

PHYTOSOCIOLOGICAL ATTRIBUTES OF CLIMBER SPECIES IN NALLAMALAIS, INDIA.

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Abstract- Nallamalais is one of the Centres of Plant Diversity sites in India which encompasses various lifeforms. Of which Climbers are one of the most neglected. Phytosociological attributes were used to know the status of climber species. The total number of individuals of climbers reported in the study area was 319 of which *Gymnema sylvestre* as the most important species followed by *Asparagus racemosus* and *Cajanus scarabaeoides*. The lowest IVI value (1.91) was observed in six species including *Aspidoteris cordata*.

Key words: Nallamalais, CPD site, Climber species, IVI, *Gymnema sylvestre*.

INTRODUCTION

Biodiversity is essential for human and economic well-being and for the ecosystem function and stability. Forests can release the stored carbon as CO₂ that form nearly 17-25% of the total greenhouse gas emissions, at the same time forest conservation, afforestation, reforestation and sustainable forest management can curb about 25% of emissions. Biodiversity interacting with the physical environment forms the foundation of sustainable development. Biodiversity resources, mapping their geographical distribution and quantitative estimation of their natural stands is perhaps the most important information needed for any country in the post-CBD era. The worldwide destruction of the natural environment by population explosion, urbanization, industrialization and habitat fragmentation has led to a tremendous loss of biological diversity over the past few decades and hence warrants immediate attention especially on the forestry sector as they harbor amazing biodiversity and have a critical role on global climate change scenarios.

World's forests extended over 4 billion hectares; corresponding to 31 percent of the total land area or an average of 0.6 ha per capita (FAO, 2020) has become a critical part of the international climate change agenda. Tropical forests in India comprising over 60% deciduous forests are poorly understood in terms of phytodiversity, phytosociology and quantification regimes. Analysis of the quantitative relationship among the plant species growing in an area reflects structural properties of the community. Phytosociological investigation of vegetation serves as a pre-requisite for investigating the details of primary productivity of ecosystems.

In peninsular India, quantitative phytodiversity inventories are available from the forests of the Western Ghats, whereas study on Eastern Ghats is lacking. The wide range of topography, varied climate favours luxuriant growth of vegetation and forest. It remains as a neglected area with very few attempts made for such studies in Eastern Ghats of Tamil Nadu (Kadavul and Parthasarathy, 1999a & b; Chittibabu and Parasathy, 2000). Hence, the present study was undertaken to determine the structural and floristic composition of climber diversity in Nallamalais. The study area for the present work is considered as one of the significant biodiversity rich areas in Southern Eastern Ghats. Nallamalais one of the Centres of Plant Diversity (CPD) in India. It represents diversified habitats and supports a wide array of plant and animal life and provides basic livelihood for tribal and rural communities. Kumar & Bhanja (1992) produced a seed manual for forest trees of Andhra Pradesh. Sandhya Rani & Pullaiah (2002) reported 560 tree taxa from eastern Ghats. Suryanarayana et al., (2002) inventoried the plant wealth of Veligonda hill ranges and reported 1004 species belonging to 558 genera and 149 families. Studies on plant resources include Ellis (1982, 1987, 1990), Reddy et al., (1998), Pullaiah et al., (2007). Thuarsi Rao et al., (2007), Reddy et al., (2007), Raju and Pullaiah (1995) surveyed the Flora of Kurnool district and reported 1064 species of which 208 are trees covering 194 from Nallamalais of Kurnool district. Pullaiah and Sandhya Rani (1999) made the floristic studies on trees of Andhra Pradesh and reported 531 tree species covering over 200 trees of Nallamalais.

While working on Flora of Andhra Pradesh, Pullaiah and Chennaiah (1997), Pullaiah and Ali Moulali (1997), Pullaiah (1997) and Pullaiah and Karuppusamy (2008) reported 2601 species, of which 531 are trees, Sunitha (2002) surveyed the sacred groves of Kurnool district and reported 138 tree taxa, of which 119 are from Nallamalais. She made over 100 additions of the Nallamalais after Raju & Pullaiah (1995) of which 18 are trees. Shali Saheb (2008) studied the medicinal plants of Nallamalais and reported 501 taxa of which 137 are trees. Khadar Basha (2009) studied quantitative assessment of Nallamalais and reported 249 tree species. Most of the studies have followed the plot methods including square plots of 100x100cm (Gentry, 1988); 10x10m (Shalisaheb, 2008) to rectangular plots 10x10m by Boom (1986). Shah Hussain et al., (2008) describes the species composition. Shali Saheb (2008) analysed the medicinal plant diversity in three one-hectare plots through ten quadrants of 10x10m and recorded 135 species belonging to 110 genera 45 families. Khadar Basha (2009) recorded a total of 249 tree species from 175 grids comprising 237 species belonging to 139 genera and 54 families.

Climbers are one of the most interesting group of plants Species which are most neglected. These climbers contribute largely to the charm of our landscape by the manner in which they climb over trees, rocks. They also play a part in ancient historical buildings which their attraction to the green veil which covers their structural defects making them a perfect beauty in our eyes.

Climbers show great diversity in their climbing mechanism depending on which they are classified as root climbers, hook climbers, tendril climbers. leaf or stem climbers. Only few studies were carried out on climbers. Pandey et al., (2005), studies medicinal climbers in flora of Gujarat. 81 climbers were recorded by Jangid and Sharma (2011), Ghosh and Mukherjee (2006), recorded 149 herbaceous climbers and 79 lianas from North Andaman covering 55 families while Mahajan (2006), reported 31 taxa used by tribal people of Nimar region in Madhya Pradesh to cure various human ailments. Earlier studies on plant resources of Nallamalais include Ellis (1987), Kumar (1995), Goud (1997), Thulasi Rao et al., (2007), Shali Saheb (2008) studied the medicinal plants Nallamalais and reported 501 taxa. Shali Saheb (2014), studies medicinal climbers of Nallamalais reported 92 species belonging to 27 families. Shali saheb et.al (2023) reported the diversity of shrubs of the Nallamalais forest the TNI value was 606, the abundance value of the shrubs is 210.22. No comprehensive work is available for phytosociology of climbers in the study area, therefore, the objective of the present paper is to Study of phytosociological attributes of climbers plant resources in Nallamalais.

STUDY AREA

Nallamalais, one of the Centres of Plant Diversity (CPD) (WWF & IUCN, 1995) is located in the Central Eastern Ghats between latitudes 15°20' - 16°30' N and longitude 78°30' - 80°10' E in Andhra Pradesh, Telangana states extended to an area of 7640 sq km. Nallamalais cover five districts, viz. Kurnool, Prakasam, Guntur, of Andhra Pradesh, Mahaboob Nagar, and Nalgonda of Telangana. The hills cluster near Gundlacheruvu, which is the nucleus of the Nallamalais appearing as a plateau. The vegetation of the Nallamalais is broadly categorized into 3 types; moist deciduous, dry deciduous, scrub type forests. Most primitive tribes, Chenchus and Sugalis live in Nallamalais. From times immemorial the forests of Nallamalais have been inhabited by Chenchus an aboriginal and oldest tribe of South India. An ecological meaning is attributed to the word "Chenchu" by interpreting that a person who lives under a chettu (tree) is a Chenchu. They are experts in collection of honey, wild fruits and plant crude drugs. Sugalis also known as Lambadis and Banjaras are largely found in the Nallamalais forest. These tribes in the study area have rich traditional botanical knowledge and still dependent on wild medicinal plant resources for curing their ailments.

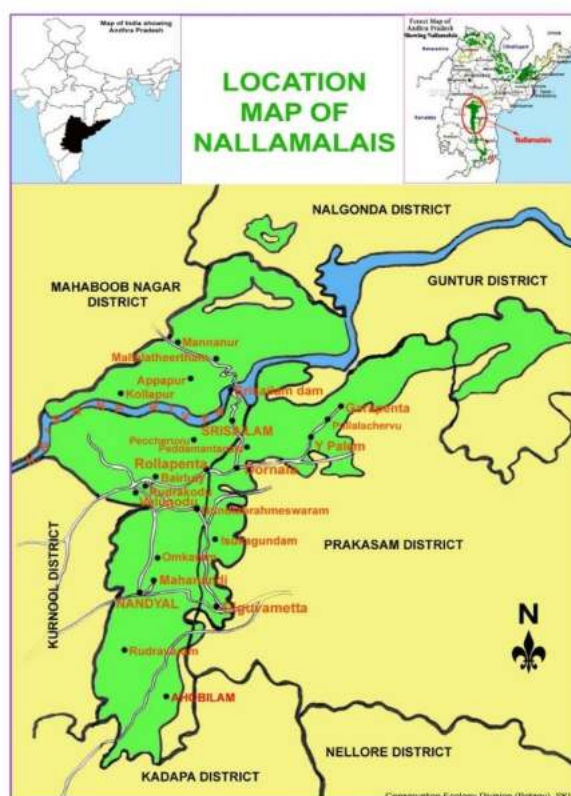


Figure: 1. Map of Nallamalais

METHODOLOGY

The main objective of the present paper to provide a study on phytosociological attributes of climbers random sampling method.

QUANTITATIVE STUDIES

The field work plan carried out in Nallamalais was sampled by lying of 50 quadrates in the study area. Each quadrate size is 20x20m. All life forms of plants such as trees, shrubs, climbers and herbs were enumerated. All trees were enumerated in 20x20m quadrates,

shrubs and climbers in 5x5m nested plot and herbs were studied in nested 1mx1m plot. The field work was carried out in two seasons to cover all the vegetation and phenology of climbers.

Importance Value Index (IVI)

IVI = Relative dominance + Relative density + Relative frequency

Diversity Indices: Species diversity indices namely Shannon-Wiener index (Shannon and Weiner, 1962), Simpson index (Simpson, 1949) and Margalef Index (Margalef, 1980) were calculated.

Dominance Indices (Simpson 1949): It is a measure of dominance since it weighted towards the abundances of commonest species. It is estimated by using following formula:

$$D = \sum (ni/N)^2 \text{ or } Pi^2$$

Shannon-Wiener index: It is a measure of the average degree of 'uncertainty' in predicting to what species an individual chosen at random from a collection of S species and N individuals will belong. It is estimated by using following formula:

$$H' = -\sum (ni/N) \ln (ni/N)$$

Where, ni = number of individuals belonging to the ith species

N = Total number of individuals in the sample.

RESULTS AND DISCUSSION

The total number of individuals (TNI), number of quadrates in which species occurred, and the quantitative characters like abundance (A), density (D), frequency (F), relative abundance (RA), relative density (RD), relative frequency (RF) and importance value index (IVI) (Fig. 5) for climbers were presented in **Table-1**

Abundance: The total number of individuals (TNI) of climbers in the study site was 319. The total abundance value for climbers is about 134.15, with an average of 2.63. *Gymnema sylvestre* (44.5) was recorded as the high abundant species and the lowest abundance was recorded for 7 species including *Oianthus disciflorus* with 1.0.

Density: The total density of 51 climbers is 6.38, with an average of 0.12. The highest density value was recorded for *Gymnema sylvestre* (0.7) and the lowest density was recorded for 6 species including *Puraria tuberosa* (0.02).

Frequency: The total frequency for all the climbers is 234, with an average of 4.5. The high frequency value was recorded for *Cajanus scarabaeoides* and *Decalepis hamiltonii* with 14 and least frequency was observed in 22 taxa with 2 (e.g. *Piper attenuatum*).

Importance Value Index (IVI): Importance Value Index of individual climbers encountered in the sampled quadrates was identified *Gymnema sylvestre* (20.91) as the most important species followed by *Asparagus racemosus* (13.88) and *Cajanus scarabaeoides* (13.54). The lowest IVI value (1.91) was observed in six species including *Aspidoteris cordata*. The top 10 dominant IVI climbers are presented in **Fig.2**

Diversity indices: The Simpson Index is 0.9609, Shannon-Wiener Index is 3.562.

Figure. 2. Top 10 IVI Climber species of Nallamalais

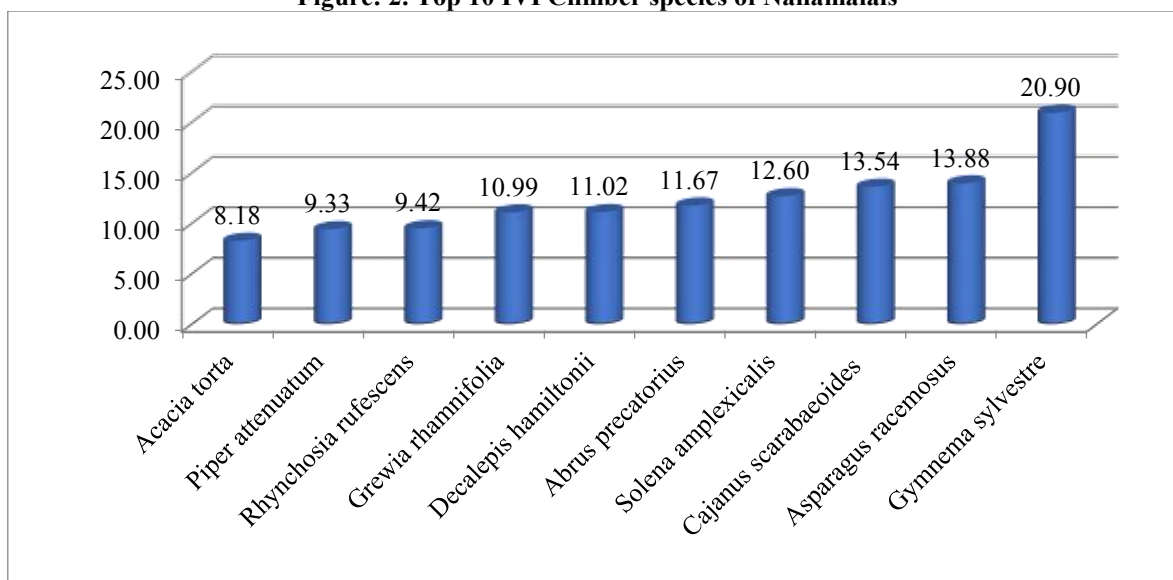


Table. 1. Phytosociological attributes of climbers

S.No.	Name of the taxon	TNI	Q	A	D	F	RA	RD	RF	IVI	A/F
1	<i>Abrus precatorius</i>	16	5	3.20	0.32	10	2.39	5.02	4.27	11.67	0.32
2	<i>Abrus pulchellus</i>	1	1	1.00	0.02	2	0.75	0.31	0.85	1.91	0.50
3	<i>Acacia caesia</i>	5	3	1.67	0.1	6	1.24	1.57	2.56	5.37	0.28
4	<i>Acacia intsia</i>	7	2	3.50	0.14	4	2.61	2.19	1.71	6.51	0.88

5	<i>Acacia torta</i>	10	3	3.33	0.2	6	2.48	3.13	2.56	8.18	0.56
6	<i>Ampelocissus latifolia</i>	5	2	2.50	0.1	4	1.86	1.57	1.71	5.14	0.63
7	<i>Ampelocissus tomentosa</i>	2	1	2.00	0.04	2	1.49	0.63	0.85	2.97	1.00
8	<i>Argyrea cuneata</i>	4	2	2.00	0.08	4	1.49	1.25	1.71	4.45	0.50
9	<i>Argyrea nervosa</i>	5	2	2.50	0.1	4	1.86	1.57	1.71	5.14	0.63
10	<i>Asparagus racemosus</i>	20	6	3.33	0.4	12	2.48	6.27	5.13	13.88	0.28
11	<i>Aspidoteris cordata</i>	1	1	1.00	0.02	2	0.75	0.31	0.85	1.91	0.50
12	<i>Bauhinia vahlii</i>	2	1	2.00	0.04	2	1.49	0.63	0.85	2.97	1.00
13	<i>Cajanus scarabaeoides</i>	18	7	2.57	0.36	14	1.92	5.64	5.98	13.54	0.18
14	<i>Capparis sepiaria</i>	1	1	1.00	0.02	2	0.75	0.31	0.85	1.91	0.50
15	<i>Cayratia auriculata</i>	2	1	2.00	0.04	2	1.49	0.63	0.85	2.97	1.00
16	<i>Cayratia pedata</i>	4	3	1.33	0.08	6	0.99	1.25	2.56	4.81	0.22
17	<i>Celastrus paniculata</i>	3	2	1.50	0.06	4	1.12	0.94	1.71	3.77	0.38
18	<i>Cissampelos perira</i>	8	3	2.67	0.16	6	1.99	2.51	2.56	7.06	0.44
19	<i>Cissus quadrangularis</i>	4	2	2.00	0.08	4	1.49	1.25	1.71	4.45	0.50
20	<i>Combretum albidum</i>	7	2	3.50	0.14	4	2.61	2.19	1.71	6.51	0.88
21	<i>Corallocarpus epigaeus</i>	2	1	2.00	0.04	2	1.49	0.63	0.85	2.97	1.00
22	<i>Decalepis hamiltonii</i>	12	7	1.71	0.24	14	1.28	3.76	5.98	11.02	0.12
23	<i>Dioscorea bulbifera</i>	9	4	2.25	0.18	8	1.68	2.82	3.42	7.92	0.28
24	<i>Dioscorea oppositifolia</i>	4	1	4.00	0.08	2	2.98	1.25	0.85	5.09	2.00
25	<i>Dioscorea pentaphylla</i>	2	2	1.00	0.04	4	0.75	0.63	1.71	3.08	0.25
26	<i>Dioscorea pubera</i>	4	1	4.00	0.08	2	2.98	1.25	0.85	5.09	2.00
27	<i>Grewia rhamnifolia</i>	15	3	5.00	0.3	6	3.73	4.70	2.56	10.99	0.83
28	<i>Gymnema sylvestre</i>	35	4	8.75	0.7	8	6.52	10.97	3.42	20.91	1.09
29	<i>Gymnopetalum cochinechinensis</i>	3	1	3.00	0.06	2	2.24	0.94	0.85	4.03	1.50
30	<i>Hemidesmus indicus</i>	7	5	1.40	0.14	10	1.04	2.19	4.27	7.51	0.14
31	<i>Ipomoea barlerioides</i>	4	2	2.00	0.08	4	1.49	1.25	1.71	4.45	0.50
32	<i>Jacquenmontia paniculata</i>	6	3	2.00	0.12	6	1.49	1.88	2.56	5.94	0.33
33	<i>Jasminum angustifolia</i>	3	1	3.00	0.06	2	2.24	0.94	0.85	4.03	1.50
34	<i>Jasminum auriculatum</i>	4	1	4.00	0.08	2	2.98	1.25	0.85	5.09	2.00
35	<i>Jasminum roxburghianum</i>	2	1	2.00	0.04	2	1.49	0.63	0.85	2.97	1.00
36	<i>Maynia hwatariana</i>	3	1	3.00	0.06	2	2.24	0.94	0.85	4.03	1.50
37	<i>Oianthus disciflorus</i>	1	1	1.00	0.02	2	0.75	0.31	0.85	1.91	0.50
38	<i>Olox scandens</i>	1	1	1.00	0.02	2	0.75	0.31	0.85	1.91	0.50
39	<i>Piper attenuatum</i>	8	1	8.00	0.16	2	5.96	2.51	0.85	9.33	4.00
40	<i>Pterolobium hexapetalum</i>	3	1	3.00	0.06	2	2.24	0.94	0.85	4.03	1.50
41	<i>Puraria tuberosa</i>	1	1	1.00	0.02	2	0.75	0.31	0.85	1.91	0.50
42	<i>Rhynchosia rufescens</i>	12	4	3.00	0.24	8	2.24	3.76	3.42	9.42	0.38
43	<i>Rhynchosia suavevens</i>	4	1	4.00	0.08	2	2.98	1.25	0.85	5.09	2.00
44	<i>Rivea hypocroteriformis</i>	7	3	2.33	0.14	6	1.74	2.19	2.56	6.50	0.39

45	<i>Sarcostemma acidum</i>	3	1	3.00	0.06	2	2.24	0.94	0.85	4.03	1.50
46	<i>Secamone emetica</i>	2	1	2.00	0.04	2	1.49	0.63	0.85	2.97	1.00
47	<i>Smilax zeylanica</i>	4	2	2.00	0.08	4	1.49	1.25	1.71	4.45	0.50
48	<i>Solena amplexicalis</i>	18	5	3.60	0.36	10	2.68	5.64	4.27	12.60	0.36
49	<i>Thunbergia fragrans</i>	6	3	2.00	0.12	6	1.49	1.88	2.56	5.94	0.33
50	<i>Ventilago denticulata</i>	3	2	1.50	0.06	4	1.12	0.94	1.71	3.77	0.38
51	<i>Ziziphus oenoplea</i>	6	2	3.00	0.12	4	2.24	1.88	1.71	5.83	0.75
		319		134.15	6.38	234	100.00	100.00	100.00	300.00	

TNI- Total Number of Individuals, **Q-** Number of quadrates, **A-** Abundance, **D-** Density, **F-** Frequency, **RA-** Relative Abundance, **RD-** Relative Density, **RF-** Relative Frequency, **IVI-** Importance Value Index, **A/F-** Abundance/Frequency Ratio.

CONCLUSIONS

Forests that are relatively undisturbed seem to possess these varied habitat conditions more upon certain specific areas should be with limited human and grazing disturbance to conserve these taxa. Nallamalais is a protected area needs further attention in terms of conserving valuable climbers species. Good marketing avenues have to be created for the local communities regarding climbers of medicinal value. Intensive training programmes have to be organized for tribal and other communities by governmental and non-governmental agencies regarding the sustainable collection, utilization and conservation of climbers resources. A highly coordinated action-oriented multi-disciplinary approach on plant resources conservation integrating the forest department, non-governmental organizations, scientific bodies and research institutions with the co-operation of local communities should be implemented

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MARK TWAIN – THE GREATEST NOVELIST OF AMERICA

By Dr. Rallapalli Hyderali,
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Abstract:

Samuel Langhorne Clemens (Mark Twain) is an American author of such classics as *The Adventures of Tom Sawyer*, *The Adventures of Huckleberry Finn*, *The Innocents Abroad* and so on. Although the great American novelist is remembered for his humorous and satirical aspects yet he is the most original and a remarkable writer in every manner. He was a moralist at heart. He was great writer of great thoughts. He all the time used to insist that his task was not creating buffoonery but instructing the people. For this purpose he chose burlesque, feeling that the public is to be coaxed and tickled into understanding. The present article peeps into the greatness of the this American literary legend by lightly touching upon all the literary techniques that he employed to put the American novel on the highest pedestal.

Key words: Humour – characterization – satire - Mark Twain's greatness - American novel.

Samuel Langhorne Clemens better known as Mark Twain is one of the best loved writers of America, immediately popular in his own days. In this regard he has been luckier than most popular writers who fell into obscurity immediately after their death, but Twain remains even today, years after his death as one of the greatest figures of American literature and his fame seems to be in no danger. Marks Twain's appeal to the readers is based on various factors. Some see his greatness in his humour which is definitely one of the reasons for his popularity. Others feel that it is the least of his attractive features when compared with the other grate features of his works. In this regard Joha Eskine and W.P. Trent feel, "Mark Twain is more certain of remembrance as a novelist that as a humorists".¹

The term humour is something that has varying connotation to different people. John Palmer remarks in his book, *Comedy the curse of Bible* came true actually when mankind began to laugh. An instance that strikes to people of one country as funny may appear devoid of all fun to people of another. Marks Twain's humour, at least many portions of it, will probably recede beyond general appreciation. But as a novelist he will always be loved by his readers and the other novelist. All his works are master pieces. Infact they become models for Twain's successors. This fact was well said by Bernard Shaw, when he puts it about Twain as, "I am persuaded that the future historian of America will find your works as indispensable to him as a French historian finds the political tracts of Voltaire".²

It is true that, Marks Twain started his career as a humorous writer. After a chequered career- he worked as a printer's devil, journeyman printer, steamboat pilot, and soldier and he went out to the Far West. It was there that Marks Twain finally got into journalism of the masculine humorous sort which flourished in the Far West. It was in Nevada and California that Marks Twain's humour of which we have evidence during the whole of his

adolescence came to the fore front and it is a notable fact that almost every man of a literary tendency who was brought into contact with those pioneer conditions became a humorist.

Mark Twain's first story, The Celebrated Jumping Frog won him recognition all over the country. He was sent abroad by the editorial staff of the newspaper for which he wrote his sketches. The idea was that he should report the trip humorously and the result was *The Innocents Abroad*, which firmly established his fame. The book is one of the finest example of the old extravagant American humour. In *The Adventures of Tom Swayyer* and *The Adventure of Huckleberry Finn*, Mark Twain's delightful humour is seen in abundance. Even his trip around the world was delightful to his audience and none who heard him could forget his unique drollery. In spite of his prodigious appeal as a humorist, it must be borne in mind that Mark Twain was reluctant to adopt the humorist's career and that he was in revolt against a role which, as he vaguely felt, had been thrust upon him. Twain in fact wanted to become a remarkable writer in every manner and he did become. This fact was well balancedly said by Howells, the well known American critic and novelists as, "Mark Twain is not merely a great humourist, he is a remarkable fellow in a very different way".³

If it is Mark Twain's humour alone that made him known and loved as a writer, had he no other qualities, he might by now have been almost forgotten like the many American jokers who have gone out of fashion, like Joseph Billings or Artemus Ward. There were occasions when Mark Twain's humour affects his work adversely. His masterpiece *Huckleberry Finn*, for instance particularly in the chapters concerning the rescue of Jim contained passages of broad humour and parody which frequently clashed in tone with the style of the long oral tale used throughout the volume. But this book like many others of Mark Twain's had qualities which triumphed over such minor faults. It is to these qualities that we should attribute Marks Twain's perennial fame as a novelist.

Mark Twain's personal traits have contributed to his becoming almost a legend. He was both a personality and a personage. The stories about him are endless. His liking for cats, his addiction to tobacco and whisky and billiards, his passion for dressing in white, his willingness to back inventions, his colourful profanity, his fondness for hoaxes his hatred of intolerance and cruelty and despotism, and his personal kindnesses are well known. In the writings of this beloved American author, his personality was an important element.

Gifted with a marvelous mimetic ability, Mark Twain was a superb story-teller. This enabled him to hold his readers enthralled, and to entertain audiences in his home and in public auditoriums with equal facility. Mark Twain as a literary artist was an adept at carefully leading his readers and audience through calculated effects and contrived suspense to effective climaxes. He was a consummate master of the tall tale tradition, as proved by his stories about the Jumping Frog and the Blue Jay. These along with, *The Man that Corrupted Handleyburg*, are imperishable narratives of American literatures. Beginning with *The Adventures of Tom Swayer*, Mark Twain showed himself to be a novelist of the first rank. The books that followed fulfilled the expectation created by this work. This truth has been immortalized in letters when Bernard Shaw the Irish playwright and critic puts about Twain's greatness as, "by far the greatest American writer".⁴

The greatest success of Mark Twain as a novelist is his genius for creating memorable characters and for breathing the life into them. Perhaps his portrait gallery is small, but it is memorable. Tom Swayer, *Huckleberry Finn* and the runaway nigger Jim, colonel Sellers and Roxy are unforgettable characters in the world of literature. Mark Twain is a remarkable analyzer of characters. Tom Swayer proves his phenomenal understanding of the American small boy, and of those aspects of human nature which expand in the small, wide-settled villages of inland America. The tramp, the loafer, the peddler all the local characters that might have significance in the eyes of the small boy, are represented with fascinating realism, as well as the more respectable but less interesting domestic characters, but of all them viewed at all times through the eyes of the boy. As for Huck Finn, this romantic young outcast with his secret wisdom and his much envied freedom is one of the most real figures of fiction. Aunt Polly, widow Douglas, Aunt Sally. Uncle Silas are all vividly drawn characters. Yet more interesting are the lowdown humbugs and frauds who get on board Huck's and Jim's canoe. Vonneget Jr. Kurt, the celebrated American novelist says that in the works of Mark Twain we can see more America and its immortalized characters. Here he says this phenomenon as, "Twain was good with crowds that he became in competition with singers and dancers and actors and acrobats, one of the most popular performers of his times. It is so unusual and so

psychologically unlikely for a great writer to be great performer too, that I can of only two similar cases - Homer's, perhaps and Moliere's." ⁵

As a painter of manners and customs, Mark Twain is unrivalled. He has observed everything, landscape, environments, physical characteristics of the inhabitants, ways of life, customs, beliefs and superstitions. Through him we know the little Missouri town, asleep on the banks of the river, with its houses rising in steps from the levee, surrounded by its circle of wooded hills terminating near the Mississippi in sheer cliffs pierced by caves. American landscape assumes for readers, native and foreign, a vividness and reality that is rarely seen in other writers. No other American writer has so faithfully described the Mississippi river with its rapids and its half-submerged logs faired by the navigators, the wooded isles and dismal cotton plantations of the south. The Arkansas farm introduced in Huckleberry Finn; is minutely described. The novelist does not omit the clean rooms, the floors covered with rugs, the heart framed in well scrubbed red brick, the naïve knick-knacks on the mantelpie and the popular prints on the wall. The entire West flies past the reader in a succession of precise, faithful images. In this context it is very pertinent to quote W.H. Vogel Bach when he says about this faithful and truthful depiction as, "There is more America in Mark Twain's books than in any others ... It is their immortality." ⁶

Mark Twain's realism in depiction does not stop at externals. In describing scenes that he knew he often relies on memory and hence he interprets reality and to a certain extent colours it his realism in the photographic realism of Theodore Dreiser. The American journalist of the naturalistic school. For this reason, of all Mark Twain's books those that posterity will best remember are Tom Sawyer, Life on the Mississippi and above all Huckleberry Finn.

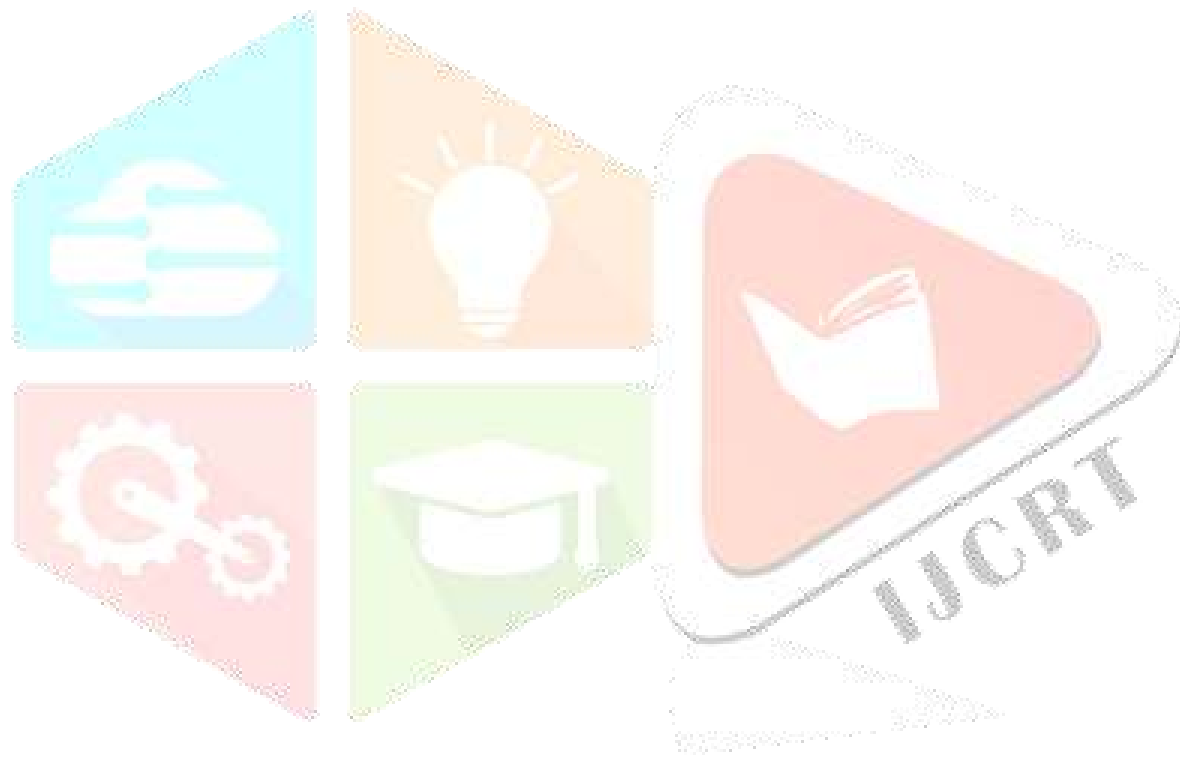
Mark Twain did not stop with depicting social customs and manners. He went a step further and satirised them. Especially for depicting such an irksome and irritating things, which of course is a reality. His beautiful novel and one of the world's greatest novel, Adventures of Huckleberry Finn has been banished and Mark Twain himself was branded as a ruffian and his novel was banished from the stands by District Court and the Court felt the novel was unfit for reading. The court also felt that too much freedom given to American Citizen is one of the reasons for such writings. The District Court feels, "An incarnation of the better side of the ruffians that is one result of the independence of Americans". ⁷

One of the great things that Mark Twain achieved in Huckleberry Finn and other novels is the creation of a prose style suited to the American ethos. Though many writers before Twain had tried to exploit the possibilities of the American idiom, it was only in his hands that we get a rich style with simplicity and informality of phrases, bold and incongruous simplicity and flavored colloquialisms. In his hands comic jargon and dialect became a finished literary weapon, unemphatic, visual, and deceptively simple, sounding like speech and yet not quite the same. His basic reliance on colloquial idiom encouraged many later writers who, but for his example would not have dared to deviate from this literary style of his contemporaries.

As a thinker, Mark Twain is rather disappointing. He was full of prejudices and in his likes and his dislikes he tended to be irrational. He had minor artistic lapses too, for he was seldom a disciplined writer, but these faults fade into insignificance when compared with the overwhelming greatness of Mark Twain, the buoyant story-teller, the delineator of character and the master of idiomatic prose. Optimist and pessimist, dupe of his own emotions, or coerced by his audience, Mark Twain does not appear to the American reader as a man of letters imprisoned by the demands of his vocation, but rather as a free spirit to whom one turns in order to breathe the virile, joyous, healthy atmosphere of an America which has disappeared. He survives as the evocator, the poet of a unique phase of American experience. There is an understanding between him and his public, just as it was there during his lifetime. He continues to have an almost seductive charm for his readers. The reasons for his success are sentimental, America sees him with real affection, as the first of her writers to draw from the American soil, the material for an original and lasting work. Twain is a God to them. They rever him like they innocently rever the God. Not only the Americans even great writers across the world rever and respect Twain, like a God. Rudyard Kipling, the British Nobel Laureate fondly remembers and respects Twain as, "I love to think of the great and godlike Clemens". ⁸ Such is the name and fame commanded across the world by Mark Twain. That is why, Mark Twain is considered the greatest novelist of America.

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IMPORTANCE OF EMOTIONAL INTELLIGENCE AT WORKPLACE

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“The mind is its own place, and in itself can make a heaven of hell, a hell of heaven.” — John Milton:

Abstract

Emotional intelligence helps you build stronger relationships, succeed at school, work place and achieve your career and personal goals. It can also help you to connect with your feelings, and make good decisions. It is the ability to understand, and manage your emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and resolve conflict. Few people who are academically brilliant are socially inept and unsuccessful at work or in their personal relationships. Intellectual ability is not enough to achieve success in life. Your Intelligence Quotient (IQ) can help you get into college but your Emotional Quotient (EQ) that will help you manage the stress and emotions when facing your final exams. Emotional intelligence is a set of emotional and social skills that collectively establish how well we are. Emotional intelligence help to get success in life and work, to pursue and express ourselves, develop and maintain social relationships, use emotional information, cope with challenges, in an effective and meaningful way.

Key Words: career, challenges, decision, emotional, intelligence, professional, relationship

Importance of Emotional Intelligence

You probably know people who are academically brilliant and yet are socially unskilled and unsuccessful at work or in their personal relationships. Intellectual ability or your intelligence

quotient (IQ) isn't enough on its own to achieve success in life. Your IQ can help you get into college, but it's your EQ that will help you manage the stress and emotions

Emotional Intelligence is the summative of abilities, competencies and skills that signify a collection of knowledge in order to cope with life effectively. Therefore, it is closely related to the personal and professional growth of the individuals who have to take decisions under stressful and difficult situations.

IQ v/s EQ

EQ

- ❖ not fixed
- ❖ can be improved throughout life

IQ

- ❖ established by Mid teens
- ❖ cant increase
- ❖ predicts only 10% to 20% of life success
- ❖ how to increase your EQ

Building Emotional Intelligence

Emotional intelligence is a person's Ability to understand their own emotions. the emotions of other's and to act appropriately using the emotions. Emotional intelligence never stops growing.

- **self awareness** recognising internal feeling
- **managing emotion** finding ways to handle emotions that are appropriate to the situation
- **motivation** using self control to channel emotions toward a goal
- **empathy** understanding the emotional perspective of other people
- **handling relationship** using personal information and information about others to handle social relationships and to develop interpersonal skills

Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic.

1. **Knowing one's emotions.** People with greater certainty of their moods and feelings are better navigators of their lives. They can take good decisions and set realistic expectations.
2. **Managing emotions:** People who have ability to cope with adverse or distressing emotions can soothe themselves at the appropriate time. They show a form of "stress" hardiness.
3. **Motivating oneself:** People with the capacity for self-efficacy not only manifest emotional self-control, but also use this to accomplish specific pre-set goals. This ability to stifle impulsiveness underlies accomplishments of all sorts.
4. **Recognizing emotions in others.** People with the ability to distinguish other's emotions based on situational and expressive cues possess information which can be used to create desirable outcomes. Empathetic abilities come with the capacity to not only recognize but also share the emotions felt by others.
5. **Handling relationships.** People with this skill can get things done with and through others. Over time, the consistent capacity to handle relationships will create leadership opportunities for the individual with this competence.

Emotional Intelligence Has Five Main Elements Of Emotional Intelligence:

These skills in emotional intelligence are vital for successful leadership. Self-awareness and its representative competencies of accurate self-assessment and self-confidence help emotionally intelligent decision-makers to determine their appropriate role in the decision-making process. Self-management and its behavioural components of self-control, trustworthiness, conscientiousness, adaptability, achievement drive and initiative are significant emotional intelligence skills for decision-makers (Goleman, 2001). Self-awareness.

1. Self-regulation.
2. Motivation.
3. Empathy.
4. Social skills.

As an administrator and leader, one should manage these elements.

1. **Self-awareness:** If people are self-aware, they always know their feelings and how emotions affect the people around them. Being self-aware people are in administrator or leadership position also means having a clear picture of their strengths and weaknesses.
2. **Self-regulation:** administrators and leaders who regulate themselves successfully hardly verbally attack others, make rushed or emotional decisions, stereotype people, or compromise their values. Self-regulation is all about staying in control. This element of emotional intelligence also covers administrators and leader's flexibility and commitment to personal accountability. To improve ability to self-regulate, person must know values, Hold himself accountable, and Practice being calm
3. **Motivation:** Self-motivated administrators and leaders regularly work toward their goals. And they have extremely high standards for the quality of their work.
4. **Empathy:** Empathy is critical to manage a successful team or organization. Administrators and leaders with empathy have the ability to put themselves in someone else's situation. They support and develop the people on their team, challenge others who are acting unfairly, give constructive feedback, and listen to those who need it.
5. **Social skills:** Administrators and leaders must develop social skills. People who do well in this element of emotional intelligence are great communicators. They are just as open to hearing bad news as good news, and they are experts at getting their team to support them and be excited about a new mission or project. Administrators who have good social skills are

also good at managing change and resolving conflicts tactfully.

Managing your emotions at work

We are emotional human beings. It is hard for us, not to be emotional. While it is generally good to be in touch with our emotions and to not suppress them, there are situations where we must somehow manage our emotions especially well. That's notably the case at work.

Emotional outbursts at work could be due directly to work-related matters or to stressors from our personal life spilling into our work life. Handling our emotions at work is often seen as a measure of our professionalism. The most common negative emotions experienced at work are frustration, worry, anger, dislike and unhappiness.

10 STRATEGIES TO MANAGE NEGATIVE EMOTIONS AT WORK

1. Compartmentalisation

Try and leave personal matters and issues at home. When you commute to work, use that time to tell your mind to let go. You can also compartmentalise work-related stressors so that your emotions at work don't spill over into your personal life too.

2. Deep breathing & relaxation techniques

- a) This will help with emotions like anxiety, worry, frustration and anger.
- b) Take deep breaths, inhaling and exhaling slowly until you calm down. Slowly count to 10.
- c) You can take a walk to cool down, and listen to some relaxing music.
- d) Talk to someone who can help you calm down.

3. The 10-second rule

- a) This is especially helpful if you are feeling angry, frustrated or even irate.
- b) If you feel your temper rising, try and count to 10 to recompose yourself.
- c) If possible, excuse yourself from the situation to get some distance but do reassure the other party that you will come back to deal with the matter.

4. Clarify

It is good to clarify before reacting, in the event that it could be a simple misunderstanding or miscommunication.

5. Blast your anger through exercise

- a) Instead of losing your cool, plan on hitting the treadmill or going to a kick-boxing class to let the anger out of your system.
- b) Exercise is also a good way to get a solid dose of mood-enhancing endorphins.
- c) In addition, exercise will help to release any physical tension in your body.

6. Never reply or make a decision when angry

- a) In this day of instant communication, it's easy to just shoot off an email or text that you may regret later.
- b) Never let your anger or unhappiness cloud your judgement.
- c) Hold off all communication while you are still angry. You can type it first but save it as a draft and sleep on it for a day. Re-read it the next day or even let someone you trust take a look at it before you send it.

7. Know your triggers

- a) It helps when you are able to recognise what upsets or angers you.
- b) This way, you can prepare yourself to remain calm and plan your reaction should the situation occur.
- c) You may even be able to anticipate the other party's reaction.

8. Be respectful

- a) Treat your colleagues the same way you would like to be treated yourself.
- b) If the person is rude, there's no need to reciprocate. We can stay gracious and just be firm and assertive without being aggressive. Often, rude people will calm down if they don't get a reaction from you and realise that they are the only one shouting in the room

9. Apologise for any emotional outburst

- a) Sometimes our emotions do get the better of us.
- b) If you do have an emotional outburst, apologise immediately to the person and perhaps to those around you who have heard it.
- c) You need not explain yourself or be defensive. Just a simple “I am sorry. I reacted badly” would make a big difference.

10. Never bring your negative emotions home

- a) It is good practice to let go of any anger, frustration and unhappiness at the end of every workday.
- b) Harboring negative emotions allows them to fester like mould, bringing you to a breaking point. So it's best to empty the emotional “trash can” on a daily basis, to prevent overwhelm.
- c) You can use the compartmentalisation method mentioned above, or you can plan to engage in enjoyable activities after work with your friends and family.

Common Negative Emotions at Work

1. Frustration/irritation.
2. Worry/nervousness.
3. Anger/aggravation.
4. Dislike.
5. Disappointment/unhappiness.

1. Frustration/Irritation

Frustration usually occurs when you feel stuck or trapped, or unable to move forward in some way. It could be caused by a colleague blocking your favourite project, a boss who is too disorganized to get to your meeting on time, or simply being on hold on the phone for a long time.

Whatever the reason, it's important to deal with feelings of frustration quickly, because they can easily lead to more negative emotions, such as anger.

Here are some suggestions for dealing with frustration:

- a) **Stop and evaluate** – One of the best things you can do is mentally stop yourself, and look at the situation. Ask yourself why you feel frustrated. Write it down, and be specific. Then think of one positive thing about your current situation. For instance, if your boss is late for your meeting, then you have more time to prepare. Or, you could use this time to relax a little.
- b) **Find something positive about the situation** – Thinking about a positive aspect of your situation often makes you look at things in a different way. This small change in your thinking can improve your mood. When it's people who are causing your frustration, they're probably not doing it deliberately to annoy you. And if it's a thing that's bothering you – well, it's certainly not personal! Don't get mad, just move on.
- c) **Remember the last time you felt frustrated** – The last time you were frustrated about something, the situation probably worked out just fine after a while, right? Your feelings of frustration or irritation probably didn't do much to solve the problem then, which means they're not doing anything for you right now.

2. Worry/Nervousness

With all the fear and anxiety that comes with increasing numbers of layoffs, it's no wonder that many people worry about their jobs. But this worry can easily get out of control, if you allow it, and this can impact not only your mental health, but also your productivity, and your willingness to take risks at work.

Try these tips to deal with worrying:

- a) **Don't be surrounded with worry and anxiety** – For example, if co-workers gather in the break room to gossip and talk about job cuts, then don't go there and worry with everyone else. Worrying tends to lead to more worrying, and that isn't good for anyone.
- b) **Try deep-breathing exercises** – This helps slow your breathing and your heart rate. Breathe in slowly for five seconds, then breathe out slowly for five seconds. Focus on your breathing, and nothing else. Do this at least five times. For more on this, read our article on Physical Relaxation Techniques.
- c) **Focus on how to improve the situation** – If you fear being laid off, and you sit there and worry, that probably won't help you keep your job. Instead, why not brainstorm ways to bring in more business, and show how valuable you are to the company?
- d) **Write down your worries in a worry log** – If you find that worries are churning around inside your mind, write them down in a notebook or "worry log," and then schedule a time to deal with them. Before that time, you can forget about these worries, knowing that you'll deal with them. When it comes to the time you've scheduled, conduct a proper risk analysis around these things, and take whatever actions are necessary to mitigate any risks. When you're worried and nervous about something, it can knock your self confidence..

3. Anger/Aggravation

Out-of-control anger is perhaps the most destructive emotion that people experience in the workplace. It's also the emotion that most of us don't handle very well. If you have trouble managing your temper at work, then learning to control it is one of the best things you can do if you want to keep your job.

Try these suggestions to control your anger:

- a) **Watch for early signs of anger** – Only you know the danger signs when anger is building, so learn to recognize them when they begin. Stopping your anger early is key. Remember, you can choose how you react in a situation. Just because your first instinct is to become angry doesn't mean it's the correct response.
- b) **If you start to get angry, stop what you're doing** – Close your eyes, and practice the deep-breathing exercise we described earlier. This interrupts your angry thoughts, and it helps put you back on a more positive path.
- c) **Picture yourself when you're angry** – If you imagine how you look and behave while you're angry, it gives you some perspective on the situation. For instance, if you're about to shout at your co-worker, imagine how you would look. Is your face red? Are you waving your arms around? Would you want to work with someone like that? Probably not.

4. Dislike

We've probably all had to work with someone we don't like. But it's important to be professional, no matter what.

Here are some ideas for working with people you dislike:

- a) **Be respectful** – If you have to work with someone you don't get along with, then it's time to set aside your pride and ego. Treat the person with courtesy and respect, as you would treat anyone else. Just because this person behaves in an unprofessional manner, that doesn't mean you should as well.
- b) **Be assertive** – If the other person is rude and unprofessional, then firmly explain that you refuse to be treated that way, and calmly leave the situation. Remember, set the example.

5. Disappointment/Unhappiness

Dealing with disappointment or unhappiness at work can be difficult. Of all the emotions you might feel at work, these are the most likely to impact your productivity. If you've just suffered a major disappointment, your energy will probably be low, you might be afraid to take another risk, and all of that may hold you back from achieving.

Here are some proactive steps you can take to cope with disappointment and unhappiness:

- a) **Look at your mindset** – Take a moment to realize that things won't always go your way. If they did, life would be a straight road instead of one with hills and valleys, ups and downs, right? And it's the hills and valleys that often make life so interesting.
- b) **Adjust your goal** – If you're disappointed that you didn't reach a goal, that doesn't mean the goal is no longer reachable. Keep the goal, but make a small change
- c) **Record your thoughts** – Write down exactly what is making you unhappy. Is it a co-worker? Is it your job? Do you have too much to do? Once you identify the problem, start brainstorming ways to solve it or work around it. Remember, you always have the power to change your situation.
- d) **Smile!** – Strange as it may sound, forcing a smile – or even a grimace – onto your face can often make you feel happy (this is one of the strange ways in which we humans are "wired.") Try it – you may be surprised!

Managing emotions in the workplace

1. Coping mechanisms for employee emotions

Coping mechanisms are the tools and strategies we use to deal with stress in our lives. Our various ways of coping eventually create a coping strategy.

You can cope with stress in positive or negative ways. A negative coping strategy might be to ignore your problems and emotions, hoping they work themselves out. But that can be bad for your health. Positive coping strategies allow you to deal with stress in healthy ways.

2. Managing your own emotions

The best thing you can do to combat negative moral emotions and their repercussions is understand how to deal with emotions. Take the Recognize, Understand, Manage approach when dealing with emotions at work.

3. Recognize

When emotions start to bubble up, don't panic. Take a deep breath and recognize the emotion for what it is. Don't react immediately. Instead try to put a label on what it is you're feeling. Determine when you became aware of the feeling and what triggered it. Don't judge yourself for how you feel.

4. Understand

After you've named your emotions, focus on the "why" behind them. Dig deep and try to discover their origin.

Follow them down the pathway to where you are now with questions like these:

- a) If you feel upset, what is causing you to feel that way?
- b) Are your emotions coming from something within you, or something external?

If it's a familiar emotion, think about other times you've felt this emotion and how you previously responded.

- a) What went well?
- b) What didn't?
- c) How do you want to respond differently in this moment?

5. Manage

Once you've taken time to cool down and reflect, the third and final step is managing the situation. You need to figure out how you are going to respond, if at all.

There are no hard and fast rules for how to respond, but here are a few things to consider:

- a) Do you still feel the need to address the situation?
- b) Is it possible you overreacted?
- c) Are there things that need to be resolved before you can move forward?
- d) What will you say when you do address the situation? What might others involved say?
- e) What did you learn from this situation that you can apply to future situations like it?

Dealing with employee emotions: 4 tips for leaders

“As more and more Artificial Intelligence is entering into the world, more and more Emotional Intelligence must enter into leadership.”- Amit Ray

Regardless of how well you handle your own emotions, you can't control the emotions of others. But it is important to learn how to acknowledge them and respond appropriately. Unresolved issues can lead to decreased productivity, damaged relationships, and lowered engagement.

The following Tips are to be followed while dealing with employees' emotions and start building a stronger emotional culture at work:

1. Allow for mistakes.

No one is perfect—plain and simple. Mistakes are inevitable and, although they don't need to be simply accepted, they also aren't grounds for a scolding. Berating or punishing employees can cause humiliation and hostility.

Calmly correcting or excusing the rare mistake is a great way to build trust. In fact, helping reduce negative emotions with transparency, open communication, and authenticity will lead to better relationships with your employees.

2. Build a culture of trust.

Sharing emotions, especially uncomfortable ones, is one way to show vulnerability. But we can't be vulnerable if we don't trust the people that we're sharing our stories with. Everyone in your organization should feel comfortable being themselves and expressing their emotions. It's not enough just to let employees know they can share their feelings—you must be willing to be the example too. When employees can witness a culture of honesty and compassion, they'll be able to understand and adapt to others' emotions.

3. Be present.

When managers and leaders are unavailable, employees may feel anxious and undervalued. Make time to connect with your team to instil confidence in your employees, their work, and their performance. Empowering your team members to stay connected in this way helps build positive relationships. Recommend meeting once a week—even for a quick check-in. These meetings offer employees an opportunity to ask questions, provide updates, raise concerns, and provide feedback. These are perfect times to celebrate successes to increase positive emotions in the workplace.

4. Listen more than you talk.

Most times, employees who experience negative emotions aren't searching for solutions. They want to express themselves and release their pent-up emotions. Listening to your employees allows them to get it all out there and makes them feel cared for and heard. It also establishes you as a trusted resource who can be depended on. When dealing with someone else's emotions, strive to understand what they are feeling and why. Ask them how they are feeling and if they are okay. If they don't want to talk or say everything is fine, respect their wishes and don't pressure them any further. If they do want to talk it out, find a quiet space and listen.

Conclusion

To summarize, Emotional intelligence is the ability to identify and understand emotions and their impact on behaviour and attitudes. Those who have a high degree of emotional intelligence are in tune with both their own emotions and the emotions of other people with whom they come in contact. Manage the stress and emotions when facing your final exams emotional intelligence is a set of emotional and social skills that collectively establish how well we are and it is your predictor of success in life and work to pursue and express ourselves to develop and maintain social relationships. Recently, focus on understanding emotions in organizations has resulted in increased attention to the role of Emotional Intelligence. Your employees are only human, and humans are emotional creatures. Addressing emotions is important for recognizing your employees for who they are and improving your emotional culture Emotional outbursts at work could be due directly to work-related matters or to stressors from our personal life spilling into our work life. Handling our emotions at work is often seen as a measure of our professionalism

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EVOLUTION OF WOMEN IN THE WRITINGS OF SUDHA MURTHY

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Abstract

Feminism is the fight for women's equal rights such as the right to equal pay and treatment. It is not to be confused with making women do what is seen as Men's roles, like lifting heavy things. Women deserve to be treated as equals, because they are also capable of doing the better roles. History of Literature has observed the women's participation being evolved through centuries. The yester year women's journey has been very critical and disrespectful which they have patiently handled. Recently, Indian English fiction has been trying to give expression to the Indian experience of the modern predicaments. Fiction by women writers constitutes a major segment of the contemporary writing in Indian English. Women have experienced all the criticism and persisted with their extreme journey. Today Women have come a long way emerging as a strong soul in the society. Sudha Murthy, a well-known prolific author whose books in Kannada and English have been the best-sellers. She has written novels, technical books, travelogues, collections of short stories and non-fictional pieces. Her books have been translated into major Indian languages. "the mother i never knew" is the book that comprises of two novellas that explore quests by two men- each searching for a mother he never knew that he had.

Key Words: feminism, heritage, modernity, problems, rights, society, tradition, women

Introduction

Murthy's novels reveal that she is an outstanding feminist championing the cause of women's liberty and rights. An intense awareness of her identity as a women and her attention to feminine problems are discovered in her fictions. She presents the real world raising serious questions about contemporary attitudes to men, women and marriage. She analyses the actual social and emotional bonds that bind women. They confront a tradition - oriented society and learn to live under the waves of heritage and modernity.

The protagonist of Sudha Murthy's presented mostly as willing to accept any change in their lifestyle. She is able to read the inner mind of these women and portrays their psychological and emotional imbalances. Her books are all about the importance of one's identity with specific identity to women. It portrays how a woman sacrifices so many things for her family, however doesn't receive any respect and equal importance. At the end it teaches every woman should be independent and treated equally neither inferior nor superior.

One of the important aspects which Sudha Murthy highlights is that there was a limit which one could be obedient and submissive, but once that limit was crossed, the individual's happiness become more essential. The protagonists leave the family for not to earn more money, but she needs space and self- respect. Indian woman are known for their extreme patience and determination. They are all in fact guided by the spirit even if the ironic equilibrium between faith and disbelief. Murthy is definitely a writer with a purpose.

"Though you reach the sky- make sure your feet is always grounded" is an important message



delivered by Sudha Murthy. You should have experience some difficulties in life because continuous success makes a person arrogant, continuous failures makes a person diffident, occasional failures and fair amount of success makes an individual more mature. So you must undergo some difficulties, some helplessness, observe people and have sympathy makes a person very matured. She compares herself to a tree, which does not keep its fruits to itself, and at the same time, finds fulfillment in these acts of selflessness.

Sudha Murthy, a disciplined writer never misrepresented the power of freedom on her protagonists like have extra marital relationship with others and lesbian experience with her mates. Murthy clearly voiced by her novels that the present age women have realized that they are not helpless and are not dependent. They sense that a woman is an equal competent just like a man. Today a woman has also become a direct money earner and she is not only limited to household works. The novels show how women always gain self-esteem in facing the hard times of their lives, assert their individuality and aspire self-reliance through education. They are clever of being independent and leading lives on their own. To find their identity in their own way, her female characters break all restraints of customs and traditions that tie them in the quandaries and rein in their freedoms and rights. They are not against the entire social system and values but are not ready to accept them as they are. Her female characters are modern, strong and take bold decisions to survive in society. This secures her position in literature as a feminist novelist. In her novels, she has exhibited the new slant of the married woman. When they have a possibility they strive and discover their happiness. Sudha Murthy says, women have to balance family and work, everywhere in the world. The women protagonists in her novels are victimized by the patriarchy. During the difficult circumstances they rise by asserting themselves as individuals and choose to live their own life, overcome the struggle and emerge as victorious women.

Sudha Murthy's "Mahashweta" this novel is a story of an unfortunate woman, Anupama who realizes her inner strength and courage in her tough times and questions about her justice. The purpose of this paper is to expose that throughout the novel, the character Anupama get enlightened from within. This novel portrays how women become self-esteemed while facing the challenges and adverse conditions of their life.

Anupama living in autocracy of patriarchal society and suffered from male domination, her dilemma about her tragic situation when her husband Anand left her alone in her disease is evident from the following quote:

"Was it my fault that I got this white patch? Is it my fault that I am a poorman's daughter? Now that you are here, answer me."

A great transformation from within happened in the character Anupama, when she was left alone by everyone in her disease of leukoderma. Anupama can be termed as a new woman who is ready to accept the reality of her life and remain firm in her trying times. She following the right path struggles with the adversities of her life.

Anupama can be said as a strong woman who is ready to challenge the difficulties of her life very bravely. She is shown as very courageous not a coward woman embracing the tyranny

of patriarchal society. This novel exposes how a woman like Anupama suffered under the tyranny of

patriarchal society. In the patriarchal society, men misuses their power is shown clearly in this novel. Anupama is a woman who wanted to live her life with self-esteem and not a dependent valueless and helpless life.

Portrayal of women character in the novel “the mother i never knew”

Sudha Murthy’s novel “the mother i never knew” comprises two novellas that explore quests by two men each searching for a mother he never knew he had. Here, in the proposed paper entitled, “A critical study of Women characters in SudhaMurthy’s -the mother I never knew” the first part has been analysed. Venkatesh, a bank manager, stumbles upon his lookalike one fine day. When he probes further, he discovers his father’s hidden past, includes an abandoned wife and child. Venkatesh is determined to make amends to his impoverished stepmother- and taken steps to repay his father’s debt. Sudha Murthy introduced the female characters Champakka, Indiramma, Bhagirathi, Shanta and Gowri’ in the first part. These characters are critically explored in this research paper.

Champakka

Venkatesh’s grandmother, Champakka, a loud mouthed old widowed women, lived solely for the sake of her son, faced a tough life to raised her son like how the tigress protect her cubs likewise she protected her son from all the problems and happily ruled the whole family, but sometimes dominates the family members.

Indiramma

On the other hand, Venkatesh’s mother, Indiramma, portrayed as quite, innocent and submissive. She passes her time, by knitting, embroidering painting and indulging herself in order to avoid any confrontations with others. The work of Betty Friedan, *The Feminine Mystique*, is the main source of information on the condition of these housewives. She defines house wife as: The home maker, the nurturer, the creator of children’s environment is the constant recreator of culture, civilization and virtue.

Bhagirathi

Sudha Murthy framed the character Bhagirathi- a teenage mother and a widow- was bound by customs and traditions thought that her husband is dead, which was not true, and shaved her head to be considered purified, thus clearing her husband’s path to heaven. In the beginning she had no desire to live, decided not to stay in her village mainly due to the gossiping about her modesty. She is afraid that her life and that of her son’s life would be worse than a dog’s, if she stays in the village. Here Sudha Murthy opined that ‘We cannot change the society and people. This has been going on since the ancient times. It’s always a goat that is victimized and not a tiger’. Bhagirathi, struggled a lot and has overcome many difficulties to raise her son. She decided to leave the village and started working as cooking maid in many houses for meager salary for many years.

Due to her hard work, she raised her son to become a primary school teacher and made him to lead a decent family life. Lorraine Toussaint a Trinidadian-American actress and producer says, “We all have a dark side. Most of us go through life avoiding direct confrontation with that aspect of ourselves, which I call the shadow self. There is a reason why it carries a great deal of energy”. A woman is usually meek and humble that’s the reason many of our women suffered a lot. They quietly bowed down and accepted injustices heaped upon them by men and fate. Sudha Murthy had not only written a children stories but she has also exposed the patriarchal control in our country and the tolerance of women in ignorance through her novels. To quote from Simone de Beauvoir’s book titled ‘*The Second Sex*’ wherein she asserts that: “Once she ceases to be a parasite, the system based on her dependence crumble, between her and the universe there is no longer any need for a masculine mediator”. In all her novels, she shows a survival path to the female protagonist’s that women can lead a successful life with sincere and hard work, without the help of those who made

them ill treatment.

Shanta

Venkatesh's wife, Shanta, ran the house very efficiently, handled the family finances better than an investment banker. She is always conscious of her appearances and proud to be a lady's club president. Active investor of the stock market because of her sound knowledge in business, she always speaks to the point.

Gauri

Gauri -Venkatesh's daughter, she was quiet and intelligent girl and also an eternal optimist. She could make anyone feel better. Venkatesh always loved her because of her intelligence, calm and ability to remain silent in any situation that brings success and peace to her life. She always spent very good time and frank discussion with her father. She always follows her conscience. In one occasion when her father undergone a tough situation to pay his father's debt, she decided to give forty five lakhs from her account, which was invested in a fixed deposit by her mother in her name to avoid income tax, or may be for her marriage and thus saved her father from a major problem. Here, Sudha Murthy tries to explain that the today's generation is much wiser than the people in the ancient time of her age. A good narration between father and daughter from the book:

Her father asked her, 'Gauri, your mother will find out about this. You know that. What will you do then?' She replied, 'I have not stolen this money Anna, nor have I given it away to a cause that I don't believe in. I am not afraid of her or anyone else. No matter people say, I'll always follow my conscience.'

Venkatesh asked, 'Why did you do this Gauri?' She replied, 'That's so easy Anna. You want to pay back a debt that your father owes somebody. I want to pay back a debt that my father owes too'

Here Sudha Murthy described the nature of a modern girl and her perception towards her vision of family life. Through the characters Shanta and Gowri, it shows the sophisticated, business background, status of family members. They live their life for earning more and more money and no intimacy between the family members, indicating the modern false life style. The novel also showcases individualities of the modern women's rights by describing an independent, skilled and gifted female protagonist's like Shanta and Gauri.

When analyzing the female characters of Sudha Murthy's the mother I never knew, she portrays the sufferings of women at the medieval period and the courage of women in modern age. The patriarchal society considers a wife as a slave to her husband and so she must endure all his atrocities. But these days women ready to follow their conscience to decide their life. As described in the novel, a wife must have the determination to live without her husband if the situation really demands. She must have the willpower to bring up her children with confidence. Among all literary genres, novel reflects the contemporary social conditions in a realistic manner. The portrayal of woman in novels is also governed by the prevailing attitude towards women in society and the author's response to it. The status of women has been rapidly changing and the novelists capture this transition in their novels. Swami Vivekananda, throughout his life, strived to uplift the plight of women, in particular Indian women.

Fictional works, but particularly novel, for being capable of allowing more comprehensive handling of the issues pertaining to women than any other mode of expression, echoes the victimization and subjugation of women more effectively. It is noteworthy that not all the authors of feminist novels are women, there are men also who champion the cause of feminism and through their works try to put forward a body of thought and practice that recognises, criticises and seeks to change inequalities based on gender. But this is also true that women novelists, themselves representing society's marginalised and silenced half and having a deep insight into the female psyche, more authentically

present woman's side of life. With a voice of their own they offer a diverse range of feminine experience. In the last few decades a significant number of women novelists has contributed to the enrichment of literature especially feminist novels. Doris Lessing, Anita Desai, Mahasweta Devi, Buchi Emecheta, Margaret Atwood, Toni Morrison are but a few to name. Through sexual awakening, sexual victimization, sexual discrimination, suffering, pain, struggle, agony, helplessness and exploitation, their female characters learn of the gendered oppressions that work through their bodies.

Gifted with great creative genius, these women novelists take up cudgels against women's suppression and exploitation by patriarchal social system and eloquently voice the question of self-definition by exploring the violent and subtle ways in which patriarchy silences female sexuality to overpower and curb women's voice. By exploring and sharing a range of victimization; of female figures in their works, these novelists have not only exposed how female sexuality and bodies are defined but also controlled and exploited by men. They have invigorated the realistic novel by using it as a tool to expose how gendered oppressions are inflicted upon women by men under the guise of socio-cultural and religious traditions. Grappling with themes of women's existence, survival and identity, women writers in their novels often feature women as ones ready to make their own decisions, to express their personal choices and also prepared to deal with the consequences of their choices, decisions and actions.

Conclusion

Sudha Murthy tries to reflect the rich formative literary and spiritual instincts of woman personality by the novel Mahashweta. She also stresses on the transitory nature of physical beauty whereas emphasizes on womanish indomitable courageous spirit. She tries to spread the message of the women to recognize the tremendous force of her inner source of fountain of the heart and soul. Role of women in literature as a reflection to their roles in the society, As a mirror to the society, literature has always reflected the change in the representation of women that history has chronicled. Modern literature has served to give voice to women's rights with the emergence of feminist pioneers.

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A Study on Food Adulterants and its impact on human health

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Abstract:

Food adulteration is a global issue and underdeveloped countries are more vulnerable to it due to a lack of monitoring and legislation. Food adulteration has been a source of concern since the dawn of civilization as it not only lowers the quality of food products but also has a number of negative health consequences. However, this is one of the most widespread phenomenon that has gone unnoticed in many countries. Unfortunately, contrary to popular assumption for milk adulterants can offer major health risks leading to lethal infections. This study provides a full discussion of common milk adulterants as well as various methods for detecting the adulterants both qualitatively and statistically. Concerns about food safety and regulation have resulted in the development of several approaches for adulterant detection in food, such as physical, biochemical/immunological and molecular techniques. This study is structured to be an 'adulterant-based' study rather than a 'techniques-based' one, with qualitative detection methods enlisted for the majority of frequent adulterants and quantitative detection methods limited to a few key milk adulterants. Aside from standard procedures, significant advancements in these detection techniques have also been reported.

This review aims to add to the body of information about potential milk adulterants and detection methods.

Key word: Milk processing, Adulteration, food safety, detection methods, adulterants

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I. Introduction:

Since the discovery of Melamine contamination in Chinese newborn milk products in 2008, concerns about milk and dairy product adulteration spread across the globe (**Xin & Stone, 2008**). The history of adulterated milk, however it is very old. According to reports, the Swiss Milk Scandal claimed 8000 infant lives in New York alone in 1850. Milk is regarded as the "perfect diet" since it contains a wealth of nutrients that are needed by both infants and adults. It is a top source of vitamins, minerals, fat, carbohydrates, and protein. Unfortunately, adulteration of milk is fairly simple to do everywhere in the world. Possible causes It may have several causes, such as an imbalance between supply and demand, the perishable nature of milk, poor client purchasing power, and a lack of appropriate diagnostic tests (**Kamthania et al., 2014**). Food fraud has an economic incentive, but it has genuine public health implications (**Singh & Gandhi, 2015**). Due to a lack of appropriate law enforcement and adequate monitoring, the issue is substantially worse in developing and poor nations. Chemical reactions make it simple to qualitatively detect adulterants in milk, although quantitative detections are more difficult and varied. Quantitative detection methods vary depending on the type of adulterants found in milk. Examples include Liquid Chromatography (LC) and Enzyme-Linked Immunosorbent Assay (ELISA), which are frequently used to identify foreign proteins; Polymerase Chain Reaction (PCR) and polyacrylamide gel electrophoresis (PAGE), which are frequently used to identify adulterants in milk of a particular species. Techniques for detecting milk adulteration must be exceedingly precise and swift since fraudsters have dodged punishment by claiming that more traditional detection methods are ineffective (**Garcia et al., 2012**).

II. Materials & Methods

Food items such as milk, butter, mustard oil, honey, pulses, wheat flour, black pepper, chilli powder, and coffee powder were obtained from various departmental and local grocery stores. Some reagents, such as Iodine reagent, Concentrated HCl, Sucrose, 0.5N ethanolic KOH, Concentrated HNO₃, Solvent ether, Resorcinol, Carbon tetra-chloride (CCl₄), and

Chloroform, were gathered and utilized in biochemical experiments. Adulterants are detected using qualitative assays. We created specific reagents based on the sample for qualitative analysis in order to evaluate the colour change or appearance of the sample in response to adulterants present in the sample. Adulterants in milk will turn blue with prepared Iodine reagents, adulterants in butter will turn maroon with concentrated HCl and a pinch of sucrose, adulterants edible oil will appear turbid and will separate, yellow, orange, or crimson colour lower acid layer with prepared reagents for two types of adulteration, adulterants honey will turn cherry red with prepared reagents, adulterants honey will turn cherry red with prepared reagents.

➤ **Food adulteration in India**

Food adulteration cases were consistently on the rise, according to the Food Safety and Security Authority of India (FSSAI). Tamil Nadu, Jharkhand and Uttar Pradesh had the greatest percentage of tampered samples. From the 2461 samples collected, 485 in the National Capital were contaminated. (<https://fmtmagazine.in>).

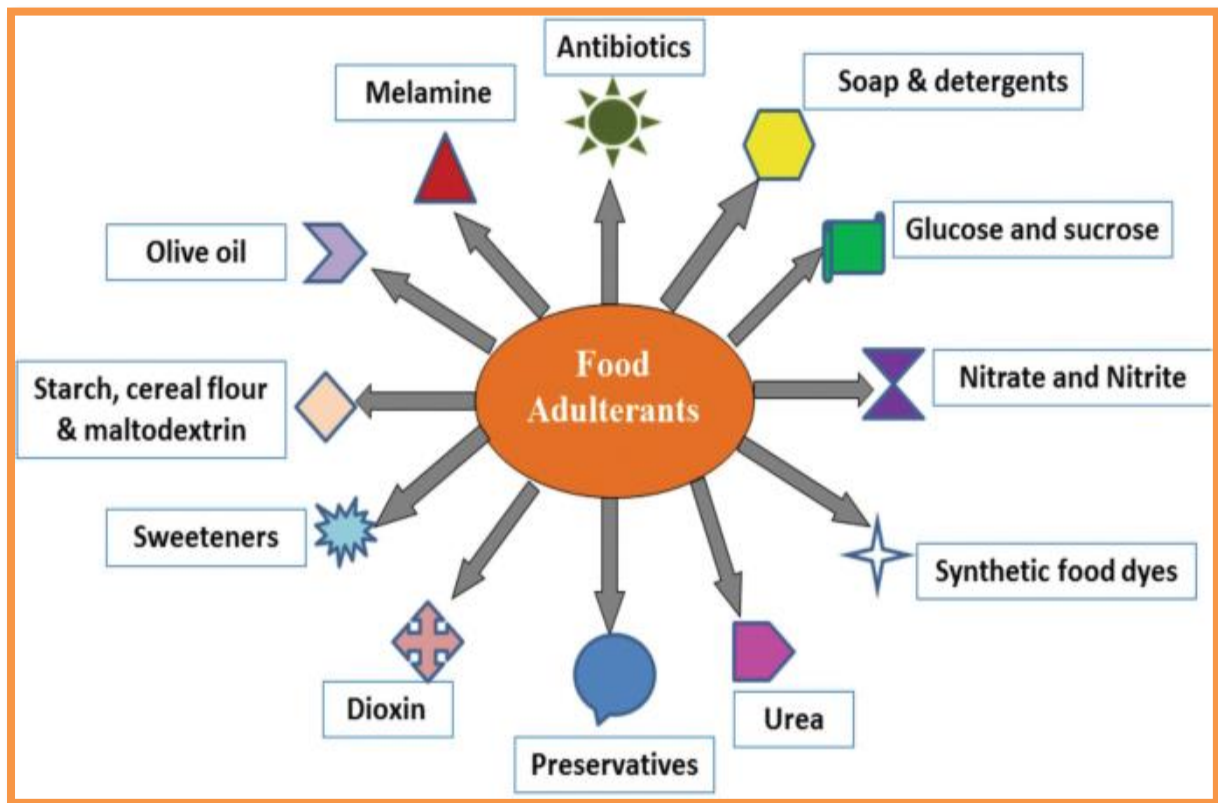
III. Types of adulteration and food items

A variety of conditions, including excessive demand or seasonality in supply, can lead to the contamination of various food products and/or beverages. Numerous authors claim that (**El-loly *et al.*, (2013)** and **Narayan (2014)**) adulterations might be planned, unintentional, or accidental.

Intentional/deliberate Adulteration:

This Adulteration is a sort of adulteration when ingredients are purposefully added to food products to increase its volume and boost the quantity of their important elements. Due to the substantial nutrient removal from food and the inclusion of foreign substances, it is detrimental (**Awasthi *et al.*, 2014**).

Source: <https://link.springer.com>



A. Incidental/unknown adulteration

This kind of adulteration results from poor hygienic conditions for food and drink goods from the production site to the dining table. Since any substance other than its original is extraneous to the product, examples include residual pesticides from cans, rodent droppings, preservatives, mercury from effluents, lead from water etc., (Narayan, 2014) and Asrat and Yi. However, the ways the products are produced, handled, passed, processed, stored, transported and marketed may be the places where they were contaminated or adulterated (2014).

A. Food items and adulterants:

A variety of foods and beverages are vulnerable to adulteration. Finding food that is free from one or more adulterants, whether it is in the form of wheat, pulses, oil, fruits, vegetables, milk, sweets, spices, tea, coffee, honey, bakery goods, chocolate or fruit juice is challenging (Aladdin 2012). About 90% of unbranded, loose types of food such as cake used as a protein supplement for breastfeeding animals are contaminated. Food and beverage adulteration can be found in four main areas, including milk and milk products, fats and oils, food grains and others (items with both animal and plant origins) adulteration, respectively.

Results and Discussion:

Food item	Adulterant	Propose	Disease
Milk	Starch	To increase volume	Stamoch disorder
Ghee	Vanaspati	To increase the volume	Belly fat increase
Black pepper	Papaya seeds	To increase volume	Psychological disorder
Sugar	Chalk powder	To weight increase	Stomach disorder
Mustard seeds	Agremone seeds	To weight increase	Psychological disorder
Beverages	Metanil yellow	To develop colour	Carcinogenic
Bura sugar	Whashig soda	To increase weight	Stomach disorder
Wheat	Dhatura seeds	To increase weight	Psychological disorder
Rice	Boric acid	To preservation	Gastric problem
Milk	Formaldehyde	To preservation	Carcinogenic
Jaggery	Washing soda,	To preservation	Vomiting and other Stomach disorders
Honey	Molasses, dextrose, sugar and corn syrups	To preservation	Stomach disorders
Dal /pulses	Yellow colour	To develop colour	Carcinogenic
Chilies powder	Brick powder	To increase weight	Stomach disorder

1. Milk & Milk products adulteration

Milk adulteration entails both the addition of water and the removal of milk's healthy fats. Milk is preserved with several preservatives, including formalin and certain antibiotics, to lengthen its shelf life (Chanda *et al.*, 2012). Since fresh milk is pure and free of adulterants when it comes out of the udder, but can be contaminated by bacteria, yeast, fungi and dust(Dehinenet *et al.*, 2013) (Awan *et al.*, 2014).

Adulteration of Fats and Oils

Adulteration of edible oils and fats is a significant problem. The major reason for adulteration is deceit, which boosts their income by increasing its volume and prevents an unintentional quality check on dubious products (Pitts *et al.*, 2007). Food is frequently contaminated to satisfy the wants of an expanding population (Yadav, 2018).

Food grains adulteration:

Adding sand or crushed stone to cereal grains increases their weight, which is known as adulteration. The plastic beads are similar to grains in size and colour then combined with cereal grains and legumes. To make grains heavier, water is sometimes sprinkled on them.

2. Other Adulterations

Adulteration of other foods (foods made from animals or plants) is also common. Red chilli powder is frequently used with brick powder, and tea leaves are frequently combined with expired tea leaves. Honey adulteration with synthetic honey (based on C4 plant sugars) has increased.

3. Reasons for Food Adulteration

A technique used as part of a business strategy to achieve a trader's profit goal. A lack of effective government activities and a lack of food laws. Food demand has increased due to a population that is expanding quickly. Broad popular ignorance of and disregard for proper food consumption. To raise the amount of food production and sales in the face of food insecurity to make food appealing and a replica of a dish that is popular.

Controlling methods of Food Adulteration

1. Steps to consider when transporting and storing food products:

The major threat to food grains, legumes and spices is insect infestation brought on by the humid and unsanitary conditions of the warehouse. Extra care must be taken to avoid grain rotting during the rainy season and in places with high humidity. Create a warehouse with the correct storage conditions to reduce contamination risk.

2. Steps to consider while processing food products include:

It is best to prevent outbreaks of Salmonella, E. coli, and Campylobacter. Sanitation and cleaning standards must be met in the machinery's design. Spend money on pest identification and monitoring. To lessen the risk of contamination, it is important to prioritise safe waste disposal.

3. Steps to take care of while packaging food products:

With regard to allergen information, food goods should be appropriately labelled. Contamination by microbes and chemicals should be avoided during packaging. The ink that was used to print on the packaging shouldn't contain any hazardous substances. It is necessary to implement regulations governing food packaging. Maintaining a clean workplace should be the primary goal.

The health impacts of contaminated food:

We must have all noticed that compared to ten years ago, there are now more people raising concerns about food adulteration. The cause is straightforward: as working people with hectic lives, we are looking for quick fixes. People used to grind their own spices and grow vegetables in their courtyards back in the day, but who has time for that these days? Let's first understand the negative impacts of food adulteration before learning how to avoid it without interfering with our hectic routines.

4. Increase in the impurity of food

Food contamination tends to grow when it is adulterated. The limits for dangerous consumption increase as impurity levels climb. Although you might not notice the effects right away, adulteration is a long-term danger to our health. I would advise you to create your own goods, but if it is too much work, it is best to buy organic or from the farmers themselves.

5. Nutritional deficiency

Adulterated food is devoid of nutrients and tastes different from unadulterated food. We jeopardize both our taste senses and our health by eating tainted food. Fresh food has a quick and favorable impact on our health.

6. Causes a variety of diseases

Food adulteration has been connected to a number of chronic illnesses, including food poisoning, lathyrism, cancer, vomiting, dysentery, joint discomfort, and diseases of the liver, stomach, or joints. Numerous potential future health concerns are caused by the minerals, chemicals, and low-quality additives added to food goods. According to several studies, some contaminated food products can cause abortions or brain damage.

7. Effects of adulteration:

Because of issues with adulteration of the food products we consume on a regular basis are unsafe and unclean to use (**Asrat et al., 2012**). Food adulteration has emerged as a significant issue in recent years and eating such food increases the risk of major illnesses like cancer, diarrhea, asthma, and ulcers. Food adulteration affects producers and farmers, processors or manufacturers/enterprises, consumers and the government in general very seriously.

8. Effects on farmers and producers

The weakest link in the supply chain of an industry can be damaged by adulteration, which not only affects large corporations but also farmers or producers (**such as dairy, honey, coffee, wheat, etc.**). In the midst of the crisis, many farmers experienced significant losses, cost increases due to feed expenses, milk cow shortages brought on by mass sales or slaughter, as in the case of the China dairy scandal, and a lack of consumer interest in the produced (**Qian et al.,2011**).

9. Effects on consumers

Some of the harmful effects of food adulteration include diarrhea, stomach disorders, giddiness, joint pain, liver disorders, dropsy, gastrointestinal problems, respiratory distress, edema, cardiac arrest, glaucoma, eyesight problems, headaches, cancer, anemia, insomnia,

muscular paralysis, and brain damage. Fruits and vegetables contain a number of harmful compounds and colours **Anita and Neetu 2013**. Copper sulphate, mangoes, and bananas all contain calcium carbide. Oxytocin is a hormone that helps pumpkin, watermelon, brinjal, gourds, and cucumber grow.

Adulteration Issues:

The information and technology available are insufficient to identify phony and tampered goods. Frequently, the precise number of foreign suppliers of the products is unknown. Only a tiny percentage of facilities are actually inspected on the ground (**Dogarawa, 2013**), says Dogarawa. Adulteration of food products makes it less likely to be accepted in the market because consumers doubt its authenticity. Dairy products from the Wolaita and Kucha area command high prices because they are valued for their high quality **Asrat and Yilma (2014)**. Such behaviour as to be avoided because it may harm the reputation of the region's butter.

Conclusion

Without our knowledge, food adulteration may have a serious negative influence on health. If our culture adopts a few safety precautions, this can be avoided. Customers should be able to differentiate between good and terrible products. The quality of the food sold by both large and small stores should be inspected by government organizations.

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**HIGHER EDUCATION SYSTEM IN INDIA – AN OVERVIEW OF THE
CURRICULUM AND PEDAGOGY IN THE NATIONAL EDUCATION POLICY 2020**

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ABSTRACT:

For the last few years, India's education system has emerged as one of the largest education systems in the world. Out of the system, India's higher education sector also becomes one of the largest in the world, with 40 million students enrolled in more than 55,000 institutions. However, it continues to suffer from three fundamental challenges: access, equity, and quality. The National Education Policy-2020 articulates well on how the entire system of education can be organized and implemented at various levels such that quality standard is enhanced, the quality of student learning experiences increases and the employability and quality of the graduates is strengthened. The policy specifically focuses on the teaching – Learning Assessment and curriculum pedagogy. In this short report, we have taken a snapshot of Indian higher education's growth progress and analyzed its present status. We also analyzed the challenges that Curriculum, Teaching – Learning & Assessment, Curriculum Pedagogy Indian higher education system.

KEYWORDS: Education, Higher education system in India; The University Grants Commission (UGC); Curriculum, Teaching-Learning & Assessment, Curriculum & pedagogy.

INTRODUCTION

India, the 7th largest country by geographical area and the 2nd most populous country with over 1393.4 million or 1.39 billion or 139 crores people in July 1,2021.

India is a country in South Asia. It is the 7th largest country in the world, with a total land area of 3,287,263 square kilometers¹. The mainland comprises of four regions, namely the great mountain zone, plains of the Ganga and the Indus, the desert region, and the Southern peninsula. Moreover, India is a federal nation composed of 28 states and 8 union territories.

India's population, as on 1 July 2021, stood at 1.39 billion(139 crores) (723.97 million males and 669.44 million females). Because of its very populous situation, India has difficulty in universalizing its education According to the provisional results of the 2021 census, the literacy rate in India stands at 74.04 per cent (82.14% for males and 65.46% for females), an increase of 9.2% from the last decade

The first Commission on education set up in the post-Independent India was on higher education (Radhakrishna Commission, 1948) which advocated for the expansion of higher education and recommended for the establishment of national regulatory bodies such as the University Grant Commission(UGC) with a very low and slow start, after passing through over 70 years of planned education development and implementation of two national education policies(1968 and 1986), the higher education in India has reached the massified stage to be the second largest higher education system in the world after China, with 37.4 million students, and 1.4 million teachers spread over more than forty thousand higher education institutions (MHRD,2019). The third National Education Policy-2020 aims at carrying out major structural reforms in higher education by transforming higher education institutions into large multidisciplinary universities, colleges and knowledge hubs. It is also expected that affiliated colleges will gradually phase out giving ways to multidisciplinary universities and colleges by 2035. By 2040, all higher education institutions shall aim to become multidisciplinary institutions. The policy also recommends to build a world class multidisciplinary HEIs called Multidisciplinary Educational Research University (MERU)

The evaluation and assessment model suggested under the new policy is also going to change from End semester examination system to continuous assessment system. All the HEIs will give due emphasis on knowledge, skills and values. The NEP-2020 aim at increasing the GER in higher Education to 50% by 2035

The new policy has proposed transforming the governance system in higher education by setting up a single regulator as Higher Education Commission of India (HECI) with four verticals: National Higher Education Regulatory Council (NHERC) for regulation, National Accreditation Council (NAC) for accreditation, Higher Education Grants Council (HEGC) for funding and General Education Council (GEC) for academic standard.

The National Education Policy-2020 articulates well on how the entire system of education can be organized and implemented at various levels such that the quality standard is enhanced, the quality of student learning experiences increases, and the employability and quality of the graduates is strengthened. The policy specifically focuses on the following, in so far as teaching-learning is concerned:

- Grounding curriculum design, learning resources, and teaching – learning strategies in the Indian culture and values and Bhartiya Gyan Parampara
- Offer of learning resources and teaching-learning in regional/local languages, mother tongue and local dialects, besides English and Hindi.
- Multidisciplinary and holistic education, encompassing courses from multiple disciplines and by judiciously addressing the physical, mental, social, emotional, moral and spiritual development of the students.
- Emphasis on Outcome –based learning in which the student learning outcomes, engagement of learning activities, and the rubric/strategies of assessment are integrated to each other.
- Multiple entry and exit within an academic programme of study, and also horizontal and vertical mobility between general education and vocational education.
- Integrating skilling and employability with curriculum and teaching-learning across disciplinary, inter-disciplinary, and multi-disciplinary studies.
- Blended teaching and learning by combining self-study, face to face, hands-on and practicum, and online collaborative learning.

Objectives:

1. To know the workable formulation of blended learning design
2. To know the frame work of holistic curriculum design, and linkage between the learning outcomes
3. To know various sources of digital learning
4. To reflect upon various pedagogy strategies, and linking learning activities with various levels of learning outcomes

Blended Learning:

National Education Policy-2020 advocates for all higher education institutions to go for blended learning –blended self-learning, face-to-face learning, and online collaborative learning in a judicious way.

There are many ways blended can take place for curriculum design, learning resources design, strategies and methods of teaching-learning, assessment and evaluation , among others. An educational Programme of study can be judiciously distributed across three strategies.

1. **Self- faced learning:** Some credit hours may be allocated to self-learning by the students with the help of self-learning materials (Print, Audio, Video, resources at social networks and sites, as also open educational resources). This self-learning needs to be guided/mentored by

the teachers through various means available to them. Moreover, the self learning component of credit hours also forms part of both formative and summative assessment.

2. **Face to face learning:** some portions of the credit hours may be devoted to face to face interaction, which may be organized largely for interaction, discussion, counseling, student activities, conduct of practicum, and internship (including virtual internships available for college and university students).
3. **Online collaborative learning:** The third portion of the credit hours may be devoted to collaborative assignment and projects 9 including project-based learning, case-based learning, and portfolio-based learning) which can be organized through various online platforms or networks(like , for instance, Module LMS).

Curriculum Design:

National Education Policy-2020, development and delivery of multidisciplinary, holistic and integrated curriculum- meaning thereby that:

- **Multidisciplinary:** Students shall be provided the freedom to choose courses from other disciplines which will enhance their mental horizon and world view, as also increase the aspect of skills and employability.
- **Holistic:** Besides the disciplinary and multidisciplinary courses, the curriculum design will focus on social and life skills including health, environment, engagement, and community, values, happiness/well being among others as compulsory components of any academic programme.
- **Integrated curriculum:** Various individual, social, environment, cultural, and local dimensions and concerns should be integrated within the curriculum, so also integration of general education and vocational education , and integration and continuity between school education and higher and further education.

The national Education Policy also incorporation of the twenty-first century skills into curriculum and teaching-learning activities in any programme of the study

Skills:

- Communication skills
- Independent learning skills
- Thinking skills(critical thinking, Problem solving, creativity)
- Responsibility and ethics skills
- Leadership skills
- Knowledge management skills
- Self-directed learning/self regulated learning/happiness skills

Generic learning outcomes: problem solving, critical thinking, creativity, communication, Analytical reasoning, Research skills, coordination and collaboration, leadership, learning to learn, digital literacy, multicultural competence, value inculcation, autonomy and accountability, environmental awareness , community engagement.

Learning Resources:

Beside the above noted types of learning, resources, teachers may like to locate and suggest to students some of the MOOC-based resources that are available in our country.

- SWAYAM (swayam.gov.in) national platform houses above 3000 credit-based courses from various disciplines, and this online platform has four components or quadrants (digital text, video, additional web resources, and tests, besides, interaction through discussion forum). Institution can approve in their statutory bodies the courses that the teachers prescribe and that the students would like to go through/take up from SWAYAM so that those course

credits and course completion grades are transferred to the programme of study to obtain the diploma or degree.

- NPTEL (npel.nic.in) online platform (created by seven IITs and IISc) contains curriculum-based instructional videos in engineering and related subjects.
- IITBX(www.iitbombayx.in) platform by IIT-Bombay provides four types of MOOCs - edu MOOCs, tech MOOCs, and life MOOCs-which the teachers and students can access and use in their teaching – learning.
- IIMBX (www.iimb.ac.in/iimbx) platform offers MOOCs in various management areas (offered by IIM-Bangalore).
- mookIT (mookit.in) platform through which IIT-Kanpur provides Arch4cloud certification in six languages (in collaboration with IIT- Ropar)
- agMOOCs (agmoocs.in) is a consortium of four institutions/agencies which offers MOOCs in agriculture education to teachers , students and agriculture practitioners.

Besides the above , students of banking and finance can also access Vskills MOOCs; the Epg-Pathshala online courses of UGC; the online courses base of INFLIBNET of UGC and the online courses offered through E-Vidya Bharati. Teachers and students can also access curriculum-based print, audio and video resources of E-Gyankosh of IGNOU free of cost, and the curriculum-based telecasts of Gyandarshan and Swayam Prabha TV channels.

Recently, the UGC has initiated the scheme of 5 lakh common service centres in 2.5 lakh villages panchayats where students can take up courses online (about 23,000 PG courses and 137 SWAYAM courses) and deposit the courses completed and credits earned in their Academic Bank of credits to encash toward obtaining a degree.

Pedagogy:

The quotation from a recent analysis and articulation on reformations in teaching-learning by Amelia Peterson from the Harvard University should be handy to explain pedagogy: “Pedagogies provide frameworks for the multitude of decisions teachers have to make about how they teach” (Peterson et al, 2018,p.8). As teachers, we have to make a variety of decisions on how to teach our discipline or multidiscipline course- about selection of learning resources, content delivery strategies, student collaboration and engagement, learning activities, selection and integrated use of media including social technologies and social networks, design of appropriate assessment strategies, among others. Grounding in pedagogy shall not only facilitate this but also enhance the quality of teaching – learning and the quality of student learning experiences (and therefore the quality of the graduates). For a general understanding, the relationship between curriculum, pedagogy, and learning theories is depicted in below table:1

<p>Curriculum (sets out aims and objectives in relation to student learning)</p>		
<p>Pedagogy (Provides strategies to meet the educational aims and objectives)</p>	<p>→ ←</p>	<p>Learning Theory (Informs the design of pedagogy)</p>

Table1: Relation between curriculum, Pedagogy and learning theory

While the curriculum expresses the goals of educating programme of study and its contents, pedagogy on the other hand provides strategies to achieve the curricular goals; and grounding in various pedagogic or andragogic learning theories facilitates effective design and application of pedagogies. To explain a little more, it may be noted that there are three components of pedagogy which we need to know and develop appropriate skills;

1. **Teaching –Learning strategies:** Various theories of learning like constructivism or situated learning, etc. which provide the required conceptual frameworks to teaching learning
2. **Instructional Design:** Various instructional strategies and instructional/learning design models which facilitate organization of content and learning activities.
3. **Pedagogic Method:** Various teacher-centred , content-centred, and learner-centred methods including presentation, tutorial, demonstration, discussion, collaboration, field trip, apprenticeship, case study, project-based learning.

Based on the levels of learning outcomes, starting from the level ‘Knowledge ‘to ‘creativity’ and ‘constructivist’ learning the students activities corresponding to the levels of learning are given in table:2

Learning Outcomes	Activities/Engagement in -Practice
Knowledge	Multiple choice test Memory, Knowledge of subject, ordering of material. Potential to access analysis, problem solving, evaluation and decision making
Understanding	Oral examination Communication skills, knowledge and understanding, ability to think quickly under pressure Poster Presentation or Ability to interpret and present findings attractively exhibition- individual or group.
Application	Case study or Open Application of Knowledge, analysis, problem-solving problem and evaluative skills
Analysis	Course essay or Gathering, selecting , synthesizing and presenting dissertation information, developing an argument, understanding, synthesis, analysis and evaluation, writing skills. Internship Applying theory, interpersonal/communication/time management/Problem solving/ technical skills, reflection.
Creativity	Project work(BPL)- Planning, project management, research methods, individual/group problem solving, relating concepts to situations, application of knowledge, decision making.
Constructivist	Individual reflective tasks. Portfolio: Recording progress over time, skills development, self-reflection, analysis, applying theory, organizing and presenting material.

Table:2 Level of learning outcomes and corresponding learning activities

Irrespective of the discipline or subject of teaching three pedagogic methods, i.e. case-based learning, Project – based learning (PBL), and portfolio-based learning should be considered by the teachers for enhancing the quality of student learning. Besides, technology provides for greater flexibility and more possibilities to enhance student’s reflective experience. For instance, blog can be built in to student learning activities to enhance individual reflection, and wiki can be used for collaborative learning and group reflection. Reflective learning is a higher order learning , and facilitates development of meta-cognitive skills and self-regulated learning of the students.

Portfolios are considered to be the best pedagogic and assessment strategy at all levels of education, and especially for higher education. Two types of portfolios may be formulated:

Formative Portfolio: Assessment for Learning (maintained through class to provide feedback to improve learning).

Summative Portfolio: Assessment of Learning (structured around outcomes/standards, especially based on rubric and quantitative data to determine outcomes of instruction).

Conclusion

National Education Policy 2020 , the entire higher education is moving toward ‘blended’ teaching –learning (by combining self –learning, face-to-face interaction, and online collaborative learning, as also by combining traditional classroom education, distance learning, and online learning). The recent UGC guidelines also stipulated that campus-based, distance, and online learning is all equivalent in educational delivery, quality of learning and academic degrees. As you know, any student from any HEI can take up a maximum of 40% courses/course credits from the national SWAYAM platform online and transfer the earned credits toward one’s own programme of study and degree.

In the future, there will be more of ‘course-based’ registration, allowing students to take up courses from other disciplines and interdisciplinary areas – e.g. a student of social science can take up any science course or a course in music or even artificial intelligence- not only from one’s own institution but also from other institutions and deposit in his/her account in the ABC, and transfer to a diploma or degree. The institution which offered the highest amount of course credits will award the degree.

While the entire higher education is going to practice blended learning, the educational resources need not confine to textbooks- students can access open educational resources (OERs), social networks, YouTube resources, and the digital resources available through various national and regional networks in the country including SWAYAM, other MOOC platforms, etc. to enhance employability, multidisciplinary courses and skill-based courses need to be offered. Courses on values, environment, community engagement, social and like skills etc will not only enhance employability skills but more so will contribute to holistic, integrated and balanced life and happy life.

The National Education Policy proposes almost a 50-50 formulation –i.e. on the one hand there can be 50% discipline core and rest 50% from other disciplines, on the other hand there can be 50% conceptual/theoretical teaching and the rest 50% time/credit hours can be devoted to application of the concepts into practice/student engagement in activities/apprenticeship and internship. Our pedagogy methods should focus more on student-centred and problem- centred/based and project-based learning and activities. Portfolios should be an integral part of student activities as also student assessment across all disciplines, and student assessment should be viewed from the perspective of assessment as learning

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ABSTRACT

Education is the most important invention of mankind. Man without education would still be living just like an animal. It is education, which transformed man from a mere “two legged animal” in to human. Education is a lifelong process which continuous from womb to tomb. Education is a tool for total development of human, if any aspect of human personality is ignored, it can result very adversely. Education enables one to lead a better physical, mental intellectual and spiritual life. Ethics deals with the morality. The ethics and moral values adept in Universities heavily affect the future leaders. Ethics education is the prospect for a new value alignment. Such education guarantees the training of both the student and the teacher, develops new technologies and a new vision and a new resources and a new system.

Key words: Higher Education, Human values, Professional Ethics.

Introduction:

Human values and Professional ethics refer to the quality of a person or an Organization or society at large. Basic inherent human values are the one which includes truth, honesty, loyalty, love, peace etc. because they bring out the goodness of human beings and large community. Hundreds of thousands of new students will begin college this fall, and most college and universities have designed elaborate orientation activities to induct beginning students into the academic and social cultural of their campuses. These orientation activities are usually crammed with advising and registration information, academic and social rituals, campus tours and welcoming activities designed to help new students get off to a good start in their academic study and navigate their ways around their new surroundings. Most colleges and universities also make an effort to transmit some important core ethical values that are central to the mission and social culture of the institution and help to define the institutions expectations for being an ethically responsible student and citizen on campus. Ethical values such as respect for others, honesty, self-discipline, hard work, love of learning and appreciation of diversity are some of the core values many colleges and universities prize. But how do institutions go about promoting these core values with new students and what are some effective educational approaches? We focus here on out of class activities since most students spend the majority of their time in this domain of college life and these activities are especially important for new students. Colleges and universities often seek to transmit ethical values to new students through orientation speeches, publications, convocations and other public statements.

Review of Literature:

Alexander, (2009); Curtis, (2010) Covers in their study that another important reason for urging that pre-service teachers engage with ethics education in teacher training programs is that teachers are now required to guide their students with the help of human rights, conflict resolution and social justice, matters included under the auspices of values education.

The study of **Chhonkar in (2014)** indicates that the code of professional ethics for the educators makes provision of framework for the standards and principles to guide them appropriately in involving their obligations towards students, parents, colleagues and communities states. The increased awareness of the ethical principles governing the teaching profession is regarded as indispensable in achieving the desired objectives and enhancing the overall system of education.

Himanshu Kumar Sharma (2015) States the importance of human values in modern era. It can be understood from the study that in the technological era, value crisis is one of the burning problems. To overcome these issues educators have an essential role to play. The study reveals that the teachers

should have an integrated perspective to nurture the hearts and minds of learners in a balanced way so as to retain human values within oneself.

Pallavi Gupta (2016) examines in her study that how and why the human values are consistently degraded in education system in India. It shows that higher education institutions lack to provide learning positive atmosphere, academic syllabus related to human values and extracurricular activities based on human values which lead to many societal issues in recent days. Hence, it states that it's the responsibility of the parents, teachers and society to inculcate human values among the students in educational institutions.

According to **Yadav, & Sunil, (2016)**, the recognition of moral values and professional ethics in the system of education in India are indispensable aspects. In order to promote enrichment of the system of education and enable the individuals to acquire an efficient understanding of academic concepts and achieve academic goals, it is necessary to generate awareness in terms of human values and professional ethics. With the help of moral values, one can acquire an efficient understanding in terms of what is appropriate and what is not appropriate for the person.

Venkataiah, (2000); Laxmi and Paul, (2018) Value education helps every one in improving the value system that any individual can adopt in their lives and puts it to use. The students should be motivated for independent decision making. They should be made responsible for their own actions and should learn to analyze if they go wrong which will help to develop decision making abilities and confidence in them. Teachers are the role model for adolescent learners says.

Higher Education in India:

Higher education is a leadership education Indian higher education system is the third largest system in the world, next to the China and United States of America. In India the higher education system has grown in an extraordinary way, particularly after Independence period, to become one of the largest system of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, re orientation of programmes by laying emphases on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge based information society of the 21st century.

Concept of Moral Values, Ethics and Education:

- ❖ **Moral values:** These are the set of some precious principles which helps a person in becoming a good human being these values involve a lot of factors like morality, respecting others, helping others, loving others etc. According to Jerry Spinger: we are all born as empty vessels which can be shaped by moral values.
- ❖ **Ethics:** It is the branch of philosophy that deals with the morality. The word ethics has been derived from the Greek word 'ethos' which means character. Ethics covers the following dilemmas
 - a. How to live a good life?
 - b. What are our rights and responsibilities
 - c. The language of right and wrong etc.
- ❖ **Education:** The root of word education is derived from Latin words 'Educare' Educare' and 'Educatum'. The word 'Educare' means to bring up and to nourish. The word 'Educatum' means to train. So we can say that education is to bring up, to developing and shaping up the individual talent and his inner potentialities. According to Aristotle; 'Education' is an ornament in prosperity and a refuge in adversity.

Objective of the study

- To study the awareness about human values among teachers in higher educational institutions.

- To study the awareness about Leadership qualities among students in higher educational institutions.
- To identify the factors required to develop the professional ethics among the teachers in higher educational institutions.

Research Methodology

A secondary study has been done to understand the impact of moral values among the teachers in the educational institutions and how it helps to develop the professional ethics among them.

Data Collection: Secondary data collected through Journals, reviews, Chapter books and websites etc.

Discussions and Suggestions

1. **Role of teachers in Education:** A teacher's role in today's world is not only limited to classroom teaching and lecturing but it is far more than that. A teacher must understand that teaching involves wearing multiple hats to ensure that the educational institution runs smoothly and all students gets a quality education.
2. **Human values and Human Rights:** We know that our work is founded on values and principles set down in universal human rights. These rights must be promoted and defended in every phase of education and the teachers should adopt it.
3. **Professional Community:** It initiates ethical reflection and dialogue with the employees at work place. It works in a culture of openness and enables transparency and respects the competence of other professions and acknowledges the limits of one's own disciplinarily supports. It takes responsibility when colleagues meet special challenges in their work takes responsibility to find good solutions.
4. **Leadership Education:** The popularity of leadership programs among college students and the intrinsic connections of ethical considerations to leadership roles and responsibilities make leadership education a powerful forum for character development.
5. **Student Activities Programming:** While student activities are often regarded as student entertainment, there is much about these campus activities that encourage moral and civic learning. Speaker programs bring to campus important leaders in the arts, politics and entertainment. Student galleries display the artistic creations of students, faculty, alumni and professional artists. Craft programs provide opportunities for students to develop talents and to explore the creative process. Coffee house, open mike programs and discussion roundtables give students opportunities to debate and discuss current topics and issues. A thoughtfully designed student activities program can contribute to the creation of a rich campus environment of intellectual and ethical reflection.
6. **Participation in student Governance Organizations and Activities:** Students often learn best by doing and there are few areas of campus life where students are given as much responsibility for independence and self-governance as in activities such as student government, residence halls government, student clubs and organizations, and student activities. In these leadership roles students have many opportunities to share in institutional governance by creating programs, policies and procedures, debating conflicting values, rendering fair and just decisions and bearing the consequences for the actions they take.

Conclusion

According to study of Rokeach, "Value is an enduring belief a specific mode of conduct or an end state of existence, along a continuum of relative importance". Every person need value in their lives to guide them in the right path, to learn the importance of certainty, goodness and beauty, give positive direction to life and bring joy, preserve our culture and heritage, bring changes in behavior towards positive thoughts and much more. To improve the professional institutions, human values play an important role which helps ot develop human values in future generations. Every teacher

must adopt the professional ethics between them because it ultimately affects the student's behavior. As a result we can lead a happy, peaceful and satisfied life throughout.

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IMPORTANCE OF LIFE SKILLS IN HIGHER EDUCATION

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ABSTRACT

The paper would discuss the importance of Life skills in Higher Education to empower the youth with abilities to surpass not only employment crisis but also the crisis they go through in their lives. The current higher education system prepares youth for financial stability and standard of living but still facing challenges in preparing them for psycho social stability. Life skills are “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life “. It is imperative today seeing the rising number of cases of Depression, drug addiction and suicide that the youth is not fully equipped in dealing with failures and emotional setbacks. The global platforms like WHO and UNICEF have understood the significance of Life Skills in Education and keep discussing around the challenges it faces and suggest measures to overcome it.

Life skills are important for everyone, especially students with different life experiences, financial situation and skill levels. You may not have the basic skills needed for difficult aspects of work or adult life Higher education is clear that the global competitiveness and job creation potential of Indian industries depend on the skills and skilled work force required. Higher education should be accessible and accessible to everyone it should be emphasized that the adaptability of higher education system must be strengthened to continue to provide skills and skilled workers. Improving the skills of those involved in higher education can make a significant contribution to placing higher education at the center of our society. In many ways, scholars have serious doubts about the direction of our society. Life skills help students get to know themselves better, live more consciously achieve personal satisfaction and achieve personal and scientific goals.

Key words: Life skills, Personal skills, Higher Education, skill Development.

Introduction

In the new millennium, education is undergoing a revolutionized change regarding science & technology, globalization, privatization, urbanization, industrialization, etc. Today’s youth are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her ‘self’, to develop empathy with surrounding and to have harmony in society. Young mind is being considered, as the most productive members of the society, due to their physical and intellectual capability. But in real scenario, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent. This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very important, but the kind of education, to support and live life better is more important. Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive. Central Board of Secondary Education (CBSE) India has recognized this fact that it is necessary to develop scholastic as well as co-scholastic areas, and hence, has made life skill education as a compulsory element in its curriculum. It has been felt, that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society. Thus, a relevant life skill education helps in dealing with the above issues in a manner to get desired behavior practical.

Review of Literature

The topic has been a significant area of interest to the researchers, theorists, and practitioners, and there have been numerous researches carried out to emphasize the importance & effectiveness of life skills education in the development of students’ social, emotional and cognitive development &

dealing with their psychosocial problems and issues. According to Albertyn et al. (2004) life skills training enhance critical thinking abilities, which further impacts were living life actively, being responsible in the job and in future planning too. Ramesh and Farshad C. (2004) in his study proved the effectiveness of like skills training in increasing mental and physical health, pro-social behavior and decreasing in behavioral, social problems & self-destructive behaviors. Smith & et al., (2004) noted significant improvement in interpersonal relationship and reduction in aggression and behavioral problems. Tuttle et al., (2006), during their investigation, add the life skills to students' curriculum. The results of this study suggested the extraordinary capability of teens to positive promotion and flexibility. Vranda and Rao (2011) proved that life skills training enhanced their psychosocial Competencies. Puspakumarag (2013) in his study showed that life skills training was effective in preventing a wide range of problems such as substance abuse, teenage pregnancies, violence Bullying & to promote self-confidence and selfesteem among the adolescents. Roodbari, Sahdipoor, and Ghale (2013) in their research showed that life skills training has a positive effect and improves social development, emotional and social adjustment, suggesting an increase in compatibility of children and public health. The present paper focuses on how enhancing social, emotional and thinking skills through life skills education, helps the 21st- century youngsters to achieve their goals strengthens the abilities to meet the needs and demands of the present society and be successful in life

Importance of life skills in Higher education

If we want to live life successfully, then we need to understand the importance of life skills. And it is also very important to implement it in our life. If this happens then our life can move in a simple and right direction. Life skills make us competent to know how to make our life easy and simple, how to create a positive life, how life can be spent in the right way. Therefore, life skills are very important in our life.

It polishes the ability to adapt to all kinds of circumstances and succeed in every aspect of the society. Lack of life skills in the lives of new generations needs to be taken care of as it is important in life. Due to absence of life skills, not only personal lives but professional lives and careers get affected.

By educating life skills, students can develop self confidence in them. It makes them cooperative and communicative. It prepares them to take quick action in any unfavorable circumstances.

Types of life skills

There are two types of life skills which need to be taught to students. The first one is General Life Skills and the other is High Level skills. And under these skills comes a variety of skills which are the following.

General skills

- ❖ Confidence skills.
- ❖ Decision-making skills.
- ❖ Stress alleviation skills.
- ❖ Adjustment skills in adversity.
- ❖ Self-awareness skills.
- ❖ Skill of negative tendency towards wrongdoing.
- ❖ Positive behavior.
- ❖ Critical Thinking.
- ❖ Society's skills towards each other.
- ❖ High level skills
- ❖ **The following skills are covered under high level skills.**
- ❖ Excellent warmth and high mental level.
- ❖ Way of thinking.
- ❖ Mental and physical relaxation.
- ❖ Goal Setting and Problem Solving.
- ❖ Communication.
- ❖ Social support.
- ❖ Standard of living with health.

Aims of Development of Life Skills

Following are the objectives of development of life skills.

- ❖ The purpose of social development.
- ❖ Development of experimental knowledge.
- ❖ The purpose of the development of adjustment power.
- ❖ Objective of development of life values.
- ❖ Objective of mental development.
- ❖ Of all-round development

Essential Life Skills Everyone Should Learn

Developing life skill is important and every life skill has its importance to apply in life. Following are life skills:

1. **Self-Awareness Skills:** By developing the Self-awareness skill, one can be aware of his/her doings. They will be aware of their own performance and their behaviours which will make them competent to handle any situation. A person will get to know his feelings for things or towards other people. It also helps them to make sound decisions.
2. **Empathy and Sympathy Skills:** With Empathy, a person will be able to understand other people's perceptions, their feelings, and circumstances any person is in. It simply put them in someone's place to understand their actual emotions. It helps them to react accordingly. With sympathy, a person will be able show appreciation and compassion towards other people and their emotional reaction.
3. **Problem-Solving Skills:** The life skill of problem-solving makes an individual to trace a problem, suggesting options to solutions, evaluate the solutions to pick the best solution, and then apply the solution to the problem within the time limit. It is one of the most important life skills to practice in life on an everyday basis.
4. **Decision-Making Skills:** Every now and then, an individual has to face times when they have to make a decision which can affect their life. With decision-making skills, a person develops a skill to make the right and appropriate decision and pass it on. Decision making enables them to take decisions in any hard and fast situation.
5. **Thinking Skills:** Developing thinking skill is very important as it is the mental activity by which an individual can process information, use experiences, make relationships, finalize solutions to problems, pass on decisions, ask questions, and suggest new ideas.

Thinking skills are of four types:

- a. **Analytical Thinking Skills:** It is a visual thinking skill which makes an individual competent to break complex problems into manageable components to solve it effectively.
- b. **Divergent Thinking Skills:** With Divergent thinking skill, one can generate creative ideas after working on or exploring many possible solutions. It is a spontaneous and free flow thinking.
- c. **Creative Thinking Skills:** Creative thinking skill helps a person to create something new. It also allows their brain to explore things and look at things in creative ways to suggest creative solutions. Creative thinking is infused with imagination and it does not involve logical reasoning.
- d. **Critical Thinking Skills:** Critical thinking skill is opposite to creative thinking skill. It is the ability to make a difference between fake truth and real truth, judgement and opinion. It prepares a person to think rationally and prepare to build trust on right and to avoid wrong.
6. **Communication skills:** Without proper communication, you cannot express and make people understand your thinking and it can be made possible by developing communication skills. It helps them to convey people in a very convincing and clear way. It develops confidence in people as well and good communication skills helps them in the professional environment too.
7. **Interpersonal Skills:** Interpersonal skills are basically the interaction skills and social skills. This skill prepares an individual to communicate socially in person or in group. These skills have traits such as self-confidence, critical thinking, communication skills, active listening, leadership etc. To develop interpersonal skills, one needs to start their day with an optimistic approach towards the day.

8. **Accepting Criticism Skill:** Accepting criticism is not easy but by developing this particular skill, one will be able to open to constructive criticisms and improve themselves according to that criticism. An individual should keep their emotional side and accept the truth to work on it. Students have to understand that not only studies will give them success, they will also have to develop their skills.

Conclusion

Life skills are very important and integral part of educational system worldwide. Higher education has the potential to deliver skills and research for productivity and innovation. It is important to remember that Education with life skills is not another subject but it humanizes education. It helps to organize thinking and effort to achieve a goal. Once an Action Plan has been developed, especially in the curriculum, it can be developed spirally, in depth and width. A lot of thought requires to be given on how to bring in life skills education into the mainstream curriculum. Our educational policies and the subsequent curriculum frameworks all along have emphasized the need for Life skill Education. It is also true that in order to be effective; there must be clearly defined and definite focus, direction and commitment for fostering life skills. These can be acquired every moment and every day of our lives. Life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life. They are the beginning of wisdom which focuses on behavior change or developmental approach designed to address a balance of three areas-knowledge, attitude and skills. These skills enable individuals to translate knowledge, attitude and values into actual abilities-i.e. what to do and how to do it, given the scope and opportunity to do so. Promoting efficient life skills training programme in higher education would thereby be an ode to the youth in the country. It would be a way of empowering youth to build their lives and their dreams. It would be a means of handholding them through the critical stages in their life and helping them tap their potential to the fullest. Thereby, it is hoped that the current education system with its oppressive rigidity would open up and make life skills education a part of its mainstream curriculum. This would enable the country to build individuals who believe in themselves, who are efficient leaders and administrators, who are able to understand their potentials and achieve them.

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**PROBLEMS AND PERSPECTIVES OF MICRO, SMALL AND MEDIUM ENTERPRISES
(MSMES) SECTOR IN INDIA- AN ANALYTICAL STUDY**

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ABSTRACT:

The Micro Small and Medium Enterprises (MSMEs) sector have been accepted as the engine of economic growth and for promoting equitable development all over the world, especially in India in view of second highly populated country in the world. MSMEs, post – independence, have emerged as dynamic and vibrant sector of Indian economy. MSMEs play a significant role in elimination of economic backwardness of rural and underdeveloped regions of the country, assist big industries in their growth, and help in making the best use of various resources of the country. MSMEs major source of the area thus leading to reduction of disparities in income, wealth and consumption. MSMEs sector has a major role in Indian economy as it has around 45% share in national industrial output, around 70% in industrial employment and approximately 40% in exports. But small-scale and cottage industries face a number of problems. As a result, many small-scale units turn sick and a large number have to close down.

Key words: Micro, Small and Medium Enterprises, employment, schemes, Small Scale and cottage industries, problems.

Introduction

Marginal Small and Medium Enterprises (MSMEs) in India have emerged as a vibrant and dynamic sector of the economy. MSMEs form an important line for the Indian Industrial sector. They play an important role in the economy in terms of manufacturing output, employment generation and exports. The entrepreneurs in this sector with their intelligence and hard work try to make the best possible use of opportunities that are available. MSMEs focus on smaller markets; have lower investments and lead to effective mobilization of resources and equitable distribution of national income.

MSMEs are important support for the economy as they lead to the growth of economy with a vast network of over 30 million units, creating employment of about 70 million, and manufacturing more than 6000 products, as the country moves towards the growth agenda. MSMEs sector effectively contributes in achieving the target of raising the GDP. Today MSMEs are present across sectors, forming the formidable component of the country's outstanding economic growth.

Review of Literature

Large number of studies has been conducted in India on various aspects related to MSMEs. Some important studies are as follows:

Sen, Salim (2016) conducted a study to deal with high regional disparity in the growth of MSMEs sector. Realizing the importance of this sector, Government of West Bengal along with Government of India introduced certain schemes to solve the issues of high cost credit, staffing, planning, and inadequate infrastructure facilities.

N.Aruna (2015) conducted a study to identify the problems faced by enterprises due to which the growth of enterprises is affected, in turn affecting growth of the country. Further, the data collected revealed that overall globalised business environment of India has been favorable for the growth of micro and small- scale industries. Simple and clear policies and acts are to be made so that these enterprises can understand them and utilize as well as implement them in business for compliance and secure benefits. There are many government schemes but from the study it was observed that most of these enterprises are not aware and do not understand how they can benefit out of them.

Ali and Husain (2014) conducted a study to present the status of MSMEs in India. There are situations where there is need of credit from banks, rural sector facing competition from the multinational companies, lack of knowledge in technology due to non-availability of effective

training and skill development programs etc. foreign banks are not taking so much interest in sanctioning loan to the MSME sector.

Gupta and Agarwal (2013) conducted a study on various schemes for MSMEs with special reference to SIDBI. It focused on various financial and Non- financial assistance provided by SIDBI to MSMEs.

Rao and Apparao (2013) Studied MSMEs contribution to GDP, employment and the role of MSMEs in the supply chain for large businesses. They found that most of the MSMEs in rural areas face the problem of shortage of finance to advance business growth. MSMEs require lot of setup capital, liquid capital, and investment capital to survive and grow in this competitive business world.

Lahiri (2012) studied the reasons for lack of sufficient funds for meeting the credit needs of MSMEs. Lahiri critically analysed the impact of Micro, Small and Medium Enterprises Development (MSMED) Act,2006 by analyzing the opportunities and threats of MSMEs in India during the pre- and post-liberalization period.

Mapdar (2011) showcased the major challenges faced by the handloom owners and designers. The research has brought out various aspects that have strategic and policy/managerial implications. The study is related to production related issues, financial aspects, and management practices. Getting irregular credit facilities, lack of knowledge of raw material, price fluctuations of cotton, infrastructure problems etc.

Objectives of the study

- To understand the definition of MSMEs on the basis of investment limits in India
- To understand the current status of MSMEs in India
- To find out various problems and challenges being faced by MSMEs in India

Research Methodology

Only secondary data is taken into consideration for purpose of the study. The relevant secondary data is collected from the publication of Ministry of Micro, Small and Medium Enterprises, Journals, Government of India published by Reserve Bank of India and Handbook of statistics on Indian Economy.

MSMEs sector is a combined name given to three different types of organizations i.e. Micro, Small and Medium Enterprises. As on date following are criteria for defining these organizations:

Classification of Micro, Small and Medium Enterprises in India

Types of Firm	Manufacturing Sector (Investment in Plant and Machinery)	Service Sector (Investment in Equipment)
Micro Enterprises	Does not exceed Rs. 25 lakh	Does not exceed Rs. 10 lakh
Small Enterprises	More than Rs. 25 lakh but does not exceed Rs. 5 crore	More than Rs. 10 lakh but does not exceed Rs. 2 crore
Medium Enterprises	More than Rs. 5 crore but does not exceed Rs. 10 crore	More than Rs. 2 crore but does not exceed Rs. 5 crore

Revised classification of MSMEs in India

Types of Firm	Investment	Annual turnover
Micro Enterprises	Does not exceed Rs. 1 crore	Does not exceed Rs. 5 crore
Small Enterprises	More than Rs. 1 crore but does not exceed Rs. 10 crore	More than Rs. 5 crore but does not exceed Rs. 50 crore
Medium Enterprises	More than Rs. 10 crore but does not exceed Rs. 50 crore	More than Rs. 50 crore but does not exceed Rs. 250 crore

Source: Government of India, Ministry of Micro, Small and Medium Enterprises

Table 1: Estimated Number of MSMEs (Activity Wise)

Activity Category	Estimated Number of Enterprises (in lakh)			Share (%)
	Rural	Urban	Total	
Manufacturing	114.14	82.50	196.65	31
Electricity*	0.03	0.01	0.03	0
Trade	108.71	121.64	230.35	36
Other Services	102.00	104.85	206.85	33
All	324.88	309.00	633.88	100

Source: MSME Annual Report 2020-21

Table 2: Estimated Employment in the MSME Sector (Activity Wise)

Activity Category	Estimated Number of Enterprises (in lakh)			Share (%)
	Rural	Urban	Total	
Manufacturing	186.56	173.86	360.41	32
Electricity*	0.06	0.02	0.007	0
Trade	160.64	226.54	387.18	35
Other Services	150.53	211.69	362.22	33
All	497.78	612.10	1109.89	100

Source: MSME Annual Report 2020-21

Table 3: Distribution of Enterprises (Rural and Urban area wise)

Sector	Micro	Small	Medium	Total	Share(%)
Rural	324.09	0.78	0.01	324.88	51
Urban	306.43	2.53	0.04	309.00	49
All	630.52	3.31	0.05	633.88	100

Source: MSME Annual Report 2020-21

The Ministry of MSME initiated special schemes to provide credit and financial assistance due to COVID-19, such as;

- 3lakh Crore was released as **Emergency Credit line Guarantee Scheme(ECLGS)** for MSME from banks and Non-Banking Financial Companies which was fully guaranteed and collateral free and it will be extended till March 2023, as it has been badly hit in the first & the second wave of COVID-19. Thus policy makers understood additional capital to cover operational liabilities to resurrect their business.
- The government of India understood the plight of the MSME sector, so extended Rs.20,000 crores as **Subordinate Debt for Stressed MSMEs**.
 - Two lakh MSMEs were likely to benefit from the government announcement
 - The central government guaranteed zero loans through banks and gave authority to banks to be more comfortable in assisting MSME borrowers. **(Asma, 2020)**
 - Rs. 17.66 crores were distributed to 178 borrowers who received guarantees from 12 banks.
 - On 13th May 2020, Finance Minister announced –The **fund of Fund** for MSMEs to infuse Rs. 50,000 crore as Equity to help MSMEs in capacity augmentation.

- Rs 50,000 crore Equity infusion for MSMEs through Fund of Funds (Sources-Annual Report MSME 2020-21)

- The government of India supports Rs. 4000 Crores to Credit Guarantee Trust for MSMEs.
- Rs.50,000 crore equity infusion for MSMEs through the 'Fund of Funds' Scheme which would be hand holding for entrepreneurs to rejuvenate their business due to pandemics.
- Other interventions for MSME
- E-market linkage was promoted to replace trade fairs and exhibitions for MSMEs
- Data provided by the e-marketplace, fintech be used to improve transaction-based financing

MSME Loan Schemes initiated by the Govt. of India

MSME schemes offered by financial institutions and initiated by the Indian Government are mentioned below:

- CGTMSE: Credit Guarantee Fund Trust for Micro and Small Enterprises
- CLCSS: Credit Linked Capital Subsidy Scheme
- Credit Guarantee Scheme
- MUDRA Yojana under PMMY
- National Small Industries Corporation (NSIC) Subsidy
- PMEGP: The Prime Minister Employment Generation Programme
- PMRY: Prime Minister's Rozgar Yojana
- PSB Loans in 59 minutes
- Standup India
- Startup India

Opportunities in MSMEs

The opportunities in the MSME industry are massive due to the succeeding factors:

- Export Promotion and potential for Indian products
- Funding – Finance & Subsidies
- Government's Promotion and Support
- Growth in demand in the domestic market
- Less Capital required
- Manpower Training
- Project Profiles
- Raw Material and Machinery Procurement
- Tooling & Testing support and much more

Problems of Small Scale and cottage Industries

The small scale and cottage industries face a number of problems. As a result many small scale units turn sick and a large number have to close down. The following are the main problems that the small scale units have to face

1. **Finance and Credit:** The scarcity of finance and credit is the main obstacle in the development of MSMEs. The position of cottage and village industries in this regard is even worse. The capital base of the small industrial units is usually very weak since they generally have partnership or single ownership. The artisans or craftsmen running cottage industries either run their business with whatever little capital they possess or take credit from the mahajans or the traders who supply raw material to them. In many cases, such credit is obtained on a very high rate of interest and is thus exploitative in character.
2. **Infrastructural constraints:** In their survey of 1063 firms, Keshav Das and Sebastian Morris found that as many as 716 firms said that they faced significant infrastructural problems. This is very large and confirms the well recognized and popular conceptualization that many productive activities are being constrained by inadequate physical infrastructure. The sever constraint is power. Captive generation at reasonable cost is out of question for small firms. Therefore they have to depend on state electricity boards for meeting their requirement which do not supply regular and adequate power. Moreover, because of rampant corruption, many

small-scale industrialists are faced to make private deals with the electricity officials; otherwise they face a danger of tampering with their meters by the electricians. Transportation and communication infrastructures are also universal constraints. In many SSI units (particularly those relating to beverage, tobacco and related products. Printing and publishing, basic chemicals, paints and varnishes, and drugs and medicines), water supply is fast emerging as an important infrastructural constraint.

3. **Inverted tariff structure and raw material availability:** As noted earlier, small-scale industries contribute significantly to the export earnings of the country. Many of these industries use imported raw material and intermediate goods. According to Sebastain Morris, despite import liberalization during 1990s, the tariffs on materials like steel, copper, and many non-ferrous metals, many chemicals, paper etc. Remain high in comparison to tariffs structure, which specifically hurts small firms since they are more labour using and have high material-to output ratio. Small-scale industries that use local raw material also face a number of problems. For instance, the handloom industry depends for its requirement of cotton on local traders. These traders often supply cotton on the condition that the weavers sell the cloth only to them when it is ready. Thus, the weavers are subjected to double exploitation at the hands of the traders. The traders sell cotton to them at high prices and purchase the ready cloth at low prices.
4. **Machines and other equipment:** Machinery and other equipment in many small industries have grown obsolescent. On account of this reason while their costs of production are high, the quality is inferior as compared to the large –scale units. Moreover the small scale units often do not care about the changing tastes and fashions of the people. Accordingly, modernizations are urgently required in small-scale industries.
5. **Problems of marketing:** One of the main problems faced by the small-scale units is in the field of marketing. These units often do not possess any marketing organization and consequently their products compare unfavourably with the quality of the products of the large scale units. Because of the shortage of capital and financial resources, these units do not have adequate staying capacity and are often forced to sell their products at unremunerative prices.
6. **Poor Technology Base:** There exists considerable heterogeneity among the MSMEs in India. A small percentage of firms operate with sophisticated technology base whereas majority of firms use outdated technology. They suffer from low productivity and poor product quality. Due to their small size they cannot enjoy large scale production economies.
7. **Lack of skilled workers:** Though India has no shortage of human resource, most of them are unskilled worker. Large firms pay higher remuneration and employ skilled workers. The MSMEs have to operate with unskilled or semi-skilled workers. Thus, the MSMEs suffer from low managerial capabilities.
8. **Adverse effects of economic reforms and globalization:** The decade of 1990s was marked by considerable deregulation of industrial economy through delicensing and dereservations, opening up the industrial sector to both internal and external competition, lowering of tariffs, removal of quantitative restrictions etc. These reforms have had an adverse effect on the small –scale sector. Cheaper and better quality imported goods are posing a serious threat to small scale units operating in various industries like chemicals, silk auto components, toys, sports goods, footwear etc. The most serious threat is being posed by cheap Chinese imports as the so called china price (which is a rock bottom price) is forcing many small-scale units to close down.

Major findings of study

MSMEs account for about 45% of India's manufacturing output and account for about 40% of India's total exports. The sector is projected to employ about 73mn people in more than 31mn units spread across the country. MSMEs manufacture more than 6000 products ranging from traditional to high tech items. The number of MSMEs units has increased from 105.21 lakh units in 2001-02 to 633.88 lakh units in 2020-21. The investment and production increased from Rs.

Conclusion:

The overall performance and contribution of small scale industries to Indian Economy is described in terms of its absolute growth in units employment, production and exports. The MSMEs Development Act of 2006 perhaps is the most crucial of these recent policy changes. The formulation and implementation of policies and programmes/projects/schemes for MSME sector is undertaken by the Ministry with the assistance of its attached and autonomous organizations. The growth of small scale industries can be evaluated on the growth rates of units, employment, output and exports of small scale industries in 2021 with that of 2001s. At the same time MSMEs sector faced key challenges like as lack of availability of adequate and timely credit, High cost of credit, Collateral requirements, limited access to equity capital, procurement of raw material at a competitive cost, problems of storage,, designing, packaging and product display, lack of access to global markets, inadequate infrastructure facilities, including power, water, roads low technology levels, lack of skilled manpower for manufacturing services, marketing etc. despite the various challenges it has been facing the MSME sector has shown admirable innovation, adaptability and Resilience to survive the recent economic downturn and recession. The small scale sector has grown rapidly over the years. The period of liberalization and the development the MSMEs sector constituted an important segment of our economy. MEMEs are a very important segment in the Indian industrial sector and would continue to play a crucial role in the Indian Economy in the future. A rewarding feature of economic development in India is due to impressive growth of modern MSMEs.

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కర్పూర వసంత రాయలు - సినారె సాహితీ వైభవం

- కొయ్యశ్రీనికెసులు, తెలుగు విభాగాధిపతి & లెక్చరర్, యస్.టి.యస్.యస్ ప్రభుత్వ కళాశాల, కదిరి.

బహుముఖ ప్రజ్ఞాశాలి సింగిరెడ్డి నారాయణ రెడ్డి, సి.నారాయణ రెడ్డిగా, 'సినారె'గా సుప్రసిద్ధులు. పద్యం, గేయం, వచనకావ్యాలు, నాటికలు, గజళ్ళు, ముక్తకాలు, అనువాదాలు, విమర్శ, పరిశోధన, బుర్రకథ, యాత్రా సాహిత్యం, ఇలా అనేక ప్రక్రియల్లో ఎనభైకి పైగా రచనలు చేసిన సాహితీ సార్వభౌముడు సినారె. సి.నారాయణ రెడ్డి సినిమా పాటల రచయితగా కూడా లబ్ధి ప్రతిష్ఠుడు. సినారె తెలుగు సినిమాకు 3500లకు పైగా పాటలు రచించి సినిమా పాటల సాహిత్యాన్ని సుసంపన్నం చేసి సినీ అన్నమయ్యగా పేరు గడించాడు.

సి. నారాయణ రెడ్డి, కరీంనగర్ జిల్లా సిరిసిల్ల తాలూకా హనుమాజీపేట గ్రామంలో 29-07-1931న జన్మించారు. తండ్రి మల్లారెడ్డి రైతు, తల్లి బుచ్చమ్మ గృహిణి. ఉన్నత చదువులు చదివిన సినారె గారు ఎన్నో ఉన్నత పదవులు, బహుమతులు పొందాడు. భారతదేశంలో సాహిత్యంలో ఉన్నత పురస్కారమైన జ్ఞానపీఠ పురస్కారం (1988) కూడా పొందిన సాహితీ కృషివలుడు సినారె. 1992లో భారత ప్రభుత్వ 'పద్మభూషణ్'తో సత్కరించబడింది.

సి.నారాయణ రెడ్డి గారు చిన్ననాట నుండే కవితా రచన మొదలు పెట్టినారు. సినారె గారు 1953లో 'నవ్వని పువ్వు' సంగీత నృత్య నాటిక ప్రచురించారు. అది మొదలు చనిపోయే దాకా నిరంతరం రచనలు చేశారు.

"ఊపిరాడడం లేదు - ఉక్క పోస్తోంది ఏసిగదిలో
కారణం తెలిసిపోయింది - కవిత రాయలేదు ఇవాళ"
కవిత్యం రాయనిదే ఉండలేని సింగిరెడ్డి నారాయణ రెడ్డి 2017 జూన్ 12న మరణించేంత వరకు కవితా వ్యాసంగం లోనే గడిపాడు.

సి.నారాయణ రెడ్డి రచనలన్నీ అత్యుత్తమ శ్రేణికి చెందినవే. కానీ ఆయన రచనల్లో అత్యంత ఆకర్షణీయ

మైన రచన 'కర్పూర వసంతరాయలు' ఈ కథా గేయ కావ్యాన్ని సినారె గారు 1957లో ప్రచురించారు. ఈ గేయ కావ్యాన్ని ప్రసిద్ధ చరిత్రకారుడు మల్లంపల్లి సోమశేఖర శర్మకు అంకిత మిచ్చాడు నారాయణ రెడ్డి గారు. ఈ గేయకావ్యాన్ని సినారె గారు తన సొంత గొతుకతో ఎంతో ఇష్టంగా ఆలపించేవారు.

కర్పూర వసంతరాయలు రెడ్డిరాజుల చరిత్రకీ సంబంధించిన శృంగార రసప్రధానమైన అయిదాశ్వాసాల కథాగేయ కావ్యం. ఇది ఆధునిక యుగమున వెలువడిన గేయ ప్రబంధముగ కీర్తిని సంపాదించుకొంది. హృద్యమైన వర్ణనలు, సరసమైన సన్నివేశాలు, రమ్యమైన శబ్ద ప్రయోగాలు ఈ గేయ ప్రబంధాన్ని విశిష్ట కృతిగా తెలుగు సాహిత్యంలో నిలబెట్టాయి. మాత్రా ఛందస్సులో రచింపబడ్డ ఈ కృతిలో సినారె మాత్రా ఛందస్సుతో 'సరిగమలు' ఆడుకున్నారు. సాహితీ ప్రయులను చక్కని ఊహలోకంలో విహరింపజేసే రసార్థ కావ్యము కర్పూర వసంతరాయలు.

కర్పూర వసంతరాయలులో ఒక చారిత్రక ఇతివృత్త శకలాన్ని ఆధారంగా తీసుకొని దాని చుట్టూ అల్లిన అందమైన కథ వుంటుంది. చారిత్రక ఆధారాలు ఉన్న ఈ కావ్యంలో కుమార గిరి రెడ్డి, లకుమ, రాణి ప్రధాన పాత్రలు. కుమారగిరి రెడ్డి, లకుమలు చారిత్రక వ్యక్తులైనా రాణి పాత్ర మాత్రం చరిత్రలో కనిపించనిది. అనురాగానికి, ధర్మానికి మధ్య లకుమ అనుభవించిన సంఘర్షణ కావ్యంలో ఆర్ధ్రపూరితం. ప్రజాశ్రేయస్సు కోసం ఆమె కథ విషాదాంతంగా ముగుస్తుంది. కావ్యనాయిక లకుమ ఒక నాట్యకత్తై, ఈమె నాట్యం కారణంగానే రెడ్డి రాజైన కుమారగిరి రెడ్డి గారు 'వసంత రాజీయం' అనే నాట్య శాస్త్రాన్ని రాయగలిగాడు. "నేటికినీ లకుమ అందెల



हिन्दी कथा-साहित्य में स्त्रियों का शोषण और नारी मुक्ति-संघर्ष

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सारांश

आधुनिक शिक्षा नारी के लिए वरप्रदाता बनकर आई। भारतीय नारी की स्थिति में अनेक परिवर्तन हुए जो उसके विकास और प्रगति की दृष्टि से संतोषप्रद हैं। स्त्री को घर की चारदीवारी से बाहर कदम रखने का अवसर दिया। भारतीय स्त्री की सोचने-समझने के दृष्टिकोण में परिवर्तन आया, अनेक कथा साहित्य में प्रकट होता है। खासकर स्त्री लेखिकाओं में।

मूल शब्द: आंदोलन, परिवर्तन, दृष्टि कोण, संघर्ष

आज हिंदी कथासाहित्य में स्त्रीविमर्श सशक्त विषयवस्तु बना हुआ है। पितृसत्तात्मक समाज ने उसे स्त्री बनाकर परंपराओं के आड में उसका शोषण करते रहे। हिंदी कथा-साहित्य में कथाकारों ने नारी की इस मूक पीड़ा को अपनी पीड़ा समझकर उद्घाटन किया। हिंदी कथा-साहित्य में नारी के शोषित स्वरूप एवं दाख्यरूप नारी की छवि को तोड़ने की अकुलाहट को प्रकट किया है। समाज के सभी क्षेत्रों में पुरुष की सहयोगी रही नारी को भारतीय समाज ने उचित स्थान नहीं दिया। अतः नारी की उपेक्षा, शोषण एवं नारीमुक्त आंदोलन पर हिंदी कथा-साहित्य में साहित्यकारों ने अपनी विश्लेषणात्मक दृष्टि प्रकट की है। भारतीय समाज में स्त्री को प्राचीनकाल से ही गृहिणी पद से सुशोभित किया गया, अतः उसके बाहर आने की समस्या ही नहीं थी। बचपन में वह पिता के संरक्षण में रहती थी, विवाहित होने पर पति का कठोर नियंत्रण रहता था और वृद्धावस्था में बच्चों की इच्छानुसार चलना पड़ता था। इस तरह माना जाता है कि पुरुष को केन्द्र बनाकर नारी का जीवन चक्र चलता रहता है। स्त्री के जीवन-चक्र की धुरी पुरुष ही है। समाज और परिवार की मान्यताओं के अनुसार ही स्त्री का जीवन चलता है और हम जानते हैं कि ये दोनों ही पुरुष-प्रधान संस्थाएँ हैं। स्वभाव से संवेदनशील होनेके कारण स्त्री पारिवारिक और सामाजिक मान्यताओं और को संपूर्ण रूप ग्रहण करती है। उनका निर्वहण भी करती है। स्त्री अपने इस निष्ठापूर्ण निर्वहण के कारण पुरुष की धूर्तता, धोखा-धड़ियों एवं रोब-दाब को झेलना पड़ता है। वह जैसा चाहती है, उस तरह से कुछ होता नहीं है। उसे अपने को पुरुष-प्रधान व्यवस्था के अनुरूप ढालना पड़ता है। उच्च आदर्शों के बावजूद वह समाज में गौरवपूर्ण स्थान बना नहीं पायी।

शिक्षा के व्यापक प्रचार-प्रसार के फलस्वरूप आज स्त्री अपने अधिकारों के प्रति सचेष्ट है। उसमें एक नवीन चेतना का सफुरण हुआ। वर्तमान काल में आर्थिक व्यवस्था ने उसे और भी प्रोत्साहन दिया कि वह घर की सीमाओं को पार करे। परिणामस्वरूप स्त्री को नौकरी करना आवश्यक हो गया और उसने अपने अधिकारों की मांग की। स्त्री किसी की कृपा पर आश्रित न रहकर स्वावलंबी बनने लगी। पारिवारिक और सामाजिक फैसले केवल पुरुष का ही था। लेकिन जब से स्त्री शिक्षित हुई, चेतना आई और स्वावलंबन हुई, तब से पुरुष की जड़ें हिलने लगीं हैं। आज स्त्री अपनी पहचान के लिए सारे बंधन तोड़ रही है। वह अपनी स्व-अस्तित्व की लड़ाई लड़ने में रत है। युगों से पीड़ित स्त्री, पुरुष की दासी न बनकर अपने अधिकारों की मांग की। स्त्री को पुरुष के बराबर का पद मिलना चाहिए। समाचार-पत्रों, अधिवेशनो और पुस्तकों में तो यह पद मिलता रहता है। परन्तु

कानून और देश की आर्थिक योजनाओं में स्थिति नहीं के बराबर है। स्त्रियाँ आज समाज में स्त्रियों के उद्धार का आंदोलन कर रही हैं और अपनी स्थिति को दृढ़ बनाने में तुली हुई हैं। आज की नारी का आंदोलन कहता है कि— नारी को पद चाहिए जग में पुरुष समान, वह ले कर ही रहेगी, कृ बोल रहे बलिदान।

स्त्रियों की उपेक्षा एवं शोषण

हर तरह की निष्ठा और सेवा भाव के बावजूद भारतीय स्त्री समाज में महत्वपूर्ण व्यक्ति नहीं मानी जाती है। हर तरह की गैर जिम्मेदारी और अदूरदर्शीता के बावजूद पुरुष विशेष महत्व का बना हुआ है। निर्णय का बिन्दु पुरुष के यहां ही बनता है। यह स्त्री की सबसे बड़ी विडंबना है। स्त्री पहचान एवं प्रतिष्ठा के लिए छटपटाती रही। मगर समाज और परिवार दोनों स्तरों पर स्त्री की उपेक्षा रही और शोषण होते आया है। हिन्दी कथा-साहित्य में स्त्री की इस उपेक्षित, शोषित स्थितियों का विश्लेषण कर, स्त्री के प्रति पुरुष समाज के वस्तुवादी एवं भोगवादी दृष्टिकोण के प्रतिपादनो का उद्घाटन किया है। मन्नुभण्डारी की 'अकेली' की सोमू बुआ बड़ी सहृदयता के साथ परिवार को सम्हालती है और पति के तीर्थयात्रा पर जाने पर अडोस-पडोस की महिलाओं के काम-काज में हाथ बटाती है। किसी के घर में मुंडन हो, जनेऊ हो, शादी हो या गमी बुआ पहुंच जाती है, मानो दूसरों के घर में नहीं, अपने ही घर में काम कर रही हो। लेकिन उसको न परिवार से सहानुभूति मिलती है, न समाज की ओर से। रिश्तेदारों की ओर से शादी का निमंत्रण तक उसे मिलता नहीं। इस उपेक्षा के कारण बुआ समाज के प्रति ही नहीं, जीवन के प्रति भी उदास है, और जीवन में नितांत अकेली रह जाती है। बुआ के इस अकेलेपन का उपचार केवल थोड़ी दृ सी हमदर्दी है। संवेदनाओं की उपेक्षा से स्त्री टूट जाती है। वह संवेदनाशून्य समाज में जी नहीं पाती है।

मार्कण्डेय से लिखित "वासवी की मां" की मृणालिनी पुरुष की भोगवादी प्रवृत्तिका शिकार होती है। पति रतनलाल शराबी और वासनालोलुप है। फिर भी मृणालिनी उसके प्रतिनिष्ठा रखती है। व्यापार के दौरान पति घर से बाहर रहता है। उसकी बेटी वासवी पर रतनलाल के मित्र की नजर पड़ती है। इसको जानते हुए भी अपने फायदेकारे दृष्टि में रखकर रतनलाल चुप रहता है। रतनलाल के मित्र की लपटता का शिकार खुद मृणालिनी होती है। इस तरह रतनलाल और उसका मित्र दोनों मृणालिनी का उपभोग करते चलते हैं। यह एक प्रकार से पुरुष द्वारा स्त्री की उपेक्षा के साथ-साथ उसका शोषण भी प्रकट होता है। स्त्री के

प्रति पुरुष इस उपेक्षा एवं शोषण प्रवृत्ति को हिंदी कथा-साहित्य में व्यक्त किया गया है। शैलेश मटियानी की "लाटी" कहानी की लाटी को लूटने का हर प्रकार का जाल समाज में बिछाया जाता है। जवान ही नहीं, बूढ़ों तक की नजरें उसके देह पर लगी हुई हैं। बुक-सेलर सोचता है "उत्तम लाटी डिगरवाकाने के साथ नहीं, बल्कि उसके साथ ज्यादा अच्छी लग सकती है।"

डॉ शीला रजवार जी का कहना है कि इन सबके अंदर वह पुरुष छिपा हुआ है जो नारी को केवल भोग की वस्तु समझता है और उसका शोषण करता है। पुरुष में छिपी इस शोषण प्रवृत्ति के कारण स्त्री को जीवन में संकट पूरा स्तिथियों से जूझना पड़ता है। इस तरह हम देखते हैं कि हिन्दी कहानी साहित्यकारों ने समाज की बुरी परिणतियों का प्रतिपादन कर, यह बोध जगाया है कि स्त्री के प्रति सहानुभूतिपूर्ण रवैया अपनाया जाए। और उसके स्वतंत्र व्यक्तित्व के विकास की संभावनाएं समाज में खुल पड़नी चाहिए।

नारी मुक्ति संघर्ष

नारी मुक्ति संघर्ष आज के युग में तीव्र रूप में है। हिन्दी साहित्यकारों ने भी अपने कथासाहित्य के द्वारा इस संघर्ष का विश्लेषण करते हुए स्त्री संघर्ष का प्रोत्साहन भी किया है। घर-परिवार तक सीमित रहती आयी नारी, आजकल अपनी शक्ति प्रतिभाओं का सदुपयोग, नौकरी के दौरान करने लगी है। शिक्षा और नौकरी के द्वारा सशक्त होने के प्रयास में है। आज नारी परिवार को अतिरिक्त आर्थिक सहारा प्रदान करने लगी है। परिवार में उसका अलग महत्व बनने लगा है। आज स्त्री शिक्षित होकर जागरूक है। आर्थिक रूप से स्वावलंबन है। उसने परंपराओं का कठोर विरोध किया और अपने अस्तित्व के लिए संघर्ष करने लगी। आज नारी समाज के बंधनों से ऊपर उठकर सोचने लगी है। इस प्रकार वह अपने यथार्थ को ढूँढने का प्रयास कर रही है। आज की आधुनिक नारी श्रमजीवी होकर घर और बाहर (नौकरी से) दोनों कार्य सफलतापूर्वक कर रही है। इस कारण आधुनिक नारी झुकना नहीं चाहती वह अपने आत्म सम्मान की रक्षा चाहती है। परंपरागत मान्यताएं एवं नैतिक आदर्श अब उसके लिए उतने महत्वपूर्ण नहीं रह गए हैं। आज ग्रामीण नारी भी किसी न किसी रूप में इस नवीन मानसिकता से अवश्य प्रभावित है। ग्रामीण नारी भी आज अपने अधिकारों के प्रति जागरूक दिखाई देने लगी है। वह आज परंपरागत पुरुष दृष्टि आधिपत्य को नकार रही है। स्पष्ट है कि ग्रामीण नारी भी आज मात्र तस्वी रनहीं रह गई है, जिसे जहां चाहे 'फिट' करके रख दिया जाये।

नारी आज नौकरी के माध्यम से आर्थिक स्वावलंबन प्राप्त कर और अपनी शक्ति प्रतिभाओं के सदुपयोग की सुविधा के बावजूद समाज में कुरीतियों, रूढ़ धारणाओं एवं संकीर्णताओं के कारण असंतुष्ट है। इसी तनाव संघर्ष को उषाप्रियंवदा के "छुट्टी का दिन" कहानी में दर्शाया गया है। "छुट्टीकेदिन" की मिससहगल नौकरी और स्वावलंबन के बावजूद व्यस्तता के कारण, घड़ी भर के लिए भी फुर्सत नहीं पाती है। वह टूटन तथा थकान का अनुभव करती है कृ"अपने जिदगी के पैटर्न पर, उसके खोखलेपन और सारहीनता पर"। इसी तरह चित्रामुदगल की "अपनी वापसी", मृदुला गरग "राख", मन्नू भण्डारी की "बंददराजोंकासाथ" और "नई नौकरी" आदि जैसी कई कहानियों में नारी सामाजिक परिवेश की जटिलताओं के कारण, नौकरी के रूप में प्राप्त आर्थिक स्वावलंबन के बावजूद जीवन में व्यर्थता का तीखा बोध व्यक्त करती है। घर और दपतर या काम के अन्य जगहों पर उसे अनेक प्रकार के मानसिक तनाव सहने पड़ते हैं। नौकरी के लिए आते-जाते समय नारी को तरह-तरह की यातनाओं का सहन करना पड़ता है। अपनी नौकरी के पदोन्नति की संभावनाओं को बनाए रखने के लिए नारी को सामाजिक संबंधों को भी निभाना होता है। मालिक,

अधीनस्थ और सहकर्मी सभी उसका शोषण करने का प्रयत्न करते हैं। आज भी उसे नारी ही समझा जा रहा है, एक व्यक्ति नहीं।

निष्कर्ष

आज नारी अपमानित जीवन व्यतीत न कर, अपने पैरों पर खड़ी होकर अपने स्वाभिमान की रक्षा करने की शक्ति रखती है। महादेवी वर्माजी मानती हैं कि यदि नारी को बढ़ना है तो उसे अपना अस्तित्व पहचानना होगा, स्वीकारना होगा। हिन्दी कथासाहित्य में स्त्री सशक्तिकरण पर विशेष बल दिया गया है। हिन्दी कथासाहित्य में कथाकारों ने यह उद्घाटन सफलतापूर्वक करने का प्रयत्न किया है कि नारी जीवन के सहज विकास के लिए आर्थिक औन्नतय, जीवन की सुविधाओं की उपलब्धि, सुरक्षा की व्यवस्था प्रदान करना आवश्यक है। भविष्य के निर्माण के लिए वर्तमान के तमाम प्रतिरोधों के बावजूद वह निरंतर गतिशील है। निष्कर्ष में यह आशा है कि स्त्री और पुरुष दोनों की सहनता और आपस की समझ (एक दूसरे के प्रति) एवं वैचारिक परिवर्तन से स्त्री का पूर्ण रूप से विकास हो सकता है। फिर भी स्त्री को सतर्कता से जीवन में अपने कदम बढ़ाते चले जाना है।

संदर्भ सूची

1. उषा प्रियंवदा – वापसी
2. मृदुला गर्ग – राख
3. मन्नू भण्डारी – नई नौकरी
4. मन्नू भण्डारी – अकेली



नवचेतन और नवजागरण के कवि 'रामधारी सिंह दिनकर'

डॉ. श्रीमती. के. चन्द्रा

सहायक आचार्य, एस टी एस एन सरकारी स्नातक महाविद्यालय, कदिरि, श्री सत्य साई जिला, आंध्र प्रदेश, भारत

सारांश

प्रगतिवादी कवियों में दिनकर विशेष महत्व रखते हैं। प्राचीनतम एवं नवीनतम का भव्य और क्रांतिकारी समन्वय आप की रचनाओं में हुआ। कल्पनाशीलता और सौंदर्यप्रेम से अधिक महत्व आप यथार्थ और संगर्ष को देते हैं। छायावाद से प्रगतिवाद की ओर एवं प्रगतिवाद से राष्ट्रवाद की ओर आप अग्रसर रहे। आप की भाषा ओजपूर्ण एवं शक्तिमय है। दिनकर जी व्यक्ति की चेतना के व्यापकत्व की विविध प्रतीकों में करते हैं।

मूल शब्द: कल्पनाशीलता, ओजपूर्ण, राष्ट्रवाद, क्रांतिकारी

प्रस्तावना

रामधारी सिंह दिनकर जी राष्ट्रीय भावनाओं के कवि हैं। दिनकर जी का नाम प्रगतिवादी विचारक कवियों में लिया जाता है। उन्होंने देश की राजनैतिक व सामाजिक परिस्थितियों पर लेखनी चलाई। इनका विद्रोही स्वर ललकार व चुनौती के रूप में प्रस्फुटित होकर देश पर बलिदान होने की प्रेरणा देते हैं। इन्होंने समाज की अर्थव्यवस्था तथा आर्थिक असमानता के प्रति रोष प्रकट किया जिस कारण वे प्रगतिवादी रचनाएँ कहलायीं। इन्होंने शोषण, उत्पीड़न, वर्ग विषमता की निर्भीकता से निंदा की। दिनकरजी ने श्रमसाध्य जीवन जिया और उनका साहित्य साधन भी अपूर्व था। वे प्रेम के पुजारी एवं सौन्दर्य के उपासक थे। दिनकरजी की राष्ट्रीयता चेतना व व्यापकता उनकी सांस्कृतिक दृष्टि, उनका ओजपूर्ण वाणी एवं काव्यागत तत्वों पर बल, उनका सात्विक जीवन मूल्य उन्हें पारंपरिक रीति से जोड़े रखा है। अतः यह कहा जा सकता है कि दिनकरजी ने हमारे क्रांतिकारी-युग कविता का सम्पूर्ण प्रतिनिधित्व किया। क्रांतिवादीवादियों की सच्ची तस्वीर है दिनकर का काव्य दिनकर जी बीसवीं सदी के ओजस्वी व तेजस्वी कवि थे। अपनी बहुमुखी प्रतिभा के कारण 'रामधारी सिंह दिनकर जी' अत्यन्त लोकप्रिय हुए। उन्हें भारतीय संस्कृति एवं इतिहास से अधिक लगाव था। राष्ट्रीय धरातल पर स्वतन्त्रता की भावना का स्फुरण करने वाले कवियों में 'रामधारी सिंह दिनकर जी' का अपना विशिष्ट स्थान है।

रामधारी सिंह दिनकर की रचनाएँ

काव्य-रेणुका, हुँकार, रसवन्ती, कलिंग विजय, बापू, नीम के पत्ते, कुरुक्षेत्र, नील कुसुम, उर्वशी। गद्य-मिट्टी की ओर, अर्द्ध-नारीश्वर, संस्कृति के चार अध्याय।

दिनकर जी के काव्य स्वभाव में प्रकृति के प्रति एक अबोध आकर्षण है। वे समस्त प्राकृतिक व्यापारों में एक आत्मीयता का अनुभव करते हैं। इसलिए जहाँ भी उन्होंने प्रकृति वर्णन किया है वह मार्मिक और सजीव है। उसके यथार्थ वर्णन के कारण उसमें गीतात्मकता की अपेक्षा कथात्मकता अधिक है। दिनकर जी की काव्य भाषा विशुद्ध खड़ीबोली हैं। तत्सम शब्दों का प्रयोग बड़ी सफलता के साथ हुआ है। शब्द योजना पुष्ट और भावानुकूल है। भावों की शिथिलता भाषा में ही मिलती। उनकी भाषा शैली पूर्णरूप से विचारों और भावों की अभिव्यक्ति करने में समर्थ है। प्रत्येक शब्द विचार और भावों का वाहक बन गया है। दिनकर जी के काव्य में कहीं भी क्लिष्ट शब्द योजना नहीं मिलेगी। शब्दों का तोड़ मरोड़ और व्याकरण की अशुद्धियाँ नहीं मिलतीं। शाब्दिक चमत्कार तथा साहित्य प्रदर्शन के चक्कर में दिनकर जी कहीं नहीं पड़े। लाक्षणिकता तथा व्यंजक शब्दों का प्रयोग भी उन्होंने बहुत कम किया है। इसलिए इनकी शैली अत्यन्त परिमार्जित और प्रौढ़ है। सरलता और सुबोधता ही भाषा की अपनी सौन्दर्य विशेषता है। दिनकर जी की छन्द-योजना में नवीनता है तथा अलंकारों के प्रयोग में भी स्वाभाविकता है। उनकी समस्त रचनाओं में भाव और भाषा का सामंजस्य मिलता है। रामधारी सिंह दिनकर का नाम प्रगतिवादी विचारक कवियों में लिया जाता है। इन्होंने अपने काव्यों में राष्ट्रियता, भारतीय संस्कृति, युद्ध व शांति किसानों की दयनीय दशा उच्च वर्ग का शोषण एवं जीवन के अनेकों क्षेत्रों जैसे सभी विषयों का सजीव चित्रण किया है। कवि ने 'परशुराम का उपदेश' कविता द्वारा देशवासियों में ओज और वीरता का भाव भरा है। अन्याय और अत्याचार के प्रति आवाज उठाना मानव का धर्म है और उसको सहना कायरों का काम है। मानव को प्रकृति से अनेक शक्तियाँ प्राप्त होती हैं। प्रत्येक भारतवासी अपनी शक्ति को पहचाने और एक जुट होकर शत्रु से लड़े। इसलिए कवि देशवासियों से कहता है- 'बाहों की विभा सँभालो।' इस कविता में प्रतिकों, अलंकारों, और लाक्षणिक प्रयोगों से दिनकर ने काव्य सौंदर्य बखूबी उभारा है।

"लाखों क्रौंच कराह रहे हैं,

जाग, आदि कवि की कल्याणी?

फूट-फूट तू कवि-कंठों से,

बन व्यापक निज युग की वाणी।"

कविता अपने युग की वाणी बनती है। वह अपने समय के हर वर्ग एवं शोषितों की आवाज बनती है। समाज में व्याप्त अंधविश्वास, आडंबर, पाखंड को खत्म कर एक स्वस्थ व जागृत समाज निर्माण में योगदान दें। और राष्ट्रकवि रामधारी सिंह दिनकर अपनी कविता के जरिये जीवन भर यही करते रहे। दिनकर के रचनाओं में उनके विचार और सोचों को दर्शाती है। दरअसल, आधुनिक युग में हिन्दी काव्य में पौरुष का प्रतीक और राष्ट्र की आत्मा का गौरव गायक जिस कवि को माना जाता है, उसी का नाम रामधारी सिंह 'दिनकर' है। दिनकर यशस्वी भारतीय परम्परा के अनमोल धरोहर हैं, जिन्होंने अपनी कालजयी रचनाओं के जरिए देश निर्माण और स्वतंत्रता संघर्ष में स्वयं को पूरी तरह समर्पित कर दिया था। 'कलम आज उनकी जय बोल' जैसी प्रेरणादायक कविता और उर्वशी जैसे काव्य के प्रणेता रामधारी सिंह दिनकर ने साहित्य की विभिन्न विधाओं में अनवरत लेखन किया, लेकिन उनकी विशिष्ट पहचान कविता के क्षेत्र में ही बनी। उन्होंने कविता में पदार्पण भले ही छायावाद और श्रृंगार रस से प्रभावित होकर किया हो, लेकिन समय के साथ-साथ उनकी कविता निरंतर राष्ट्रीयता और स्वातंत्र्य प्रेम का पर्याय बनती चली गई।

दिनकर ने अपनी इस राष्ट्रीयता और राष्ट्रीय प्रेम को स्वीकार्य करते हुए भारतीय ज्ञानपीठ पुरस्कार समारोह के अवसर पर कहा था कि "जिस तरह जवानी भर मैं रवीन्द्र और इकबाल के बीच झटके खाते रहा, उसी तरह जीवन भर मैं गांधी और मार्क्स बीच भी झटके खाता रहा हूँ। इसीलिए उजले को लाल से गुणा करने पर जो रंग बनता है वही रंग मेरी कविता का है और मेरा विश्वास है कि भारतवर्ष के भी भावी व्यक्तित्व का रंग यही होगा।" उनकी रचनाओं में स्वदेश को युवा पीढ़ी भी अपनी कुर्बानी से मुक्त करवा सकती है। कुछ ऐसी ही भावना इन पंक्तियों में दिखाई देती है-

"नए सुरों थिंजनी बजा रही जवानियाँ
लहू में तैर-तैर के नहा रही जवानियाँ"

दिनकर स्वच्छंदतावाद के कवि कहे जाते हैं और बंधनों, रूढ़ियों को तोड़ना उनकी कविताओं की विशेषता है। लेकिन, व्यक्ति स्वातंत्र्य उनके चिंतन में नहीं दिखाई देता। कवि की स्वच्छंदता की भावना और चेतना अद्भुत कल्पना प्रवण, अव्यावहारिक तथा मिथकीय बिम्बों, प्रतीकों, ऐतिहासिक व्यक्तित्वों के माध्यम से व्यक्त होती हैं। दिनकर की काव्य चेतना में विविधता और विषय वस्तु की दृष्टि से बहुलता दिखाई देती है। उसमें देशभक्ति से परिपूर्ण राष्ट्रीय चेतना है और विषमता को मिटाकर सामाजिक समानता स्थापित करने की भावना है। ईश्वर को चुनौती देने वाले वाला कवि जब भीष्म जैसे महारथी को केंद्र में रखकर रचे काव्य "कुरुक्षेत्र" में पूछता है-

"धर्म का दीपक, दया का दीप
कब जलेगा, कब जलेगा

विश्व में भगवान" तो कवि की अशक्तता और अधीरता का बोध होता है।

दिनकर की पंक्तियों में धरती के प्रति आकर्षण दिखता है, स्वर्ग के प्रति नहीं। दिनकर जी वस्तुओं पर कम, अपने मन पर पड़े प्रभाव को कविता के रूप में अदम्य भाषा शैली में बहुत प्रभावकारी ढंग से प्रस्तुत करते हैं-

"व्योम कुंजो की परी अभिकल्प ने
भूमि को निज स्वर्ग पर ललचा नहीं
पा न सकती मृत्ति उड़कर स्वप्न को
युक्ति हो तो आ बसा अलका यहीं" ('रेणुका')

छात्र जीवन से ही संघर्षों और चुनौतियों से जूझते हुए दिनकर ने बचपन से जवानी तक के सफर में अनेक उतार-चढ़ाव देखे। इस संघर्षों ने दिनकर के विचारों और सोच को एक व्यापक दृष्टिकोण प्रदान किया। इस परिवेश का परिणाम ही था कि जुझारूपन उनके व्यक्तित्व की एक प्रमुख प्रवृत्ति बन गया। हालांकि, तमाम उतार-चढ़ाव के बावजूद दिनकर की पैनी नजर अपने युग की हर छोटी-बड़ी घटनाओं पर केंद्रित रही। अपने युग की हर सांस को वे पहचानते थे और इसका विस्फोट उनकी कविताओं और रचनाओं में खूब देखने को मिलता है। तभी तो दिनकर यह ललकारते हुए दिखते हैं कि

"सुनूँ क्या सिंधु मैं गर्जन तुम्हारा, स्वयं युग-धर्म का हुंकार हूँ मैं
कठिन निर्घोष हूँ भीषण अशनि का, प्रलय गांडीव का टंकार हूँ मैं।"

हिंदी काव्य जगत में क्रांति, ओज और प्रेम के सृजक के रूप में उनका योगदान अविस्मरणीय है और उनकी काव्यगत विशेषताएँ अद्वितीय हैं। दिनकर अपने युग के प्रतिनिधि कवि और भारतीय जनजीवन के निर्भीक रचनाकार के रूप में हमेशा हिंदी साहित्य के जगत में मूर्धन्य रहेंगे।

संदर्भ सूची

1. दिनकर – संचयिता, 34
2. दिनकर – रेणुका, 86
3. वही – 43, 45
4. दिनकर – रेती के फूल, 7



नारीवाद: स्त्री शक्ति

डॉ. कोंडा चन्द्रा

सहायक आचार्य, एस.टी.एस.एन. सरकारी स्नातक कालेज, कदिरि, श्री सत्य साई जिला, आंध्र प्रदेश, भारत

सारांश

नारीवाद एक ऐसा सिद्धांत या विचारधारा है जो समाज में महिला एवं पुरुष को समान अधिकार दिलाने की वकालत करता है। इस सिद्धांत के अनुसार महिला व पुरुष के बीच समाज द्वारा किसी भी प्रकार का भेदभाव नहीं किया जाना चाहिए। प्राकृतिक व लैंगिक अंतर के अलावा कोई भी ऐसा अंतर जो पुरुष और महिला में किया जाता है उसका नारीवाद डटकर विरोध करता है। नारीवाद के कारण आज नारी शिक्षित होकर जागरूक है और आर्थिक रूप से भी स्वावलंबन है। परंपरागत मान्यताएँ एवं नैतिक आदर्श अब नारी के लिए उतने महत्वपूर्ण नहीं रह गए हैं।

मूल शब्द: स्वावलंबन, समानता, उत्पीड़न, सिद्धान्त, वाद

प्रस्तावना

नारीवाद नारी के सशक्तीकरण का शस्त्र है। नारीवाद, सामाजिक और राजनीतिक आंदोलनों तथा विचारधाराओं की एक श्रेणी है, जो राजनीतिक, आर्थिक, व्यक्तिगत एवं सामाजिक रूप से लैंगिक समानता को परिभाषित करने और प्राप्त करने के लक्ष्य में प्रकट किया है। नारीवाद की यह धारणा है कि समाज पुरुष-दृष्टिकोण को ही महत्व देता आया है। इस पितृसत्तात्मक समाज में महिलाओं के साथ भेदभाव और अन्याय होता आया है। अतः नारीवाद का लक्ष्य पुरुषों के समान शैक्षिक, वृत्तिक और पारस्परिक अवसर एवं परिणाम स्थापित करना है जो पुरुषों के समान हो। नारीवादी सिद्धांत का लक्ष्य लैंगिक असमानता को समझना है। अतः, नारीवादी सिद्धांतों का उद्देश्य लैंगिक असमानता की प्रकृति एवं कारणों समझना है और इनके फलस्वरूप होने वाले लैंगिक भेदभाव के परिणामों की व्याख्या करना है। नारीवादी संबंधी आदर्शों का मूल कथ्य यही होता है कि कानूनी अधिकारों का आधार लिंग न बने।

आधुनिक नारीवादी चिन्तन का प्रारम्भ 18वीं शताब्दी के अन्तिम वर्षों से माना जाता है। 19वीं शताब्दी से लेकर अब तक के वर्षों में नारीवादी गतिविधियों के अनेक रूप प्रकट हुए हैं। इसको विद्वानों ने 'नारीवाद की लहरों' के नाम से सम्बोधित किया है। नारीवाद की पहली लहर का समय 19वीं शताब्दी के मध्य से लेकर 20वीं शताब्दी के प्रारम्भिक वर्षों तक माना जाता है जबकि दूसरी लहर जिसे उग्र महिलावाद के नाम से जाना जाता है का समय 60 के दशक के अन्तिम वर्षों में माना जाता है। साठ के दशक में उपजे नारीवाद का मुख्य उद्देश्य यह प्रदर्शित करता था कि सभी महिलायें एक ही प्रकार के शोषण का शिकार होती हैं परन्तु वर्तमान नारीवाद पुरुष प्रधान समाज में नारी की भिन्न-भिन्न स्थिति की चर्चा तो करता ही है, साथ ही महिला के आपसी सम्बन्धी की भी विवेचना करता है।

समकालीन समाज में जेंडर पर आधारित विभेद किस तरह पूरे जीवन की संरचना करते हैं। नारीवाद की यह धारणा है कि समाज, पुरुष-दृष्टिकोण को महत्व देता है और इस पितृसत्तात्मक समाज में महिलाओं के साथ भेदभाव और अन्याय होता रहा है। इसका लक्ष्य महिलाओं के लिए पुरुषों के समान शैक्षिक, वृत्तिक और पारस्परिक अवसर और परिणाम स्थापित करना है जो पुरुषों के समान हो। यह पितृसत्ता द्वारा स्त्रियों के ऊपर प्रभुत्व की प्रणाली के प्रति अपने विरोध के मसले पर एकजुट है। नारीवादी सिद्धांत, सैद्धांतिक या दार्शनिक क्षेत्रों में नारीवाद का विस्तार है। यह समाज की संरचना को बिना बदले राजनीतिक और कानूनी सुधार के माध्यम से पुरुषों और महिलाओं की व्यक्तिवादी समानता की तलाश करता है।

नारीवाद का तर्क है कि महिलाओं के उत्पीड़न का मूल कारण पूंजीवाद है, और घरेलू जीवन और रोजगार में महिलाओं के खिलाफ भेदभाव पूंजीवादी विचारधाराओं का ही परिणाम है। अपने अधिकांश इतिहास के दौरान, पश्चिमी यूरोप और उत्तरी अमेरिका की मध्यम वर्ग की श्वेत महिलाओं द्वारा नारीवादी आंदोलनों और सैद्धांतिक विकास का नेतृत्व किया गया था। हालाँकि अन्य जातियों की महिलाओं ने वैकल्पिक नारीवाद का प्रस्ताव रखा है। 1960 के दशक में संयुक्त राज्य अमेरिका में नागरिक अधिकारों के आंदोलन और अफ्रीका, कैरिबियन, लैटिन अमेरिका के कुछ हिस्सों और दक्षिण पूर्व एशिया में यूरोपीय उपनिवेशवाद के पतन के साथ इस प्रवृत्ति में तेजी आई। उस समय से, विकासशील देशों और पूर्व उपनिवेशों में रहने वाली महिलाएं, जो रंग या विभिन्न जातीयता की हैं या गरीबी में रह रही हैं, ने अतिरिक्त नारीवाद का प्रस्ताव दिया है।

नारीवाद को लेकर विभिन्न समूहों के लोगों की अपनी-अपनी प्रतिक्रिया है, और इसके समर्थकों और आलोचकों में दोनों पुरुष और महिलाएं शामिल हैं। नारी-समर्थक पुरुष समूहों की गतिविधियों में स्कूलों में लड़कों और युवा पुरुषों के साथ हिंसा रोकने जैसे कार्य, कार्यस्थलों में यौन उत्पीड़न कार्यशालाओं की पेशकश करना, सामुदायिक शिक्षा अभियान चलाना और हिंसा में लिप्त पुरुष अपराधियों को काउंसलिंग देना भी शामिल है। प्रो-फेमिनिस्ट पुरुष, पुरुषों के स्वास्थ्य सम्बंधित कार्यक्रम जैसे: पोर्नोग्राफी के खिलाफ सक्रियता, जिसमें पोर्नोग्राफी विरोधी कानून, पुरुषों का अध्ययन और स्कूलों में लिंग इक्विटी पाठ्यक्रम का विकास आदि में भी शामिल होते हैं। कभी-कभी नारीवादी और महिला संगठन साथ आकर, घरेलू हिंसा और बलात्कार संकट केंद्रों में सहयोग करते हैं।

नारीवाद सामान्यतया वह विचारधारा और आन्दोलन है जिसका उद्देश्य है जीवन के प्रत्येक क्षेत्र में महिलाओं को पुरुषों के बराबर स्थान प्राप्त हो। परम्परागत रूप से और समकालीन जीवन में भी महिलाओं को अधीनस्थ और अवपीडित स्थिति ही प्राप्त है। नारीवाद का लक्ष्य है इस अधीनस्थ और अवपीडित स्थिति को समाप्त कर उन्हें परिवार, समाज, राज्य और समूचे विश्व के स्तर पर पुरुष के समकक्ष स्थान दिलाना। इस प्रकार एक पंक्ति में नारीवाद, नारी समानता (पुरुष से समानता), नारी एकता और नारी सशक्तिकरण का आन्दोलन है। नारीवाद की मांग है कि नारी को अपना हक (समानता का हक), अपने अधिकार और अपना स्वतन्त्र व्यक्तित्व चाहिए। नारीवाद एक विश्वव्यापी आन्दोलन है, कुछ देशों में यह अपने विकास के उच्च स्तर पर है, कुछ देशों में अपेक्षाकृत कम विकसित स्तर पर। सिमोन दिबोवा की प्रसिद्ध पुस्तक *The Second Sex* में विस्तार में बतलाया गया है कि स्त्री-पुरुष का भेद समाजीकरण का परिणाम है। समाजीकरण (समाज से जुड़े समस्त वातावरण) से उत्पन्न इस स्थिति को दूर कर समान व्यक्तियों के लिए समान अधिकारों की अधिकार के रूप में मांग नारीवाद है।

भारत में नारीवाद, भारतीय महिलाओं के लिए समान राजनीतिक, आर्थिक और सामाजिक अधिकारों को परिभाषित करने, स्थापित करने, समान अवसर प्रदान करने और उनका बचाव करने के उद्देश्य से आंदोलनों का एक समूह है। संसार भर में अपने नारीवादी समकक्षों की तरह, भारत में भी नारीवादी लैंगिक समानता, समान मजदूरी के लिए काम करने का अधिकार, स्वास्थ्य और शिक्षा के लिए समान अधिकार और समान राजनीतिक अधिकार चाहते हैं। भारतीय नारीवादियों ने भारत के पितृसत्तात्मक समाज के भीतर संस्कृति-विशिष्ट मुद्दे जैसे कि वंशानुगत कानून और सती जैसी प्रथा के खिलाफ भी लड़ाईयाँ लड़ी हैं।

भारत में नारीवाद के इतिहास को तीन चरणों में देखा जा सकता है: पहला चरण, 19वीं शताब्दी के मध्य में शुरू हुआ, जब यूरोपीय उपनिवेशवादी, सती की सामाजिक बुराइयों के खिलाफ बोलने लगे। दूसरा 1915 से, जब भारतीय स्वतंत्रता के लिये गांधी के नेतृत्व भारत छोड़ो आंदोलनों में महिलाओं ने बढ़ चढ़ कर हिस्सा लिया और कई स्वतंत्र महिला संगठन उभरकर आने लगे। अंत में, तीसरा चरण, स्वतंत्रता के बाद, जहाँ शादी के बाद ससुराल में, कार्यस्थल में और राजनीतिक समानता के अधिकार में महिलाओं के प्रति निष्पक्ष व्यवहार पर ध्यान केंद्रित किया गया है।

भारतीय नारीवादी आंदोलनों द्वारा की गई प्रगति के बावजूद, आधुनिक भारत में रहने वाली महिलाओं को अभी भी भेदभाव के कई मुद्दों का सामना करना पड़ रहा है। भारतीय पितृसत्तात्मक संस्कृति ने भूमि-स्वामित्व के अधिकार प्राप्त करने और शिक्षा तक पहुँच को चुनौतीपूर्ण बना दिया। पिछले दो दशकों में, लिंग-चयनात्मक गर्भपात की प्रवृत्ति को भी उभरकर सामने आई। भारतीय नारीवादियों ने इस अन्याय के खिलाफ संघर्ष का रूप देखा जाता है। नारी की स्वतंत्रता, अस्मिता और समता का पक्ष लेने वाला वाद या सिद्धान्त जो पितृसत्तात्मक समाज व्यवस्था का और राजनीति के विरोधी को ही नारीवाद की संज्ञा दी है। भारत में नारीवादी आंदोलनों की कुछ आलोचना हुई है। विशेष रूप से पहले से ही विशेषाधिकार प्राप्त महिलाओं पर ध्यान केंद्रित करने और गरीब या निम्न जाती की महिलाओं की जरूरतों और प्रतिनिधित्व की उपेक्षा करने के लिए उनकी आलोचना की गई। जिसका परिणाम यह हुआ की कई जाति-विशेष के नारीवादी संगठनों और आंदोलनों का उदय हुआ।

नारीवाद की विशेषताएँ या लक्षण :

1. नारीवाद मैरिज सिस्टम या विवाह संस्कार (एक स्त्री और एक पुरुष के बीच काम सम्बन्धों को मर्यादित करने की व्यवस्था) और परिवार संस्था का विरोधी नहीं है। नारीवाद पुरुष को धिक्कारना नहीं है, पुरुष को अस्वीकार करना नहीं है पुरुष को केवल समानता, पूर्ण समानता के आधार पर स्वीकार करना है। नारीवाद विवाह विरोधी या परिवार विरोधी तो नहीं है, लेकिन इस बात पर अवश्यक ही बल देता है कि विवाह और परिवार नारी के लिए केवल उतनी ही सीमा तक आवश्यक है, जितना सीमा तक यह पुरुष के लिए आवश्यक है।
2. नारीवाद इस बात पर बल देता है कि योग्यता और क्षमता की दृष्टि से, नारी किसी भी पुरुष से कम नहीं है तथा उसे आवश्यक शिक्षा, ज्ञान और प्रशिक्षण प्राप्त कर प्रतियोगी जीवन के सभी क्षेत्रों में पुरुषों के समान स्तर पर कार्य करने का अधिकार होना चाहिए। वह पुरुष से प्रतियोगिता करने की क्षमता रखती है तथा उसे यह अधिकार प्राप्त होना ही है।
3. नारीवाद इस बात पर बल देता है कि राजनीति में नारी को लगभग बराबरी की भागीदारी (कम से कम एक-तिहाई भागीदारी अवश्य ही) प्राप्त होनी चाहिए। महिलाएँ न केवल राजनीति में भाग लेने की योग्यता और क्षमता रखती हैं वरन् वे इस कार्य के लिए पुरुषों की तुलना में अधिक योग्य और सक्षम हैं। राजनीतिक क्षेत्र में श्रीमति गांधी, श्रीमती भण्डारनायक, माग्रेट थैचर और गोल्डा मायर आदि महिलाओं ने जिस सुयोग्य नेतृत्व का परिचय दिया, उससे यह बात प्रमाणित हो जाती है।
4. नारीवाद इस बात पर बल देता है कि यदि नारी को उत्थान और विकास कि दिशा में आगे बढ़ना है तो यह कार्य नारी एकता और संगठन तथा स्थानीय प्रादेशिक, राष्ट्रीय और अन्तर्राष्ट्रीय स्तर पर नारी-नारी सहयोग के आधार पर ही सम्भव है। विभिन्न देशों के अधिकार पत्रों में नारी-पुरुषों के लिये समान अधिकार की बात कही गयी है। संयुक्त राष्ट्र शंघ द्वारा मानवीय अधिकारों का सार्वलौकिक घोषणापत्र स्वीकार किये हुए इतना अधिक समय व्यतीत हो चुका है लेकिन आज तक भी महिला वर्ग के हित और अधिकार सुरक्षित नहीं है। महिला वर्ग की इस गिरी हुई स्थिति के मूल कारण महिलाओं में शिक्षा का अभाव तथा आर्थिक आत्मनिर्भरता का अभाव है। इसके अतिरिक्त महिलाओं की स्थिति में सुधार के मार्ग में एक प्रमुख बाधक तत्व है दृसामाजिक कट्टरता, धार्मिक कट्टरता, और अन्धविश्वास।

भारत में महिला संगठन (Women's Organization in India)

विगत कुछ वर्षों में स्त्री द्वारा पुरुष के साथ समानता की खोज एक सार्वभौमिक तथ्य बन चुकी है। इस मांग के कारण कुछ नारी संगठनों ने नारियों में चेतना जाग्रत करने और उनकी स्थिति में सुधार लाने की दृष्टि से प्रयत्न किये हैं। मध्यम वर्गीय महिलाओं ने कीमतों में निरन्तर वृद्धि के मुद्दे को उठाया है और घरेलू स्त्रियों ने पुरुषों के साथ समानता की माँग की है। सर्वप्रथम चेन्नई में भारतीय महिला संघ का गठन किया गया। इसके बाद विभिन्न महिला संगठनों के प्रयत्नों से

देश में अखिल भारतीय महिला सम्मेलन की स्थापना की गई है। इस संगठन के अलावा विश्वविद्यालय महिला संघ, भारतीय ईसाई महिला मण्डल, अखिल भारतीय स्त्री शिक्षा संस्था एवं कस्तूरबा गाँधी स्मारक ट्रस्ट आदि स्त्री संगठनों ने स्त्रियों की नियोग्यताओं को दूर करने, सामाजिक कुरीतियों को समाप्त करने और स्त्री शिक्षा का प्रसार करने की दृष्टि से कार्य किया है। विश्वव्यापी स्तर पर भी नारियों की स्थिति में सुधार के लिये कुछ प्रयत्न किये गये हैं। नारी संगठनों के प्रयत्नों के परिणामस्वरूप नारियों की स्थिति में सुधार के लिये भारत में कुछ अधिनियम पारित हुए हैं जैसे—हिन्दू विवाह अधिनियम, हिन्दू उत्तराधिकार अधिनियम, दहेज प्रतिषेध अधिनियम आदि। यही नहीं कुछ अन्य संवैधानिक प्रयत्न भी किये गये हैं जिसमें पंचायत संस्थाओं और नगर पालिकाओं के चुनाव में एक तिहाई पद महिलाओं के लिये आरक्षित किये गये हैं तथा संसद में महिला आरक्षण विधेयक पर बहस निरन्तर जारी है। जिसमें विधानसभा और लोकसभा में एक तिहाई पद महिलाओं के लिये आरक्षित होने की बात कही गई है ताकि महिलायें निर्णय लेने की प्रक्रिया में शामिल हों और नीति निर्माण के स्तर पर उनकी सहभागिता रहे। इस प्रकार अधिकारों की दृष्टि से नारी और पुरुष में भेद करना उतना ही अनुचित है जितना लिंग के आधार पर भेदभाव करना। किसी भी सभ्य समाज में स्वतन्त्रता और अधिकार की दृष्टि से महिला और पुरुष में कोई भेद नहीं किया जाता है उन्हें समान अधिकार मिलना चाहिए जो एक सुसंस्कृत सुसभ्य समाज की कसौटी है।

संदर्भ ग्रंथ

1. पंचशील शोध – समीक्षा – पृष्ठ 87
2. आजकल : मार्च 2013 – पृष्ठ 24
3. आजकल : मार्च 2011 – पृष्ठ 25
4. पंचशील शोध – समीक्षा – पृष्ठ 61



प्रबंधकाव्य: एक दृष्टि

डॉ. श्रीमती. के. चन्द्रा

सहायक आचार्य, एस टी एस एन सरकारी स्नातक महाविद्यालय, कदिरि, श्री सत्य साई जिला, आंध्र प्रदेश, भारत

सारांश

प्रबंधकाव्य एक समाख्यान काव्य है। इसमें कथा अपरिहार्य रूप से होती है। प्रबंधकाव्य में कथा के साथ-साथ भावों एवं विचारों की शृंखलाबद्ध होना भी आवश्यक है। इसमें सम्पूर्ण समाज एक इकाई के रूप में चित्रित होता है। आचार्य शुक्ल प्रबंधकाव्य के लिए रसात्मकता को अनिवार्य मानते हैं। किसी विषय या कथा का गद्य या पद्य में प्रस्तुतीकरण प्रबंध कहलाता था।

मूल शब्द: रसात्मकता, श्रुखलाबद्ध

प्रस्तावना

भारतीय आचार्यों ने काव्य के श्रव्यकाव्य और दृश्यकाव्य नामक दो भेद बतलाए हैं। उनके अनुसार श्रव्यकाव्य के तीन भेद हैं – गद्य, गद्य और चंपू। छंदरहित रचना गद्य, छंदोबद्ध रचना पद्य और गद्य-पद्य मिश्रित चंपू कहलाती है। पद्य के भी दो प्रकार हैं – प्रबंधकाव्य और मुक्तक काव्य। प्रबंधकाव्य में छंद परस्पर सापेक्ष होते हैं और मुक्तक काव्य में पूर्वापर संबंध नहीं होता। आचार्य विश्वनाथ ने इन दोनों का लक्षण निर्धारित करते हुए लिखा है –

“छंदोवद्धपदम पद्यम तेन मुक्तेन मुक्तकम।”

यहाँ प्रबंधकाव्य ही वर्ण्य है। अतः उस पर ही विचार किया जाएगा। भारतीय आचार्यों में कुंतक ने प्रबंधकाव्य को महाकवियों का कृतिकन्द बताया है – “प्रबंधेषु कवीन्द्राणाम कीर्ति केन्देशु कि पुनः।” यह मुक्तक से श्रेष्ठ माना गया है। प्रबंधकाव्य की चर्चा करते हुए डॉ. गायत्री जोशी ने लिखा है – “संस्कृत में ‘प्रबंध’ शब्द का मूल अर्थ (प्र+बन्ध) (बांधना +अय) संदर्भ या ग्रंथ रचना है। आधार (कथा-विषय) पर कल्पना से ग्रंथ रचना करना भी प्रबंध कहा जाता था। दूसरे शब्दों में परंपरानुमोदन के साथ किसी विषय या कथा का गद्य या पद्य में प्रस्तुतीकरण प्रबंध कहलाता था। धीरे धीरे यह शब्द आख्यान या कथा के सम्यक तारतम्य पर आधारित केवल काव्य के लिए प्रयुक्त होने लगा और प्रबंधकाव्य के लिए रुद हो गया।”² डॉ. भगीरथ मिश्र ने प्रबंधकाव्य के लिए काव्यात्मकता कथा और छंदों की क्रमबद्धता को अपरिहार्य माना है – “यह पद्य रचना है जिसके अंतर्गत छंद किसी कथा सूत्रता कि व्यवस्था से पिरोये रहते हैं उनके छंदों के क्रम को बदला नहीं जा सकता।”

डॉ. नगेन्द्र लिखते हैं – “प्रबंध में जीवन का सवांग विस्तार तथा संपूर्ण अभिव्यक्ति रहती है, इसीलिए आनंद के अतिरिक्त काव्य के महत्वपूर्ण उद्देश्य पुरुषार्थ चतुष्टय की प्राप्ति का साधन प्रबंधकाव्य ही अधिक है।”⁴

इन कथनों के विवेचन से यह स्पष्ट होता है कि प्रबंधकाव्यमें निम्नलिखित चार तत्वों का होना आवश्यक है— कथात्मकता, काव्यात्मकता, वस्तुवर्णन और चरित्र-चित्रण।

क) कथात्मकता: प्रबंधकाव्य एक समाख्यान काव्य है। इसमें कथा अपरिहार्य रूप से होती है। आचार्य भामह ने इसे निबद्ध काव्य कहा है। प्रबंधकाव्य में कथा के साथ-साथ भावों एवं विचारों की शृंखलाबद्ध होना भी आवश्यक है। इसमें संपूर्ण समाज एक इकाई के रूप में चित्रित होता है। यही कारण है कि कभी-कभी किसी

प्रबंधकाव्य में जीवन-वृत्त के स्थान पर संपूर्ण जाति या समाज का ही चित्रण होता है।

ख) काव्यात्मकता: प्रबंधकाव्य एक काव्य है इसे पद्यात्मक कथाकाव्य भी कहा जाता है। पद्य इसकी पहली शर्त है। आचार्य रामचन्द्र शुक्ल ने लिखा है — “प्रबंधकाव्य में मानव जीवन का पूर्ण दृश्य होता है। इसमें घटनाओं कि संबंध-श्रंखला और स्वाभाविक क्रम के ठीक-ठीक निर्वाह के साथ हृदय को स्पर्श करनेवाले, नानाभावों का रसात्मक अनुभव करने वाले प्रसंगों का समावेश होना चाहिए। इतिवृत्त मात्र के निर्वाह से रसानुभव नहीं किया जा सकता।”⁵ इस प्रकार आचार्य शुक्ल प्रबंधकाव्य के लिए रसात्मकता को अनिवार्य मानते हैं। यह रसानुभूति कविता के माध्यम से ही कराई जाती है।

ग) वस्तुवर्णन: यह बाह्यार्थ निरूपक है। इसमें इतिवृत्त का वर्णन होता है एल प्रबन्धकाव्य की विकासयात्रा में अब यह अंतर आया है कि भाव एवम विचार प्रधान प्रबंध काव्यों की रचना होने लगी है।

घ) चरित्र-चित्रण: इतिवृत्त का विकास चरित्रों को आधार बनाकर ही होता है अतः प्रबंध काव्य में चरित्रों का पूर्ण विकास होना चाहिए। पंडित रामदहिं मिश्र ने इन सबको समेकित करते हुए लिखा है — “प्रबंध प्रकृष्टतः विस्तार का द्योतक है। प्रबन्धकाव्य जीए पद्य, प्रबंधगत कथा वर्णन के अधीन तथा परस्पर संबद्ध रहते हैं। वे सम्बद्ध रूप से अपने विषय का ज्ञान करते, भावमग्न करते एवम रस में सरोबार करते हैं।”⁶ प्रबंधकाव्य का विभाजन करते हुए आचार्यों ने इसे दो प्रधान भेद बताए हैं — ‘महाकाव्य और खंडकाव्य।’ इनकी विशेषताओं पर आगे विचार किया जाएगा।

महाकाव्य

किसी विदा की परिभाषा देकर इसका यथावत लक्षण निर्धारित करना कठिन कार्य है फिर भी पहचान के लिए उसका स्वरूप-निर्धारण आवश्यक हो जाता है। महाकाव्य साहित्यिक विधा रही है अतः इसका सर्वकालिक लक्षण निर्धारित करना संभव नहीं है। यह युगीन चेतना को आत्मसात कर चलनेवाली एक प्रगतिशील विधा है। महाकाव्य एक सांस्कृतिक प्रयास है। संस्कृति जिस प्रकार अखंड रहकर भी युगीन विशेषताओं को आत्मसात करती चलती रहती है, उसी प्रकार महाकाव्य भी अपने मूल उद्देश्य को संरक्षित रखते हुए युगीन प्रवृत्तियों को प्रश्रय देते हुए

गतिशील रहता है। यह जातीय जीवन की अभिव्यक्ति का माध्यम है। दिनकर ने लिखा है —“विश्व के महाकाव्य मनुष्यता के प्रगति के मार्ग में मील – पत्थरों के समान होते हैं। वे व्यंजित करते हैं कि मनुष्य किस युग में कहां तक प्रगति कर सका है।” महाकाव्य की इन विशेषताओं को देखते हुए इसके लिए कोई रुढ़ परिभाषा निर्धारित करना संभव नहीं है। इन सीमाओं के होते हुए भी भारतीय एवम पाश्चात्य विद्वानों ने महाकाव्य की परिभाषा निर्धारित करने का प्रयास किया है। यहां भारतीय और पाश्चात्य दोनों परंपराओं में विद्वानों द्वारा प्रस्तुत परिभाषाओं का विश्लेषण किया जाएगा। भारतीय साहित्य में संस्कृत के आचार्यों ने इस पर गंभीरता से सूक्ष्म विचार किया है। यहां भारतीय आचार्यों से तात्पर्य संस्कृत आचार्यों से है। अतः यहां विश्लेषण के क्रम में संस्कृत आचार्यों की परिभाषाओं पर विचार किया जाएगा।

संस्कृत आचार्यों की परिभाषाएं

संस्कृत आचार्यों में भामह प्रतिष्ठित आचार्य माने जाते हैं। उनके अनुसार “सर्गविभाजन से महाकाव्य में व्यवस्था आती है। नाटकीय संधियों एवम कार्यवस्थाओं के प्रयोग के द्वारा कथानक के विकास में क्रामबद्धता एवम काव्यात्मकता आती है। वर्णनात्मकता काव्य के लिए अनिवार्य है। धर्म, अर्थ, काम, मोक्ष आदि चतुर्वर्ग फल प्राप्ति का विधान होना चाहिए। उससे नायक का अभ्युदय होता है, किंतु अन्य पात्रों का उत्सर्ग दिखाने के लिए नायक का वध नहीं किया जाता है।”⁸ इस प्रकार ‘भामह’ ने अपनी परिभाषा में महाकाव्य को उसकी संपूर्णता में समेटने का प्रयत्न किया है। आचार्य दंडी ने महाकाव्य के लक्षणों का निरूपण करते समय भामह की बातों को परिभाषा में आत्मसात किया ही है उसके बाह्य स्वरूप का विवेचन किया है।⁹ परवर्ती आचार्यों के लिए दंडी की परिभाषा अनुकरणीय रही है। रुद्रट¹⁰ एवम हेमचंद्र¹¹ जैसे आचार्यों ने भी अपने लक्षणों का पूर्ववर्ती आचार्यों के परिभाषाओं का आधार बनाया है। रुद्रट ने महाकाव्य के लिए महत् उद्देश्य, महत् चरित, महती घटना और समग्र जीवन के रसात्मक चित्रण को अनिवार्य माना है। कविराज विश्वनाथ¹² ने अपेक्षाकृत व्यापक और स्पष्ट परिभाषा दी है। उनकी परिभाषा में पूर्ववर्ती सभी आचार्यों के लक्षणों का समाहार है।

विश्वनाथ की परिभाषा सर्वमान्य और सर्वांगपूर्ण है। इस परिभाषा में महाकाव्य के लिए निम्नलिखित तत्व आवश्यक बताए गए हैं –

1. कथानक की ऐतिहासिकता
2. कथावस्तु का सर्गों में विभाजन
3. नाटकीय संधियों का निर्वाह
4. धीरोदात्त उच्च कुलीन नायक
5. श्रृंगार, वीर और शांत रसों में एक की परिपक्वता और अन्य रसों का सहायक होना ।
6. धर्म, अर्थ, काम, मोक्ष, चतुर्वर्ग की प्राप्ति
7. आठ से अधिकसर्गों की संख्या
8. सर्ग के अंत में छंद परिवर्तन
9. महाकाव्य के आरंभ में नमस्कार, मंगलाचरण, आशीर्वचन आदि का विधान
10. सज्जन की स्तुति एवम दुर्जन की निंदा
11. सूर्य, प्रातः, मध्याह्न, संध्या, रजनी, प्रदोष, पर्वत, सागर, स्वर्ग, पुर, ऋतु, संयोग श्रृंगार, विप्रलंब श्रृंगार, पुत्रोत्पत्ति, यात्रा, मंत्रणा, यज्ञ आदि का सांगोपांग चित्रण।
12. कवि, कथा अथवा नायक पर आधारित महाकाव्य का नामकरण।
13. कथा के आधार पर सर्गों का नामकरण।

इस प्रकार विश्वनाथ ने महाकाव्य की एक व्यापक परिभाषा दी है, किंतु यह परिभाषा मौलिक नहीं है इन्होंने पूर्ववर्ती आचार्यों का दोहन किया है, किंतु व्यापकता के कारण इनकी परिभाषा समादृत

रही है। अनेक कवियों ने उनकी परिभाषा को आधार बनाकर काव्य रचना की और प्रतिष्ठा अर्जित की। इससे यह परिभाषा यशस्वी हुई।

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1. आचार्य विश्वनाथ—साहित्य दर्पण
2. डॉ. गायत्री जोशी – हिंदी प्रबंधों में जीवन दर्शन, 4
3. डॉ. भागीरथ मिश्र – काव्यशास्त्र, 48
4. डॉ. नागेंद्र – भारतीय काव्यशास्त्र की भूमिका, 240
5. आचार्य रामचंद्र शुक्ल – जायसी ग्रंथावली, 68



Cover Page



WHY EVERY ATHLETE SHOULD NEED YOGA

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ABSTRACT

Athlete irrespective of sport or discipline has the potential to enhance their ability by adopting a consistent yoga practice. Today's top athletes have a unique ability to constantly perform at their highest potential in comparison to their competition. For High School, College, University players and professional sports, most athletes are very similar in Physical abilities, so how are some athletes able to consistently dominate their competitions. The most important benefit of yoga is physical and mental health therapy. The ageing process which is largely an artificial condition, caused mainly by autointoxication i.e. self poisoning can be slowed down by practicing yoga. By keeping the body cleans, flexible and well lubricated. Through the practice of yoga we become aware of inter connectedness between our emotional mental and physical levels.

Keywords: Yoga, Potential, Artificial.

Introduction

Yoga exercises helps in mental (emotional) health

When yoga is used as part of a regular exercise regime, there can be many benefits beyond flexibility or strength training. A lot of athletes use yoga exercises as a form of meditation to clear your mind before a game, but the benefits of yoga extend beyond cleansing the mind. If you are thinking about starting an exercise routine, you might consider using yoga, because there are many emotional benefits of using yoga regularly.

Yoga Reduces Stress

One of the best emotional health benefits of yoga is the fact that yoga exercises can reduce stress, which is very important for an athlete. Often times, an athlete will become overwhelmed with an upcoming game or meet, and this can really cause a lot of stress for them which will hinder athletic performance. Yoga exercises require a lot of concentration and this means an athlete will be concentrating on the aim at hand instead of thinking about a sport or game. When an athlete has the ability to concentrate only on the yoga exercises, it can help him reduce overall stress levels, which might increase athletic ability during the competition.

Yoga Relieves Depression

Yoga can also help relieve depression symptoms in an athlete, which can hinder athletic ability or cause them to feel like a failure. When an athlete performs yoga exercises, it can help get rid of the negative energy within the body, which is release through the various poses. If an athlete performs yoga exercises regularly, he will come to know that the depression starts going away and he will feel overall more positive about life. Since yoga helps the mind and body connection while also balancing hormones in the body it is logical that it can relieve depression symptoms.

Yoga Increases Concentration

Another important emotional health benefit of yoga is that it can increase overall concentration, which is very important for an athlete. The ability to concentrate is especially vital during conditioning, a game or an athletic meet, and it can really help them to succeed in sports. Yoga helps to increase concentration levels in an athlete because due to the concentration is needed during the yoga poses. When an athlete performs a yoga pose he has to focus only on the pose and breathing techniques needed for that exercise, which requires a lot of concentration.

Yoga helps on Mental Focus

A dominant athlete is able to maintain a higher level of mental focus, awareness and concentration over his competition, some term this as performing in the Zone.

Yoga exercises helps to improving strength

Routine and constant practice of the various yoga asana helped to build strength and improve lean muscle mass. Most notably with respect to several muscle groups under-utilized in the athletic disciplines of swimming, cycling and running. These gains have



Cover Page



enhanced core body stability and significantly impeded overuse injury by strengthening the supportive but otherwise under developed muscles surrounding the more utilized muscles creating a more balanced and optimally functional overall strength.

It helps Great Balance

Swimmer must have always been rather flexible. But the balance is historically horrible, through a consistent yoga practice, athletes coordination and balance have improved immensely. It is important that better balance and coordination means enhanced control over how athletes move their body which in turns leads to better technique and form the brass ring every athlete spends a career refining whether your focus is a swim stroke, mallakamba twist, drafts and catches, shuttle and jump shots in Basket ball, wrestling moves foot ball heading and Pele shot.

To prevent serious injury

A dominant athlete is able to avoid serious injury during each and every performance.

Yoga improves Flexibility

Yoga invariably improves joint and muscular flexibility, which is crucial to the body's overall structural soundness. Enhanced joint and muscle pliancy translates to greater range of motion, or an increase in the performance latitude for a particular movement or series of movements for example, a swimmer with supple shoulder and hip joints is able to capture and pull more water than a swimmer with a more limited range of motion. The result is more forward movement per stroke as well as enhanced muscular economy. In turn, this increased range of motion provides a greater ability to strength condition a particular muscle group due to the amelioration in overall force that can be exerted with each movement.

It helps Great recovery

A dominant athlete is able to recover more quickly, both mentally and physically over their competition. They are able to continually compete again, and even at higher mental and physical level than previously, as their competition get tougher and they move towards successful way.

Yoga increase Overall Happiness

Yoga is known to increase your overall happiness, which can significantly help an athlete. If an athlete is in a bad mood or is not happy this can hinder his or her athletic ability during a game. Yoga exercises help balance the hormones within the body which are responsible of many things, such as mood and quality of life. When an athlete practices yoga his nervous system will become balance over time, leading to an increased outlook on life in general. Yoga also help to increase the awareness of the body, create a healthier feeling body and can increase the mind and body connection, which will also help increase the overall mood of an athlete.

Mental Benefits of Yoga

- Control the Stress and Anxiety
- Internal discipline and mind concentration
- Relaxation for healing & Recovery
- Presence of mind
- Controlled Breathing & Hear Rate
- Body and Mind Awareness

Physical Benefits of Yoga

- Improves Balance
- Increases Range of Motion
- Improves Recovery Time
- Strengthen Ankles & Knees, Tendons & Ligaments
- Decreases Injuries
- Increases body Awareness



Cover Page



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