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CONTENTS

Impact of Globalization in Arundhati Roy's *The God of Small Things*

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Abstract

The effects of Globalization can be seen in the Indian Literature. Indian fiction finds reflections of various globalization themes. Globalization has assisted in the creation of a Western atmosphere in India. Indian culture is no exception to this transformation process. With the emergence of globalization in India, our age old traditions and customs have loosened up their hold. With special reference to *The God of Small Things,* the paper sheds light on the impact of globalization on environment, culture and individual on the people of India, particularly in terms of its role in widening the gap between the upper and lower classes. This paper also attempts to explore the manifestations of environmental, cultural and individual sudden change in the novel *The God of Small Things.*

Key Words: globalization, colonialism, neocolonialism, cultural globalization

Introduction

Colonialism is a process which started with the discovery of new world. The lesser advanced civilization was subjugated for the benefit of the western civilization. The coming centuries saw the changing of the form of colonialism and now it has emerged in the form of Globalization. Today, globalization has replaced the colonial power and the developed countries are now allowed to feast on natural resources, human resources and national wealth. They displace farmers from their land, workers from their job and communities from their roots.

Cultural globalization refers to the transmission of ideas, meanings and values across national borders. Culture has been moving beyond borders and boundaries. The paradigm that world is a global village suits the interests of the dominant powers who can influence the culture of the world. The cultural domination has always been the tool to control the economy earlier by the use of tea, factory cloths, English education and now by Pizza huts and Mc Donald's, online shopping at Amazon and Ebay, Apple phones and by studying abroad. Roy deliberately euphemizes this by calling it "creating a good investment climate" (Arundhati 2008, 33), whereas Kwame Nkrumah gives it the title neocolonialism. In other words, neocolonialism is a model of indirect subjugation that has been taking place for over fifty years, but it experienced an upswing only in the 1980's with the advent of corporate globalization and its dominant ideology of neoliberal capitalism. With the installation of neoliberal ideologues like Margaret Thatcher and Ronald Reagan as the heads of the most powerful states, favorable conditions were created for the introduction of the main principles of neo liberal economic reforms, i.e. liberalization of the market, cutting expenditure for social services, deregulation, privatization, and the elimination of the concept of "the public good" or "community"

(Martinez and Garcia 2013). This model was implemented throughout the world, and particularly in less developed countries like India.

The neoliberal ideology of this neocolonial model of economy has often been criticized in the contemporary Indian-English novels. Most of them have expressed a subversive attitude towards the ongoing neocolonial processes, In this novel the subversion of the neocolonial process is achieved through the portrayal of the trauma they affect in the environment, in the culture, and in individuals due to sudden and sometimes violent changes in the society. In order to illustrate what is meant by these three types of impacts on environment, culture and on individual, this paper attempts to analyze the manifestations of the trauma in Arundhati Roy's *The God of Small Things*.

Impact On The Environment:

As the consequences of globalization, the largest multinational companies established their plants on Indian soil. The result of this liberalization of market was the abrupt change in the social and natural environment of India. This resulted into the sudden and abrupt change in the urban environment, where new, modern, westernized cities that attracted new in-habitants were erected at the sites of former small towns, and villages.

In *The God of Small Things* Roy focuses the plot of the novel in one place and two times, namely the village of Ayemenem in the 1960's and the 1990's. Formerly a small, quiet village, surrounded by a lush jungle and the river Meenachal, in the 1990's Ayemenem has become a middle-sized town with both modern dwellings for the wealthy middle-class, and shanties for the slum dwellers. Roy's account is consistent with the actual unprecedented increase in the urban ratio of small and middle-sized towns described in

Davis (2011, 16). However, due to a vast influx of population these towns started encroaching on arable land which created a problem for the villagers who had abruptly become homeless and without land to till. According to Davis more than 50,000 hectares of arable land with various crops were lost because of the growing cities (2011, 136). Paradoxically, more land was needed for the growing of marketable crops, whose mutated seed impoverished villagers were forced under patent laws to buy from multinational agro-businesses. Thus started the redirection of the flow of rivers, and the building of gigantic dams like the ones in the Narmada valley, which have left millions of people homeless and landless, and forced them to search for new prospects in the bright new world of New India's cities.

Roy portrays the trauma of natural environment by juxtaposing the images of the river Meenachal in the past and in the present. The Meenachal of the 1960's was "gray green. With fish in it. The sky and the trees in it. And at night the broken yellow moon in it" (1997, 203), whereas in the 1990's it has become "just a slow, sludging green ribbon lawn that ferried fetid garbage to the sea" (1997, 125). A part of its transformation is also the smell of "shit, and pesticides bought with World Bank loans" (1997, 13). Obviously, in such conditions the fauna of the river could not survive, thus "most of the fish had died. The ones that survived suffered from fin-rot and had broken out in boils" (1997, 13). Roy furthermore describes the changed nature of the river relating its devastation directly to changes in Indian economy which neoliberal capitalism has brought about in the following way: "Downriver, a saltwater barrage had been built, in exchange for votes from the influential paddy-farmer lobby. The barrage regulated the inflow of saltwater from the

backwaters that opened into the Arabian Sea. So now they had two harvests a year instead of one. More rice for the price of a river" (1997, 125).

In this paragraph she addresses the issues of water pollution, dam building, and the disruption and redirection of the natural flow of rivers. She vividly portrays the consequences of changes in the agricultural industry of India, and the repercussions they have had on the natural environment, thus offering a clear critique of the race for profit imposed by international agro-business corporations and the government of India. The market-oriented logic forces the farmers to change their natural environment in order to have two annual harvests instead of one, which, eventually, can and does have disastrous consequences for the ecosystem of the Keralan backwaters.

This part of India, dubbed "God's Own Country," has attracted many tourists who enjoy in the diversity of its ecosystem. Roy is, however, convinced that the costs that tourism incurs on the natural and social environment are much larger than the benefits it has for the economy:

> The hotel guests were ferried across the backwaters, straight from Cochin. They arrived by speedboat, opening up a V of foam on the water, leaving behind a rain-bow film of gasoline. The view from the hotel was beautiful, but here too the water was thick and toxic. *No Swimming* signs had been put up in stylish calligraphy. They had built a tall wall to screen off the slum and prevent it from encroaching on Kari Saipu's estate. There wasn't much they could do about the smell. (1997, 125)

Impact On Culture

However, it is not only the environment that suffers from the onslaught of tourism, but culture in its traditional form as well. In the hotel which was erected at the site of the former rubber estate tourists can enjoy in many traditional things, such as "furniture and knick-knacks that came with the house . . . A reed umbrella, a wicker couch. A wooden dowry box. . . . la-belled with edifying placards which said *Traditional Kerala Umbrella* and *Traditional Bridal Dowry Box*" (Roy 1997, 125), as well as the performances of the regional dance katakhali whose "ancient stories were collapsed and amputated. Six-hour classics were slashed to twenty-minute cameos" (Roy 1997, 126). Here Roy criticizes the fact that the acceptance of neoliberal ideology has forced tradition and culture to become mere commodities.

Contemporary culture, as depicted in Roy is a combination of TV, shopping, multiplexes and drinking. Whereas formerly Anglophone culture was absorbed through books, music and films, the main medium has changed to advertisements and TV, which are brainwashing the Indian audience with a schizoid mix of soap operas, sports, televised wars, talk shows, and aggressive commercials which Roy ironizes in this paragraph:

> in Ayemenem, where once the loudest sound had been a musical bus horn, now whole wars, famines, picturesque massacres and Bill Clinton could be summoned up like servants. And so, while her ornamental garden wilted and died, Baby Kochamma followed American NBA, league games, one-day cricket and all the Grand Slam tennis tournaments. On weekdays she watched *The Bold and The Beautiful* and *Santa Barbara*, where brittle blondes with lipstick and hairstyles rigid with space seduced androids and defended their

sexual empires. Baby Kochamma loved their shiny clothes and the smart, bitchy repartee. During the day disconnected snatches of it came back to her and made her chuckle. (1997, 27–28)

According to Roy this daily brainwashing serves the purpose of "globalization [which] means standardization. The very rich and the very poor must want the same things, but only the rich can have them" (2008d, 54). Thus the rift between the very rich and the abjectly poor is not closing but widening even more.

When English was introduced as the language of instruction in schools and universities, the final aim was to develop a class of Indians whose tastes, lifestyles, language and education will be more English than Indian in order to serve as interpreters between the colonizers and the colonized, as was expounded in Thomas Babington Macauley's *Minute on Education*1. The ready acceptance of the Americanization and westernization of modern culture by members of the Indian elite is today the living proof of how successful the British have been in this endeavor. In accordance with this Roy portrays her protagonists as "family of Anglophiles" who were "pointed in the wrong direction, trapped outside their own history, and unable to retrace their steps because their footprints had been swept away" (1997, 52). Furthermore in *The God of Small Things,* she shows how, most notably, this affected children, who are in certain social environments and situations even required to use English exclusively:

Whenever she caught them speaking Malayalam, she levied a small fine which was deducted at source. From their pocket money. She made them write lines— 'impositions' she called them—I will always speak in English, I will always speak in English. A hundred

times each. . . . She had made them practice an English car song for the way back. They had to form the words properly, and be particularly careful about their pronunciation. (Roy 1997, 36)

In the globalized market of contemporary India, English has become even more important due to the outsourcing of the communication industry. The people working in call-centers are coached to speak English with a perfect accent, given new Anglicized names, because their real names are unpronounceable for their customers, and thus their identity is being, not only changed, but completely wiped out. The question remains whether the loss of identity is too high a price for a life of luxury? When questioned about this issue Roy explains that this forceful modification of identity signals that their true identities are not wanted in the globalized market and warns that this leads to a distorted self-image and potential mental disorders. She also refuses the justification that they at least do have a job, usually given by proponents of neoliberalism no matter whether they speak about call-centre workers, sweatshop workers, or sex workers. Roy exposes the inherent cynicism of such claims in saying that "the premise is that either these workers don't have jobs or they have jobs in which they have to humiliate themselves. But is that the only choice? That's the question" (2010a, 90).

Impact On The Individual

This binary logic of either, or, is what strikes one the most when reading Indian English novels. It was also the guiding idea of the 2007 India Poised campaign speech to celebrate sixty years of India's independence:

There are two Indias in this country. One India is straining at the leash, eager to spring forth and live up to all the

adjectives that the world has been recently showering upon us. The other India is the leash. One India says, 'Give me a chance and I'll prove myself.' The other India says, 'Prove yourself first, and maybe then, you'll have a chance.' One India lives in the optimism of our hearts. The Other India lurks in the skepticism of our minds. One India wants, the other India hopes. One India leads, the Other India follows. The conversions are on the rise. With each passing day, more and more people from the Other India are coming over to this side. And quietly, while the world is not looking, a pulsating, dynamic new India is emerging. (Roy 2008c, 157–158)

Accordingly, Roy provides an image of the new Indian elite, the "Sky citizens," who live, just as the elite anywhere in the world does, in an exclusive world they have created for themselves, where the poor have limited or no access (2008c, 152–153).

In order to illustrate the detachment of the upper class from the real life, Roy points to the house of a former landlord family, the centre of which is in contemporary time the TV-set, which, Roy uses to ironize the fears of the protagonists' rich grand-aunt who was "frightened by the BBC famines and Television wars that she encountered while she channel surfed. Her old fears of the Revolution and the Marxist-Leninist menace had been rekindled by new television worries about the growing numbers of desperate and dispossessed people. She viewed ethnic cleansing, famine and genocide as direct threats to her furniture" (1997, 28).

What enabled the upper class to follow a lifestyle that is completely divorced from the lifestyle of the rest of the country, is the opening of India's economy to the world market and the consequential transfer of the largest multinational corporations to cities in India. This move has created jobs for highly skilled professionals who in the earlier days were exported to the Silicon Valley, but were now coming back in order to work for the same corporations in the New Economic Zones of global India. Meanwhile, the poor were being left behind, as their numbers were growing to a staggering 56 million while their living conditions were worsening because of the changes brought on by the neoliberal restructuring of the economy (Davis 2011, 169). Accordingly, what awaited the poor villagers in the cities was unemployment, homelessness, violence and crime or, if they could find a job, a life of merciless exploitation at the hands of major global capital players. In explaining how global capital and immigrant workforce correlate Sassen states that "global capital and new immigrant workforce are two major instances of transnationalized actors that . . . find themselves in contestation with each other inside global cities. Global cities are the sites of overvalorization of corporate capital and the devalorization of disadvantaged workers" (2008, 385).

The devalorization of human labor in relation to the over-valorization of global capital and capital in general is clearly shown in the following passage from Adiga describing the construction work in Delhi where "glass skeletons [are] being raised for malls or office blocks; rows of gigantic T-shaped concrete supports, like a line of anvils, where the new bridges or overpasses are coming up; huge craters [are] being dug for new mansions for the rich" (2008, 157). He compares one of the machines to a monster "with huge metal jaws alternately gorging and disgorging immense quantities of mud" and the workers to "creatures that had to obey it, men with

troughs of mud on their heads [who] did not look bigger than mice" (Adiga 2008, 158), thus showing how not only devalorized but also dehumanized these workers are.

In order to try and compete with the neoliberal race for profit the poor are forced to surrender whatever talents, or property, they have. Roy illustrates this with the figure of the kathakali dancer:

> The Kathakali Man is the most beautiful of men . . . but these days he has become unviable. Unfeasible. Condemned goods. . . . He cannot slide down the aisles of buses, counting change and selling tickets. He cannot answer bells that summon him. He cannot stoop behind trays of tea and Marie biscuits. In despair he turns to tourism. He enters the market. He hawks the only thing he owns. The stories that his body can tell. (1997, 230)

The dancer in this paragraph experiences not only an individual trauma, but also a cultural one through selling out his art to the corporate market. Roy's subversive anti-corporate attitude is revealed in her deliberate use of vocabulary typical for the market oriented-age, such as unviable, unfeasible, condemned goods. Through this image she shows the individual traumas of many people who have become unfeasible in the global market of contemporary India.

Conclusion

This paper has shown Arundhati Roy's treatment of the manifestations of environmental, cultural and individual shock affected by abrupt changes in Indian society due to neo-liberal reforms, globalization and the neo-colonial model of business and government. These fictional accounts from the novel *The God of Small Things* portrays accurately the reality and provides a subversive critique of the neocolonial processes at hand. All of the changes mentioned in this paper traumatize the individual by changing his environment, society, and culture to fit the free market of a globalized world.

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CONTENTS

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Original Article

SOCIAL DIMENSIONS OF FEMINISM

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Abstract: Feminism is a thought which is specifically connected to socio- political movements. Feminism not only analysis the secondary place of women in society but it fights for the rights of the women. Consciousness is the main key of feminism. Feminism is the branch of knowledge which has many layers. The objective of feminism is to end the inequality. Feminist movements are divided into three main phases. As per the time, culture and country differs, feminist movements changes its causes and goals. Each of the phase deals with different aspects of the feminist issue. For the example, in first phase main feminist issues were equal marriage parenting, property rights. In second phase feminist were dealing with inequalities in political, social, cultural rights. And in third phase the main concepts of feminist movement were right to initiate divorce proceedings, reproductive rights, sexual harassment, gender based discrimination against women. With comparison to world feminism Indian feminism is different. Historical circumstances and value changed the issues. Indian feminism has three main phases-Widow Remarriage, Forbidding child marriage, Sati. Ruthlessness of customs, Burden of traditions, Equal rights in every fields etc. are also the issues which were focused by feminism and they are still fighting for the basic right of women.

Introduction

Feminism is a thought which is specifically connected to socio- political movements. Feminism not only analyses the secondary place of women in society but it fights for the rights of women. Feminism is a collection of movements which aims establishing political, economic, social equalities and equal opportunities in all senses. Feminist is the person who believe in feminism and their behaviour is also based upon the feminism. Consciousness is the main key of feminism. Feminism is the branch of knowledge which has many layers. The objective of feminism is to end the inequality.

Phases of Feminism

Feminist movements are divided into three main phases. As per the time, culture and country differs, feminist movement also changes its causes and goals. Each of the phase deals with different aspect of the feminist issues.

1) First Phase (The late nineteenth century and early twentieth century)

In the first phase of feminist movement includes promotion of equal contract, marriage, parenting and property rights for women voting eight these were the main things which were focused by the feminists.

2) Second Phase (Mid-twentieth century)
This phase began in the early 1960's. This phase was mostly concern with the issues of equality. This phase encouraged women to understand aspects of their personal lives as the social life.

3) Third Phase (Late twentieth century)

This phase started from 1980's. In third phase feminism focused on interpretation of gender and sexuality. This phase contains internal debates between the feminists.

Social Dimension

From the late nineteenth century to early twenty first century there are many feminist movements. These movements' deals with many issues like educational, economic, political, cultural etc. All these issues are social and needed to look from social point of view.

World Aspect

As we have mentioned earlier that the feminist movement started in late nineteenth century. From then till today feminists are fighting for many issues. When we take a look at worldwide feminists' movements we have to mention the under given movements or issues:-

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In late nineteenth century and twentieth century there were many issues which were focused by feminist movements. Such as

In England and United States of America feminism focused on the promotion of equal contract marriage, parenting, property right for women, sexual, reproductive and economic rights of women.

In china, feminists were fighting for women's liberation and their integration into the workforce.

In Iran feminists aimed to achieve women's equality in education, marriage, careers and legal rights.

In mid-twentieth century, the second wave of feminism began and it coexist with the third wave feminism. In the second phase, there were many issues which were focused by feminists like issues of equality, cultural and political inequalities made the women to know about their personal, political, social aspect of life. In China, feminists were characterizing women's role during the communist revolution.

In Egypt, feminism was 'State feminism' as the government itself outlawed discrimination based on gender and feminists were still arguing for women's equality within Islamic framework.

In late twentieth century and early twenty first century consist the post feminism concept. Post feminism is used to describe viewpoints reacting to feminism.

By 1970's, western feminist movements were carrying many issues like job pay more nearly equal to men's, right to initiate divorce proceedings, reproductive rights of women to make individual decisions on pregnancy including contraceptives and abortion, domestic violence, sexual harassment and sexual assault, workplace rights including maternity leave, gender-specific discrimination against women etc.

In the final three decades of the 20th century, western feminists are concerned with birth control which enabled women to plan their work and family together.

Feminism and Indian Society

India is a patriarchal society, in which men are assumed to be in charge and "main" in the family and similarly in the society. Feminism in the India differs from the feminism in the world due to the historical circumstances and values. There are main three phases which describes about Indian feminism.

1) First Phase (1850-1915)

In India first phase of feminism started in 1850 and ended in 1915. This phase was initiated by men. The issues which focused by the feminists were, 'Sati', Widow Remarriage, forbidding child marriage, reduce illiteracy, property rights for women etc. Though there was initially part of some women in the movements, those were representing only elite and topper caste. Women in those movements were not representing 'real' Indian women.

2) Second Phase (1915-1947)

Second phase started in 1915. The second phase feminism period was the period of the freedom struggle in India. So that the second phase of feminism got influenced by the freedom struggle. Women initially participated in public activates and they were discussing about their scope in political participation. They (women) become more conscious about their role and rights in independent India. Because of which state included civil equal rights and equal position in the constitution for them.

3) Third Phase (1947 to till Today)

After independence girls, women started having good education, support from families and many other facilities by government which helped them to develop their selves. But still the battle is incomplete. There are many problems which really needs an eye. Indian feminists are still fighting for many issues like infant deaths, infanticides, ruthlessness of custom, burden of tradition, sexual harassment, domestic violence's etc.

Backlash of feminism

Feminism had to face backlash at every phase and it is but natural because as we can see when new thought, new concept rises which is totally different from the settled atmosphere, society gives possible regression to it. So as the feminism got the possible in backlash from the society at each step and will always get it. And it will create contradiction as it has always done before.

Conclusion

As we saw that depending on time, culture and country feminists around the world have different causes, issues to focus. But still we can say that there are some basic issues which are timeless. These issues are equality in all sectors, forbidding the bad tradition in each culture to fight against discrimination based on gender.

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Research Article

In-service Teacher Education for Teaching English at the Primary Level in Maharashtra: A General Review from 1995 to 2010.

Dnyandeo Salu Kale

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Abstract

The government of India in general and all the state governments in particular have been trying to uplift the Indian society to compete with the rising competitions in the global market. One of the ways identified by the visionaries was to enable citizens to understand global phenomena of change. This was possible only by enabling them to communicate in English. This cause was encouraged through implementing different strategies to teach English from the primary to post-graduate education in India. One of the strategies to improve quality of English by students was to implement in-service teacher education. This paper attempts to take a review of in-service teacher trainings for teaching English at the primary levelin Maharashtra.

Key Words: In-service Teacher Education, Primary Level, Maharashtra.

Introduction

Education is under spotlight. In many countries throughout the world, governments, parents and the members of the teaching profession are pondering the methods used in schools in the light of advancing technology and the impact of globalization. Increasing complexities in the society have made intelligent decision-making crucially important. Parents, society, governments and the world at large want teachers to prepare students to stand erect and sustain themselves in the world. The expectation compels the teachers of English to be more effective than before as English has established itself as the world language.

The syllabuses change, the texts change, and the teaching strategies are revised or reformulated to cope with the changing socio-economic needs. All these changes are made to equip the school-leavers with the skills that will help them in further studies or create some possibilities of livelihood. To be effective, teachers themselves have to be good learners. They must learn to present information that they get from sources other than the texts. They have to learn to diagnose the classroom conditions to prepare students for acquiring the information given. Effective teachers have also to relate well to wide range of pupils, many of whom may well be radically different to themselves in their backgrounds, talents and value systems. Changing educational elements trigger changes in the teacher and consequently in the students.

In-Service Teacher Education (ISTE)

A system of education changes according to the needs and requirements embedded/incorporated into the social changes. A change in the education system has to be implemented at two levels for the new entrants in the system and the teachers who are already in the system. The education received by teachers during their service is called in-service education. Reddy (1998) mentions, 'The in-service education and training of

teachers is conveniently defined as those education and training activities engaged in by primary and secondary teachers and principals, following their initial professional knowledge, skills and attitudes in order that they can educate children more effectively' (p. 97). Sharma (2005) defines in-service education as, 'continuing education of teachers and other educators which commences after initial professional education is over and which leads to the improvement of professional competence of educators all throughout their career' (p. 269).

In the age of explosion of knowledge, the knowledge acquired recently becomes outdated and anachronistic within a short span of time. 'If they (teachers) have to remain up-to-date and relevant and face the challenge of other modes of acquiring knowledge, the need for their re-education, re-learning and de-learning is essential' (National Curriculum Framework for Teacher Education 2005, p. 40).

In-service Training for teaching English at the Primary Level

Maharashtra does not have a deep-rooted, age-old system of in-service teacher training for only one subject for the school teachers. Maharashtra State Council for Educational Research and Training (henceforth abbreviated as MSCERT), under the title SMART-PT i.e. State wide Massive and Rigorous Training for Primary Teachers, started the regular training programmes for teachers in 1995. The MSCERT had not conducted any training programmes specifically for English before 1995.

Till 2000, English was given equal weightage as all other subjects in the annual training programmes conducted for all subjects. Baalbharti has been revising the textbooks of English for the primary schools since 2000. Because of the newly designed textbooks of English, one or two extra days were given for English till 2003. The MSCERT conducted the four-fold six days training for introducing the newly designed textbooks for standard V in 2004. The same routine was followed for introducing the revised textbooks of standards VI and VII respectively in 2005 and 2006.

The Four Fold Training for English

Every newly designed text contains some novel ideas, some interdisciplinary passages, some specific techniques, etc. which the teacher may not be aware of. This makes it necessary to acquaint the teachers with these new ideas. Accordingly, MSCERT conducts training to orient teachers to new texts and their content. More than four lakh teachers are teaching at the primary level in Maharashtra. It is impossible to orient them at a time. To simplify the complexities, the MSCERT has designed the four-fold training. The system has four levels viz the State Level, the Division Level, the District Level and the Grass-root or Block Level. A participant at one level works as a resource person at the next level.

The State Level is the first stage in the hierarchy of the training pyramid. The resource persons at this stage are selected scholars teaching at various levels beginning with the primary to the advanced level. Some of them are members of the syllabus committee. They analyse the designed text and present them before the participants in detail. They explain all the activities, exercises, lessons, poems, projects, etc. that has significance to the process of language learning. During the class they make the participants take part in discussions and enact conversational pieces. They give some assignments to participants. Major emphasis at this stage is on the participation in the classroom activities. The resource persons at this stage are experienced teachers who are already involved in the process of designing and implementing the textbooks and the training programmes related to them. Some of them have already attended training programmes at various levels either as resource persons or participants. Most of these teachers teach at the secondary and higher secondary level. They look at English firstly as a language and secondly as the compulsory subject prescribed at all the levels of education in Maharashtra. For them, it is not the medium of teaching the content only. The way they presented the content during the training made the researcher conclude that these resource persons update themselves with the new techniques and discoveries useful for classroom teaching. They are flexible enough

to accept suggestions given by participants or scholars. They use different types of teaching aids suitable for particular lessons. They create highly communicative environment through co-operation. This increases the effectiveness of the activities conducted for the transmission of the message.

At this level of the training, the management of the programme is flexible enough to take into account sudden changes and even problems. During the programme, the experts working in different institutions, higher authorities and experts working in the field of language are invited to discuss important and relevant issues. The study material, textbooks, handbooks, Shikshak Margadarshika, Training Module, etc. are distributed among the teachers on the first day of the programme so that they can read the material, study it, analyse it and get the queries solved during the training itself. The programme is pre-planned and works according to the prescribed timetable in the Training Module.

The timetable and all other arrangements at the subsequent stages are pre-planned. However, it has been observed that the seriousness of the function goes on decreasing as we move to the other levels. The scholarship, knowledge, sincerity, experience, creativity, imagination, and language proficiency of the resource persons decreases constantly from one level to the other. At the grass-root level very few resource persons attempt to achieve the set standards. The use of the teaching aids decreases. Most of the resource persons try to convey the information which they have gathered as the participant at the previous level with some loss. At many places the training programmes are totally inadequate.

The participants at the grass-root level are the teachers teaching in the schools who after the training teach the texts to the students. The teachers know the problems of their students. Their doubts are genuine, practical and relevant. Most of the resource persons are unable to solve those problems. To conceal their inabilities, they take the safe side by simply saying that they have been told this much at the higher/ previous stage. Most of the resource persons rely on their notes taken at the previous stage rather than the

instructions given in the textbook, 'Teacher's Handbook' and 'Shikshak Margadarshika'. These are the references that provide hints with examples for explanation and discussions. Even the teachers can solve their problems by reading these books. The complete absence of self-study is noticed at the grass-root level.

At the grass-root level, problems begin with the study material. Because of lack of enthusiasm on the part of resource persons, the classes become monotonous, further worsened by digressions and unnecessary discussions. The resource persons fail to give the learning experience to the participants. Resource persons at this level use minimum number of teaching aids. The participants show a very low degree of efficiency. The responses of the participants are very weak or they do not respond at all, and when they respond they attempt to prove their point. This is one of the reasons for the digression and inadequate discussions. Very few of the participants are attentive in the class.

Though the conditions discussed are found at many of the training centres, they are not the universal experience. At many places, the resource persons at the grass-root level are as competent and confident as the state level resource persons. Their classroom teaching experience is an additional qualification for making the training effective and solving the problems satisfactorily. They are very well aware of the classroom problems- the problems may be student specific, parent specific, location specific or even teacher specific. Being from the same educational environment, they guide the teachers better than the resource persons at any of the previous levels. Their devotion to the profession and willingness to do something for students are the qualities that keep the participants attentive in the class. They are more practical and realistic than the resource persons at any of the other levels. However, the number of such resource persons is very small.

In-service Training Programmes Conducted by SIEM

State Institute of English for Maharashtra(Henceforth abbreviated as SIEM) has the grant of ten programmes per years.

8

The SIEM conducts five training programmes of one month duration at SIEM Aurangabad. Five courses are conducted in the Adivasi areas in the State. The duration of these courses is five days each. The course content for twenty-eight days includes the basic language skills, grammar, teaching aids, language teaching and learning process, teaching methods and approaches, evaluation and testing, oral and written tests, and development of general reading habits for enrichment as a teacher of English. SIEM has its team of experts to train the participants. The participants are provided with the study material and the reference books prepared by the SIEM itself.

The experts at SIEM have designed the training programmes after the analysis of the process of teaching and learning English at the primary level. The teachers who have attended the training at SIEM claim it to be the most useful training for teaching English in the classroom. However, the response of teachers to this training is very weak. The observations make it clear that SIEM does not have the hostel facility and it is costly for participants to take private accommodation for one month. Secondly the school authorities are not willing to permit the teacher to leave the school for a whole month. During the holidays, MSCERT has been conducting the training programmes for one subject or the other, which has considerably reduced the number of participants at SIEM.

In the present situation, SIEM does not have sufficient teaching staff and they are facing shortage of funds for various programmes to be conducted. This has reduced the total efficiency of the institution to a considerable extent.

Training at DIETs and DCEs

Every district in Maharashtra has a District Institute of Education and Training. They are the government D. Ed. Colleges and undertake responsibilities of pre-service and in-service teacher education for the primary teachers. Most of the DIETs do not have scheduled training programmes. Equal weightage has been given to all the subjects. Most of DIETs conduct one or two training programmes of three, four or five days for English. The programme for each subject is conducted separately. Generally the course content is decided according to the requirements of teachers. Mostly the focus is on teaching aids, language games, parallel and extensive activities, conversations, projects and evaluation. DIET invites local experts as resource persons for the training.

So far, DIETs have been able to train very few teachers scattered all over the district. Their responses to the training are mixed. It is clear from their discussions that though they are not satisfied with the overall training, they have certainly got something useful for the classroom teaching.

The District Centres for English (henceforth abbreviated as DCE) are establishing themselves properly. The focus of DCE is on the secondary level schools. DCEs have their teams of experts who visit schools frequently, observe the classroom teaching, analyse the needs and accordingly arrange the training course. The frequency of these trainings is very low.

Commentary

The kinds of in-service teacher training given to the teachers for teaching English by MSCERT, SIEM, DIETs and DCEs are all designed after the analysis of the needs in the schools. The experts take efforts to convey the message in its best possible way so as to equip the teachers to teach more effectively. The problem that the researcher observes is not with the planning process but with the execution of the programme.

The process of execution begins with the selection of resource persons. The MSCERT in its letter to all the districts has specified the qualifications of a resource person. It is not the case that there are no qualified teachers in the districts concerned. One may conclude that either the process of selection of the resource persons is biased or that the qualified teachers are not willing to teach in such training programmes or the ones who have been identified as qualified teachers are qualified only on paper. In any of these cases, it is necessary to reconsider the process of selection of resource persons.

MSCERT has a system of in-service training programmes. It works mechanically. Serious and sincere involvement of all the elements of this system is essential for the success of the

system. The success or failure of any system is judged on the basis of follow up and the feedback from the stakeholders. MSCERT has the system of follow-up but it is not adequately effective. In the follow up many problems have been cited, and accordingly decisions at higher level are taken. Improvements at the grass-root level are still out of sight.

Because of the constant training programmes conducted by MSCERT, the rigid mindset of the traditional teachers has been changing and this has been the biggest achievement of the training programmes.

It is not possible to judge the success or failure of the training programmes unless one actually visits and analyses the classroom conditions in the schools. It is necessary to have a look into them.

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Research Article

A Study of the Educational Status of Scheduled Caste People in Solapur District

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1.Introduction: Education is considered as the most powerful instrument of social change and development and means of decreasing inequality in the society. It helps the individual to raise its social status in various ways. It acts as a catalyst in development in many other aspects of life. The role of education as an investment in human resources has been increasingly recognized in all countries. But in a caste harassed and hierarchical society like India's access to educational chances is unequal and unjust. However, after the independence the 'Directives principles of state policy' enables the state to make special provisions for the advancement of any socially and educationally backward class of citizens. Articles 15(4), 29, 30, 45-46 and 350-A are the relevant provisions in the constitution pertaining to educational advance of the people. Education has a special significance particularly for the weaker sections of the society. Since independence, the Government is making serious efforts to promote literacy among the SCs by providing free education, awarding scholarships, reservation of seats and granting loans. Inspire of all these freedoms, their literacy has not improved satisfactorily. They have to go a long way to come up in the field of educational development.

The Scheduled Caste throughout the country occupies the lowest rank in the caste order. The Scheduled Castes include several Castes in the Hindu Society. Initially they were known as low class of the society. But according to the constitutional provision, from the year 1950, sixteen castes have been known as Scheduled Castes. Lack of education and its services is also one of the socio-economic cause of the backward communities specially Scheduled Caste people.

Though the literary rate among the scheduled castes has increased 10.27 in 1961 to 66.10% in 2011 in national level but some scheduled caste communities still continue to remain educationally backward and there are some who do not have any single literate person in their fold. The rate of literacy does not necessarily indicate the level of educational achievement in modern times. Increase in enrolment and decrease in dropout are also two important indicators for measuring the educational development.

In Solapur District the government of India as well as Maharashtra has taken a number of steps to strengthen the educational base of SC people. But still in Solapur district education and socio-economic status of SC population is not adequate. So there is need a efficient study on exploration of education of scheduled caste population. In this regard, a systematic study is conducted of schedule caste population under Solapur District. So this study will help us to know the educational status of SC people in the studied area. And it has the great significance in the contemporary age of education.

2.Objectives:

The study was designed with the following objectives:

To study the educational status of the SC people in Solapur District.

To study the causes of educational backwardness of SC people in the studied area

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3.Methodology:

For the present study the researcher has used descriptive research and survey method and data has been collected from both the primary and secondary sources. For the primary sources of data, a survey has been conducted in the four Taluka and 80 respondents from District. Were selected randomly as sample. Head of the households, head of the village, head of the educational institutions of the particular area and the scheduled caste students were selected as respondents. Interview is used as a tool for the present study. On the other hand, the secondary data and information have been collected from different statistical records of the Government of Maharashtra, various local bodies, different books and journals, published Research papers and articles, etc.

The total area of the Solapur district is 14884.6 sq. kms. and it has the 4th rank in Maharashtra state in area. Out of the total area, the district has 338.8 sq. kms. (2.28 per cent) urban area, 14505.8 sq. kms.(97.72 per cent) in rural area. There is no forest in Solapur district. The district is located between Bhima and Sina river basins. There are 1147 villages and 11 talukas in Solapur district. All the 11 tehsils are divided in to three sub-division that is Madha, Barshi, and Pandharpur. In this subdivision, Madha is including Madha, Mohal and Karamala, Pandharpur is including Pandharpur, Malshiras, Mangalwedha and Sangola. Barshi is includes North Solapur, South Solapur, Barshi and Akkalkot.

Educational level of the SC people of the four Taluka under Solapur District.

Taluka	Illiterate		Literate		Below Primary	Primary (Ito IV)	Secondary (V to X)	Higher Secondary	Graduate	Post Graduate
	Person	%	Person	%						
Sangola	7	35	13	65	3	4	2	3	1	
Barshi	8	40	12	60	2	3	5	1	2	2
Madha	9	45	11	55	1	2	4	3	1	
Akkalkot	11	55	9	45	2	2		3	2	-
Total	35	43.75	45	56.25	8	11	11	10	6	2

Educational level of the SC people of the four Taluka under Solapur District
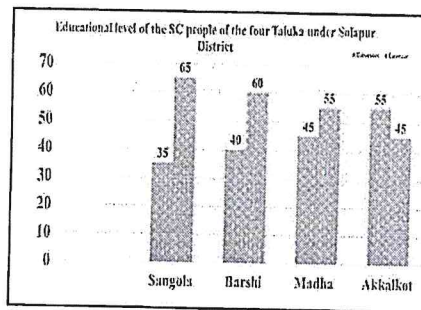
It is observed from the table that educational attainment of SC people of these taluka is not satisfactory. The educational level shows that the below primary level literates is very high. In the Secondary and higher Secondary level enrolment of SC students is very low. And there is only six graduate and two post graduate in the above four taluka. It is observed in the field study that there are large-scale school dropouts during and after the primary stage of education among this section which is primarily due to financial hardships.

In my field study, I have taken some views from the respondents regarding the education of SC people. These are given below.

4.Teachers' opinion about the causes of backwardness of education of scheduled caste students,

During my survey, the majority of the teachers have opine that, financial problem, guardian unconsciousness, low attendance of the scheduled caste students,lack of proper implementation of government policies and illiteracy of parents remain as the major hindrances in backwardness of schedule caste education in this area. They also mentioned that the enrolment of SC students in secondary and higher Secondary level is very low and dropout rate is very high among this section.

5.Views of Scheduled caste students on various issues regarding their education:

The majority of the SC students opine that they do not get the facilities like scholarships, home tutors, and parental guidance in adding to improper household condition. The views of the SC students clearly disclose that they play a role of earning member of the family in many cases. And the secondary level students also opine that they do not have all the textbooks

6.Views of parents/guardians and head of the villages regarding the causes of educational backwardness:

The majority of the parents and head of the villagers opines that their economic problem is the main cause of educational backwardness. Because of weak economic condition they are not able to effort their children for education. And they also mention about the lack of government funds is also the cause of their educational backwardness. They also mentioned that at present guardians are to some extent conscious about their child so some of them send their children to the school.

7.Major findings of the study:

The educational level of SCs is not satisfactory in the studied area. They enjoy a low educational status. The enrolment and retention of SC students goes lower and loafer rate goes higher as the level of classes goes higher. Guardian's unconsciousness, lack of guidance, financial problem remains as major barriers in Scheduled Caste education. Education has a considerable

8.Suggestions:

Therefore, to overcome the problem of SC education it may be suggested that the concerned authorities should take suitable steps to provide proper facilities for effective participation of scheduled caste population education in this district. Adult education should be encouraged to motivate the parents or guardian regarding education. Some sort of counseling guidance should be arranged for the parents to make them aware about the importance of education in their life. The traditional occupation has to be regenerated with modern techniques. In educational institutions vocational courses should be opened in such occupation. The field work and Government survey should be done properly and special arrangements should be made for wide publicity among the SC people about different schemes of development and the ways and means to improve their status by availing themselves of the schemes and participating in such schemes. At last to overcome the problems of SC people accurate information regarding the provision made in the constitution for the up lift men of the SC people to be given wide publicity through mass media like radio, television, newspapers, bulletins and wall posters. Else SC people will continue same status as the past.

9.Conclusion:

Analysis of the results in this study reveals some honest and significant facts that contribution and

impact on their economic conditions but due to limited aspirations, job insecurity and poverty the majority of scheduled caste students are not encouraged to opt for secondary or higher education. A large percentage of Scheduled Caste students are deprived of government funds and inducements. The Government assistance is not availed by the SC people for whom the provisions are made. They are not aware about their rights and constitutional provisions. Lack of consciousness of SC people about educational importance, educational concessions, scholarships, reservation etc. provided for them. Scheduled caste children because of their socio economic conditions, find it hard to be in schools. They are not helped by the reservation policy because of lack of education they are not able to take benefits of the policy. They are not able to apply higher education and jobs which are reserved for them. Lack of liberal outlook and under privileged conditions for centuries fails to motivate them towards receiving education.

progress of scheduled caste student's education in study area is below the satisfactory level. As per the first objective of this paper we can state that the educational status of SC people is below the satisfactory level in the studied area. As per the second objective of this paper the major factors behind the backwardness of these students in this stage continue as guardian oblivion, lack of motivation, low attendance of students in schools and above all financial problem and poverty along with insufficient government ideas. The enrolment of SC students in higher Secondary and higher education is not satisfactory in the studied area. Although attempt has been made by the state government as well as central government for their better improvement in education but their result is not satisfactory. The Scheduled Caste students do not differ from non-scheduled Caste students in terms of their intelligence, creativity, academic attainments, self-concept and self-aspiration but the enrolment, retention and dropout of Scheduled caste students in schools and colleges are influenced by the obtainability, effective administration and application of the programmes and schemes for the welfare of the Scheduled Caste Provided by the government and this is likely to lead the progress of their education. Therefore, it may be concluded that to improve the educational status of SC people there is need to increase their enrolment in higher education and the Government should provide

some free cost of books and other learning material up to 10+2 level and encourage them for higher education.

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A. Expenditure on General Administration.
B. Expenditure on Water Supply.
C. Expenditure on Public Transport & Constructions.
D. Expenditure on Public Health.
E. Expenditure on Maintenance of Lighting, Street lighting.
F. Expenditure on Welfare.
G. Expenditure on Miscellaneous Items. (Other expenditure)

A) Expenditure on General Administration

This expenditure is necessary to provide administrative services. This expenditure of village Panchayats includes expenditure on official management expenditure on salary and allowances of peons as well as expenditure on stationery, expenditure on honorarium of panchayats Members etc.

B) Expenditure on Water Supply.

Expenditure on water supply is an important major head of expenditure of all village Panchayats. This expenditure of village Panchayats includes expenditure on the minor heads such as water supply electricity bills peons' salary T.C .L as well as expenditure on instruments of water supply etc.

C) Expenditure on Transport & Construction and Transportation.

Under this head of expenditure, the village panchayats undertake expenditure on Transport & Construction on school buildings, Transport & Construction of roads, Transport & Construction of small dams, wall compound, Transport& Construction of Meeting Hall, etc.

D) Expenditure on Street Lighting.

Expenditure on street light and rural electrification is also very important aspect of village Panchayats function. This expenditure of village Panchayats includes expenditure for instruments of lighting, electricity bills, official electricity bills etc.

E) Expenditure on Public Health.

To provide the health facilities for people is a duty of every village Panchayats. Therefore this expenditure is necessary to provide health facilities for people. Expenditure on public health of village Panchayats includes expenditure on various heads such as, public cleaning, development and maintenance of gutter and roads, drainage as well as expenditure on repairing of roads and gutters etc.

F) Expenditure on Welfare.

Expenditure on backward class and economically backward people, it may be called expenditure on public welfare. Under this head of expenditure, the villages Panchayats undertake expenditure to provide welfare services to overall welfare. This includes the expenditure of Panchayats on the major heads. Such as, primary education of children, nutritious food of children as well as pregnant women, various preventive immunization programmes, various medical and health facilities for woman and children.

G) Expenditure on Miscellaneous

Expenditure on the miscellaneous items of these village Panchayats includes following items.

a) Expenditure on interest payments.
b) Expenditure on dead stock.
c) Expenditure on court expenses.
d) Expenditure on advertisement.
e) Expenditure on National programme like 15th August, 26th January.
f) Expenditure on District Rural Development Fund etc.

The above analysis reveals that the village panchayat is the base level rural local government. They perform a number of activities as to achieve the development of villages on the one hand and on the other improve the living condition of the citizens. To discharge their responsibilities, they spend on the

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Page No.259

different major heads. The major heads of total expenditure like water supply, public health, Transport & Construction, welfare of people, light facility indicate there economic and social importance. Thus in India Rural Local Government works as an engine of rural development and social welfare. All the more it is important to note that at rural grassroots level it is the Village Panchayat that acts as agency for development of funds, revenue raising and implementation. Hence, there role is crucial in rural development and social welfare.

Composition of Total Expenditure of Village Panchayats.

The villages Panchayats have been playing a vital role at village levels in improving the living conditions and standards of the people. Similarly village Panchayats at village level have been playing expected and vital role for the people. The functions of the village Panchayats have increased which resulted into increased expenditure. In other words the expenditure of the village Panchayats has been increasing due to increasing functions.

The data regarding the composition of the total expenditure of Khatav taluka village Panchayats during the period under study is depicted in the table.

Table No.1
Composition of Total Expenditure of Khatav Taluka Village Panchayats

Year	Admin	Water Supply	Construction	Public Health	Light Maintained	Welfare	Miscellaneous
2001-02	312138 (11.77)	901812 (34.01)	392862 (14.82)	223046 (8.41)	142812 (5.39)	301911 (11.39)	376694 (14.21)
2002-03	346050 (15.99)	388472 (17.95)	349858 (16.17)	230116 (10.63)	126765 (5.86)	422242 (19.51)	300447 (13.88)
2003-04	502140 (22.79)	404697 (18.37)	415195 (18.85)	181378 (8.23)	91728 (4.16)	321904 (14.61)	285923 (12.98)
2004-05	482165 (18.39)	823186 (31.40)	523667 (19.97)	161501 (6.16)	99914 (3.81)	248822 (9.49)	282496 (10.78)
2005-06	690656 (19.77)	800179 (22.90)	815329 (23.33)	258730 (7.40)	161888 (4.63)	377115 (10.79)	390322 (11.17)
2006-07	638357 (17.30)	1065644 (28.88)	883014 (23.93)	258989 (7.02)	249171 (6.75)	414038 (11.22)	180793 (4.90)
2007-08	685358 (20.08)	1287565 (37.72)	616568 (18.06)	279229 (8.18)	132114 (3.87)	165687 (4.85)	247027 (7.24)
2008-09	648993 (18.43)	949397 (26.97)	954639 (27.12)	296179 (8.41)	118519 (3.37)	332678 (9.45)	220246 (6.26)
2009-10	730799 (15.49)	1063490 (22.55)	741702 (15.72)	1363552 (28.91)	125212 (2.65)	483652 (10.25)	208608 (4.42)
2010-11	869816 (20.06)	1283677 (29.60)	461238 (10.64)	720962 (16.63)	168758 (3.89)	491627 (11.34)	340136 (7.84)
2011-12	998138 (27.00)	751073 (20.32)	946719 (25.61)	229327 (6.20)	161323 (4.36)	367748 (9.95)	241853 (6.54)
2012-13	1014722 (25.25)	860091 (21.40)	1108125 (27.57)	248888 (6.19)	177265 (4.41)	353065 (8.78)	256807 (6.39)
2013-14	1054415 (25.60)	648769 (15.75)	1216003 (29.52)	272709 (6.62)	172018 (4.18)	442657 (10.75)	312895 (7.60)
CGR	9.99	3.5	8.8	5.93	2.99	2.37	-1.67
CV	0.35	0.33	0.40	0.91	0.28	0.25	0.23

Source: Annual Budget Reports of Village Panchayats 2001-02 to 2013

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Page No.260

2. The growth of total expenditure is due to the increasing number of functions performed by the Panchayats on the one hand and on the other their extensive efforts to provide civic services for the rural people.

3. It shows that expenditure on Water supply, Transport & Construction and Public Health is the prominent heads of Khatav taluka village panchayats, on which panchayats have spent huge amount.

4. Village panchayats have made efforts to provide water to rural people and for this they have incurred expenditure on water supply. They have spent significant amount and percentage share of expenditure on water supply.

5. Village panchayats of Khatav taluka have made efforts for construction activities like, roads, school buildings, wall compound, meeting hall, lavatory, gutters etc. Therefore they have incurred expenditure on constructions.

6. Khatav taluka village panchayats have given attention to health activities. It is revealed that the expenditure on public health of concerned village panchayats has increased with fluctuations indicating their efforts to provide health services for the people.

Conclusion:

The above analysis reveals that the village panchayat is the base level rural local government. They perform a number of activities as to achieve the development of villages on the one hand and on the other improve the living condition of the citizens. To discharge their responsibilities they spend on the different major heads. The major heads of total expenditure like water supply, public health, Transport & Construction, welfare of people, light facility indicate there economic and social importance. Thus in India Rural Local Government works as an engine of rural development and social welfare. All the more it is important to note that at rural grassroots level it is the Village Panchayat that acts as agency for development of funds, revenue raising and implementation. Hence, there role is crucial in rural development and social welfare.

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Page No.262

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CONTENTS

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Research Article

UGC Approved

A REVIEW OF VILLAGE PANCHAYATS FINANCES IN JAWALI TALUKA

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Introduction

Financial self-sufficiency and adequate fiscal autonomy hence are crucial in the process of political decentralization. The closest from of administrative machinery for the rural people in the villages is the village panchayat. The village panchayat is the basic and primary unit of local self-government. The functions to be performed by Village Panchayats differ from state to state. The main functions generally performed by Panchayats are municipal functions like provision of water supply, sanitation, street lights, maintenance of road and collection of statistics related to birth and death. However, there is a wide range of functions being performed by the Panchayats including judicial, police, economic and social functions. Small disputes may be disposed of by Panchayats in many states. Primary schools, village dispensary are sometimes managed by Village Panchayats in some states. The study team on the finance of Panchayat Raj Institution recommended that resources of Village Panchayat as house tax, professional tax and vehicle tax should be compulsory taxes and the rates for extreme limits are prescribed. Octroi may be replaced by other progressive taxes, like a tax of animals, labor tax, special tax on land revenue. The present study is attempts to study the finances of six village Panchayats in Jawali Taluka of Satara District in Maharashtra state. These panchayats are Anewadi, Humgaon, Saigaon, Kudal, Gavadi and Keskarwadi panchayats.

Objectives

Following are the main objectives of the present study.
i) To study the budgetary trends in Village Panchayats finances.
ii)To study the trends in total expenditure of Village Panchayats.
iii)To study the trends in total revenue of village panchayats.

Research Methodology

The present research is based on the secondary data. The necessary secondary data has been collected from the sources like Annual Budgets of Village Panchayats, its Annual Reports ,Socio-Economic Survey of Satara district for the period 2013-14,reference books, research papers/essays earlier published on the same subject etc The collected secondary data is classified and tabulated in the light of objectives. The tabulated data is processed by employing appropriate statistical tools such as Compound Growth Rate (CGR), Ratio Analysis, Mean, and Coefficient of Variation

Overall Budgetary Position of Village Panchayats.

Budget presented by any government reflects the financial condition of the government. Even village panchayats present their budget as per the directions and local requirement. The budget of Village Panchayat is prepared according to the directions given by State Government vide Article 176. The present study makes an attempt to analyse the finances six village panchayats of Jawali taluka in Satara district, Maharashtra.

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To begin with an attempt is made to study the overall budgetary position of village panchayats by examining the total revenue and total expenditure of the village panchayats.

Table No.1

Total Revenue & Total Expenditure of village panchayats in Jawali Taluka.

Years	Total Revenue	Total Expenditure	Surplus/ Deficit
2001-02	1252187	957831	294356
2002-03	1785829	1731895	53934
2003-04	1633907	1650672	-16765
2004-05	2067522	1847717	219805
2005-06	3249233	1824111	1425122
2006-07	1894317	1978909	-84592
2007-08	2978840	2580196	398644
2008-09	2080913	1922765	158148
2009-10	4213078	3114957	1098121
2010-11	3076738	3305903	-229165
2011-12	4105093	3296137	808956
2012-13	5046631	3825633	1220998
2013-14	6819807	5013091	1806716
CGR	12.14	11.28	
CV	0.52	0.44	

*Source: Annual Budget Report of village panchayats 2001-02 to 2013-14

Table No. 1 shows that overall budgetary position of Jawali taluka village panchayats. During 13years of study, total revenue has increased at compound growth rate of 12.14 percent. It increased from Rs. 1252187 in 2001-02 to Rs.6819807 in 2013-14. It was minimum Rs.1252187 in 2001-02 and maximum Rs. 6819807 in 2013-14. The growth is continuous during the period of study. The coefficient of variation is 0.52 during the period from 2001-02 to 2013-14.

The total expenditure of Jawali taluka village panchayats has increased at compound growth rate of 11.28percent. It increased from Rs. 957831 in 2001-02 to Rs. 5013091 in 2013-14. It was minimum Rs. 957831 in 2001-02 and maximum Rs. 5013091 in 2013-14. The growth is continuous during the period of study. The coefficient of variation

during the period from 2001-02 to 2013-14 is 0.44.

Total Revenue of Jawali Taluka Village Panchayats

Following Table No.2 indicates growth and trend in total revenue of Jawali taluka in the selected village panchayats under study. Table No.2 gives the details regarding the total revenue of above all village panchayats. Table No. 2. Shows the ups and downs in the total revenue of all village panchayats .The total revenue of Anewadi village panchayats, in 13 years of study period has increased at compound growth rate of16.79 percent. It increased during 2001-02 to 2013-14 i.e. from Rs. 74368 to Rs. 303098.

The total revenue of Humgaon village panchayat has increased at compound growth rate of 14.03percent. It increased during 2001-02 to 2013-14 i.e. from Rs. 72046 to Rs. 379948. It was minimum of Rs. 72046in 2001-02and maximum of Rs. 379948 in 2013-14.

Total revenue of Saigaon village panchayat has increased at compound growth rate of 8.47 percent. It increased from Rs. 79672 to Rs. 336983. The average revenue of this v panchayat was of Rs. 183626.0769.

In case of total revenue of Kudal panchayat has increased compound growth rate of 11.07 percent. It increased during 2001-02 to 2013-14 i.e. from Rs. 302420 to Rs.1019137.It was minimum Rs. 302420 in 2001-02 and maximum of Rs. 1019137 in 2013-14.

The total revenue of Gavadi village panchayat has increased at compound growth rate of 7.75 percent. The total revenue increased from Rs. 45422 to Rs.136399 during the study period. It was the least i.e.Rs. 45422 in 2001-02 and it is the most i.e. Rs. 136399in 2013-14.

The village panchayat Keskarwadi shows an increase in total revenue from Rs.40017 in 2001-02 to Rs.114546 by 2013-14.The total revenue has increased at compound growth

rate of 9.88 percent. The average revenue of   Rs.70800.23077.
Keskarwadi   Village   Panchayat   is

Table No.2

Total Revenue of Jawali Taluka Village Panchayats

Year	Anewadi	Humgaon	Saigaon	Kudal	Gavadi	Keskarwadi
2001-02	74368	72046	79672	302420	45422	40017
2002-03	67733	83475	132241	312458	50974	41424
2003-04	45758	91771	142144	408310	61255	44235
2004-05	98172	106041	160579	401449	53519	47771
2005-06	152727	151897	167469	470820	57726	53959
2006-07	66115	123876	145316	516985	39686	57720
2007-08	265879	110372	154793	558264	60543	63945
2008-09	214083	230728	144877	559931	63342	70307
2009-10	199320	310879	188524	787347	97560	97783
2010-11	229600	300978	233435	778086	84261	95789
2011-12	286002	230029	129594	863354	95767	94078
2012-13	324192	249884	371512	983466	81178	98829
2013-14	303098	379948	336983	1019137	136399	114546
CGR	16.53	14.3	8.47	11.07	7.75	9.88
CV	0.56	0.54	0.46	0.40	0.38	0.37

*Source – Annual Budget Report of particular village panchayat 2001- 02 to 2013-14

Total Expenditure of Jawali Taluka Village Panchayats

Table No. 3. shows growth and trends in the total expenditure of Jawali taluka village panchayats.

Table.No.3

Total Expenditure of Jawali Taluka Village Panchayats

Year	Anewadi	Humgaon	Saigaon	Kudal	Gavadi	Keskarwadi
2001-02	105111	152531	146943	430392	63769	59085
2002-03	120317	182395	154742	1145183	67258	62000
2003-04	101867	203143	279640	920038	78581	67403
2004-05	167690	249714	288393	995614	71176	75130
2005-06	149599	203483	308180	919377	156022	87450
2006-07	212258	384725	326358	878401	80925	96242
2007-08	237488	337002	368270	1467800	72011	97625
2008-09	246098	339975	274749	857053	101018	103872
2009-10	360520	567025	241173	1715065	102563	128611
2010-11	360700	331635	331360	2018160	110635	153413
2011-12	326560	405335	427892	1860901	140185	135264
2012-13	272766	493843	627078	2043925	151755	236266
2013-14	343605	514637	568462	3179675	185460	221252
CGR	11.65	10.28	9.53	12.26	7.7	11.85
CV	0.79	0.77	0.98	1.26	1.31	0.49

*Source – Annual Budget Report 2001- 02 to 2013-14

The total expenditure of Anewadi Village Panchayat has increased compound growth rate of 11.65 percent. It increased during 2001-02 to 2013-14 i.e. from Rs. 105111 to Rs. 360700. It was minimum in 2003-04i.eRs. 101867 and maximum Rs. 360700 in 2010-11.The average expenditure of this Panchayat is Rs. 231121.

Total expenditure of Humgaon   Panchayat increased at compound growth rate of 10.28 percent. It increased from Rs. 152531 in 2001-02 to Rs. 514637 in 2013-14.The average expenditure is Rs. 39427.

The total expenditure of Saigaon Panchayat has increased at compound growth rate of 9.53percent. It increased form Rs.146943 in 2001-02 to Rs.568462 in 2013-14. The average expenditure is Rs. 334095 and the coefficient of variation during the period from 2001-02 to 2013-14 is 0.98.

Total expenditure of Kudal Panchayat has increased at compound growth rate of 12.26 percent. It increased from Rs.130392 in 2001-02 to Rs. 3179675 in 2013-14.The average expenditure of Kudal Panchayat was of Rs. 1417814. The coefficient of variation is 1.26.

Total expenditure of Panchayat was increased from Rs. 63769 to Rs.1854605. It was minimum Rs.63769 in 2001-02 and maximum Rs. 1854605 in 2013-14. Average expenditure of this Panchayat was of Rs.106258.

Total expenditure of Keskarwadi panchayat increased from Rs. 59085 in 2001-02 toRs. 221252in 2013-14. It was minimum Rs. 59085 in 2001-02 and maximum Rs. 221252 in 2013-14.

Conclusions

The selected village panchayats in Jawali taluka experienced deficit in their budget only in three years during the 13 year period under our review, which was Rs. -16765,Rs. -84592, and Rs.-229165 in 2003-04, 2006-07 and 2010-11 respectively. In these years, total expenditure of Jawali taluka village panchayats was greater than the total revenue because of which it was in deficit.

The preceding analysis reveals that Jawali taluka panchayats have the major role in the total revenue. The total revenue of Kudal village panchayatis more than all other village panchayats together during the period for the study. It has increased at compound growth rate of 11.07 percent in the year 2013-2014. Anewadi, Humgaon and Saigaon panchayats have similar financial conditions. It is seen that Gavdi and Kesarkarwadi panchayats have very low revenue collection in the study period.Anewadiand, Humgaon are the rapidly growing village panchayats with CGR16.53and 14.3 percent respectively. On the other hand Gavadi, Keskarwadi and Saigaon panchayats need to develop their revenue sources.

Jawali taluka village panchayats indicate growth in total expenditure with fluctuation during the period. The table also makes it clear that the total expenditure of Kudal and Keskarwadi Village Panchayats is increasing rapidly. On the other hand the growth in total expenditure of Gavadi and Saigaon Village Panchayat is comparatively lower. However, The coefficient of variation of the village panchayats shows that there is a lot of fluctuation in the growth of expenditure.

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Contents

Research Article

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Gender Proportion in Occupational Structure and its Dependents of Satara District, Maharashtra

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Abstract: Occupational structure as a significant aspect and mirror of population composition provides a true representation and ratio of the working and non-working population in an area. Occupational structure and composition throws enough light on the socio-economic development and changes therein. The proportion of workers engaged in various occupations highlights economic and cultural aspects of the society. In India, especially the cultural moorings have strong bearing on social livelihood. Further, economic power of a country depends, to a great extent, on the proportion in which the productive workers are judiciously employed in various economic activities. However, each kind of occupation means doing a certain type of work.

Key words: Occupational Structure, Main Workers, Marginal Workers etc.

Introduction

In India, there are four indicators of primary interest: education attainments levels of the workers, the occupation distribution of the workers, the wage levels of workers and their consumption levels. In the following we shall present the levels of each of these indicators for the rural and urban independently as well as the gaps between them.

The social and economic development of any region depends on the number of persons who are economically active and the quality and regularity of their work. The proportion of economically active population in various occupations indicates economic profile of various groups of society.

Sex wise participation in different economic activities is included again as a component of working population. The occupational structure also indicates the trends in working force and industrial composition that the region is undergoing. These are associated with the overall changes in the physical social and economic set up of the region. Human economic activities have efforts to exploit natural resources to satisfy needs. A general classification of such activities is related to the production, exchange and consumption of various commodities, i.e. 1) The primary; 2) Secondary and; 3) Tertiary activities

depending on the manner in which efforts are made.

Study Area

The Satara district is one of the districts of the Maharashtra state. It is lies between 17^0 5' to 18^0 11' north latitudes and 73^0 33' to 74^0 54' east longitude. The district has a component shape, with and west stretch of about 144km and north-south 120 km and it covers an area 10480.00 sq.km. The Satara district consists of eleven tehsils. The total geographical areas of the Satara district is 1058243 hectares and out of this as much 799123 hectares are available for cultivation. It is also covered 75.74 percent area and remaining 24.46 percent land covered cultivable wasteland. According to 2011 census total population of the district was 3004000 in that, 1511000 male and 14 93000 females. Density of the district was 287 per sq.km and literacy rate of the district was 82.9 percent. Total rural population of the district was 2433000 and urban population was 571000.

Climate:

In the district daily maximum temperature in hot season is 34^0C to 37^0C while the daily minimum temperature in cold season is between 12^0C to 15^0C. The region receives rainfall from south west monsoon ranges between 300mm in the east and 500mm in the west. The eastern part, which is fairly falls in the rain shadow belt experiences frequent drought conditions which is main constraint in the development of agriculture. Soils of the study region are mainly of trap origin derived from basalt rock. The laterite soil and black soil are major soil type found in study region.

Soil:

The fertility of soil is one of the factors affecting land capability of agricultural development. There are three types of soil found in the study area namely shallow grey and black soil, deep black soil and medium black soil. Shallow soil is observed in the hilly region of the district. The medium black soil appeared in the surrounding area of Krishna River and its tributary rivers. This soil is suitable for cultivation of sugarcane, wheat, oilseeds and pulses. The deep black soil lies along the bank of occupying 18.5 percent of the study region. This soil is rich in moisture and has high retentive capacity.

Methodology and Source of Data

The present research work is based on secondary data and concern data collected from census report 2011, Agriculture department, socioeconomic review and district statistical abstracts of Satara district.

These all values are greater than tabulated chi-square (1,0.05) = 3.841459149

Here we conclude that gender wise population of all the classes is dependent on area.

From proportions made by following Formula:

$$x^2 = \frac{N(ad-bc)^2}{(a+b)(a+c)(b+d)(c+d)} \sim x^2 11$$

Occupational Structure:

A person doing any type of economically productive activity is a worker. The size of working population, its distribution into various occupations, sex wise participation in different economic activities etc., are studied in the structure of occupations. The present situation occupational structure in India can be amended suitable only when the country will start to develop its labor-intensive sectors that include small scale and cottage industries, allied activities in the primary sector such as animal husbandry, fishing,

poultry farming etc. and the service sectors as well as so to foster the growth of non-agricultural employment side by side with modern large scale industrial sector.

Table 1

Working & Non-Working population

Sex	Working		Total	Non-Working		Total
	Rural	Urban		Rural	Urban	
M	654941	100893	755834	546876	105616	652492
	(86.65)	(13.35)	(57.98)	(83.81)	(16.19)	(43.35)
F	520130	27694	547824	688926	163918	852844
	(94.94)	(5.06)	(42.02)	(80.78)	(19.22)	(56.65)
Total	1175071	128587	1303658	1235802	269534	1505336
	(90.14)	(9.86)	(100.00)	(80.78)	(19.22)	(100.00)

*Source: Satara District Census 2011

Table no. 1 shows that the rural and urban working and non-working population of the Satara district in census 2011. It observed that, rural male and female population 86.68% and 94.94% respectively which is higher than the urban male and female population. And non-working male- female rural population is 83.81% and 80.78% respectively, it is higher than the urban population. Urban total working population is 9.86% and 19.22% non-working population respectively in the total population.

Main workers are those who had worked for the major part of the year at least six months. The marginal workers are those who worked for some time during the year, but not for the major part. The non-workers are those who do not worked at all during the year. Non workers include students, dependents, retired persons, persons engaged in household duties and beggars.

Table no. 2 shows that, the male-female rural and urban main worker and marginal workers of Satara district in the 2011 census. Main rural workers are 86.03% and 94.06% male and female respectively and 13.97% and 5.94% urban male and female workers. And Marginal rural workers are 92.02% and 96.74% male and female respectively and 7.98% and 3.26% urban male and female workers.

Table 2

Main Working & Marginal Working Population

Sex	Main Worker		Total	Marginal Worker		Total
	Rural	Urban		Rural	Urban	
Male	583053	94659	677712	71888	6234	78122
	(86.0)	(13.97)	(64.85)	(92.02)	(7.98)	(30.20)
Female	345465	21812	367277	174665	5882	180547
	(94.0)	(5.94)	(35.15)	(96.74)	(3.26)	(69.80)
Total	928518	116471	1044989	246553	12116	258669
	(88.85)	(11.15)	(100.00)	(95.32)	(4.68)	(100.00)

*Source: Satara District Census 2011

Table no. 3 and figure no. 1 shows, the responsible factors of the rural and urban population proportion of the male and females of the Satara district. Following table testing independency proportion between dependent and rural-urban area with the help of chi-square method. It include gender, literacy, working and non-working population and main and marginal workers etc. Area wise rural and

urban proportion shows the literacy-illiteracy and working and non-working population depends on sex and area.

Table 3
Satara District: Male & Female Proportion

Population class	Chi-square test values	Area wise Proportions	
		Rural	Urban
Gender	558.28	0.50	0.52
Literate	149.41	0.56	0.55
illiterate	779.54	0.37	0.42
working	24571.06	0.56	0.78
Non-working	2314.37	0.44	0.39
Main-working	15503.21	0.63	0.81
Marginal working	2723.20	0.29	0.51

Result:

Cal Chi-square> tab. Chi-square

Reject H0 at 5% level of significance.

Conclusion:

Literacy-illiteracy is depends on area.

Literacy-illiteracy is depends on sex.

Working-Nonworking population is depends on sex.

Working-Nonworking population is depends on area.

Male and Female Proportions

■ Rural ■ Urban
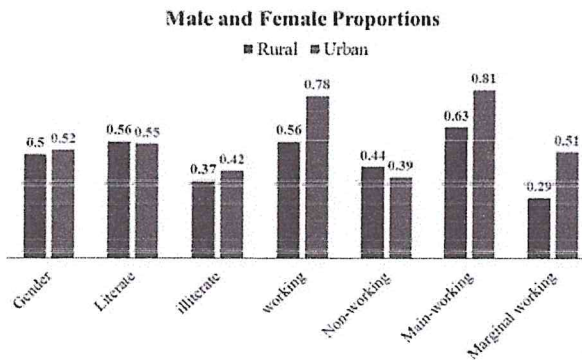
Figure- 1

Suggestions and Conclusion:

The responsible factors of the failure Maharashtra as well as Satara district occupational structure is utilizing the vast idle labor force, due to poor organization, land reforms, cheaper credit, marketing, subsidy on fertilizer price etc. only benefitted rich farmers and poor and marginal farmers could not reap any benefit from these facilities leading to a failure in raising their agricultural productivity and efforts of the planners to develop industries helped the large scale capital goods sector and could not create much response to the development of small scale and cottage industries. This led to a huge dependence as well as a high degree of disguised unemployment in the agricultural sectors. There is need to be focused on may include human resource development, credit facilities, research and development and women's participation with a view to making the activities self-sustaining in the changing competitive environment in the rural area.

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(2019-18.)

Journal of Current Science & Humanities

CONTENTS

Research Article

IDENTIFICATION CHANGE IN LAND USE AND LAND COVER OF SATARA CITY

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Abstract: Remote sensing and GIS are now providing new tools for advance ecosystem management. The collection of remotely sensed data facilitates the synoptic analysis of earth system function pattering and change at local region and global scale over time such data also provide and important link between intensive, localized ecological research and regional, nation and international conservation and management of biological diversity. (Willkie and Finn, 1966). Therefore, effort will be made in this study to map out the status of land use and land cover of Satara city (Maharashtra) between 2009 and 2012 with a view to detecting the land cover changing pattern and that change has taken place in this status particularly in the built up land so as to predict possible changes that might take place in this status in next few year using both geographical system and remote sensing data.

Keywords: Remote Sensing, GIS, Lan use & Land cover

Introduction

Human being is only object on earth surface, who responsible for changing the nature on earth. Due to anthropogenic actions, the natural elements are decreased and artificial elements are increased. So there remain only few landscapes on the earth that is still in their natural state. The change is not only natural, but temporal; we try to detect this change in this work. The land use and land cover pattern of a region is an outcome of natural & socio-economic factor and their utilization by man in time and space. Land is becoming a change day to day due to agricultural urbanization and demographic pressure. Hence, information of land use and land cover and their optimal use is essential for the selection, urban planning and implementation of land use schemes to meet the increasing demands for human basic needs. Land use and land cover change has become central component in current strategies for managing natural resources and monitoring environmental changes. The construction activities and the environmental changes have direct proportion the increasing population and build up area responsible for the Land use so we need to study that change for protect the environment.

Statement of the Problem

Satara city located on the side of national highway as well as located on the transition zone between the western hilly area and Eastern plain area. The Satara city has the historical background and due to this the expansion of city is occurring year to year. The expansion of city on eastern side is due to the M.I.D.C area, and western side of city has settlement area so in temporally the expansion of city occurred.

The vegetation cover is decreased the built up area increased population problem, infrastructure problem, drainage problem, increased traffic problem are also increased. The modern tools and techniques are become helpful for to analysis of the change and reduce the environmental problem as well as the plan for the healthy city this can be helpful for the become tourist city, because Satara city having the historical as well as the natural background.

Justification for the Study

Here, attempt has been made to document the growth of Satara city. The expansion of Satara city responsible for reduce Barren land. The Remote sensing and G.I.S is become powerful techniques for analysis the land use and land cover as well as the extension of the settlement.

Study Area

The Satara city located on $17^0 41' 30''$ North latitude and $73^0 59' 0''$ East longitudes and covers an area about 8.30 sq.km weigh a height of 679 meter above sea level. The Satara is bounded by several villages. The eastern side of city is passing NH4. The northern boundary demarcated by Mhasve, Saidapur villages. The eastern and southern boundary demarcated by Khed, Wadhe, Sangam Mahuli and Godoli, Khindwadi respectively.

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(S.V. Kolekar)

The most south eastern side of city are demarked naturally Ajikytara and Yavateswar range. The shape of the city is mostly elongated type which shows more length in the east-west direction about 5.5km. And north- south width is 2.5k.m. The Satara city is a semicircular manner formed by the Ajikyatara and Yavateswar hills. The physiography of the study region is very typical and interesting because the town and the surrounding villages have foot-hill location and has strategic importance. The ranges surrounding the Satara city formed fissures volcanoes. The spurs are become the water divider of Venna and Urmodi river. The Bamnoli, Yevateswar, Pateshwar rang is the main off-shoot of Sahyadri mountain. The spurs of Mahadev hill range are found in the north-east part of the city.

The Satara city region experiences a monsoon type of climate. The climate of Satara city is favorable and healthy. The average maximum temperature ranges from 30^0 and 33^0 C and it is highest in the month of April. The minimum temperature found in month of December and January up to 8^0 to 10^0C. The annual range of temperature is between 12^0 to 15^0C.The average rainfall is about 1250 mm and it is highest in month of July and August.

Transportation Network is a basic needs for the development of every city or region Transportation is important for various purposes. Like agriculture, tourism, import, exports, etc. The study area have a national highway no 4.near the city in eastern side .After coming in city we can observe some important sub-ways which are connecting each other by important place in city. The general slope of ground of the study area is found south-east direction so the various streams flows from north of the fort which drains their water in to Venna river. The Venna is an important tributary of the Krishna River which dominates all the drainage system on the city witch passes throw north word direction.

Methodology

The procedure implemented in this research work forms the basis for deriving statistics of land use dynamics and subsequently in the overall the findings.

Data Collection/ Data Acquisition

The project work based on the secondary data which is collected though government website i.e. http://Bhuvan2.nrsc.gov.in As research forced on land use of Satara city ,The data requiring land use is collected from recourse satellite LISS III on one site. The resolution of LISS III data which has 24m. It covers 15'*15' area. Form our study region we required two tiles of LISS III i.e. 43N 14, and 4302.

It is also important that the shape file as well as the boundary taking from the Google earth. The shape file of road elevation boundary is drowning from Google kml. File kmz file other metrological data collected from Indian metrological department government website.

Data Source

Data Type	Data Production	Scale	Tiles No.	Source
Resource Sat Image	14 Nov. 2009	24m.M	E43n1430nov09 E43o0223oct08	N.R.S.A.
Resources Sat Image	8march2012	24m.M	E43n1412feb12 E43o0217feb12	N.R.S.A.

*Source: *Bhuvan Website*

Method of Data Analysis

Four main method of data analysis were adopted in this study.

- Image downloading
- Layer staking and mosaic.
- Image classification.
- Calculation of the Area in sq.km. of the resulting land use and land cover types for each study and subsequently comparing the results.

The first three methods above were used for identifying change in the land use types. Therefore, they have been combined in this study. The comparison of the land use land cover statistics assisted in identifying the percentage change and rate of change between 2009 and 2012.

Data Acquisition (Digital Image Processing)

India is the vast and hostile country of the world. More Indian land is acquiring the hilly and vegetation cover area. Man is not collecting and information about this region hence more institutions are established in India they are accruing information about hostile region. NRSC (National Remote Sensing Centre) are one of the important institutions. They are collecting more and more important digital data about Indian as well as earth. Indian governments are more satellite launching and these satellites are transferring the collecting data to NRSC. NRSC are established free Bhuvan (Gateway to Indian earth observation) website. In this website are available for Remote Sensing data. Data analysis

process is done by Arc map. This process is mainly converted and creating new polygons in study area (i.e. Vegetation, Barren Land and Settlement etc.) raster data model in to vector data model.

The Satara city LIIS –III 2009 (FCC and classify) image shows the settlement, Vegetation and Barren/ Open land in different part of the city. We can observe the western part of the study area mostly covered by settlement. The outer boundary of the western side of the study area is covered by vegetation. We can easily identify the northern part of this image having maximum part covered by vegetation as well as Barren/ open land.

The study region of Satara city LISS-III 2012 (FCC and classify) image show that settlement area increasing in eastern part of the city. This image also shows that the Barren/open land converted in built-up area. While built up area increasing there no much effect found on vegetation cover in Satara city. The study reveals that the area under settlement has increased in between 2009 -2012 in exchange of open/ barren land.
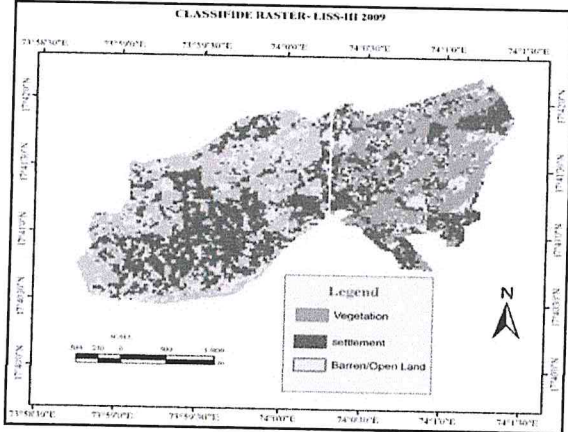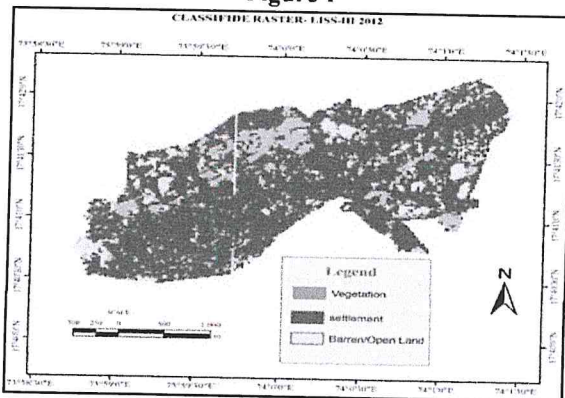
Table 1.1
Land use land cover distribution (2009- 2012)

LU/LC categories	2009		2012		Change in %
	Area in sq.km	%	Area in sq.km	%	
Barren/Open Land	2.07	24.94	1.03	12.41	-12.53
Vegetation	2.99	36.024	2.99	36.02	0
Settlement	3.24	39.036	4.28	51.57	12.53
Total	8.30	100	8.30	100	

*Source: Compiled by Researcher

Table 1.1 shows the drastic changes in land use and land cover over a very short period of time in Satara City. That change is mainly in total built up area. The built up area in Satara city increased by 12.25 percent from 3.24 sq.km to 4.28 sq.km.at the same time the area under barren / open land shrinked by 12.53 per cent in same period. One most striking thing is that the vegetation cover remained constant after remarkable development in settlement area in Satara city.

Results

Satara city is the headquarters of Satara Tahsil, as well as Satara District. The city has rich historical background and this city was one of the centers of Indian Independence Movement. Now a year's city emerged as a center of education and medical facility. Various Engineering, Paramedical colleges, international level schools and multispecialty hospitals located in and around the city. Municipal Corporation tries to fulfill the growing demand of infrastructure facility viz. metaled roads, Water Supply, medical etc. Peoples from adjoining tahsil prefer to reside in the city place due to its various advantages and results in changes in land use and land cover drastically.

Present study is an attempt to understand and measure the level of change in various land use and land cover over a period of time in study area.

After analysis of LISS-III 2009 data, we find Land use and land cover in three categories that are as follows, vegetation (36.02%), Open or Barren Land (24.94%) and settlement (39.04%). Here we can see maximum area of Satara City used for settlement (39.04%) followed by vegetation (36.02%).

While, LISS-III 2012 data shows land use under vegetation (36.03%), Open or Barren Land (12.41%) and settlement (51.56%) in Satara city.

Figure 1

Figure 2

Current Global Reviewer

UGC Approved International Research Refereed Multidiciplanary Journal

Editor In Chief
Mr. Arun B. Godam

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CURRENT GLOBAL REVIEWER

Index

पचास सालों में आरक्षण का लाभ तिना मिला, पर चर्चा न हो। कितना पैसा लगा, इसे प्रचारित किया जाए कितना पहुँचा इसका अध्ययन न हो। शिक्षा के नाम पर जितनी योजनाओं में पैसा पहुँचा, यह जरूर चर्चा में हो लेकिन ये योजनाएँ कितने दलितों तक पहुँची और कितने लोग शिक्षित होकर के अपने अधिकारों के लिए लड़ सके ये चर्चा से गायब हो। सो एक चुस्त चौकन्ना मीडिया है जो दिखावा जरूर करता है, लेकिन सच को दबा कर। आज जितने भी बहस के शिल्प के कार्यक्रम है उन पर सवर्णों का कब्जा है।"[5]

दलितों को अनदेखी करनेवाली पत्रकारिता :–

समाचार पत्र, पत्र-पत्रिकाएँ, रेडियो, टेलीविजन और फिल्म दलितों को अनदेखी करती है। जनसंचार माध्यम दलितों के कैसे अभिभावक है, हित चिंतक है यह दर्शाने का भरसक दिखावा करता है, लेकिन उसमें वास्तविकता बिल्कूल भी नहीं है। डॉ. श्यौराजसिंह बैचेन के अनुसार " मीडिया बड़ी चतुराइ से दलितों की बात मुख्य दो दृष्टिकोनों को ध्यान में रखकर दिखाता है, एक यह कि दलित विषयों पर बहुत सारे शो, पैनल डिस्कसन, हो रहे है सिध्द करने का प्रयास करता है। दुसरा किसी भी विचार को गंभीरता से जनता के सामने नहीं रखना चाहता। असलियत तो यह है कि अखबार, पत्रिकाएँ, रेडियो, टेलीविजन और फिल्म दलितों की अनदेखी करना चाहता है।"[6]

दलितों के विरोध में खड़ी पत्रकारिता :–

स्वातंत्र्योत्तर पत्रकारिता ने 90 के दशक में जातियवाद, धर्मांधता, सांप्रदायिकता, भ्रष्टाचार, अपराधी का रूख अपनाया। जनसंचार माध्यमों ने दलितों–अछूतों–शूद्रों का अमानवीय शोषण करनेवाले, जातिवादी, धर्मांध, भ्रष्टाचार, कमीशनखोरी, गुण्डागर्दी, घोटालों जैसे अपराध करनेवाले वर्गों को प्रोत्साहन ही दिया है तथा भारत में व्याप्त महंगाई और उपर लिखित सभी समस्याओं का कारण यह दलितों आदिवासियों पिछड़ों को दिया जा रहा आरक्षण ही है। ऐसा कहकर इन शोषित– पीडित समाज के खिलाफ यह पत्रकारिता आंदोलन प्रायोजिक कर रहा है। डॉ. श्यौराजसिंह बैचेन के अनुसार " हिंदी में स्वतंत्रता के बाद सवर्णों में जितने तथाकथित बड़े पत्रकार पैदा हुए है, उनमें अधिसंख्य दलित–हितों का विरोध करके ही बड़े बने है, बल्कि कई तो राजनीतिक क्षेत्रों में जाकर प्रोन्नत हो चुके है, जिन्हें संसद में सीट और आंबेडकर तथा दलित–विरोध में हिंदी अखबारों के पृष्ठ हर वक्त एडवांस में आरक्षित मिलते है।"[7]

इसी तरह यह पत्रकारिता स्वातंत्र्योत्तर काल में अस्सी, नब्बे की दशक में पूरी तरह से तत्वों से दूर हुई है। सिर्फ सवर्णों का मीडिया तथा पत्रकारिता रही है और दलितों को मूलभुत अधिकारों से वंचित रखने के प्रयास करती हुई दिखाई देती है।

निष्कर्ष :–

पत्रकारिता को लोकतंत्र का चौथा स्तंभ मानते हुए भी वह अपनी जिम्मेदारियों से परवर्तित होता हुआ दिखाई देता है। भारतीय पत्रकारिता में भारत स्वतंत्रता के पूर्व धर्मांधता, व्यक्ति विशेष की पूजा करना, सवर्णों की प्रशंसा करना, शोषित–पीडित दलितों को अनदेखा करना। यहा सांप्रदायिकता, भ्रष्टाचार, महंगाई, धर्मांधता, जातीयकरण, अपराधीकरण,बेरोजगारी बढ़ाने के लिए जितने सवर्ण राजनीति नेतागण जिम्मेदार है, उससे कई जादा यह पत्रकारिता जिम्मेदार है।दलित–पीडित, पिछड़ों का विकास ना हो इसलिए दुष्ट व्यवहार करनेवाले सवर्णों को प्रोत्साहन देने का कार्य यह पत्रकारिता करती है।

राष्ट्रीय तथा अंतर्राष्ट्रीय गतिविधियों का घटनाक्रम या उससे जुड़ी जानकारी को लोगों तक पहुँचाना और आम जनता को जागृत करना यह पत्रकारिता का उद्देश्य होता है। लेकिन पत्रकारिता दूर भटकती हुई दिखाई देती है।

संदर्भ संकेत :–

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2. मीडिया और दलित– डॉ.श्यौराजसिंह बैचेन, एस.एस. गौतम, गौतम बुक सेंटर, दिल्ली, पृष्ठ–40

3. प्रयोजनमूलक हिंदी—अधुनातन आयाम— देशमुख अंबादास, शैलजा प्रकाशन, कानपुर, पृष्ठ—226

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RESEARCH FRONT

Volume: 5, No. 1 January - March 2017

जूठन, बलुतं आत्मकथाओं में अम्बेडकरवादी चेतना

प्रा.राजेंद्र ननावरे, आ. शशिकांत शिंदे महाविद्यालय, मेढा, ता.जावली, जि. सातारा, महाराष्ट्र, मोबा. 8600182083

प्राचीन काल से भारतीय समाज व्यवस्था में विषमता है। इसकी नींव वर्ण तथा जाति व्यवस्था पर आधारित है। ब्राम्हण, क्षत्रिय, वैश्य और शूद्र ऐसे चार वर्ण और इसके अंतर्गत अलग–अलग जातियाँ है। जाति व्यवस्था के कारण उँच–नीच, श्रेष्ठ–कनिष्ठ, स्त्री–पुरूष आदि भेदभाव पूर्ण समाज रचना का जन्म हुआ। इसीकारण भारतीय एकता एवं अखंडता नष्ट हुई। समाज दलित व सवर्ण इन दो वर्गों में विभाजित हुआ दलित वर्ग का शूद्र, अछूत, अस्पृश्य, हरिजन कह कर अमानवीय शोषण हुआ। 19 वीं तथा 20 वीं सदी में समाज सुधारकों के सामाजिक प्रबोधन से जातिव्यवस्था में परिवर्तन हो गया और दलित–सवर्ण इन दोनों को समान माना गया। जाति व्यवस्था यह संविधान के तौर पर अपराध है, इस विचार का प्रचार–प्रसार होने लगा। समाज सुधारकों का कार्य, स्वतंत्र प्राप्ति आंदोलनों, दलित अस्मिता के आंदोलनों तथा भारतीय संविधान आदि के कारण दलित वर्ग को न्याय प्राप्त होने में बहुत मदद हुई। डॉ. भीमराव अम्बेडकर ने अपना पूरा जीवन दीन–दलित, अछूत, अस्पृश्य, पिछड़े लोगों के जीवन उत्थान के लिये तथा राष्ट्रीय कार्य में लगाया। उनके सामाजिक, राजनीतिक, धार्मिक, शैक्षिक, आर्थिक, सांस्कृतिक, वैज्ञानिक कार्य से अम्बेडकरवाद का जन्म हुआ। इससे जाति व्यवस्था के मनोरे को तहस–दहस करते हुए सामाजिक क्रांति से बहुत बड़ा परिवर्तन हुआ।

अम्बेडकरवादी विचारधारा

रूढीवादी, शोषित, अमानवीय, अवैज्ञानिक, अन्याय एवं असमान सामाजिक व्यवस्था से दुखी मानवों की इसी जन्म में आंदोलन द्वारा मुक्ति प्रदान कर, 'समता–स्वतंत्रता, बंधुत्व एवं न्याय के आदर्श समाज में मानव और मानव (स्त्री–पुरूष समानता) के बीच सही संबंध प्रस्थापित करने वाली नयी क्रांतिकारी मानवतावादी विचारधारा अम्बेडकरवाद कही जाती है। जाति–वर्ग, छूत–अछूत, उँच–नीच, स्त्री–पुरूष, शैक्षिक व्यवस्था, वर्णभेद की व्यवस्था में क्रांतिकारी बदलाव ला कर एक न्याय मुक्त, समतायुक्त, भेद–भाव मुक्त, शैक्षिक, वैज्ञानिक, तर्क संगत एवं मानवतावादी सामाजिक व्यवस्था ही अम्बेडकरवाद है। जिससे मानव इसी जन्म में रूढीवादी जंजीरों से मुक्त किया जाये।

डॉ. अम्बेडकरने महांड सत्याग्रह मनुस्मृति दहन, कालाराम मंदिर प्रवेश सत्याग्रह, भारतीय संविधान निर्माण बौद्ध धर्मांतरण आदि घटनाओं की यशस्वीता से डॉ. अम्बेडकर का जीवन कार्य एक तत्वज्ञान बन गया है। उसे ही अम्बेडकरवाद कहा जाता है। यही अम्बेडकरवाद मानव मुक्ति के रूप में हिंदी, मराठी साहित्य में भी दिखाई देता है। अधिक रचनाकार उसे दलित साहित्य कहते है। लेखक ओमप्रकाश वाल्मीकि के 'जूठन' तथा मराठी साहित्यिक दया पवार के 'बलुतं' इन आत्मकथाओं में अम्बेडकरवादी चेतना के दर्शन निम्ननुसार प्राप्त होते है।

ओमप्रकाश वाल्मीकि की आत्मकथा 'जूठन' को राधाकृष्ण प्रकाशन, नई दिल्ली द्वारा 1997 में प्रथम 2009 में तृतीय संस्करण प्रकाशित हुआ। 160 पृष्ठों की यह रचना है।

मराठी साहित्यिक दया पवार की आत्मकथा 'बलुतं' को ग्रंथाली प्रकाशन क्र. 7 मुंबई द्वारा 1978 मे प्रथम पुनर्मुद्रण 2 फरवरी, 2007 में छठा संस्करण प्रकाशित हुआ। 182 पृष्ठों की यह रचना है।

दलित आत्मकथाकार अपनी जीवनी कथा लिखना चाहता है। लेकिन लिखते वक्त बहुत परेशानियाँ आती है। बिना हिचकिचाहट से वह लिखता रहे तो वह सफलता प्राप्त कर सकता है। लेखक ओमप्रकाश वाल्मीकि और मराठी साहित्यिक दया पवार इन दोनों ने अपनी आप बीती ही आत्मकथाओं के जारिये वास्तववादी तथा यथार्थवादी प्रस्तुत की है। उसकी विशेषताएँ निम्न है।

1) रूढी, परंपराओं का विरोध : वर्ण व्यवस्था तथा जाति व्यवस्था विषमता में जकड़े इस भारत को मुक्ति दिलाने के लिए डॉ. अम्बेडकर ने संविधान के द्वारा भरसक प्रयास किया। भारत में सवर्ण–दलित इस विषमता को नष्ट किया और समता को प्रस्थापित किया। संविधान में स्वतंत्रता, समता, बंधुता और न्याय इस मुलभूत अधिकारों को प्रस्थापित किया तथा रूढी परंपराओं का विनाश किया। इसी अम्बेडकरवादी चेतना को लेखक ओमप्रकाश वाल्मीकि और लेखक दया पवार ने अपनाकर रूढी, परंपराओं का विरोध अपनी आत्मकथाओं के द्वारा स्पष्ट किया है –

ओमप्रकाश वाल्मिकि अपनी माँ का संदर्भ देते है – "अपनी औकात में रह चुहडी उठा टोकरा, दरवाजे से चलती बन।"[1] तब माँ शेरनी बनकर फटकारती हुई कहती है, "इसे ढाके अपने घर में धरले, कल तडके बारातियों को नाश्ते में खिला दे।"[2] पिटाई के लिये जब त्यागी हाथ उठाता है तब माँ उसका हाथ पकड कर विरोध करती है और तबसे जूठन बंद हो जाता है। यहाँ स्पष्ट हैं, कि अपमानित जी कर दूसरे के फेंके टूकडे जिना गलत है। इसी परंपराका विरोध करते हुए उसे बंद करना ही यहाँ सफलता है।

लेखक दया पवार के 'बलुत' आत्मकथा में भी इसीतरह परंपरा का विरोध करते हुए एक प्रसंग को प्रस्तुत किया है – "पाण्याला जाता येता महार बायकांची सावली मारुतीवर पडते, देव विटाळतो, म्हणून एकदा गावकऱ्यांनी वाट बंद केली. विहिरीवर दुसऱ्या मार्गानं जायचं म्हणजे तळ्याच्या काठानं चिखलातून वाट तुडवायला लागायची आणि तीही मैलभर लांबीची महाराजांनी ही वाट खुली करावी म्हणून गावाशी झुंज दिली. कोर्ट–कचेऱ्या झाल्या. 'आमची वहिवाट आम्ही सोडणार नाही; वाटलं तर तुम्ही मारुतीला दुसरीकडं बसवा.'"[3]

परिणामतः यहाँ स्पष्ट होता है कि हिंदूओं के परंपराओं से आये हुए विचारों के कारण महार लोगों पर बहुत अत्याचार हुए लेकिन एकत्रित होकर डटकर मुकाबला किया तो यही अन्याय दूर हुआ। और उन्हें सफलता मिली।

अर्थात रूढी पंरपराएँ यह सब झूठ है, सच यह है कि मनुष्य यह मनुष्य है और सभी समान है।

2) शोषण से मुक्ति: शोषण जिन–जिनका हो रहा है उसे मुक्ति दिलाने का कार्य अम्बेडकरवाद करता है। अम्बेडकरवाद समता प्रस्थापित करता है। मनुष्य का जाति, धर्म, गरीबी, निम्न, कनिष्ठ, सेवक, गुलाम, स्त्री–पुरुष आदि के नाम पर भेद कर के उनका शोषण करना अमानवीय है। प्राचीन काल से दलितों का शोषण होता हुआ आया है। सामंतीवादी मनोवृत्ति आज भी दिखाई देती है, यह गलत है। चूहडे जाति में शादी के पश्चात दूल्हे को सलाम करने के लिये घर–घर जाना पडता है। महाजन उन्हे कपडा या पैसा देते है। इसका विरोध ओमप्रकाश वाल्मीकि कहते है तब पिताजी खुश होकर कहते है "मुंशीजी बस! तुझे स्कूल भेजना सफल हो गया। म्हारी समझ में आ गया इ बरीत तू तोडेगा"[4] वाल्मीकिजी मरे बैल उठाने का भी विरोध करता है। जब ओमप्रकाश को खाल उतारने का काम दिया जाता है तब भाभी कहती "इनसे ये ना कराओ —— भूखे रह लेंगे—— इन्हें इस गंधगी में ना घसिटो।"[5]

लेखक दया भी सामाजिक आंदोलन की ओर झूक गये थे। उन पर अम्बेडकर के विचारों का प्रभाव था उन्ही के काल में जो आंदोलन छेड जाते थे उनमें दया के जावजीबुवा यह दादाजी थे। वह भी अम्बेडकर आंदोलन में हिस्सा लेते थे। उसी काल में लोकर बोर्डपर वह सभासद के रूप में चूनीत हो गये थे उनके साथ लक्ष्मण नामक एक व्यक्ति समाज सुधार आंदोलन में भाग लेते थे और महारों को शोषण से मुक्त करने के लिये प्रयास भी करते थे। यह स्पष्ट करने के लिये दया पवार कहते है – "महारांनी घाण कामं सोडावीत, स्वाभिमानां जगावं, असं ते आपल्या अडाणी भाषेत गावोगाव जाऊन सांगत।"[6]

3) शिक्षा का महत्व : प्राचीन काल से दीन–दलितों पर अन्याय–अत्याचार होते आ रहे है। इसका कारण शिक्षा ही था। दीन–दलितों को शिक्षा नही मिली इसीलिए बरसों से वह गुलामी में रहे है। अन्याय अत्याचार से से जूल्म ढोते रहे है। इस गुलामी तथा जुल्मों को दूर करने का भरसक प्रयास डॉ. अम्बेडकर ने किया। डॉ. अम्बेडकर ने इस गुलामी को दूर करने के लिये दलितों को एक संदेश दिया – "शिक्षित बनो, संघटित हो जाओ, और संघर्ष करो।" इस संदेश को जिस–जिसने अपनाया उनकी उन्नति हो गयी। ओमप्रकाश भी इस संदेश का पालन करते हुए अपनी उन्नती कर पाये है, ओमप्रकाश को उन्हीं के पिताने ही पढाया। आज का दलित पढ–लिख रहा है। विकास का साधन शिक्षा है। ओमप्रकाश बोर्ड की परिक्षा देता है तब फैना कहता है, "अबे चूहडे के —— आना —— दो —— अच्छा क्या पढ लिये सोहरे का दिमाग चढ गया है। अबे औकात मत भूला।"[7] जब ओमप्रकाश गीता रामायण पढता है तब लोग कहते है, "देखो चूहडे का बामन बन रहा है।"[8]

ओमप्रकाश के पिता की तरह दया पवार की माँ भी है वह भी अम्बेडकर की विचारों से प्रभावित होकर अपने बेटे को पढाना चाहती है, बडा साहब बनाना चाहती है। दया की माँ ने अम्बेडकर ने विचार सूने थे वह – "महाराच्या बाईला मुलांसंबंधी डोहाळे कोणते लागतात! – तो प्यून व्हावा किंवा

शिपाई व्हावा. पण ब्राम्हणाच्या बाईला डोहाळे लागतात; आपला मुलगा कलेक्टर व्हावा! असे डोहाळे महार आयांना का बरं लागू नयेत?"[9]

4) संगठन और संघर्ष का महामंत्र : दबे–कुचले दीन–दलितों पर होने वाले अन्याय अत्याचारों से मुक्ति दिलाने के लिए डॉ. अम्बेडकर ने संविधान का निर्माण किया, तथा सफलतापूर्वक कई आंदोलन किये। "शिक्षित बनो, संगठित रहो, संघर्ष करो" इस मूलतत्व को अपनाकर ही दीन–दलित स्वयं पर होने वाले अन्याय अत्याचारों को जड से उखाड फेंक सकते है। इस मंत्र से आज का दलित युवा दलित आंदोलन, बुद्ध के विचारों का प्रचार–प्रसार, नागपूर की दीक्षा भूमि, मराठवाडा विश्वविद्यालय नामांतरण, आंबेडकर जयंती, 'शोषित संघ' की स्थापना आदि में अपना योगदान दे रहा है। ओमप्रकाश इसका उदाहरण है, परंतु (आर.पी.आइ) रिपब्लिकन पार्टी के भविष्य के बारे में ओमप्रकाश बहुत चिंतित है, उनका कथन है, "रिपब्लिकन पार्टी अनेक गुटों में बट गयी है, प्रत्येक नेता स्वयं को बाबासाहब का वारीस मानकर अध्यक्ष बनने की होड में शामिल है। जिसका परिणाम यह हुआ कि, एक एक नेता, एक एक पार्टी बनी।"[10] अगर इसी तरह होता रहा तो दलितों का संगठन नही हो पायेगा और बाद में फिर से दलितों का शोषण होगा। यही स्थिति ओमप्रकाश को चिंतित करती है। डॉ. अम्बेडकर के विचारों से प्रभावित होकर महार लोग संगठीत होकर संघर्ष करते थे। झूठी, रूढी परंपराओं को तहस–दहस किया। इस बात को दया पवार 'बलुतं' में स्पष्ट करते है – "आता गावाची कामं महारांनी बंद केलेली।"[11] झूठी रूढी परंपराओं की पोल भी दया पवारने खोल दी। "मराठ्यांचा नवरदेव वेशी पाशी ओवाळला जात नाही. गावची जत्रा वाजविण्याचं बंद करतात. मरीआईचा गाडा एका गावावरून दुसऱ्या गावाला नेण्याचं बंद होतं. एकदा तर होळीच्या सणाच्या वेळी महारांनी विस्तव द्यायचं नाकारलं"[12]

अर्थात अम्बेडकर के विचारों से प्रभावित होकर लोगों ने संगठित होकर झूठी रूढी–परंपराओं को तहस–दहस किया।

5) बौद्ध दर्शन का महत्व : अम्बेडकरवाद बौद्ध दर्शन तथा चिंतन को विशेष महत्व देता है। आत्मा, ईश्वर, स्वर्ग–नर्क, कर्मकाण्ड आदि को बौद्ध धर्म ने नकारा है, बौद्ध धर्म यह वैज्ञानिकता के आधार पर चलता है। वर्ण तथा जाति व्यवस्था के विषमता को नकारते हुए मनुष्य के केंद्र में रखकर स्वतंत्रता, समता, बंधुत्व और न्याय इस चतुःसूत्रि को मानकर जनकल्याण का संदेश इस बौद्ध धर्म में दिया है। ओमप्रकाश पर भी इसी विचार का प्रभाव पडा है, इसीलिये ही ओमप्रकाश मनुष्य की तरह जिने का प्रयास करता है। रूढी परंपराओं का विरोध करता है।

अंधविश्वास की बेडी को तोडकर वैज्ञानिकता अपना ने का साहस दया पवार के पिताजी में था। इसीलिये उन्होंने एक शादी में दोस्त के साथ गये थे वहा उन्हें एक दृश्य देखने को मिला था। एक नारि के शरिर में मानो काई देवी आ गयी थी यह दृश्य देखकर दया के पिताजी ने उसे गाली दी थी और उसे एक काँटा भी चुभाया था। उस दृश्य को दया प्रस्तुत करता है – "लग्न लागून गेल्या बरोबर एका बाईच्या अंगात येतं. केस सोडलेली, कपाळाला मोठा मळवट भरलेली बाई घुमत असते. समोर रिंगण भरलेलं. त्यात लिंबू, टाचण्या, नारळ असा प्रकार. दादांना काय वाटतं कुणास ठाऊक! ते पुढं जातात. रिंगण लाथेनं उडवतात आणि बाईला आई करुन सणसणीत शिवी देतात. बाईचं झाड आणा जादाच बेताल झालेलं बाई घुमत–घुमतच म्हणते, "आय झव म्हणाला"[13] इससे दया के पिताजी संतुष्ट नही हुए, तो आगे दूसरी हरकते करते है – "सारं व-हाड हसण्यात दंग झालेलं. दादा तिच्या ढुंगणात बाभळीचा काटा टोचतात, तेव्हा कुठं तिच्या अंगावरचं जातं"[14]

अर्थात यह सब बकवास है, झूठ है यह साबीत होता है। इसीतरह अम्बेडकर विचारों से प्रभावित होने के कारण लोगों ने वैज्ञानिकता को अर्थात बुद्ध को अपनाया था।

इसीतरह स्त्री–पुरुष समानता, मनुवादी तथा ब्राम्हणवादी व्यवस्था का विरोध, वर्ण तथा जातिव्यवस्था का विरोध, ईश्वर को नकारना आदि बातों का जिक्र भी लेखक ओमप्रकाश 'जूठन' आत्मकथा में और दया पवार ने 'बलुतं' आत्मकथा में किया है।

निष्कर्षतः यह कहा जा सकता है कि लेखक ओमप्रकाश और दया पवार ने अपनी आत्मकथाओं में यथार्थता तथा वास्तविकता को अपनाकर सत्य दस्तावेजों को साथ लेकर मनःपूर्वक अभिव्यक्त किया है। यह दोनों लेखकों पर अम्बेडकर के विचारों का प्रभाव होने के कारण उनका जीवन भी सफल हो पाया है। अम्बेडकरवादी चेतना भरपूर मात्रा में विस्तृत हुई नजर आती है। तथा इसका विस्तार होना भी आवश्यक है। भारत में आज भी ऐसे कई वर्ग तथा उन पर अन्याय अत्याचार होते हुए नजर आते है। इस यथार्थता तथा वास्तविकता को अम्बेडकर वादी चेतना की नजरीये से देखना, परखना जरूरी

है। इसके साथ सामाजिक, राजनीतिक, धार्मिक, सांस्कृतिक, शैक्षिक क्षेत्र में भी अम्बेडकरवाद का विस्तार होना चाहिए। जिससे स्वतंत्रता, समता, बंधुता, न्याय, स्त्री—पुरूष समानता, अंधविश्वास का विरोध, वैज्ञानिक दृष्टिकोन का विकास होकर भारत यह एक बलशाली राष्ट्र बन जायेगा। इसीलिए सकारात्मक दृष्टि से अम्बेडकरवाद को अपनाया जाये।

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GOODS & SERVICE TAX ADVANTAGES AND CHALLENGES

2017-18

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ABSTRACT -

*T*he proposed GST is likely to change the whole scenario of current indirect tax system. It is considered as biggest tax reform since 1947. Currently, in India complicated indirect tax system is followed with imbrications of taxes imposed by union and states separately.

KEYWOORDS : *Goods & Service Tax Advantages , tax collection , Research Methodology .*

INTRODUCTION

GST will unify all the indirect taxes under an umbrella and will create a smooth national market. Experts say that GST will help the economy to grow in more efficient manner by improving the tax collection as it will disrupt all the tax barriers between states and integrate country via single tax rate. GST was first introduced by France in 1954 and now it is followed by 140 countries. Most of the countries followed unified GST while some countries like Brazil, Canada follow a dual GST system where tax is imposed by central and state both. In India also dual system of GST is proposed including CGST and SGST.

OBJECTIVE OF STUDY

1. To cognize the concept of GST
2. To study the features of GST
3. To evaluate the advantages and challenges of GST

RESEARCH METHODOLOGY

The study focuses on extensive study of Secondary data collected from various books, National & international Journals, government reports, publications from various websites which focused on various aspects of Goods and Service tax.

STRUCTURE OF GST

The Working Group submitted their detailed recommendations on the three issues which provided a structure of GST. They submitted their report on November 11, 2009. The report favored a dual GST system. The dual system implied that tax was to be levied concurrently, both at the Centre and at the State level called CGST and SGST respectively.

In the meantime, Sukumar Mukhopadhyay, former member of the Central Board of Excise and Customs (CBEC) called the dual GST system as the best solution for a country like India in June 2009. A single GST system was also not agreed upon by the States, fearing revenue loss because a single system of tax would be levied by GoI alone.

On June 29, 2009, Govinda Rao, then a member of Union FM"s Economic Council had urged PM Manmohan Singh to delay the implementation of new tax rules till the Centre and the States reached a consensus. The FM of Tamil Nadu, K Anbazhagan had also shared the same viewpoint.

The new Union FM Pranab Mukherjee, while presenting the Budget on July 6, 2009 reiterated that GST would come into effect from April 1, 2010.

A FICCI-Technopak report on Fast Moving Consumer Goods (FMCGs) was released in July 2009. This report suggested that the GoI needed to rapidly

"Challenges and Prospects of Modern Accounting and Audit Practices in India"

3. With respect to number of enactments of statutes

There will two types of GST laws, one at a centre level called 'Central GST (CGST)' and the other one at the state level - 'State GST (SGST)'. As there seems to have different tax rates for goods and services at the Central Level and at the State Level, and further division based on necessary and other property based on the need, location, geography and resources of each state.

4. With respect to Rates of taxation

It is true that a tax rate should be devised in accordance with the state's necessity of funds. Whenever states feel that they need to raise greater revenues to fund the increased expenditure, then, ideally, they should have power to decide how to increase the revenue.

5. With respect to tax management and Infrastructure

It depends on the states and the union how they are going to make GST a simple one. Success of any tax reform policy or managerial measures depends on the inherent simplifications of the system, which leads to the high conformity with the administrative measures and policies.

OPPORTUNITIES:-

1. An end to cascading effects

This will be the major contribution of GST for the business and commerce. At present, there are different state level and centre level indirect tax levies that are compulsory one after another on the supply chain till the time of its utilization.

2. Growth of Revenue in States and Union

It is expected that the introduction of GST will increase the tax base but lowers down the tax rates and also removes the multiple point This, will lead to higher amount of revenue to both the states and the union.

3. Reduces transaction costs and unnecessary wastages

If government works in an efficient mode, it may be also possible that a single registration and single compliance will suffice for both SGST and CGST provided government produces effective IT infrastructure and integration of such infrastructure of states level with the union.

4. Eliminates the multiplicity of taxation

One of the great advantages that a taxpayer can expect from GST is elimination of multiplicity of taxation. The reduction in the number of taxation applicable in a chain of transaction will help to clean up the current mess that is brought by existing indirect tax laws.

5. One Point Single Tax

Another feature that GST must hold is it should be 'one point single taxation'. This also gives a lot of comforts and confidence to business community that they would focus on business rather than worrying about other taxation that may crop at later stage. This will help the business community to decide their supply chain, pricing modalities and in the long run helps the consumers being goods competitive as price will no longer be the function of tax components but function of sheer business intelligence and innovation.

6. Reduces average tax burdens

Under GST mechanism, the cost of tax that consumers have to bear will be certain, and GST would reduce the average tax burdens on the consumers.

7 .Reduces the corruption

It is one of the major problems that India is overwhelmed with. We cannot expect anything substantial unless there exists a political will to root it out. This will be a step towards corruption free Indian Revenue Service.

CONCLUSION

Due to dissilient environment of Indian economy, it is demand of time to implement GST. Consumption and productions of goods and services is undoubtedly increasing and because of multiplicity of taxes in current tax regime administration complexities and compliance cost is also accelerating. Thus, a simplify, user -friendly and transparent tax system is required which can be fulfilled by implementation of GST. Its implementation stands for a coherent tax system which will colligate most of current indirect taxes and in long term it will lead to

Impact of ICT in B.Ed. College Libraries, in Pune City

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Abstract: - *The paper reports the findings of a survey carried out to examine the use of ICT in B.Ed. colleges. It was found that that the majority of bachelor of education college libraries are using ICT in different manners. The study helped to identify the difficulties faced by librarians in implementing ICT. Various suggestions have been given for optimum use of ICT in the library.*

Keywords: Web2.0, Social Network, ICT-Information & Communication Technology, B.Ed.- Bachelor of Education

Introduction

Today, ICT provides a means of not only providing access to information, but also disseminating information and fostering interaction. It enlarges the scope of acquisition, processing, organisation and dissemination of information and knowledge; it raises speed, reduces cost and overcomes space, time, language and media barriers. The librarians in education and research institutions have to apply the tools and techniques of ICT to meet the changing requirements of the users by innovating its procedures and systems.

Education is an important index of human development. Information and Communications technology has revolutionized the way of collection, storage, processing, dissemination and access to information. Recent technological developments such as explosive growth of Internet and sophisticated search engines, fast processing power, reducing cost of the computers, increasing number of electronic publications assist the libraries in providing extensive access to the variety of information sources and provide a way to enrich the learning environment.

Need of the study

The shift from print to digital information has a big impact on all components of the academic library system in India, especially the resources, users, activities, services and the staff. Though information is considered as an important resource, the use of ICT tools to collect and disseminate information has been slow in the majority of the bachelor of education college

libraries. This may be due to various factors like insufficient funds, inadequate staff trained in handling, lack of computers and software packages, administrative concerns, etc. In Pune the application of ICT has changed the type of services delivered through libraries, but a dynamic change is not yet reflected in the use of ICT in the bachelor of education college libraries. There are not many studies conducted about the use of ICT in B.Ed. college libraries. This study stresses the urgent need of use of ICT for giving better services to users for enhancement of quality education in teacher training colleges.

Objectives of the Study

1. To study the use of ICT in Bachelor of Education College libraries

2. To study the details of library automation and networking facilities.

3. To study the use of ICT in house-keeping operations of libraries.

4. To assess the use of ICT based library activities and services.

5. To identify the problems faced by librarians while using ICT in libraries

6. To suggest the ways to enhance the use of ICT in the libraries.

Hypotheses

1. Majority of libraries partially use ICT.

2. Fund is a major problem concerning the use of ICT for the libraries.

Scope and Limitations

The researcher selected 11 Bachelor of Education College Libraries in Pune city. All selected Colleges are affiliated to University of Pune.

Therefore, the present study covered only Bachelor of Education College Libraries in Pune city.

Sample

There were total 15 Bachelor of Education college libraries affiliated to Pune University in Pune city. Out of which only 75% of B.Ed. college libraries i.e. 11 college libraries were selected for this study by researcher. Researcher selected the sample through Random Sampling Method.

Research Methodology

The study is based on a comprehensive survey of the B.Ed. college libraries in Pune city. The methodology used for the present study is questionnaire based survey. A structured questionnaire was used, consisting of both open-ended and close-ended questions and arranged according to the various aspects of research including institution, staff, users collection, ICT tools, automation, housekeeping operations, networking, digitization, activities and services, challenges.

Review of Literature

Moorthy and Karisidappa (2001) assessed the use of information technology infrastructure and the extent of use of electronic media in libraries in India. They reported that majority of libraries were using CDS/ISIS as library software. They also found that majority of libraries under survey had purchased their software while a few libraries reported to have developed the library automation software in-house.Gulati (2002) discusses the status of information and communication technologies in Indian libraries with special

reference to special libraries and the efforts made by various institutions to propagate e-information products and services. This paper highlights the consortia efforts in India like JCCC Consortium, INDEST Consortium, CSIR E-journal Consortia, and UGC Infonet. It further discusses digitisation efforts in India at NISCAIR, New Delhi, IIITM, Kerala, C-DAC Pune, and the Digital Library of India. In addition it incorporates details on major information systems in India (such as NISSAT) and major library networks in India (such as INFLIBNET, DELNET, CALIBNET,etc.) It also details the challenges for library and information science professionals in the present IT environment.Yapa (2003)covered the overall scenario use of ICT in Sri Lanka and particularly in libraries. He argues that National Information Policy and National Information Infrastructure are essential, if country would like to exploit the IT to its advantage. A brief account of automation of libraries is also presented in this paper. At the end, challenges faced by the libraries in Sri Lanka have been listed.Guha (2006) outlines the opportunities that the Digital Learning Environment has put forward for teaching and learning. Focusing on a particular aspect of professional development i.e., continuing professional education (CPE) in the light of Information and communication technology (ICT), the paper discusses the changed scenario. It also presents an Open access Continuing Education Virtual Classroom, to provide a continuing professional education platform to LIS professionals in India.**Ogunbote Olubunmi Kehind, Anhani F.O.(2009)**focused

on funding, personnel, training and maintenance of ICT for libraries of three universities. In this ICT projects managed by committee that ensures planning, organizing,leading and monitoring facilities where other issues like system specification, system choice, funding monitoring of ICT facilities is done by mostly university librarians. The researcher has also discussed the major problems like source funds for the libraries, issue of power supply and effective resources management.Walmiki R.H. and Ramakrishnagoda (2009) conducted a survey of the status of ICT infrastructure in six selected university libraries in Karnataka and they revealed that the libraries greatly vary from one to another as far as the ICT infrastructure is concerned. Most of the libraries have lack of sufficient hardware and software facilities and do not have adequate internet nodes and bandwidth.

Islam and Rahman (2006) outline the present status of information and communication technology (ICT) in Bangladesh to represent the scenario of growth and development of ICT in relation to the evolution of the information explosion with the aim of providing better library and information services in Bangladesh. The status of Information technology (IT) in Bangladesh is not at par with the other developed countries, but recently the situation has changed significantly. Libraries and information services centres are expected to get immense facilities to access and cooperate with information world. A UNDP funded Program SDNP virtual library has prepared a union catalogue of 13 libraries, all of

which are using CDS/ISIS software for bibliographic record keeping.Oak, Meenal (2010) found a significant gap in the application of technology in Libraries of Management Institutes under the jurisdiction of University and the IIM libraries. The results of the study show that except one library, nobody is providing access to the library resources from the Institutional website of the Management Institutes under the jurisdiction of University of Pune, 20 libraries (71.42%) provide Library OPAC service to the users. The digitization efforts such as use of open source digital library software, development of institutional repository, accessibility of e-resources show a wide gap. The researcher has not traced the use of open source digital library software in the libraries of respondent Management Institutes under the jurisdiction of University of Pune. The researcher has given following findings: Most of the directors are expecting "Governance rather than only control from the AICTE." A separate forum for the Librarians of a management institute is mentioned by the respondents as a need of the present era.Mathew, S. (2011)carried out research on a total population of 252 professionals including the permanently employed professional library staff in central libraries and departmental libraries in the main campuses of the universities under study. This is almost a census study of the defined population of users. The questionnaire method was adopted for collection of data for this study, supplemented by interviews of librarians to gather additional information. Library Professionals have

a positive approach towards ICT applications and services in Libraries, but majority do not have the opportunities to develop their skills and competencies in their work environment.

Data Analysis and Interpretation

Sr.No.	Name of College	Year of Establishment	Organisation Status
1	Tilak College of Education	1941	Aided
2	Adarsha Comprehensive College of Educationand Research	1970	Aided
3	Adhyapak Mahavidyalaya	1970	Aided
4	H.G.M.Azam College of Education	1993	Non Aided
5	Abhinav College of Education	2004	Non Aided
6	Gardian College of Education	2007	Non Aided
7	Sinhgad College of Education	2005	Non Aided
8	Rajgad Adhyapak Mahavidyalaya	2007	Non Aided
9	Jayawantrao Sawant College of Education	2008	Non Aided
10	Chintamani Adhyapak Mahavidyalaya	2007	Non Aided
11	Arihant College of Education	2005	Non Aided

Table 4.1 shows that out of 11 colleges 9 B.Ed. colleges are non-aided and 3 colleges are aided which are affiliated to Pune University

About the Library Staff:

Sr. No.	Staff Designation	Total No. of Staff (Out of 11)
1	Librarian / I/C Librarian	11
2	Asst Librarian	2
3	Library Clerk	0
4	Library Attendant	7

The above table 4.2 shows that library clerk is not available in any library. Five librarians are qualified (completed net/set or Ph.D.) and six are not qualified but they have completed their MLIS and are pursuing NET/SET in library and information science.

About the Users:

Sr No	Name of College	Students	Teachers	Total
1	Tilak College of Education	250	27	277
2	Adarsha Comprehensive College of Education and Research	160	13	173
3	Adhyapak Mahavidyalaya	120	16	136
4	H.G.M.eAzam College of Education	350	19	369
5	Abhinav College of Education	140	13	153
6	Gardian College of Education	61	7	68
7	Sinhgad College of Education	80	7	87
8	Rajgad Adhyapak Mahavidyalaya	75	8	83
9	Jayawantrao Sawant College of Education	100	7	107
10	Chintamani Adhyapak Mahavidyalaya	100	8	108
11	Arihant College of Education	100	7	107

Table shows that out of 11 college libraries 9 college libraries have more than 100 students and all the colleges have more than 7 teachers for library use.
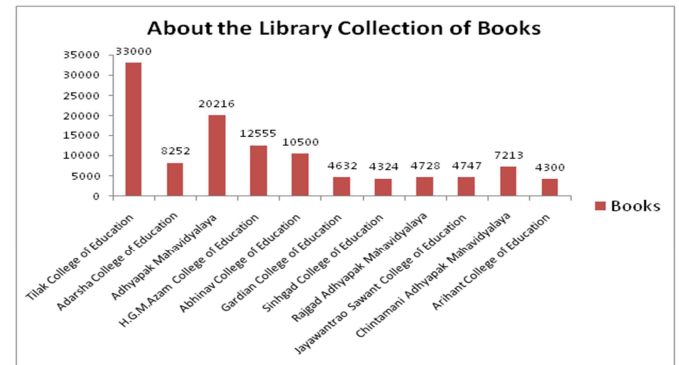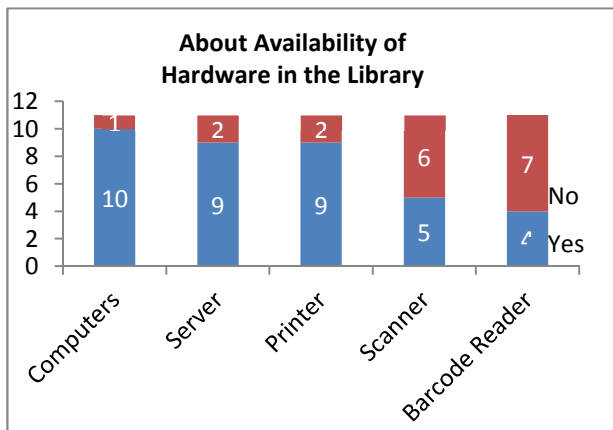

The figure represents that out of 11 only 4 Libraries have more than 10000 books in their collection. Tilak College Library being the oldest library compared to other libraries, possesses the largest number of books in its collection with more than thirty three thousand.
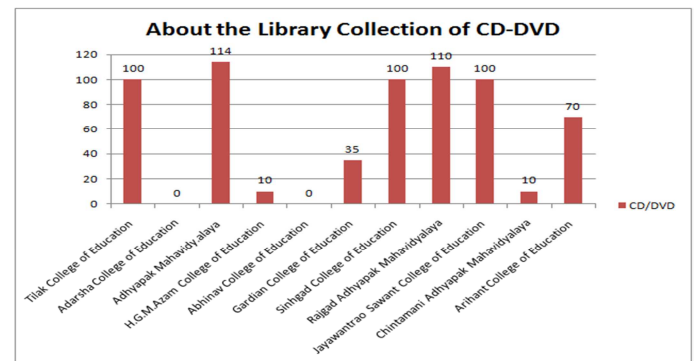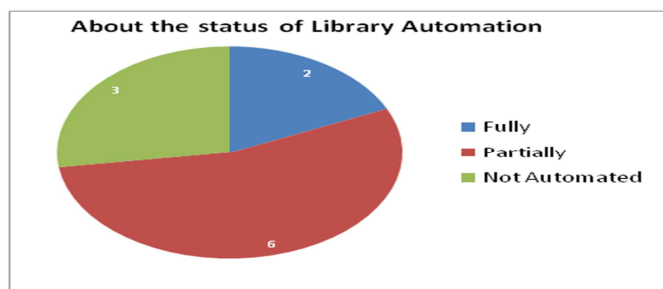

The figurerepresents that out of 11 only 2 college libraries don't have CD/DVD collection in their libraries and themajority of education college

libraries have library collection with CD/DVD.

The figure represents majority of libraries have computers, server and printers for their library operation. Out of 11 only 6 libraries have scanner and only 7 libraries have barcode reader.

The figure represents that out of 11 colleges 6 are partially automated, 3 are not automated and 2 are fully automated.
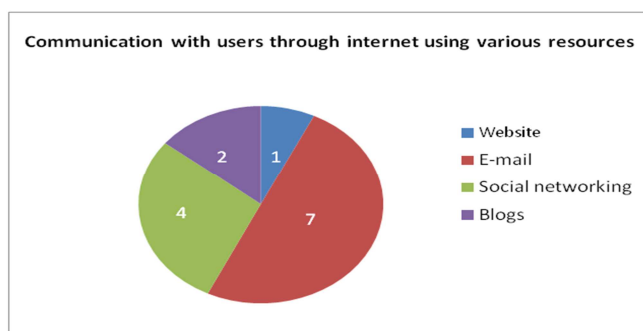

Figure represents that out of 11 college libraries 7 libraries use E-mail for communicating information to users through Internet. The researcher found that only one library has developed their library website.
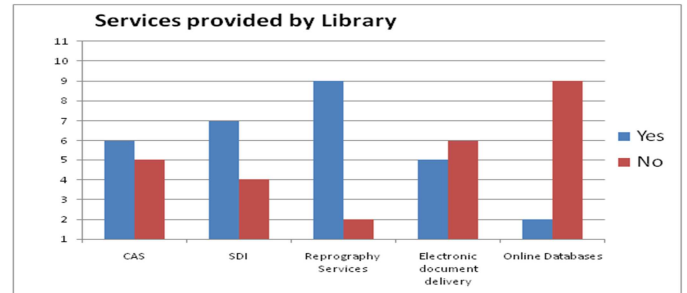

Figure shows that majority of libraries do not give online database service. Reprography service is given by majority of libraries.
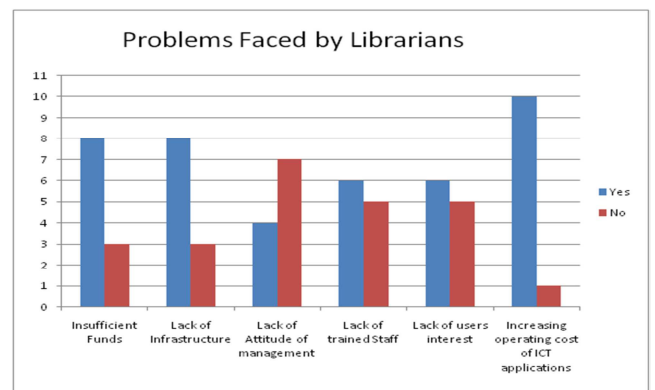

Figure shows that majority of libraries have problems of insufficient funds, lack of infrastructure and increasing cost of ICT applications.

Finding and Suggestions

1. The hypotheses have been confirmed by researcher by analyzing data majority of libraries partially used ICT.

2. The researcher has confirmed the hypothesis that fund is a major problem concerned with the use of ICT for the libraries.

3. Majority of Bachelor of Education College libraries are non- aided and very few colleges are aided in Pune city affiliated to Pune University.

4. A few librarians are qualified for the librarian post.

5. Being the oldest library Tilak College library possesses the largest number of books.

6. Majority of Bachelor of Education College libraries have journals and a few are using e-journals.

7. Newspapers are present in all libraries whereas magazines are present in 6 libraries.

8. CD /DVDs are available in majority of college Libraries.

9. Web OPAC is not available in all the college libraries and only 3 college libraries provide OPAC service to their library.

10. Majority of libraries have computers, server and printers for their library operation.

11. In automation status 2 libraries are fully automated, 6 are partially automated and 3 are not automated.

12. For acquisition and circulation operations most of the libraries use ICT.

13. Majority of libraries use internet to communicate information to users.

14. E-mail is mostly used for communicating information to users through Internet.

15. Only one library has developed their library website.

16. Most of the libraries use mobile technology to communicate information to users.

17. Majority of libraries use SMS facility for communicating to users.

18. Out of 11 bachelor of Education College librarians who have given grading to their libraries 2 have given good rank, 5 have given satisfactory and 4 have given need improvement.

Suggestions

- Three colleges are aided and the rest are non-aided so government should try to give help to them for enhancing use of ICT in library activities.

- Bachelor of Education College libraries should use more e-journals.

- OPAC and WEB OPAC should be used in every library as it will be helpful for resource sharing.

- Two college libraries are fully automated. The libraries in which automation has been initiated should try to become fully automated and the libraries in which automation is yet to start should begin as soon as possible.

- Apart from e-mail libraries should use social networking like blogs, twitter, and forums for communicating information to users.

- Library website should be developed for giving advanced services to users.

- User education should be provided to create awareness about the library collection and its services. Users should be trained to make them independently handle the computerized system.

- Online database services should be provided by the libraries, then only future teachers will become knowledgeable.

- From the government, society, presidents of colleges, teachers and students everybody should try to solve the problems of libraries and emphasise use of ICT in the libraries.

Conclusion

The conclusion of survey carried out in eleven bachelor of education colleges libraries in Pune city revealed that the majority of bachelor of education college libraries are using ICT in different manners.Nine libraries have computers, server and photocopying machine. Only two libraries are fully automated, six are partially automated, three are not automated. So the situations of B.Ed. college libraries are not strong from ICT use point of view. Today's B.Ed. students are tomorrow's teachers and they will teach generations of students, so libraries should provide very current resources to them with the help of ICT. Hence, Librarian and college administration should take steps for maximum use of ICT, funding for library, ICT trained staff, training programs for latest technology, use of latest software and the facilities of web 2.0. The information should be made available to the screen of users' desktop. Due to ICT librarian can save the time of the users.

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