and thus are privy to a lot of decisions.
2. Most often ministers have little technical expertise and knowledge about the work they are supposed to handle. But civil servants are trained to go into details and can quickly assess the situation and provide the required inputs for decision making.
3. Ministers can give only policy directives and guidelines. They have enough legislative work on hand. It is, therefore, unavoidable for the Minister to leave the detailing to the civil servants.
4. All detailed information, statistical data; basic information for the formulation of any proposal can be obtained only from the bureaucracy. Therefore, every Minister feels the need and necessity of getting the co-operation of civil servants.



5. Strength of civil servants has also considerably increased because they have organized themselves into a united body and thus their bargaining capacity has very much increased.
6. Political level activities of the ministers have considerably increased due to party work and various other commitments. Hence the real policy making is often left to the civil servants.

Bureaucracy has thus become powerful in every country and its power and role has increased manifold.

On the other hand, bureaucrats and civil servants often complain that there is too much interference in their work from influential political leaders. They often argue that they are not allowed to take decisions on many issues based on merits. There is a tendency on the part of political heads of the departments to get favours done on verbal orders. If anything goes wrong, they expose the civil servants to public criticism and hold them responsible for the wrong decisions. In such cases, bureaucrats say they have no means to defend themselves in the public or in the Parliament. Bureaucracy in India has also faced criticism on many issues.

Some of the main points of criticism advanced against bureaucracy in India are as under:

1. There is lack of co-ordination between various departments and each department has a tendency to work in silos. This sometimes results in duplication of work without the departments coming to know about it.
2. Another criticism levied against bureaucracy is that in India it is inelastic and not flexible. It is too rule oriented and does not have a humane approach.
3. Favouritism and nepotism in decision making is another criticism.
4. Then it is said that bureaucracy takes too long a time to take a final decision. Each file is to pass through several stages. At every stage unnecessary queries are raised thereby lowering its efficiency.



5. Bureaucracy is more interested in creating hurdles rather than resolving issues.
6. It is also said about bureaucracy in India that it cares too much for its own interest and is always agitating for increase in salaries and perks.
7. Another criticism levied is that the bureaucrats are engaged in their turf fights. In the process the interests of the common-man are completely forgotten.
8. They also seem to resist change as is evident from the generalist vs. technocrat controversy.

Bureaucrats hold more exalted and responsible position than the political leaders. Hence their responsibility increases more. Indian bureaucracy has also a responsibility to bring in social changes in the country, otherwise society will remain static. So as we plan for the growth of economy, we must plan for the growth of society also. The growth should not be left to only social leaders of the society because they are generally the product of the tradition and culture. It is therefore wrong to think that a bureaucrat is concerned only with general policy making and their execution; rather he is also responsible for developing the society in the right direction. So the role of a bureaucrat in a democratic society is larger, more complicated, demanding integrity and honesty of purpose which imply detachment and unselfish approach.

### **Conclusion:**

The top bureaucrats directly or indirectly are the real policy-makers. Even when the policies are formulated by the political executive, details are worked out by the bureaucrats, it is also seen that the bureaucrats may, wittingly or unwittingly become tools in the hands of the political leaders. In a developing country where the political leadership may not be so mature, it is necessary that the bureaucrats should safeguard democracy against the authoritarian tendencies of the people in power. They should serve as an effective check upon the arbitrary use of power by the politicians. If bureaucracy becomes subservient to political



executive it can conspire to bring the downfall of democracy and result in dictatorship in the country.

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# ಅರುಣು ಕುರುಣು

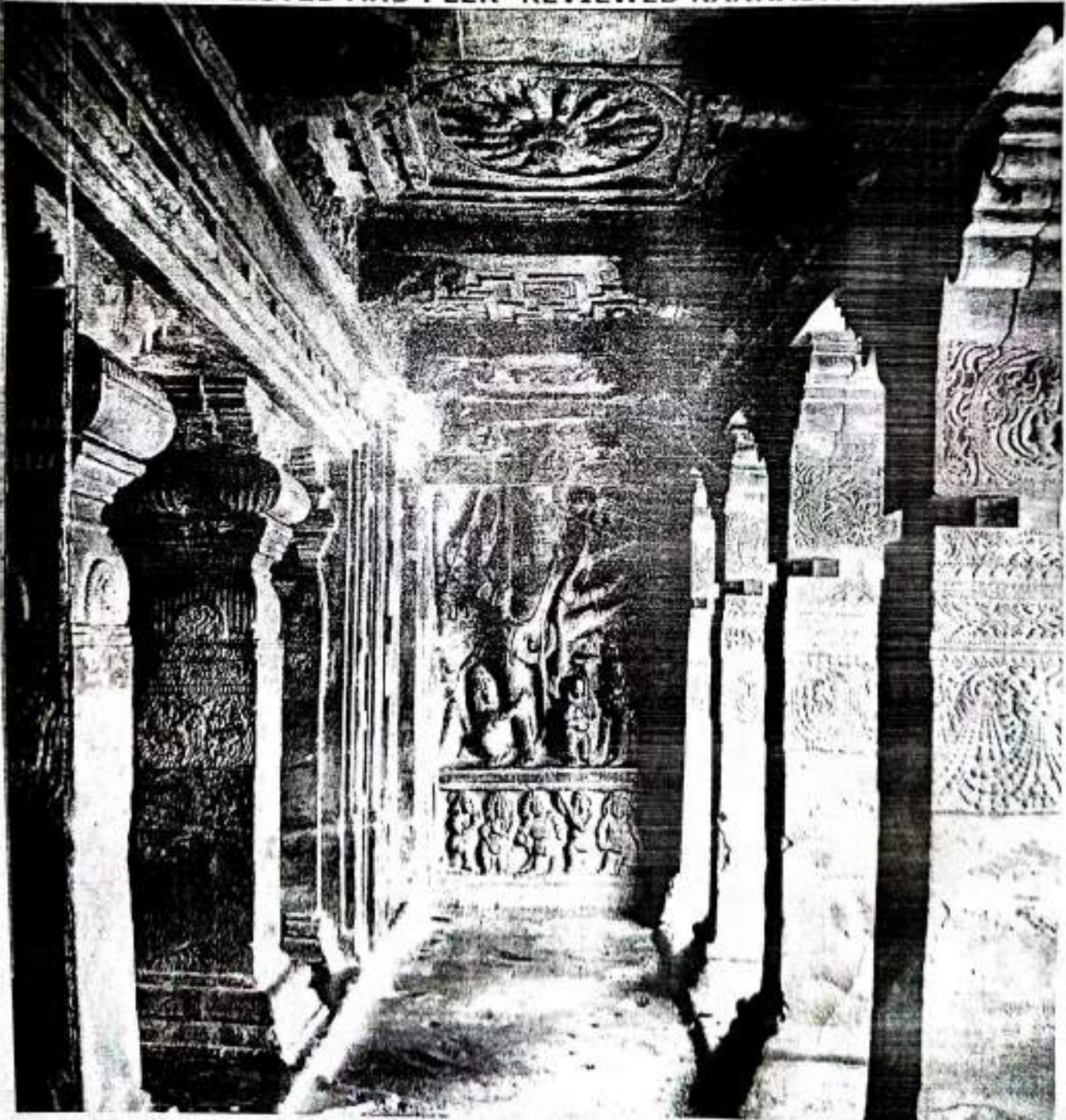
ಸಾಹಿತ್ಯ ಸಂಸ್ಕೃತಿಯ ಶೋಧದಲ್ಲ

ವಿಶೇಷ ಸಂಚಿಕೆ

## ಸಂಶೋಧನ ಮಾರ್ಗ

ಯುಜಿಸಿ ಕೇರ್ ಪಟ್ಟಿಯಲ್ಲಿರುವ ಮತ್ತು ತಜ್ಞ- ಪರಿಶೀಲಿತ ಕನ್ನಡ ಪತ್ರಿಕೆ

UGC CARE LISTED AND PEER- REVIEWED KANNADA JOURNAL





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# ಸೇವಾಲಾಲರು ಸಂಚರಿಸಿದ ಭೌಗೋಳಿಕ ನೆಲೆಗಳು

ಎಸ್ ಬಿ ಚಾಧವ

ಪ್ರಸ್ತಾವನೆ

ಗೋರಾ ಬಂಜಾರ ಸಮುದಾಯವು ಜಗತ್ತಿನ ಮರಾಠನ ಶ್ರೀಮಂತ ಪ್ರಗತಿ ಹೊಂದಿದ ನಾಗರಿಕತೆಗಳಲ್ಲಿ ಸಿಂಧೂ ನದಿ ಬಯಲಿನ ಹರಪು ಮತ್ತು ಮಹೆಂಜೋದಾರೋ ನಾಗರಿಕತೆಯ ಜೊತೆಗೆ ಪ್ರತಿಶತ ೯೯ರಷ್ಟು ಸಾಮ್ಯತೆ ಹೊಂದಿರುವ ಆದಿಮ ಗೋರಾ ಬಂಜಾರ ಸಂಸ್ಕೃತಿಯು ವಿಶ್ವದ ೧೪೪ ದೇಶಗಳಲ್ಲಿ ಭಾರತದಲ್ಲಿ ಸುಮಾರು ೮೩೦೦೦೦೦೦ ಹೆಚ್ಚು ಬುಡಕಟ್ಟುಗಳಿದ್ದು, ಕರ್ನಾಟಕದಲ್ಲಿ ನೆಲೆಸಿರುವ ಅನೇಕ ಬುಡಕಟ್ಟು ಸಂಸ್ಕೃತಿಯಲ್ಲಿ ಲಂಬಾಣಿ ವಿಶಿಷ್ಟ ಸಮುದಾಯವಾಗಿದೆ. ಇವರ ವೇಷಭೂಷಣ, ಭಾಷೆ, ಸಂಸ್ಕೃತಿ, ಆಹಾರ ಹಾಗೂ ಹೋಳಿ, ತಿಪ್ಪ, ದೀವಾವಳಿ ಮುಂತಾದ ವಿಶೇಷಾಚರಣೆಗಳಿಂದ ಇತರ ಬುಡಕಟ್ಟುಗಳಿಂದ ಭಿನ್ನತೆ ಕಂಡುಬರುತ್ತದೆ. ಲಂಬಾಣಿ ಜಾನಪದ ಅಪೂರ್ವವಾದುದು, ಮೌಲಿಕವಾದುದಾಗಿದೆ. ಆದರೆ ಸಂಗ್ರಹ, ವಿಮರ್ಶೆಗಳು ನಡೆದರೆ ಕನ್ನಡ ಜಾನಪದಲೋಕಕ್ಕೆ ಅಪೂರ್ವ ಕೊಡುಗೆಯಾಗುವುದರಲ್ಲಿ ಸಂಶಯವಿಲ್ಲ. ಆ ಕಾರ್ಯ ತಲಸ್ಪರ್ಶಿಯವಾಗಿ ನಡೆದಿಲ್ಲವೆಂದು ಹೇಳಬಹುದು. ಇವರನ್ನು ಲಂಬಾಣಿ, ಲಮಾಣಿ, ಲಂಬಾಡಿ, ಲಂಬಾಡಾ, ಬಂಜಾರ, ಸುಕಾಲಿ ವಿವಿಧ ಹೆಸರುಗಳಿಂದ ಗುರುತಿಸಲ್ಪಡುತ್ತಾರೆ. ಶ್ರಮಜೀವಿಗಳಾದ ಹಾಗೂ ಸ್ವಾಭಿಮಾನದ ಗುಣವುಳ್ಳವರಾದ ಇವರು ತಮ್ಮನ್ನು ಗೋರಾ, ಗೋರಿಯಾ, ಗೋರಭಾಯಿ, ಗೋರಬಂದ, ಗೋರಮಾಟ, ಗೋರಬಂಜಾರ ಎಂದು ಕರೆದುಕೊಳ್ಳುತ್ತಾರೆ. ಇವರು ಆಡುವ ಭಾಷೆಗೆ 'ಗೋರಬೋಲಿ' ಎನ್ನುತ್ತಾರೆ. ಇವರು ವಾಸವಿರುವ ಊರುಗಳಿಗೆ 'ತಾಂಡ' ಎಂದು ಕರೆಯುತ್ತಾರೆ. ಇವರ ಕುಲಕಸಬು ವ್ಯಾಪಾರವಾಗಿದ್ದು ಆದಿಮ ಕಾಲದಿಂದ ಲಮಾಣಿ ಮಾರ್ಗದಲ್ಲಿ ಎತ್ತು ಮತ್ತು ಒಂಟೆಗಳ ಮೇಲೆ ಲದೇಣಿ (ವ್ಯಾಪಾರ) ಮೂಲಕ ರಾಜರಾದಿಯಾಗಿ ಸಾಮಾನ್ಯ ಪ್ರಜೆಗಳ ಆವಶ್ಯಕ ಸರಕು ಮತ್ತು ಸರಂಜಾಮುಗಳನ್ನು ಪೂರೈಸುತ್ತಿದ್ದರು. ಬ್ರಿಟಿಷರು ಭಾರತದಲ್ಲಿ ಕಂಡ ಸಾರಿಗೆ ಸೌಲಭ್ಯಗಳು ಇವರ ಮೂಲ ವೃತ್ತಿಯನ್ನು ಕಿತ್ತುಕೊಂಡಿತು. ಅನಂತರ ಈ ಸಮುದಾಯವು ನೆಲ ಮೂಲ ವೃತ್ತಿ ಇಲ್ಲದೇ ಹೊಸ ವೃತ್ತಿಗಳಿಗೆ ಹೊಂದದೆ ಆತಂತ್ರ ಸ್ಥಿತಿಯ ಕಡೆಗೆ ಸಾಗಿತ್ತು. ಬದಲಾದ ಜೀವನಕ್ರಮದಿಂದ ಲಂಬಾಣಿಗಳು ಅಲೆಮಾರಿಗಳಾಗಿ ದಟ್ಟ ಗುಡ್ಡಗಳ ತಪ್ಪಲುಗಳಲ್ಲಿ ಗುಂಪು ಗುಂಪುಗಳಾಗಿ ನೆಲೆಸಿದರು. ಇವರ ಸಮಕಾಲೀನ ಸರಕಾರ, ಸಮಾಜ, ಶಿಕ್ಷಣ, ವ್ಯಾಪಾರಗಳಿಂದ ದೂರ ಉಳಿದರು.

ಸಮುದಾಯದ ದೇವರುಗಳು ಇತರ ದೇವರುಗಳಂತೆ ಕಲ್ಪನಾತೀತರಲ್ಲ. ಸೇವಾಲಾಲ, ಮಿಥುಭುಕ್ಯಾ, ಥಾಕುರಾಜಾ ಮೊದಲಾದವರು ಅವರ ಸಮುದಾಯದಲ್ಲಿಯೇ ಹುಟ್ಟಿ ದೇವರು ಅವರ ವಿಳಿಗೆಗಾಗಿ ಅವಿರತ ಶ್ರಮಿಸಿ ಅಮರರಾದ ಐತಿಹಾಸಿಕ ಮರುಷರು. ಕಾಲಾಂತರದಲ್ಲಿ ಲಂಬಾಣಿ ಬುಡಕಟ್ಟಿನ ಜನರನ್ನು ಸಂಘಟಿಸಿ ಅವರ ಹಕ್ಕುಬಾಧ್ಯತೆ ಹಾಗೂ ಸಾಮಾಜಿಕ ಹಿತಾಸಕ್ತಿಗಾಗಿ ಜನ್ಮ ಪಡೆದವರು ಸೇವಾಲಾಲರು. ಸೇವಾಲಾಲ ಒಬ್ಬ

ಎಸ್. ಬಿ. ಚಾಧವ, ಸಂಶೋಧನಾರ್ಥಿ

ಬುಡಕಟ್ಟು ಅಧ್ಯಯನ ವಿಭಾಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.

ಕ್ರಾಂತಿ ಕ್ರಿಯಾಶೀಲ



ಮಹಾಯೋಗಿ, ಮಹಾಜ್ಞಾನಿ, ವಿಭೂತಿ ಪುರುಷ, ಪವಾಡ ಪುರುಷ, ಕಾಲಚಕ್ರ, ಸಮಾಜ ಸುಧಾರಕ ಎಂದು ಮುಂತಾಗಿ ಲಂಬಾಣಿ ಬುಡಕಟ್ಟು ವರ್ಗಿಸುತ್ತದೆ. ಇವರು ಆರೋಗ್ಯ ಮೈಸೂರು ರಾಜ್ಯ, ಮದ್ರಾಸ್, ಆಂಧ್ರಪ್ರದೇಶ, ಮಹಾರಾಷ್ಟ್ರ, ಮಧ್ಯಪ್ರದೇಶ, ಗುಜರಾತ್ ಮುಂತಾದ ರಾಜ್ಯಗಳಲ್ಲಿ ಸಂಚರಿಸಿ ಸಮಾಜ ಸಂಘಟನೆ ಮತ್ತು ಸಮಾಜ ಸುಧಾರಣೆಯ ಜೊತೆಗೆ ಧರ್ಮ ಬೋಧನೆ, ತನ್ನಿಂದಾಗಿದ್ದನ್ನು ಬಡಬಗ್ಗರಿಗೆ, ದೀನದರಿತರಿಗೆ ಸಮಾನ ಮಾಡಬೇಕೆನ್ನುವ ಮಾನವ ಧರ್ಮ ಪ್ರತಿಪಾದನೆ ಮಾಡುತ್ತ, ಅನೇಕ ಪವಾಡಗಳನ್ನು ಮಾಡಿದ್ದು ನಿಜ ಎಂದು ನಂಬಲಾಗುತ್ತದೆ. ದೇಶದುದ್ದಕ್ಕೂ ಸಂಚರಿಸಿ ಸಮುದಾಯವನ್ನು ಹೇಗೆ ಸುಧಾರಿಸಿದರು? ಎಂಬುದನ್ನು ಈ ಲೇಖನದಲ್ಲಿ ತಿಳಿಯುವುದಾಗಿದೆ. ಸಂಚಾರ ಮಾಡಿ ಇತರ ಸಮುದಾಯದವರ ಜೊತೆಗೂ ಯಾವ ರೀತಿಯಾಗಿ ನಡೆದರು ಎಂಬುದನ್ನು ಸವಿಸ್ತಾರವಾಗಿ ತಿಳಿಯುವುದಾಗಿದೆ. ಈ ಮಹಾ ಪುರುಷನ ವಿವಿಧ ಬಗೆಯ ಸಾಧನೆಗಳನ್ನು ಕುರಿತು ಲಂಬಾಣಿಗರು ತಮ್ಮ ಜನಪದ ಗೀತೆಗಳಲ್ಲಿ ಹಾಡುವುದನ್ನು ಕಾಣಬಹುದು.

ಸೇವಾಲಾಲ್ ಲಂಬಾಣಿ ಸಮುದಾಯದ ಒಬ್ಬ ಧಾರ್ಮಿಕ ಮುಖಂಡ. ೧೮೩೯ರಲ್ಲಿ ಜನಿಸಿದ ಶ್ರೇಷ್ಠ ಸಂತ. ಬಲಿಪದ್ಧತಿಯನ್ನು ಹಿಂಸೆಯನ್ನು ವಿರೋಧಿಸಿದ ಕಾರಣಕ್ಕೆ ಕತ್ತರಿಸಲಾದ ಭಕ್ತರಿಗೂ ಸೇವಾಲಾಲನಿಗೂ ಸಂಘರ್ಷ ಎರ್ಪಡುತ್ತದೆ. ಈ ಸಂಘರ್ಷದಲ್ಲಿಯೇ ಸೇವಾಲಾಲ್ ಅಂತ್ಯವಾಗುತ್ತದೆ. ಇದಕ್ಕೆ ಲಂಬಾಣಿ ಕಥನಗೀತೆಗಳಲ್ಲಿ ನಿದರ್ಶನ ದೊರೆಯುತ್ತದೆ. ಸುಮಾರು ೫೨ ತಾಂಡಾಗಳನ್ನು ಜೊತೆಗೂಡಿಸಿಕೊಂಡು ೩೭೫೦ ದನಕರುಗಳನ್ನು ಮೇಯಿಸುತ್ತ ಗೋವಾಲಕನಾಗಿ ಸ್ಥಳದಿಂದ ಸ್ಥಳಕ್ಕೆ ಅಲೆಮಾರಿಯಾಗಿ, ಮಹಾರಾಷ್ಟ್ರ, ಕರ್ನಾಟಕ, ಆಂಧ್ರಪ್ರದೇಶ, ದೆಹಲಿ ಮೊದಲಾದ ಪ್ರದೇಶಗಳಲ್ಲಿ ಸಂಚರಿಸುತ್ತ ತಮ್ಮ ಅಂತಿಮಯಾತ್ರೆಯನ್ನು ಮಹಾರಾಷ್ಟ್ರದ ರೂಯಿಗಡದಲ್ಲಿ ಮುಗಿಸುತ್ತಾರೆ. ಬ್ರಹ್ಮಚರ್ಯ, ಅಹಿಂಸೆ, ದಯೆ ಈ ಗುಣಗಳಿಂದಾಗಿ ಸೇವಾಲಾಲ್ ಲಂಬಾಣಿ ಸಮುದಾಯದ ಆರಾಧ್ಯಗುರುವಾಗಿ ಜನಮಾನಸದಲ್ಲಿ ಉಳಿದು ಕೊಂಡಿದ್ದಾರೆ. ಹೈದ್ರಾಬಾದ್ ನಿಜಾಮನ ಜೊತೆ ಸಂಘರ್ಷ ಮತ್ತು ಒಪ್ಪಂದ ಮಾಡಿಕೊಂಡು ಸನ್ನದು ಪಡೆದಿರುವ ಸಂಗತಿ ಐತಿಹಾಸಿಕ ಮಹತ್ವವನ್ನು ಪಡೆದಿದೆ. ಇವರು ಮಾನವೀಯ ಕಳಕಳವುಳ್ಳ ಮನುಷ್ಯ ಆಜನ್ಮ ಬ್ರಹ್ಮಚಾರಿ ವ್ರತ ಪಾಲಿಸಿದ ಧೀಮಂತ. ಸಮುದಾಯದ ಶ್ರೇಷ್ಠ ದೈವಿ ಭಕ್ತ. ಮಾರಿಕಾಂಬೆ ದೇವಿಯ ಆರಾಧಕ.

ಸೇವಾಲಾಲರ ಜನನ

ಸೇವಾಲಾಲರು ಲಂಬಾಣಿ ಸಮುದಾಯದ ಜನಪದ ಪರಂಪರೆಯಲ್ಲಿ ಒಬ್ಬ ಆರಾಧ್ಯ ದೈವ. ಕ್ರಾಂತಿಪುರುಷ, ಸಮಾಜವಾದಿ, ಆರ್ಥಿಕತಜ್ಞ, ವಿಚಾರವಾದಿ, ಅಹಿಂಸಾವಾದಿ, ಸಂಘಟಿ, ಭವಿಷ್ಯಕಾರ ಮುಂತಾಗಿ ಲಂಬಾಣಿಗರು ಆತನ ಚರಿತ್ರೆ, ಪವಾಡ, ಅವತಾರ ಮೊದಲಾದವುಗಳನ್ನು ತಮ್ಮ ಭಜನೆಗಳಲ್ಲಿ ದಿನಗಟ್ಟಲೇ, ವಾರಗಟ್ಟಲೇ ಹಾಡುತ್ತಾರೆ. ಆದರೆ ಸೇವಾಲಾಲರ ಕಾಲ, ಜನನ ವೃತ್ತಾಂತ, ಮರಣ ಮತ್ತು ಬದುಕಿನ ಬಗೆಗೆ ಸಾಕಷ್ಟು ಚರ್ಚೆ ನಡೆದಿದ್ದರಿಂದ ಚಾರಿತ್ರಿಕ ಆಧಾರಗಳು ಇಲ್ಲದ್ದರಿಂದ ಯಾವುದೇ ಖಚಿತವಾದ ಮಾಹಿತಿಗಳು ನಮಗೆ ದೊರೆಯದ ಕಾರಣ ಸಮುದಾಯದ ಅವರ ಗೀತೆಗಳು, ಲಾವಣಿಗಳು, ಭಜನೆ-ಗೀತೆ ಹಾಗೂ ಕೆಲವು ಧೃಗೋಕ್ತ ಆಧಾರಗಳನ್ನು ಆಧರಿಸಿ, ಸೇವಾಲಾಲರು ಅಂದಿನ ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆಯ ಪೊನ್ನಾಳಿ ತಾಲ್ಲೂಕಿನ ಈಗಿನ ದಾವಣಗೆರೆ ಜಿಲ್ಲೆಯ ನ್ಯಾಮತಿ ತಾಲ್ಲೂಕಿನ ಸೊರಗೊಂಡನಕೊಪ್ಪದಲ್ಲಿ ೧೫ ಫೆಬ್ರವರಿ ೧೮೩೯ ರಂದು ಜನಿಸಿದ್ದಾರೆ. ಇದನ್ನು ಗಮನಿಸಿದ ಕರ್ನಾಟಕ ಸರ್ಕಾರ ಲಂಬಾಣಿ ಜನಪದ ಸಾಹಿತ್ಯ ಅತೀ ಶ್ರೀಮಂತವಾಗಿದ್ದು, ಅದನ್ನು ಉಳಿಸಿ ಬೆಳೆಸುವುದಕ್ಕೆ ಕಾರಣಕರ್ತರಾದ ಸೇವಾಲಾಲರು ನಮ್ಮ ಕರ್ನಾಟಕದಲ್ಲಿ ಜನಿಸಿರುವುದು ನಮ್ಮ ಹೆಮ್ಮೆ. ಆದ್ದರಿಂದ



೨೦೧೨ರೊಂದ ರಾಜ್ಯಾದ್ಯಂತ ಇವರ ಜಯಂತಿಯನ್ನು ಆಚರಿಸಲು ಸೂಚಿಸಿದಾಗ ಇಂತಹ ಬುಡಕಟ್ಟು ಸಾಂಸ್ಕೃತಿಕ ನಾಯಕರ ಜಯಂತಿಯನ್ನು ಆಚರಿಸುವುದು ನಮ್ಮ ಜನಪದ ಪರಂಪರೆಗೆ ಹೊಸ ದಿಕ್ಕನ್ನು ಕಲ್ಪಿಸುವುದರ ಜೊತೆಗೆ ಕೀರ್ತನೆಗಳ ಆಳದಲ್ಲಿ ಶಾಶ್ವತ ಆಶಯಗಳಿವೆ ಎಂಬುದನ್ನು ಮನಗಂಡದ್ದರಿಂದ ಸೇವಾಲಾಲರು ಲಂಬಾಣಿ ಸಮುದಾಯಕ್ಕೆ ಅಜ್ಜ ಸೀಮಿತವಾಗಿರದೇ ಸಂತ ಸೇವಾಲಾಲರ ವಿಷಯ ಅಖಿಲ ಭಾರತಮಟ್ಟದ ಆಧ್ಯಯನಕ್ಕೆ ಮತ್ತು ಅವರ ಶ್ರಮ ಸಂಸ್ಕೃತಿಯ ಮನ್ನಣೆಗೆ ಗೌರವ ಕೊಟ್ಟದ್ದು ಸಹಕಾರಿಯಾಯಿತು. ಇಂದಿನ 'ಭಾಯಾಗಡ್'ವೆಂದು ಪ್ರಸಿದ್ಧಿಯಾಗಿರುವ ಸೊರಗೊಂಡನಕೊಪ್ಪದಲ್ಲಿ ಪ್ರತಿವರ್ಷ ೧೪-೧೫ ರಂದು ಲಕ್ಷಾಂತರ ಸಂಖ್ಯೆಯಲ್ಲಿ ಗೋರಭಾಯರು 'ಭೋಗ' (ಸಾಮೂಹಿಕ ಪೂಜಾ ವಿಧಾನ)ದಲ್ಲಿ ಪಾಲ್ಗೊಂಡು ಆಚರಿಸುತ್ತಾರೆ. ಲಂಬಾಣಿ ಮೌಖಿಕ ಪರಂಪರೆಯಲ್ಲಿ ವಾಡಾ, ವಾಂಜನ, ಲೇಂಗಿಗಳಲ್ಲಿ, ಕಥನಗೀತೆಗಳಲ್ಲಿ ಸೇವಾಲಾಲರ ಬಗ್ಗೆ ಜನಪದರು ಹಾಡುಕಟ್ಟುವುದೇ ದಾಖಲೆಗಳಾಗಿವೆ ಹಾಗೂ ಹಲವಾರು ಗ್ರಂಥಗಳಲ್ಲಿ ಉಲ್ಲೇಖಿಸಿರುವುದು ಕಂಡುಬರುತ್ತದೆ. ಅಂದಿನ ಮಂಗಳೂರಿನ ಕಡಲ ವ್ಯಾಪಾರಿಯಾಗಿದ್ದ ಸೇವಾಲಾಲರ ಅಜ್ಜ ರಾಮಜನಾಯ್ಕ ಮತ್ತು ವಡತ್ಯಾ ಗೋತ್ರದ ಅಜ್ಜ ಮಂಗ್ಗಿಬಾಯಿ ಲಂಬಾಣಿರ ಸಂರಕ್ಷಕರಾಗಿದ್ದರು. ಇವರು 'ನಾಯಕಡಾ' (ಶಿ.೨ ತಾಂಡಗಳ ನಾಯಕ) ಎಂದು ಕರೆಯಿಸಿಕೊಳ್ಳುತ್ತಿದ್ದರು. ಸೇವಾಲಾಲರ ತಂದೆ ಭೀಮಾನಾಯ್ಕ ಮತ್ತು ತಾಯಿ ಧರ್ಮಣಿದಾಯಿ ಶ್ರೀಮಂತ ವ್ಯಾಪಾರಿಯಾಗಿದ್ದರು ಎಂಬುದು ಅವರ ಕೌಟುಂಬಿಕ ನೆಲೆಯಿಂದ ತಿಳಿಯಬಹುದು. ಸೇವಾಲಾಲರಿಗೆ ನಾಲ್ವರು ಸಹೋದರರಾದ ಹಾಂಪಾ, ಬದ್ರು, ಬಾಣಾ ಮತ್ತು ಪುರಾ. ಸೇವಾಲಾಲರು ಬ್ರಹ್ಮಚಾರಿಯಾಗಿಯೇ ಉಳಿದು ಲಂಬಾಣಿ ಸಮುದಾಯದ ಸೇವೆಗೆ ತಮ್ಮ ಜೀವ ಮುಡಿಪಾಗಿಟ್ಟು ಆದರ್ಶ ಸಮಾಜ ಸುಧಾರಕರ ಸಾಲಿನಲ್ಲಿ ನಿಂತುಕೊಳ್ಳುತ್ತಾರೆ.

**ದಾಸ ಪರಂಪರೆಯ ಪ್ರಭಾವ**

ಕರ್ನಾಟಕದಲ್ಲಿ ಶರಣರ ಚಳವಳಿಯ ಅನಂತರದಲ್ಲಿ ದಾಸ ಪರಂಪರೆ ಹುಟ್ಟಿಕೊಂಡಿತು. ಅದನ್ನು ಭಕ್ತಿಪಂಥ ಎಂದು ಕರೆಯಬಹುದು. ಭಕ್ತಿಪಂಥಕ್ಕೆ ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆ ನೇರವಾಗಿ ಪ್ರವೇಶ ಪಡೆದಿರುವುದು ಆಶ್ಚರ್ಯ. ಆದರೂ ಅಲ್ಲಲ್ಲಿ ಏಕಾಂಗಿಯಾಗಿ ವ್ಯವಸ್ಥೆ ತಿದ್ದಲು ಜನರ ಸಮಸ್ಯೆಗೆ ಪರಿಹಾರ ಕೊಡುವ ನಿಟ್ಟಿನಲ್ಲಿ ಪ್ರಯತ್ನಿಸಿದವರೂ ಇದ್ದಾರೆ. ಬುಡಕಟ್ಟು ಇತರ ಸಮುದಾಯಗಳನ್ನು ಶೋಧಿಸಿದರೆ ಎಲೆಮರೆ ಕಾಯಿಯಂತಿದ್ದು, ಪ್ರಭುತ್ವ ಮತ್ತು ವ್ಯವಸ್ಥೆ ವಿರುದ್ಧ ಹೋರಾಟ ಮಾಡಿದವರು ಕಾಣಸಿಗುತ್ತಾರೆ. ಅಂತಹವರಲ್ಲಿ ಸಂತ ಸೇವಾಲಾಲ, ಕನ್ನೇಶ್ವರರಾಯ, ದೊಂಡಿಯ ವಾಘ, ಜುಂಜಪ್ಪ ಪ್ರಮುಖರು. ಇವರ ಇತಿಹಾಸದಲ್ಲಿ ದಾಖಲಾಗಿರುವುದಕ್ಕಿಂತ ಹೆಚ್ಚಾಗಿ ಜನಪದ ಸಾಹಿತ್ಯ ಮತ್ತು ಆಚರಣೆ ರೂಪದಲ್ಲಿ ದಾಖಲಾಗಿರುವುದೇ ಹೆಚ್ಚು. ಸಂತ ಶ್ರೀ ಸೇವಾಲಾಲರು ಲಂಬಾಣಿ ಬುಡಕಟ್ಟಿನ ಆರಾಧ್ಯ ದೈವ. ಇವರ ಜನ್ಮಸ್ಥಳ, ದಿನಾಂಕ ಕುರಿತು ಅಧಿಕೃತ ದಾಖಲಾತಿ ಎಲ್ಲಿಯೂ ಲಭ್ಯವಿಲ್ಲ. ಲಂಬಾಣಿ ಮೌಖಿಕ ಪರಂಪರೆಯಲ್ಲಿ ಸಂತ ಶ್ರೀ ಸೇವಾಲಾಲರನ್ನು ಕುರಿತು ಸಿಗುವ ಕಥನವೇ ಆಧಾರ. ಬಹುಪಾಲು ಬುಡಕಟ್ಟು ಸಾಂಸ್ಕೃತಿಕ ವೀರರ ಹುಟ್ಟಿನ ಹಿಂದೆ ಪವಾಡ ಸದೃಶ ಏಕೀಕರಣಗೊಳ್ಳುತ್ತವೆ. ಅಂತೆಯೇ ಸಂತ ಶ್ರೀ ಸೇವಾಲಾಲರ ಜನನವೂ ಪವಾಡದಿಂದ ಕೂಡಿದೆ. ಅಂದರೆ ೧೨ನೆಯ ಶತಮಾನದಿಂದ ಹಿಡಿದು ೧೯ನೆಯ ಶತಮಾನದವರೆಗೆ ಲೋಕಕಲ್ಯಾಣಕ್ಕಾಗಿ ಈ ಭರತ ಭೂಮಿಯಲ್ಲಿ ಹಲವು ಜನ ಸಾಧು-ಸಂತರು, ಸತ್ಪುರುಷರು, ಮೇಧಾವಿಗಳು, ದಾರ್ಶನಿಕರು, ಬುದ್ಧಿಜೀವಿಗಳು, ತ್ಯಾಗಿಗಳು, ಅನುಭಾವಿಗಳು ಅವತರಿಸಿದ್ದಾರೆ. ಅವರಲ್ಲಿ ಬಸವಣ್ಣ, ಪ್ರಭುದೇವ, ಚನ್ನಬಸವಣ್ಣ, ಅಕ್ಕಮಹಾದೇವಿ, ತುಕಾರಾಮ, ಕಬೀರದಾಸ, ಚೈತನ್ಯದೇವ, ಸೂರದಾಸ, ಮರಂದರದಾಸರು, ಕನಕದಾಸ, ಬೋಕಾಮೇಳ, ತಿಂಥಣಿ ಮೋನಪ್ಪ ಮಂಟ್ರಾಪು.



ತಿಖನಾಳ ಪರೀಕ್ಷೆ ಹಾಗೂ ಲಂಬಾಣಿ ಸಮುದಾಯದ ಸೇವಾಲಾಲರು ಅವರಲ್ಲಿ ಒಬ್ಬರು. ಈ ಲೇಖನದ ಶೀರ್ಷಿಕೆಯಾದ 'ಸಂತ ಸೇವಾಲಾಲರು ಸಂಚರಿಸಿದ ಭೌಗೋಳಿಕ ನೆಲೆಗೂಲಿ' ಸೇವಾಲಾಲರ ಸಮಗ್ರ ಜೀವನ ಹಾಗೂ ಸಾಧನೆಯನ್ನು ಚಿತ್ರಿಸುವ ಹೊಸ ಆಕರವೊಂದು ರಚನೆಗೊಂಡಿದ್ದು, ಸಂಸ್ಕೃತಿ, ಸಾಹಿತ್ಯದ ಒಳನೋಟಗಳನ್ನು ತಿಳಿವುದಾಗಿದೆ.

ಈ ಲೇಖನದಲ್ಲಿ ಸೇವಾಲಾಲರು ತಾನು ತನ್ನ ಸಮುದಾಯದ ಒಳಿತಿಗಾಗಿ ಹೊರತು ಕ್ರಮವಹಿಸಿ ಭಾರತ ದೇಶದಲ್ಲಿ ನೆಲೆಸಿದ ಲಂಬಾಣಿ ಬಂಧುಗಳಿಗೆ ದುಡಿದುಕೊಂಡು ಮಹತ್ವವನ್ನು ತಿಳಿಸುತ್ತ 'ಕಾಯಕಮೇ ಕೈಲಾಸ' ಎಂಬ ಬಸವಣ್ಣನವರ ತತ್ವಕ್ಕೆ ಬದ್ಧರಾಗಿ ಸುಮಾರು ೬೭ ವರ್ಷಗಳ ಕಾಲ ಜೀವಿಸಿ, 'ಬ್ರಹ್ಮಚರ್ಯೆ'ವನ್ನು ಪಾಲಿಸಿ ಮಾನವ ಕುಲಕ್ಕೋಟಿಗೆ ಕ್ರಮ ಸಂಸ್ಕೃತಿಯನ್ನು ಬೋಧಿಸುತ್ತಾ, ಸ್ವತಃ ತಾವು ಅನುಸರಿಸಿ ನುಡಿದಂತೆ, ನಡೆದವರು ಸೇವಾಲಾಲರು. ಅವರು ಲಂಬಾಣಿ ಸಮುದಾಯದ ಗುರು ಪರಂಪರೆಯಲ್ಲಿ ಜನ ಸಮುದಾಯದ ಮೇಲೆ ಪ್ರಭಾವ ದೀರ್ದ ಗುರು ಸೇವಾಲಾಲರು ಎಂದು ಹೇಳಬಹುದು. ಈ ಸೇವಾಲಾಲ ಮಹಾಕಾವ್ಯ ಇಂದಿಗೂ ಮೌಖಿಕ ಪರಂಪರೆಯಲ್ಲಿ ಉಳಿದುಕೊಂಡು ಬಂದಿದೆ. ಅವರು ಜೀವನದುದ್ದಕ್ಕೂ 'ಅಹಿಂಸಾ ಪರಮೋ ಧರ್ಮ' ಎಂಬಂತೆ ನಡೆದು ತೋರಿಸಿದವರು. ಇದೇ ರೀತಿಯಲ್ಲಿ ಲಂಬಾಣಿ ಸಮುದಾಯದಲ್ಲಿಯೂ ದಾನುದಾಸ್, ಸೂರಾ ಭಗತ್, ಸಾಂಸ್ಕೃತಿಕ ನಾಯಕರು ಆಗಿ ಹೋಗಿದ್ದಾರೆ. ಅದರಲ್ಲಿ ನಾನು ಸೇವಾಲಾಲರ ಸಂಚಾರಿ ಜೀವನದ ಒಳನೋಟಗಳನ್ನು ಅವಲೋಕಿಸುವ ಒಂದು ಸಣ್ಣ ಪ್ರಯತ್ನವಷ್ಟೇ ಅಂದರೆ ತಪ್ಪಾಗಲಾರದು. ನಾನೂ ಸಹ ಲಂಬಾಣಿ ಸಮುದಾಯದವನಾಗಿದ್ದು, ಸಾಕಷ್ಟು ಹಿರಿಯರ ಮೂಲಕ ಮಾಹಿತಿಯನ್ನು ಪಡೆದು ಈ ಲೇಖನವನ್ನು ಸವಿಸ್ತಾರವಾಗಿ ಕ್ಷೇತ್ರಕಾರ್ಯ ಮಾಡಿದ್ದೇನೆ. ನಾನು 'ಸೇವಾಲಾಲ' ಕಾವ್ಯದಲ್ಲಿ ಸಾಮಾಜಿಕ ಸಂಕಥನ' ಎನ್ನುವ ಶೀರ್ಷಿಕೆಯಲ್ಲಿ ಮಹಾ ಪ್ರಬಂಧವನ್ನು ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಬುಡಕಟ್ಟು ಅಧ್ಯಯನ ವಿಭಾಗದ ಸಂಶೋಧನಾರ್ಥಿಯಾಗಿ ಮಂಡಿಸುತ್ತಿದ್ದೇನೆ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

೧. ಕಾಳೇಗೌಡ ನಾಗವಾರ ಹಾಗೂ ಬೋರಲಿಂಗಯ್ಯ ಹಿ.ಚಿ. ಸಂಪಾದಕರು, ಗಿರಿಜನ ಕಾವ್ಯ, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ ಕನ್ನಡ ಭವನ, ಬೆಂಗಳೂರು, ೨೦೦೦.
೨. ಖಂಡೋಬಾ ಪಿ.ಕೆ, ಕರ್ನಾಟಕದ ಲಂಬಾಣಿಗಳು ಸಾಂಸ್ಕೃತಿಕ ಒಂದು ಅಧ್ಯಯನ, ದಿ. ತೇನೂರ್ ರಾಜೋಡ ಮೆಮೋರಿಯಲ್ ಟ್ರಸ್ಟ್, ಗುಲಬರ್ಗಾ, ೧೯೯೧.
೩. ಖಂಡೋಬಾ ಪಿ.ಕೆ, ಕರ್ನಾಟಕದ ಬುಡಕಟ್ಟಿನ ಲಂಬಾಣಿಗಳು, ಶ್ರೀ ಸಿದ್ಧಲಿಂಗೇಶ್ವರ ಮಠ ದಿ.ನೋ. ಗುಲಬರ್ಗಾ, ೨೦೦೦.
೪. ಖಂಡೋಬಾ ಪಿ.ಕೆ, ವಿಶ್ವವಾಣಿ ದಿನಪತ್ರಿಕೆ ಪ್ರಕಟವಾದ ಲೇಖನ 'ಲಂಬಾಣಿ ದಾರ್ಶನಿಕ ಸಾಧುಮಹನ ಸೇವಾಲಾಲ', ೧೪.೦೨.೨೦೧೮.
೫. ನಾಯಕ್ ಡಿ.ಬಿ, ಲಂಬಾಣಿ ಜನಪದ ಸಾಹಿತ್ಯ (ಸಮಾಜೋ-ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ), ಬಂಜಾರಾ ಪ್ರಕಾಶನ ಗುಲಬರ್ಗಾ, ೨೦೦೦.
೬. ನಾಯಕ ಡಿ.ಬಿ, ದೇಸಿ ಸಂಸ್ಕೃತಿ, ಬಂಜಾರಾ ಪ್ರಕಾಶನ ಗುಲಬರ್ಗಾ, ೨೦೦೨.
೭. ನಾಯಕ ಡಿ.ಬಿ, ಲಂಬಾಣಿ ಸಂಸ್ಕೃತಿ, ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, ೧೯೯೪.
೮. ಮುತ್ತಯ್ಯ ಎಸ್. ಎಂ, ಜಾನಪದ ಸಂಕಥನ, ಅಕ್ಷಯ ಪ್ರಕಾಶನ, ಚಿತ್ರದುರ್ಗ, ೨೦೦೭.
೯. ಮಂಜುನಾಥ ಕೆ.ನಾಯಕ್, ಕ್ರಾಂತಿಯೋಗಿ ಶ್ರೀ ಸೇವಾಲಾಲ ಹಾಗೂ ಬುಡಕಟ್ಟು ಬಂಜಾರ ಇತಿಹಾಸ ಪಾರ್ವತಿ ಪಬ್ಲಿಕೇಶನ್, ಪಮದರಹಳ್ಳಿ ಚಿತ್ರದುರ್ಗ ಜಿಲ್ಲೆ, ೨೦೧೩.
೧೦. ಮಲ್ಲಿಕಾರ್ಜುನ ನಾಯ್ಕ ಬಿ.ಎಚ್, ಶ್ರೀ ಸೇವಾಲಾಲ ಚರಿತ್ರೆ, ಯೋಗೇಶ್ವರಿ ಪ್ರಕಾಶನ, ಕೋಮಾರಹಳ್ಳಿ ತಾಂಡ, ತಾಲ್ಲೂಕು ಹದಗಲಿ, ೨೦೦೨.
೧೧. ಪಂಡಿತ ರಾಜೋಡ, ಗಾದಿವಾಳೊ ಸಂತ ಸೇವಾಲಾಲ, ಕುಳಚಂದ್ರ ಪ್ರಕಾಶನ, ಧಾರವಾಡ, ೨೦೧೩.



# **ಕರ್ನಾಟಕದ ಸ್ವಾತಂತ್ರ್ಯ ಮತ್ತು ಏಕೀಕರಣ ಇತಿಹಾಸ**

ಸಂಪಾದಕರು  
ಶ್ರೀಮತಿ ರಾಜೇಶ್ವರಿ ವೈ ಎಂ.  
ಶ್ರೀ ರಾಜಕುಮಾರ ಬಡಿಗೇರ್

ಕನ್ನಡ ಭಾಷಾ ವಿಭಾಗ  
ಜೈನ್ ಡೀಮ್ಸ್-ಒ-ಐ ಯುನಿವರ್ಸಿಟಿ  
ಜಯನಗರ, ಬೆಂಗಳೂರು



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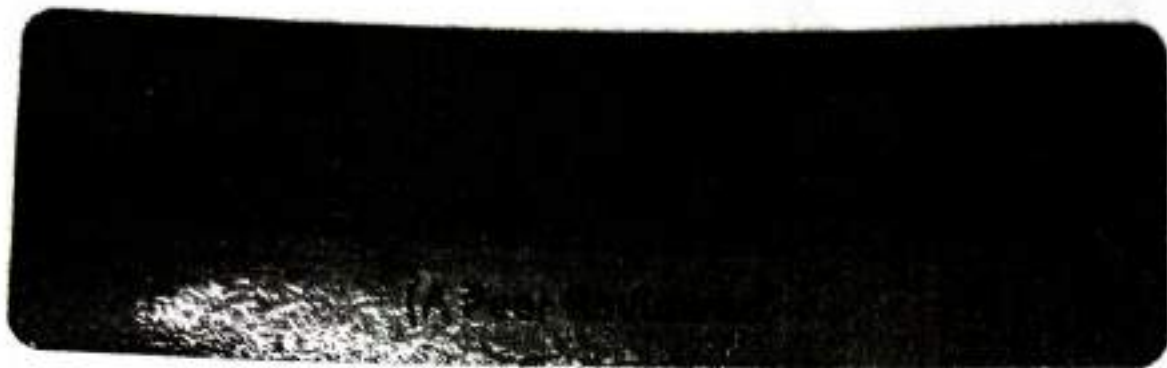
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Editor

**DR. AZRA PARVEEN**

Head and Assistant Professor

Department of Zoology

Government First Grade College, Vijayapur, Karnataka

Co-Editor

**DR. C.S. BIRADAR**

Head and Assistant Professor

Department of English

Shri G.R. Gandhi Arts, Shri Y.A. Patil Commerce & Shri M.F. Doshi Science Degree College,  
Indi District Vijayapur, Karnataka.



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**Editor**

**Dr. Azra Parveen**

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Government First Grade College, Vijayapur, Karnataka

**Co-Editor**

**Dr. C. S. Biradar**

HEAD and Assistant Professor

Department of English

Shri G. R. Gandhi Arts, Shri Y. A. Patil Commerce and Shri M. F. Doshi Science Degree College,  
Indi. Dist. Vijayapur, Karnataka

**Address for Correspondence**

**Website: [www.wildrj.com](http://www.wildrj.com)**

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Maharashtra) Email: [Shrishprakashan2009@gmail.com](mailto:Shrishprakashan2009@gmail.com) / [umbarkar.rajesh@yahoo.com](mailto:umbarkar.rajesh@yahoo.com)

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# FACTORS AFFECTING STUDENT CONFIDENCE IN ENGLISH SPEAKING CLASSES

**Dr. C. S. BIRADAR**

Assistant Professor, Department of English, Shri G.R.Gandhi Arts, Shri Y.A.Patil Commerce And Shri M.F.Doshi Science Degree College, Indi, District- Vijayapur, Karnataka.

## ABSTRACT:

With the world changing to a village, the use of English language, and most importantly, the English speaking competence is becoming more important. Looking at its importance, students of every field are required to have high oral proficiency, most importantly, the students of the English departments. However, we find that undergraduate students show less desire to speaking English during the speaking classes. When it comes to oral communication, they still cannot communicate effectively and confidently. There might be many factors involved that stops them from communicating. This paper aims to find the factors that hinder students from speaking and producing oral communication. The paper will help instructors understand the weaknesses of their students in speaking classes and come up with possible solutions to those problems.

**KEYWORDS:** Self-confidence, Motivation, Factors, Anxiety, Feedback, Competence

## 1. INTRODUCTION

Humans have variety of characteristics that they live with. One of these characteristics may be referred to as self- confidence. Recently, self-confidence has become an important topic for research in education context and especially in language classes. Self- confidence refers to the image and view that students have about their knowledge. Heatherton (2011) expresses that self-confidence is called to have a good feeling, to have the ability to cope effectively with the challenges and negative feedback and to have a social world in which the students believe that the teachers value their ideas and respect them. Self- confidence is one of the basic psychological items that are needed for learning a language. Many researches show that self-confidence affects many aspects our lives, such as our thinking, desires, emotions, choices and our objectives in daily life. In our individual and social life it has a significant role. To say exactly, it deals with students' concern of personal educational growth.

## STATEMENT OF THE PROBLEM

I have taught speaking classes at the English Department of Rani Channamma University, Belagaviin Karnataka. A big problem in my classes was no participation of students in class activities such as interactions and role-plays. My observation from these conversation classes showed that the main reason of not participating in class activities was that students do not have confidence on themselves. The students thought they might not be correct if they answered a question or had interaction in class. They thought that other students might laugh at their ideas if they produced it. This problem was a big obstacle in my classes; therefore, I conducted a research on finding the factors what caused the absence of self-confidence in the students.

## RESEARCH OBJECTIVES AND QUESTION

The objective of this research is to find out the different factors that hinder students' participation in class activity in speaking classes. The research will also look for whether a relationship exists between social status of students and self-confidence among students of the English conversation classes at the English department at Rani Channamma University, Belagaviin.



Karnataka. The research question for my study is: What are the students' perceptions of factors that affect their confidence in conversation classes?

### SIGNIFICANCE OF THE STUDY

Considering the importance of self-confidence in today's educational context, there are various reasons by stating of which I justify the need of conducting this research. First, a research on such a topic will help to maximize peoples' knowledge about the concept of self-confidence. It will also offer people a more accurate understanding on the effects of social status on self-confidence. Second, many other researches about this issues has been conducted in United States, Europe and other countries which have a completely different context than our country. Those researches have a generalization problem if they can be applied here in our context or not. Third, as self-confidence has a significant role in students' personal development, finding out its determinants will help us to develop and improve the methods of improving self-confidence. This research would help serve as a reference for any further studies or in any other educational context's reform. In order to help students to overcome their problems in speaking, it is necessary to figure out the factors that affect their oral communication.

### METHOD OF RESEARCH

The method for this research article is library method to understand what other language teaching scholars have expressed regarding the factors that affect students' confidence in English speaking classes. I have used updated and credible sources to collect the information. After choosing credible sources, the important points were reviewed and highlighted. As factors of low confidence in speaking classes might be different from context to context, those points were considered that fit into context.

### LITERATURE REVIEW

Oral communication competence is one of the important skills in learning English. Lazaraton (2001) said that speaking is a tool used to connect with others and understand the meaning and the words. All four language skills are closely connected and interdependent on each other. For example, listening and speaking are productive skills which supports each other, and reading and writing are receptive skills supporting each other, and vice versa, listening skill can support listening, reading and writing skills. However, some students fail or hesitate to speak English well in front of the class or any other public place. There seems to be a problem of self-confidence. Heatherton (2011) defined that self-confidence is called to have a good feeling, to have the ability to cope effectively with the challenges and negative feedback and to have a social world in which the students believe that the teachers value their idea and respect them. There have been many studies in different contexts around the world which had somehow similar kind of results.

There have been many researches on causes of low confidence in English speaking classes in different contexts. The cause of low confidence in speaking classes based on Amelia's (2017) research's results were; not enough knowledge of grammar, pronunciation (accent), lack of vocabulary, fluency, and listening comprehension. Moreover, the students mentioned their problems in speaking classes such as, students fear of making mistake, losing face to speak in front of many students, no sufficient knowledge of the discussion topic.

Hamad (2013) found some negative factors that affected Saudi English speaking classes' students' participation. These factors were student's weakness in English. Sometimes the students used Arabic in speaking class. Besides, the classes had a lot of students which made speaking classes ineffective. Hamad also said that the students did not have enough vocabulary knowledge and no



sufficient knowledge of grammar. He also added that different factors cause anxiety for learners in speaking classes. He said that student's feeling of stress and anxiety stop students' language learning and performance abilities. Low language knowledge was another reason that prevented students from participation. To further elaborate on factors that affect the confidence of students, each factor will be looked into one by one.

#### **FACTORS AFFECTING CONFIDENCE IN SPEAKING CLASSES**

There are several factors that decrease students' confidence or stop students from speaking classes. The students feel worried that they will be criticized or they will lose face if they commit an error while producing a sentence. Therefore, despite of having a lot of knowledge about the topic of discussion, the students make a lot of mistake in the sentences they say or they choose not to participate in class activities. Looking at this problem, EFL learners should be motivated to speak confidently in order to improve their oral communication competence because according to Gardner (2006), motivation is an important factor that leads language learning, especially a second or foreign language learning, towards success or failure. Students should be understood that if they make mistake, it is a natural process of learning a language. It means that they should be told that they have to go through the path of making mistakes in order to learn English. This lack of confidence inhibits students from learning the speaking skills which gradually lead them to low interest and not participating in the class discussions or other activities.

#### **ENGLISH BACKGROUND KNOWLEDGE**

The students who perform seemingly bad and do not participate in class discussions in speaking classes seem to have low English background knowledge and experience in the field. Every skill and aspect of language knowledge can lead them to low confidence and stop them from participating in activities.

Listening skill is an important element in improvement confidence of students in speaking classes. Gilbert (1984) believed that listening skill and pronunciation are interdependent. Doff (1998) also approved that learners cannot improve their speaking unless they develop their listening skill. He believed that if students do not have good listening skill and are not able to grasp what others are saying, they will have no confidence to say something in response. Importantly, pronunciation is also an important factor that can increase confidence. He believed that if students' pronunciation is improved clearly, the students' confidence to produce oral communication is inclined. Doff (1998) said that pronunciation is able to mark people as an educated or uneducated person. It means that mispronunciation causes a negative image of a speaker and it also has an impact on our students' performance, as they are scared of making an error.

Grammar is also important in producing a spoken sentence and participation in class. Cook (1991) believed that patterns and regularities of language are used to convey meaning, and when students are not able to make good patterns they lose their interest in discussions.

Vocabulary knowledge is so important. Understanding correct collocations is more important. When students' vocabulary is not improved they have fear to say something. The more words our students know, the more options they will have to convey what they think in speaking. Brown (2001) mentioned that if people are able to create comprehensive utterance when they learn more vocabulary, though, they do not have any grammatical knowledge. Students with more vocabulary knowledge can have more confidence in taking part in discussions.



## AFFECTIVE FACTORS

Student's confidence in English speaking classes is also influenced by affective factors. Anxiety and self-restriction can seriously affect speaking ability and prevent a student's participation. Cheryl and Cordell (1997) believed that communication anxiety can be an obstacle to effective communication. Anxiety is about the fear of being wrong or unhelpful. Students in anxiety lose their words or stop saying something. According to MacIntyre and Gardner (1991), anxiety is of two types: situational and trait. They defined situational anxiety as one caused by a new or different situation; on the other hand, trait anxiety is a result of a speaker's personal feelings that are not related to situation. Self-restriction, according to Wang (2014), is an opinion that the students think they will use face if they speak wrong. In result, the students are afraid to speak in class. In addition, they prefer to remain silent rather than speak.

Motivation and autonomy in language learning is also an important process and not a product that many EFL students seek today. Autonomy requires understanding one's own strengths and weaknesses and accumulating a diverse set of resources that will maximize exposure and improvements in speaking, listening, reading, and writing. Motivating students is seen by teachers as one of the most serious sources of difficulty in the classroom. Students' motivation depends on a variety of factors, among them how they perceive their own achievement. Another factor relates to materials and what tasks they do in and out of the classroom. Deci and Flaste (1995) has also pointed to some other factors including classroom methodology, especially fun and engaging methods, students' relationship to the classroom group as well as to the society at large; how they view the teacher and power relationships with the educational institution; and their own anxiety, especially in classroom activities such as speaking and test taking. Motivation should be considered as a key in learning a language. When students lack motivation they will not learn what they are intended to learn.

## TOPICAL KNOWLEDGE

Knowledge and interest regarding the topic of discussion in speaking classes is another factor that prevents students from taking part in oral communication. The interest and knowledge of students under discussion eases the language use and gives confidence to students. Bachman and Palmer (1996) stated that students' knowledge and interest about the topic of discussion in a speaking class has a great effect on performance of the learners.

## CLASSROOM ENVIRONMENT

Classroom environment is so effective in making a student take part in speaking class activities. The atmospheres of the class, its size, seat arrangement affect the motivation of the students. A cooperative environment is more supportive for learners. I have observed in many classes that students are usually willing and more active in a small class. It is because in small classes there is more attention to each student and students are more involved in the activities.

## ROLE OF TEACHERS

What role should a teacher have in specific classes is a serious issue in modern methodology of teaching. The importance of teacher's role can never be neglected. A teacher's role in making students willing or unwilling to speak cannot be ignored. A teacher's attention to each student, motivating the students and integrating many elements in their teaching approaches can make students participate eagerly in all speaking activities.



**FEEDBACK**

Positive effective feedback is another factor that is important in making a student participates in speaking class activities. All students expect their instructors to give them necessary feedback on their speaking. According to Harmer (1991), if instructors directly correct their students' problems, the flow of the dialogue and aim of the speaking task will be spoiled. Therefore, he suggested that the instructors should always correct their learners' mistakes positively and give them more support and motivation while speaking.

**RESULTS**

The result of this paper shows the main factors that affected students' confidence in class. One factor was intensity the student felt by thinking that his classmates speak English better than him. Another factor which impacted confidence was the degree of motivation provided by the teacher. Motivation had positive effect on students' self-confidence. The motivation came both from the teacher and the family. Also, student's knowledge of English rules, vocabulary and skills was a major factor in students' low participation level. Class environment is also essential for a speaking class. Teacher's role in speaking class and the feedback provided by a teacher in speaking class is another important factor that can affect students' participation.

**DISCUSSION**

Speaking as an important skill of language learning can never be ignored, but there are many factors that can inhibit a student to improve this important skill. This study was conducted to help the teachers of English speaking classes. It will help me and other teachers to overcome these factors and find a solution that can help motivate students to actively participate in class activities. The teachers should motivate their students to actively participate. The teacher should allow these students to speak freely without correcting them. This research has implication for parents as they try to motivate their sons and daughters to study. Likewise, the teachers should help students improve student's knowledge of the language and motivate them to study books regarding different issues. Considering the factors that prevent affects student confidence, the teachers of speaking classes should create activities that can activate students' interest in speaking class discussions.

**CONCLUSION**

In this study, as mentioned earlier, an attempt was made to find the important factors which prevent students from participation in English speaking classes. This research paper investigated the factors that affect students' confidence in English language speaking classes. The mentioned factors in this paper have an important role in improving a learner's speaking skill. The factors make learners less self-confident in their speaking classes. The findings of this paper showed that students with low-confidence, higher anxiety, and low motivation have serious difficulties in speaking in spite of having acceptable linguistic knowledge. Based on the review of literature of the study, teachers should understand their students' interests and feelings, improve their students' self-confidence, and choose the best teaching method to keep their students involved in the speaking activities. In addition, teachers should know when and how to correct their students' mistakes so that they are not afraid of making mistake in speaking class activities.

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# Women in Teaching Profession

Dr C.S. Biradar

Assistant Professor of English Shri G.R.Gandhi Arts, Shri Y.A.Patil Commerce and Shri M.F.Doshi  
Science Degree College Indi, Karnataka.

## Abstract:-

It is rather evident that women are significantly over represented in the profession of educators. As per the data from the education departments, more than 80% of all teachers in kindergarten through high school are women. Women are often more naturally compassionate than men. They often have the ability to connect more with students because of their more direct connection to emotion. In addition, students may find female teachers to be more approachable and less intimidating than their male counterparts.

## Introduction:-

Women and teaching profession is a glowing issue raises in mind. The term feminization comes from those countries where women, a significant majority in the teaching workforce. It is observed that the issue surrounding women, the teaching profession and feminization have been wideranging. Some discussions have attempted to address the implications of a majority female teaching profession has meant for gender equality including women's overall empowerment within society and the economy. The Proportions of female teachers is higher in private schools: The all India Proportion of female teachers in government schools (39%) in 2007-08 is substation they lower than in aided and unaided schools (53%) according to DISE 2008-09.

Women's Choice of courses in schools and colleges are often not made with a career in mind. This may be because of their socialization or because of explicit constraints on the choices open to them. General education has always been a preferred option. Professional education often requires additional investment. Since 1990, more women are taking up professional education but they continue to be employed in certain sectors like short term, contractual & low paid jobs.

## Overview – Women In The Teaching profession In India:-

The proportion of female teachers in India among those teaching grades 1-12 was found to be 39% in 2006-07. India is trying to recruit higher proportions of female teachers in most states.

## Variations In Proportions Of Female Teachers In Different States

Proportions of female teachers vary enormously in different states.

They can be separated into 3 groups :

1. Kerala has the highest proportion of female teachers. There are four other states when the proportion of female teacher is moderately high. In these states, the teaching profession could be said to be feminized, it one uses the term to imply that female teachers pre dominate.
2. There are 11 states including Rajasthan when proportion of female teachers is considerably lower than the all India average. These include Bihar, Jharkhand, Madhya Pradesh, Chattisgarh, up and some of the eastern states ( West Bengal, Assam, Arunachal Pradesh, Tripura and Orissa)
3. In a number of states (13), The proportions of female teachers are above the all India average but however around 50 Percent.

## The Two States – Kerala and Rajasthan:-

It was studied about two states i.e. Kerala and Rajasthan with great variations in proportions of females in the teaching profession. There were 77 percent of female in Kerala in 2006-07, when as in Rajasthan it comprise of 31%. The all India figure for proportion of female teachers (39%) is closer to Rajasthan than Kerala. Kerala is a state which is small in size in terms of area (39000 Sq.Km), but has a high population density (819 per sq.Km) It is located on the east coast of the southernmost part of peninsula India.

## Extent of Female Representation Among Teachers

Primary / Middle / Secondary and Senior School's Data suggest lower proportions of female teachers at higher levels of schooling. Proportions of female teachers are highest in Primary and middle schools, slightly lower in secondary schools and slightly lower than that in senior secondary schools.

## Urban and Rural Areas

The DISE data indicate high proportions of female teachers in Urban (65%) compared to rural area (37%) in 2008-09. The rural urban gap in proportions of female teachers was found to be high in all states with the exception of Kerala. As per data collected by NCERT in the sixth (1993) and seventh (2002) All India educational surveys. The NCERT figures show a considerable rise over the nine year period which overlaps with the 3 phases of the DPEP ( District Primary Education Programme ) initiative. The number of female teachers in rural areas rose from 954 thousand to 1458 thousand. Proportionately



increasing from 24 Percent to 29 percent. The dominance of female teachers in urban areas, clearly visible in 1993, was more pronounced by 2002, with proportions of female teachers rising from 55 percent to 59 percent. The rural – urban gap in proportions of female teachers decreased slightly over this period.

#### **Government and Private Schools**

The Proportions of female teachers is higher in private schools: The all-India proportion of female teachers in government schools (39%) in 2007-08 is substantially lower than in aided and unaided schools (53%), according to DISE2008-09.

#### **Teacher training and Teacher Recruitment Targeted Strategies**

Although several of the case studies have demonstrated historical trajectories of women entering teaching in large number in catalytic periods around post independence expression of the education system, only one country case study presented traceable evidence to primary data that indicated targeted policy attempts to specifically encourage women into the teaching profession India. In an attempt to encourage women's educations, early post-independence Policy documents in India from 1947 onwards all stressed the need to recruit female teachers and included re-commendations to incentivize female teachers. Suggestions included giving female teachers preference when admitting recruits into teacher training institutions, giving female teachers from rural areas greater reference, and providing female teachers posted through areas with living quarters and special allowance.

Teacher Remanation, career Progression and The "Status" Issue. Despite the ambiguous position that para teachers inhabit in terms of security, when looking at some of the reasons, high numbers of women chose to join the profession as qualified teachers in some countries on often cited reason is the security that the profession is known to provide. Research among twenty five male teachers who had left the profession in Samoa presented some of interesting responses that pertained specifically to remuneration and career progression. When asked to give their reasons for moving to other jobs eighteen out of the twenty five responded that they had left the teaching profession for better salaries elsewhere, Making salary by for the strongest contributing factors to male exit from the profession within this sample.

#### **Conclusion:**

The evidence remains strong that the introduction of women into the teaching profession in increasing numbers has been a major contribution towards greater education provision within societies. Each of the case studies demonstrated that where high female teacher numbers are present the education system is providing notable successes in terms of universal primary education and some extent secondary education also. Following through the major issues of girls access to basic education is also one. With the education of girls being one of the first blows a society can strike for women's equality of a shift towards greater gender quality between men and women.

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ಹೊಸದಾಗಿ ಕಟ್ಟಿಸಿಕೊಂಡ ಹೆಚ್ಚುಗಿರುವುದನ್ನು ಕಾಣುತ್ತೇವೆ. ಕೆಲವು ಮಕ್ಕಳು ಸಂಸ್ಕೃತ ಕವಿಗಳು ಮೂಲ ಕನ್ನಡ ಕಾವ್ಯದ ಸತ್ಯವನ್ನು ಕಾಣಲು, ಕಂಡರೂ ಅದನ್ನು ಕಟ್ಟಿ ಕಾವ್ಯಗಳಲ್ಲಿ ಸಮರ್ಪಕವಾಗಿ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಅಸಮರ್ಥರಾಗಿದ್ದಾರೆಂದು ಕಾಣುತ್ತದೆ. ಆದರೆ ಕವಿಗಳು ಮತ್ತು ಮೂಲ ಕಾವ್ಯಗಳು ಮೂಲಕಾವ್ಯವನ್ನು ಬಹುಮಟ್ಟಿಗೆ ಅನುಸರಿಸಿ, ಅಲ್ಲಲ್ಲಿ ಸಂದರ್ಭೋಚಿತವಾದ ಪರ್ವಣಗಳಿಂದಲೂ ಉಚಿತವಾದ ಉಪಮೆ ರೂಪಗಳಿಂದಲೂ ಕಾವ್ಯಗುಣವನ್ನು ಹೆಚ್ಚಿಸಿಕೊಂಡಿರುವಂತೆ ಕಂಡು ಬಂದರೂ, ಕಥಾಸರಣಿಯಲ್ಲಿ ಚಾಮರಸ ಕೊಂಡ ಸಾಹಿತ್ಯ ಸಮ್ಮಿಶ್ರ ವಿವರಣೆಯಲ್ಲಿಯೂ ಸಹಜತೆ, ಪಾತ್ರ ನಿರೂಪಣೆಯಲ್ಲಿಯೂ ಸೊಬಗು ಆ ಗ್ರಂಥಗಳಲ್ಲಿಲ್ಲ. ಈ ದೃಷ್ಟಿಯಿಂದ ಚಾಮರಸನ ಕೃತಿ ಶ್ರೇಷ್ಠ ಕಾವ್ಯವಾಗಿ ನಿಲ್ಲುತ್ತದೆ.

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## स्वातंत्र्योत्तर कहानी में चित्रित वेश्या जीवन : “नत्थी टूट गयी थी” कहानी के संदर्भ में

डॉ. श्रीकान्त राठी, सहायक प्राध्यापक, श्री जी आर गांधी कला,

श्री वाय ए पाटील वाणिज्य एवं श्री एम एफ दोशी विज्ञान महाविद्यालय, इंडी, कर्नाटक-586209

दिगत दो तीन दशकों में भारत जिस प्रकार के राजनीतिक, सामाजिक, आर्थिक, संस्कृतिभर में देह व्यापार के निकृष्टतम रूपों को झेलने वाले वे लोग हैं जो जटिल बहुआयामी समाज व्यवस्था के सबसे निचले पायदान पर हैं। यह स्त्रियां गरीब समुदाय के गरीब परिवारों की सदस्य हैं निकृष्ट मानी गई नस्लों और जातीय अल्पसंख्यकों की सदस्य हैं। उन्हें अपमान एवं शोषण से रोज गुजारना पड़ता है उनमें से कुछ जबरन यौन कर्म के क्षेत्र में धकेली गई हैं कुछ अपनी गलती से इस दलदल में फसी हैं। वास्तव में कोई वेश्या ऐसी हो सकती है जिसने अपनी मर्जी से इस व्यवसाय को अपनाया हो। अधिकांश वेश्या ऐसी होती हैं जो किसी मजबूरी के कारण या धोखे से इस बाजार में आती है। वैश्वीकरण के चलते आज वेश्या व्यवसाय का स्वरूप बदल गया है। गणिका, देवदासी एवं कोठेवाली से होते आज कल-गर्ल के रूप में स्त्रियां अपनी देह बेच रही हैं। आजकल पुरुष भी इस व्यवसाय में अपनी देह बेच रहे हैं। दिल्ली जैसे बड़े-बड़े शहरों जिगोलो (पुरुष वेश्या) की मंडी लगती है। मैं युवा लेखक राकेश शंकर भारती का कहानी संग्रह ‘कोठा नंबर 64’ दिल्ली के जी.बी. रोड पर वेश्या व्यवसाय करने वाली वेश्याओं के जीवन के बारे में लिखित एक अनोखा कहानी संग्रह है।

**बीज शब्दावली :-** राकेश शंकर भारती, कोठा नंबर 64, यौन कर्म, वेश्या, दलाल, कोठा, नत्थी।

**प्रस्तावना :-**

21वीं सदी के आधुनिक समाज में वेश्याओं की स्थिति बद से बदतर बनती जा रही है। यूरोप में जो कोई लड़की जिस्मफरोशी के धंधे में आती है, वह खुद अपनी इच्छा से आती है। परंतु भारत में माता-पिता या रिश्तेदार नाबालिक लड़कियों को बिचीलिए के हाथ बेच देते हैं और उनकी दुर्दशा होती है। अक्सर यह देखा गया है कि लड़कियां प्रेम जाल में फंस कर वेश्या बनने पर मजबूर हो जाती है। ‘नत्थी टूट गई थी’ एक ऐसी ही वेश्या की कहानी है जो गर्भधारण करने के बाद अपने प्रेमी से तिरस्कृत होकर कोठे पर पहुंचती है। अंत में उसी व्यक्ति से उसकी बेटी की नत्थी टूटती है। कहानीकार राकेश शंकर भारती वेश्याओं के जीवन का यथार्थ प्रस्तुत किया है।

‘वेश्या’ संस्कृत शब्द है जिसका अर्थ है—‘नाच गाना तथा करतब कर जीविका चलाने वाली स्त्री।’ ‘वेश्या’ के लिए अंग्रेजी में प्रॉस्टिट्यूट शब्द है जो लैटिन के प्रोस्टिबुला अथवा प्रोसीडा से बना है। भारत में रंडी, गणिका, वरगना, कोठेवाली आदि शब्दों का प्रयोग है। भारत के प्रत्येक राज्य में ऐसा एक इलाका अवश्य होता है।



है जो वेश्यावृत्ति के लिए प्रसिद्ध होता है। देश की राजधानी दिल्ली में भी 'जीबी रोड' ऐसा इलाका है जो वेश्यावृत्ति के लिए बदनाम है, इस इलाके में खुलेआम वेश्या व्यवसाय चलता है। युवा कहानीकार राकेश शर्मा ने इसी इलाके को केंद्र में रखकर 'कोठा नंबर 64' कहानी संकलन का सृजन किया है। 'नत्थी टूट गई थी' इस संग्रह की विशिष्ट कहानी है। कहानी की नायिका भंवरी अपने प्रेमी से गर्भ धारण करती है उससे तिरस्कर वेश्या बनने पर मजबूर हो जाती है। जब उसकी बेटी जवान होती है, उसे भी अपनी वृत्ति में मजबूर देती है। विडंबना यह है कि भंवरी जिस व्यक्ति से प्यार में धोखा खाती है वही व्यक्ति पाँच लाख रुपये देकर भंवरी की बेटी की नत्थी तोड़ता है। लेखक इस कहानी में वेश्याओं के जीवन का यथार्थ चित्र प्रस्तुत किया है।

स्त्री-पुरुष संबंध मानव समाज का एक महत्वपूर्ण अंग है। समाज का अस्तित्व इसी पर आधारित है। मानव समाज की नींव है। स्त्री पुरुष के बिना न समाज चल सकता है और ना ही साहित्य। अतः स्त्री-पुरुष संबंध सूक्ष्म गहरा और गहन विचारों से पूर्ण होता है। समाज के हर वर्ग में इसके स्वरूप में थोड़ी सी ऊर्ध्व भिन्नता तो देखी जा सकती है। परंतु विचार करने पर ज्ञात होता है कि संबंध का मूल उद्देश्य आवश्यकता के अनुसार हर वर्ग में एक ही है। बाली उम्र में स्त्री पुरुष के बीच का आकर्षण अधिक होता है। इस उम्र में किया जाना प्यार जीवन के अंत तक भुलाए नहीं भूलता। भंवरी अपने बाली उम्र में जयवीर सिंह से प्रेम करती है, उससे गर्भ धारण करती है। अंततः जय वीर सिंह उसे तिरस्कृत कर देता है, परंतु भंवरी अपने पहले मोहब्बत को जय जेहन के एल्बम में कैद करके रखती है। अपने पहले प्यार को, पहले मोहब्बत के साथ बिताए लम्हों को हमेशा याद करते रहती है। हर कोई बाली उम्र में हुए इश्क को जीवन भर याद रखता है, बाली उम्र के इश्क में जय मजा है जो उमंग है यह कभी भी जिंदगी में लौट कर नहीं आते हैं। जिंदगी में कितने महबूब आते जाते हैं और इनकी यादें भी साए की तरह है होती हैं। जय वीर सिंह से तिरस्कृत होकर भंवरी कोठे पर पहुंचती है। वह जब भी ग्राहकों के साथ हमबिस्तर होती हैं तो अपने ग्राहकों में जयवीर सिंह को देखती है— 'जितने भी मर्द उससे बिस्तर साझा करते थे, तमाम मर्दों में अपने प्यारे महबूब जयवीर सिंह की परछाई झलकने लगती थी। चाह कर भी यह परछाई उसकी दृष्टि से ओझल नहीं हो पाती थी।'

कोई भी स्त्री चाहकर इस व्यवसाय को नहीं अपनाती, उसके इस व्यवसाय को अपनाने के पीछे अनेक कारण हो सकते हैं। गरीबी, तस्करी या अपने महबूब से तिरस्कृत स्त्रियां ही इस धंधे में अधिक आती हैं। कहानी की नायिका भंवरी भी अपने प्रेमी से तिरस्कृत होकर इस धंधे में आती है। कोई स्त्री वेश्या व्यवसाय में आती है तो उसके पीछे समाज का भी पूरा-पूरा हाथ होता है। समाज में जयवीर जैसे पुरुषों की संख्या कम नहीं है जो मोहब्बत के नाम पर अपनी काम तृष्णा को मिटाते हैं और अपनी प्रेमिका को वेश्या करने पर मजबूर कर देते हैं।

वैसे तो वेश्याओं के बच्चे नहीं होते हैं, अगर होते भी हैं तो असुरक्षित यौन संबंध के कारण या अपने प्रेमी से उपहार के रूप में मिले होते हैं। 'नत्थी टूट गई थी' कहानी की नायिका भंवरी को भी अपने प्रेमी से उपहार के रूप में एक बेटी है जिसे वह बहुत प्यार करती है। वेश्याओं के जीवन की एक विडंबना यह भी है कि उनकी कोख से जन्म लेने वाले बच्चों को पता नहीं रहता कि उनके पिता कौन हैं। वेश्याओं को भी इसका अंदाजा नहीं होता कि उनकी कोख में किसका बच्चा पल रहा है। मधु कांकरिया कृत सलाम आखरी उपन्यास के एक दृष्टांत में गायत्री अपने बच्चे को लेकर कहती है— 'यह बच्चा किसी ग्राहक का ही है, किंतु बोल नहीं सकती है वह यह बच्चा किसका है.....आमी बुझते पहला ना पाए (मैं समझ नहीं पाई)' और एक संदर्भ में पिता की



सुकीर्ति से कहती है— 'मेरा पता नहीं किसकी औलाद हूँ। औलाद का पता नहीं किस बाप से है, साला बाप नहीं कोई खुदा हुआ, बस सुना ही सुना, देखा तो आज तक नहीं.....।' भंवरी की बेटा शीला की भी यही स्थिति है उसे भी अपने पिता के बारे में पता नहीं है।

दुनिया में सभी धंधों या नौकरी में उम्र के साथ-साथ लोगों की पदोन्नति होती है और तनखाह में भी इजाफा होता है, लेकिन वेश्या व्यवसाय के अलावा शायद ही कोई ऐसा व्यवसाय हो जिसमें बढ़ती उम्र के कारण .....और तनखाह में गिरावट आए। राकेश शंकर भारती की कहानी 'कोठा नंबर 64' में पार्वती के जेहन में विचार करती है 'दुनिया के हर किसी धंधे में उम्र के साथ-साथ लोगों को पदोन्नति मिलती है, तनखाह में भी इजाफा होता है। कारोबार में भी समय के साथ साथ आमदनी भी बढ़ोतरी होती है। लेकिन दुनिया में वेश्यावृत्ति ही एक ऐसा पेशा है, ऐसा धंधा है, जहां अनुभव और समय बढ़ने के साथ-साथ आमदनी में और जिस्मफरोशी की शुल्क में गिरावट होती जाती है। पदोन्नति भी नहीं मिल पाती है।'

वेश्याएं अपनी बढ़ती उम्र को लेकर बहुत परेशान रहती हैं। वेश्याओं के पास आने वाले ग्राहक कम उम्र की लड़कियों के साथ हम बिस्तर होना पसंद करते हैं। भंवरी की उम्र बढ़ने के साथ उसके पास आने वाले ग्राहकों की संख्या भी धीरे-धीरे कम होने लगी थी। वह ग्राहकों को पटाने के लिए एड़ी चोटी का पसीना बहाया करती परंतु उसके पास एक भी ग्राहक नहीं आते। वह अपनी जवानी के दिनों को याद करती है— 'उस जमाने में जिस तरह से मेरे हुस्न के दरवाजे पर भीड़ रहती थी और कितने निराश हो जाते थे तो मेरे दिल में दर्द होने लगता था। काश आज वह ग्राहक फिर से मेरे पास आ जाए तो मैं किसी को भी लौटकर यहां से जाने नहीं दूँ। सभी ग्राहकों को बड़े प्यार से सवारी कराओ सबको जी भर कर संतुष्टि दूँ।'

एक वेश्या जाने अनजाने में इस दलदल में फंस जाती है। जब एक बार कोई स्त्री इस दलदल में फंस जाती है तो लाख कोशिश करने पर भी इस दलदल से बाहर नहीं निकल पाती और वेश्या समाज में अपने साथ होने वाले व्यवहार के कारण इस दलदल से बाहर नहीं निकलना चाहती। वेश्याओं की विडंबना यह है कि जिस दलदल में फंस कर अपमानित जीवन व्यतीत करती रहती है उसी व्यवसाय में अपनी बेटियों को भी लगा देती है। भंवरी अपनी बेटा को भी इसी व्यवसाय में लगाना चाहती है और कहती है— 'बेटा, जिंदगी की सच्चाई कबूल करना सीखो। यही जिंदगी है, यही तो हम जैसे रंडियों और हंसकर औरतों की सच्चाई है।'

वेश्याओं के पास आने वाले ग्राहकों में कम उम्र के लड़कियों की अधिक मांग होती है। ग्राहकों की धारणा रहती है कि कम उम्र की लड़कियों के साथ हमबिस्तर होने से अधिक सुख प्राप्त होता है और अधिक मजा आता है। यही कारण है कि आज कोठे पर 15/16 साल की लड़कियां अधिक दिख पड़ती हैं, अधिक पैसों की लालच में 13 साल की अपनी बेटियों को इस धंधे में लाने का प्रयत्न करती हैं। अपनी बेटियों का जीवन बर्बाद करने में उन्हीं का बहुत बड़ा हाथ होता है। अजय कुमार शर्मा की कहानी 'वेश्या एक प्रेरणा' में वेश्या राकेश से कहती है— 'होती होंगी मां ममता की मूरत, होते होंगे पापा अपनी बेटियों के हीरो.....मगर मेरे मां-बाप ने मुझे बुरे ख्याल के अलावा और कुछ नहीं दिया। 13 साल की उम्र में मेरे मां-बाप ने मुझे अघेड़ उम्र के मर्दों के आगे डाल दिया। मेरा बचपन मेरे बाप के उम्र वाले मर्दों के साथ गुजारने को मजबूर कर दिया। जो उम्र बच्चों के साथ छुआ.....खेलने की थी, उस उम्र में मैं कुछ और ही खेल-खेल रही थी।'

भारत के कोठों पर कुंवारी लड़कियों को वेश्या व्यवसाय में उतारने से पहले नत्थी तोड़ने की रस्म से



[illegible]

बढ़ती लग में जब वेश्याओं के पास आने वाले ग्राहकों की संख्या कम हो जाती है तो वे लक्ष्मी से दूर जाती हैं। उनके पास आने वाले ग्राहक भी ऐसे होते हैं जो कम पैसों में काम चलाने की कोशिश करते हैं। ऐसे संदर्भ में मजदूर वेश्या ऐसे ग्राहकों के साथ हो लेती है लेकिन इस प्रकार के ग्राहकों से मिलने वाले पैसों से गुजरा मुश्किल होता है। ऐसे संदर्भ में सहारे की उलास करने लगती है। किसी वेश्या की वही हो सकती है। उसी को अपना सत्कारवाई मानने लगती है और जल्द से जल्द उसे इस बाजार में लाने का प्रयत्न करते हैं। उनकी यही इच्छा रहती है कि 'नाथ सत्कारवाई' के दौरान एक अच्छा सेठ मिल जाए और अधिक से अधिक पैसा लुटाए जिससे उसकी आर्थिक स्थिति सुधर जाए। मंसी के पास आने वाले ग्राहकों की संख्या कम हो जाने पर वह सोचती है- 'खैर, कोई बात नहीं, शीला की नथी तोड़ने के एवज में सेठ जी से जो पैसे मिलेंगे, उनसे मैं दोनों को काफ़ी राहत मिलेगी। हम दोनों की यरीबी हमेशा के लिए दूर हो जाएगी। फिर शीला भी घर में चला जाएगी। मुझसे भी ज्यादा कमाएगी।' मंसी का इस प्रकार सोचना वेश्याओं की आर्थिक स्थिति के पथरों को प्रस्तुत करता है जो अपनी आर्थिक दुरावस्था के कारण अपनी ही बेटियों को ऐसे दलदल में घसीटती हैं जिनसे उनका जीवन नर्क बन जाएगा।

सामान्यतः यह देखा जाता है कि प्रत्येक माँ अपनी बेटी के प्रति कही इच्छा रखती है कि वह माँ की अच्छी नौकरी करे और एक अच्छे घर के साथ उसकी शादी हो जाए। यह सुख से रहे, कोई बच्चा न हो, परन्तु एक वेश्या अपनी बेटी के प्रति कुछ और ही सोचती है। वह अपनी बेटी को भी उसी व्यवसाय में लाने सम्मने देखती है जिस व्यवसाय में सतम्न है। विशेषकर एक वेश्या की दृष्टि अपनी बेटी की 'नध लत' होती है। यह वह अवसर होता है जब एक वेश्या लाखों पैसे कमाती है। भंवरी वीर बहादुर नामक दलाल ने अपनी बेटी शीता की नब्बू ज्वारई का सौदा मत्तने के लिए कहती है तो दलाल वीर बहादुर कहता है— 'हो एह न की ते बात हुई है। दिल्ली का ले कोई बच्चा बिजनेसमैन है। उसे अपने मोबाइल से शीता का फोटो दिखा, उसे भाव पतल है। मैंने उसे बताया कि तबकी बिल्कुल वर्जिन (कुंवारी) है। काफी टंच माल है। किसी ने तक उसे स्पर्श तक नहीं किया है। 4 लाख देने को तैयार है।'\*

व्यवसायों की शक्तियों को न चाहते हुए भी अपनी मौका ही व्यवसाय को अपने बढ़ाना पड़ता है। अपनी भी के व्यवसाय में कवि नहीं सकते मनु अपनी भा के लिए वेस्था व्यवसाय अपनाते के लिए तैयार जाती है। शोरी कहती है- 'तो शोरी तुम मरी बात सेठ जी के साथ 2 हफ्ते किसी तरह से गुजार ले।' कहने हुए दोनों की मरीबी में दूर हो जाती। उनके बाद मन करें तो धो कराना। एक वेस्था ही अपनी को इस प्रकार विनीता कार्य करने के लिए मजबूर कर सकती है।



भंवरी शीला के ग्राहकों को खुश करने के दाव पेच सिखाते हुए कहती है — “मोटा सेठ जी है। बेटी अच्छा से खातिरदारी करना। सेठ जी खुश हो जाएंगे तो हमें बार-बार होटल में बुलाएंगे और मूंह मांगे पैसे देंगे। छोटे ग्राहकों से सेठ जी लाख गुना अच्छे हैं छोटे ग्राहक बस पेट भात के लिए हैं। लेकिन मलाई सेठ के पास होती है।”<sup>14</sup>

वेश्या व्यवसाय में नाबालिक और कुंवारी लड़कियों की मांग अधिक होती है। ग्राहक इन लड़कियों के साथ हमबिस्तर होकर परम सुख पाने की सपने देखते रहते हैं। कोठे पर भी ग्राहकों की मांग को देखते हुए कम उम्र की लड़कियों को अधिक रखा जाता है। कम उम्र की लड़कियों को कोठे पर रखने से कोठे की आमदनी भी बढ़ती है कुंवारी लड़कियों पर लाखों रुपए खर्च करने वाले ग्राहकों की भी कमी नहीं है। सेठ शीला के लिए चार लाख देने के लिए राजी हो जाता है जब वह शीला को देखता है तो उसे ऐसा एहसास होता है कि पैसे बर्बाद नहीं हुई है। बिल्कुल टंच माल मिला ठीक वैसा ही जैसा मोबाइल में देखा था। वसंत ऋतु में खिलने वाली कोई कली मेरे हाथ लग गई है।”<sup>15</sup> सेठ के यह वाक्य वेश्या व्यवसाय में बढ़ती कम उम्र और कुंवारी लड़कियों की मांग को समझने के लिए काफी है।

कुछ स्त्रियां अपने परिवार की आर्थिक समस्या के कारण इस धंधे में आती हैं परंतु ऐसी स्त्रियों की संख्या बहुत कम होती है। इस धंधे में आने वाली अधिकतर स्त्रियां या तो धोखे से इस बाजार में लाई जाती हैं या फिर नाजायज संबंध या बाली उम्र में प्यार में मिले धोखे के कारण इस व्यवसाय को अपनाती हैं। भारतीय समाज में नाजायज संबंधों से जन्मे बच्चों या कुंवारी लड़की के कोख से जन्मे बच्चों को अपमान की दृष्टि से देखा जाता है। इसी अपमान से बचने के लिए वेश्यालयों का दरवाजा खटखट आती है। उनकी कोख से जन्म लेने वाले बच्चों को यह तक पता नहीं रहता कि उनके पिता कौन हैं। भंवरी भी अपनी बाली उम्र में जयवीर सिंह से प्रेम करती है उसे अपना तन मन सब अर्पित करती है उसके बदले उसे उपहार के रूप में तिरस्कार मिलता है। अपनी कोख से जन्मे बच्ची के लिए वह कोठा नंबर 64 पहुंचती है। शीला बड़ी होने के बाद अपनी माँ से अपने पिता के बारे में पूछते हुए कहती है “माँ मेरे बाप देखने में कैसे थे वह अब कहां रहते हैं मेरी हार्दिक इच्छा है कि एक बार अपने बाप का मुंह देखो। बस एक बार। मैं उससे कुछ भी नहीं बोलूंगी मेरा एक ही सपना है। वह देखने में कैसा है वह कैसे बातें करता है उसकी आवाज कैसी है वह कैसे हंसता है वह कैसे चलता है।”<sup>16</sup>

वेश्याओं के बच्चों को अपने पिता कौन है इसके बारे में कुछ जानकारी नहीं होती। यहां तक कि कभी-कभी यह भी देखने को मिलता है कि स्वयं वेश्या उनको भी पता नहीं रहता है कि उनकी कोख से जन्म लेने वाले बच्चे का पिता कौन है। राकेश शंकर भारती ने इस यथार्थ को अपनी कहानी नथी दूट गई थी में प्रस्तुत किया है, भंवरी ने अपनी बाली उम्र में जिस व्यक्ति से प्रेम किया था जिससे उपहार के रूप में शीला का जन्म हुआ था 16-17 साल बाद वही जयवीर सिंह सेठ बनकर शीला की नत्थ उतराई के लिए चार लाख रुपये देने के लिए तैयार होता है और उसकी नथी तोड़ भी देता है। जब भंवरी जयवीर को देखती है तो वह कहती है जयवीर सिंह तू यहां। कैसे और कहां से? निकल जा यहां से दोबारा हमें मूंह मत दिलाना। मर जा चुल्लू भर पानी में डूब कर। सूअर का औलाद। भाग यहाँ से चुल्लू भर पानी में मूंह रगड़।”<sup>17</sup>

भारत में जहां एक और मानवीय मूल्यों और पारिवारिक संबंधों को अधिक महत्व दिया जाता है वहीं दूसरी ओर पारिवारिक संबंधों के पतन की पराकाष्ठा की घटनाएं सामने आती रहती हैं। इस कहानी में जयवीर सिंह



अपनी जवानी में भंवरी से संबंध बनाता है और अपने बुढ़ापे में भंवरी की बेटी शीला की नथी तोड़ता है। प्रश्न उठता है कि असल में गलती किसकी थी। भंवरी की या जयवीर सिंह की जिसका परिणाम शीला भुगतना पड़ा। आज समाज में इस प्रकार की घटना घटती है जिससे मानवीय संबंध और पारिवारिक संबंध पतन हो रहा है।

#### संदर्भ सूची :-

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2. कोठा नं ६४, राकेशशंकर भारती, पृ ६७, अमन प्रकाशन।
3. कोठा नं ६४, राकेश शंकर भारती, पृ ६७, अमन प्रकाशन।
4. सलाम आखिरी, मधु काँकरिया, पृ ७, राजकमल प्रकाशन, नई दिल्ली।
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संपर्क 9663517448

coolshree555@gmail.com